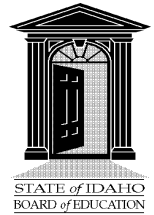


**STATE BOARD OF EDUCATION MEETING**  
**October 16-17, 2013**  
**Lewis-Clark State College**  
**Williams Conference Center**  
**Lewiston, Idaho**



**Wednesday, October 16th, 2013, 1:00 pm, Lewis-Clark State College, Lewis-Clark State College. Williams Conference Center (4<sup>th</sup> Street and 9<sup>th</sup> Avenue)**

**BOARDWORK**

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

**WORK SESSION - Planning, Policy & Governmental Affairs**

- A. Annual Performance Measure Presentation

**EXECUTIVE SESSION (Closed to the Public)**

Boise State University

1. I move to go into Executive session pursuant to section 67-2345(1)(c), Idaho code to conduct deliberations ... to acquire an interest in real property which is not owned by a public agency;

**Thursday October 17, 2013, 8:00 a.m., Lewis-Clark State College, Williams Conference Center (4<sup>th</sup> Street and 9<sup>th</sup> Avenue)**

**OPEN FORUM**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

1. Lewis-Clark State College Report
2. Presidents' Council Report
3. Idaho Division of Vocational Rehabilitation
4. IRON Presentation
5. 2014 Board Legislation
6. Pending Rules – Docket 08-0105-1301, 08-0106-1301, 08-0112-1301, Scholarships Repeal
7. Pending Rule – Docket 08-0109-1301, GEAR UP Idaho
8. Pending Rule – Docket 08-0113-1301, Opportunity Scholarship

9. Pending Rules – Docket 08-0204-1301, Rules Governing Charter Schools and Docket 08-0301-1301, Rules of the Public Charter School Commission
10. Temporary Rule IDAPA 08.02.03.113 – Award Schools
11. Distinguished Schools Awards
12. Postsecondary Professional Technical Educator Certification Fee
13. Board Policy I.O. Data Management Council – Second Reading
14. President Approved Alcohol Permits

## **DEPARTMENT OF EDUCATION**

1. Public Schools Budget Update

## **INSTRUCTION, RESEARCH & STUDENT AFFAIRS**

1. Repeal III.F. Academic and Program Affairs – First reading and Amendments to III.G. Program Approval and Discontinuance – First Reading
2. Repeal III.K. Prior Learning – First Reading and Amendments to III.L. Continuing Education/Off-Campus Instruction – First Reading
3. Program Prioritization
4. North Idaho College – Academic Program Approval
5. Amendment of Five-Year Plan to include Boise State University's Ph.D. in Ecology, Evolution, and Behavior
6. Intellectual Property Commercialization Update

## **AUDIT**

1. Amendment to Board Policy – Section V.Y. – Compliance Programs - Second Reading

## **BUSINESS AFFAIRS & HUMAN RESOURCES**

### **Section I – Human Resources**

1. Amendment to Board Policy – Section II.H. – Coaching Personnel and Athletic Directors – First Reading
2. Board-Sponsored Retirement Plan Amendments

### **Section II – Finance**

1. FY 2014 Sources and Uses of Funds in
2. Amendment to Board Policy – Section V.F. – Bonds and Other Indebtedness – First Reading

3. Boise State University – Amendment to Nike Contract
4. Boise State University – Purchase of Phoenix Thermal Ionization Mass Spectrometer
5. University of Idaho – Executive Residence Project Update

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

1. Agenda Approval

Changes or additions to the agenda

**BOARD ACTION**

**I move to approve the agenda as submitted.**

2. Minutes Approval

**BOARD ACTION**

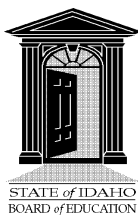
**I move to approve the minutes from the August 14-15, 2013 Regular Board Meeting, and the August 26, 2013 Special Board meeting as submitted.**

3. Rolling Calendar

**BOARD ACTION**

**I move to set October 15-16, 2014 as the date and Lewis-Clark State College as the location for the October 2014 regularly scheduled Board meeting.**





STATE BOARD OF EDUCATION  
TRUSTEES OF BOISE STATE UNIVERSITY  
TRUSTEES OF IDAHO STATE UNIVERSITY  
TRUSTEES OF LEWIS-CLARK STATE COLLEGE  
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO  
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

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**DRAFT MINUTES  
STATE BOARD OF EDUCATION  
August 14-15, 2013  
Idaho State University  
Pond Student Union Building  
Salmon River Suite  
1065 South Cesar Chavez Avenue  
Pocatello, Idaho**

A regularly scheduled meeting of the State Board of Education was held August 14-15, 2013 at Idaho State University, Pond Student Union Building in Pocatello, Idaho.

**Present:**

Don Soltman, President  
Emma Atchley, Vice President  
Rod Lewis, Secretary  
Richard Westerberg  
Superintendent

Milford Terrell  
Bill Goesling  
Ken Edmunds  
Tom Luna, State

**Absent:**

**Wednesday, August 14, 2013**

The Board met for its regularly scheduled meeting in the Pond Student Union Building at Idaho State University (ISU) in Pocatello, Idaho. Board President Don Soltman called the meeting to order at 1:00 pm. President Vailas welcomed the Board and introduced ISU student body president Matt Bloxham who gave a warm welcome to the Board and a brief update on the upcoming events signaling the start of the fall school semester. President Soltman introduced the new General Manager for Idaho Public Television, Ron Pisaneschi, and welcomed him to the meeting. Board member Lewis joined the meeting at 1:15 pm. Superintendent Tom Luna joined the meeting at 2:27 pm.

**BOARDWORK**

1. Agenda Review / Approval

**BOARD ACTION**

**M/S (Atchley/Westerberg): To approve the agenda as submitted.** The motion carried six to zero.

2. Minutes Review / Approval

**BOARD ACTION**

**M/S (Atchley/Terrell): To approve the minutes from the June 19-20 regular Board meeting and the July 24, 2013 special Board meeting as submitted.** The motion carried six to zero.

## 3. Rolling Calendar

**BOARD ACTION**

**M/S (Atchley/Goesling): To set August 13-14, 2014 as the date and Idaho State University as the location for the August 2014 regularly scheduled Board meeting.** The motion carried six to zero.

**WORKSESSION****Business Affairs & (BAHR)****A. FY 2015 Line Item Budget Requests**

Mr. Terrell indicated the agencies and institutions will present their FY 2015 line item requests in detail with the assistance of Mr. Freeman from the Board office. Mr. Freeman recapped for the Board members the budget setting process, timeline, and staff recommendations. He provided an explanation for the way the line items would be presented today from the institutions, stating that the BAHHR Committee is supportive of the approach. Mr. Freeman communicated with the four-year institutions that they would be able to revise their requests consistent with the discussions of the BAHHR Committee.

Mr. Freeman discussed the deferred maintenance need and the need for a consistent quantification and common definition for the item. He also pointed out the Presidents' Council resolution about the CEC request and provided some detail for this request.

Mr. Freeman directed the Board members to the list of line items in their agenda materials and invited the financial vice presidents or institution representatives to provide comment if necessary on any of the requests. Mr. Fletcher provided a summary of the request made by Idaho State University (ISU) for FY15 and stated there was some confusion between what they included in their presentation and what the Board requested. He indicated their total request was for \$2,196,000 for FY 2015 line items. Mr. Fletcher indicated their primary submission includes a number of Complete College Idaho (CCI) initiatives, an adjustment for occupancy costs related to their A&P facility in Meridian, and an adjustment to their rates at Eastern Idaho Technical College (EITC). He felt there was inconsistency in the guidelines requested by the universities in their levels of submission. There was further discussion regarding the request made by ISU. Mr. Freeman restated the guidelines provided to the institutions, adding that rather than adding a separate stand-alone system-wide request for CCI for equalized funding, that those needs could be incorporated into each institutions' individual line items – with the intent being that the information would be better suited to advocate with legislators on and more easily quantifiable.

Dr. Schimpf outlined the request made by Boise State University (BSU). He indicated their request falls into three categories: CCI and equalized funding; faculty salary adjustments for merit and retention; and occupancy costs. He summarized details from each of the three areas. Dr. Schimpf also provided some detail of the national average FTE students per full time instructional faculty members and remarked that faculty growth has not kept pace with enrollment growth. He shared some trends on the percent of growth since 2006 and indicated that a number of new faculty will be required to keep up with the present growth to arrive at between a master's-large and a doctoral university, requiring 72 new faculty. He also added that there is a need to increase their advising staff. He provided a comparison of lower division students per professional advisor which shows they need at least 12 new advisors to deal with the growing workload associated with the enrollments. Dr. Schimpf pointed out salaries are well below CUPA averages and pointed out the dire need to increase salaries at BSU and other institutions across Idaho.

Ms. Atchley asked if BSU has an open enrollment policy. Dr. Schimpf responded by stating in policy they do per the parameters contained in their admission index. Mr. Freeman asked how many tenured track faculty they will be asking for. Dr. Schimpf responded that 75% of the new faculty will be tenured track.

Mr. Ron Smith reported for the University of Idaho (UI) and that their number one priority is the second year law school in Boise. Interim President Don Burnett offered some comments on the importance of

this program in Boise. Mr. Michael Sats, Interim Dean for the College of Law, provided some remarks on the law program's importance. He was accompanied by two students who commented on what the Boise program has meant to them. Mr. Edmunds remarked that the idea of a second year law program in Boise by UI is troubling for him. He believes there are other priorities the Board should be focused on, especially in consideration of funding. Mr. Terrell expressed comments in support of the program. Dr. Goesling asked for clarification on if there was duplication at each site. Mr. Burnett responded that it is one law school with two places of delivery, in where each place has its own strong points of delivery. He remarked the amount of duplication is very little and the investment is for the program and the quality to students. Mr. Westerberg also commented on prioritization regarding this program and how it affects a small number of students compared to other programs affecting a large number of students. Mr. Burnett responded it is not just related to students, but the state of Idaho and the benefits to Idaho's economy. Mr. Lewis commented in support of having a law school in Boise, but remarked that having two separate schools is not favorable. Mr. Smith went on to discuss their second line item of funding ten full time faculty positions and how this will benefit UI, adding they are in full support of the CEC request.

There was additional discussion about what the direction from the Board office was to the institutions and what was requested in the line items because of the inconsistency in institution presentations.

Mr. Chet Herbst provided information for Lewis Clark State College's (LCSC) line item request. He indicated they intend to support the CCI goal with their request and intend to focus available resources on critical instructional programs and primary missions. He identified some legislative priorities such as CEC and deferred maintenance, and commented on the importance of those items. He indicated their line item request captures the need to sustain already healthy programs and there are no new program requests. Mr. Herbst said they are requesting 14 new positions comprised of eight faculty and six support staff, and commented on the importance and benefit of adding those positions.

Dr. Todd Schwarz provided a brief recap of Professional-Technical Education's (PTE) request which is to support a sector strategy initiative to bolster programs across the postsecondary system. He commented their request involves each of the six technical colleges who each have specific regional needs.

Dr. Jeff Fox provided a recap on behalf of the College of Southern Idaho (CSI). He indicated their foremost request is one for occupancy costs. Their second request is related to funding for the voluntary framework of accountability. Thirdly, they made a request intended to offer a stronger presence in Idaho Falls through the classes they offer through EITC. Additionally, they are seeking funding for additional staff positions to help support the Board's 60% goal. Dr. Fox also commented on their STEM initiative and partnerships.

President Soltman asked about the reception to the outreach in Idaho Falls. Dr. Fox responded the enrollment is low, but they are working on growing the program. Mr. Edmunds asked about the level of communication between CSI and ISU on certain programs. Dr. Fox responded that they intend to work with ISU to create the best program for students. They are intent on being good partners with ISU and EITC. Dr. Woodworth-Ney also offered supportive comments regarding this program. Mr. Edmunds emphasized strong communications among institutions regarding program offerings to avoid overlap.

Ms. Lita Burns provided a report from North Idaho College (NIC), highlighting their line item requests. Their first line item is related to the voluntary framework of accountability for student success. Their second request is related to their service to the Sandpoint Center and service to the northern most part of the state. They would like to provide a full time faculty, full time advisor, financial aid advisor, and a support staff member at that location. Their third request is related to further establishing a veteran's center and also to provide an advisor for that center. NIC has a successful veteran's center presently, and would like to build on that success.

Ms. Cheryl Wright, CFO for the College of Western Idaho (CWI), highlighted the college's five line item requests. Their first request was for funding of occupancy costs for the Micron Center for PTE, the second request is funding for their nursing staff, adding that the funding has been absorbed by their general fund to date for that program. Their third request is for support of their virtual one-stop student services to support on-line students, and their fourth request deals with the voluntary framework of accountability.

Their fifth request deals with dual credit expansion.

Mr. Ron Smith was asked to return to the table to discuss the remainder of UI's line item requests including the additional WWAMI seats. Mr. Smith explained the details of the remaining requests for the Board. They included agriculture, the trust program, additional WWAMI seats and special programs. Mr. Smith indicated they are asking for two items in the WWAMI program. One is the continuation of the five additional seats and the second is for five new seats to be added this year. The intent is to get to 40 seats.

Mr. Lewis asked if the resources are for the seats themselves or for the resources toward the seats. Mr. Edmunds responded that it is for the cost to carry the students from the first year to the second year and so forth. Mr. Freeman clarified the reason why the first year for WWAMI is less expensive is the first year students are in Moscow. Mr. Freeman clarified additional details related to this item and how the program is laid out. Mr. Edmunds asked for a better understanding of how the costs will be absorbed. Joe Stegner responded that Dr. Allen from WWAMI would be able to address specific questions for the Board and offered details of the structure of the programs, stating the curriculum change has not quite been finalized yet.

Mr. Edmunds requested those details be provided to the Medical Education Study Committee (MESC) once finalized and urged all parties to be communicating clearly with one another. Mr. Terrell also recommended the MESC return to the Board with a recommendation on the program after they are provided with those details. Mr. Lewis expressed his hope that the work the MESC has done continues on the course of action it has developed over the years.

Under the item of special programs for the University of Idaho, Mr. Freeman commented on the request for funding for Idaho sponsored students at the University of Utah, adding it has been difficult finding preceptors to work with the Idaho sponsored students because of no federal funding.

Dr. Dick McLandress offered comments on behalf of Kootenai Health Family Medicine Residency and the overwhelming need for physicians in Idaho and the country. He followed that comment up with some statistics on the shortage of physicians in the country. Dr. McLandress commented on the need for support in rural areas and on the need for students to gain real world experience.

Mr. Freeman commented on behalf of the Board office on its two line item requests. The first is for costs related to a web developer position, indicating that budget cuts during the recession eliminated the previous funding for that position. The second is a line item related to spending authority for oversight of private postsecondary schools which currently has .80 FTE presently and has grown enough to require a full time position as well as funding for consultant fees for investigations.

Mr. Ron Pisaneschi from Idaho Public Television (IPTV) provided a recap of their two line item requests. He provided some background on IPTV as a technology dependent entity and highlighted costs and cuts experienced by IPTV. They are requesting to restore funds into their operational base in the amount of \$130,000 for maintenance costs. Their second item also addresses the technology infrastructure, particularly for items that have reached their end of life cycle and need to be replaced. The request is for \$400,000 in ongoing replacement capital to address the more than \$3 million in deferred maintenance costs. He added that each year the deferred maintenance amount grows. Mr. Soltman asked about current grants and where the funds end up. Mr. Pisaneschi responded those dollars go largely to programming costs.

Don Alvashere from the Idaho Division of Vocational Rehabilitation (IDVR) recapped their three line item requests. He pointed out their first request is related to their program involvement with the Department of Corrections for specialized counselors and assistants. Their second request relates to counseling staff salaries. He provided an example of how difficult it is to get and retain good counselors, adding this is a high priority issue. Their third request is related to maintenance of effort for services with the Department of Corrections and the Idaho School for the Deaf and Blind. He explained the ramifications for replacing the maintenance of effort agreements and to avoid costly penalties. To provide clarification on the prioritization, Mr. Alvashere added that if either of the first two requests get approved, the third will not be

necessary. However, if the first two do not, the third becomes incredibly important.

### **Instruction, Research & Student Affairs (IRSA)**

#### **B. Accreditation Process and Status**

Ms. Selena Grace from the Board office provided a presentation on accreditation requirements for institutions who are accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU covers a seven state region for public and private institutions. Along with this presentation, an update was provided on where each institution is in the accreditation process. Ms. Grace outlined the considerations used by the NWCCU and how each report is connected, and also what is included in each year's report and what objectives and achievements are measured in each report. The reports go through a seven year cycle. Ms. Grace reported that all of Idaho's public institutions with the exception of the College of Western Idaho (CWI) are accredited and at what point in the seven year cycle each institution is presently. CWI is presently a candidate and in the fall of 2014 it will begin its three year evaluation. The report was included in the agenda materials provided to Board members.

Ms. Grace outlined the role of the Board related to approval, updates and review, and integration of reporting requirements and its importance to the institutions for the accreditation process. Mr. Soltman recommended having an executive summary of the reporting information available to Board members before the accreditation review as well as having the full reports available to them.

### **Policy Planning & Governmental Affairs (PPGA)**

#### **C. College Completion Goal/Workforce Certificate**

Mr. Edmunds provided a presentation to the Board on workforce development and the middle skills challenge. He provided a few general definitions of middle skills and summarized them as being more than high school but less than a bachelor's degree – or some college, no degree. Certificates fall in to this category. Mr. Edmunds reported that 27% of our jobs fall in that category; and a diploma is no longer sufficient for job placement. In the context of the Board's 60% goal, this equates to 44% of students, and this group has a need for training, particularly in the technology arena.

Mr. Edmunds pointed out that the updated Carnevale report increased the projections of jobs requiring postsecondary education in Idaho to 67% which is being addressed by the Board's college completion goal and initiatives. However, the workforce segment that requires some college and no degree, referred to as "middle skills" is not sufficiently addressed in the Board's planning. Carnevale indicates postsecondary training should be occupations-based rather than industry-specific. Mr. Edmunds reported that 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 but adequately trained employee base. He indicated the training programs should be focused around nine clusters of an industry-driven training and education system. He pointed out declining employer investment in training is also a problem. Those clusters included healthcare, professional-technical education (PTE), STEM, community services and arts, managerial and professional office, sales and office support, healthcare support, food and personal services, and blue collar. He indicated the relationship between occupations and industries is an important distinction when creating a training structure to meet future opportunities.

Mr. Edmunds outlined several options to meet workforce development needs which are under consideration. Those options included private/public partnerships in developing certificate programs tailored to industry needs, apprenticeship and internships, and further integration of professional-technical training in high schools.

Mr. Edmunds shared a list of items of an industry-driven training/education system. Some of the items included general occupations-based training with specific industry specialization; technical training based on industry requirements; the ability to combine quick-start employment with continuing education; a model combining instructor contact, online learning, and hands on training; ability to test out for

participants with training or exposure, and integration of general education requirements for writing, math and other areas tailored to occupation type and industry, transferability to higher-level degrees, and low cost programs with financing options.

Mr. Edmunds reported on the need to combine components together to develop the Idaho Certificate, a one-year certificate program to provide middle skills training. Mr. Edmunds reported that many of these things are already in place, but his request is that the Board support buy-in to this strategy. He encouraged developing a strategy for engaging industry, and commented on the need to get industry involved in education. Dr. Schwarz from PTE added comments that there are four particular areas to address which include opportunity, content, delivery, and access. He provided that while developing programs, attention needs to be paid to where opportunities will be. In terms of content, they hope to improve the system of PTE and urged paying attention to the specific outcomes. Regarding delivery, there are some constraints that will need to be addressed. And regarding access, improved access needs attention in making these types of programs more accessible and more attractive to students. Dr. Glandon from CWI also offered supportive comments on a new look at public education over the next several years. He commented on the continuing progress of CWI in getting accredited, along with some of the middle skills challenge. He commented we all are looking at an exciting and challenging period forthcoming for higher education.

Mr. Edmunds reiterated that it will be challenging, but there is a need to break out of the traditional model. He urged Board support of the concept of expanding middle skills development to accommodate the growing demand.

Mr. Lewis asked how this is different from where community colleges are headed already. Dr. Glandon responded that community colleges are moving rapidly in the direction described and are looking at various ways to improve the delivery system to students. He added these new ideas challenge the system to seek out new ways to improve and expand delivery models.

Mr. Edmunds commented that if this approach is broadened, it will ideally reach into the high school level. Additionally, there are adults that need new skills and training to be viable members of the work force. He stated there is an obvious need to break away from the traditional model and make the certificate program more useful. Dr. Schwarz offered additional comments on industry engagement and its complications. For instance, each industry sector is vastly different in how to engage them. The industry sector needs to be met with a proposal or way to market the certificate program to make it more attractive to the industry. Mr. Lewis responded they need to develop strong communications and relationships with industry and then move forward with collaborative program proposals. Dr. Schwarz commented this may be a good preface to policy changes.

At this time the Board moved into executive session.

#### **EXECUTIVE SESSION (Closed to the Public)**

**M/S (Atchley/Westerberg): To go into Executive Session pursuant to Idaho Code 67-2345(1)(d) and (f) “to communicate with legal counsel . . . to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated: and “to discuss records that are exempt from disclosure as provided in Chapter 3, Title 9, Idaho Code.”** A roll call vote was taken and the motion carried eight to zero.

**M/S (Luna/Goesling): To go out of executive session at 5:36 p.m.** The motion carried eight to zero.

**Thursday, August 15, 2013, 8:00 a.m., Idaho State University, Pond Student Union Building, Pocatello, Idaho.**

The Board convened for its regularly scheduled business at 8:00 a.m. at Idaho State University in Pocatello. Board President Don Soltman called the meeting to order at 8:00 a.m. and all Board members were present at the meeting. Dr. Rush took a few moments to introduce the Board's new Director of

Research, Carson Howell, and highlighted some of his background. Mr. Howell comes most recently from the Utah USTAR program and has legislative, executive and management experience, and has authored reports on the efficiency and value of higher education.

**OPEN FORUM**

President Soltman introduced Ms. Stephanie Gifford from Ammon Idaho who addressed the Board regarding the k-12 student level data collection system known as the Idaho System for Educational Excellence (ISEE). Ms. Gifford expressed great concern over data being collected without parental permission about students, one being her daughter, and that information being shared, also without parental permission, with researchers and other agencies. Ms. Gifford indicated she thought that through amendments to FERPA law, parental permissions have been written out of the picture and she strongly opposes the loss of parental authority related to the sharing of data without parental consent. She commented that the state of Idaho is endorsing the Federal government's abuse of power by establishing a Statewide Longitudinal Data System. She was also distressed that parents were not notified about the data collection being changed from aggregate level to student level data. Ms. Gifford urged the Board to reconsider this program.

President Soltman then introduced Representative Bateman who came before the Board to reflect on the legislation about cursive writing found in House Joint Resolution HJR3. He indicated that he was approached by a group of elementary and college level educators who expressed concern about the loss of cursive writing being taught in schools. This encouraged him to sponsor legislation that would request that the Board of Education commence rulemaking to require that cursive handwriting be taught in elementary schools. He indicated he received strong support for the legislation, which passed with only two dissenting votes. He publically thanked Superintendent Luna for his support of the bill. Representative Bateman discussed the benefits and history of cursive writing and provided a handout to Board members that recapped the rationale for cursive handwriting and how it stimulates creativity and benefits growth in a child's brain. Representative Bateman requested the Board require specific standards by grade level be include in Administrative Rule.

**CONSENT AGENDA**

**M/S (Atchley/Westerberg): To approve the consent agenda as presented.** The motion carried eight to zero.

**Instruction, Research & Student Affairs**

1. Quarterly Report: Programs and Changes Approved by Executive Director – Information Item
2. North Idaho College - Approval to Discontinue Personal and Professional option of the Business Leadership Program.

**Board Action**

**By unanimous consent to approve the request by North Idaho College to discontinue their Personal and Professional option of the Business Leadership Program as presented.**

**Policy, Planning & Governmental Affairs**

3. State Rehabilitation Council Appointment  
**By unanimous consent to approve the re-appointment of Robbi Barrutia to the Vocational Rehabilitation State Rehabilitation Council as a representative of the Statewide Independent Living Council for a term commencing immediately and expiring June 30, 2016.**

**State Department of Education**

4. Adoption of Curricular Materials

**By unanimous consent to approve the adoption of English Language Arts curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee as submitted.**

5. Professional Standards Commission - Appointment

**By unanimous consent to approve Kristi Enger as a member of the Professional Standards Commission for the remainder of a three-year term effective immediately, and expiring June 30, 2015, representing Professional-Technical Education.**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

1. Idaho State University's (ISU) Annual Report

President Vailas provided a progress report from ISU. Dr. Vailas indicated that his presentation today is structured to address the issues of access and opportunity at ISU. The university is presently ranked among the 15<sup>th</sup> lowest-cost public institutions with high starting salaries for graduates, according to a national survey of 4,000 colleges and universities. Dr. Vailas reported ISU's enrollment is up 15% and credit hours are up 9% from FY12. Related to access and opportunity, on-line learning is up as well. He reported their graduate FTE is holding steady and the degrees awarded are up as well. Dr. Vailas reported on some unique programs at ISU related to access and opportunity. One of those programs is the Bengal Warrior boot camp, which is a summer enrichment program for Shoshone-Bannock students.

Dr. Vailas reported ISU has had an increase in access and opportunity in the career path internships as well. He provided a long list of health profession programs at ISU and indicated they continue to look at and engage in partnerships with other companies that benefit the students of ISU. Dr. Vailas commented on the ESTEC program that was named by the Northwest Center of Excellence for its work in nuclear education and nuclear training in a multi-state area. He also commented on the Idaho Museum of Natural History and its collaborative relationship with the Smithsonian Institute. The museum was featured in the April issue of *Museum* magazine highlighting 3D technology in museums. Additionally, two interns were awarded summer internships at the Smithsonian Institute.

Dr. Vailas thanked the other institutions for their collaborative efforts in working with ISU. He provided a visual recap of how their revenue of operating and non operating expenses are divided out, and shared the FY 2013 staff distribution and a recap of their long term debts and yearly payments. Dr. Vailas remarked on how much the athletics programs and facilities have improved, and that ISU has a number of Big Sky Conference titles under its belt. He commented on how much ISU has grown with its community and that those relationships continue to grow and improve.

2. Presidents' Council Report

Presidents' Council Chair Don Burnett reported on the recent activities of the Presidents' Council and the recommendations of UI's Taskforce on student alcohol and drug use. He started by providing some statistics related to students, young people, and alcohol in general, that painted a startling picture regarding alcohol and substance abuse on campus. He also commented that the National Institute on Health reports student alcohol abuse as an epidemic. He reported that many students are drinking not for the social engagement, but for the buzz or to become completely intoxicated.

Dr. Burnett reported that the Alcohol Task Force intends to move forward on alcohol and substance abuse safety action plans for the University of Idaho, adding that there is a need for mandatory early interaction and education about alcohol and substance abuse when students come on campus. Mr. Dean Pittman from the UI came forward at this time to provide some feedback from the President's Retreat and the topic of alcohol on campus. He remarked that drinking on campus is a timeless topic. He pointed one vital element, however, that is different today which is that students drink more to achieve an altered state and less for social experience. Often students are mixing alcohol with prescription medications to achieve an altered state rapidly. He indicated they hope the recommendations they arrived at will be a



blueprint going forward. He pointed out there is research that points toward what works and what doesn't work regarding alcohol on campus. Those recommendations were provided to the Board members in their agenda materials. He remarked on the importance of bystander intervention, and on the freshman review process. He shared the video clip on "*I got your back*" for students helping students.

Mr. Burnett pointed out a number of recommendations discussed by the Presidents' Council including establishing clear policies to report underage drinking, to law enforcement, extending the institution's code of conduct, furnishing detailed institution specific information to parents or guardians related to alcohol or substance abuse, and collaborative efforts between institutions. Their intention is to establish a memorandum of understanding (MOU) with each of the Greek life organizations with specific expectations regarding alcohol and substance abuse. The presidents expect to report on the effectiveness of the changes to the Board.

Mr. Terrell responded with great appreciation for the efforts and collaboration of the Presidents and institutions related to this topic. Mr. Lewis also thanked the Presidents' Council for their presentation, leadership and work on this subject matter. He remarked on the need for clear standards and policies and that no alcohol should be allowed in housing or residence situations. He added that the consequences need to be outlined clearly for students and parents. Dr. Goesling also complemented the Presidents' Council on their efforts. Dr. Goesling recommended the Board consider taking action on two items related to this report. He indicated the first item should be that the Board establish a policy on alcohol and substance abuse action plans; and the second that a system-wide line item be included in the budget requests to support work by the Alcohol Task Force. Mr. Edmunds commented these suggestions may be able to be addressed during the BAHF portion of the agenda, but it is not something the committee has a position on at this time. By unanimous consent the Board requested each of the four year institutions to bring back individual alcohol and substance abuse safety action plans for Board consideration at the December Board meeting.

Mr. Burnett reported on the other items discussed by the Presidents' Council including Complete College Idaho; the Idaho Common Core; the Web Portal and electronic access and delivery to higher education; MOOCs; the program prioritization process and to identify low cost, high impact programs and vice versa; local speaking opportunities to report on institution progress and collaborative efforts outside the institution arena.

### 3. Idaho Bureau of Educational Services for the Deaf and Blind - Annual Report

Brian Darcy, Administrator for Idaho Bureau of Educational Services for the Deaf and the Blind (IBESDB) gave the Board an update on IBESDB's current activities and progress. He reviewed the structure of the IBESDB, and that they operate under their own board now with the chairman being the Superintendent of Public Instruction. Mr. Darcy indicated the focus of his presentation is on the continuum of services for the deaf and blind. Their approach is to look at the student and get them the service or access they need to the educational environment around them. Their outreach department serves the entire state of Idaho and they have educational specialists working in all areas. They provide home education to parents and children from birth to three years of age. From there, there is support to all school districts across the state in assisting the deaf and blind. Currently, they serve 1,435 deaf and blind students combined. Their campus exists in Gooding, ID and they have some projects proposed to update the buildings. Mr. Darcy indicated their campus numbers have grown to 84 students and they hope to hit 90 by the end of the year, providing direct access to kids. He remarked about some of the educational and real life experiences their students get to participate in and learn from, and how important it is for these students to participate in those experiences. Some unique experiences for students include skiing and dancing classes.

Mr. Darcy thanked the Board and other agencies for their support and collaboration efforts to benefit deaf and blind students. He remarked on some of their line item requests and provided explanations and comments clarifying those requests and the dire needs of the school. He concluded by saying they are growing and improving and thanked the Board for the opportunity to present today. Mr. Luna encouraged Board members to spend some time visiting the school in Gooding to get a first-hand experience of the services the school provides and its effect on students. He reminded the Board members the school's

budget is a line item in the public schools budget and not a funding formula situation, so the amount of funding per student does not increase each year. He stated that the school could really benefit from Board support.

#### 4. EPSCoR Annual Report

Laird Noh, Vice Chair of EPSCoR provided an annual report regarding current EPSCoR activities that details all projects by federal agency source. Mr. Noh introduced Associate Director Rick Schumaker to provide a report to the Board. Mr. Noh remarked on the staff of EPSCoR and how they are recognized nationally.

Mr. Schumaker provided a recap to the Board stating that EPSCoR is about transformative research, building community and communication at all levels which translates to their "ONEIdaho" philosophy. They are at the end of a five year award for the National Science Foundation and he highlighted some details of that award including their academic research capacity, the cyber infrastructure and the intra- and inter-campus connectivity. He lighted the details of the Track 1 EPSCoR investments which include developing research infrastructure, hiring ten new tenure-track faculty, and to leverage additional positions. He remarked on their research competitiveness and noted that their reputation for high quality science is growing. They hosted a regional conference last October and expect their presence to grow even more. The EPSCoR funding has created an opportunity for high school and junior high programs which speaks to its outreach and diversity strategy. Mr. Schumaker commented on the new NSF Research Infrastructure Improvement (RII) award which will create new faculty positions, undergraduate research, modeling and visualization, and contributions to the state STEM strategic plan to name a few. Idaho's share of NSF funding has continued to increase over the years. Mr. Schumaker invited the Board members to attend the state and national EPSCoR conferences this year if they are available.

Mr. Edmunds pointed out how impressive their awards are. Mr. Schumaker didn't have exact numbers, but indicated it was a very competitive process and Idaho was within the top five for the awards. Mr. Terrell asked that a breakdown of how the funding flows to the individual institutions be provided to the Board through the Board office.

#### 5. Proposed Rule – IDAPA 08.02.03 – Distinguished Schools

### BOARD ACTION

**M/S (Edmunds/Goesling): To approve the Proposed Rule changes to IDAPA 08.02.03.113 as submitted.** The motion carried eight to zero.

Ms. Tracie Bent provided comments regarding the proposed rule, indicating the change relates to the accountability system going from the old Adequate yearly Progress (AYP) calculations to the new five-star process. Approval of the proposed rule will bring IDAPA 08.02.03.113 into alignment with five-star rating system. Mr. Luna expressed concern about the measures used to rate five-star schools and that those measures should be consistent from school to school. Ms. Bent responded that the categories were given to the Board staff by Department staff, and they requested the same ranking criteria that were used in the five star system. Mr. Luna indicated there is still time to work on this rule. Ms. Bent clarified details on the timing of a proposed rule and rule deadlines, and there was additional discussion about the ranking criteria for the five-star rating system. Mr. Luna was concerned about the confusion created by adding different measures to the five-star system, and recommended additional work from both the Department and Board staff on the rule. The Board supported passing the rule with the understanding that additional work would be done to come to a resolution.

#### 6. Proposed Rule – IDAPA 47.01.02 – GED/HS Equivalency Requirements

### BOARD ACTION

**M/S (Edmunds/Westerberg): To approve the Proposed Rule changes to IDAPA 08.02.01.650 subject to clarification of the establishment of Idaho control over the minimum standards for successful completion of the exam as submitted.** The modified motion carried eight to zero.

Ms. Bent provided details of the proposed rule and commented it will bring IDAPA 08.02.01.650 into alignment with the changes to the GED testing process. Mr. Lewis expressed concern about the GED standards and who sets those standards. Dr. Schwarz from PTE indicated the new exam is aligned with the Common Core standards. Mr. Lewis requested to know what the benchmarks are for the testing. Mr. Schwarz responded he would provide that information for the Board. Ms. Bent recommended moving forward on this proposed rule in consideration that it will come back before the Board for a second reading after further work. Mr. Terrell expressed concern for home school students related to this item and was concerned about eliminating them from the standards of the state related to Common Core and GED testing. Mr. Luna responded that Idaho does not require registration related to the teaching in a home school environment. Mr. Luna expressed concern about these proposed rules coming back in a different format far from what is being reviewed today and suggested adding a clarification to the motion. Mr. Lewis echoed those sentiments.

7. University of Idaho – Student Appeal

**BOARD ACTION**

**M/S (Edmunds/Westerberg): To reject the request to hear the student appeal.**

The motion carried seven to zero. Dr. Goesling declined to vote on the motion.

8. Board Policy I.O. Data Management Council, Data Privacy – First Reading

**BOARD ACTION**

**M/S (Edmunds/Westerberg): To approve the first reading of Board Policy, I.O Data Management Council as modified with the following change: that in the second paragraph the words “a list of all data elements”, be changed to “a list of all data fields (but not the data within the fields)” as stated.** The modified motion carried eight to zero.

Mr. Edmunds commented there has been significant concern with accumulation of data for use in untended ways. This change to policy is to place a strict restriction on the availability of information and what data is able to be shared with the Federal Government. Mr. Edmunds indicated staff believes it addresses the privacy concerns regarding Common Core and other areas.

Mr. Lewis asked for clarification on the policy language where it states, “a list of all data elements collected...” and was concerned with the use of the term “data elements”. Mr. Carson Howell responded for the Board office and indicated that the term “data fields” could be used if the Board felt it was a better descriptor. Mr. Lewis agreed with that suggestion. Mr. Lewis recommended putting in a parenthetical “But not the data within the field” to provide further clarification. Unanimous consent was requested to make this change. There were no objections.

9. President Approved Alcohol Permits

This was an informational item, there were no questions.

**BUSINESS AFFAIRS & HUMAN RESOURCES – Section I – Human Resources**

1. TIAA-CREF Share Class Change/Revenue Credit Account

**BOARD ACTION**

**M/S (Terrell/Atchley): To approve TIAA-CREF’s Share Class Change/Revenue Credit Account proposal for the Board’s 401(a), 403(b), supplemental 403(b) and 457(b) plans and to declare the fees and allocation of fees reasonable and prudent:**

☐ **A Service Provider revenue requirement of 16 basis points.**

- ☐ Moving the actively managed mutual funds in the fund line-up from “Retirement Share Class” to “Premier Share Class” with a corresponding 10 base point reduction in expenses charges.
- ☐ Moving the passively managed mutual funds in the investment line-up from “Retirement Share Class” to “Institutional Share Class” with a corresponding 25 base point reduction in expenses charges.
- ☐ Implementation of a Revenue Credit Account which distributes excess revenue on a pro rata basis only to the portion of participant assets invested in funds that provide revenue sharing offset.

The motion carried eight to zero.

Mr. Terrell introduced the item and turned over the time to Mr. Freeman to detail the changes to the plans and provide background information on the proposal from TIAA-CREF. Mr. Freeman indicated that staff engaged an investment consultant, Callan Associates, for evaluation and opinion on the proposed changes by TIAA-CREF. The Board was provided with an in-depth report and staff comments in their agenda materials. Based on the findings of the consultant, Board staff shared the findings with TIAA-CREF and began discussions to address some of the issues raised. TIAA-CREF followed up with a revised proposal which would result in additional savings to mutual fund participants, adding that negotiations over the past several months have also resulted in a more favorable proposal for participants.

Dr. Goesling asked about the response of the other vendor, VALIC, related to this item. Mr. Freeman responded staff has not gone to VALIC since December of 2010 when they did an investment platform change. Dr. Goesling recommended having a conversation with them in the near future. Mr. Freeman indicated he would contact VALIC and also clarified that with approval of this motion it will constitute Board staff to execute all documents necessary to implement the changes to the plan.

## 2. Boise State University – Amendment to Employment Agreement – Athletic Director

### BOARD ACTION

**M/S (Lewis/Edmunds): To approve the request by Boise State University to amend its employment agreement with Mark Coyle as Athletic Director, for a term commencing September 1, 2013 and expiring on August 31, 2018 with an annual base salary of \$331,500 and such incentive compensation provisions, in substantial conformance with the terms of the agreement as presented at the meeting, provided that in section 3.1.2. the words “may also be subject” be replaced with by “shall also be subject”. The motion carried eight to zero.**

Mr. Terrell introduced Mr. Lewis on behalf of the Athletic Committee to provided some background information for this item. He pointed out a couple of provisions in the contract that were initially troubling to the Board. He indicated the hope is to resolve those concerns today and move forward on this contract. Mr. Lewis summarized the Athletics Committee was concerned with the provision that the contract is tied to President Kustra’s employment at the university, and with the removal of Board approval for pay increases. Mr. Lewis stated they would like to reaffirm a five-year contract with Mr. Coyle today and remove those provisions troubling to the Board previously identified, along with the penalty for leaving the university early. He indicated the changes to the contract were in line with the discussion of the Athletics Committee.

Mr. Terrell also recommended changing the word “may” to “shall” in the policy under section 3.1.2. for consistency. Ms. Atchley asked about the elimination of the source of funds under 3.2.1. Mr. Satterlee responded that the provision was eliminated because they felt it didn’t fit in the contract. Dr. Goesling and Mr. Westerberg expressed appreciation to the Athletic Committee for the changes to this contract.

## 3. Boise State University – Multi-Year Employment Agreement – Head Track and Cross Country

Coach

**BOARD ACTION**

**M/S (Terrell/Goesling): To approve the request by Boise State University to enter into an employment contract with Corey Ihmels as head track and cross country coach, for a term commencing September 1, 2013 and expiring on June 30, 2016 with an annual base salary of \$75,000 and such base salary increases and supplemental compensation provisions, in substantial conformance with the terms of the contract set forth in Attachment 1. The motion carried eight to zero.**

Mr. Terrell indicated the Athletic Committee was in strong support of this contract. Mr. Satterlee remarked on the impressive accomplishments of Coach Ihmels who comes to BSU as the former head coach of track and field from Iowa State University and that they are excited to have him coaching at BSU.

4. University of Idaho – Multi-Year Employment Agreement – Head Women's Basketball Coach

**BOARD ACTION**

**M/S (Terrell/Lewis): To approve the request by University of Idaho of a three (3) year employment contract with Jon Newlee as Women's Basketball Team Head Coach for a term extending through June 30, 2016, with a provision for rolling one year extensions, and an annual base salary of \$92,483.20 and such base salary increases and supplemental compensation provisions, in substantial conformance to the form submitted to the Board in Attachment 1. The motion carried eight to zero.**

Mr. Terrell introduced the item indicating it has gone through the Athletic Committee and is recommended for approval. Ms. Atchley commented on the contract amounts and the penalties for leaving early being disproportional to the salaries of certain coaches and she asked for feedback. Mr. Ron Smith from the UI asked Rob Spear to address that question. Mr. Spear responded that buyouts in contracts for athletic departments are very important to protect the investment. He commented that Mr. Newlee's attorney has reviewed the contract and is in agreement with it, and they feel the protections in place are proportional and adequate. Mr. Freeman also reminded the Board that the liquidated damages language in the model coaches' contract has been revised to better protect the university. Ms. Atchley recommended discussing the matter of penalties on coaches' contracts in more depth in the Athletics Committee.

5. University of Idaho – New Staff Classification System

**BOARD ACTION**

**M/S (Terrell/Goesling): To approve the request by the University of Idaho to implement the revised classification system for classified employees at the University of Idaho. The motion carried eight to zero.**

Mr. Terrell indicated staff has reviewed and recommends approval of the item. Mr. Ron Smith indicated they are proposing the revised classification system as a management tool to help better manage personnel on campus. He introduced Executive Director of Human Resources at the UI, Greg Walters, for discussion on the item, along with David Ensler from Simpson Consulting who assisted on the system. Mr. Ensler outlined why the university is proposing a new classification system, pointing out that the system has not been reviewed for eight years. He indicated the updates do not affect any faculty on the campus and commented it will work well for both classified and non-classified staff. He mentioned the system differs slightly from the Hay Points system but parallels it in many ways. The UI classification system parallels the state classification system and also has provided an opportunity to review compensation. They feel the new system will be responsive to the demands of a changing organization and will assist in program prioritization exercises.

Mr. Ensler thanked the Board for the opportunity to assist with the development on the system. He

summarized this system is better suited for a higher education system, incorporates market data effectively, incorporates one system for both classified and exempt staff and provides better measures for job impact and job knowledge. It also allows for a better level of transparency for employees of how the system works.

Mr. Lewis asked whether the \$180,000 is the full fiscal impact or if the system would be affected more over time. Mr. Smith responded that they have been thinking through the fiscal impact and will be addressing those issues as they move forward with the new system. He indicated that the longer term effect will be around \$1 million in order to eliminate equity issues and get everyone in the right classification. Mr. Ensler added there are sometimes hidden costs in upgrading a system. Mr. Lewis asked about merit increases. Mr. Hawthorn responded that merit increases will be addressed separately.

At this time the meeting recessed for lunch.

**BUSINESS AFFAIRS & HUMAN RESOURCES – Section II – Finance****1. FY 2015 Line Items****BOARD ACTION**

**M/S (Terrell/Edmunds): To approve the following line item(s) for Boise State University as listed on Tab 1 page 4:**

- 1. New Faculty/Advisors/Support**
- 2. Faculty & Staff Merit Adjustments**
- 3. Occupancy Costs**

The motion carried seven to one. Dr. Goesling voted nay on the motion.

**BOARD ACTION**

**M/S (Terrell/Edmunds): To approve the following line item(s) for Idaho State University as listed on Tab 1 page 4 the original submission:**

- 1. Occupancy Costs \$86,000**
- 2. Complete College Idaho \$1,962,800**

**Which is a total of \$2,048,800. This motion was withdrawn by Mr. Terrell.**

**BOARD ACTION**

**M/S (Terrell/Edmunds): To approve the following line item(s) for Idaho State University as listed on Tab 1 page 4:**

- 1. 3% Salary Increase for Faculty and Staff in addition to any approved CEC to reduce significant competitive salary gaps. The amount is \$2,998,224.**
- 2. Hiring of Graduate Teaching Assistants (GTAs) of \$989,000.**
- 3. Occupancy Costs of \$86,000.**

A roll call vote was taken and the motion failed seven to one. Mr. Terrell voted yes on the motion; all other Board members voted against it.

**BOARD ACTION**

**M/S (Lewis/Atchley): To approve the Line Items for the community colleges, programs and agencies as listed on Tab 1 pages 5-6, and to authorize the Executive Director to approve the MCO and Line Item budget requests for all institutions and agencies due to DFM and LSO on**

**September 3, 2013.** The motion carried seven to one. Mr. Edmunds voted nay on the motion.

**AND**

**M/S (Lewis/Westerberg): To recommend full funding for a statewide Change in Employee Compensation (CEC) for fiscal year 2015 and to direct staff to so notify the Governor, the Chairmen of the House and Senate Commerce and Human Resources Committees, and the Co-Chairs of the Joint Finance-Appropriations Committee, and further to authorize the college and universities to include fund shifts for benefits and CEC as line items.** The motion carried eight to zero.

Mr. Freeman provided an overview of today's process for Board members, indicating they would review each of the line items for the four year institutions. There was discussion about the process of approving the line items today and the categorization of system wide priorities. Dr. Goesling expressed concern about the need to come before the Legislature with a prioritized list. Mr. Terrell indicated thorough discussion had occurred in Finance Committee meetings and with the Vice Presidents of Finance, and that all parties were in agreement to this format. He did clarify that if there were format suggestions for next year, those suggestions would be accepted. Dr. Rush indicated that some of Dr. Goesling's concerns would likely be addressed during discussion, and that the line item requests would be an integrated request to the Legislature. He added that the Board has made category prioritizations, but has never prioritized the institutions in a 1, 2, 3, 4 format. Dr. Goesling expressed concern that if there was an error made after, for instance faculty positions have been filled, then there would be no way to pull funding back after the fact. He was also concerned that three of the institutions may not have had a clear understanding of what was asked of them.

Mr. Edmunds asked for clarification on items that the Board will be requesting such as CEC. Mr. Freeman responded with regard to CEC that the Presidents' Council passed a resolution urging the Board to pass a motion supporting the proposed CEC considering it a very high priority. Dr. Rush added that the CEC request is something added by the Governor after budget requests are submitted. The motion to support the CEC is to encourage the Governor to consider the request after budgets are approved. Mr. Edmunds clarified he recommends the CEC be a top priority and should be communicated as such. Mr. Freeman added that the Legislature considers the state a single employer and any CEC determination would be statewide.

Mr. Terrell moved on to outline the line items of Boise State University and that they have three requests in their motion. Dr. Goesling continued to express concern over how the line items will be approved and what message it may be sending to the Legislature.

After voting on the motion related to BSU's line items, the discussion moved to ISU. Mr. Terrell introduced Mr. Fletcher to clarify their line item request made in part at Wednesday's work session. Mr. Fletcher outlined the details of ISU's line item requests which include additions of roughly \$5 million. He added that the \$5 million corresponds to the unfunded enrollment workload adjustment (EWA). He prioritized the five items for the Board, indicating a salary increase for faculty and staff is their number one priority. He also pointed out they deleted a sixth item which would have been College Courses at EITC for \$147,200. Initially, there were to be two motions for ISU. After discussion, Mr. Terrell withdrew his original motion and proposed a new motion which included all five line item requests in the motion.

President Vailas remarked that this was discussed during the President's Retreat and that their request equalizes toward EWA. He discussed that they decided to use a line item approach in the base line adjustment so that they could make up the EWA. Ms. Atchley expressed concern about the idea of funding unfunded EWA through a line item and was very troubled by it, commenting it feels as if they are disguising it to the Legislature when everything should be handled with a straight forward approach. Mr. Luna commented that he agrees with Ms. Atchley and that this was precisely the point Dr. Goesling was trying to make earlier about the requests being unclear and not being addressed the same for the institutions. Dr. Goesling commented that there appears to be a baseline of confusion about the line item requests.

After the motion for ISU failed, Mr. Terrell recommended pulling this item from the agenda for further discussion. He also expressed concern in approving one institution request in a motion while not approving any of the other institution requests, stating that the first motion should be rescinded to keep things fair for all institutions. Mr. Westerberg also supported sending the item back to the BAHHR Committee for additional work. Ms. Atchley echoed those sentiments.

**Unanimous consent was requested to reconsider the motion for Boise State University. There were no objections to the motion.**

**M/S (Edmunds/Goesling): To refer the line items for Boise State University back to the BAHHR Committee along with the other line items.** The motion carried eight to zero.

Mr. Freeman reminded the Board that time is of the essence and there is a deadline to be met for the submission of the line item requests. Mr. Terrell requested clarification on how the line items should be addressed. Mr. Lewis recommended the points made by each Board member be debated in committee as to how to proceed. Dr. Rush added that there was good discussion on budgets at the work session held yesterday, and specific data was presented by the institutions as to where they feel they need the money. He also added to address Ms. Atchley's comments, there was not an attempt made to hide anything from the Legislature, but in fact an attempt to be more transparent to the Legislature. He said that ultimately there are two decisions to be made: 1) how much should each institution be approved for; and 2) what should each institution spend it on, and prioritize from there.

Mr. Lewis recommended showing where the funding is needed most. Dr. Goesling added that the Presidents' Council may be a third area for valuable of input. Mr. Edmunds asked if the Committee will be working with additional requests or within the parameters of what was already submitted. Mr. Lewis recommended leaving the door open to additional information. Mr. Edmunds asked if a prioritization approach would be used. Mr. Freeman responded in terms of prioritization these are separate requests. Mr. Terrell indicated the Committee would take it under consideration along with any suggestions from the Board members. He concluded by stating all line items will be handled at a special Board meeting that will be scheduled as soon as possible.

After discussion about the institutions, the Board discussed the community colleges and agencies. Mr. Edmunds expressed concern about whether a prioritization approach is being taken. Rather than prioritizing the whole list, Mr. Luna recommended breaking it into categories as they fall under Board priorities. Mr. Soltman reminded the Board members to forward any suggestions to the Committee for discussion.

## 2. FY 2015 Capital Budget Requests

### BOARD ACTION

**M/S (Terrell/Goesling): To recommend to the Permanent Building Fund Advisory Council the number one priority major capital project for each institution on page 5 for consideration in the FY 2015 budget process.** The motion carried eight to zero.

**M/S (Terrell/Lewis): To approve the six-year capital construction plans for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.** The motion carried eight to zero.

Mr. Freeman indicated that these are the annual requests by the institutions for the funding of their major capital projects. The Board makes a recommendation to the Permanent Building Fund Advisory Council who then makes a non-binding recommendation to the Governor and Legislature for funding of major capital projects for all state agencies and institutions. Mr. Freeman indicated the recommendation from the BAHHR Committee was to recommend the number one priority major capital project from each institution.

Dr. Goesling requested to know where this puts each institution in relation to their bonding capacity. Mr.



Lewis asked about the amounts listed for 2015 and how it works with the Permanent Building Fund Advisory Council. Mr. Freeman responded these projects would be on the institutions' six year capital plans and in essence, that puts the Board on notice that those plans may come forward for approval from the Board. Mr. Freeman provided the status of each of the projects for Board members. Mr. Lewis commented that even though it is on a six year plan the projects may not always be funded which is also outlined in Board policy.

### 3. Gender Equity Reports

## BOARD ACTION

**M/S (Terrell/Atchley): To approve the Gender Equity Reports for BSU, ISU, UI and LCSC as submitted.** The motion carried eight to zero.

Mr. Terrell indicated the institutions have submitted their reports which were included in the Board materials. Mr. Lewis indicated that based on discussion in the Athletics Committee, they hope to accomplish two things with the reports. One is to understand the requirements related to Title IX, and the second is to give the Board information so it can make decisions with respect to funding for gender equity. Mr. Lewis explained the first two sections of the report gives information relative to compliance with Title IX. The middle section provides information on how many sports in the men's and women's categories and the number of participants. There is also historical cost data provided and a breakdown of where money is going.

### 4. Intercollegiate Athletic Reports – NCAA Academic Progress (APR) Scores

Mr. Terrell provided a brief summary of the item and that each institution provided a statement regarding APR and how the NCAA requirement affects that institution. Mr. Lewis complemented the institutions on their progress related to this item. Mr. Edmunds requested this information be highlighted and shared with the community.

### 5. Boise State University – Property Purchase – Gage Warehouse

## BOARD ACTION

**M/S (Terrell/Atchley): To approve the request by Boise State University to purchase parcel R7777816270 located at 5475 W. Gage Street, Boise, for an amount not to exceed \$1.5 million, subject to an appraisal at or above the purchase price, plus all required closing costs normally associated with the buyer; and further to authorize the Vice President for Finance and Administration to execute all necessary transaction documents for closing the purchase.** The motion carried eight to zero.

Mr. Terrell provided a summary of the item and indicated staff recommends approval. Mr. Edmunds asked the square footage of the warehouse and acreage of the property. Mr. Satterlee responded 29,874 and 1.86 respectively. Dr. Goesling asked if there would be occupancy costs. Mr. Satterlee responded there would be no occupancy costs.

### 6. University of Idaho – Nike Contract

## BOARD ACTION

**M/S (Terrell/Atchley): To approve the request by the University of Idaho Athletic Department to enter into the Nike Athletic Team Apparel agreement under the terms set out in Attachment 1 to the materials presented to the Board for the period June 1, 2013 to May 31, 2018, and to authorize the Vice President for Finance and Administration to execute the agreement in substantial conformance with the terms of the contract set forth in Attachment 1.** The motion carried eight to zero.

Mr. Terrell provided a summary of the item stating the UI Athletic Department is seeking approval for the Nike Athletic Team Apparel agreement which is a five year agreement under which the University agrees to purchase all products for its covered athletic programs through Nike. The estimated cost to the university per year is approximately \$400,000 for athletic team apparel purchases.

7. University of Idaho – Executive Residence Project – Planning & Design

**BOARD ACTION**

**M/S (Terrell/Goesling): To approve the request by the University of Idaho to expend up to \$75,000 for design and planning for the modernization, including potential replacement, of the executive residence. Authorization includes the authority to execute all requisite consulting, design, and vendor contracts necessary to fully implement the planning and design phase of the project.** The motion carried six to two. Mr. Westerberg and Mr. Edmunds voted nay on the motion.

**M/S (Terrell/Atchley): To approve the Resolution of the Board of Regents regarding authority for the University of Idaho to use future bond proceeds to reimburse the planning and design expenditures associated with the President's Residence Project as set forth in Attachment 2 to the materials submitted to the Board.** A roll call vote was taken and the motion carried five to two. Mr. Lewis was absent from voting. Mr. Edmunds and Mr. Westerberg voted nay on the motion.

Ron Smith from UI reported to the Board, indicating there was a committee assigned with the assessment of the UI presidential residence. Based on the review of the committee, it was decided that the current residence was too dysfunctional for repair and the university requests authority to expend up to \$75,000 for planning and design. He indicated the committee is in favor of an on-campus residence for several reasons and final recommendations from the committee were to pursue design and cost estimates, to pursue external or donor funding for the residence, and to evaluate the decision to add the gathering space/public space depending on the extent of the donor funds raised toward the total cost. Mr. Smith indicated they believe the residence costs would be between \$700 and \$800 thousand, the majority of which would come from external funds. The impact to the university would be design costs, public space, and demolition and site development costs.

Mr. Edmunds asked about the difference in costs not accounted for on the cost estimate. Mr. Smith responded those are soft costs where they add a percent to the formula. Dr. Goesling asked if they have looked at using public space separate from the residence. Mr. Smith responded that is a possible consideration.

Ms. Atchley commented they will need to be prepared to address the issue of public space and spending since the university has many areas on campus used for public space. Mr. Westerberg suggested deeper clarification on the scope of the project before asking for design dollars. Mr. Smith responded they believe they have a thorough idea of the scope of the project and the design dollars will broaden that concept. He indicated they do not know what is possible with design unless they take the step to pursue plans on design. Mr. Edmunds supported the comments of Mr. Westerberg on further clarification before design dollars are spent, feeling there is too much uncertainty. Mr. Smith reminded the Board that the presidential residence may be a factor in the current search.

8. Lewis-Clark State College – Program Prioritization

**BOARD ACTION**

**M/S (Terrell/Atchley): To approve the program prioritization proposal for Lewis-Clark State College as presented.** The motion carried eight to zero.

Mr. Terrell introduced the item indicating at the Board's June work session each of the four-year institutions presented their program prioritization proposals. Several Board members expressed a desire for LCSC to use more than two program review criteria, and asked LCSC to come back in August with a revised proposal. Mr. Freeman indicated that members of the Board office worked directly with LCSC on

their program prioritization and are comfortable with their progress since the June meeting and their existing recommendations. He introduced Dr. Lori Stinson, Interim Provost and VP of academic affairs from LCSC to provide a presentation to the Board.

Dr. Stinson started by saying that LCSC desires a program prioritization process that is effective and yields information helpful in future planning. They want a system that is efficient and uses internal resources as well. Their proposal is to modify an existing process that the faculty and staff are familiar with. Their process will be aligned with the accreditation process and their strategic plan. Dr. Stinson recapped the top four outcomes of LCSC's strategic plan goals and discussed their process development on updating and verifying the list of all "programs". She pointed out that LCSC maintains a comprehensive list of all instructional and non-instructional programs, and that all go through an annual unit assessment process. Dr. Stinson provided some examples of the instructional programs under their academic side as well as instructional programs falling under their professional/technical side. She indicated that in process development related to data, they verify what is available from existing internal processes and identify external data sources as needed. They also establish internal systems to generate new and needed data. During this process, they use existing committee structure to refine criteria and weighting, after which they finalize the criteria and weighting. Dr. Stinson indicated they have modified the process in place at LCSC and outlined the proposed criteria. Criteria include impact, external demand, quality of outcomes, internal demand and net revenue. Dr. Stinson recapped the implementation of the prioritization process and that the programs would be placed into quintiles at the president's cabinet level. She identified challenges and how they intend to stay focused on faculty, staff and student morale. She also provided a program prioritization timeline for illustrative purposes.

#### **INSTRUCTION, RESEARCH & STUDENT AFFAIRS**

##### **1. Five-Year Plan**

#### **BOARD ACTION**

**M/S (Westerberg/Goesling): To approve the Five-Year Plan as submitted.** The motion carried eight to zero.

Ms. Party Sanchez from the Board office provided a report and presentation on the five-year plan which was also included in the agenda materials for closer review. Ms. Sanchez provided a planning schedule for visualization purposes and indicated in August 2014 they will bring a new five year plan forward.

Ms. Sanchez provided a program overview of the institutions starting with UI, and highlighted the programs they intend to bring forward. They intend to bring forward two new doctorate programs, one new masters program, and two new bachelor's programs. She pointed out UI has collaborative agreements with BSU, Washington State University (WSU) and the ten tribes to offer American Indian studies. They are in the discussion stages of offering an executive MBA in China. Additionally, they added to their plan the first year law curriculum to Boise projected to 2017. Ms. Sanchez highlighted the programs for ISU which included future program expansions from their main campus to the Meridian center. Their program proposals include two new graduate programs and one bachelors program.

For BSU they propose five new graduate programs, two bachelor's programs, five graduate certificates and a new bioinformatics program which will be a collaborative effort with ISU. Ms. Sanchez indicated that LCSC proposed one new bachelor's program, one new associate's program and the Schweitzer Engineering partnership to offer a new AAS degree. For CSI, they propose various PTE programs, and a collaborative career and technical education program with UI with an engineering and technology option. CWI proposes two new academic degrees, various PTE programs and a collaborative 2+2 program with UI agricultural science, communication and leadership program. For NIC, they propose four new academic programs, various PTE programs and an aerospace technology program. For EITC, they propose various PTE programs, and a collaborative program with ISU's Energy Systems Technology and Education Center (ESTEC) program. Ms. Sanchez highlighted collaborations between universities by providing a color chart for illustrative purposes.

Mr. Edmunds asked if the program changes are related strictly to the next year (2014-2015). Ms. Sanchez responded the plan is essentially for five years and those programs she highlighted today are proposed programs for the fall of 2014. Mr. Edmunds asked when they will deal with discontinued programs. Ms. Sanchez responded that the five year plan shows additions and growth. Mr. Westerberg indicated the elimination of programs still comes before the Board. He clarified that what is before the Board in the five year plan is a consensus by the CAAP Committee and recommended by the IRSA Committee. He encouraged discussion and feedback by the Board members on the institutions' five year plans.

Mr. Lewis pointed out the number of statewide programs and felt they may not all need to be statewide. He felt as related to program prioritization, they may not all get the support necessary and cautioned on awarding so many statewide programs. Ms. Grace responded it has been difficult to determine where a program falls within statewide responsibility. She clarified there is a method to amend the programs each year. Dr. Schimpf from BSU asked for clarification of the definition of statewide, commenting that his understanding is that if the program is listed as statewide in the five year plan then the program is offered statewide; it does not mean it is a statewide responsibility. Ms. Grace indicated their intent was to represent a statewide responsibility, but it doesn't appear to have been interpreted that way. It appears the campuses have interpreted it as a program that is offered statewide. Mr. Westerberg indicated that the five year plan would be made clearer to indicate a statewide responsibility where necessary.

Mr. Lewis indicated that the CAAP Committee should define what statewide programs are to avoid duplication and inefficiencies. There was additional discussion on the intent of statewide programs and Mr. Lewis recommended discussing the programs in greater detail within the IRSA Committee. Mr. Edmunds asked for an opportunity to review all programs in the five year plan in a document format and be provided a chance to express concerns. Mr. Westerberg expressed to the rest of the Board members that if they have concerns with any of the plans or programs to signify them to the IRSA Committee for relay to the provosts. Ms. Atchley reminded the Board members of the land grant university's constitutional responsibility to provide statewide programs. Mr. Edmunds asked to be provided with a list of UI programs and areas of service related to the land grant status.

2. Repeal III.K. – Prior Learning and Amendments to III.L. Continuing Education/Off-Campus Instruction – First Reading

#### **BOARD ACTION**

**M/S (Westerberg/): To repeal Board Policy III.K, Credit for Prior Learning – First Reading.** The motion was tabled.

**M/S (/): To approve Proposed Amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning– First Reading.** The motion was tabled.

Ms. Grace outlined the changes to the policy. She indicated that staff has determined that certain pieces of service region program responsibilities were inappropriately placed in Board Policy III.L, and should be included in Board Policy III.Z. They also pulled a portion of III.K. into III.L. Staff also determined that the collaboration and delivery component in this section was more appropriately addressed in Board Policy III.Z. as well.

Mr. Westerberg recommended deferring discussion on this item until they get to the III.Z. item of the agenda. Unanimous consent was requested to address item three on the agenda and return to item two for discussion thereafter. There were no objections.

3. III.Z. – Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses – First Reading

#### **BOARD ACTION**

**M/S (Westerberg/Goesling): To approve the first reading of proposed amendments to Board Policy**

**III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted.** The motion carried unanimously eight to zero.

Ms. Grace indicated the changes are substantial, and that proposed amendments to Board Policy III.Z will provide greater clarity, create efficiencies among existing policies, and provide institutions and staff the necessary guidance for online program delivery. She indicated that staff worked with the universities to review the current statewide responsibilities to ensure the degree titles and levels are accurate. Additionally, staff worked with the institutions to address concerns over additions or deletions of statewide responsibilities. Ms. Grace summarized those changes for BSU, ISU and UI. Staff also included a revision to the UI's statewide responsibility statement to reflect their assignment for regional medical and veterinary medical education in which the state of Idaho participates.

Ms. Atchley suggested that mention of the statewide statutory responsibilities be included under definitions.

Mr. Lewis questioned WWAMI being awarded as a statewide mission or responsibility for UI and urged ongoing discussion about how medical education will be provided in the state. He commented that UI's integrated architecture and design program appeared to be described broadly in the design area. Ms. Grace indicated the current policy for design is at both the baccalaureate and master's level. Ms. Grace indicated their integrated architecture and design has been part of the statewide assignment and explained the designation of that program. Dr. Aiken echoed the remarks of it being part of their statewide responsibility, adding the programs have been approved by the Board. Mr. Lewis felt that is an area that needs clarification.

Mr. Lewis pointed out an additional recommendation with regard to how programs are categorized in the report, indicating his preference would be to put the programs on separate lines. He felt it would make it less confusing and would be easier to follow visually as well. Dr. Aiken responded they have been charged with certain statewide responsibilities identified in Idaho Code and attempted to point out those items. Ms. Atchley reminded Board members that this report serves as a guide as to what the institutions are doing now and in the next few years. It is not set in stone and is meant to be discussed and explored in greater detail, and is a tool to prevent unnecessary duplicative programs in specialized areas across the state. Mr. Lewis agreed and continued to urge caution related to statewide missions. There was additional discussion regarding statewide authority in institutional programming. Mr. Lewis concluded by saying the more definitive we can be about the programs and institution responsibility, the clearer it will be for all. It was agreed upon to consider the suggested changes to the list and make it more descriptive before the second reading.

They next discussed the changes brought over from III.L. to III.Z. related to designated institutions. He specifically was concerned with community colleges being regarded as designated institutions in some cases. Ms. Grace responded that community colleges have been acting as designated institutions in their service region. Mr. Lewis felt including community colleges at the same level as universities does not work. He felt policy III.L. should be revised as its own policy rather than brought over to III.Z., and concluded by saying that only the four year schools should have the designated responsibility in any region.

Mr. Westerberg indicated this item would receive additional work before the second reading. He requested unanimous consent to work on III.L. and bring it before the Board at a later time. There were no objections to this request. He also requested unanimous consent to table item #2 III.K. There were no objections to this request.

#### 4. Health Share Ministries and SHIP Waiver

### BOARD ACTION

**M/S (Westerberg/Atchley): To waive the requirements of Board Policy III.P.16 for those students who participate in health care Sharing Ministries as defined in section 41-121, Idaho Code.** The motion carried seven to zero. Mr. Terrell was absent from voting.

Dr. Rush provided a summary of the item. He indicated there has been a category serving as a substitute for insurance and there is a requirement starting in October requiring insurance. For several reasons rather than trying to change policy, and to realize the impact of the Health Care Act once data is available, staff is recommending that the Board waive the requirement for students who participate in health care sharing ministries (HCSM)'s as defined through Idaho Code. Next year, they will know more on how the Health Care Act will affect students, but at this time the waiver will allow students who participate and are enrolling in the upcoming fall semester to be exempt from obtaining student health insurance.

## DEPARTMENT OF EDUCATION

### 1. Superintendent's Update

Superintendent of Public Instruction, Tom Luna, provided an update on the Department of Education. He recapped the mission of the State Department of Education and that their system is accountable for the success of all Idaho students. He reviewed the five-star rating system and that schools are rated on academic proficiency, academic growth, test participation, graduation rates, dual credit completion, and college entrance exam scores. He commented that these ratings are predictors of the go-on rates as we work towards the Board's 60% goal. Mr. Luna recapped that 90% of Idaho students are advanced or proficient in reading, 82% are meeting academic standards in Math, and 77% are at or above grade level in language usage. Superintendent Luna provided some grade specific highlights which showed student improvement and promising results. He indicated however, that although many students are meeting standards, many still need remediation when they go on. He commented that this is a strong argument for raising Idaho's standards.

Mr. Luna reported on the five-star rating system, commenting that last year there were 71 five-star schools and this year there were 91. He remarked on a few specific schools around the state and highlighted some of their proficiencies in reading, math and language usage. Those schools included Northside Elementary, Marsing High School, and Beutler Middle School.

Ms. Willits introduced Dr. Louis Nadelson, Coordinator of the Math-Science Stem Education at BSU who provided a presentation on the future of STEM jobs and the need to rethink education to align with the needs of our workforce. Dr. Nadelson provided a bit of history about himself with 20 years in K-12 and seven years in Higher Ed. He assists math and science teachers with preparation as well. Dr. Nadelson indicated that computer science and computing (including programming) is where the jobs will be over the next ten years and beyond. Mathematics is needed by all the areas and there is a need for integrated STEM and innovative thinking.

Dr. Nadelson outlined some challenges facing STEM and showed a slide on a leaking STEM pipeline for illustrative purposes. He commented that some students don't see the long range justification for some of the courses they take. Additionally, what students see in the classroom is much different than what occurs in the work place. He indicated there is an opportunity to align the STEM in schools with the STEM in the workplace where students can be given complex problems to work on and for schools to work toward meeting the workforce needs. He mentioned the iGEMS program is one attempt at trying to meet workforce needs for computer sciences. He complemented the efforts of Anne Siefert on helping to identify workforce needs for a lot of different ISTEM programs.

2. Proposed Rule – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference – Idaho Standards and Driver Education

## BOARD ACTION

**M/S (Luna/Westerberg): To approve the proposed revisions to the Idaho Foundation and Enhancement Standards for: English Language Arts, Gifted and Talented, Library Media Specialist, Literacy, School Administrator, Principal, School Superintendent and Special Education Directors as submitted.** The motion carried seven to zero. Dr. Goesling was absent from

voting. Unanimous consent was requested to amend the motion to include reference to today's date. There were no objections to the request.

**M/S (Luna/Atchley): To approve the proposed revisions to the Idaho Standards for Operating procedures for Idaho Public Driver Education Program as submitted.** The motion carried seven to zero. Dr. Goesling was absent from voting.

**M/S (Luna/Atchley): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference as submitted.** The motion carried seven to zero. Dr. Goesling was absent from voting. Unanimous consent was requested to amend the motion to include reference to today's date. There were no objections to the request.

Mr. Luna indicated this is an annual request that is made by the Department and as recommended by the Professional Standards Commission. Mr. Luna summarized the standards that were reviewed and updated for this year. Ms. Atchley asked if the standards align with the Common Core. Mr. Luna responded in the affirmative.

3. Temporary and Proposed Rule – IDAPA 08.02.02.016 – Rules Governing Uniformity – Mathematics In-Service Program

#### BOARD ACTION

**M/S (Luna/Westerberg): To approve the request by the Professional Standards Commission to approve the proposed rule amendments to Idaho Administrative Code IDAPA 08.02.02.016 Rules Governing Uniformity as submitted.** The motion carried seven to zero. Dr. Goesling was absent from voting.

Mr. Luna indicated this rule clearly articulates that standards incorporated into the "Mathematical Thinking for Instruction" courses may be taught by all Idaho-approved preparation programs under a variety of course titles.

4. Temporary and Proposed Rule – IDAPA 08.02.02.018, .021, .022, .023, .024, .026, .100 – Rules Governing Uniformity – Idaho Educator Credentials

#### BOARD ACTION

**M/S (Luan/Atchley): To approve the proposed rule amendments to Idaho Administrative Code IDAPA 08.02.02 Rules Governing Uniformity – subsections .018, .021, .022, .023, .024, .026, and .100, as submitted.** The motion carried seven to zero. Dr. Goesling was absent from voting.

Mr. Luna indicated this is an annual request that is made by the Department and as recommended by the Professional Standards Commission. Mr. Luna summarized the standards that were reviewed and updated for this year and indicated the proposed changes were provided in attachment one of the Board agenda materials. Mr. Lewis asked about the driver's education endorsement. Ms. Willits responded there is no requirement for a driver's education endorsement to be offered.

5. Amend Temporary/Pending Rule – Docket 08.0202.1301 – Rules Governing Uniformity – District Evaluation Policies

#### BOARD ACTION

**M/S (Luna/Atchley): To approve the pending and amended temporary rule Docket No. 08.02.02.1301 with changes to IDAPA 08.02.02.120 and to add IDAPA 08.02.02.121 as submitted.** The motion carried seven to zero. Dr. Goesling was absent from voting.

Mr. Luna indicated this rule continues to make the necessary changes to state rule and state law so that

we can remain in compliance. It also states that a portion of teacher, principal and administrator evaluations will be based on student achievement. Mr. Soltman asked if part of the teacher evaluation will be based on a test. Mr. Luna indicated that evaluations will still be made up on one third of student achievement and a portion of that will be based on statewide assessment. Next year will be the only year that the one third will not be based on a statewide assessment; it will be based on other local measures.

6. Proposed Rule – IDAPA 08.02.03.103 – Rules Governing Thoroughness – Cursive Writing

**BOARD ACTION**

**M/S (Luna/Terrell): To approve the proposed amendment to IDAPA 08.02.03.103 – Rules Governing Thoroughness, as submitted.** The motion carried six to one. Mr. Edmunds voted nay on the motion. Dr. Goesling was absent from voting.

Mr. Luna indicated the proposed changes would require cursive writing to still be taught at the elementary school level.

7. Temporary Rule – IDAPA 08.02.03.105 – Rules Governing Thoroughness – Graduation Requirement

**BOARD ACTION**

**M/S (Lewis/Westerberg): To approve the temporary rule amendment to IDAPA 08.02.03.105 – High School Graduation Requirements, as submitted with the following provided that the State Department of Education Staff and the Board of Education Staff work together to provide additional language with respect to section 03.a relating to the requirement for college entrance exams in the 11<sup>th</sup> grade and reinstating the last sentence of section 05. Middle school.** The motion carried four to two. Mr. Luna and Ms. Atchley voted nay on the motion. Dr. Goesling and Mr. Terrell were absent from voting.

Ms. Willits provided a summary for Board members of the item and explained that for items 7 and 8 in the Department's agenda, one is a temporary rule and one is a proposed rule. She explained what is in the temporary rule is also included in the proposed rule because there are different sections that need to become effective at different times. She indicated that if the temporary rule is approved, it will expire at the end of the session and then the proposed rule would take into effect details of the temporary rule. This was proposed so as to not experience a gap in policy.

Ms. Willits outlined what is included in the rule and provided details of the graduation requirements. She indicated the Department has come up with a one year plan that will not double test students. She said the problem is without another transition plan, the tenth graders could take the ISAT test but it would not be aligned with the common core standards. She emphasized the need for alignment with the common core standards.

Ms. Willits directed the Board members to their agenda materials which contained a flowchart for illustrative purposes on the testing. For the class of 2014-15, if students have not passed the ISAT, they will continue to take it or take an alternate route. If they have passed the ISAT, their graduation requirements will be considered fulfilled. For the class of 2016, the rule will be amended to show that if a student passed the tenth grade test in ninth grade, their graduation requirement will be met. If they have not passed the test, they will need to take an alternate route. By Board rule, districts must offer an alternate route. As an option for the alternate route, districts can use the PSAT. Ms. Willits explained the details for the following consecutive years, mentioning cut score details, and indicated they are asking today for a one year phase-in. She concluded that the Department would return before the Board next year with a plan that includes phase in and cut scores details.

Mr. Lewis asked about the things they are taking out in subsection three. Ms. Willits responded that those items referred to by Mr. Lewis are for students who have already graduated and as such are not required and are no longer relevant. Mr. Lewis recommended moving the minimum math standards up to



## Algebra II.

Mr. Lewis expressed concern about moving the college entrance exam to the senior year, indicating that the intent of having it during the junior year was to ensure students were ready to go for their college applications as seniors, and felt it should be written as exception language rather than moving the whole bar to the senior year. Ms. Bent clarified that they did attempt to write exception language for the rule because the way the rule is currently written there is no exception and found that it was difficult to cover every possible legitimate reason why a student may not be able to take the exam in their senior year. The logic around opening the requirement in rule up was that the incentive for students to take it during the eleventh year is that it would be paid for. Mr. Lewis suggested keeping it open as an exception. Ms. Willits pointed out there are exceptions now and that language could be added to point students to take the test their junior year, with a minimum number of exceptions.

There was additional discussion about the language in the rule. Mr. Luna suggested allowing students to petition the Board or the local district for a waiver or a similar case-by-case approach. The discussion resulted in the recommendation to allow the districts to make the determinations on a case-by-case basis considering student circumstances.

Mr. Lewis pointed out an additional concern about the deletion of certain requirements for math. There was considerable discussion about the math requirements for students in their last year. Mr. Luna indicated it is more of a focus on mastery and not seat time, and students still have to take math their last year. Mr. Lewis felt the requirements were being reduced. There was continued discussion on how to word the language. At this time, Mr. Lewis offered a motion. Mr. Luna suggested tabling the item and allowing staff to work on it more before voting on the motion.

8. Proposed Rule – IDAPA 08.02.03.105 – Rules Governing Thoroughness – Graduation Requirement

**BOARD ACTION**

**M/S (Lewis/Soltman): To approve the proposed rule amendment to IDAPA 08.02.03.104, 105 provided that the Board of Education staff and the Department of Education staff work together to develop language associated with taking the college entrance exams in 11th grade and reinstating the last sentence of 05.** Mr. Edmunds and Mr. Westerberg voted nay on the motion. Mr. Terrell, Ms. Atchley and Dr. Goesling were absent from voting. Motion failed 2 to 3.

**M/S (Westerberg/Edmunds): To return the motion to the floor for discussion after public comment.** The motion carried five to zero. Dr. Goesling, Ms. Atchley and Mr. Terrell were absent from voting.

**M/S (Lewis/Soltman): To approve the proposed rule amendment to IDAPA 08.02.03.104, 105 provided that the Board of Education staff and the Department of Education staff work together to develop language associated with taking the college entrance exams in 11th grade and reinstating the last sentence of 05.** The motion carried five to zero. Dr. Goesling, Ms. Atchley and Mr. Terrell were absent from voting.

Ms. Willits introduced the item indicating this proposed rule will go through the full Legislative process and have implementation dates. She pointed out that it includes two things in terms of graduation credit. The first seeks to set out minimum requirements for physical education at all grade levels. In addition, the change requires cardiopulmonary resuscitation (CPR) training; changes to requirements regarding college entrance exams, and flexibility in math and science requirements. Ms. Willits indicated these changes had been recommended by the American Heart Association, the Association of P.E. Teachers, and other stakeholders. Board members expressed concern over adding a PE requirement to Board rule, particularly if many districts already required it. It was generally felt that the P.E. requirement should be left up to the local school districts discretion. However, the Board would let the rule go through to the public comment state before making a final decision.

Ms. Willits also highlighted the STEM portion of this rule amendment which included allowing students to

take upper level STEM classes as core classes versus electives. They propose students be allowed to take dual credit engineering or dual credit computer science or AP computer science as a math or science credit. Students must have completed Algebra II standards in order to be eligible for computer science as a graduation requirement. In addition, engineering and computer science is limited to 2 science credits for the purposes of graduation. Ms. Willits indicated the state of Washington recently passed similar legislation. The STEM portion would be implemented in school year 2014. The physical education portion would be phased in and implemented in 2019. Mr. Luna indicated for the physical education portion, the most it could be sped up is by one year.

Ms. Willits indicated they are looking forward to the public comment on the item and expect to receive a lot. Mr. Luna expressed that this is a step toward greater student achievement in the system. Mr. Edmunds expressed concern about adding more requirements and the lack of local control. Mr. Westerberg expressed similar concerns and requested that the motion be returned for discussion after public comment. Mr. Edmunds seconded that request which allowed the motion to be returned to the floor.

#### **OTHER BUSINESS**

There being no further business, a motion to adjourn was entertained.

**M/S (Westerberg/Lewis): To adjourn the meeting at 7:10 p.m.** There were no objections.



STATE BOARD OF EDUCATION  
TRUSTEES OF BOISE STATE UNIVERSITY  
TRUSTEES OF IDAHO STATE UNIVERSITY  
TRUSTEES OF LEWIS-CLARK STATE COLLEGE  
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO  
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

**DRAFT MINUTES  
STATE BOARD OF EDUCATION  
August 26, 2013  
Special Teleconference Meeting  
Boise, ID**

A special teleconference meeting of the State Board of Education was held August 26, 2013. It originated from the Board office in Boise Idaho. Board President Don Soltman presided and called the meeting to order at 9:00 a.m. A roll call of members was taken.

**Present:**

Don Soltman, President  
Rod Lewis, Secretary  
Emma Atchley, Vice President  
Ken Edmunds

Richard Westerberg  
Milford Terrell  
Tom Luna  
Bill Goesling

**BUSINESS AFFAIRD & HUMAN RESOURCES (BAHR) – Section II Finance**

**1. FY2015 Line Item Budget Requests**

**BOARD ACTION**

**M/S (Terrell/Atchley): To approve the Change in Employee Compensation and benefits fund shift line item category as the first priority for the College and Universities budget request as listed on Tab 1 page 5. The motion carried unanimously.**

**M/S (Terrell/Atchley): To approve the 60% line item category in the amount of \$13,985,400 as the second priority for the College and Universities budget request as listed on Tab 1 page 5. The motion carried unanimously.**

**M/S (Goesling/Atchley): To approve the University of Idaho's College of Law 2nd Year Curriculum line item in the amount of \$400,000 also as a second priority for the College and Universities budget request as listed on Tab 1 page 5. The substitute motion offered by Dr. Goesling carried five to three in favor of the motion. Mr. Edmunds, Mr. Lewis and Mr. Westerberg voted nay on the motion.**

**M/S (Terrell/Atchley): To approve the Occupancy Costs line item category in the amount of \$417,800 as the third priority for the College and Universities budget request as listed on Tab 1 page 5. The motion carried unanimously.**

**M/S (Terrell/Atchley): To approve the Higher Education Research Council line item**

category in the amount of \$400,000 as the first priority for the System-wide Needs budget request as listed on Tab 1 page 5. The motion carried unanimously.

**M/S (Terrell/Atchley): To approve the Deferred Maintenance line item category in the amount of \$12,500,000 as the second priority for the System-wide Needs budget request as listed on Tab 1 page 5.** The motion carried unanimously.

Mr. Terrell introduced the items, indicating the BAHR committee met after the August Board meeting to discuss the FY 2015 line items in greater detail. As a result of their meeting, they made recommendations which Mr. Freeman summarized for the Board members. Mr. Freeman first reported that the agenda materials contained a typo in the six motions referring to “page 3” wherein it should have been “page 5”. The reference is to the worksheet page containing the line items and their numbers. Mr. Freeman reported the BAHR committee concluded in recommending the line items for the Legislature and Governor’s consideration, that the items should be grouped into categories. He recapped in priority order for the colleges and universities, the first category would be for CEC. The second priority was to address faculty and student support, the third priority would be for occupancy costs for new facilities at two of the institutions. Related to the College of Law second year for the University of Idaho, it was broken out into a separate line item for purposes of having its own pass or fail vote. Mr. Freeman pointed out that if the College of Law line item is approved, then it would be rolled up into the faculty and student support category.

With respect to System-wide Needs, which is a separate budget, staff recommends making the Higher Education Research Council the first priority. This totals \$400,000 and includes \$200,000 for the state match for the EPSCoR grant renewal, and \$200,000 in new additional funds for the Incubation Fund.

The second System-wide Needs priority would be \$12.5M for deferred maintenance. The request would be a lump sum amount; BAHR recommends allocation be based on need. Staff is working with the institutions to develop a uniform definition for “deferred maintenance” so the needs can be consistently quantified.

Dr. Goesling requested clarification on the line item requests presented at today’s meeting regarding the colleges and universities. Mr. Freeman indicated that Boise State University’s (BSU) request is the same. For Idaho State University (ISU) they revised their request to \$3.1 million to include STEM faculty, graduate assistance, and programs consistent with Complete College Idaho (CCI) plan remediation and bridge programs. For the University of Idaho (UI), their number includes \$1.6 million for key faculty lines on campus and \$1.2 million for their CCI plan.

Ms. Atchley clarified that discussion in the committee focused on the effort to bring a single amount to the Legislature and advocate for the colleges and universities as a whole. Mr. Lewis pointed out that the motion was not consistent with the chart referenced in the agenda materials and recommended some changes. Mr. Freeman indicated that to clarify the motion, they could reference the 60% goal as a category. There was discussion about the College of Law item. Ms. Atchley clarified that if the College of Law was approved, it would be a separate item and second tier priority. There was additional discussion about the table on page 5 of the agenda materials and Board members concluded the law school would be a separate line item.

Dr. Goesling directed attention to page 17 of the agenda materials related to BSU’s student to faculty ratio. Mr. Freeman responded that they analyzed what BSU presented in terms of the

student to faculty ratio and the understanding was that BSU is trying to move away from a heavy reliance on adjunct faculty. He added that the ratio was compared to IPEDS calculations, institution peers and Carnegie class categories. Mr. Terrell confirmed that the BAHHR committee was comfortable with BSU's request. There was discussion concerning tenured track and lecturer faculty. Dr. Goesling recommended only having lecturer faculty on a semester by semester basis. Ms. Pearson commented for BSU that the breakdown after committee discussion was 54 new tenured track, 18 conversions of adjuncts to lecturers, 12 advisors, and 18 support professionals. Ms. Atchley reminded the Board members that the graduation rate needs to increase for BSU.

Mr. Lewis provided some comments regarding the College of Law motion, expressing that the legal market is such that additional funds should not be expended to add additional students into the law program. He felt that it would be more beneficial to move the law program entirely to Boise. He commented that in discussions with UI, it appeared they feel comfortable with the enrollment levels they are at, not necessarily intending to expand the size of the school. He indicated enrollment levels were down a bit over the last five years and they seem comfortable with the enrollments around 360 students. Mr. Lewis felt comfortable supporting the motion in the context that it is not increasing the overall student enrollment.

President Burnett responded by stating they are concerned about a cap on legal education. He indicated that if the cap is understood to be as to the law school's second year curriculum in Boise, they could make the 360 number work. He strongly urged the Board give the same discretion to the law program that other high quality programs have received. He added that the statistics on law students as reported by the Department of Labor and Statistics doesn't capture law students who do not move into a law profession. Mr. Lewis expressed concern about voting on a motion with caveats surrounding its intent.

Mr. Burnett reiterated their preference is not to have a cap on enrollment. If there is a cap, the 360 is a number that implies close to their average experience over the last five years. They believe the second year program will make the law school more attractive and competitive, and provide quality and access to students especially those considering special areas.

Ms. Atchley echoed the sentiment of Mr. Burnett, and felt adding a cap would be limiting to the university. Dr. Goesling responded with comments similar to Ms. Atchley indicating this sets a negative precedent to start recommending caps. Dr. Goesling asked if the regents can legally place a cap on enrollments in consideration of the constitutional obligations of the school. Ms. Jenifer Marcus, Deputy Attorney General for the Board office, responded that the regents have the constitutional obligation to govern the University of Idaho and in that course of action they can place whatever limits they need to in order to govern the university. Limiting the number of law students would not be viewed as unconstitutional. Dr. Goesling provided additional comments regarding the demand for law school students in Idaho. There was additional discussion related to the expansion of the law school in Boise and Mr. Lewis continued to express concern about having an over-supply of law students. He felt it would be difficult to get approval from the Legislature to fund growth in an over populated market. He felt the program would receive greater support if it were moved entirely to Boise.

Mr. Burnett commented that they are not proposing to move the law school and that they have a comparative advantage for students to offer it in both Moscow and Boise. Mr. Burnett expressed that they are nowhere near saturating the legal education market and are presently focusing on quality and have been admitting only half of students applying to the school.

Mr. Westerberg commented with supporting remarks to Mr. Lewis' argument about expanding the law school. He too expressed concern about the amount of funding required to stand behind this motion and felt the funding may be best spent elsewhere in higher priority areas. At this time, Dr. Goesling offered a substitute motion related to the University of Idaho's College of Law 2nd Year Curriculum.

## DEPARTMENT OF EDUCATION

### 1. Temporary Rule Changes – IDAPA 08.02.02.016 – Rules Governing Uniformity

**M/S (Luna/Atchley): To approve the temporary rule amendments to Idaho Administrative Code IDAPA 08.02.02.016 Rules Governing Uniformity as submitted.** The motion carried unanimously.

Mr. Luna clarified that this motion is to correct the motion that was moved on at the August Board meeting where crucial wording was inadvertently omitted from the language. He indicated this rule clearly articulates that standards incorporated into the "Mathematical Thinking for Instruction" courses may be taught by all Idaho-approved preparation programs under a variety of course titles.

### 2. Temporary Rule – IDAPA 08.02.03.105 – Rules Governing Thoroughness, Graduation Requirement

**M/S (Luna/Atchley): To approve the temporary rule amendment to Idaho Administrative Code IDAPA 08.02.05.105 High School Graduation Requirements as submitted with the provision that the last sentence in 4.05 be un-struck and remain part of the rule.** The motion carried unanimously.

Mr. Luna indicated that this rule addresses some concerns that were brought forward in the proposed rule related to eleventh graders having the ability to waive certain requirements of the college entrance exam until twelfth grade. Mr. Luna identified the allowable exceptions for the eleventh graders.

Mr. Lewis asked for clarification on part of the original rule that was deleted and expressed a desire to keep the sentence in question as part of the rule. Ms. Bent clarified for the Board members what action the Board took at its meeting on August 15<sup>th</sup>; at that meeting, the motion un-struck the last sentence. By approving today's motion as submitted, the language is struck-out; thereby undoing what was done at the meeting in August. Mr. Lewis expressed concern about taking out the language of the motion. After further discussion about the struck language, Mr. Luna indicated he would amend the motion to un-strike the language in question.

## Other Business:

There being no further business, a motion to adjourn was entertained.

**M/S (Terrell/Atchley): To adjourn the meeting at 10:25 a.m.** The motion carried unanimously.

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**WORK SESSION  
OCTOBER 16, 2013**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
A	<b>ANNUAL PERFORMANCE MEASURE PRESENTATION</b>	Information Item

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**SUBJECT**

Idaho Public Education System Performance Measure Reporting

**REFERENCE**

June 2011	The Board discussed the desire to further evaluate the performance measures included in the Board's and the institution's and agency's strategic plans.
October 2011	Board reviewed performance measures for the period from FY 2008 through FY 2011 and established six system-wide performance measures.
June 2012	The Board approved the institutions updated strategic plans, including performance measures for the next four years.
October 2012	Board reviewed performance measures for the period from FY 2009 – FY 2012.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

The performance measure data are presented to provide a general overview of the progress the state public education system is making toward the Board's Strategic Plan goals. This presentation is meant to demonstrate the overall cumulative progress being made toward the Board's goals and objectives as well as the institutions specific goals and objectives.

During the October 2011 Board meeting the Board requested the institutions strategic plans contain six performance measures that are consistent across the public postsecondary educational system. The six system-wide performance measures look at:

- Remediation
- Retention
- Dual Credit Participation
- Certificates and Degrees Conferred
- Cost Per Credit Hour
- Certificates and Degree Completions

**IMPACT**

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts.

**ATTACHMENTS**

Attachment 1 – State Board of Education Strategic Plan	Page 5
Attachment 2 – State Board of Education Performance Measure Data	Page 10

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**Institution and Agency Reports**

Attachment 3 – Division of Professional-Technical Education	Page 15
Attachment 4 – Eastern Idaho Technical College	Page 19
Attachment 5 – College of Southern Idaho	Page 22
Attachment 6 – College of Western Idaho	Page 29
Attachment 7 – North Idaho College	Page 38
Attachment 8 – University of Idaho	Page 44
Attachment 9 – Boise State University	Page 49
Attachment 10 – Idaho State University	Page 55
Attachment 11 – Lewis-Clark State College	Page 61
Attachment 12 – Idaho Public Television	Page 68
Attachment 13 – Idaho Division of Vocational Rehabilitation	Page 72
Attachment 14 – Public Schools	Page 76

**Special and Health Programs**

Attachment 15 – Agricultural Research and Extension Service	Page 79
Attachment 16 – Family Medical Residency (Boise)	Page 82
Attachment 17 – Forest Utilization Research	Page 85
Attachment 18 – Idaho Dental Education Program	Page 92
Attachment 19 – Idaho Geological Survey	Page 95
Attachment 20 – Idaho Museum of Natural History	Page 98
Attachment 21 – ISU Family Medical Residency	Page 102
Attachment 22 – Small Business Development Center	Page 105
Attachment 23 – TechHelp	Page 108
Attachment 24 – Washington-Idaho Veterinary Medicine	Page 112
Attachment 25 – WWAMI	Page 117
Attachment 26 – Presentation	Page 121

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board approved the institution and agencies strategic plans at the June Board meeting; the strategic plans include performance measures and benchmarks. In September of each year the Board and the institutions and agencies are required to select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). DFM then provides the report to the Governor and the legislature as well as posting them on their website. The performance measures provided in the attached Performance Measure Reports are performance measures approved by the Board when the Board approved the strategic plans, the reports include the six (6) system-wide measures and additional measures selected out of the strategic plans by the institutions.

This year's presentation will focus on the six (6) system-wide performance measures as well as selected performance measures out of the Board's strategic plan. The measures selected out of the Board's strategic plan were selected to get a view of the various points in the education pipeline. The presentation is

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formatted to allow for discussion specific to the individual institutions as well as the system as a whole following each performance measure. The data on all of the performance measures included in the Board's strategic plan are included as Attachment 2. Following the presentation time has been allotted for Board members to discuss and give direction regarding any changes the Board would like to see in either the institution and agencies performance measures or the Board's strategic plan and performance measures. The Board's strategic plan will be updated and brought back to the Board for approval at the December Board meeting.

In the past the institutions have expressed concern over the Board using the First-time Freshman Graduation Rate as a performance measure. The performance measure was chosen as an indicator of the progress institutions were making in getting students through the system in a timely manner (150% of normal time). The measure is also reported to the Integrated Postsecondary Education Data System (IPEDS) nationally by all postsecondary institutions that participation in any federal financial assistance programs. Due to this consistency in reporting this measure can be pulled from IPEDS and compared to our institutions Board approved peer institutions. However, the measure only looks at a small segment of the overall student body (traditional first time freshmen student cohort), the institutions have been asked to come prepared to discuss an alternate measure that could be used for the same purpose as well as being comparable to the institutions peer institutions for consideration by the Board.

**BOARD ACTION**

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

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**IDAHO STATE BOARD OF EDUCATION  
2013-2017  
Strategic Plan**

An Idaho Education: High Potential – High Achievement



**VISION**

The State Board of Education envisions an accessible, seamless public education system that results in a highly educated citizenry.

**MISSION**

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance global competitiveness.

**AUTHORITY AND SCOPE:**

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed  
Agencies and Institutions:**

<b>Educational Institutions</b>	<b>Agencies</b>
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

**GOAL 1: A WELL EDUCATED CITIZENRY**

*The educational system will provide opportunities for individual advancement.*

**Objective A: Access** - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

**Performance Measures:**

- Annual number of state funded scholarships awarded and total dollar amount.  
**Benchmark:** 20,000, \$16M
- Amount of need-based aid per student.  
**Benchmark:** undergraduate FTE WICHE Average
- Postsecondary student enrollment by race/ethnicity/gender as compared against population.  
**Benchmark:** 85,000 students for White & White, non-Hispanic; 30,000 students for all other race/ethnicities.
- Percentage of Idaho graduates (secondary) meeting placement test college readiness benchmarks.  
**Benchmark:** SAT – 60% by 2017  
ACT – 60% by 2017

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

**Performance Measures:**

- Percent of high school students enrolled and number of credits earned in Dual Credit (tied to HS enrollment, based on trend):
  - Dual credit  
**Benchmark:** 25% students per year  
**Benchmark:** 75,000 credits per year
  - Tech prep  
**Benchmark:** 27% students per year enrolled.
- Percent of high school students taking Advanced Placement (AP) exams and number of exams taken each year.  
**Benchmark:** 10% students per year  
**Benchmark:** 10,000 exams taken per year
- High School Graduation rate as defined in the Accountability Workbook.  
**Benchmark:** 95%
- Percent of high school graduates who enroll in postsecondary institution within 12 months of graduation  
**Benchmark:** 80%
- Percentage of first-year freshmen returning for second year in an Idaho public institution.  
**2-year Institution Benchmark:** 75%  
**4-year Institution Benchmark:** 85%

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- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.  
**Benchmark:** 60% by 2020
- Percent increase of postsecondary unduplicated students receiving undergraduate awards (certificate of one academic year or more) during the academic year (Summer-Fall-Spring).  
**Benchmark:** TBD (2yr institutions/4yr institutions)
- Percent of first-time, full-time, degree seeking undergraduate freshmen who graduate within 150% of completion time (3yrs/6yrs)  
**Benchmark:** 35% for 2-year institutions, 45% for 4-year institutions

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

**Performance Measures:**

- Number of integrated training and or reintegrated training programs in the technical colleges.  
**Benchmark:** 10
- Number of adults enrolled in upgrade and customized training (including statewide fire and emergency services training programs).  
**Benchmark:** 45,000

**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.

**Performance Measures:**

- Number of degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).  
**Benchmark:** 2,177 degrees
- Percentage of students participating in internships.  
**Benchmark:** 30%
- Percentage of students participating in undergraduate research.  
**Benchmark:** 30%
- Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.  
**Benchmark:** 8 graduates at any one time
- Percentage of Boise Family Medicine Residency graduates practicing in Idaho.  
**Benchmark:** 60%
- Percentage of Psychiatry Residency Program graduates practicing in Idaho.  
**Benchmark:** 50%



**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.

**Performance Measures:**

- Institution expenditures from competitive Federally funded grants  
**Benchmark:** \$112M
- Institution expenditures from competitive industry funded grants  
**Benchmark:** \$7.2M
- Number of sponsored projects involving the private sector.  
**Benchmark:** 10% increase
- Total amount of research expenditures  
**Benchmark:** 20% increase
- Percent of students meeting college readiness benchmark on college entrance exam (ACT/SAT) in Mathematics and Science.  
**Benchmark:** TBD

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

**Performance Measures:**

- Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.  
**Benchmark:** 100% for both 5<sup>th</sup> and 10<sup>th</sup> Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.  
**Benchmark:** ACT - 24.0  
SAT - 1650
- Percent of elementary and secondary schools rated as four star schools or above.  
**Benchmark:** 100%
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.  
**Benchmark:** 90%

**GOAL 3: Effective and Efficient Delivery Systems** – *Ensure educational resources are used efficiently.*

**Objective A: Cost Effective and Fiscally Prudent** – Increased productivity and cost-effectiveness.

**Performance Measures:**

- Cost per successfully completed weighted student credit hour  
**Benchmark:** 2-year – less than or equal to \$280  
**Benchmark:** 4-year – less than or equal to \$165
- Average net cost to attend public 4 year institution.  
**Benchmark:** TBD
- Average number of credits earned at completion of a degree program.  
**Benchmark:** Associates – 70 credits or less  
Transfer Students: 70 credits or less  
**Benchmark:** Bachelors – 130 credits or less  
Transfer Student: 130 credits or less
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.  
**Benchmark:** 2 year – less than 55%  
**Benchmark:** 4 year – less than 20%
- Institutional reserves comparable to best practice.  
**Benchmark:** A minimum target reserve of 5% of operating expenditures.

**Objective B: Data-informed Decision Making** - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

**Performance Measures:**

- Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data.  
**Benchmark:** Completed by 2015.  
Phase Two completed by June 30, 2013  
Phase Three completed by June 30, 2014  
Phase Four completed by June 30, 2015

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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				Performance for School Year Ending in Spring (i.e., Academic Year):					
Goal/Objective	Performance Measure	2017 Benchmark	Benchmark Perspective	2008	2009	2010	2011	2012	2013
Goal 1: A Well Educated Citizenry									
Goal 1, Objective A: Access.	Annual number of state-funded scholarships awarded.	20,000	9,122 scholarships more than 2009; an 84% increase \$8.0M more scholarship dollars than 2009, which is double the	9,089	10,878	10,956	7,904	7,740	8,219
	Annual total dollar amount of state-funded scholarships awarded.	\$16,000,000	dollar amount	\$8,816,132	\$9,610,456	\$7,439,092	\$5,934,857	\$7,627,099	\$6,992,527
	Amount of need-based aid per undergraduate student.	\$489	WICHE Average	\$51	\$46	\$31	\$22		
	Postsecondary student enrollment by race/ethnicity/gender as compared against population.								
	Total Postsecondary student enrollment by race/ethnicity for White/White, non-Hispanic.	85,000		67,927	66,862	75,634	77,267		
	Total Postsecondary student enrollment by race/ethnicity for all other race/ethnicities.	30,000		17,968	22,448	22,221	25,385		
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT Reading Test	60%				68.4%	66.6%	69.7%	34.2%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT Writing Test	60%				57.7%	56.3%	60.7%	31.9%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT Reading Test	60%				60.0%	59.0%	59.0%	54.0%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT English Test	60%				72.0%	72.0%	72.0%	74.0%
Goal 1, Objective B: Higher Level of Educational Attainment	Percent of high school students enrolled in dual credit courses.	25.0%	Tied to HS enrollment & based on trend.	8.5%	10.1%	12.2%	13.3%	15.8%	18.4%
	Number of credits earned in dual credit courses.	75,000	Tied to HS enrollment & based on trend.	30,565	35,862	43,131	46,134	54,465	63,076
	Percent of high school students enrolled in tech prep courses.	27.0%		15.6%	21.1%	22.9%	26.3%	24.3%	24.2%
	Percent of students taking AP exams.	10.0%		6.3%	7.0%	7.7%	8.2%	8.8%	

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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	Number of AP exams.	10,000	32% increase	6,319	6,840	7,897	8,584	9,193	
	High School graduation rate as defined in the Accountability Workbook.	95.00%	which is 0.30% above 2008	88.29%	89.70%	91.69%	92.40%	93.30%	90.80%
	Percent of Idaho Public high school graduates who enrolled in an Idaho public postsecondary institution within 12 months of graduation from an Idaho high school.	80.00%	which is 14.30% above 2006		30.36%	30.09%	29.54%	30.79%	31.90%
	Percentage of full-time first-year freshmen at 4-Year Institutions returning for second year.	85.00%	which is 4.60% above than 2008	64%	60%	64%	66%	67%	65%
	Percentage of full-time first-year freshmen at 2-year institutions returning for second year.	75.00%	which is 3.80% above 2008	49%	50%	57%	52%	58%	54%
	Percent of Idahoans (ages 25 to 34) who have a college degree or certificate of at least 1 year.	60% by 2020	which is 7.20% more than 2008	34.10%	31.44%	31.18%	34.97%		
	Percent increase of 4-year postsecondary unduplicated students receiving undergraduate awards (1-year certificate or greater) during the academic year								
	Percent increase of 2-year postsecondary unduplicated students receiving undergraduate awards (1-year certificate or greater) during the academic year								
	Percent of 2-Year Institution 1st-time, full-time degree seeking undergraduate (entry cohort) freshmen who graduate with 150% of time.	35%		32.0%	30.7%				
	Percent of 4-Year Institution 1st-time, full-time degree seeking undergraduate (entry cohort) freshmen who graduate with 150% of time.	45%							
Goal 1, Objective C: Adult Learner Re-Integration.	Number of integrated training and/or reintegrated training programs in the technical colleges.	7				1	5 (plus 1 funded by 4 JKAF)	5 (plus 1 funded by JKAF)	
	Number of adults enrolled in upgraded or customized training (including statewide fire & emergency services training programs.	52,500		50,154	51,555	50,532	51,260	46,733	48,006
Goal 1, Objective D: Transition	Number of degrees conferred in STEM fields.	2,177	which is 545 more degrees than 2008; which is a 33% increase	1,650	1,648	1,714	1,891	2,251	
	Percent of students participating in internships.	30.0%			5.57%, only BSU and U of I interns counted, no research students	5.89%, only BSU and U of I interns counted, no research students	7.29%, but no BSU research students counted		

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	Percent of students participating in undergraduate research.	30.0%	See note & comment to the far right.		5.57%, only BSU and U of I interns counted, no research students	5.89%, only BSU and U of I interns counted, no research students		7.29%, but no BSU research students counted	107.93%	
	Number of University of Utah Medical School graduates.	8	See note & comment to the far right.		8	8	8	8	8	8
	Parentage of Boise Family Medicine Residency Graduates Practicing in Idaho.	60%	See note & comment to the far right.			2 of 11 for 18.2%	6 of 12 for 50%	4 of 13 for 30.8%		7 of 12 for 58.3%
	Percent of Psychiatry Residency Program graduates practicing in Idaho.	50%	See note & comment to the far right.		100% (2)	0%	50% (1)	50% (1)	50% (1)	67% (2)
<b>Goal 2: Critical Thinking &amp; Innovation</b>										
Goal 2, Objective A: Critical Thinking, Innovation & Creativity.	Institution expenditures from competitive Federally funded grants.	\$112,000,000	which is \$18.5M more than 2009; which is a 20% increase	\$76,490,071	\$93,537,598	\$122,966,139	\$112,458,680	\$97,131,693		
	Institution expenditures from competitive industry funded grants.	\$7,200,000	2009; which is a 20% increase	\$6,226,448	\$6,016,139	\$10,589,050	\$3,955,569	\$2,684,459		
	Number of sponsored projects involving the private sector	10% increase								
	Total amount of research expenditures.	20% increase								
	Percent of students meeting college readiness benchmark on the ACT Mathematics exam.	22				47.0%	47.0%	47.0%		52.0%
	Percent of students meeting college readiness benchmark on the ACT Science exam.	23				32.0%	32.0%	32.0%		43.0%
	Percent of students meeting college readiness benchmark on the SAT Mathematics exam.	500				67.0%	65.8%	66.4%		35.2%
Goal 2, Objective B: Quality Instruction.	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - <b>10th Grade Reading.</b>	100.00%	16% above 2009	85.70%	N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.	86.40%	87.20%	87.60%		89.20%
	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - <b>10th Grade Math.</b>	100.00%	30% above 2009	76.60%	N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.	76.80%	78.50%	78.00%		76.40%

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - <b>10th Grade Language.</b>	100.00%	35.60% above 2009	68.80%	N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.	71.50%	72.60%	76.60%	72.30%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - <b>10th Grade Science.</b>	100.00%	31.10% above 2009	66.90%	N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.	67.90%	69.30%	72.50%	72.70%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - <b>5th Grade Reading.</b>	100.00%	13.60% above 2009	84.30%	86.40%	88.00%	88.10%	87.80%	88.50%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - <b>5th Grade Math.</b>	100.00%	22.10% above 2009	78.00%	77.90%	79.80%	80.90%	78.60%	79.20%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - <b>5th Grade Language.</b>	100.00%	22.80% above 2009	74.20%	77.20%	77.20%	78.70%	79.40%	80.10%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - <b>5th Grade Science.</b>	100.00%	33.60% above 2009	60.10%	66.40%	64.90%	67.40%	69.30%	72.20%
Average composite ACT score.	24.0	2.4 points above 2009; an 11% increase when a 0.5% increase is the norm	21.5	21.6	21.8	21.7	21.6	22.1
Average Total SAT Score (not a Board measure as of 8/28/12)	1,650	Benchmark is the College Board's	1,580	1,597	1,602	1,599	1,609	1,356
Percent of students meeting college readiness benchmark on the ACT Reading exam.	22				60.0%	59.0%	59.0%	54.0%
Percent of students meeting college readiness benchmark on the ACT English exam.	18				72.0%	72.0%	72.0%	74.0%
Percent of students meeting college readiness benchmark on the SAT Critical Reading exam.	500						69.7%	34.2%
Percent of students meeting college readiness benchmark on the SAT Writing exam.	500						60.7%	31.9%
Percent of elementary and secondary schools rated as four star schools or above.	100.00%	which is 23.83% more than 2009					58.5%	59.4%
Percent of first-time students from public institution teacher training programs that pass the Praxis II.	90.00%							
<b>Goal 3: Effective &amp; Efficient Delivery Systems</b>								
Goal 3, Objective A: Cost Effective & Fiscally Prudent.	Cost per successfully completed weighted student credit hour for 2-year institutions.	\$280 for 2-Year			\$285	\$280	\$300	
	Cost per successfully completed weighted student credit hour for 4-year institutions.	\$165			\$175	\$169	\$168	
	Average net cost to attend public 4-year institution.	????						

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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	Average number of credits earned at completion of an Associates degree program - NON-TRANSFER STUDENTS.	70	Full-time = 100.6; Part-time = 88.7; Transfer = 99.9 (doesn't include LCSC or CWI data)	Full-time = 94; Part-time = 93; Transfer = 101 (doesn't include CWI)				
	Average number of credits earned at completion of an Associates degree program - TRANSFER STUDENTS.	70	Full-time = 139.8; Part-time = 141.5; Transfer = 140.0 (doesn't include LCSC data)	Full-time = 141; Part-time = 144; Transfer = 130 (31 to 59 credits)				
	Average number of credits earned at completion of Bachelor's degree program - NON-TRANSFER STUDENTS.	130						
	Average number of credits earned at completion of Bachelor's degree program - TRANSFER STUDENTS.	130						
	Percent of 2-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language art.	<55%	71.1%	73.0%	65.5%	72.7%	74.7%	59.4%
	Percent of 4-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language arts.	<20%	20.3%	27.7%	24.2%	26.6%	26.2%	24.1%
	Institution reserves comparable to best practice.	> or = 5%			BSU = 2.2%; ISU = 3.7%; U of I = 1.6%; LCSC = 3.5%	BSU=2.7%; ISU=5.9%; U of I=1.6%; LCSC=3.5%	BSU = 3.5%; ISU= 7.3%; U of I = 2.3%; LCSC = 3.8%	
Goal 3, Objective B: Data-informed decision making.								
	Develop a P-20 to workforce longitudinal data system with the ability to access timely and relevant data.		Phase II completed by 6/30/13; Phase III completed by 6/30/14; Phase IV completed by 6/30/15.					

**Idaho Division of Professional-Technical Education** Performance Measurement Report

## ***Part 1 – Agency Profile***

### **Agency Overview**

The mission of the Professional-Technical Education System is to provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Idaho Code §33-2202 defines Professional-Technical Education as "secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of public secondary and postsecondary schools and colleges."

The Division of Professional-Technical Education (DPTE) is the administrative arm of the State Board for Professional-Technical Education that provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Basic Education/GED programs, the State Wellness program, state employee training including the Certified Public Manager program, and the S.T.A.R. Motorcycle Training program.

DPTE is responsible for preparing and submitting an annual budget for professional-technical education to the State Board, Governor, and Legislature. Funds appropriated to DPTE include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Professional-technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. DPTE provides the focus for professional-technical education programs and training within existing schools and institutions by using a state-wide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary professional-technical education programs and services are provided via junior high/middle schools, comprehensive high schools, professional-technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary professional-technical education programs and services are delivered through the Idaho Technical College System. Three of the technical colleges are located on the campus of community colleges: College of Southern Idaho, College of Western Idaho, and North Idaho College. Two are on the campus of four-year institutions: Idaho State University and Lewis and Clark State College. One is a stand-alone institution: Eastern Idaho Technical College. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Basic Education; displaced homemaker services; and emergency services training.

The State Administrator of the Division of Professional-Technical Education is Todd Schwarz. The DPTE staff consists of 36 FTP employees; 7 are federally funded, 26 are funded through the state general fund and 3 are funded through a dedicated fund. The DPTE budget also includes 479.96 technical college FTPs.

### **Core Functions/Idaho Code**

Statutory authority for DPTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish professional-technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of DPTE (IDAPA 55) is to administer professional-technical education in Idaho. Specifically, DPTE:

- Provides statewide leadership and coordination for professional-technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of professional-technical education;
- Prepares annual and long-range state plans;



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**Idaho Division of Professional-Technical Education** Performance Measurement Report

- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for professional-technical education;
- Evaluates professional-technical education programs;
- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates professional-technical education related activities with other agencies, officials, and organizations.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY2012</b>	<b>FY2013</b>
General Fund	\$48,211,700	\$47,577,400	\$46,511,600	\$48,259,600
Seminars and Publication Fund	\$0	\$287,400	\$140,000	\$140,000
Displaced Homemaker	\$170,000	\$170,000	\$170,000	\$170,000
Haz Mat/Waste Trans	\$67,800	\$67,800	\$67,800	\$67,800
Federal Grant	\$9,080,600	\$9,593,100	\$9,251,900	\$8,648,100
Miscellaneous Revenue Fund	\$258,300	\$368,000	\$234,800	\$242,700
Unrestricted Current	<u>\$458,000</u>	<u>\$467,000</u>	<u>\$520,000</u>	<u>\$546,000</u>
<b>Total</b>	<b>\$58,246,400</b>	<b>\$58,530,700</b>	<b>\$56,896,100</b>	<b>\$58,074,200</b>
<b>Expenditures</b>	<b>FY 2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>
Personnel Costs	\$2,415,900	\$2,787,100	\$2,496,300	\$2,610,100
Operating Expenditures	\$475,600	\$1,048,900	\$673,500	\$614,500
Capital Outlay	\$0	\$0	\$0	\$0
Trustee/Benefit Payments	\$19,221,200	\$20,234,900	\$19,973,200	\$19,396,800
Lump Sum	<u>\$36,133,700</u>	<u>\$34,459,800</u>	<u>\$33,753,100</u>	<u>\$35,452,800</u>
<b>Total</b>	<b>\$58,246,400</b>	<b>\$58,530,700</b>	<b>\$56,896,100</b>	<b>\$58,074,200</b>

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**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY2013</b>
Number of Students Enrolled in High School PTE Programs (headcount)	89,322	87,256	85,490	84,423
Number of Students Enrolled in Postsecondary PTE Programs (headcount)	9,929***	9,034	8,815	7,760
Number of Technical College FTE enrollments	4,585***	4,588	4,483	4,349
Number of Adults Enrolled in Upgrade and Customized Training (headcount)	46,086	44,295	42,119	43,487
Number of Adults Enrolled in Statewide Fire and Emergency Services Training Programs (headcount)	4,446	6,965	4,614	4,519
Number of clients served in the ABE program (headcount)	7,396	6,669	6,330	6,329
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	829	909	1,038	552
Number of state employees enrolled in the Certified Public Manager (CPM) Program	87	79	78	77
Health Matters Wellness Program monthly average website hits	120,682	163,843	182,263	182,382

\*\*\*Changes in FY10 numbers were due to ISU's amended enrollment report from their new ERP system

**Performance Highlights**

ABE - *The Integrated Transition and Retention Program (ITRP)* is an innovative, coordinated effort that promotes the improvement of student completion rates in technical college programs. ITRP is designed to assist students who may not meet the entry requirements of a technical program or are struggling in a technical program and are in need of remediation in reading, writing, and/or math. ITR programs include: 1) ABE and PTE instructors co-teaching in the same classroom and/or co-planning and following up on student progress; 2) ABE instructors creating applied lesson plans in reading, writing, and/or math using technical curriculum content; and, 3) time shortened programs that do not add time to what would normally be required for course completion. This past year ITRP instruction was provided to 220 students enrolled in technical programs including Pastry, Diesel Mechanics, Welding, Business Technology, Health Related Fields, and Technical and Industry Programs. Of the 220 students enrolled in ITRP programs, only 36 did not continue in their program. The cost was a little more than \$300 per student.

**Idaho Division of Professional-Technical Education** Performance Measurement Report

**Part II – Performance Measures**

Performance Measure	2010	2011	2012	FY2013	Benchmark
Number of PTE concentrators who take a Technical Skill Assessment (TSA)	3,874	5,357	5,679	Numbers reported in Nov.	Will Increase
Number of ABE clients who meet their goal	2,699	3,372	5,143	Numbers reported in Nov.	Increase 2% each year
Percentage of Technical College PTE completers who achieve a positive placement *	90%	91%	91%	90%	Placement at 90% or higher
Percentage of secondary PTE completers who transition to postsecondary education or training **	66%	66%	64%	64%	Exceed National Center for Higher Education Management System rankings in Idaho

**Performance Measure Explanatory Notes:**

- \* A technical college PTE completer is a postsecondary student who has completed all the requirements for a certificate or an AAS degree in a state approved professional-technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six (6) months of completing.
- \*\* A secondary PTE completer is a junior or senior student who: (1) has completed four state approved PTE courses in a program sequence which includes a capstone course; OR (2) who has completed all the PTE courses in a program sequence if three or less, OR (3) who is enrolled in a state approved Professional-Technical School and is enrolled in a capstone course. Transition to postsecondary education or training is determined by an annual follow-up report of secondary PTE completers who are seniors and graduated. The most recently published overall state rate of 45.0% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School" (2010).

**For More Information Contact**

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## Eastern Idaho Technical College Performance Measurement Report Sept 2013

### **Part I – Agency Profile**

#### **Agency Overview**

Eastern Idaho Technical College (EITC) provides high quality educational programs that focus on the needs of the community for the 21st century. EITC is accredited by the Northwest Commission on Colleges and Universities. The College is a State supported technical college created in 1969 to serve citizens in its nine county service area by being a minimal cost, open-door institution that champions technical programs, customized industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

#### **Core Functions/Idaho Code**

Eastern Idaho Technical College was created to provide professional-technical postsecondary educational opportunities. Idaho Statute Title 33, Chapter 2208.

#### **Revenue and Expenditures:**

Revenue	FY 2010	FY 2011	FY 2012	*FY 2013
General Fund and Misc. Receipts	\$5,811,840	\$5,883,820	\$5,642,720	\$5,949,091
Grants and Contracts	\$3,956,324	\$4,819,846	\$4,246,278	\$3,932,162
Student Fees	\$988,109	\$861,099	\$763,846	\$785,091
Capital Grants and Appropriations	\$1,729,936	\$84,780	\$7,757	\$54,924
Sales and Services	\$422,751	\$452,708	\$406,151	\$393,834
Other	\$67,026	\$77,640	\$48,624	\$40,654
<b>Total</b>	<b>\$12,975,986</b>	<b>\$11,979,893</b>	<b>\$11,115,376</b>	<b>\$11,155,756</b>
Expenditure	FY 2010	FY 2011	FY 2012	*FY 2013
Personnel Costs	\$7,411,267	\$7,361,489	\$7,426,902	\$7,473,039
Operating Expenses	\$5,032,185	\$5,277,266	\$4,589,954	\$4,410,207
Capital Outlay	\$1,729,936	\$84,780	\$7,757	\$54,924
<b>Total</b>	<b>\$14,173,388</b>	<b>\$12,723,535</b>	<b>\$12,024,614</b>	<b>\$11,938,170</b>

*\*FY2013 numbers are estimated*

**Graphs will be added later by DFM**

#### **Profile of Cases Managed and/or Key Services Provided**

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Annual (unduplicated) Enrollment Headcount - Professional Technical	1,607	1,432	1364	1,240
Annual Enrollment FTE - Professional Technical	650	614	581	530
Credit Hours Taught	19,505	18,414	17,437	15,917
Degrees/Certificates Awarded - Professional Technical	237	224	242	228
Workforce Training Headcount	15,121	13,040	14,143	11,789
Number and percentage of Students successfully completing Remedial English & Math Courses	122, 85%	119, 71%	95, 74%	138, 70%
Number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education -unduplicated	9	13	12	13

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**Eastern Idaho Technical College** Performance Measurement Report Sept 2013

**Performance Highlights**

- The Medical Assisting Program received continued accreditation through May 2022 from the Commission on Accreditation of Allied Health and Education Programs.
- EITC's accreditation was reaffirmed by the Northwest Commission on Colleges and Universities based on the Spring 2013 Year Three Resources and Capacity Evaluation.
- 14 out of 15 Adult Basic Education students who took a college credit course in Math and English passed with A and B grades. These courses were designed to include tutor time in addition to typical classroom hours.
- The December 2012 RN graduates had a NCLEX pass rate of 100% and 40 LPN students passed the NCLEX at 95% at their first testing.
- EITC served 4,968 INL incumbent workers in Environmental Safety and Health Programs.
- EITC led the State Colleges of Technology in job related and positive placement of graduates

**Part II – Performance Measures**

#	Performance Measure	FY2010	FY2011	FY2012	FY2013	Benchmark
1	Increase reach of EITC Tutoring Center (Goal III, Objective 2)	5,406	4,870	5,195	6000	5247
2	Increase reach of Adult Basic Education Division (Goal IV, Objective 1)	757	744	647	612	653
3	Increase reach of Center for New Directions (Goal IV, Objective 2)	686	518	411	292	415
4	Increase the academic outcomes of students enrolled in Adult Basic Education Division (ABE)	ABE 1 54% ABE 2 50% ABE 3 46% ABE 4 33% ABE 5 31% ESL 1 43% ESL 2 33% ESL 3 32% ESL 4 26% ESL 5 6% ESL 6 21%	ABE 1 64% ABE 2 43% ABE 3 58% ABE 4 36% ABE 5 41% ESL 1 20% ESL 2 42% ESL 3 32% ESL 4 28% ESL 5 30% ESL 6 20%	ABE 1 41% ABE 2 53% ABE 3 52% ABE 4 37% ABE 5 33% ESL 1 45% ESL 2 39% ESL 3 47% ESL 4 47% ESL 5 37% ESL 6 29%	ABE 1 33% ABE 2 57% ABE 3 54% ABE 4 36% ABE 5 41% ESL 1 56% ESL 2 53% ESL 3 50% ESL 4 33% ESL 5 32% ESL 6 20%	ABE 1 55% ABE 2 50% ABE 3 46% ABE 4 36 % ABE 5 37% ESL 1 50 % ESL 2 54% ESL 3 49% ESL 4 45% ESL 5 42% ESL 6 27%
5	Retention - number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year (break out full-time numbers from part-time numbers, this counts as one measure)	42% -120 Total 43% FT – 42 41% PT – 67  <b>PTE&lt;1 YR</b> 11 Total 2FT – 9PT	39% - 121Total 50% FT - 62 31% PT - 50  <b>PTE&lt;1 YR</b> 9 Total 1FT – 8PT	47% 134Total 53 % FT - 56 53 PT - 60  <b>PTE&lt;1 YR</b> 18 Total 6FT - 12PT	41% - 114 Total 53% FT - 39 42% PT - 66  <b>PTE&lt;1 YR</b> 9 Total 1FT – 8PT	TBD

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6	Dual Credit - Total credits earned and # of students (unduplicated headcount)	0	0	0	1	<b>TBD</b>
7	Total certificates and degrees conferred - Number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled	36	37	42	43	35%
8	Cost per credit hour	\$496	\$503	\$531	\$579	Maintain cost per credit hour within 20% of IPEDS peers List
9	Efficiency - Certificates (of at least 1 year or more) and Degree Completions per \$100,000 of Education and Related Spending	.41	.41	.38	.40	Declining Cost

*TBD – To Be Determined*

**For More Information Contact**

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## College of Southern Idaho

Performance Measurement Report

### ***Part 1 – Agency Profile***

#### **Agency Overview**

The College of Southern Idaho's mission, as a comprehensive community college, is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

CSI is accredited by the Northwest Commission on Colleges and Universities (NWCCU), a regional postsecondary accrediting agency recognized by the U.S. Department of Education. Several of CSI's programs are also accredited by the appropriate accrediting agencies, and graduates are eligible to take the qualifying examinations of the respective state and national licensing and registration bodies and join professional organizations.

CSI's service area is defined in Idaho Code as the eight counties of the Magic and Wood River Valleys and a portion of Elmore County. CSI offers its programs and courses at the nearly 350 acre main campus in Twin Falls, as well as at the off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), and Jerome (Workforce Development Center). Students can choose from a wide range of transfer and professional-technical (PTE) programs – more than 120 program options ranging from certificates to two-year associate degrees. The College offers a growing number of online courses and programs for students who cannot attend traditional face-to-face courses due to family or work responsibilities, and for students who prefer the online learning environment as opposed to the traditional classroom. CSI has a very successful dual credit program. The College demonstrates its commitment to lifelong learning through active community education and workforce training programs. Partnerships with Boise State University, University of Idaho, Idaho State University, and Northwest Nazarene University also give local residents more than two dozen bachelor's and master's degree options without having to leave Twin Falls.

As embodied in Idaho Code, the College of Southern Idaho is governed by a locally elected five member Board of Trustees. Trustees are elected from within the College District comprised of Jerome and Twin Falls counties. Revenue for the operation of the College comes from a combination of sources including tuition and fees, state appropriation, local property taxes, grants, counties not in community college districts, etc.

#### College of Western Idaho (CWI) Partnership

CSI continues its partnership with the College of Western Idaho (CWI) in order to assist CWI with meeting standards for accreditation and to help CWI offer college credit instruction, certificates and degrees while seeking accredited status with the Northwest Commission on Colleges and Universities (NWCCU). In January 2012, NWCCU granted CWI Candidacy for Accreditation status at the associate degree level. Candidacy is not accreditation nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation. Until separate accreditation is granted, CWI will continue to deliver college credit instruction, certificates and degrees through its partnership with CSI.

#### **Core Functions/Idaho Code**

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33, Idaho Code. The College's primary functions may be categorized as: Instructional, Student Support, Financial Support, Administrative, and Community Relations.

#### **Instructional:**

The primary function of the College of Southern Idaho stated in the Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code). Academic programs are submitted to the Idaho State Board of Education (ISBOE) for approval. The State Board of Education acts under the authority granted in Article IX, Section 2 of the Idaho Constitution and Title 33, Chapter 1, Idaho Code.

## College of Southern Idaho

### Performance Measurement Report

**Student Support:**

Support for CSI students is delivered through the student services division (Admissions and Records, New Student Services, Advising, Financial Aid and Scholarships, Student Disability Services, Career and Counseling Services, Student Activities, Student Health, Child Care Center, Library) which assists students in seeking access to college programs and services, and promotes student learning, development, and success by providing future and current students with quality information, advice, support, as well as with opportunities for social and cultural development.

**Financial Support:**

Also under the authority of the Trustees, financial management of the College's funds is overseen by the Business Office. This office manages the various sources of funds directed to the College, including: tuition and fees, state appropriations, local property taxes, payments from counties not in a community college district, and grants from both public (federal, state, local) and private sources.

**Administrative Support and Community Relations:**

The College senior administrative team includes the Interim President of the College, Curtis H. Eaton, J.D.; Executive Vice President and Chief Academic Officer, Jeff Fox, Ph.D.; Vice President of Administration, Mike Mason, CPA/ CMA; and Vice President of Student Services/Planning and Grant Development, Edit Szanto, Ph.D.

**Revenue and Expenditures**

<b>Revenues</b>	<b>FY 2010</b>	<b>FY2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
General Fund	\$10,875,500	\$10,658,200	\$10,243,000	\$11,544,300
Economic Recovery	\$0	\$205,400	\$667,700	\$0
Liquor Fund	\$197,600	\$200,000	\$200,000	\$200,000
Property Taxes	\$4,597,700	\$4,969,100	\$5,229,500	\$5,351,700
Tuition and Fees	\$9,866,800	\$11,075,900	\$11,900,400	\$11,797,097
County Tuition	\$1,499,600	\$1,639,500	\$1,547,900	\$1,722,608
Misc. Revenue	\$2,908,500	\$1,710,000	\$1,613,500	\$1,578,502
<b>Total</b>	<b>\$29,945,700</b>	<b>\$30,458,100</b>	<b>\$31,402,000</b>	<b>\$32,194,207</b>
<b>Expenditures</b>	<b>FY 2010</b>	<b>FY2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Personnel Costs	20,861,400	21,649,600	22,348,400	23,525,521
Operating Expenditures	4,231,000	4,429,600	4,980,900	8,153,290
Capital Outlay	4,853,300	4,378,900	4,072,700	515,396
<b>Total</b>	<b>\$29,945,700</b>	<b>\$30,458,100</b>	<b>\$31,402,000</b>	<b>\$32,194,207</b>



## College of Southern Idaho

### Performance Measurement Report

#### ***Profile of Cases Managed and/or Key Services Provided***

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY 2013</b>
<b>Annual (unduplicated) Enrollment Headcount <sup>1</sup></b>	13,203	13,740	12,915	12,042
Professional Technical	2,392	1,869	1,578	1,354
Transfer	10,811	11,871	11,337	10,688
(PSR Annual Enrollment)				
<b>Annual Enrollment FTE <sup>1</sup></b>	5,276.3	5,535.54	5,182.73	4,934.83
Professional Technical	1,013.9	1,111.57	1,031.13	961.43
Transfer	4,262.4	4,423.97	4,151.60	3,973.40
(PSR Annual Enrollment)				
<b>Degrees/Certificates Awarded</b>	766	822	993	1,129
(IPEDS Completions)	2008-09	2009-10	2010-11	2011-12
<b>Total degrees/certificates awarded per 100 FTE students enrolled</b>	17.26	17.03	20.41	21.98
(IPEDS Completions and IPEDS Fall FTE)	(766 / 44.37)	(822 / 48.28)	(993 / 48.66)	(1,129 / 51.37)
	2008-09	2009-10	2010-11	2011-12
<b>Workforce Training Headcount</b>	4,861	5,218	4,426	3,368
<b>Dual Credit</b>				
- Unduplicated Headcount	2,460	2,412	2,685	2,774
- Enrollments	4,936	4,576	4,742	5,131
- Total Credit Hours	14,804	13,241	14,187	14,218
(SBOE Dual Credit Enrollment Report)				
<b>Remediation Rate</b>				
<i>First-Time, First-Year Students Attending Idaho High School within Last 12 Months</i>	74.7%	72.5%	69.5%	65.6%
(SBOE Remediation Report)	(1095 / 1466)	(923 / 1273)	(892 / 1284)	(820 / 1250)

<sup>1</sup> There have been enrollment processing and reporting changes over the period of this report. A new PSR Annual Enrollment report was developed as of FY12 with some minor differences in enrollment calculations from prior reports. In addition, CSI continues to revise the process for determining a student's headcount affiliation (Transfer vs. PTE).

#### **Performance Highlights**

##### NWCCU Accreditation

In 2012 CSI re-affirmed its four Core Themes:

- Transfer Education
- Professional-Technical Education
- Basic Skills Education
- Community Connections

The Northwest Commission on Colleges and Universities (NWCCU) cancelled the requirement for CSI to submit a Year Five Self-Evaluation Report in the Spring of 2014 that would have focused on Standard Three (Planning and Implementation) and Standard Four (Effectiveness and Improvement), in addition to reviewing and revising, as necessary, Standards One and Two.

Although CSI is not required to submit a Year Five Self-Evaluation Report, the College has been working actively on addressing the one recommendation it had received during the spring 2012 evaluation visit concerning its general education program. CSI will be submitting a report on its progress on this to NWCCU in September 2013.

## College of Southern Idaho

### Performance Measurement Report

#### College Completion Challenge

Last year CSI reported being the first community college in the state of Idaho to sign the "Accepting the College Completion Challenge: A Call to Action." By signing this call to action, the President and members of the Board of Trustees reaffirmed CSI's commitment to improving student success. CSI pledged to do its part to cultivate a culture of success and to help accomplish the national goal of a 50% increase in the number of students with a higher education degree or certificate by 2020. This initiative also supports the State of Idaho's college completion goal: "60% of Idaho's 25-34 year olds will have a degree or certificate of value by 2020."

*"In recognition of the central role that the College of Southern Idaho has in meeting the educational and training needs in our community and, more broadly, in contributing to an educated U.S. citizenry and a competitive workforce, we pledge to do our part to increase the number of Americans with high quality postsecondary degrees and certifications to fulfill critical local, state, and national goals. With the "completion agenda" as a national imperative, the College of Southern Idaho has an obligation to meet the challenge while holding firmly to traditional values of access, opportunity, and quality."*

During the 2012-2013 academic year, CSI continued its campus-wide effort to improve retention and graduation.

#### Third NJCAA National Championship – Go Eagles!

##### CSI's Volleyball Team

The College of Southern Idaho Volleyball team brought home the school's 10<sup>th</sup> NJCAA National Championship in that sport. Guard Pierre Right side hitter Keani Passi claimed Region 18 Tournament MVP, Region 18 Player of the Year honors and NJCAA National Tournament MVP award. CSI Head Coach Heidi Cartisser led the Golden Eagles to a 33-1 overall record, earning NJCAA Coach of the Year accolades.

##### CSI Men's Rodeo Team

2011-2012 National Intercollegiate Rodeo Association's Rocky Mountain Region Runner Up and placed 9<sup>th</sup> out of 55 teams at the College National Finals Rodeo in Casper, Wyo.

#### Grants

##### **CARES**

\$70,000

Funding Agency: Idaho Council on Domestic Violence and Victim Assistance

Funds from the ICDVVA will be used to provide salaries and benefits for the CARES staff that contributes to non-billable direct victim services (including advocacy), financial support for claims assistance, follow-ups, and telephone contact. ICDVVA funding will also support training costs, rental expenses for the Rupert office, and a minimal amount of operation expenses for direct supervision

##### **Keep Smiling 2013**

\$10,000

Funding Agency: Twin Falls Health Initiative Trust

This grant will create an environment of inter-professional collaborative practice with nurses and other professions across the continuum of care. SLMV, CSI, SLJ, Twin Falls Care Center, and St. Luke's Home Care and Hospice will partner to improve care across transitions from acute care to dispositions, with the ultimate goal of reducing readmissions within 30 days for the top four diagnoses--and improving the health of patients. Educational videos and simulation training are methods included to train on new models of care.

##### **Youth Engaged in Activities for Health! (YEAH!)**

\$9,347

Funding Agency: Blue Cross of Idaho Foundation for Health

Description: Funding will be used for the further continuation of SLMV's YEAH! program which engages physician-referred obese or at risk for obesity children and their families in eight week fitness and nutrition programs.

## College of Southern Idaho

### Performance Measurement Report

#### **CSI Dental Clinic Project**

\$8,000

Funding Agency: Community Health Improvement Fund

The CSI Dental Oral Health Clinic will continue to work with our community partners to run a voucher program for restorative dental services, dental screenings, preventative services, and patient education. Continued partnerships with community organizations such as Office on Aging, Mustard Tree and Health and Welfare ensures that the most financially needy and underserved populations are targeted through this project. The Clinic works with our partners to identify the neediest patients in our community and distribute vouchers to these clients that are redeemable for services at the CSI Dental Clinic.

#### Economic Development – Chobani

CSI has a history of acting as a focal point for the attraction of new businesses to the region. What may separate CSI from other colleges and universities is that we aren't just involved after the company decides to come to our service region, but we are also quite engaged in recruiting those businesses. That is why local economic development professionals like Jan Rogers refer to the College as their "secret weapon." Economic development is a powerful contributor to a vibrant local economy. Anything that is good for the regional and Idaho economy is good for CSI, thus it makes sense for the College to actively participate. In Idaho, various agencies from the Governor's office, to Department of Commerce, Department of Labor, and our own local organizations like Twin Falls Urban Renewal Agency, Region IV Development, and Southern Idaho Economic Development Organization work in concert with CSI in recruiting efforts. Besides these agencies, we also work with the various city governments and their officials as we did with the "Chobani deal."

#### CSI Foundation

The CSI Foundation, Inc. was able to award over \$1.1 million in scholarship awards for the 2012-2013 school year. This is the 5<sup>th</sup> year in a row that the Foundation has awarded funds in excess of a million dollars. Contributions to the Foundation continue to support scholarships and programs for students attending CSI. The resource base for the Foundation continues to grow due to strong investment management strategies and an improving market. Gifts were received over the past year from individuals, private foundations, corporations, bequests, estates, and the CSI Employee Campaign. Students at the College of Southern Idaho are grateful for the support from the Foundation Board of Directors and donors.

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**Part II – Performance Measures**

Performance Measure	2010	2011	2012	2013	Benchmark
<b>Retention Rate</b> <b>Full Time Students</b> First-time, full-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	54% (524 / 971) Fall 2008 Cohort	57% (611 / 1076) Fall 2009 Cohort	54% (623 / 1148) Fall 2010 Cohort	57% (574 / 1005) Fall 2011 Cohort	CSI's retention rate will be at or above the median for its IPEDS peer group.
<b>Retention Rate</b> <b>Part-Time Students</b> First-time, part-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	37% (119 / 324) Fall 2008 Cohort	31% (151 / 483) Fall 2009 Cohort	34% (169 / 491) Fall 2010 Cohort	40% (203 / 505) Fall 2011 Cohort	CSI's retention rate will be at or above the median for its IPEDS peer group.
<b>Cost per credit hour <sup>1</sup></b> (IPEDS Finance and 12-Month Enrollment)	\$ 257.07 (\$35,119,995 / 136,619) 2008-09 year	\$ 252.34 (\$39,472,565 / 156,427) 2009-10 year	\$ 211.51 (\$34,925,587 / 165,122) (2010-11 year)	\$ 215.91 (\$35,19,525 / 164,045) (2011-12 year)	Maintain the cost of instruction per FTE at or below that of our peer institutions (defined as community colleges in Idaho).
<b>Efficiency <sup>2</sup></b> (IPEDS Finance and Completions)	2.056 722 / \$351.20 2008-09 year	1.938 (765 / \$394.73) 2009-10 year	2.454 (857 / \$349.26) 2010-11 year	2.942 (1042 / \$354.20) 2011-12 year	Maintain degree production per \$100,000 instructional expenditures at or above that of our peer institutions (defined as community colleges in Idaho).
<b>Tuition and fees</b> <b>Full-Time</b> <b>Part-Time</b>	\$1,200 \$100/credit	\$1,260 \$105/credit	\$1,320 \$110/credit	\$1,320 \$110/credit	Maintain tuition and fees, both in-state and out-of-state, at or below that of our peer institutions (defined as community colleges in Idaho).
<b>Graduation Rate</b> First-time, full-time, degree/certificate seeking students (IPEDS)	18% (165 / 908) Fall 2006 Cohort	18% (167 / 919) Fall 2007 Cohort	17% (165 / 949) Fall 2008 Cohort	19% (200 / 1062) Fall 2009 Cohort	CSI's first-time full-time graduation rate will be at or above the median for its IPEDS peer group.
<b>Transfer Rate</b> First-time, full-time, degree/certificate seeking students (IPEDS)	14% (129 / 908) Fall 2006 Cohort	15% (139 / 919) Fall 2007 Cohort	15% (138 / 949) Fall 2008 Cohort	14% (144 / 1062) Fall 2009 Cohort	CSI's transfer-out rate will be at or above the median for its IPEDS peer group.
<b>Employee Compensation Competitiveness</b>	92.2%	93.5%	94.1%	95.2%	CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College Survey. <sup>3</sup>
<b>Total Yearly Dollar Amount Generated Through External Grants</b>	\$6,058,548	\$4,066,363	\$3,740,814	\$3,809,117	Will submit a minimum of \$2,750,000 yearly in external grant requests with a 33% success rate.

<sup>1</sup> Costs are derived from instructional, student services and institutional support expenses identified in the IPEDS Finance report divided by the annual credit hours in the IPEDS 12-Month Enrollment report for the corresponding year.

<sup>2</sup> Certificates (of at least 1 year or more) and Degrees awarded per \$100,000 of Education and Related Spending (as defined by the IPEDS Finance expense categories of instruction, student services, and institutional support) for the corresponding year.

<sup>3</sup> Each year a number of community colleges participate in the Mountain States Community College Survey. Information regarding full time employee salaries for reported positions is collected and listed in rank order. A mean and median range is determined for positions. In calculating this performance measure the College of Southern Idaho mean salary is divided by the Mountain States mean. The resulting percentage demonstrates how College of Southern Idaho salaries compare with other institutions in the Mountain States region.

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## College of Western Idaho

Performance Measurement Report

### ***Part 1 – Agency Profile***

#### **Agency Overview**

College of Western Idaho (CWI) is Idaho's youngest community college enrolling their first students in 2009. CWI continues to experience steady growth, enrolling 9,107 students at the start of the 2012-2013 academic year (5,847 FTE) and 9,603 students spring semester 2013 (5,911 FTE). CWI strives to provide quality teaching and learning that's affordable and within reach, regardless of time and distance. CWI aspires to a straight "A" approach to education; affordable, accessible, adaptable, and accountable. The approach ensures opportunities for all to excel at learning for life.

CWI offers undergraduate, professional-technical, fast-track career training, adult basic education, and community education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or further study at a baccalaureate institution. CWI will prove to be an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

#### **Core Functions/Idaho Code**

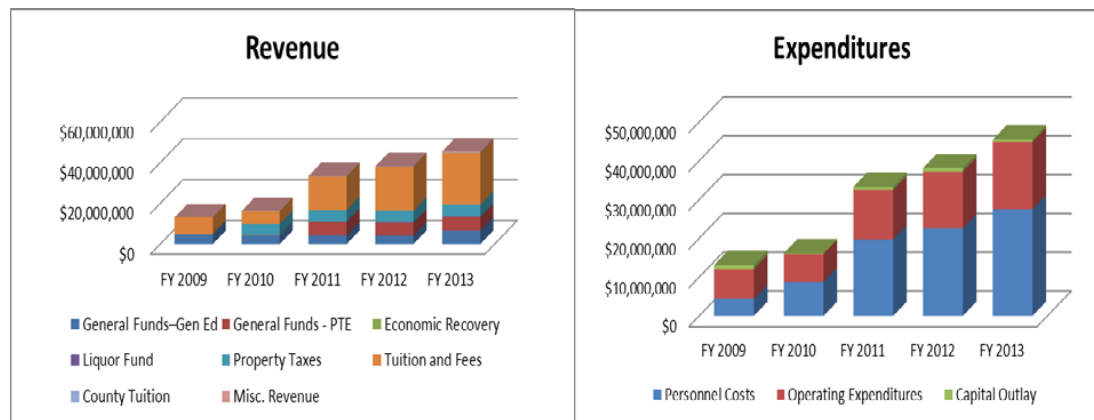
CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) professional-technical courses and programs, 3) workforce training through short-term courses and contract training for business and industry, and 4) non-credit, special interest courses.

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### Revenue and Expenditures

Revenue	FY 2009	FY 2010	FY 2011	FY 2012	FY2013
General Funds–Gen Ed	\$4,684,600	\$4,265,700	\$4,211,200	\$4,047,100	\$6,528,400
General Funds - PTE			\$6,583,700	\$6,289,712	\$6,596,614
Economic Recovery	\$0	\$277,500	\$78,000	\$0	\$0
Liquor Fund	\$199,300	\$197,500	\$200,000	\$200,000	\$200,000
Property Taxes	\$0	\$5,015,100	\$5,499,900	\$5,664,863	\$5,834,809
Tuition and Fees	\$8,236,000	\$6,382,100	\$16,600,000	\$21,792,400	\$25,504,080
County Tuition	\$0	\$30,000	\$100,000	\$95,000	\$201,300
Misc. Revenue	\$0	\$0	\$50,000	\$50,000	\$575,000
<b>Total</b>	<b>\$13,119,900</b>	<b>\$16,167,900</b>	<b>\$33,322,800</b>	<b>\$38,139,075</b>	<b>\$45,440,203</b>
Expenditure	FY 2009	FY 2010	FY 2011	FY 2012	FY2013
Personnel Costs	\$4,339,200	\$8,754,500	\$19,727,098	\$22,578,332	\$27,501,284
Operating Expenditures	\$7,780,700	\$7,219,200	\$12,762,632	\$14,607,266	\$17,360,818
Capital Outlay	\$1,000,000	\$194,200	\$833,070	\$953,477	\$578,301
<b>Total</b>	<b>\$13,119,900</b>	<b>\$16,167,900</b>	<b>\$33,322,800</b>	<b>\$38,139,075</b>	<b>\$45,440,203</b>



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**Profile of Cases Managed and/or Key Services Provided**

Cases Managed and/or Key Services Provided	FY 2009	FY 2010	FY 2011	FY 2012	FY2013
<b>Annual (unduplicated) Enrollment Headcount</b>					
Professional Technical	*	1,718	1,514	1,419	1,564
Academic	1,221	4,422	7,602	9,677	11,345
<i>(PSR Annual Enrollment)</i>					
<b><sup>1</sup>Annual Enrollment FTE</b>					
Professional Technical	*	835	807	784	775
Academic	722	2,393	4,314	5,269	5,524
<i>(PSR Annual Enrollment)</i>					
<b>Degrees/Certificates Awarded</b>	*	199	527	647	777
<i>(IPEDS Completions)</i>					
<b>Undergraduate Certificate and Degree Completions per 100 (FTE) undergraduate students enrolled</b>	*	6.16	10.29	10.69	12.34
<i>(IPEDS Completions and IPEDS Fall FTE)</i>					
<b>Dual Credit Headcount (unduplicated)</b>	*	260	2,568	4,227	6,735
Total Annual Credit Hours	*	98	408	734	1,253
Total Annual Student Headcount					
<i>(SBOE Dual Credit Enrollment Report)</i>					
<b>Tech Prep Headcount (unduplicated)</b>	*	1,293	1,610	703	860
Total Annual Credit Hours	*	240	334	198	182
Total Annual Headcount					
<b><sup>2</sup>Remediation</b>	*	78	610	859	757
Degree Seeking		31	9	3	4
Non-Degree Seeking					
<i>(SBOE Remediation Report)</i>					
<b>Workforce Training Headcount (duplicated)</b>	**12,365 (duplicated)	9,623	8,370	6,778	8,163
<b>ABE/ASE/ESL (unduplicated)</b>	*	3,130	3,033	2687	2,412

\* No data.

\*\* Workforce Training and ABE/ESL were combined.

**Footnotes**

<sup>1</sup>FY 2009 – Summer 2008, Fall 2008, Spring 2009 (only Transfer offered first semester-Spring 2009). FY 2010 and beyond – Summer, Fall, Spring

<sup>2</sup>Number of first-time freshmen who graduated from an Idaho High School in the previous year requiring remedial education.



## College of Western Idaho

### Performance Measurement Report

#### **Performance Highlights by Institutional Priority**

**Institutional Priority 1: Structure Student Success**: The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

- ◆ CWI continued its partnership with the College of Southern Idaho (CSI) in order to meet standards for accreditation while seeking accredited status with the Northwest Commission on Colleges and Universities (NWCCU).
- ◆ NWCCU accepted CWI's Year One Self-Evaluation Report at their January 2013 board meeting. CWI's next milestone will be submission of a Year Three Self-Evaluation Report in Fall of 2014.
- ◆ NWCCU approved CWI's request for an online degree in Business.
- ◆ CWI Board of Trustees approved the hiring of 43.5 additional employees dedicated to supporting student success.
- ◆ CWI has implemented a 12-month, full-time Assistant Dean Model in Instruction to ensure complete and consistent administrative leadership, and continuously post and review resumes for adjunct faculty openings to ensure a filled pipeline of qualified instructors.
- ◆ CWI participated in the Community College Survey of Student Engagement (CCSSE) along with NIC and CSI. The report includes both state and national cohort metrics to highlight aspects of highest and lowest student engagement at the college via the student and faculty survey methodology. The report will contribute to the CWI strategic planning process.
- ◆ Professional Technical Education (PTE) has created discipline based learning communities that actively work to increase student retention and completion by providing intensive individualized intervention and support for at risk students.
- ◆ CWI implemented a collaborative pilot project (Re-Boot Camp) planned by staff representing Student Enrichment, Tutoring, Adult Basic Education, Library, and PTE designed to help students with low math and English Compass test scores get hands on instruction.
- ◆ PTE has allocated funds to develop three additional technical programs. The new programs, Software Development, Certified Medical Assistant, and Light Duty Diesel and Hybrid Automotive Technology, will allow CWI to build a broader relationship with our business and industry partners.
- ◆ Basic Skills Education received additional funding through the Integrated Transition and Retention program grant to offer a Multicultural Certified Nursing Assistant class.
- ◆ CWI received \$11,000 from the Consulate of Mexico in Boise to provide scholarships to students of Mexican origin or descent.
- ◆ The English as a Second Language Book Project for Refugees received \$8,500 from Sunrise Boise Rotary, US Bancorp Foundation, and Boise Cascade.
- ◆ Enrollment & Student Services reorganized services to improve student support during pre-enrollment and first semester.

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- ◆ The Student Services pre-enrollment team completed over 225 events making 10,000 contacts.
- ◆ In our first full year of Federal Title IV eligibility independent of the College of Southern Idaho, CWI disbursed over \$54.8 million (+8.6%) in aid to more than 9,100 students (+21.3%).
- ◆ Financial Aid began providing a system of on-site training and support with expert Financial Aid Advisors to each One Stop student service location.
- ◆ Held Orientation, Advising, and Registration sessions (OAR's) preceding all semesters in preparation of having pre-enrollment advising which will be mandatory in Fall 2014.

**Institutional Priority 2: Develop Systems to Support Faculty and Staff:** The College of Western Idaho will prioritize support for employees, which thereby maximizes student success.

- ◆ An extensive compensation survey was completed to ensure labor market competitiveness, which resulted in appropriate compensation adjustments.
- ◆ CWI employees participated in an average of 20 hours of development training this fiscal year.
- ◆ PTE has committed over \$6,000 of additional funding for faculty and staff development. Additionally, PTE has sponsored a for-credit course taught through Idaho State University which assisted faculty and staff in completing their requirements for state certification.
- ◆ CWI established a "Fun & Culture Committee" to help promote fun and camaraderie for our employees within the institution and community.
- ◆ CWI Foundation's *Mini-Grant Program* dispersed \$4,339 to faculty to develop, enhance, and improve the educational environment and learning opportunities they provide for our students.

**Institutional Priority 3: Implement Practices for Fiscal Stability:** The College of Western Idaho will operate within its available resources and implement strategies to increase revenue while improving operating efficiencies.

- ◆ The Budget Office developed a database for position budgeting, position control and non-personnel (Operating, Travel, and Capital Outlay) budget development and tracking.
- ◆ In FY13 the CWI Foundation submitted grants totaling over \$7m. These grants include local, state and federal grants. The Foundation submitted 27 private grants, 14 of which were funded along with three federal grants.
- ◆ The CWI Foundation implemented the President's Circle memberships where each participant of the group contributed \$1,000 as a flexible resource to meet the greatest needs of the students and the College.

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**Institutional Priority 4: Connect College to Community:** The College of Western Idaho will implement a variety of educational and developmental programs to bring the college into the community in meaningful ways to include credit, non-credit, short-term programs, technical certifications and continuing education units (CEU's). CWI is responsive to community economic development needs as well as actively supporting lifelong learning opportunities for personal and cultural enrichment.

- ◆ CWI students engaged in over 2,000 hours of service learning with local businesses and organizations.
- ◆ CWI hosted Geographic Information Systems Day for students and community members.
- ◆ CWI hosted two Visiting Artists lecture and workshop series.
- ◆ CWI accounting students participated in Volunteer Income Tax Assistance in Canyon County.
- ◆ The CWI Fun & Culture Committee sponsored opportunities for our workforce to support the community through an extremely successful book drive and miscellaneous volunteer opportunities.
- ◆ PTE has developed partnerships with Agco, Commercial Tire, and Kenworth to provide industry training using the new Micron Center. These partnerships have led to financial and in-kind support of PTE programs and CWI at large expanding the economy and efficiency of program operation.
- ◆ In response to the impending plant closures in Nampa and Caldwell, Basic Skills Education partnered with Simplot by providing on-site and off-site basic skills remediation and GED preparation to the employees. To date, 41 employees have taken advantage of these classes.
- ◆ CWI hosted a total of 27 training sessions at the new Micron Center for Professional Technical Education for local businesses such as: Commercial Tire, Bronco Motors, AC/Delco, Kenworth, O'Reilly Auto Parts, Carquest, AGCO and many others. In total more than 14 business and industry partners held over 50 days of training at the Micron Center during the Summer of 2013.
- ◆ The CWI Foundation reached out to the greater community through President Briefings during the year and informational forums that highlighted CWI students and engaged community members in an active discussion.
- ◆ An independent economic impact analysis was conducted by Economic Modeling Specialists, Intl. (EMSI) in March 2013. While CWI is the early stages of having an overall impact on our service area and the state, it was noted that significant socioeconomic impact has been achieved.
- ◆ Business Partnerships/Workforce Development (BP/WD) implemented Idaho Education Network at Eagle River location in order to offer classes in multiple locations throughout the 10 counties.
- ◆ BP/WD worked with Idaho Department of Labor and Idaho Division of Vocational Rehabilitation to establish more consistent enrollments for online and traditional courses.

## College of Western Idaho

Performance Measurement Report

- ◆ BP/WD worked with St. Vincent's de Paul and Idaho Food Bank to develop community outreach programs designed to help low income and refugee families learn to budget and provide meals for their families.
- ◆ BP/WD established relationships with staffing agencies to provide training series specific to business needs.
- ◆ BP/WD is working with Micron to develop a contract to provide electronics series training for employees.

### *Part II – Performance Measures*

Performance Measure	FY 2011	FY 2012	FY 2013	Benchmark
<b>Institutional Priority 1: Structure Student Success</b>				
Professional technical program completers are employed in a related field or have transferred to a 4-year college/ university.	79%	93%	89%	Achieve an 80% placement rate in each program.
<sup>1</sup> Student/participant satisfaction rates.	2.52	93%	91%	80% of all student responses to end-of-course evaluations report that they are satisfied that the curriculum prepared them for a career or continuation in higher education.
<sup>2</sup> Retention Rates - Full-time First-time, full-time degree/ certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	54% Based on 401 of 750 retained	56% Based on 570 of 1021 retained	49% Based on 479 or 978 retained	Develop methods for identifying student intent as the first step in setting this particular benchmark.
Retention Rates - Part-time First-time, part-time degree/ certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	45% Based on 181 of 398 retained	50% Based on 336 or 675 retained	37% Based on 265/718 retained	Develop methods for identifying student intent as the first step in setting this particular benchmark
<b>Institutional Priority 2: Develop Systems to Support Faculty and Staff</b>				
<sup>3</sup> Faculty and staff satisfaction	55%	61%	63%	75% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.

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Institutional Priority 3: Implement Practices for Fiscal Stability				
<sup>4</sup> Cost per credit hour	\$152.87 Based on \$28,401,589 & 185,790 credits	\$177.89 Based on \$33,618,660 & 188,986 credits	\$198.35 Based on \$37,712,046 & 190,127 credits	Instructional costs per credit hour will compare favorably to those of our peer institutions.
<sup>5</sup> Efficiency – Certificate and degree completions per \$100,000 of education and related spending	1.86 Based on \$28,401,589 & 517 awards	1.92 Based on \$33,618,660 & 647 awards	2.06 Based on \$37,712,046 & 777 awards	Ratio will compare favorably (at or below the mean) to that of our peer institutions
CWI Foundation total yearly dollar amount generated through external grants	100%	100%	100%	Evaluation of at least 5 relevant grant opportunities per year.
	100%	100%	100%	Achieve \$1,000,000 yearly in external grant requests.
<sup>6</sup> Participation in the CWI Foundation Internal Campaign	22%	53%	30%	By 2013 achieve a minimum of 95% benefitted employee participation in the Foundation’s internal campaign.
% of students receiving CWI Foundation awards	38%	100%	100%	By 2013 award Foundation scholarships to at least 33% of all eligible CWI students, including those with automatically renewing scholarships.
<sup>7</sup> CWI Foundation scholarships awarded	*	267	331	
Total CWI Foundation dollars awarded.	*	\$363,782	\$230,000	
Institutional Priority 4: Connect College to Community				
BP/WD Student/participant satisfaction rates	*	100%	87%	80% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.

**Footnotes**

<sup>1</sup>**Student/Participant Satisfaction:** In 2012 the performance measure changed from "End of course/event evaluation results will average 2.5, (using a 4.0 Likert scale satisfaction survey) to demonstrate overall satisfaction" to "End of course/event evaluation results will average 70% to demonstrate overall satisfaction."

<sup>2</sup>**Retention:** Number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year. Break out full-time numbers from part-time numbers; this counts as one measure.

## College of Western Idaho

### Performance Measurement Report

<sup>3</sup>**Faculty and staff satisfaction:** Performance measure is 12% below the target of 75% satisfaction level, although up 8% from 2011.

<sup>4</sup>**Cost per credit hour:** Includes Instructional Costs, Student Service, and Institutional Support dollars (IPEDS Finance, Part C [*FY13 amount reflects actual (unaudited) expenditures*]). Credits are from census day, timeframe of July 1 – June 30 (IPEDS). FY11 and FY12 numbers were changed to reflect the same calculations to establish an accurate comparison.

<sup>5</sup>**Efficiency:** Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending by institutions. Use the IPEDS Part C Instruction Costs, Student Services, and Institutional Support Dollars, divide that by the number of one-year certificates and degree completions, then divide that number into \$100,000 [*FY13 amount reflects actual (unaudited) expenditures*].

<sup>6</sup>**Participation in the CWI Foundation Internal Campaign:** The FY12 percentage is higher than the FY13 amount because several students participated in the Safe Investment Campaign in FY12 and didn't participate in FY13. The Foundation has implemented a new employee giving form. The form provides authorization to continue until the employee instructs otherwise. In FY13, the Foundation raised a total of \$2,256,611.

<sup>7</sup>**CWI Foundation Scholarships:** For the purpose of this performance measure, CWI Foundation considers "eligible CWI students" to be any student who puts forth an effort to receive a scholarship. CWI's goal was to meet or exceed funding of one-third (177) of the total qualified student applications received (532). Therefore, the Foundation exceeded the target by 154 scholarships.

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Last updated August 7, 2013

## ***Part 1 – Agency Profile***

### **Agency Overview**

Founded in 1933, North Idaho College is a comprehensive community college located on the beautiful shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer, professional-technical, and general education programs.

NIC operates with an open-door admissions policy to meet the needs of individuals with divergent interests and abilities. NIC also plays a key role in economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

NIC's five-county service area spans more than 7,000 square miles. The college serves this vast region through outreach centers in Bonners Ferry, Silver Valley, and Sandpoint; as well as through the Workforce Training Center in Post Falls and various sites throughout the five northern counties through the Internet and an extensive network of interactive video classrooms.

As one of three community colleges in the state, North Idaho College works to provide a variety of career pathways for students from fast-paced, one-credit classes to certificates and transfer degrees. NIC works closely with the University of Idaho, Lewis-Clark State College, Idaho State University, and Boise State University to provide transfer options for students.

NIC offers a variety of student government and club opportunities for students with a wide range of interests and is known nationally for its competitive athletics programs. NIC is located amid the four-season beauty of North Idaho's world-famous recreation area. Outdoor activities include skiing, hiking, hunting, boating, fishing, backpacking, camping, swimming, and the ever-popular studying on the beach.

NIC's campus lies within the city limits of Coeur d'Alene, Idaho, a lakeside city with a growing population of around 44,962 residents. Metropolitan amenities are close by with Spokane, Washington, a city of over 209,500, just 30 minutes away and a Spokane-Coeur d'Alene metropolitan area of over 609,000.

### **Core Functions/Idaho Code**

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in professional technical courses and programs. As a part of professional technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for professional technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

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**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
General Funds	\$9,292,700	\$10,893,900	\$8,742,900	\$9,677,200
Economic Recovery	\$632,000	\$429,600	\$177,600	
Liquor Fund	\$197,600	\$200,000	\$200,000	\$200,000
Property Taxes	\$12,164,500	\$12,164,500	\$12,463,900	\$13,462,200
Tuition and Fees	\$10,164,700	\$9,778,100	\$10,579,300	\$14,067,100
County Tuition	\$735,800	\$735,800	\$735,800	\$735,800
Misc. Revenue	\$810,000	\$810,000	\$641,500	\$1,132,900
<b>Total</b>	<b>\$33,997,300</b>	<b>\$35,011,900</b>	<b>\$33,541,000</b>	<b>\$39,275,200</b>
<b>Expenditures</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Personnel Costs	\$24,307,30	\$22,919,100	\$23,497,000	\$26,160,500
Operating Expenditures	\$9,254,300	\$11,477,000	\$9,390,900	\$12,466,700
Capital Outlay	\$436,100	\$615,800	\$653,100	\$648,000
<b>Total</b>	<b>\$33,997,700</b>	<b>\$35,011,900</b>	<b>\$33,541,000</b>	<b>\$39,275,200</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
<sup>1</sup> <u>Remediation</u> Number of first-time freshman who graduate from an Idaho high school in the previous year requiring remedial education.	72.6% Based on 318 placed (of 438 enrolled)	69.9% Based on 317 placed (of 453 enrolled)	68.9% Based on 377 placed (of 547 enrolled)	67.8% Based on 360 placed (of 531 enrolled)
<sup>2</sup> <u>Annual Unduplicated Enrollment Headcount</u>				
- Professional Technical	843	989	1,184	1,025
- General Studies	6,768	7,615	7,798	7,304
- Adult Basic Education	1,481	1,211	1,041	982
- GED	811	764	680	598
- Workforce Training	7,895	6,298	6,304	4,421
<sup>3</sup> <u>Annual Enrollment FTE</u>				
- Professional Technical	630	750	760	701
- General Studies	3,590	4,016	4,114	4,015
- Adult Basic Education	98	76	86	67
- GED	12	11	10	9
- Workforce Training	452	342	306	345
<sup>4</sup> <u>Degrees/Certificates Awarded</u>	583 (2008-09)	646 (2009-10)	795 (2010-11)	977 (2011-12)
GED Credentials Awarded	561	527	457	403

<sup>1</sup> Includes summer, fall, and spring terms. Includes only those students that have a valid placement test score; includes both degree-seeking and non-degree-seeking; a majority of those without scores are non-degree seeking students; Dual Credit students not included; limited to students with HS transcript on file at NIC. (SBOE Remediation Report)

<sup>2</sup> Workforce Training methodology changed FY 2013. FY 2010 PTE and General Studies based on 10<sup>th</sup> day, other years reflect end-of-term counts; summer, fall, and spring terms. Numbers are unduplicated within specific groups, but duplication over all groups is likely.

<sup>3</sup> Professional Technical and General Studies FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30; Adult Basic Education, GED, and Workforce Training FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

<sup>4</sup> Degrees/Certificates Awarded are based on awards reported to IPEDS. Includes summer, fall, and spring terms. FY 2012 number has been revised to reflect actual number reported to IPEDS, October 2012.



## **Performance Highlights**

### **Commencement**

A record 1,100 students were eligible to graduate from NIC during the 2013 commencement ceremony in May 2013 and, of those, more than 400 chose to walk across the stage to receive their degree or certificate. In addition, NIC celebrated several special graduation ceremonies, with its spring class of 10 Basic Patrol Academy graduates; pinning ceremonies for registered nursing, practical nursing, and health profession graduates; a group of students trained through the U.S. Environmental Protection Agency's 2013 Coeur d'Alene Basin Superfund Job Training Initiative; and multiple Adult Basic Education and GED completers.

### **Coca-Cola New Century Scholar**

North Idaho College student Michelle Bristow was the top-scoring student from Idaho, earning her the honor of Coca-Cola New Century Scholar. Bristow was presented with a \$2,000 scholarship and plaque from the Coca-Cola Foundation and Coca-Cola Scholars Foundation while being recognized at the annual Phi Theta Kappa President's Breakfast April 2013 in San Francisco.

### **Business Professionals of America**

Five North Idaho College members of Business Professionals of America earned multiple national honors at the 2013 National Leadership Conference. The teams and individuals placed among the top in the entire nation while competing against students from both two- and four-year schools. Those students and others won multiple awards at the state BPA competition as well.

### **Graphic Design**

In the past year, four Graphic Design students won Addy Awards through the American Advertising Federation in video promotion, graphic design, and web design.

### **2013 Athletics Hall of Fame**

The North Idaho College Athletics Department and NIC Booster Club announced the inductees for the fifth Athletics Hall of Fame class, which includes record-setting baseball player Mike Nyquist, two-time national champ and longtime wrestling coach Pat Whitcomb, and the first women's team to capture a national championship: the 1987 NIC women's cross country team.

### **SkillsUSA**

After North Idaho College students placed in six categories at the state qualifying competition, several NIC students were invited to participate in the national SkillsUSA competition in Kansas City. Two students in North Idaho College's Collision Repair Technology program earned a second-place and eighth-place finish nationally!

### **Faculty and Staff**

Several outstanding North Idaho College staff and faculty members were honored with achievement awards during the annual NIC Employee Awards Breakfast in May 2013. In addition, Length of Service Awards were distributed to employees spanning five to 30 years of service to NIC. Gail Laferriere, North Idaho College Career Services assistant director, was named the 2013 Counselor of the Year by the Idaho Counseling Association.

### **Medical Assistant**

North Idaho College announced its Medical Assistant Certificate program was awarded accreditation by the Commission on Accreditation of Allied Health Education Programs in September 2012. The Medical Assistant program prepares students to work as entry-level healthcare providers in settings such as physicians' offices, health care clinics, and hospitals.

### **Sentinel**

Staff members from North Idaho College's The Sentinel newspaper continue to rake in awards, winning first place for General Excellence in a college newspaper from the Idaho Press Club Best of 2012 Annual Awards Student Division. The Sentinel was also honored with Best All-Around Non-Daily Newspaper in the Mark of Excellence awards through the Society of Professional Journalists, in addition to earning more than a dozen individual awards. The Sentinel was honored with "Best in Show" for two-year school newspapers at the Associated Collegiate Press's spring convention and it won the College Media Association's Apple Award for best newspaper in the two-year school category.

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### **Alternative Spring Break**

Students decided to give up fun in the sun for their spring break to volunteer to help others instead. Students traveled to Portland, Ore., for an Alternative Spring Break for a transformational trip to learn about poverty while serving the homeless population of Portland.

### **Sandpoint Center**

The NIC at Sandpoint Center moved back to Sandpoint from Ponderay. A community-wide fundraising effort opened the door for an onsite science laboratory that will allow for NIC to offer a full degree in Sandpoint. NIC is now working with Lewis-Clark State College to offer four-year degree options in Sandpoint as well.

### **Aerospace grant**

In September 2012, North Idaho College was awarded a \$2.97 million grant intended to create an aerospace center to meet the workforce demands of the aerospace industry in North Idaho and help veterans and displaced workers in need of retraining. The grant is expected to create 520 new jobs by 2015, according to grant application projections, and will have a \$28.8 million annual impact to the local economy.

### **Jobs Plus**

In 2012-2013, Jobs Plus Inc., a Coeur d'Alene area economic development corporation, awarded North Idaho College's Graphic Design program a one-time investment of \$6,000 and established a grant that will sponsor two scholarships totaling \$4,000 annually.

### **Community Events**

The Associated Students of North Idaho College hosted the interactive exhibit "Footsteps: A Journey of Many" in March 2013, presenting an opportunity for a five-sense exposure to issues of social injustice. In addition, a week full of events was enjoyed by students and the public alike during American Indian Heritage Week. One talented student from more than 50 young spellers in North Idaho was able to attend the Scripps Howard National Spelling Bee courtesy of NIC and Hagadone Newspapers.

### **Wrestling Title**

In a true battle of gladiators that came down to the finals, North Idaho College claimed the 14th NJCAA Wrestling Championship in school history. The Cardinals shared the 2013 title with Labette Community College (Kansas), with both teams earning 120 points. The teams entered the championship tournament in Des Moines, Iowa ranked No. 1 and No. 2 in the nation. NIC held the top ranking the entire season. The Cardinals qualified 10 wrestlers for the NJCAA tournament and came away with seven All-Americans in a true team effort.

### **Really BIG Raffle**

It's not a little raffle. It's Really BIG! In 2013, the North Idaho College Foundation celebrated its 20<sup>th</sup> anniversary of the fundraiser that raises approximately \$220,000 for educational needs at NIC. In 20 years, the foundation has generated net proceeds of \$3.4 million.

### **Wrestlers Reading**

The NIC wrestling team has distributed more than 11,000 books to elementary students through the Shirley Parker Reading Program, which was established in 2002 in partnership with Parker Toyota. The program was named in honor of Doug Parker's late wife, Shirley, who was a big supporter of both reading and wrestling. The program puts at least one book in the hands of every first-grader in Coeur d'Alene School District each year. In addition, members of the NIC Wrestling Team participate in reading to first-graders all throughout the Coeur d'Alene School District.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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***Part II – Performance Measures***

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
<b>Student Success</b>					
<u>Retention Rates (Full-Time)</u> First-time, full-time degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	55%  Based on 462 of 842 retained  Fall 2008 Cohort	53%  Based on 474 of 896 retained  Fall 2009 Cohort	59%  Based on 550 of 927 retained  Fall 2010 Cohort	51%  Based on 449 of 877 retained  Fall 2011 Cohort	Develop methods for identifying student intent as the first step in setting this particular benchmark
<u>Retention Rates (Part-Time)</u> First-time, part-time degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	45%  Based on 92 of 205 retained  Fall 2008 Cohort	38%  Based on 111 of 289 retained  Fall 2009 Cohort	35%  Based on 105 of 296 retained  Fall 2010 Cohort	38%  Based on 139 of 367 retained  Fall 2011 Cohort	Develop methods for identifying student intent as the first step in setting this particular benchmark
<sup>1</sup> Total Degrees and Certificates conferred per 100 FTE students enrolled	17.17  Based on 583 awards & 3395 FTE (2008-09)	16.34  Based on 646 Awards & 3953 FTE (2009-10)	17.79  Based on 795 Awards & 4467 FTE (2010-11)	21.38  Based on 977 Awards & 4568 FTE (2011-12)	Awards per student FTE will compare favorably (at or below the mean) to that of our peer institutions
<b>Stewardship</b>					
<sup>2</sup> Efficiency – Certificate and degree completions per \$100,000 of education and related spending. (Does not include certificates of less than one year.)	2.13  Based on \$27,202,331 & 580 awards (2008-09)	2.10  Based on \$30,802,326 & 646 awards (2009-10)	2.32  Based on \$32,453,117 & 752 awards (2010-11)	2.17  Based on \$36,764,730 & 796 awards (2011-12)	Ratio will compare favorably (at or below the mean) to that of our peer institutions
<sup>3</sup> Cost per credit hour	\$252.17  Based on \$27,202,331 & 107,872 credits (2008-09)	\$240.15  Based on \$30,802,326 & 128,261 credits (2009-10)	\$225.16  Based on \$32,453,117 & 144,131 credits (2010-11)	\$256.84  Based on \$36,764,730 & 143,142 credits (2011-12)	Instruction costs per student FTE will compare favorably (at or below the mean) to that of our peer institutions.
<b>Community Engagement</b>					
<sup>4</sup> <u>Dual Credit</u> --- Unduplicated headcount --- Total credits earned	806 7,522	856 8,142	895 9,187	888 10,039	This measure is an input from the K-12 system and is not benchmarkable, per SBOE.
<sup>5</sup> Distance Learning Proportion of Credit Hours		14.03%  Based on 8,403 of 59,912 credits (Fall 2009)	16.09%  Based on 10,803 of 67,142 credits (Fall 2010)	20.62%  Based on 14,262 of 69,163 credits (Fall 2011)	Increase annually by 5%

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**Performance Measure Explanatory Notes**

<sup>1</sup> Includes certificates of any length (IPEDS Completions Survey). FTE based on fall term (IPEDS Fall Enrollment Survey, fall enrollment derivation).

<sup>2</sup> Certificates (of at least one academic year or more) and degree completions per \$100,000 of education and related spending. Includes Instruction, Student Services, and Institutional Support dollars (IPEDS Finance, Part C). Does not include certificates of less than one year (IPEDS Completions).

<sup>3</sup> Includes Instruction, Student Services, and Institutional Support dollars (IPEDS Finance, Part C). Credits are from census day, timeframe of July 1 – June 30 (IPEDS 12-month Enrollment).

<sup>4</sup> Based on end-of-term, includes summer, fall, and spring terms. (SBOE Dual Credit Report)

<sup>5</sup> Number of distance learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Fall 2009 was the first year of NCCBP data collection. (National Community College Benchmarking Project)

**For more information, contact**  
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## ***Part 1 – Agency Profile***

### **Agency Overview**

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

As designated by the Carnegie Foundation, the University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, Law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences. Some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

### **Core Functions/Idaho Code**

Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15<sup>th</sup> and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**University of Idaho**

**Revenue and Expenditures<sup>1</sup>:**

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
Approp: General Funds	\$107,249,600	\$103,804,200	\$100,824,500	\$104,793,100
Approp: Federal Stimulus	\$5,329,056	\$1,454,304	\$367,641	\$0
Approp: Endowment Funds	\$6,164,400	\$6,164,400	\$6,164,400	\$6,466,800
Approp: Student Fees	\$47,923,505	\$58,158,895	\$65,528,071	\$71,428,200
Institutional Student Fees	\$17,174,451	\$20,467,224	\$22,145,186	\$17,926,600
Federal Grants & Contracts	\$75,913,834	\$92,730,000	\$92,559,162	\$61,180,500
State Grants & Contracts	\$5,051,659	\$4,748,152	\$5,288,429	\$5,163,300
Private Gifts, Grants & Contracts	\$4,500,246	\$4,947,987	\$3,941,421	\$18,558,400
Sales & Serv of Educ Act	\$10,130,640	\$9,791,049	\$10,312,317	\$17,266,500
Sales & Serv of Aux Ent	\$29,563,701	\$33,440,256	\$34,042,490	\$37,530,400
Indirect Costs/Other	\$42,368,253	\$40,568,173	\$31,146,364	\$17,732,800
Total Revenues	\$351,369,345	\$376,274,640	\$372,319,981	\$358,046,600
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Instruction	\$89,235,643	\$86,639,313	\$91,407,333	\$96,847,048
Research	\$67,917,142	\$75,413,369	\$75,445,877	\$71,178,677
Public Service	\$30,531,632	\$31,133,657	\$28,509,072	\$27,683,100
Library	\$4,000,300	\$4,093,600	\$4,472,719	\$8,795,223
Student Services	\$10,368,449	\$11,798,205	\$12,567,304	\$12,525,006
Physical Plant	\$45,429,993	\$45,018,045	\$48,388,647	\$27,195,047
Institutional Support	\$30,114,735	\$27,590,583	\$30,840,441	\$33,010,401
Academic Support	\$12,241,169	\$11,594,229	\$12,535,874	\$15,547,604
Athletics	\$9,339,948	\$11,003,975	\$12,198,103	\$15,057,460
Auxiliary Enterprises	\$26,673,577	\$27,774,298	\$28,054,629	\$34,436,000
Scholarships/Fellowships	\$18,030,738	\$22,147,964	\$21,010,715	\$13,965,734
Other	\$0	\$0	\$0	\$0
Total Expenditure	\$343,883,326	\$354,207,238	\$365,430,714	\$356,241,300

<sup>1</sup>The amounts for FY2010, 2011, and 2012 conform to our audited financial statements. The amounts for FY2013 are budgeted amounts from the University of Idaho "Sources and Uses" budget report.

**Graphs added later by DFM**

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**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Annual (unduplicated) Enrollment Headcount <sup>1</sup>				
- Undergraduate	11,163	11,208	11,507	11,833
- Graduate	2,423	2,581	2,577	2,397
- Professional	340	375	388	363
Total	13,926	14,164	14,472	14,593
Annual Credit Hours Taught <sup>1</sup>				
- Undergraduate	265,802	276,658	279,969	276,431
- Graduate	31,039	32,515	31,943	29,149
- Professional	10,828	11,517	12,226	11,691
Total	307,669	320,690	324,138	317,271
Annual Enrollment FTE <sup>2</sup>				
- Undergraduate	8,860	9,222	9,332	9,214
- Graduate	1,293	1,355	1,331	1,215
- Professional	369	394	420	401
Total	10,522	10,971	11,083	10,830
Degrees Awarded <sup>3</sup>				
- Undergraduate	1,644	1,688	1,761	1,981
- Graduate	612	679	728	756
- Professional	95	102	103	118
Total	2,351	2,469	2,592	2,855
Dual Credit hours taught <sup>4</sup>				
- Total Annual Credit Hours	1,806	1,709	2,923	5,034
- Total Annual Student Headcount	538	514	778	1,303
Undergraduate students participating in Study Abroad and National Student Exchange programs <sup>5</sup>				
- Number	370	375	458	411
- Percent	3.5%	4.6%	5.2%	4.9%
Remediation <sup>6</sup>				
- Number of New Frosh from Idaho who need remediation in English/Reading	106 / 1189	121 / 1060	151 / 1096	117 / 1092
- Percent	9%	11%	14%	11%
Percent of undergraduate students participating in research programs <sup>7</sup>				
STEM	21%	20%	23%	25%
Non-STEM	37%	49%	46%	50%
Total	58%	69%	70%	75%
Number and Percent of UG degrees conferred in STEM fields <sup>8</sup>				
UI Number / Percent	588 36%	585 35%	580 33%	655 33%
Percent of students participating in service learning opportunities <sup>9</sup>				
- Number	2,800	3,800	3,424	3,151
- Percent	30%	40%	35%	33%
Percent disadvantaged minority <sup>10</sup>				
- full-time faculty	3.2%	3.5%	3.7%	3.3%
- full-time staff	4.9%	6.7%	7.0%	7.0%
- full-time students	7.3%	8.9%	9.7%	10.2%

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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***Part II – Performance Measures***

<b>Performance Measure</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmarks</b>
<u>UI Goal 1, Objective A</u> Undergraduate average years-to-degree <sup>1</sup>	4.54	4.59	4.46	4.49	4.50
<u>UI Goal 1, Objective A</u> Undergraduate certificates and degrees awarded per 100 undergraduate student FTE	18.5	18.2	18.9	21.5	18.0
<u>UI Goal 1, Objective B</u> First-year Retention Rate <sup>2</sup> Full-time: Number / Percent  Part-time: Number / Percent	1284 / 1665 =77%  14 / 43 =33%	1416 / 1757 =81%  10 / 23 =44%	1368 / 1718 =80%  8 / 35 =23%	1213 / 1585 =77%  15 / 46 =33%	70% SBOE Str.Plan
<u>UI Goal 1, Objective B</u> Six-Year Graduation Rate <sup>2</sup> UI Rate	56%	55%	51%	56%	62% Peer Median
<u>UI Goal 2, Objective A:</u> Grant applications supporting or requiring interdisciplinary activities <sup>3</sup> - Number - Percent	185 20%	164 18%	395 39%	241 25%	20%
<u>UI Goal 2, Objective A</u> Expenditures from competitive grants & contracts <sup>4</sup> per full-time instruction and research faculty <sup>2</sup>	\$81,532,000 / 634 = 128,599	\$87,207,000 / 632 = \$145,570	\$96,229,000 / 581 = \$165,627	\$97,227,000 / 635 = \$153,113	\$150,000
<u>UI Goal 4: Objective B</u> Survey data support a positive experience with culture and climate <b>Students</b> –Satisfied with overall experience <sup>5</sup> <b>Faculty</b> –Satisfied with job overall <sup>6</sup> <b>Staff</b> –Are treated with consideration and respect <sup>7</sup>	96%  Not Surveyed  Not Surveyed	97%  60%  Not Surveyed	97%  Not Surveyed  Not Surveyed	Available Fall 2013  Not Surveyed  91%	97%  74% Public Universities  90%
<u>UI Goal 4, Objective C</u> Institution primary reserve ratio comparable to the advisable level of reserves <sup>8</sup>	27%	36%	30%	33%	40%
<u>UI Goal 4, Objective C</u> Cost per credit hour <sup>9</sup>	\$ 504	\$ 510	\$ 486	\$ 498	\$ 500
<u>UI Goal 4, Objective C</u> Degree completions per \$100,000 in Education and Related expenditures <sup>10</sup>	1.79	1.62	1.75	1.82	1.80



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**Footnotes for Profile of Cases Managed and/or Key Services Provided**

<sup>1</sup> Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report. Previous years' values have been adjusted to incorporate the new reporting guidelines (omitting Study Abroad, National Student Exchange, Professional Development and COOP only students).

<sup>2</sup> Based on SBOE PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

<sup>3</sup> Degrees Awarded counts here do not include our less-than-one-year Academic Certificates.

<sup>4</sup> Only those postsecondary credits are counted which were also counted for credit at the high school level.

<sup>5</sup> Study Abroad and National Student Exchange are coded in the course subject fields.

<sup>6</sup> From UI Remediation report submitted annually to SBOE. (Note: UI does not offer remedial Math).

<sup>7</sup> From the UI web-based, Graduating Senior Survey.

<sup>8</sup> Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions, previous years' values have been adjusted to reflect changing STEM definition.

<sup>9</sup> Number of participating students, as reported by UI Career Center/Service Learning Center, divided by full-time degree seeking student headcount. Prior years' numbers have been adjusted to include all program levels.

<sup>10</sup> Fall Census, US Citizen and Permanent Residents who indicated Hispanic, Black, Native American, Alaskan or Pacific Islander. All four years' data have been revised to conform to the new reporting standards.

**Performance Measure Explanatory Notes:**

<sup>1</sup> As reported to Complete College America (CCA), average time in years for first-time full-time undergraduates to complete their bachelor's degree, for those who finish in ten years or less (98% do so).

<sup>2</sup> As reported to IPEDS. Each year's rates reflect the percent returning in or graduating prior to the fall of the FY specified.

<sup>3</sup> From UI Office of Sponsored Programs, based on an interdisciplinary grant application tracking system.

<sup>4</sup> As reported to NSF annually by the UI Office of Research and Economic Development. Data is for the year prior to the FY indicated, as that is when we report the research dollars and they are not available until late fall.

<sup>5</sup> From the UI web-based, Graduating Senior Survey.

<sup>6</sup> From UCLA/HERI National Faculty Survey which is conducted every third or fourth year.

<sup>7</sup> From UI Staff Survey, which is conducted every third year.

<sup>8</sup> As reported by UI Business and Accounting Services, Benchmark based on NACUBO recommendations. Prior years' values have been revised upon review of computations. Values represent calculations for prior fiscal year.

<sup>9</sup> Total undergraduate credit hours from EWA divided undergraduate dollars from Cost of College report.

<sup>10</sup> All UI degrees awarded per \$100,000 of Education and Related expenditures from IPEDS part C Instruction, Student Services and Institutional Support.

**Performance Highlights:**

1. **High 77% 1<sup>st</sup> year retention rate for new frosh**, which is the highest in the state.
2. **Nearly \$100 million in funding from competitive externally funded grants and contracts.**  
This represents more than \$150,000 per full-time instructional and research faculty member.
3. **High percentage of undergraduate degrees awarded in STEM fields**, 33% in FY2013, highest in the state. STEM=Science, Technology, Engineering & Math – defined according the Complete College America taxonomy.

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## Boise State University

## Performance Measurement Report

### ***Part 1 – Agency Profile***

#### **Agency Overview**

Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.

Boise State University employs over 3,000 full and part-time employees, including approximately 1,300 full-time professional and classified staff and more than 600 full-time faculty members. The main campus of Boise State University is located at 1910 University Drive Boise Idaho. Classes are also provided at Gowen Field Air Base, Mountain Home Air Force Base, Twin Falls (CSI campus), Coeur d'Alene (Lewis-Clark State College), Lewiston (Lewis-Clark State College), Micron Technology, downtown Boise (BoDo) and Boise State University Meridian Center. In addition, Boise State University provides a growing number of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest with more than 70 master's and eight doctoral programs offered through seven colleges: College of Arts and Sciences, College of Engineering, College of Social Sciences & Public Affairs, College of Education, College of Health Sciences, College of Business and Economics, and the Graduate College.

Boise State University is governed by the Idaho State Board of Education which is statutorily designated as the Board of Trustees for the institution. Dr. Robert Kustra has served as President since 2003.

#### **Core Functions/Idaho Code**

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses..." In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

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**Revenue and Expenditures:**

<b>Revenue</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013*</b>
Approp: General Funds	\$78,352,400	\$70,116,300	\$67,101,400	\$74,104,600
Approp: Federal Stimulus	\$4,856,400	\$1,381,100		
Approp: CAES	\$0	\$0	\$530,400	\$0
Approp: Student Fees	\$55,165,000	\$61,818,400	\$70,126,300	\$76,318,400
Institutional Student Fees	\$29,373,721	\$24,094,812	\$27,302,419	\$31,241,972
Federal Grants & Contracts	\$89,641,739	\$91,434,574	\$114,526,277	\$125,100,129
State Grants & Contracts	\$2,840,328	\$2,897,135	\$3,379,468	\$2,502,674
Private Gifts, Grants & Contracts	\$22,489,477	\$17,621,575	\$17,222,042	\$24,613,704
Sales & Serv of Educ Act	\$0	\$0	\$1,117,122	\$0
Sales & Serv of Aux Ent	\$49,268,011	\$47,671,784	\$53,053,482	\$53,138,693
Indirect Costs/Other	\$18,356,568	\$12,801,879	\$20,470,917	\$25,874,959
<b>Total Revenues</b>	<b>\$350,343,644</b>	<b>\$329,837,559</b>	<b>\$374,829,827</b>	<b>\$412,895,131</b>
<b>Expenditure</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Instruction	\$86,989,423	\$90,631,721	\$92,024,606	\$102,215,854
Research	\$18,088,831	\$15,026,939	\$19,967,082	\$30,867,286
Public Service	\$12,051,052	\$12,396,695	\$11,803,939	\$13,087,970
Library	\$7,160,147	\$6,997,873	\$6,902,947	\$7,291,196
Student Services	\$13,195,914	\$11,941,830	\$12,117,207	\$16,026,556
Physical Plant	\$18,189,410	\$15,081,111	\$15,398,849	\$20,339,348
Institutional Support	\$33,745,968	\$26,710,970	\$28,989,836	\$29,764,591
Academic Support	\$22,050,035	\$15,686,466	\$18,826,838	\$19,966,959
Athletics	\$26,312,240	\$32,806,108	\$2,214,700	\$2,424,400
Auxiliary Enterprises	\$38,904,476	\$33,068,047	\$65,628,987	\$71,628,012
Scholarships/Fellowships	\$72,646,006	\$71,650,735	\$100,781,335	\$103,846,409
Other (planned use of one-time funds) CAES	\$800,000	\$1,381,100	\$173,501	(\$4,563,450)
<b>Total Expenditure</b>	<b>\$350,133,502</b>	<b>\$333,379,595</b>	<b>\$374,829,827</b>	<b>\$412,895,131</b>

\*Excludes Special Programs. These are budget numbers as presented to the State Board of Education in the annual Sources & Uses Report.

**Graphs will be added later by DFM**

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**Part I: Profile of Cases Managed and/or Key Services Provided**

	FY 2010	FY 2011	FY 2012	FY2013
<b>1. Enrollments:</b>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Fall Enrollment on 10 <sup>th</sup> Day Census				
--Total	18,936	19,993	19,664	20,264
--Professional Technical	0	0	0	0
--Undergraduate	16,696	17,349	17,368	17,630
--Graduate	2,240	2,644	2,296	2,634
Annual Enrollment Total Headcount (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	27,622	29,443	28,565	29,992
--Professional Technical	0	0	0	0
--Undergraduate	21,560	22,521	22,776	22,980
--Graduate	6,127	6,989	5,829	7,058
<b>2. Student Credit Hours (SCH) Produced (see Part II for Cost per credit hour delivered)</b>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Annual SCH Total (End of Term)	475,353	501,803	496,145	498,774
--Professional Technical	12	0	0	0
--Undergraduate	434,724	456,929	456,043	455,781
--Graduate	40,617	44,874	40,102	42,993
<b>3. Dual Enrollment<sup>1</sup> and Distance Education<sup>2</sup></b>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Dual Enrollment Student Credit Hours – 12 month academic year	7,648	9,435	10,770	11,854
Dual Enrollment Distinct Students – 12 month academic year	1,602	2,030	2,410	2,666
Distance Education Student Credit Hours – 12 month academic year	47,491	52,590	55,571	60,146
Distance Education Distinct Students Enrolled – 12 month academic year	8,381	9,147	9,381	9,787
<b>4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)</b>				
Count of Awards Made <sup>3</sup>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Professional Technical Degrees and Certificates	99	61		
Undergraduate Certificates (Academic)			26	19
Associate Degrees (Academic)	287	195	198	168
Bachelor's Degree (Academic)	2,181	2,575	2,770	2,882
Certificate - Graduate	85	121	170	171
Master's Degree	547	641	653	691
Doctorate Degree	8	11	11	11
Grand Total	3,207	3,604	3,828	3,942
<b>5. Sponsored Projects Proposals and Awards<sup>4</sup></b> (see Part II for Externally Funded Research Expenditures)	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Total # of Proposals Submitted	366	368	340	361
Total # of Awards	314	257	299	233
Total Federal Appropriation (Earmark) Funding	\$5,255,044	\$732,088	0	0
Total Recovery/Stimulus Funding	\$10,333,374	\$4,480,370	\$907,438	0
Remainder of Sponsored Projects Funding	\$34,471,530	\$30,762,184	\$35,120,876	\$31,367,273
Total Sponsored Projects Funding	\$50,059,948	\$35,974,642	\$36,028,314	\$31,367,273

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**Part II – Performance Measures**

Performance Measure	FY2010	FY2011	FY2012	FY2013	Performance target 2016-17 ("benchmark")
<b>Productivity Measures</b>					
1. Count of Distinct Graduates					
PTE Degrees and Certificates	94	59			0
Undergraduate Certificates (Academic)			26	18	20
Associate Degree (Academic)	286	195	197	165	165
Bachelor's Degree (Academic)	2,094	2,411	2,584	2,715	3,284
Certificate - Graduate	84	121	165	167	180
Master's Degree	547	641	652	684	800
Doctorate Degree	8	11	11	11	35
Grand Total	3,054	3,355	3,496	3,760	4,484
2. Externally Funded Research Expenditures	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	
\$\$ of Expenditures	\$15,477,667	\$20,336,669	\$21,830,883	\$17,818,753	\$28,000,000
3. Count of distinct STEM and STEM Education graduates <sup>5</sup>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	
STEM Bachelor's Degree	235	272	309	354	510
STEM Education Bachelor's Degree	10	24	22	17	25
STEM Master's Degree	61	75	72	80	95
STEM Doctorate Degree	3	3	4	1	20
Grand Total	309	374	407	452	650
<b>Progress</b>					
5. Retention Rate*	Fall 2009 <sup>6</sup> cohort	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2015 cohort
% of baccalaureate-seeking, full-time, first time students who return for class fall of sophomore year (transfer students not included)	68.6% (1435 of 2093)	69.1% (1592 of 2306)	71.4% (1532 of 2147)	71.4% (1586 of 2226) (estimate 9/3/13)	80%
6. Six-year Graduation Rate	Fall 2004 <sup>7</sup> cohort	Fall 2005 cohort	Fall 2006 cohort	Fall 2007 cohort	Fall 2011 cohort
% of baccalaureate-seeking, full-time, first time students who complete program within 6 years	28.1%	29.2%	29.0%	37.7% (estimate 9/3/2013)	50%
7. #Distinct graduates and #degrees & certificates awarded per 100 student FTE enrolled* <sup>8</sup> (undergraduate/ graduate-level)	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	
Distinct grads/100 FTE	15.3 / 49.1	17.2 / 50.8	18.5 / 54.9	19.1/56.8	22.5 / 58.0
Degr & Certs/100 FTE (undergrad)	19.1	20.2	21.4	21.6	25.0
8. # of students requiring remedial coursework* <sup>9</sup>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	
	293	108	123	102	100

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Efficiency					
9. Total Expense per EWA Weighted Student Credit Hour delivered* <sup>10</sup>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	Performance target 2016-17 ("benchmark")
Undergraduate only	\$238.56	\$235.52	\$252.13	Not available <sup>11</sup>	No change
Undergraduate and Graduate	\$221.62	\$218.56	\$234.71	Not available	No change
10. Degrees & certificates Awarded and Distinct Graduates per \$100,000 instructional & related expense* <sup>12</sup>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	
Undergraduate Degrees and Certs per undergraduate instr. expense	2.47	2.63	2.65	Not available	No change
All levels degrees and certificates per total instructional expense	2.68	2.89	2.97	Not available	No change
Distinct baccalaureate graduates per undergraduate instr. expense	2.01	2.22	2.28	Not available	No change
Distinct degree graduates (baccalaureate, master's, doctoral) per total instructional expense	2.21	2.45	2.52	Not available	No change

***Part III – Performance Highlights***

- Our 6 year graduation rate increased to 37.5% from 29.0% in one year. That 8% represents a 28% increase in the rate. The 2007 cohort is the first cohort following the initiation of a wide range of initiatives resulting from our Freshman Success Task Force.
- The number of distinct baccalaureate graduates in FY 2012-13 was 2,715, an increase of 30% from FY2009-10. This number of graduates is 12.5% higher than the 2,413 graduates needed to be on target to meet the SBOE 60% goal.
- The number of distinct students receiving STEM or STEM Education degrees increased 46.0% to 452 from FY2009-10 to FY 2012-13.
- The number of distinct high school students enrolled in dual enrollment classes increased to 2,666 in FY 2012-13, a 66% increase from FY 2009-10. The number of credit hours for these students also increased 55% to 11,854 credit hours. This is equivalent to one semester of classes at 15 credits per semester for 790 students.
- Distance education enrollment increased to 9,787 students over this 4 year period, an increase of 17%.

Boise State University

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**For More Information Contact**

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Notes:

\*Measure required by SBOE

<sup>1</sup> Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned.

<sup>2</sup> Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the new Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education (DE) classes.

<sup>3</sup> The count of awards made is greater than the number of graduating students because some graduating students receive multiple awards.

<sup>4</sup> "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

<sup>5</sup> Number of graduating students with a STEM degree. STEM definition used is from Complete College America, which includes the following degrees:

Baccalaureate STEM degrees: BS Applied Mathematics, BS Biology, BS Chemistry, BS/BEng Civil Engineering, Computer Science, Electrical and Computer Engineering, Geoarchaeology, Geophysics, Geoscience, Materials Science & Engr, Mathematics, Mechanical Engineering.

Baccalaureate STEM Education degrees: Biology, Chemistry, Mathematics, Earth Science and Physics

Master's STEM degrees: MA or MS in Biology, MS in Raptor Biology, MS in Chemistry, MS in Geology, MS in Hydrologic Sciences, MS in Geophysics, MS in Mathematics, MEng or MS in Civil Engineering, MEng or MS in Computer Engineering, MS in Computer Science, MEng or MS in Electrical Engineering, MS in Materials Science and Engineering, MEng or MS in Mechanical Engineering

Master's STEM Education degrees: MS STEM Education, MS in Mathematics Education

Doctoral STEM degrees: PhD Electrical and Computer Engineering, PhD Geology, PhD Geophysics, PhD in Geosciences.

<sup>6</sup> Retention for the Fall 2009 cohort is measured as the percent of the Fall 2008 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2010.

<sup>7</sup> 6-year graduation rate of the Fall 2004 cohort is measured as the percent of the Fall 2004 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2010 semester.

<sup>8</sup> Number of baccalaureate degree recipients per 100 undergraduate FTEs enrolled and number of master's/doctoral degree recipients per 100 graduate level FTEs enrolled.

<sup>9</sup> Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

<sup>10</sup> Expense information from Cost of College study, which is produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the master's, and doctoral levels.

<sup>11</sup> Cost of college report is submitted in December for the previous year, and is therefore not available for FY2012-13 at this time for development of these measures.

<sup>12</sup> Expense information from Cost of College study, which is produced yearly by Boise State's controller office. Includes only expenses from the Instruction/Student Services category, that is, expenses associated with Instruction, Academic Support, Student Services, and Library.



## ***Part I – Agency Profile***

### **Agency Overview**

Idaho State University (ISU) is classified as a Research University-High by the Carnegie Foundation. ISU is one of only 99 institutions in the country in this prestigious group.

Idaho State University strives to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

ISU has six colleges: Arts and Letters, Business, Education, Pharmacy, Science and Engineering, and Technology. The Division of Health Sciences includes the College of Pharmacy, and the Kasiska School of Health Professions, School of Nursing, School of Rehabilitation and Communication Sciences, and Office of Medical and Oral Health. ISU's main campus and outreach centers are alive with the excitement of teaching, learning, creating and sharing of ideas. The jewel of southern Idaho—ISU's L.E. and Thelma E. Stephens Performing Arts Center—is a venue for local and international productions of the highest caliber. ISU, in its Board-assigned Mission, is the institution given the primary emphasis for education in the health professions and related biological and physical sciences. ISU has forty-five programs in the health professions. These high quality programs include postgraduate training in family medicine, dentistry, and pharmacy. Our faculty maintains mutually beneficial partnerships with health care institutions throughout the state. Researchers in ISU's Idaho Accelerator Center, in partnership with the Idaho National Laboratory and the Center for Advanced Energy Studies, collaborate on much-needed energy research.

### **Core Functions/Idaho Code**

ISU is a publicly-supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, chapter 30 and is governed by the State Board of Education.

As a public Research University-High institution, ISU meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as postgraduate residency training. ISU's programs in the health professions, including pharmacy, reflect ISU's commitment to development of unique programs in the health professions, consistent with its assigned mission. The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region. ISU has expanded its nuclear science programming and continues its leadership in this area through its partnership with the Idaho National Laboratory and others. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs in the arts and sciences, education, and health professions. Within its College of Technology, ISU provides students high quality professional education and technical training in response to the needs of private industry.



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**Revenue and Expenditures<sup>1</sup>:**

	2010	2011	2012	2013
Operating revenues				
Student tuition and fees (Gross)	\$ 79,364,231	\$ 85,524,029	\$ 94,773,660	\$ 98,660,992
Scholarship discounts and allowances	\$ (21,643,103)	\$ (22,998,668)	\$ (22,412,832)	\$ (24,723,681)
Federal grants and contracts	14,166,811	13,653,117	9,661,792	9,416,032
State and local grants and contracts	9,813,602	9,786,215	10,982,493	11,693,989
Private grants and contracts	6,719,031	8,532,830	11,247,629	9,912,398
Sales and services of educational activities	5,543,843	6,066,029	6,270,535	6,933,778
Sales and services of auxiliary enterprises	12,444,156	12,426,182	13,573,775	13,737,710
Other	2,821,388	3,470,991	5,021,161	3,404,559
Total operating revenues	109,229,959	116,460,725	129,118,213	129,035,777
Operating expenses	207,824,538	209,724,689	222,035,121	223,289,422
Instruction	81,513,589	81,997,909	85,471,915	86,776,403
Research	17,394,610	18,894,640	19,312,583	17,995,807
Public Services	4,291,417	4,079,939	4,343,589	5,742,833
Academic Support	11,351,090	11,290,300	12,695,432	12,185,540
Libraries	2,522,461	2,420,898	2,366,721	2,474,672
Student Services	7,443,122	7,426,260	7,534,390	8,394,274
Institutional Support	17,526,844	16,111,400	18,474,297	20,282,672
Maintenance & Operations	13,572,310	14,050,445	15,821,489	17,171,418
Auxiliary Enterprises	21,308,706	21,906,573	23,024,144	22,499,994
Scholarships and Fellowships	20,068,082	20,084,127	20,885,766	16,851,589
Depreciation	10,832,307	11,462,198	12,104,795	12,914,220
Operating income/(loss)	(98,594,579)	(93,263,964)	(92,916,908)	(94,253,645)
Nonoperating revenues/(expenses)				
State appropriations:	78,816,476	75,402,147	71,158,994	77,032,719
State General Account	64,586,565	61,632,435	57,323,100	62,631,800
Endowment Income	2,124,326	2,124,036	2,123,271	2,125,560
Other State Appropriations	2,580,092	2,646,998	2,604,540	2,662,418
Professional Technical Education	9,525,493	8,998,678	9,108,083	9,612,941
State Department of Public Works	3,892,864	7,375,601	4,413,710	2,431,128
Title IV grants	24,301,307	27,767,664	26,076,231	24,104,048
Gifts	5,959,068	5,396,289	4,609,727	5,484,315
Net investment income	238,229	252,720	144,574	60,485
Amortization of bond financing costs	(60,953)	(60,954)	(60,954)	(941,514)
Interest on capital asset related debt	(3,507,755)	(3,355,101)	(3,177,831)	(2,354,492)
Net nonoperating revenues/(expenses)	109,639,236	112,778,366	103,164,451	105,816,689
Other revenue and expenses				
Capital gifts and grants	3,639,092	1,937,104	854,931	20,699
Gain or (loss) on disposal of fixed assets	15,043	(85,946)	(10,243)	(329,069)
Net other revenues and expenses	3,654,135	1,851,158	844,688	(308,370)
Increase in net assets	14,698,792	21,365,560	11,092,231	11,254,674
Net assets - beginning of year	154,837,554	169,536,346	190,901,906	201,994,137
Net assets - end of year	\$ 169,536,346	\$ 190,901,906	\$ 201,994,137	\$ 213,248,811

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 16, 2013**

**Idaho State University**

Performance Measurement Report

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Annual (unduplicated) Enrollment Headcount <sup>2</sup>				
- Professional Technical	1,736	1,876	1,960	1,771
- Undergraduate	13,760	13,572	14,205	14,509
- Graduate	3,601	3,192	3,119	2,900
(Does not include Tech Prep students) <b>Total:</b>	<b>19,097</b>	<b>18,640</b>	<b>19,284</b>	<b>19,180</b>
Annual Enrollment Full-Time Equivalency (FTE) <sup>3</sup>				
- Professional Technical	1,151	1,081	1,056	960
- Undergraduate	7,792	7,880	8,086	7,911
- Graduate	2,030	2,060	2,109	2,088
(Does not include Tech Prep students) <b>Total:</b>	<b>10,973</b>	<b>11,021</b>	<b>11,251</b>	<b>10,959</b>
Credit Hours Taught: <sup>4</sup>				
- <b>Total Credit Hours</b>	<b>317,005</b>	<b>318,263</b>	<b>324,889</b>	<b>316,236</b>
- Professional Technical Credit Hours	34,533	32,417	31,693	28,785
- Academic Credit Hours	<b>282,472</b>	<b>285,846</b>	<b>293,196</b>	<b>287,451</b>
- Undergraduate Hours	233,747	236,411	242,573	237,330
- Graduate Hours	48,725	49,435	50,623	50,121
(Does not include Tech Prep students)				
Degrees/Certificates Awarded <sup>5</sup>				
- Technical Certificates	179	204	192	219
- Associate	300	340	334	354
- Bachelor	1,095	1,064	1,118	1,136
- Master	438	404	480	480
- Doctorate	133	143	155	154
<b>Total:</b>	<b>2,145</b>	<b>2,155</b>	<b>2,279</b>	<b>2,343</b>
% awarded in Health Professions <sup>6</sup>	31%	32%	33%	32%
% awarded in STEM Disciplines <sup>7</sup>	16%	19%	18%	19%
Percent of 1st time freshmen who graduated from an Idaho high school in the previous year requiring remediation <sup>8</sup> (SBOE system-wide Strategic Plan Measure)				
- Total 1 <sup>st</sup> time freshmen cohort	not	747	945	856
- Total Requiring Remediation	available	277	376	283
- % Requiring Remediation		37%	40%	33%

**Cases Managed and/or Key Services Provided Explanatory Notes:**

1. Data are from Idaho State University's audited financial statements except for FY 2013. FY 2013 data are from preliminary financial statements.
2. Unduplicated headcount – a student is counted only once in a fiscal year based on the student's highest level in the FY. Tech Prep students are not included. Historically, Tech Prep students who were in high school and enrolled in Professional-Technical programs were counted in ISU's enrollment. Beginning in Fall 2010, Tech Prep students are not counted. Tech Prep data are removed for all years to aid in comparison.
3. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24. Tech Prep students are not included in the data.
4. Credit hours generated by Tech Prep students are not included in the data.
5. Degrees are those awarded and posted as of September 19, 2013.
6. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.

## Idaho State University

### Performance Measurement Report

#### Cases Managed and/or Key Services Provided Explanatory Notes: (continued)

7. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the Consortium for Student Retention Data Exchange (CSRDE).

8. Data are from the SBOE Remediation Report. The data represent the percent of students whose test scores (ACT, SAT, COMPASS) place them in remedial Math and English courses. The benchmark is determined by the output of the high schools.

#### Performance Highlights:

Among the events that took place in FY 2013 during the execution of ISU's Plan were the following:

- ✿ Learning and Discovery
  - Nanofabrication – Purchased the DualBeam Nanomachining Center with high resolution imaging and nanomachining capabilities in one tool. Provides infrastructure for cutting-edge technology businesses in Southeast Idaho.
  - From Lab to Workforce: ESTEC – The Energy Systems Technology and Education Center was named a Northwest Center of Excellence for Nuclear Education.
  - *Idaho Museum of Natural History* had the lead article in *Museum* magazine in April highlighting 3D technologies in museums.
  - Two ISU students awarded prestigious summer internships at the Smithsonian.
  - EPSCOR – One of several institutions awarded a \$20 million NSF grant to study climate change.
- ✿ Access and Opportunity
  - Idaho State University ranks as the 15<sup>th</sup> lowest-cost public university with high starting salaries for graduates, according to a national survey of 4,000 colleges and universities by Affordable Colleges Online (ACO).
  - Early College Program – FY 2013 enrollment up 11% from FY 2012; credit hours are up 6%. Students in online courses increased in FY 2013 to 7,079, an increase of 643 students or 10% from the prior year.
  - Reaching Diverse Populations – Bengal Warrior Boot Camp – a summer enrichment program for the Shoshone-Bannock Tribes located on the ISU campus. The two-day boot camp focusing on academic skills, leadership abilities, physical challenges, post-secondary education opportunities.
  - The number of degrees awarded continues to increase. In FY 2013 (as of September 19, 2013) ISU awarded 2,343 degrees, up 3% or 64 degrees from FY 2012.
- ✿ Leadership in the Health Sciences
  - Leader in programs from Professional Technical Education (PTE) to PhD, including resident programs.
  - ISU is the only Idaho institution to sponsor a graduate medical education program.
  - Students pass rates on national exams meet or exceed national averages.
  - The student headcount in the Division of Health Sciences has increased 24% from 2008 to 2012.
- ✿ Economic and Social Impact
  - According to a 2012 ISU Career Center survey, 82% of recent graduates were employed. 86% said their major helped them in their current employment.
  - Roughly 1 out of every 2 practicing pharmacists in the state of Idaho was trained by the ISU College of Pharmacy program.
  - Of those Nurse Practitioners who graduated from ISU, 71% hold current Idaho NP licenses.
  - 36% of currently licensed Physician Assistants in the state of Idaho were educated at ISU, or roughly 2 out of every 5.
  - Support from graduates and friends continue to grow. Gifts in FY 2013 surpassed gifts in FY 2012 by more than \$1 million.
  - Idaho Museum of Natural History
    - Nationally recognized exhibit, including the *Whorl Tooth Sharks of Idaho*, which received a favorable review by *National Geographic*.
    - Noted in *Scientific American*.

## Idaho State University

## Performance Measurement Report

### Performance Highlights (continued):

- Total active grants awarded \$2,156,363.
- Complete reorganization and remodel of the Science Discovery Center for K-12 STEM education.
- Expansion of the Idaho Virtualization Laboratory for 3D modeling and visualization.
- ✿ Stewardship of Institutional Resources
  - Energy Efficient Lighting Projects—eight projects totaling 338,039 KWH in energy use reduction.
  - Reduction in utility billing totaling \$19,872 annually.
  - By refinancing \$31.2 million in bond debt ISU realized net present value savings of \$3.5 million in FY 2013, without increasing the overall debt burden.

### Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Average undergraduate amount from grant or scholarship aid received, from the federal government, a state or local government, the institution, and other sources known by the institution <sup>1</sup>	\$4,793	\$4,830	\$5,121	\$5,000	\$5,200
Graduation Rates (Percent of full-time, first time students from the cohort of new first year students who complete their program within 1½ times the normal program length)	34%	31%	29%	35%	36%
Pass rates for required licensing & certification exams <sup>2</sup>					
Nursing (RN) – ISU pass rate	91%	89%	96%	91%	Meets or exceeds national averages
Nursing (RN) – National pass rate	88%	87%	88%	90%	
Pharmacy – ISU pass rate	98%	100%	98%	100%	
Pharmacy – National pass rate	97%	95%	97%	98%	
Physician Assistant – ISU pass rate	96%	96%	97%	97%	
Physician Assistant – National pass rate	92%	94%	91%	93%	
External funding (grants & contracts) awarded annually to ISU <sup>3</sup>	\$36,658,131	\$36,151,462	\$29,683,076	\$23,054,449	Increase by 2% per year
Average GPA of incoming full-time, first-year, degree-seeking freshmen <sup>4</sup>	3.14	3.17	3.26	3.33	≥3.40
Retention rate of full-time and part-time freshmen returning for a second year <sup>5</sup> (SBOE system-wide Strategic Plan Measure)					
-Total Full-time	2,458	2,807	2,457	2,400	70%
-Full-time Retained	1,536	1,777	1,502	1,491	
-Full-time % Retained	62%	63%	61%	62%	
-Total Part-time	770	882	712	734	55%
-Part-time Retained	383	419	343	327	
-Part-time % Retained	50%	48%	48%	45%	
Dual Credit Program <sup>6</sup> (SBOE system-wide Strategic Plan Measure)					
-Total Headcount (unduplicated)	1,588	1,434	1,669	1,914	1,800 dual credit students
-Total Credit Hours	9,306	8,644	10,453	11,438	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**Idaho State University**

Performance Measurement Report

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Number of undergraduate certificates and degrees, Number awarded per 100 FTE students <sup>7</sup> (SBOE system-wide Strategic Plan Measure)	1,564  17 per 100 FTE	1,599  18 per 100 FTE	1,634  18 per 100 FTE	1,698  19 per 100 FTE	Increase # undergraduate awards by 5% over next 3 years. Positively impact ratio by 5% over next 3 years
Cost per weighted credit hour to deliver undergraduate education <sup>8</sup> (SBOE system-wide Strategic Plan Measure)	\$185.94	\$184.02	\$187.67	\$191.68	Positively impact by 5% over next 3 years
Completion of undergraduate certificates/degrees per \$100,000 of education and related spending <sup>9</sup> (SBOE system-wide Strategic Plan Measure)	1.96	2.02	1.98	2.06	Positively impact this ratio by 5% over next 3 years.

**Performance Measure Explanatory Notes:**

1. Data are from the IPEDS Financial Aid survey and represents the average amount of aid from grants or scholarships received from the federal government, state/local government, the institution, and other sources known to the institution.
2. Pass rates for Nursing, Pharmacy, and Physician Assistant programs are provided as examples; pass rates for graduates of all academic health professions programs consistently meet or exceed the national pass rates.
3. Totals are for sponsored programs (research) and do not include federal Pell grants to students.
4. Average high school grade point average of academic degree-seeking, first-time, full-time freshmen.
5. Data includes all degree-seeking freshmen enrolled in a fall semester that enroll in the subsequent fall semester, for example freshmen enrolled in Fall 2011 and enroll in Fall 2012. Students that were awarded a degree during the time period from fall-to-fall, for example Professional Technical Education (PTE) degrees, and did not re-enroll are counted in this calculation as "retained".
6. Credit hours and headcount data are from the State Board of Education Dual Credit Report.
7. Number of undergraduate certificates and degrees from programs over 1 year in length divided by the undergraduate full-time equivalency (FTE).
8. Total undergraduate costs for the categories Instruction, Student Services, and Institutional Support from Step 4 of the Cost of College report divided by the total weighted undergraduate credits hours from the Enrollment Workload Adjustment (EWA) Report, plus professional technical education (PTE) credit hours. Due to the reporting timelines the calculations for FY 2013 used prior year cost data with FY 2013 credit hour production. PTE credit hours are not weighted.
9. Number of undergraduate certificates and degrees from programs over 1 year in length divided by the total undergraduate costs for the categories Instruction, Student Services, and Institutional Support from Step 4 of the Cost of College report. Due to the reporting timelines the calculations for FY 2013 used prior year cost data with FY 2013 degree production.

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## Lewis–Clark State College

## Performance Measurement Report

### Part 1 – Agency Profile

#### Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse Fields*, with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, professional-technical programs, and community programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LCSC's traditional and non-traditional students.

LCSC's campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville and Orofino. LCSC's chief executive officer, President J. Anthony Fernández, after serving for a year as interim president, assumed his duties as the College's 15<sup>th</sup> president in March 2011. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

#### Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges..."*, and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deem necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

#### Mission:

***Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the local and state economy and other educational programs designed to meet the needs of Idahoans.***

#### Core Themes:

##### ***Core Theme One: Connecting Learning to Life Through Academic Programs***

***The first segment of the three part mission of Lewis-Clark State College is fulfilled under aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.***

##### ***Core Theme Two: Connecting Learning to Life Through Professional-Technical Programs.***

***The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences that prepare skilled workers in established and emerging occupations that serve the region's employers.***

##### ***Core Theme Three: Connecting Learning to Life Through Community Programs.***

***The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers and communities throughout Region II as well as degree completion programs in Region I.***

## Lewis-Clark State College

## Performance Measurement Report

*LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.*

### Revenues and Expenditures (includes Professional-Technical Education)

Revenue	FY2010	FY2011	FY 2012	FY 2013
State Appropriations	\$33,751,165	\$18,472,086	\$16,542,619	
Student Fees	\$11,968,980	\$13,791,766	\$14,996,481	
Federal Grants & Contracts	\$8,674,811	\$9,248,469	\$9,460,286	
State Grants & Contracts	\$3,116,048	\$3,574,930	\$3,037,559	
Private Gifts, Grants & Contracts	\$169,496	\$529,959	\$2,429,700	
Sales & Serv of Educ Act	\$1,254,158	\$1,514,637	\$1,569,380	
Sales & Serv of Aux Ent	\$1,774,924	\$1,617,881	\$1,782,039	
Other	\$3,073,464	\$2,530,269	\$2,397,501	
<b>Total Revenues</b>	<b>\$63,783,046</b>	<b>\$51,279,997</b>	<b>\$52,215,565</b>	<b>NA</b>
<b>Expenditures</b>				
Instruction	\$19,495,090	\$18,683,612	\$18,378,662	
Research	\$143,382	\$168,243	\$158,742	
Public Service	\$1,499,988	\$2,128,017	\$2,457,103	
Library	\$775,801	\$788,181	\$808,497	
Student Services	\$3,256,561	\$3,499,641	\$3,609,286	
Physical Operations	\$4,594,590	\$5,111,846	\$5,400,794	
Institutional Support	\$4,349,831	\$4,327,485	\$4,315,341	
Academic Support	\$2,380,163	\$2,513,297	\$2,481,065	
Auxiliary Enterprises	\$4,557,408	\$4,326,567	\$4,454,752	
Scholarships/Fellowships	\$2,862,043	\$3,787,099	\$4,186,724	
Other	\$466,182	\$417,941	\$558,842	
<b>Total Expenditures</b>	<b>\$44,381,039</b>	<b>\$45,751,929</b>	<b>\$46,809,808</b>	<b>NA</b>

**Graphs will be added later by DFM**



## Lewis-Clark State College

### Performance Measurement Report

#### Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Annual (unduplicated) enrollment headcount (EOT)	5,380	5,731	6,106	<b>5,906</b>
- Academic	3,732	3,789	4,060	<b>4,057</b>
- Professional-Technical	1,648	1,942	2,046	<b>1,849</b>
Annual Enrollment FTE	2,994	3,264	3,292	<b>3,068</b>
- Academic	2,496	2,711	2,742	<b>2,556</b>
- Professional-Technical	498	554	550	<b>563</b>
Annual student credit hour production	89,815	97,920	98,746	<b>92,032</b>
- Academic	74,878	81,317	82,250	<b>75,141</b>
- Professional-Technical	14,937	16,609	16,496	<b>16,891</b>
Credit hours taught per faculty FTE	491	573	501	<b>443</b>
Degrees/certificates awarded	604	607	773	<b>688</b>
- Academic	450	445	572	<b>488</b>
- Professional-Technical	154	162	201	<b>200</b>
Pre-College				
- Annual dual credit hours	1,670	2,210	2,657	<b>3,758</b>
- Annual tech-prep hours	3,464	3,893	4,467	<b>4,577</b>
- Annual dual credit headcount (unduplicated)	282	293	460	<b>490</b>
- Annual tech-prep headcount (unduplicated)	959	1,195	1,345	<b>1,203</b>
Enrollment-headcount (Fall end of term)	4,303	4,681	4,730	<b>4,522</b>
Enrollment-full time equivalent (Fall end of term)	3,002	3,242	3,297	<b>3,097</b>
Number of first-time freshman who graduated from and Idaho High school in the previous year requiring remedial education	213	206	135	<b>152</b>



## Lewis-Clark State College

### Performance Measurement Report

#### Performance Highlights:

- Lewis-Clark State College completed the update of its five-year strategic plan.
- LCSC collaborated with research universities as a participant in the governor's IGEM initiative.
- LCSC implemented Phase I of a new advising program in which freshmen are required to complete an academic plan and a career plan. The program also requires students who place into developmental coursework to enroll in those courses during their first semester.
- The college promoted 15 lecturers to instructor ranks, improving college infrastructure through increased contributions by instructors to advising, curriculum development, tutorial centers, and assessment.
- The Radiographic Sciences program, in the Division of Nursing and Health Sciences, received an initial two-year accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT).
- LCSC experienced record enrollments in Tech Prep and Dual Credit classes.
- Dr. Alan Marshall, Emeritus Professor of Anthropology, received the Idaho Humanities Council's Outstanding Achievement in the Humanities Award on March 21, 2013.
- The LCSC Foundation established 11 new endowments and/or annual scholarships and awarded over \$328,000 in scholarships – a 12% increase over the previous year.
- The College completed the major renovation of the "Fine Arts/Old Science Building." The elegant facility now hosts the Business Division and modern classrooms.
- The College implemented a "smoke-free" campus as part of a wide-ranging wellness initiative.
- Katie Pemberton, an adjunct education instructor at Lewis-Clark State College - Coeur d'Alene, was selected as the Idaho State Department of Education's 2013 Idaho State Teacher of the Year.
- LCSC expanded higher education opportunities in rural Idaho and Region I with an agreement to cooperate with the NIC Center in Sandpoint to deliver a bachelor's degree.
- LCSC Workforce Training, in collaboration with the University of Idaho College of Education, local manufacturers, six regional high schools, and local economic development agencies as part of a National Science Foundation ATE grant, is hosting a website for educational tools to increase the employee base for manufacturing.
- TRIO Academic Services celebrated the successful completion of program objectives for the 25th year of service to first-generation, low-income, and/or disabled students at LCSC. The most recent data show that the retention rate among participants in this program is 84%.
- Clearwater Valley Educational Talent Search served over six hundred youth age 11 - 18 from Kooskia, Kamiah, Lapwai, and Orofino who are interested in attending college when they graduate from high school.
- LCSC won a contract from the NAIA to host the Avista/NAIA World Series through 2016.
- For the third consecutive year, Lewis-Clark State College was selected for the President's Higher Education Community Service Honor Roll.
- The combined efforts of the LCSC Social Sciences Division student clubs, the LCSC Engineering Club, the LCSC Service Corps, and Art Under the Elms raised over 2,000 pounds of food, personal items, and infant needs and \$1,000 for the Lewiston-Clarkston YWCA, and the Lewiston Community Action Partnership food banks.
- LeGrand Guinard, senior BSN student, was selected to represent LCSC and Idaho in a June 2013 meeting with U.S. Secretary of Education Duncan in Washington, D.C. He was one of only 15-17 students from across the nation selected to participate in this meeting.

## Lewis-Clark State College

Performance Measurement Report

### ***Part II – Performance Measures***

<b>Performance Measure</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark</b>
Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled	20	19	23	22	<b>20</b>
Cost per credit hour <sup>1</sup>	(FY2009) \$334	(FY2010) \$294	(FY2011) \$289	(FY2012) \$261 <sup>2</sup>	<b>260</b>
Certificates (of at least 1 year or more) and degree completions per \$100,000 of education and related spending <sup>3</sup>	(FY2009) 2.0	(FY2010) 2.2	(FY2011) 2.3	(FY2012) 2.9 <sup>2</sup>	<b>2.5</b>
Scholarship dollars per FTE <sup>4</sup>	\$1,722	\$1,624	\$1,728	\$1,831	<b>\$1,950</b>
Full-time freshman degree-seeking retention rate	50% (N=586)	54% (N=599)	57% (N=596)	51% (N=577)	<b>60%</b> <b>See note #5</b>
Part-time freshman degree-seeking retention rate (with N)	33% (N=39)	44% (N=36)	49% ( N=51)	31% (N=59)	
Graduation rates (percent of full-time, first time students from the cohort of new first year students who complete their program within 1½ times the normal program length) <sup>6</sup>	24%	28%	31%	30%	<b>30%</b>

## Lewis–Clark State College

## Performance Measurement Report

First-time licensing/certification exam pass rates <sup>7</sup>	NCLEX-RN 80% (National Average =88%)	NCLEX-RN 95% (National Average =89%)	NCLEX-RN 89% (National Average =90%)	NCLEX-RN 92% (National Average =91%)	<b>NCLEX-RN: Meet or Exceed National Average</b>
	NCLEX-PN 75% <sup>8</sup> (National Average =86%) <sup>6</sup>	NCLEX-PN 100% <sup>8</sup> (National Average =87%) <sup>6</sup>	NCLEX-PN 86% (National Average =84%) <sup>8</sup>	NCLEX-PN 100% (National Average =85%) <sup>8</sup>	<b>NCLEX-PN: Meet or Exceed National Average</b>
	ARRT 92% <sup>9</sup> (National Average =92%)	ARRT 100% <sup>9</sup> (National Average =93%)	ARRT 100% <sup>9</sup> (National Average =93%)	ARRT 92% <sup>9</sup>	<b>ARRT: Meet or Exceed National Average</b>
	PRAXIS II 88%	PRAXIS II 92%	PRAXIS II 90%	PRAXIS II 93% <sup>10</sup>	<b>PRAXIS II 90%</b>
Fall end of term duplicated headcount for students enrolled in web and hybrid courses <sup>11</sup>	6,878	7,431	7,945	7,726	<b>8,000</b>
Percentage of LCSC graduates with positive placement <sup>12</sup>	89.3%	88.2%	87.5%	87.2%	<b>90%</b>

### Performance Measure Explanatory Notes:

1. This calculation was made by dividing total cost (Step 4) from the Cost of College Report by the total weighted credit hours (from the EWA) plus PTE credit hours (un-weighted).
2. FY2013 Audited financial data will not be available until October 2013. Per SBOE staff instructions FY2009-FY2012 are provided to allow presentation of a four year trend.
3. SBOE staff has instructed that the sum of expenditures for Instruction, Student Services, and Institutional Support from Cost of College Report be used to calculate *Certificates (of at least 1 year or more) and degree completions per \$100,000 of education and related spending*. The calculation was made as follows: *Certificates (of at least 1 year or more) and degree completions per \$100,000 of education and related spending = Total number of certificates (of at least 1 year or more) and degree completions ÷ (Instruction, Student Services, and Institutional Support expenses from the above mentioned sources)/\$100,000*.
4. Per State Board staff direction, academic and PT have been combined into a single metric- "Scholarship Dollars Awarded per FTE". Prior years' values have been recalculated to reflect the single metric to allow convenient comparability.
5. The number of students classified as *Part-Time, First-Time, First-Year, and Degree-Seeking* is low and thus, subject to extreme percentage variations with small changes in actual numbers. Because of the volatility of this number, LCSC will not establish a benchmark for this metric.
6. In FY2012, LCSC saw an increase in the graduation rate due to increased efforts in improving scheduling, enhanced student advising, and streamlined graduation procedures. The results of that initiative have been sustained.
7. Certification and licensing exam pass rates reflect first-time test takers only. All graduates must eventually pass the exams before practicing in their field.
8. The number of NCLEX-PN first time test takers was: 2009-3; 2010-4; 2011-10; 2012-14; 2013-11.
9. The numbers of ARRT first-time test takers were: 2009-12; 2010-18; 2011-12; 2012-9; 2013-13. National ARRT data for FY2013 will not be available until December 2013.

## Lewis-Clark State College

### Performance Measurement Report

10. Praxis results are for tests administered between September and August, therefore the reported data are not precisely aligned with fiscal year reporting.
11. E-Learning course enrollment demonstrated strong and steady growth through FY2012, but appears to have leveled off for FY2013.
12. This value reflects the percentage of LCSC graduates who are employed within six months of graduation, have entered the military, or are continuing their education. While LCSC continues to produce well-prepared workers, the opportunity for employment is subject to the state of the economy, which is beyond LCSC's control.

#### For More Information Contact

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## Idaho Public Television

## Performance Measurement Report

### Part 1 – Agency Profile

#### Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission (FCC). IdahoPTV is a statewide, non-commercial broadcast telecommunication system and new media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over the next 48 years, IdahoPTV has expanded its reach to include over-the-air broadcast television service to more than 98% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five (5) digital transmitters and 49 translators (43 translators and 6 relays). Translators that are in the queue to be upgraded to DTV include Kamiah, lower Valley County, Mackay, and west Yellowstone by the FCC deadline of September 30, 2015. IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based content creation and distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. We continue to work toward finishing the statewide conversion of all of IdahoPTV's facilities to digital. IdahoPTV is also monitoring closely the congressionally mandated FCC spectrum repacking initiative. It may have impact on several communities throughout the state.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV has benefited from the financial support of the Friends of Idaho Public Television, Inc., a component not-for-profit support organization. As directed by FCC guidelines, IdahoPTV's constituents are the people of Idaho, as well as those in portions of six surrounding states and Canada. Private donations provide more than 65% of our yearly operating budget, or nearly \$4.6 million from over 20,000 individuals, foundations and companies in our rural service areas. State of Idaho support provides approximately 20% of our operating budget and is directed specifically toward the maintenance and administration of the statewide delivery system. The remaining 15% of our operating budget comes in the form of a yearly grant from the Corporation for Public Broadcasting, a private corporation funded by Congress. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning quality television and other electronic media. IdahoPTV provides significant local public service to our viewers and users.

Outdoor Idaho continues to air on stations in Oregon and Washington. According to the Nielsen Survey Index, IdahoPTV enjoyed the highest per capita viewership in the United States twice over the last 12 months.

IdahoPTV produces a number of ongoing series, specials and services including:

<i>Outdoor Idaho</i>	<i>Idaho Reports</i> (coverage of the Idaho Legislature)
<i>Dialogue</i> (weekly, live public affairs program)	Science Trek, formerly <i>D4K</i> (educational science program for grade school students)
<i>The Idaho Debates</i> (primary and statewide election coverage)	<i>Idaho In Session</i> (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC and Idaho Supreme Court)
<i>Governor's State of the State Address/ Governor's State of the Budget Address</i> (live)	Ron's Picks
<i>Hymns of Thanksgiving</i>	The Buzz on IdahoPTV
Scout (online educational resources)	

Also produced are other hour-long special programs including:

<i>Idaho Geology, A Convergence of Wonders</i>	<i>Idaho: An Aerial Tapestry</i>
<i>Salmon River Lodges &amp; Legacies</i>	<i>Capitol of Light: The People's House</i>
<i>Wooden Boats, Wondrous Lakes</i>	<i>A Sawtooth Celebration</i>
<i>The Color of Conscience</i>	<i>Yellowstone's Cascade Corner</i>

## Idaho Public Television

### Performance Measurement Report

IdahoPTV's community outreach ranges from locally produced events and workshops to children's events, such as science workshops, program screenings and discussions, science camps, a literacy contest, educator workshops, and online educational resources.

The staff is led by Ron Pisaneschi, General Manager; (Open Position), Director of Content; Tim Tower, Director of Finance; Rich Van Genderen, Director of Technology; and Megan Griffin, Director of Marketing/Development.

#### Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

The mission of IdahoPTV is to meet the needs and reflect the interests of our various audiences. We do this by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational and cultural television and related resources;
- Creating Idaho-based educational, informational and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

#### Revenue and Expenditures

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$1,518,800	\$1,390,500	\$1,377,000	1,587,000
Dedicated Fund	\$972,600	\$926,200	\$926,200	965,700
Federal	\$0	\$97,200	\$0	\$0
<b>Total</b>	<b>\$2,491,400</b>	<b>\$2,413,900</b>	<b>\$2,303,200</b>	<b>\$2,552,700</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$1,794,200	\$1,728,200	\$1,627,200	1,694,400
Operating Exp.	\$697,200	\$685,700	\$676,000	668,700
Capital Outlay	\$0	\$0	\$0	189,600
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,491,400</b>	<b>\$2,413,900</b>	<b>\$2,303,200</b>	<b>\$2,552,700</b>

*Graphs will be added later by DFM*

## Idaho Public Television

### Performance Measurement Report

#### Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Channel Hours for Children (under the age of 12)	14,281	14,310	14,304	14,640
Channel Hours for Ethnic Minorities	5,153	5,206	5,327	5,388
Channel Hours for Learners	13,197	13,156	13,231	13,148
Number of Visitors to idahoptv.org	1,228,364	1,561,834	1,252,548	1,196,428
Public Affairs Channel Hours	11,717	11,864	12,118	12,272
Hours of Originally Produced Content for Broadcast and/or Online	*	*	7,878**	4,459

\* This was a new performance measure in FY 2012, which data had not previously been collected.

\*\* This number was miscalculated too high. It should have been reported as 3,658.

#### Performance Highlights:

During calendar year 2012 –

- 1,040 hours of overnight educational television - including 208 hours of professional development for teachers, as well as resources for K-12 classrooms - provided instructional materials to schools, as well as individual educators and students, throughout the state.
- 300 kindergarten-third grade students contributed entries for the annual PBS Kids Go! Writers Contest.
- 23,644 e-mails sent to educators provided programming highlights and a link to the monthly Classroom Calendar, connecting IdahoPTV on-air programs and Web-based resources to classroom curricula.
- 143 hours of telecourse programming broadcast with college credit available through Boise State University.
- 265 hours of University of Idaho-produced programming aired on Educable, including more than 20 hours of new productions made in the KUID studio by journalism and mass media students.
- 825 people attended Community Cinema events in Boise and Pocatello to preview and discuss *Independent Lens* documentary films.
- 53 national and regional awards were received for programs and websites that IdahoPTV produced, including a regional Emmy award, a regional Edward R. Murrow award, and a national American Bar Association Silver Gavel award.
- 35,465 page views on the *Idaho Reports* website by 11,397 visitors.

## Idaho Public Television

### Performance Measurement Report

#### *Part II – Performance Measures*

Performance Measure	2010	2011	2012	2013	Benchmark
Number of awards for IdahoPTV media and services.	71	61	53	54	35
Number of DTV channel hours of transmission.	137,240	137,240	137,240	137,240	137,240
Number of transmitters broadcasting a DTV signal.	5	5	5	5	5 of 5
Number of DTV translators.	20 of 43	23 of 43	36 of 44	44 of 49	38 of 43
Number of licensed DTV fill-in translators (DTS).	1 of 7	1 of 7	1 of 7	6 of 7	7 of 7
Percentage of Idaho's population within our DTV signal coverage area.	93%	96%	97.8%	98.2%	73.1%
Number of IdahoPTV channel hours of Idaho-specific educational and informational programming.	2,635	2,022	1,942	1,798	1,795
Total number of hours of educational programming.	23,113	23,958	27,535	27,778	8,842
Total FTE in content delivery and distribution.	20.14	18.57	20.26	18.31	<30.45
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes

#### For More Information Contact

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## Vocational Rehabilitation, Idaho Division of

Performance Measurement Report

### Part 1 – Agency Profile

#### Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Don Alvashere is the Administrator of the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, State Renal Disease Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). It should be noted that nationally, under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve the blind and visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and visually impaired.

The Public Vocational Rehabilitation program is one of the oldest and most successful Federal/State programs in the United States. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to gainful employment. The average time needed for a person to complete a rehabilitation plan and become employed is fifteen (15) months. In FFY 2012, employment of individuals with disabilities resulted in a 408% increase in customer weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services unit as well as a Planning and Evaluation, Fiscal, Information Technology and Extended Employment Services units. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Boise, Treasure Valley Special Programs, Twin Falls, Pocatello, Idaho Falls, and Caldwell.

IDVR is comprised of 147 employees, of which 138 are full time positions serving in thirty-seven (37) offices throughout the state. Offices are located throughout the state to include: Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, Nampa, and Payette. There is one (1) Central Office, eight (8) Regional Offices, ten (10) general Sub-Offices, seven (7) Mental Health Sub-Offices, nine (9) School – Work Sub-Offices, and two (2) Corrections Sub-Offices.

#### Core Functions/Idaho Code

**Legal Authority for the Idaho Division of Vocational Rehabilitation** is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 701, and is augmented by regulations promulgated and set forth at 34 CFR § 361.1.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The Extended Employment Services (EES) program provides funding to individuals with severe disabilities who are deemed unable to maintain employment without on-going support. A state financial allotment is provided annually to be distributed by the EES Program Manager to contracted Community Rehabilitation Programs who subsequently provide the long term support to eligible customers (IDAPA 47.01.02 Rules and Minimum Standards Governing Extended Employment Services under the authority of Idaho Code 33-2303).

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The Council's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

## Vocational Rehabilitation, Idaho Division of

Performance Measurement Report

### Revenue and Expenditures

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$7,113,600	\$8,496,300	\$7,153,000	\$7,280,800
Rehab Rev & Refunds	\$651,900	\$720,000	\$498,100	\$627,900
Federal Grant	\$17,375,300	\$14,558,800	\$11,908,300	\$12,126,700
ARRA	\$3,037,300	\$1,350,100	\$326,400	\$8,600
Miscellaneous Revenue	\$944,200	\$688,700	\$730,200	\$615,600
<b>Total</b>	<b>\$29,122,300</b>	<b>\$25,813,900</b>	<b>\$20,616,000</b>	<b>\$20,659,600</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$8,411,800	\$8,395,700	\$7,885,900	\$8,459,600
Operating Expenditures	\$1,935,200	\$2,029,000	\$1,759,400	\$1,889,600
Capital Outlay	\$203,500	\$287,600	\$25,900	\$98,500
Trustee/Benefit Payments	\$13,312,500	\$14,351,000	\$9,937,800	\$10,628,400
<b>Total</b>	<b>\$23,863,000</b>	<b>\$20,063,300</b>	<b>\$19,609,000</b>	<b>\$21,076,100</b>

**Graphs will be added later by DFM**

### Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
The Number of Individuals Served by Vocational Rehabilitation	13,631	14,128	14,076	13,129
The Number of Individuals Who Went to Work After Receiving VR Services	1,857	1,896	2083	1814

*\*IDVR is primarily a federally funded program that assesses performance on a Federal Fiscal Year basis. (October 1-September 30). For this reason, chart data represents figures that are different from State Fiscal year data.*

### Performance Highlights

IDVR continues to strive to increase the opportunities for employment for individuals with disabilities by developing new strategies for future success. The following highlights efforts to increase successful rehabilitations:

WorkStrides – IDVR has implemented WorkStrides, a career preparation workshop in all eight regions. Workshops occur every 6 to 8 weeks depending on the region. WorkStrides is a Career Development Program that was developed by Washington VR. This is a three day, six hour per day training that addresses a wide range of employability dimensions. Topics include: Exploration of interests, aptitudes, values, identifying barriers to employment, coping with change, self-esteem, decision making, and vocational goal setting. This workshop is designed to improve and expand the preparation of eligible customers preparing for plan development and employment.

Project Search - Project Search is a high school transition collaborative effort between school districts, the IDVR, Community Rehabilitation Programs (CRP's) and host businesses. It is a national/international training effort to prepare transition students identified as requiring long term supports for the world of work thus helping them move into community employment after high school graduation. Idaho currently has one active project in the Coeur d'Alene area which is a joint effort with VR, Coeur d'Alene school district, TESH, and Kootenai Health. The Project Search program combines two hours of daily classroom training along with four hours of unpaid internship. These internship experiences are done in three different eight week rotations and can include: housekeeping, dietary, laundry, child care, and equipment transportation. Even though the students may not be hired by the host business, they are better prepared for work and better able to access employment after Project Search completion. At this time, Project Search has only been established in the Coeur d'Alene region.

## Vocational Rehabilitation, Idaho Division of

Performance Measurement Report

University of Idaho College of Education Department of Leadership and Counseling - IDVR and the University of Idaho (U of I) entered into an agreement to advance the Continuing System of Professional Development (CSPD) for the vocational rehabilitation community of Idaho, in particular the vocational rehabilitation counseling profession. This agreement sets forth the expectations and terms of the on-going partnership to advance the CSPD of Idaho through the state's land-grant institution and the only University that provides the vocational rehabilitation counselor program. The vocational rehabilitation counselor program is administered and delivered through the Leadership and Counseling Department of the College of Education. Through this collaborative partnership, IDVR can recruit the most qualified candidates to provide vocational guidance and counseling to individuals with disabilities in their pursuit to obtain, regain or retain employment.

### Part II – Performance Measures

Performance Measure	2010	2011	2012	2013	Benchmark
Number of Individuals Exiting the VR Program Who Achieved an Employment Outcome	1857	1896	2083	1814	2083
Percentage of Individuals Who Exit the VR Program After Receiving Services Who Are Determined to Have Achieved an Employment Outcome	64.8%	63%	59.8%	42.36%	55.8%
Increase the number of businesses hiring IDVR customers	1688	1793	1980	1797	1981
Number of transition age youth existing the IDVR program who achieved an employment outcome will exceed the previous year's performance	576	643	638	542	639
Percentage of Community Supported Employment clients served through the Extended Employment Services program	53.49%	48%	56.7%	58%	53%

#### Performance Measure Explanatory Notes:

The benchmark of 55.8% for individuals who exit the VR program after receiving services who are determined to have achieved an employment outcome is a minimum requirement of the agency set by the Federal Rehabilitation Services Administration.

*\*IDVR is primarily a federally funded program that assesses performance on a Federal Fiscal Year basis. (October 1-September 30). For this reason, chart data represents figures that are different from State Fiscal year for the first four rows of data reported.*

## Vocational Rehabilitation, Idaho Division of

Performance Measurement Report

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**Idaho Public Schools**

**Performance Measurement Report**

***Part 1 – Agency Profile***

**Agency Overview**

The State Department of Education (SDE) manages K-12 public education in the State of Idaho and provides school districts and charter schools with the technical assistance they need to raise student achievement. The vision of the State Department of Education is to establish an innovative and flexible education system that focuses on results, inspires all students and prepares them to be successful in meeting today's challenges and tomorrow's opportunities. The Department's mission is that the State Department of Education is accountable for the success of all Idaho students. As leaders in education, we provide the expertise and technical assistance to promote educational excellence and highly effective instruction.

**Core Functions/Idaho Code**

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
General Fund	1,418,542,700	1,141,346,300	\$1,276,714,400*	\$1,223,580,400	\$1,279,818,600
Federal Grant	195,782,100	187,847,000	201,823,200	215,550,000	214,588,000
Dedicated Fund	<u>7,210,300</u>	63,825,900	91,054,700	68,547,400	66,873,400
ARRA Stimulus		<u>211,509,800</u>	56,275,700	16,660,700	2,422,600
Ed Jobs Fund			<u>16,113,000</u>	<u>30,999,800</u>	<u>5,290,800</u>
<b>Total</b>	<b>1,621,535,100</b>	<b>1,604,529,000</b>	<b>1,641,981,000</b>	<b>1,555,338,300</b>	<b>1,568,993,400</b>
<b>Expenditure</b>	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Personnel Costs	352,400	372,700	375,400	425,000	366,000
Operating					
Expenditures	5,403,800	4,907,700	3,436,800	5,112,700	5,204,200
Capital Outlay	26,700	3,100		1,500	2,500
Trustee/Benefit					
Payments	<u>1,671,872,300</u>	<u>1,648,816,500</u>	<u>1,644,607,000</u>	<u>1,542,808,300</u>	<u>1,545,149,300</u>
<b>Total</b>	<b>1,677,655,200</b>	<b>1,654,100,000</b>	<b>1,648,419,200</b>	<b>1,548,347,500</b>	<b>1,550,722,000</b>

***Graphs will be added later by DFM***

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Number of School Districts Supported	115 districts 36 charters	115 districts 40 charters	115 districts 43 charters 1 COSSA	115 districts 44 charters 1 COSSA
Number of Public School District (K12) Students	278,522	281,432	281,772	285,305
FTE Student Teacher Ratio	18.30	18.30 est	18.56	19.09

**Performance Highlights**

Idaho's public schools underwent a change of course when voters overturned the Students Come First laws in November 2012. School was already in session, and the Legislature had to make critical decisions on whether to continue funding for programs repealed or reallocate those funds. Several programs and policy changes that were eliminated by the referendum were reinstated including: Dual Credit for Early Completers, a portal for online classes, collective bargaining in open, public meetings, professional development focused on technology, and pay-for-performance for teachers. The one-to-one mobile computing device initiative was transformed into \$3 million in technology grants written by districts.

The Department has three strategies to achieve the "60 percent" goal: higher standards, quality assessments and data to guide instruction and accountability. The Department of Education continues to focus on implementation of higher standards in math and English language arts/literacy. The Legislature appropriated professional development dollars for schools to inform and train teachers about the standards, and \$8 million was available to pay for teachers' time to participate. Through existing resources, more than 3,500 teachers have been trained on the new standards by the Department. The Department has also produced collateral materials to explain higher standards to patrons distributed by school districts.

As a member of the Smarter Balanced Assessment Consortium, Idaho students participated in a pilot test aligned to the new standards in Spring 2013. More than 120 schools in Idaho administered the Pilot Test, and 12,922 tests were completed. Pilot tests were given in different school sizes, grade levels and regions. For example, 493 tests were taken at Canyon Ridge High School in Twin Falls and 6 tests completed in Bliss. Tests continue to be delivered online. All Idaho students in grades 3-11 will take the field test in Spring 2014 with the full test becoming operational in Spring 2015.

The state also continues to focus on providing teachers and parents with accurate data on student achievement through the Idaho System for Educational Excellence (ISEE) as well as the instructional management system: Schoolnet. Through the generous contribution of the J.A. and Kathryn Albertson Foundation, all districts can now access the basic offerings in Schoolnet and other districts can apply to pilot the full suite in the statewide instructional management system before it is launched statewide. Through Schoolnet, teachers can access sample lesson plans, digital content and sample test questions as well as student achievement data. Fifty-seven school districts are now piloting Schoolnet.

Fiscal Year 2012 was the first year the state implemented its new Five-Star Rating System, an accountability system based on multiple measures. The new system, crafted by the Department with input from educators and approved by the State Board of Education and the U.S. Department of Education, replaces the antiquated Adequate Yearly Progress designations required by No Child Left Behind. The Five-Star Rating System factors in student growth based on the Colorado Growth Model, proficiency, test participation, the percent of students college- and career-ready as judged by the SAT, dual credit course completion and graduation rates. Idaho's previous system was heavily weighted toward proficiency on ISAT and test participation. Idaho schools saw tremendous gains in student achievement as measured by the Five-Star Rating System, with 59 percent of Idaho schools received a Four-Star or Five-Star Star Rating in the 2012-2013 school year. In addition, Idaho gained 13 more Five-Star Schools and decreased the number of One-Star Schools by 13. The Idaho Legislature appropriated additional resources to offer technical assistance to non-Title I schools rated as One-Star or Two-Star Schools.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**Idaho Public Schools**

**Performance Measurement Report**

Public Schools continued to receive increases, but not at the watermark FY09 levels. Minimum teacher pay was increased from \$30,500 to \$31,000 along with a 1.67% restoration of salary-based apportionment, in addition to buying back both years of experience that were frozen on the grid in 2009 and 2010 during the economic recession. Schools received \$13.4 million for classroom technology. The majority of this funding will be distributed directly to school districts and public charter schools through a student-based formula to spend on classroom technology. Approximately \$2.3 million of the appropriation will be spent on the installation, repair, replacement and support of a wireless technology infrastructure in Idaho's public high schools, and \$3 million has been awarded to eleven Idaho schools through competitive technology pilot grants. Funding for Idaho's core Reading and Math Initiatives was maintained as well as remediation funding, and \$1.1 million was added to assist non-Title 1 schools that are rated as One-Star or Two-Star Schools, for a total of \$10.5 million. Idaho also expanded its college- and career-assessment system by allocating \$740,000 in additional funding for schools to voluntarily administer the PSAT to sophomores and to administer end-of-course assessments in science.

***Part II – Performance Measures***

<b>Performance Measure</b>	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark</b>
Percent of Students Who Complete high school	61.69	91.7	93.0	93.3	90.8	100%
Number of Highly Qualified Teachers (HQT) Teaching in Their Area of Specialty as a Percentage of the Total Teaching Population	95.52%	96.6	95.6%	96.3%	Not available	100%
Percentage of K-12 Students Meeting or Exceeding Idaho Standard Achievement Test (ISAT)*						
- Reading	82.9%	87.7%	88.5%	89.3%	90.0%*	100%
- Mathematics	75.1%	80.5%	80.4%	80.7%	82.1%*	100%
- Language Usage	69.7%	74.8%	75.1%	76.9%	77.1%*	100%
- Science (grades 5,7,10)	63.6%	62.1%	64.5%	67.1%	67.2%*	100%
Number of Schools Receiving Technical Assistance	292	325	253	202	160	N/A

\*Based on data after district appeals.

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## University of Idaho–Agricultural Research and Extension

Performance Measurement Report

### **Part 1 – Agency Profile**

#### **Agency Overview**

The Agricultural Research and Extension Service (ARES) is part of the Land-Grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family and related areas.

#### **Core Functions/Idaho Code**

Conduct educational outreach programs through the University of Idaho Cooperative Extension system. Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station.

### **Ag Research and Extension**

#### **Revenue and Expenditures:**

<b>Beginning Fund Balance</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
	\$ 0	\$ 0		\$ 0
<b>Revenue</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
General Fund	\$ 23,490,500	\$22,559,000	\$22,559,000	\$23,604,100
Federal Grant	3,919,138	4,369,246	3,909,353	5,333,566
Misc Revenue	0	0	0	0
Restricted Equine Education	5,220	4,444	24,014	14,557
<b>Total</b>	<b>\$ 27,414,858</b>	<b>\$ 26,932,690</b>	<b>\$26,492,367</b>	<b>\$28,952,223</b>
<b>Expenditure</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Personnel Costs	\$ 25,275,336	\$22,504,806	\$21,946,299	\$22,381,690
Operating Expenditures	1,881,705	3,149,265	3,554,785	4,413,296
Capital Outlay	263,631	657,726	969,866	2,208,280
Trustee/Benefit Payments	0	0	5,109	2,333
<b>Total</b>	<b>\$ 27,420,672</b>	<b>\$26,311,807</b>	<b>\$26,475,059</b>	<b>\$29,005,599</b>
<b>Ending Fund Balance</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
	\$ 0	\$ 0	0	\$ 0

#### **Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Number of Youth Participating in 4-H	36,383	33,175	33,163	34,769
Number of Individuals/Families Benefiting from Outreach Programs	412,489	366,275	338,523	358,227
Number of Technical Publications (research results) Generated/Revised	155 (CES)	341 (170 CES)	187 (CES)	179 (CES)



## University of Idaho–Agricultural Research and Extension

Performance Measurement Report

### Performance Highlights: University of Idaho Extension

#### Youth Learn Financial Basics

University of Idaho Extension has been bringing financial literacy programs to Idaho youth since 1998.. Initial youth financial literacy efforts focused on teaching junior high and high school learners through simulation games, including *“Welcome to the Real World”*. That curriculum was initially taught by Extension educators but has transitioned to be largely taught by school teachers who are trained by Extension educators using the “train the trainer” model.

An additional UI Extension effort that began in 2006 leveraged existing resources to bring the High School Financial Planning Program (HSFPP) to high schools across the state. In partnership with the Idaho Credit Union League, University of Idaho Extension educators developed and led 22 one-day workshops for 440 high school teachers and other educators from 41 Idaho counties. Teachers who completed the training have taught HSFPP to 40,000 students in schools, detention centers, church groups, on Indian Reservations, and elsewhere across the state.

UI Extension Family Finance Team members continue to create innovative new programs in youth financial literacy, developing relevant, experiential resources and lessons on credit cards and debt, banking, budgeting, saving, investments, and insurance. Students who have benefited from these diverse programs have provided uniformly positive feedback about their knowledge of financial topics and confidence in their ability to set and achieve financial goals. During the past three years (2010-2012), the Family Economics Team has reported 12,824 direct teaching contacts in Youth Financial Literacy.

#### Reaching New Audiences: *Extension en Español*

Over the past several years, University of Idaho Extension has greatly expanded outreach to Spanish-speaking residents through dozens of workshops, classes, and other programs. A major emphasis has been directed toward agricultural workers including:

- Pesticide applicator and pesticide safety training classes
- Spanish-speaking dairy workers have received training delivered right at the dairy.
- A Spanish-language gardening program is being delivered for learners in Southeast Idaho.

Reaching out to Latino youth has also been a high priority for 4-H Youth Development programs.

- In 2001 University of Idaho Extension began actively marketing youth programs to reach Hispanic audiences. These efforts have resulted in annual increases up to 100% for Latino youth participating in 4-H.
- The Jr. Master Gardener program in southwest Idaho uses bilingual teachers and materials to deliver the program, reaching nearly 1,000 Latino youth during the past two years.
- University of Idaho 4-H has written and managed grants that have placed Spanish-speaking tutors in local schools, and has fostered bilingual 4-H clubs for students in those schools.
- The Notus Summer Day Camp was created to teach technology skills to children living in a migrant labor community.

#### Agriculture and the Food Industry

Agricultural producers must pass a rigorous certification exam in order to use commercial pesticides. Pesticide applicator courses are taught around the state each year by UI Extension and ISDA personnel. For those who do not take the class, the rate of passing is 55%; typically, 65% of those who completed the class have become certified. Because actively engaged learners have increased comprehension levels and better knowledge retention, UI Extension introduced to the classroom new technology in the form of audience response system (ARS) “clickers”. The clickers are small handheld wireless response devices that are well suited for Extension classes.

The ARS technology allows the educator to measure class participants' understanding and knowledge by embedding “pop” quizzes in PowerPoint presentations. The ARS technology is also used to conduct pre- and post-tests, and course evaluations. The use of ARS clickers increased participant engagement and knowledge

## University of Idaho–Agricultural Research and Extension

### Performance Measurement Report

retention by allowing instructors to use real-time evaluation of learning during presentations and to reinforce topics that were not well understood. The rate of passage of the certification exam increased to 74% for classes that used the new technology.

#### A Healthier Idaho

*Eat Smart Idaho* includes UI Extension's two grant-funded programs to bring nutrition education to low-income families. During 2012, *Eat Smart Idaho* reached more than 20,000 individuals (adults and children) with these programs. Approximately 2,000 of the low-income learners were able to complete a series of four or more classes, causing a documented change in their diets that reduced their risk for diet-related diseases and reduces future health-related expenses by \$13 for each \$1 spent to deliver the program.

### Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Number and Dollar Value of External Agricultural Research Grants	\$18.2M	\$21.9M	\$11.8M	\$16.6M	\$20M
Number/Type of New Commercial Crop Varieties Developed	7 (Wheat, Barley, Potato and Bean)	2 (Wheat and Potato)	4 (Wheat and Potato)	3 (Potato)	6/year
Number of Research Programs Undertaken/Completed	85	92	93	87	100
Dollar Value of External Funds Generated Through Partnerships to Support Agricultural Research Centers	\$528K	\$554K	\$624K	\$566K	\$1M

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## Health Programs—Boise Family Medicine Residency

Performance Measurement Report

### Part 1 – Agency Profile

#### Agency Overview

There are two family medicine residencies in Idaho – the Family Medicine Residency of Idaho (FMRI) in Boise and the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello. Both programs are funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. Family Medicine Residency of Idaho (FMRI) was founded in 1975 as a non-profit, independent corporate entity. FMRI is Federally Qualified Health Center Look-Alike and a federally designated Teaching Health Center and is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The Chief Executive Officer of FMRI is Ted Epperly, MD. FMRI is affiliated with the University of Washington WWAMI Residency Network.

#### Core Functions/Idaho Code

There are two core functions of FMRI:

1. Training family physicians to provide care to populations throughout Idaho, to include rural, urban, and suburban. Idaho ranks 50<sup>th</sup> out of 50 in primary care physicians per capita in the USA and has a special problem recruiting physicians to settle in isolated rural Idaho. Ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FMRI has an excellent track record of recruiting family physicians that settle and stay in Idaho. FMRI, including its Caldwell Rural Training Track and Magic Valley Rural Training Track is expanding and is growing to 48 residents in training at any one time and will be graduating 16 new family physicians each June. Currently, the residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Of the 278 FMRI graduates, 151 (54%) family medicine physicians have been recruited and settled in Idaho since the beginning of our program.
2. Provision of services to underserved populations in Boise. Over the last three decades, FMRI has become the leading medical provider to the underserved population of Ada County. Reimbursement of medical services has been declining, while program costs have been climbing. FMRI provides over three million dollars in medical services to Medicaid, Medicare and the indigent and absorbs approximately one million dollars of uncompensated care annually. Residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid and indigent patients and supporting free clinics in their communities.

#### Revenue and Expenditures

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$ 1,106,000	\$ 1,106,000	\$ 1,080,900	\$ 1,080,900
<b>Total</b>	<b>\$ 1,106,000</b>	<b>\$ 1,106,000</b>	<b>\$ 1,080,900</b>	<b>\$ 1,080,900</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$ 995,400	\$ 995,400	\$ 972,810	\$ 972,810
Operating Expenditures	110,600	110,600	108,090	108,090
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$ 1,106,000</b>	<b>\$ 1,106,000</b>	<b>\$ 1,080,900</b>	<b>\$ 1,080,900</b>

**Graphs to be added later by DFM**

## Health Programs—Boise Family Medicine Residency

Performance Measurement Report

### Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Number of Residents in Training	36	38	42	42
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training	\$30,722	\$29,105	\$25,736	\$25,736
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR	23	27	41	46

### Performance Highlights:

1. Federally Qualified Health Center Look-Alike Re-Certification – FMRI submitted its renewal of designation report to continue to be a Federally Qualified Health Center Look-Alike. This certification enhances FMRI's ability to continue to act as a safety net provider for uninsured and underinsured individual through enhanced Medicare and Medicaid payments.
2. Teaching Health Center (THC) – FMRI was one of the first of 11 in the nation to receive designation as a Teaching Health Center by the federal government in 2010. This innovative program of training community-based, primary-care physicians in community health centers to meet the health care needs of local communities is in peril. Simply put, the funding for this outstanding program is scheduled to end in 2015. This means that our program will run out of financing for the expanded number of residents we have in good faith taken into our program starting with the class we will recruit in July 2013. Unless funding is extended beyond the 2015 funding limit, our program and these residents will be caught in a funding nightmare that will affect their training and our program's ongoing care of our community and our citizens.
3. Primary Care Residency Expansion (PCRE) Program Grants – FMRI was awarded two primary care expansion grants that enabled an increase the class size in the Caldwell Rural Training Track by one resident per year from a 2-2-2 program to a 3-3-3 program. In the Magic Valley Rural Training Track, it would increase the class size by one resident per year from 1-1-1 to a 2-2-2 program.
4. National Committee for Quality Assurance (NCQA) Recognized Patient Centered Medical Homes (PCMH) – FMRI's four clinics is NCQA Recognized as PCMH's. The PCMH is a health care setting that facilitates partnerships between individual patients, and their personal physicians, and when appropriate, the patient's family. Care is facilitated by registries, information technology, health information exchange and other means to assure that patients get the indicated care when and where they need and want it in a culturally and linguistically appropriate manner.

### Part II – Performance Measures

Performance Measure	2010	2011	2012	2013	Benchmark
Percentage of Physician Residents Graduating	100%	100%	100%	100%	95%
Percentage of Graduates Successfully Completing Board Examination	100%	100%	100%	100%	95%
Percentage of Resident Training Graduates Practicing in Idaho	36%	50%	54%	54%	50%
Number of Residents Matched Annually	100%	100%	100%	100%	100%
Percentage of Qualified Idaho Residents Offered an Interview for Residency Training	100%	100%	100%	100%	100%
Retention of Full Continued Accreditation Status with a Five-Year Revisit Cycle	Full/5 Years	Full/5 Years	Full/5 Years	Full/5 Years	Full/4 Years

1. Recruitment – One hundred percent successful recruitment of top notch medical students every year since programs inception.
2. ABFM Board Certification – One hundred percent of all graduates have become ABFM Board Certified.

Health Programs—Boise Family Medicine Residency

Performance Measurement Report

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University of Idaho–Forest Utilization Research

Performance Measurement

**Part 1 – Agency Profile**

**Agency Overview**

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

**Core Functions/Idaho Code**

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code §§ 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

**Revenue and Expenditures:**

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	<u>\$ 517,500</u>	<u>\$511,400</u>	<u>\$490,000</u>	<u>\$504,100</u>
<b>Total</b>	<b>\$ 517,500</b>	<b>\$511,400</b>	<b>\$490,000</b>	<b>\$504,100</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$ 437,700	\$465,244	\$442,430	\$454,800
Operating Expenditures	79,800	48,156	47,570	48,750
Capital Outlay	0	0	0	550
Trustee/Benefit Payments	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Total</b>	<b>\$ 517,500</b>	<b>\$511,400</b>	<b>\$490,000</b>	<b>\$504,100</b>

**University of Idaho–Forest Utilization Research**

Performance Measurement

**Profile of Cases Managed and/or Key Services Provided:**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY2012</b>	<b>FY 2013</b>
Number of Private Landowners Assisted: Pitkin Forest Nursery	1300	1300	1400	1400
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	2	3	3	2
Number of:				
• Research Projects:				
Experimental Forest	8	7	13	11
Policy Analysis Group	6	6	8	7
Pitkin Forest Nursery	10	12	10	10
Rangeland Center	*	2	4	10
• Teaching Projects:				
Experimental Forest	30	21	24	24
Policy Analysis Group	26	20	24	8
Pitkin Forest Nursery	5	5	5	8
Rangeland Center	*	2	9	9
• Service Projects:				
Experimental Forest	2	5	9	9
Policy Analysis Group	14	14	15	16
Pitkin Forest Nursery	15	15	12	15
Rangeland Center	*	2	4	11

\* The Rangeland Center was created in FY2011 and authorized in Idaho Code § 38-715 during FY2012.

**Performance Highlights:**

**Experimental Forest:**

**Highlights:**

*Research* – 11 research projects were established, including a pre-commercial thinning study in collaboration with Potlatch Corp., a statewide weight-scaling study in collaboration with Idaho Dept. of Lands, and a cable logging safety study.

*Education* – Classroom involvement included 9 faculty, 12 different class courses, 24 field trips, 20 follow up lab sessions, involving more than 300 students with hands-on experience.

*Internships* – 9 student interns gained hands-on field experience in timber management, including developing critical thinking and problem-solving skills in the field. Student interns are exposed to a wide array of land management experiences involving multiple resources and the challenge of addressing regulatory policies with scientific information.

*Outreach* – 9 outreach and engagement activities include school teachers, loggers, professional foresters, non-industrial private forest land owners, and interested Idaho citizens. Hosted activities on a pair of active and completed harvest sites, where multiple objectives are achieved via management activities.

The centerpiece of the University of Idaho Experimental Forest (UIEF) is the 8,247 acres of forest land on Moscow Mountain that are adjacent to both industrial and non-industrial private forest lands surrounded by dry land farming in Latah County. Most of these lands were a gift from Potlatch Corp. in the 1930s. Today all but 450 acres are managed as working forests, balancing education, research, and demonstration with production of timber, clean water, fire hazard mitigation, smoke particulate management, and wildlife and fisheries habitat. The UIEF also manages 398 acres on two parcels in Kootenai County, and has a life estate of 1,649 acres in Valley County that eventually will come under

University of Idaho–Forest Utilization Research

Performance Measurement

UIEF management. As noted in the highlights above and details below, these lands provide many research, education and outreach opportunities.

Research conducted on the UIEF in FY2013 included studies by College of Natural Resources faculty, collaborators in the College of Agriculture and Life Sciences, and the USDA Forest Service Rocky Mountain Research Station. During the year Dr. Robert Keefe was hired as Assistant Professor of Forest Operations, and as part of his duties supervises research and management activities on the UIEF, under the direction of the Dean. In FY2013, an existing UIEF outlying building in Princeton, ID was repurposed to create a new laboratory for the study of Forest Operations systems and equipment, focused specifically on forest utilization, harvesting productivity, efficiency, and cost analysis. Two new research projects were undertaken with partners. First, in collaboration with Potlatch Corp., a long-term thinning and overstory removal study evaluating biomass utilization impacts on productivity was established. Second, a statewide study to develop new methods for scaling logs by truck weight was established with the Idaho Dept. of Lands Forest Management Bureau.

Education involving hands-on experience to supplement classroom and laboratory exercises is a significant and valuable supplement to a college education in forest utilization. In FY2013 nine faculty members – College of Natural Resources (7), College of Agriculture and Life Sciences (1), and Washington State University (1) – used the UIEF for at least one field trip session during twelve different courses, ranging from an introductory freshman orientation to senior and graduate level courses demonstrating current research knowledge, land management practices, and using forest operations equipment. In total more than 300 university students visited the UIEF on 24 field trips, with an additional 20 follow-up laboratory sessions in which data collected during field trips were analyzed.

Internship opportunities for students have been offered by the UIEF since 1972. In FY2013 the UIEF employed 13 students and successfully completed the 40th consecutive year of the Student Logging Crew Program without a single injury to report. Staff provide hands-on education as the students help accomplish the management objectives in the UIEF Forest Management Plan, helping the College fulfill the duties of the Experiment Station as described in Idaho Code § 38-703 *et seq.* Student employee interns are required to think critically and solve problems on a daily basis, thus are acquiring job skills beyond just accomplishing the work-at-hand. These work assignments include technology transfer as students learn to employ state-of-the-art equipment and techniques, as well as incorporating their interdisciplinary academic learning in an operational and research forest setting. Upon graduation these student employee interns generally have little trouble finding employment.

The outreach and engagement highlight for FY2013 was the Washington Idaho Forest Owner's Field Day, hosted by the Experimental Forest. This event involved collaboration with WSU Extension, UI Extension, Idaho Dept. of Lands, the Idaho Forest Owners Association, had over 24 forestry and timber harvesting workshops, a Research Tour of current projects on the UIEF, and 150 participants from throughout Idaho. In addition to the Field Day, the UIEF hosted stops and lunch as part of the Idaho Dept. of Lands Stewardship Field Tour, a tour for visiting scientists from the U.S. Dept. of Energy's Idaho National Laboratory, and hosted multiple UI Extension Forestry workshops (Thinning and Pruning, Insects and Disease, and others), as well as one Inland Empire Tree Improvement Cooperative (IETIC) field tour.

**Policy Analysis Group:**

**Highlights:**

*Economic Contributions* – 4 publications featured the role of the forest products manufacturing industry in the Idaho economy, including a fact sheet with replies to questions from the Idaho Legislature's Economic Outlook and Revenue Assessment Committee. The waning economic contribution of federal lands in the State of Idaho and throughout the West was a topic of considerable interest to national policymakers during the year, and based on our previous work posted on the Internet we were invited to testify in March before a U.S. Senate Committee on Energy and Natural Resources oversight hearing on "Keeping the Commitment to Rural Communities."



University of Idaho–Forest Utilization Research

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*Director Involvement* – 8 invited presentations, including oral and written testimony at a U.S. Senate oversight hearing, as described in the previous paragraph. Other presentations at national meetings during the year included the Society of American Foresters convention and the International Biomass Conference and Exposition. Continued to represent Idaho on the Western Governors' Forest Health Advisory Committee. Continued as chair of the Idaho Strategic Energy Alliance's Forestry/Biomass Task Force and served on its Carbon Issues Task Force. Was appointed to the Society of American Foresters' Biogenic Carbon Response Team. Presented results of analysis at two continuing education events conducted by the Idaho Forest Products Commission, and in February served as master of ceremonies for the luncheon information session during Forestry Day at the Legislature.

*Publications* – 16 publications, including four mentioned above with estimates of the economic contribution of the state's natural resource-based industries. Other publications during FY 2013 focused on a variety of natural resource policy issues, including wildland fire management, sage-grouse conservation, wood bioenergy economics and policy, regulation of greenhouse gas emissions from wood bioenergy, oil and gas exploration and development policy in Idaho, and regulation of forest roads under the federal Clean Water Act.

The Policy Analysis Group continues to meet its legislative mandate to provide objective data and analysis on natural resource and land-use issues of concern to Idaho Citizens. These issues are suggested and prioritized by an Advisory Committee comprised of natural resource leaders in the state, as per our enabling legislation. As analyses of current issues are completed they are replaced by others suggested by the Advisory Committee. Our website was redesigned this year to improve access to publications and to provide easy access to presentation materials ([www.uidaho.edu/cnr/pag](http://www.uidaho.edu/cnr/pag)). In addition to research and outreach duties described in our enabling legislation, the director advised eight Master of Natural Resources students (four completed during the year and were replaced by four others), served on three graduate student committees, and chaired the search committee for the Head of the Forest, Rangeland and Fire Sciences Department.

**Pitkin Forest Nursery:**

Highlights:

*Research* – Improve the quality of plant material available for reforestation and restoration throughout Idaho. Working with forest industry and private landowners, studies are designed and maintained with the objectives of improving tree seedling cost effectiveness throughout the establishment period. Developing and refining plant propagation protocols for use in Idaho's nursery industry, including difficult-to-grow species such as whitebark pine and big leaf maple.

*Education* – Supported 6 graduate and undergraduate students through research at the Pitkin Forest Nursery on a variety of issues including stocktype selection problems to help balance forest productivity with reforestation costs, broadening our understanding of sagebrush establishment in a restoration context, and the effects of animal browse on regenerating forests. These projects build on Idaho's reputation as a leader in reforestation practices and help improve our restoration of degraded forests and rangelands.

*Outreach* – Conducted several workshops and training sessions aimed at improving forest management practices in Idaho, including the Inland Empire Reforestation Council and the Intermountain Container Seedling Growers Association. Activities for children, land management professionals and laypersons provide further instruction and education opportunities.

*Teaching* – Provided research and teaching facility for several UI courses which require hands-on nursery experience. This provides experience which is sought by forest tree seedling nurseries throughout the United States.

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*Programmatic Growth* – In FY 2013, we received a \$3.3 million dollar gift to support activities in teaching, research, and outreach relevant to nursery production. In addition this will include infrastructure upgrades at the Pitkin Forest Nursery.

The Pitkin Forest Nursery continues to actively engage with Idaho landowners, natural resource industries, and citizens. An ever-popular seedling growing program in partnership with the Idaho Forest Products Commission was documented in a web-clip for promoting the University of Idaho and Idaho's Forest Industry. Ongoing research into improved forest management practices included studying the effects of stocktype (the method of production of nursery stock for reforestation and restoration) selection on seedling development. This research topic will provide information and decision support across the state that is anticipated to streamline nursery production practices with the site-specific reforestation needs; a second layer of complexity (managing competing vegetation in the field) will further develop the utility of this information for Idaho. Similar research with rangeland species is also underway. An additional study on seed germination will allow for field foresters to better understand the opportunities for natural regeneration of stands following timber harvesting. In FY2013, six graduate and undergraduate students were working towards degrees through research conducted at the nursery, and many other students are using the facilities at the Pitkin Forest Nursery as a component of their graduate research on forest nutrition and soil management, fire modeling, and post-fire regeneration. Private donors, working with the University of Idaho and Idaho's forest industry, have partnered to construct a new, state of the art classroom featuring Idaho forest products. This will serve as the epicenter for teaching students and community members about reforestation, nurseries, and natural resources in general.

Through actively seeking to be a recognized leader in seedling research and technology transfer, we partnered extensively to have our facility serve as the base of training for American and International Students. Activities for children, land management professionals, and laypersons have helped increase understanding of the importance of forestry and natural resource management in Idaho. For example, in March our organization again planned the Inland Empire Reforestation Council (~200 attendees, Coeur d'Alene). In February, we co-organized an international workshop on managing the genetic base of future forests (Portland, OR). On the teaching side, several University of Idaho courses used the nursery facilities for hands-on education, where students are exposed to the intricacies associated with seed germination, fertilizing, and irrigation. Forest tree seedling nurseries throughout the United States are seeking graduates with experience such as that gained at the Pitkin Forest Nursery, with a high demand expected to continue as we are best suited to replace a retiring workforce.

**Rangeland Center:**

**Highlights:**

*Research* – 10 research projects can be specifically tied to the collaborative efforts of the Rangeland Center. Researchers in the Rangeland Center were also involved in about 75 related research projects that contribute to our understanding of rangelands and the communities that rely on them.

*Teaching* – 9 university courses taught by 7 faculty members are directly related to rangeland ecology and management research projects of the Rangeland Center.

*Service* – 11 service and outreach projects were conducted by the Rangeland Center in FY2013. Two projects provided service to conduct rangeland monitoring by student teams for ranchers and land management agencies. In addition, 9 workshops, symposia, or field tours were conducted by Rangeland Center members to provide educational opportunities for teachers, ranchers, and rangeland professionals.

Rangelands are vast natural landscapes that cover nearly half of Idaho. Rangelands account for over 26 million acres in Idaho (48%). Our ability to serve current and future generations of Idaho citizens will be influenced by our understanding of rangelands because these lands are vital to the ecological and economic health of Idaho. The innovative design of the Rangeland Center promotes active partnerships with individuals, organizations and communities who work and live on the vast landscapes known as

rangelands. The Rangeland Center is a group of 24 researchers and outreach specialists in the College of Natural Resources and the College of Agriculture and Life Sciences. Our expertise covers several disciplines that affect rangeland management and conservation including grazing, rangeland ecology, entomology, soil science, economics, rural sociology, fish and wildlife resources, invasive plants, forage production, animal science, wildland fire, restoration, and the use of spatial technologies to understand rangelands. Our research and outreach efforts are aimed at creating science and improving rangeland problems.

During FY 2013, the Rangeland Center initiated a long-term research project in collaboration with the Idaho Dept. of Fish and Game, the Bureau of Land Management (BLM), and others to examine the effects of spring grazing on sage-grouse habitat and nesting success. Several research and outreach projects focused on the effects of grazing on wildland fuels and sagebrush community characteristics. We continue collaborative efforts to assess the effects of livestock impacts on slickspot peppergrass (an endangered plant) and the relationship between livestock grazing and the abundance and diversity of insects that provide food for sage-grouse chicks. Four field teams of students worked on a monitoring project for ranchers on BLM allotments and a state-wide project to assess rangelands as part of the National Resource Inventory program directed by the U.S. Dept. of Agriculture's Natural Resources Conservation Service. The Rangeland Center also worked collaboratively with the Owyhee Initiative Science Center and the University of Idaho Library to create a new on-line open-access journal (The Journal of Rangeland Applications) that will provide scientific synthesis articles aimed at supporting well-informed land management decisions.

Several members of the Rangeland Center are involved in teaching university courses that focus on rangeland ecology and management. Five of 9 rangeland courses include extensive field trips where students engage in rangeland examinations and interact with land managers. Four rangeland courses are offered in an on-line format and are accessible to students and professionals who are unable to attend courses delivered only on campus. The Rangeland Principles course (REM 151) was also offered in cooperation with 6 Idaho high school teachers as a dual credit course in which high school student simultaneously gain high school and college credit. Rangeland Center members also created and participated in continuing education venues including the Intermountain Range Livestock Symposium and local workshops and field tours.

Service and outreach projects in the Rangeland Center this year include development of the Range Science Information System ([www.rangescience.info](http://www.rangescience.info)) which provides ready access to scientific research papers for ranchers and land managers. We also worked with high school Future Farmers of America (FFA) programs to conduct the Idaho FFA Rangeland Assessment Career Development Event for high school students in Idaho and the Western National Rangeland Assessment event for high school students in Idaho, Nevada, and Utah. A summer workshop was also conducted for land owners and managers focused on plant identification and monitoring.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**University of Idaho–Forest Utilization Research**

Performance Measurement

***Part II – Performance Measures***

Performance Measure	FY 2010	FY 2011	FY2012	FY2013	Bench- mark
Number of New Research Projects Per Year:					
Experimental Forest	5	5	10	11	4
Policy Analysis Group	2	1	2	4	2
Pitkin Forest Nursery	5	8	5	5	5
Rangeland Center	*	2	3	3	2
Goal 2, Objective A, Strategy 1, 2, 3					
Goal 3, Objective A, Strategy 2					
Number of Research Studies Completed/Published Per Year:					
Experimental Forest	2	3	3	4	4
Policy Analysis Group	2	1	3	2	2
Pitkin Forest Nursery	8	8	5	5	5
Rangeland Center	*	0	1	2	2
Goal 3, Objective A, Strategy 1					
Number of Publications:					
Experimental Forest	2	3	3	4	3
Policy Analysis Group	14	14	15	16	10
Pitkin Forest Nursery	7	10	12	12	10
Rangeland Center	*	2	8	5	8
Goal 1, Objective B, Strategy 1					
Number of Workshops Conducted:					
Experimental Forest	4	9	6	10 <sup>†</sup>	12
Goal 3, Objective A, Strategy 1					
Policy Analysis Group	26	20	24	8	12
Goal 1, Objective B, Strategy 2					
Pitkin Forest Nursery	20	20	20	22	20
Goal 1, Objective A, Strategy 2					
Goal 3, Objective A, Strategy 2	*	2	2	5	2
Rangeland Center					
Goal 1, Objective A, Strategy 2					

\* The Rangeland Center was initiated in FY2011; its benchmarks were established during FY2012.

<sup>†</sup> Includes Forest Owner's Field Day, counted as a single workshop, with 23 presenters doing independent, hands-on workshops on horse logging, portable sawmilling, log scaling, and many others.

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## Health Programs—IDEP Dental Education

Performance Measurement Report

### **Part 1 – Agency Profile**

#### **Agency Overview**

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Graduate Dentistry (IAGD) residency program. These programs are located in the same facility at Idaho State University.

#### **Core Functions/Idaho Code**

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment.

#### **Revenue and Expenditures:**

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$1,246,500	\$1,315,700	\$1,312,000	\$1,136,900
Unrestricted Current	<u>\$342,600</u>	<u>\$410,900</u>	<u>\$511,200</u>	<u>\$487,800</u>
<b>Total</b>	<b>\$1,589,100</b>	<b>\$1,726,600</b>	<b>\$1,823,200</b>	<b>\$1,824,700</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$330,200	\$334,700	\$319,100	\$331,900
Operating Expenditures	\$12,200	\$6,700	\$30,900	\$12,900
Capital Outlay	\$3,000	\$1,100	\$77,300	\$5,400
Trustee/Benefit Payments	<u>\$1,005,400</u>	<u>\$1,052,600</u>	<u>\$1,095,400</u>	<u>\$1,114,100</u>
<b>Total</b>	<b>\$1,350,800</b>	<b>\$1,395,100</b>	<b>\$1,522,700</b>	<b>\$1,464,300</b>

#### **Profile of Cases Managed and/or Key Services Provided**

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Number of Program Applicants	52	45	46	46
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	178	186	193	201

## Health Programs—IDEP Dental Education

Performance Measurement Report

### Performance Highlights:

The program has been in service since 1981 and has been very successful in accomplishing its mission. Since inception 61% of IDEP graduates have returned to Idaho to practice. The statewide distribution closely follows the state geographic population with 8% of graduates practicing in South Central Idaho, fifteen percent (15%) in Northern, 34% in Southeastern, and 43% in Southwestern Idaho. Seventy percent (70%) of graduates practice general dentistry while 30% practice as specialists. Sixty-five percent practice in Idaho's urban areas with 35% practicing in rural areas. There are currently 8 IDEP graduates furthering their education through residency training and may return to Idaho to practice once they have completed their training.

With approximately six (6) applicants for each seat, the program has been successful in attracting the highest quality students to the program. The average DAT scores and undergraduate GPA's of our students consistently exceed that of the average marks of matriculated students in dental schools nationally. The average scores on the Dental National Board Examination for both Part I and Part II have been consistently higher for IDEP students compared to the Creighton average and national average on the same examinations.

### Part II – Performance Measures

Performance Measure	2010	2011	2012	2013	Benchmark
Average student scores on Dental National Boards Part I written examination *	83.1%	84%	86.4%	100% Pass	>70%
Average student scores on Dental National Boards Part II written examination *	82.4%	84.4%	85.6%	100% Pass	>70%
1 <sup>st</sup> time pass rate on Clinical Board Examination necessary to obtain dental license*	100%	100%	86%	100%	90%
Number of students in the program**	8	8	8	8	10
Average Cost per student***	34%	34%	37%	34%	<50% National Average
Percentage of IDEP Graduates Returning to Idaho to practice ****	50%	33%	50%	60%	>50%

### Performance Measure Explanatory Notes:

- \* This year they made changes to the Dental National Board Examinations (Part I and Part II). Students will no longer be given a numerical score. The will be scored and either "pass" or "fail."
- \*\* Our goal has been to expand the program to facilitate 10 students per year. We currently have 8 students per year in the program and understand that potential expansion of the program will not be considered under the current economic climate. We are exploring the possibility of expanding the contract to 10 students at the same cost, to the State of Idaho, as 8 students.
- \*\*\* The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is \$132,822 in 2013. The IDEP cost per student for 2013 was \$45,759 (34% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.
- \*\*\*\* Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. 3 of the eight 2013 graduates are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. 3 of the 5 2013 graduates entering private practice have returned to Idaho. Three past IDEP graduates that have completed post-graduate residency programs this year have returned to Idaho to practice.

## Health Programs—IDEP Dental Education

Performance Measurement Report

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## ***Part 1 – Agency Profile***

### **Agency Overview**

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is staffed by about nine state-funded FTEs and 20-25 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. Other main Idaho Geological Survey programs include geologic hazards, hydrology, mining, mine safety training, abandoned and inactive mines inventory, and earth science education outreach. As Idaho grows, demand is increasing for geologic information related to population growth, mineral-, energy-, and water-resources, landslides and earthquakes.

### **Core Functions/Idaho Code**

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions and duty of the Idaho Geological Survey. The section contents:

- **Section 47-201:** Creates the Idaho Geological Survey to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation and dissemination of geologic and mineral information. Establishes a survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the Idaho Geological Survey report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duty of the Idaho Geological Survey to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from, and to cooperate with, other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.



## University of Idaho–Idaho Geological Survey

Performance Measurement Report

### *Idaho Geological Survey*

#### Revenue and Expenditures:

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$ 714,800	\$701,100	\$671,800	\$701,200
<b>Total</b>	<b>\$ 714,800</b>	<b>\$701,100</b>	<b>\$671,800</b>	<b>\$701,200</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$ 693,600	\$685,900	\$625,115	\$618,936
Operating Expenditures	18,609	\$15,200	\$22,812	\$19,478
Capital Outlay	2,591	0	\$23,873	\$62,786
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$ 714,800</b>	<b>\$701,100</b>	<b>\$671,800</b>	<b>\$701,200</b>

#### Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Square Miles of Geological Mapping	577	988	916	1029
Number of Educational Programs for Public Audiences	20	23	15	7
Number of Geologic Reports and Presentations	119	77	90	91
Number of Website Viewers	493,582	452,405	540,774	504,419
Number of Grants and Contracts	27	15	22	12

#### Performance Highlights:

- The Idaho Geological Survey again ranked at or near the top of all STATEMAP funding awards from the National Cooperative Geologic Mapping Program from 2008 through 2013. The number of square miles mapped depends on the scale (detail) of the quadrangle. Digital geologic web maps have a wide range of uses and are the most popular survey products.
- A new geologic map of Idaho in digital format was published in FY2013. The previous state geologic map was more than thirty years old. This new version incorporates new research, technology, and age dating. The map also features a spectacular shaded-relief base.
- Sales of the new geologic map of Idaho, in addition to other IGS publications and maps, were successful in FY 2013.
- Continued exploration following the announcement of new discoveries of oil and gas in SW Idaho have drastically increased the requests for oil and gas files and drill log information. The survey developed a web-based Google Map application to search the oil and gas file information.
- The Idaho Geological Survey completed the third year of a substantial grant to contribute to the National Geologic Geothermal Data Program.
- Global interest from the mineral industry continues in Idaho's traditional mining products as well as undeveloped rare-earth elements (Rare-earth elements include minerals critical to manufacturing computer processors and batteries).
- A two-year study of aggregate characteristics funded by the Idaho Transportation Department is in the second field season.
- Seismic site class and liquefaction susceptibility maps for part of the Big Wood River Valley area were completed with funding from the Idaho Bureau of Homeland Security.

University of Idaho–Idaho Geological Survey

Performance Measurement Report

- Continued IGS website enhancements and database organization streamline user's access to information online.
- Nearly all survey products are now available on the website. More than a half million users visited the Idaho Geological Survey website during the year.

***Part II – Performance Measures***

Performance Measure	2010	2011	2012	2013	Benchmark
Number of Published Reports on Geology/Hydrology/Hazards/Mineral Resources	39	48	48	38	45
Cumulative Percent of Idaho's Area Covered by Modern Geologic Mapping	32.1	34.0	35.2	36.2	36.4
Externally Funded Grant and Contract Dollars	\$545,800	\$548,704	\$635,580	\$874,357	\$531,085
Number of Website Products Delivered/Used	205,519	220,102	202,490	359,100	201,463

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**Special Programs—Idaho Museum of Natural History**

Performance Measurement Report

**Part 1 – Agency Profile**

**Agency Overview:**

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

**Core Functions/Idaho Code:**

The Idaho Museum of Natural History has two core functions:

- 1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions — Idaho's cultural and natural heritage.
- 2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

**Revenue and Expenditures:**

<b>Revenue</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
General Fund	\$497,500	\$454,100	\$435,200	\$452,500
Encumbered Funds from FY08	\$0	\$0	\$0	\$0
Less budget Holdbacks	\$(34,800)	\$0	\$0	\$0
<b>Total</b>	<b>\$462,700</b>	<b>\$454,100</b>	<b>\$435,200</b>	<b>\$452,500</b>
<b>Expenditure</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Personnel Costs	\$434,877	\$440,300	\$420,945	\$438,700
Operating Expenditures	\$27,847	\$13,800	\$12,855	\$13,800
Capital Outlay	\$0	\$0	\$1,400	\$0
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$462,724</b>	<b>\$454,100</b>	<b>\$435,200</b>	<b>\$452,500</b>

**Profile of Cases Managed and/or Key Services Provided:**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013*</b>
Number of General Public Visitors	2,052	4,212	7,469	6,030
Number of Educational Programs for Public Audiences	18	27	45	64
Number of K12 Students on Class Tours	2,197	3,660	2,836	581
Outreach Visits to Idaho Schools (42 Trips)	1,523	1,949	3,060	3,523
Number of K12 Tours	82	75	97	19
Exhibitions Mounted	0	20	9	16
Loans from Collections	174	37	28	32
Visiting Scientists	3	56	34	16
Volunteer Hours	869.5	1850.5	2045.75	1,926

**\*Some Performance Measures were impacted by the Museum gallery closing for major remodeling April – June 2013 and by the long-term emergency medical leave of the museum education coordinator.**

Special Programs—Idaho Museum of Natural History

Performance Measurement Report

- 1) **Collections and Associated Research:** a) Secure space, care and storage of collections; b) access to collections records and other archived information; c) research and presentation of new knowledge. These services are provided to those depositing collections, scholars, other natural history organizations, and Idaho's and others' museums.
- 2) **Education and Training:** on-site and web-based training via workshops, classes, outreach materials, internships, facilitated tours and exhibitions. These are provided to K-12 students, higher education students, instructors and teachers, residents and visitors.
- 3) **Resources, Expertise, and Consultation:** a) natural history object identification; b) specialty equipment for natural history object study; c) technical services supporting collections and research; d) expertise for compliance with Federal and State collections regulations; e) as a venue / space for exhibitions; f) as a source for natural history traveling exhibitions; g) expertise on natural history topics and museology. These are provided to residents, visitors, scholars, organizations and agencies required to repository collections in an accredited 36 CFR Part 79 compliant repository, other natural history organization, Idaho's and others' museums.

**Performance Highlights:**

Two major agreements with the Smithsonian Institution were completed. The IMNH is now an Affiliate of the Smithsonian. We signed a two year agreement to provide scanning services to the Smithsonian through the IMNH Virtualization Laboratory.

Three major on-going National Science Foundation awards totaling over 1.6 million were continued.

- The Virtual Zooarchaeology of the Arctic Project is a 3D virtual museum of animal bones. This year we added the complete scans of two orca skeletons, the world's first complete scan of an orca.
- The Alamo Impact Project focuses on describing the crater geometry and ecosystem response to a Devonian bolide impact in southeast Nevada. This year, two MS Geology students completed field mapping and paleontological collecting efforts, and another coauthored the first article submission for the Project, describing size and volume estimates of the Alamo impact. Our two-week educational outreach in June trained K-12 educators and high school female students with field- and classroom-based research activities.
- The Development of Virtual Repositories for museum education is a funded project to develop prototypes for putting entire archaeological collections online in 3D images.

We hosted 16 researchers from outside the museum throughout the Divisions. In addition, Workshops and training seminars were regularly held throughout the museum units. We gave over 50 tours of the collections and facilities to the public and professional communities. We mentored over 40 student interns and volunteers. We participated in a number of K-12 educational programs both in the museum and through visiting local schools. Annual visits from all Federal agencies identified the IMNH as the premier collections facility for federal collections in the region.

\$600,000 grant from the Hitz Foundation. Critically important to our service mission as The Idaho Museum of Natural History, the Museum continued an effort to put all of our collections on-line in a format readily accessible to the peoples of Idaho. The IMNH Virtual Museum of Idaho will be the foundation for presenting our Natural History to the World.

The Idaho Virtualization Laboratory, funded by the National Science Foundation, is a key part of the museum. We now house one of the INL / CAES 3D Virtual Environment units for 3D visualization and simulation as a long-term loan.

Special Programs—Idaho Museum of Natural History

Performance Measurement Report

**Three spectacular exhibits**

- “Whorl Tooth Sharks of Idaho”
- Wrensted exhibit of early Ft. Hall photography
- BLM Sponsored “Lifeways of the Snake River Plain”

**Accomplishments**

- Complete Gallery Remodel with new carpet, paint, lighting, and new security systems.
- Complete reorganization and remodel of the Science Discovery Center for K-12 STEM education.
- Expansion of the Idaho Virtualization Laboratory for 3D modeling and visualization.

**Awards and Honors**

- IMNH had the lead article in *Museum* magazine in April highlighting 3D technologies in museums.
- Two IMNH Interns and ISU students awarded prestigious summer internships at the Smithsonian.
- Director Maschner elected Fellow of the American Association for the Advancement of Science (AAAS).
- Director Maschner elected Idaho State Journal Business Person of the Year.
- Director Maschner gave keynote presentation at the Smithsonian Affiliates Conference.

**Education**

- IMNH staff taught courses in Museum Studies.
- IMNH staff mentored 30 interns and 22 volunteers.
- IMNH staff taught Natural History to over 8,000 K-8 students.
- Director Maschner gave a keynote presentation at the Smithsonian Affiliates Conference.

**K12 Programs offered throughout the year included:**

**Science Trek**, a program offered to 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade children from throughout southeastern Idaho, celebrated its 25th anniversary in April 2013. This program, a partnership with Idaho Public Television, has over the course of 25 years introduced many STEM/scientific disciplines to 3,300 of Idaho's youth by placing them with practicing scientists at Idaho State University.

**The Alamo Impact Project** has developed from the IGO project and continues the process of designing and developing the information and products pertinent to the diverse geology of participants' local areas. The Alamo Impact Project worked with nine educators in Nevada and three teen-aged young women to deliver information and experience in the geosciences. The Alamo Impact Project incorporates customizing the format of a professional development component and online learning modules to the localities of rural educators as well as a point-to-point internet lecture aspect to deliver information on the geosciences directly into rural classrooms. The Alamo Project continues into June 2014 with another professional development workshop and Women's Research Experience for teen-aged young women.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**Special Programs—Idaho Museum of Natural History**

Performance Measurement Report

**Part II – Performance Measures**

<b>Performance Measure</b>	<b>*FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark</b>
Number of People Served by the General Public Museum Programs	8,937	9,821	13,365	10,134* 24% decrease	Equal 2012
Grant/Contract and Donation Revenue Received	\$208,736	\$675,128	\$619,348	\$939,627 34% increase	Equal 2012
Number of Exhibitions Developed	0	20	7	14 100% increase	5**
Museum Store Revenue Received	\$12,707	\$5,315	\$10,179	\$11,297 10% increase	Increase by 5%
Number of Educational Programs	100	103	184	215 14% increase	Increase by 5%

**\*Some Performance Measures were impacted by the Museum gallery and store closing for major remodeling April – June 2013 and by the long-term emergency medical leave of the museum education coordinator.**

**\*\* Transition to fewer but larger and more spectacular exhibits.**

**Performance Measure Explanatory Notes:**

The Idaho Museum of Natural History went through significant changes during 2009 – 2010. These changes included the loss of staff due to retirement, reduction in force driven by deep cuts in funding, restructuring of core museum programs, and finding other employment. Staff numbers were decreased from 13 to 9 (six with full time appointments, three ranging from .15 to .6 appointments). These reductions in an already small staff impacted the number of programs offered in all years since that time.

The challenging economic climate and gallery remodeling affected the numbers of K12 school groups visiting the museum and numbers of children registered in K12 programs offered through the museum. One continuing program will be offering Museum learning experiences; both outreach and in gallery, to the 21<sup>st</sup> Century Afterschool program children through School District #25. This project works with 250 children at six different schools every month throughout the school year.

Museum activity for the next one - two years will be focused on the development of strong collections areas, the development of rigorous research performed by IMNH curators, and the delivery of knowledge to Idaho's learning communities in the form of new exhibits, although because of budget reductions, we no longer have any staff dedicated to exhibits. Critical to our future is the creation of the Virtual Museum of Idaho, so that students, public, and researchers may use our collections from anywhere in the world.

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## Health Programs—ISU Family Medicine Residency

Performance Measurement Report

### **Part I – Agency Profile**

#### **Agency Overview**

There are two family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello and the Family Medicine Residency of Idaho (FMRI) in Boise. Both programs are funded from State allocations, grants, local hospitals, Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Jonathan Cree, M.D. is the Director of the ISU FMR and Department Chair.

#### **Core Functions/ Idaho Code**

**1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.**

Idaho is 49<sup>th</sup> out of 50 in physician per capita state statistics in the USA and has a special problem recruiting physicians to settle in isolated rural Idaho. Both residency programs have an excellent track record of recruiting family physicians that settle and stay in Idaho, and give Idaho the honor of being the eighth state in the nation in retention rates. The ISU FMR has 21 medical residents, two pharmacotherapy residents and 3 psychology interns in training, and graduates seven new family physicians each June. Forty-five of ISU's 94 graduates have stayed in Idaho.

**2. Provision of services to underserved populations in Idaho:**

Reimbursement for medical services has been declining, while program costs have been climbing. The ISU FMR provides over \$2.2 million in medical services to Medicaid, Medicare, and the indigent. Approximately 50% of the \$3 million (or \$1.75 million) annual charges are written off to bad debt and contractual adjustments. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty.

#### **\*Revenue & Expenditures**

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$870,900	\$877,200	\$857,300	\$873,000
<b>Total</b>	<b>\$870,900</b>	<b>\$877,200</b>	<b>\$857,300</b>	<b>\$873,000</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$572,400	\$566,300	\$566,300	\$583,000
Operating Expenditures	\$298,500	\$310,900	\$291,000	\$291,000
Capital Outlay	\$ 0	\$ 0	\$ 0	\$ 0
<b>Total</b>	<b>\$870,900</b>	<b>\$877,200</b>	<b>\$857,300</b>	<b>\$873,000</b>

#### **Profile of Cases Managed and/or Key Services Provided**

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY2012	FY 2013
Number of Residents in Training	19	20	21	21
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	14.5%	14.1%	12.7%	12.8%
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	2PA 3NP, 5Psych, 7 dietetic (17)	1PA 1NP, 6 Psych, 8 dietetic (16)	2NP, 3psych, 12 pharmacy (17)	2NP, 3psych, 10 pharmacy (15)

#### Dollar Cost per resident

State dollars received by ISU FMR are \$873,300. Approximately 20% of these dollars are used for departmental support, leaving \$698,000 for 21 residents or \$33,000 per resident as our best estimate of dollar cost per resident. Total departmental budget is \$6.8M; \$873,000 is 12.8%. Components specifically attributed to residency costs is 10%.



## Health Programs—ISU Family Medicine Residency

Performance Measurement Report

### **Performance Highlights:**

**Clinical Service Grants:** The ISU FMR has active clinical grant writers who pursue grants to help offset residency deficits and enrich the clinical training. Over the last decade, these grants have assisted funding outreach to rural perinatal populations in American Falls and Aberdeen, uninsured GYN patients with pre-cancerous lesions of the uterine cervix, education in the New Model Office Paradigm and Quality Improvements. Total Title VII awards and clinical grants between 1999 and 2012 were \$5.9 million.

**Title VII Awards 2008 – 2011, 2011 – 2015:** ISU FMR received notice of a \$900,000 award to promote interventions in exercise, nutrition and lifestyle choices at all phases of the family life cycle. We combined a powerful, multi-disciplinary health resource personnel team that fostered the evolution of a new Therapeutic Lifestyle Center in our Family Medicine Clinic. These innovations were facilitated by an enhanced healthcare information technology infrastructure and the development of a Medical Home Business Model. In 2011, we received a 5-year \$1 million grant, Baby Boomer Medical Home (BBMH), over 5 years that will continue this work in the senior population and a new Hepatitis-C treatment grant for our infected patients. The BBMH is in its second year and has grown to have over 20 patients attending the gym, nutrition, and exercises weekly to the benefit of their personal health and population health.

**Primary Care Expansion:** The ISU FMR Program (Residency) is a well-established university-sponsored, community-based, fully accredited 6-6-6 expanding to 7-7-7 residency with a strong emphasis on care for the underserved and preparation for broad-spectrum rural practice. Family medicine residents receive clinical training in a sole community hospital and a community health center, caring for a culturally diverse and underserved patient population. The Idaho PCRE Project has allowed the Residency to expand from its prior resident complement of 18 total residents to 21 total residents over a five-year period. We achieved our full 21-resident capacity July 1, 2013.

**Research Division:** The ISU FMR sponsors an active and successful research division. We are the recipients of three prestigious NIH multi-center trials, AIMHIGH, CAPTION and ACCORDION. The division was a major contributor to the ACCORD study, which was completed in December 2010, and changed the approach to diabetes all over the world. More recent grants are called On Target, Tecos and Duke Exscel. A staff of highly qualified research assistants and coordinators service these grants; and the clinical research division is extremely productive in scholarly research publications. At the present time the ISU FM Research Division has secured over \$3M million in research funding.

**New Access Point CHC Grant:** For the past 4 years, the ISUFMR has been researching a financially viable way to merge the Pocatello Family Medicine clinic (teaching clinic of the residency) with the community health center operation of Health West. On June 20, 2012 it was announced in a second round of grant awards that the Health West ISUFMR New Access Point application was successful. During this academic year, the clinic has been able to expand its outreach and access to the indigent and underserved of Pocatello. There have been over 244 new patients registered. The percentage of care offered to the indigent by the Health West Pocatello Family Medicine Clinic has risen from 10% to 38% of the total. These FQHC funds will stabilize the residency and reduce the subsidies that Portneuf Medical Center and ISU provide. These funds are patient care funds as opposed to state funding, which specifically supports residency education.

**Regional and National Presentations:** As part of the Baby Boomer Medical Home two interventions were carried out that have resulted in academically significant outcomes. The results of an intervention directed at preventing serious cardiac arrhythmias in older adults taking citalopram will be presented at the North American Primary Care Research Group meeting in Ottawa this November and a 'Research in Progress' abstract was also submitted for the next American College of Clinical Pharmacists Meeting. A presentation describing this intervention entitled 'A Pharmacist-directed Interdisciplinary Approach for Medication Safety in Outpatient Settings' was presented to the Qualis Idaho 2013 Annual Patient Safety and Quality Improvement Conference: "Quality Improvement & Medication Management: Rx for Patient Safety". A second intervention to increase Hepatitis C screening in older adults was presented at a Breakfast Roundtable discussion at the STFM Annual Spring Meeting in Baltimore in early May of 2013 and an abstract of the Hepatitis C intervention outcomes has also been accepted for presentation to the North American Primary Care Research Group in Ottawa in November of 2013.



Health Programs—ISU Family Medicine Residency

Performance Measurement Report

**Part II – Performance Measures**

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Percentage of Physician Residents Graduating	100%	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination <sup>1</sup>	83%	83%	71%	100%	100%
Percentage of Resident Training Graduates Practicing in Idaho	50.6%	40%	49%	48%	50%
Number of Residents Matched Annually <sup>2</sup>	6	7	7	7	7
Percentage of Qualified Idaho Residents Offered an Interview for Residency Training	100%	100%	100%	100%	100%
Number of Title VII Clinical Service Grants Awarded	2	2	1	0	1 in 6 years
Retention of Full continued accreditation status with a five-year revisit cycle <sup>3</sup>	Full/5 years	Full/5 years	Full/5 years	Full/5 years	Full/5 years

**Performance Measure Notes:**

<sup>1</sup> Scores are not released until mid-September each year.

<sup>2</sup>Number of Residents Matched Annually: The proposed increase in number of residents was placed on hold owing to financial constraints

<sup>3</sup>Accreditation Status: Accreditation status may be initial, continued, probationary or withheld. The longest time between accreditation cycles is five years. The ISU FMR has the best accreditation status possible.

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## ***Part 1 – Agency Profile***

### **Agency Overview**

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration and Boise State University. The Idaho SBDC provides business consulting and training to Idaho's small businesses and entrepreneurs under a federal grant matched by state funds. The purpose of the Idaho SBDC is to encourage and assist the development and growth of small businesses in the state by leveraging higher education resources. Nationally, as in Idaho, over 90% of new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants and trainers that operates from the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions from Boise State University:

North Idaho College – Post Falls  
Lewis-Clark State College - Lewiston  
Boise State University - Boise  
College of Southern Idaho - Twin Falls  
Idaho State University - Pocatello  
Idaho State University - Idaho Falls

### **Core Functions/Idaho Code**

The Idaho Small Business Development Center has two basic functions—consulting and training.

First, the Idaho SBDC provides direct one-on-one confidential business consulting to small business owners and entrepreneurs. Primary consulting is accomplished with a small core staff of professionals. Most of the professional staff has advanced degrees and five years or more of small business ownership/management experience. Business counseling is designed to provide in-depth business assistance in areas such as marketing, finance, management, production and overall business planning. The Idaho SBDC allocates sufficient resources to positively impact the individual small business' operation, a goal currently defined as 8.5 hours per consulting case. Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 3 – 4 hours in length and attended by 15 – 20 participants. Training covers topics such as marketing, accounting, management, finance, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material are presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**Special Programs—Small Business Development Centers**

Performance Measurement Report

**Revenue and Expenditures:**

<b>Revenue</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Revenue	\$255,800	\$246,300	\$236,100	\$247,500
<b>Total</b>	<b>\$255,800</b>	<b>\$246,300</b>	<b>\$236,100</b>	<b>\$247,500</b>
<b>Expenditure</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Personnel Costs	\$42,633	\$49,451	\$43,108	\$42,210
Operating Expenditures*	\$213,167*	\$196,849*	\$192,992	\$205,290
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$255,800</b>	<b>\$246,300</b>	<b>\$236,100</b>	<b>\$247,500</b>

\*Contracts with other universities for personnel costs for SBDC staff

**Graphs will be added later by DFM**

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
Number of Small Businesses Receiving Consulting	1,858	1,721	1,508	1,746
Average Hours of Consulting Per Client	9.4	9.3	11.1	10.8
Number of Small Businesses Trained	2,624	3,834	3,570	2,584
Number of Consulting Hours (annual)	17,400	16,013	16,687	18,809

**Performance Highlights:**

1. The average hours per client are one of the highest in the nation. This is one of the major factors that contribute to economic impact and growth by small businesses.
2. In the most recent SBA report on SBDC effectiveness and efficiency (June 2012), the Idaho SBDC was in the top 10% of SBDCs nationwide in all effectiveness and efficiency measures. The Center provides services at a low cost and helps businesses create significant economic growth at a return on investment of \$4 return to the economy for every \$1 spent on services.
3. The Idaho SBDC expanded services in exporting and technology. Two consultants received the Certified Global Business Professional certification and a technology/innovation team was created to serve clients anywhere in the state with specialized services.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**Special Programs—Small Business Development Centers**

Performance Measurement Report

***Part II – Performance Measures***

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Average Sales Growth of SBDC Clients as a Percent of Sales Growth of All Idaho Small Business Sales Growth <sup>1</sup>	800%	470%	290%	650%	300%
Capital raised by clients	\$6,500,863	\$13,701,212	\$7,471,238	\$3,619,009	\$25,000,000
Total SBDC Client Employment Growth/Jobs Saved <sup>2</sup>	927	1,105	1,018	1,025	750
ROI (Return on Investment) - Additional Taxes Paid/Total Cost of the Idaho SBDC Program <sup>3</sup>	1.77	3.0	2.2	3.2	3.0
Sales Increase of SBDC Clients over An Average Idaho Business	\$11,543,008	\$50,073,210	\$33,845,250	\$46,118,400	\$25,000,000
New Business Started <sup>4</sup>	89	70	53	89	72
Customer Satisfaction Rate (1-5)	4.28	4.33	4.57	4.41	3.75

<sup>1</sup> *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2011- 2012*, James J. Chrisman, Ph.D.

<sup>2</sup> *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2011- 2012*, James J. Chrisman, Ph.D.

<sup>3</sup> *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2011- 2012*, James J. Chrisman, Ph.D.

<sup>4</sup> Client reported data from Center IC Management Information System

**For More Information Contact**

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## Special Programs—TechHelp

Performance Measurement Report

### Part 1 – Agency Profile

#### Agency Overview

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and an affiliate of the NIST/MEP system. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1300 manufacturing specialists through the MEP system.

TechHelp's six manufacturing specialists operate out of offices in Boise, Post Falls, and Pocatello. TechHelp's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers through product and process innovation. TechHelp provides internships to students at the College of Engineering's New Product Development (NPD) Lab at Boise State University. Internships give university students the opportunity to gain real world experience with innovative Idaho companies and expose Idaho companies to talented young professionals looking to enter the state's workforce.

#### TechHelp Advisory Board

TechHelp's Executive Director reports to the Dean of the BSU College of Business & Economics and takes advisement from an Advisory Board made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least seven of whom are from manufacturing and two from the public sector. The Director appoints non-voting members with approval of the Board.

#### TechHelp Partners

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. TechHelp also works with local groups such as chambers of commerce and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

Partnership	Center Role	Required/Desired of Center
U.S. Manufacturing Extension Partnership	MEP Center	Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive
U.S. Economic Development Administration	EDA University Center	Provide best-practice assistance to manufacturers in remote/distressed areas of Idaho
State of Idaho	Economic Development	Support Project 60 goals by serving manufacturers in Idaho with methodologies to drive revenue growth, investment, cost savings and jobs.
Idaho State Universities (University of Idaho, Idaho State University)	Contracted Partner (outreach program for economic development)	Build University reputation through professional development activity, training and internships

## Special Programs—TechHelp

Performance Measurement Report

Idaho SBDC	Informal Partnership	Cross-referrals and delivery of services
Idaho Department of Commerce	Idaho District Export Council	Collaborate with Idaho District Export Council on Export Excellence, Idaho's ExportTech program. Cross-referrals of small manufacturers needing product and process services
Idaho Department of Labor	Workforce Development Training	Provide Idaho workers with training in advanced manufacturing skills
Idaho Department of Agriculture	Rural Idaho Saves Energy (RISE) program	Cross-referrals and delivery of services
Idaho Department of Environmental Quality	Informal Partnership, RISE program	Cross-referrals and delivery of services; collaborate on E3 (Economy-Energy-Environment) projects

### Core Functions/Idaho Code

TechHelp helps Idaho manufacturers primarily through one-on-one contact with companies. This contact ranges from major collaborative projects, which usually address a fundamental challenge facing the company, to smaller "value-added" projects, which typically bring a specific improvement to some aspect of company operations. TechHelp also hosts workshops and seminars statewide focusing on topics that impact Idaho manufacturers.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **Growth and Innovation**
  - Innovation Engineering
  - Export Excellence
  - New Product Development
  - Product Design, Prototyping & Testing
  - Design for Manufacturability
- **Process Improvements**
  - Lean Manufacturing
  - Lean Enterprise Certificate Program
  - Lean Manufacturing for the Food Industry
- **Food & Dairy Processing**
  - Lean Office, Lean Enterprise
  - E3 (Economy-Energy-Environment)
  - Quality Systems, ISO, Six Sigma
  - Food Safety
  - Food Safety and Hazard Analysis & Critical Control Points (HACCP)
  - Global Food Safety Initiative (GFSI)
  - Food Safety Modernization Act (FSMA) Audit Preparation

### Revenue and Expenditures

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$159,200	\$143,900	\$137,900	\$143,900
<b>Total</b>	<b>\$159,200</b>	<b>\$143,900</b>	<b>\$137,900</b>	<b>\$143,900</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$0	\$0	\$0	\$0
Operating Expenditures	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0
Trustee/Benefit Payments	\$159,200	\$143,900	\$137,900	\$143,900
<b>Total</b>	<b>\$159,200</b>	<b>\$143,900</b>	<b>\$137,900</b>	<b>\$143,900</b>

### Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Average State Cost Per Client Served	\$1,162	\$1,050	\$770	\$992
Manufacturers Served	137	137	179	145

## Special Programs—TechHelp

Performance Measurement Report

### Performance Highlights:

- Despite a struggling manufacturing sector, TechHelp's clients reported significant improvements in employment, sales and investments.
- TechHelp continued to score above the national median for MEP centers by the U.S. Department of Commerce.
- In addition to being a partnership of the three state universities, TechHelp partnered with several other state agencies - Department of Commerce, Department of Labor, Department of Agriculture, Department of Environmental Quality, Idaho District Export Council, and Small Business Development Centers – to provide integrated and effective services to Idaho's manufacturing community.
- TechHelp conducted 18 workshops during the year that trained 693 attendees in lean manufacturing, export, food safety, and food processing.
- TechHelp staff and BSU student interns conducted 45 product design and prototyping projects in the BSU College of Engineering's Rapid Prototyping Laboratory for Idaho companies.
- TechHelp developed strategies and tactics to continue the roll out of its E3 program in Idaho as well as to launch its Growth and Innovation I. TechHelp's E3 program provides coordinated technical assistance to help businesses thrive in an era of intense global competition. E3 starts with an assessment of potential Energy, Waste and Efficiency savings followed by a plan for realizing those savings.

## Part II – Performance Measures

### Performance Trend

Performance Measure	2009	2010	2011	2012	2013	Benchmark
Number of Jobs Created or Retained	799	261	276	335	160	Exceed prior year by 5%
Customer Satisfaction Score (scale of 1-5)	4.45*	4.65*	4.63*	4.76*	n/a	Exceed 4.0
Customer Satisfaction Score (scale of 1-10)	n/a	n/a	n/a	n/a	9.08	Exceed 8.0
New and Retained Client Sales	\$39.5M	\$19.0M	\$44.6M	\$53.4M	1.027B**	Exceed prior year by 5%
Client Cost Savings	\$17.3M	\$8.3M	\$3.25M	\$10.6M	1.248M	Exceed prior year by 5%
Client Investments in Improvement	\$8.1M	\$5.7M	\$6M	\$6.6M	5.91M	Exceed prior year by 5%
Federal Minimum Acceptable Impact Measures Performance Score	100	100	100	100	n/a***	Exceed 85 of 100
Bottom-line Client Impact: Ratio of National Median**	1.73	1.00	.85	n/a**	n/a**	Above national median of 1.0
Net Revenue from Client Projects	\$392K	\$572	\$403K	\$367K	\$395K	Exceed prior year by 5%
Grant Dollars for	\$694K	\$689K	\$699K	\$658K	\$724K	Exceed prior

## Special Programs—TechHelp

Performance Measurement Report

Operations & Projects						year by 5%
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### Performance Measure Explanatory Notes:

\* The survey instrument for Customer Satisfaction Score was changed in FY 2008 and in FY2013.

\*\* In FY13, one (1) manufacturing client reported approximately \$900 million dollars in new and retained sales based on TechHelp project implementation at multiple Idaho plants, which was then the catalyst for implementation at the company's plants in other countries.

\*\*\* Bottom-line Client Impact was eliminated in 2012 from the survey instrument in favor of the raw sales, savings, investment and jobs measures listed previously.

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## University of Idaho–WI Veterinary Medicine Performance Measurement Report

### Part 1 – Agency Profile

#### Agency Overview

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University. The Doctor of Veterinary Medicine (DVM) degree is awarded to Idaho students by Washington State University College of Veterinary Medicine. Idaho provides the cooperative program with the majority of veterinary students who have an expressed interest in production agriculture animals.

#### Core Functions/Idaho Code

The University of Idaho provides educational opportunities for any senior student in the Washington State University College of Veterinary Medicine by providing the equivalent of 65, one-month teaching rotations in food animal production and clinical medicine at the Caine Veterinary Teaching Center (CVTC) in Caldwell. Faculty members at the Caine Center interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical evaluation of disease situations.

1. Provide access to veterinary medical education at WSU for Idaho residents – the current W-I contract reserves 11 seats per year for Idaho veterinary medicine students. A total of 44 Idaho students are enrolled in this program each year.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State. On average, 65-75% of new Idaho resident graduates of the W-I Program are licensed to practice veterinary medicine in Idaho annually.
3. Provide hands-on instruction opportunities for senior veterinary students – teaching rotations in food animal production medicine and clinical experience are offered year-round at the Caine Center in Caldwell.
4. Provide access to referrals from Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases – a) accept 400 to 500 hospital clinical referrals annually as student teaching cases; b) provide disease diagnostic testing on approximately 15,000 assays annually, and; c) conduct on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

### Washington-Idaho Veterinary Medicine Program

#### Revenue and Expenditures:

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$ 1,828,900	\$1,822,500	\$1,811,300	\$1,882,300
<b>Total</b>	<b>\$ 1,828,900</b>	<b>\$1,822,500</b>	<b>\$1,811,300</b>	<b>\$1,882,300</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$ 528,000	\$ 519,100	\$ 500,000	\$ 517,100
Operating Expenditures	1,200,900	1,203,400	1,211,300	1,244,300
Capital Outlay	0	0	0	20,900
Trustee/Benefit Payments	100,000	100,000	100,000	100,000
<b>Total</b>	<b>\$ 1,828,900</b>	<b>\$1,822,500</b>	<b>\$1,811,300</b>	<b>\$1,882,300</b>

## University of Idaho–WI Veterinary Medicine Performance Measurement Report

### Profile of Cases Managed and/or Key Services Provided:

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Number of Idaho Resident Students Enrolled Each Year	44	44	44	44
Number of One-Month Student Rotations (or equivalent) offered at the Caine Center Per Year	65	65	65	65
Number of Accepted Clinical Hospital Referral Cases	398	418	179	264
Number of Accepted Veterinary Diagnostic Samples	22,093	18,341	15,245	9,842

### Performance Highlights:

**1) Teaching and learning at the Caine Center includes a variety of clinical experiences.**

**A. Professional Students.** Faculty instructs 4th-year veterinary students in hands-on production medicine and individual food animal medicine and surgery. Learning occurs in a variety of settings including hospital in/out-patient clinical care, field call services, disease investigations as well as formal presentations by faculty and guest lecturers. Several general and specialty blocks are offered, including:

- **General Food Animal Production Medicine and Surgery** – Twelve 2-week rotations in which students participate in hands-on clinical food animal medicine and surgery from the in-house referral clinic, farm visits including dairy, beef, and small ruminant, live animal surgery labs, and small group lectures.
- **Small Ruminant Production Medicine** – Two 2-week rotation in which students participate in all aspects of sheep, goat, and now including camelid production medicine. This block includes in-house referrals, breeding soundness exams, ultrasound pregnancy exams, treatment of urolithiasis, foot trimming, vaccination and parasite programs, and dystocia management.
- **Cow/Calf Production Medicine** – Two 2-week rotations in which students participate in all aspects of cow/calf production medicine. Students participate in cattle processing activities at the Nancy M. Cummings Research, Extension and Education Center (NMCREEC) near Salmon, ID as well as field beef work in the Treasure Valley and on the Palouse.
- **Reproductive Biotechnology** – Two 2-week rotations in which students are provided the opportunity to learn and practice techniques such as artificial insemination, ultrasonography of the reproductive tract of females, early pregnancy diagnosis, fetal sexing, and embryo transfer.
- **Feedlot Production Medicine** – Two 2-week rotation in which students learn about feedlot layout(s) and management, feeding operation(s), hospital and processing, and bio-security programs. Students conduct a nutritional evaluation of the feedlot with a local feedlot nutritionist and prepare a comprehensive report and critique to be presented both in written and verbal format at the conclusion of the rotation.
- **Lambing Management** – Two 2-week rotation in which students work alongside the crew of a large range-flock producer during the lambing period. Students participate in management of normal and abnormal pre-parturient, peri-parturient, and post-parturient ewes, neonatal diseases, and other routine veterinary procedures that arise during the lambing season.
- **Beef Calving** – One 2-week rotation which gives students on-ranch experience in beef calving. Students are assigned to selected cow-calf operations. At their assigned location, students will be involved in intensive heifer calving, mature cow calving, and calving calls with local veterinarians. The students evaluate their assigned operation and prepare a written report at the conclusion of the rotation.

## University of Idaho–WI Veterinary Medicine Performance Measurement Report

- **Dairy Production Medicine** – Three 2-week rotations in which students are exposed to all aspects of dairy production medicine. Students spend time with local dairy practitioners, U of I Extension dairy specialists, and a dairy nutritionist. They also are exposed to the products side of the dairy industry with tours of processing plants.
  - B. Pre-veterinary Students.** A gift of \$5,000 was given by the J.A. Wedum Foundation to support a pre-veterinary summer intern. The applicants for this internship are U of I pre-vet students who excel in academics and are interested in gaining some experience with production animal medicine before applying to veterinary school.
  - C. Veterinary Technician Students.** We now offer a veterinary technician internship for College of Southern Idaho (CSI) students, in which the student works directly with our certified veterinary technician for a defined period of time to gain experience with production animals. We also provide cattle handling laboratories for veterinary technician students at two private institutions in the area.
- 2) **Outreach is a major component of the CVTC program and the faculty and staff of the Caine Center.** Activities consist of providing veterinary medical information and consultation to local and regional veterinarians, producers, small-herd or individual-animal owners; and, CVTC faculty regularly present continuing education programs for veterinarians at local, state, regional and national meetings. Faculty and staff present veterinary medical information to producers and animal owners both through oral presentations and in written format through Cooperative Extension Service publications and in lay magazines and journals. During the reporting period, CVTC faculty presented at the American Dairy Goat Association, Payette River Cattlemen's Association annual meetings, at The Jackson Hole Veterinary Rendezvous and the American Association of Small Ruminant Practitioners annual conference. The CVTC faculty contributed to *The Cattle Producers Library* produced by the Western Beef Resource Committee. Presentations were made to local Extension Service programs across the state. The CVTC faculty contributed to the *Owyhee County Cattleman's Corner* and to Idaho Cattle Association's *Line Rider*. Tours of the CVTC and presentations at "career day" activities of local schools are also an outreach to the Idaho community. Members of the Caine Center faculty assist local and regional fairs with animal health and bio-security by performing health check of exhibited animals. Services were provided to the Payette, Owyhee, Twin Falls, Ada and Gem/Boise County Fairs.
- 3) **FY2013 Grants and Contracts include \$73,300 in funding for the Northwest Bovine Veterinary Experience Program (NW-BVEP).** Now in its sixth year, the primary objective of this program is to use an aggressive mentoring program to increase the number of food animal veterinarians graduating from veterinary school and practicing in Idaho. Grant funding for this activity increased over \$15,000 from FY2012, and supported stipends for 21 students participating in the 2013 summer program.
- 4) **FY2013 Grants and Contracts also include \$100,000 for a cooperative project with the Idaho Department of Fish and Game in the area of wildlife/domestic disease interaction, now in its 20<sup>th</sup> year.** Topics of investigation under this project umbrella include *Pasteurella*, *Mannheimia*, *Bibersteinia* and *Mycoplasma* species (PI: GC Weiser et al). Summary of recent research:
- A. Developed analyses of shedding of microbial pathogens by domestic sheep. This is a continuation of the cooperative UI/Caine Center and Idaho Fish & Game-USDA/ARS project to ascertain the flora and shedding patterns of domestic sheep, which could affect bighorn sheep health and management.
  - B. Defined mycoplasma from domestic and bighorn sheep, and identified virulence factors for further analysis.
  - C. Characterized a portion of the Pasteurellaceae collection and domestic sheep isolates by gcp PCR and 16S rRNA sequencing. This has been a major thrust and will be finished soon. These data will help elucidate the identities of pathogens carried by bighorn and domestic sheep and their relationships.
  - D. Publications: Three refereed publications came into print during the last year. Another has been accepted and one more is in review.

## University of Idaho–WI Veterinary Medicine Performance Measurement Report

- 5) **A project initiated four years ago utilizing UI and USDA-ARS funding**, followed the bacterial shedding characteristics of 125 sheep at the U. S. Sheep Experiment Station (USSES) at Dubois, ID over a two-year period. Analysis indicated that individual sheep do indeed shed Pasteurellaceae potential pathogens at different rates. The results of that project stimulated research collaboration between USDA-ARS and the University of Idaho for a five-year, \$150,000 project to study the genetics of the sheep with regard to shedding of pathogens which cause respiratory disease (PI: GC Weiser, D Knowles et al).
- 6) **Teaching and learning have also been an integral part of the wildlife/domestic disease research conducted at the Caine Center.** This year we mentored a local student (Wilder High School) in a dual-enrollment honors program.
- 7) **During FY 2013, the Faculty at the Caine Center continued efforts in applied research, often in conjunction with veterinary teaching and outreach activities:**
  - A vaccine project is being conducted at the Nancy M. Cummings REEC (NMCREEC) near Salmon, ID to evaluate the potential of a vaccine for control of scours. This is a 3- to 5-year study funded by Zoetis (formerly Pfizer) Animal Health (PI: J England).
  - A flock of scrapie-positive sheep is still being maintained at the Caine Center. Tissues from these animals are utilized in ongoing research. We have on average 50 sheep available to TSE researchers, plus a very large bank of frozen tissues with known disease history and genotype. We also have a collection of scrapie brain homogenates, one of which has been described in the literature. One research paper is in the review process in collaboration with researchers in New Zealand, and a research abstract was presented at the International Sheep Conference in Rotorua, NZ, Feb. 2013 (PI: R. Kittelberger, SJ Sorensen et al).
  - Research continued this past year in the management of Johnne's disease in sheep and goats, also allowing for student interaction with several cooperative flocks and herds. Activities included: ultrasound pregnancy examination of yearling goats, collection of samples, and on-farm assistance with goat kidding (PI: N Dalton, MW Ayers, B Mamer).
  - The laboratory services program at the Caine Center includes a new contract with a private cancer research company which produces Immunohistochemistry (IHC) Assay Kits to identify prions in animal tissue. The Caine Center's experience and volume of scrapie tissue are utilized in quality assurance testing.

### ***Part II – Performance Measures***

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
1. Senior Veterinary Students Selecting Elective Rotations at the Caine Center.	80	54	71	67	40
2. Number/Percentage of Idaho Resident New Graduates Licensed to Practice Veterinary Medicine in Idaho.	7 Students (64%)	7 Students (64%)	6 Students (56%)	9 Students (82%)	7 students (65%)
3. Number of Disease Investigations Conducted by WI Faculty Members.	228	279	210	122	150
4. Number/Dollar Amount of Grants/Contracts by WI Faculty Members.	10 / \$303,350	9 / \$358,651	8 / \$242,476	8 / \$326,332	7 / \$300,000

#### **Performance Measure Notes:**

## University of Idaho–WI Veterinary Medicine Performance Measurement Report

Rotations offered as electives at the Caine Veterinary Teaching Center continue to be very popular with senior veterinary students and receive consistently high student evaluations. Diagnostic services and field service activities also remain strong.

Of the five faculty positions assigned to the W-I Program, four positions have been vacated during the period since July 2010 – one due to retirement (July 2010) and three due to resignation (September 2011, December 2012, and July 2013). The remaining faculty and one temporary hire have been handling a much heavier teaching and service/outreach load to try and maintain our teaching resources during that time. One position was filled (January 2013); Program Director and Veterinary Scientist, Dr. Gordon Brumbaugh, was hired and now provides leadership for the Caine Center and administrative structure for the W-I Veterinary Medicine Program. A Clinical Assistant Professor position has just been approved and a search will be conducted this fall. The two remaining vacancies each carry a portion of funding from Agricultural Research and Extension, and are under consideration by department and college administration.



Washington State University College of Veterinary Medicine (WSU CVM) has long been partners with the state of Idaho and the Western Interstate Commission of Higher Education (WICHE) program. WSU has announced a new educational partnership program with Utah State University (USU) at Logan. With this new partnership, the W-I Program is now known as the Washington-Idaho-Utah (WIU) Regional Program in Veterinary Medicine.

Designed as a “2+2 program”, the Utah students will spend their first two years in Logan, and the final two years at WSU in Pullman where, as seniors, they will have the opportunity to elect to participate in rotations at the Caine Center. Students accepted to this program earn a DVM degree from WSU College of Veterinary Medicine conferred by the Regents of Washington State University, with joint recognition of Utah State University. The first class of 20 Utah students entered the program at Logan in fall of 2012.

### For More Information Contact

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University of Idaho – WWAMI Medical Education Performance Measurement Report 2013

## ***Part 1 – Agency Profile***

### **Agency Overview**

The **Idaho WWAMI Medical Education Program** provides Idaho medical students with the opportunity to complete three of four years of medical school in Idaho, thereby developing their familiarity with the healthcare needs of the State and region, and increasing the likelihood that they will remain in Idaho communities to practice medicine. Twenty Idaho students complete their first year of medical school through the University of Washington School of Medicine's (UWSOM) regional program at the University of Idaho's (UI) Moscow campus, sharing resources and faculty with the joint program at Washington State University in Pullman, Washington. After completing their second year of training in Seattle, students have the opportunity to complete their 3<sup>rd</sup> and 4<sup>th</sup> year clinical training requirements in Idaho. These clinical rotations are coordinated through the Idaho WWAMI Medical Education Program office in Boise.

The first year WWAMI Program at UI is directed by Joseph Cloud, PhD, who reports to the Provost and Executive Vice President at UI, and also functions as an Assistant Dean of the UWSOM. The WWAMI Medical Education Program office in Boise is directed by Mary Barinaga, MD, who reports to the Vice Dean for Regional Affairs at UWSOM, and also serves as an Assistant Dean in Idaho. The WWAMI Program at UI employs twelve part-time faculty (shared with other academic programs) and three administrative staff. Idaho students admitted to the WWAMI Medical Program are interviewed and selected by the Idaho Admissions Committee, a group of four Idaho physicians appointed by the Idaho State Board of Education, who work in cooperation with the University of Washington School of Medicine Admissions Committee.

The Idaho WWAMI Medical Education Program is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. On average, WWAMI faculty in Idaho brings in \$5 Million each year in biomedical research awards. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, WWAMI program goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

### **Core Functions/Idaho Code**

The core function of the Idaho WWAMI Medical Education Program at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).



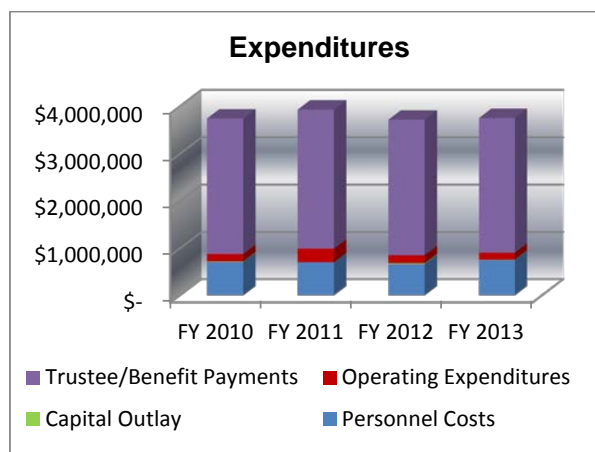
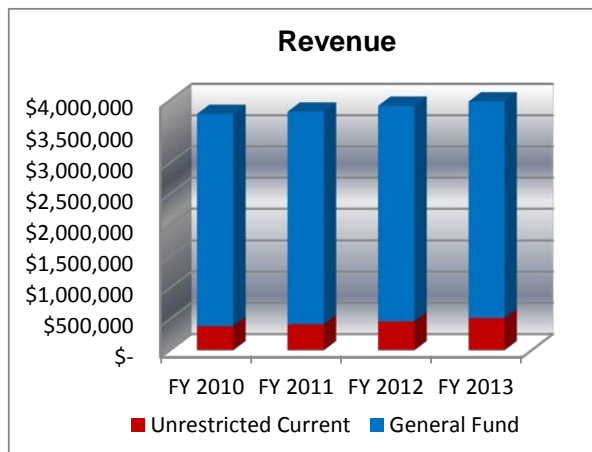
**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**University of Idaho – WWAMI Medical Education Performance Measurement Report 2013**

**WWAMI**

**Revenue and Expenditures:**

Beginning Fund Balance	FY 2010	FY 2011	FY 2012	FY 2013
	\$ 305,684	\$ 344,314	\$ 230,973	\$ 425,119
Revenue	FY 2010	FY 2011	FY 2012	FY 2013
General Fund	\$ 3,395,500	\$ 3,402,400	\$ 3,451,600	\$ 3,465,200
Unrestricted Current	388,874	418,449	463,763	\$ 518,164
<b>Total</b>	<b>\$ 3,784,374</b>	<b>\$ 3,820,849</b>	<b>\$ 3,915,363</b>	<b>\$ 3,983,364</b>
Expenditure	FY 2010	FY 2011	FY 2012	FY 2013
Personnel Costs	\$ 711,639	\$ 706,452	\$ 667,856	\$ 752,266
Operating Expenditures	157,319	287,996	168,612	\$ 149,805
Capital Outlay	12,626	0.00	18,150	\$ 8,270
Trustee/Benefit Payments	2,864,160	2,939,741	2,866,599	\$ 2,845,515
<b>Total</b>	<b>\$ 3,745,744</b>	<b>\$ 3,934,190</b>	<b>\$ 3,721,218</b>	<b>\$ 3,755,856</b>
Ending Fund Balance	FY 2010	FY 2011	FY 2012	FY 2013
	\$ 344,314	\$ 230,973	\$ 425,119	\$ 652,626



Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY2013
Number of Idaho Students Applying to UW Medical School (WWAMI)	114	129	149	158
- Average GPA ID WWAMI	3.8	3.8	3.7	3.7
- Average MCAT Score ID WWAMI	9.9	9.5	10.2	10.2
Number of Idaho Students Admitted to UW Medical School	20	20	20	20
Number/Percentage of Graduates Practicing in Idaho (cumulative)	242/49%	248/50%	254/49%	263/50%

**University of Idaho – WWAMI Medical Education Performance Measurement Report 2013**

**Performance Highlights:**

1. In 2012-2013, 20 UWSOM students from Idaho completed their first year of medical school in Idaho. In addition, thirteen third-year and fourteen fourth-year UWSOM students (from Idaho and other WWAMI states) completed the majority of their third and fourth year clinical rotations within Idaho on the "Idaho Track". Overall, a total of 110 different UWSOM third and fourth year medical students completed one or more clinical rotations in Idaho during this academic year. Those 110 medical students took a total of 241 individual clinical rotations in Idaho (176 required courses and 65 elective courses).
2. In February of 2013, the Idaho State Legislature appropriated funding to support five new first-year medical seats in the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). This expands Idaho class size to 25 medical students starting in fall 2013. The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions.
3. Idaho WWAMI continues to nurture student interest in rural and underserved medicine through offering rural training experiences like the "Rural Underserved Opportunities Program" (R/UOP) during the summer between their first and second years of medical school. During summer 2013, we placed 21 first-year medical students in this one-month rural primary care training experience throughout Idaho. In addition, the Idaho WWAMI R/UOP program received the 2012 Outstanding Program Award from the American Academy of Family Physicians, and was honored at their AAFP Foundation awards banquet in Philadelphia, PA.
4. This year, five Idaho medical students were elected as members of the UWSOM chapter of Alpha Omega Alpha, the national honor society for medicine. By national guidelines, these students must be in the top twenty-five percent of the class to be eligible for election, and must show evidence of personal and professional development as a physician-in-training, integrity, compassion, fairness in dealing with one's colleagues, and capacity for leadership. Our Idaho honorees were Camille Asher (Boise), Hillary Chisholm-Stiefel (Coeur d'Alene), Derek Hill (Idaho Falls), Brooke Jardine (Twin Falls), and Lucas Marchand (Pocatello).
5. Admission interviews for Idaho applicants took place in Boise January 7-11, 2013 and in Seattle March 4-8, 2013. Applicants choose their interview site; all interviews were done by Idaho physicians who make up the Idaho Admissions Committee during both weeks. For the entering class of 2013, Idaho received 158 total applications. Of these applicants, a total of 72 were interviewed, 44 in Boise and 32 in Seattle. Idaho WWAMI admission interviews in Boise are a permanent part of the WWAMI admission process for Idaho students.
6. WWAMI-affiliated faculty at the UI continues to be highly successful in bringing National Institute of Health biomedical research funding into Idaho. The Idaho INBRE Program, now in its fifth year of a five year, \$16.6 Million NIH award to build Idaho's biomedical research infrastructure, continues to expand research capacity at all nine of Idaho's universities and colleges and the Boise VA, through shared faculty funding and student research training support. In addition, WWAMI faculty earned \$4 million in new funding from NIH, to advance biomedical research in infectious and genetic diseases.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2013**

**University of Idaho – WWAMI Medical Education Performance Measurement Report 2013**

***Part II – Performance Measures***

Performance Measure	FY 2010	FY 2011	FY 2012	FY2013	Benchmark
Number of Idaho Applicants Per Year; Ratio of State Applicants Per Seat	114 5.7 : 1	129 6.5 : 1	149 7.5 : 1	158 8.6 : 1	2.2 : 1 <sup>1</sup>
Idaho WWAMI Pass Rate on the U.S. Medical Licensing Examination	100%	100%	100%	100%	91% <sup>2</sup>
Number of Idaho Rural Summer Medical Student Placements Per Year	20	18	20	21	10 <sup>3</sup>
Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho (Idaho WWAMI graduates practicing in state/number of Idaho WWAMI graduates)	49%	50%	49%	50%	39% <sup>4</sup>
Overall Idaho return on investment (ROI) for WWAMI graduates (five states) who practice medicine in Idaho (all WWAMI graduates practicing in Idaho/number of Idaho WWAMI graduates)	72%	73%	72%	73%	>60%
Percentage of Idaho WWAMI graduates choosing primary care specialties for residency training	35%	39%	53%	51%	50% <sup>5</sup>

**For More Information Contact**

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1. This is the national ratio of in-state applicants per admitted students (2010)
2. U.S. Pass Rate
3. The target is 50% interest in rural training experiences
4. This is the national return rate for all medical schools in the U.S.
5. This target rate is per WWAMI mission

# State Board of Education Performance Measures

October 16, 2013

## What you're about to see...

- ▶ Board–selected statewide measures from the SBOE Strategic Plan.
- ▶ Board–selected measures from institutional strategic plans.
- ▶ Data from institution DFM Performance Reports, OSBE, IPEDS, U.S. Census Bureau.

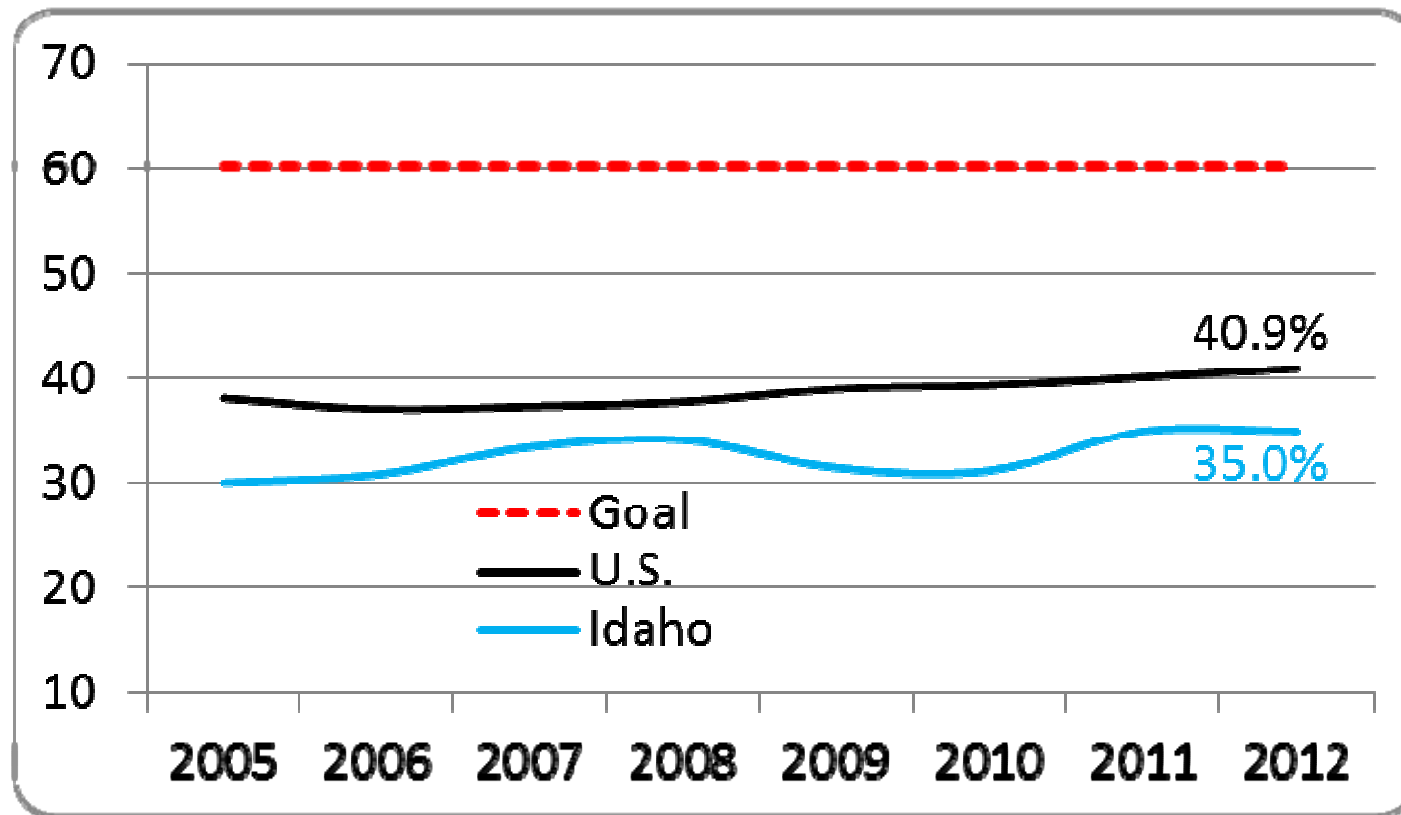


# Board–Selected Statewide Measures

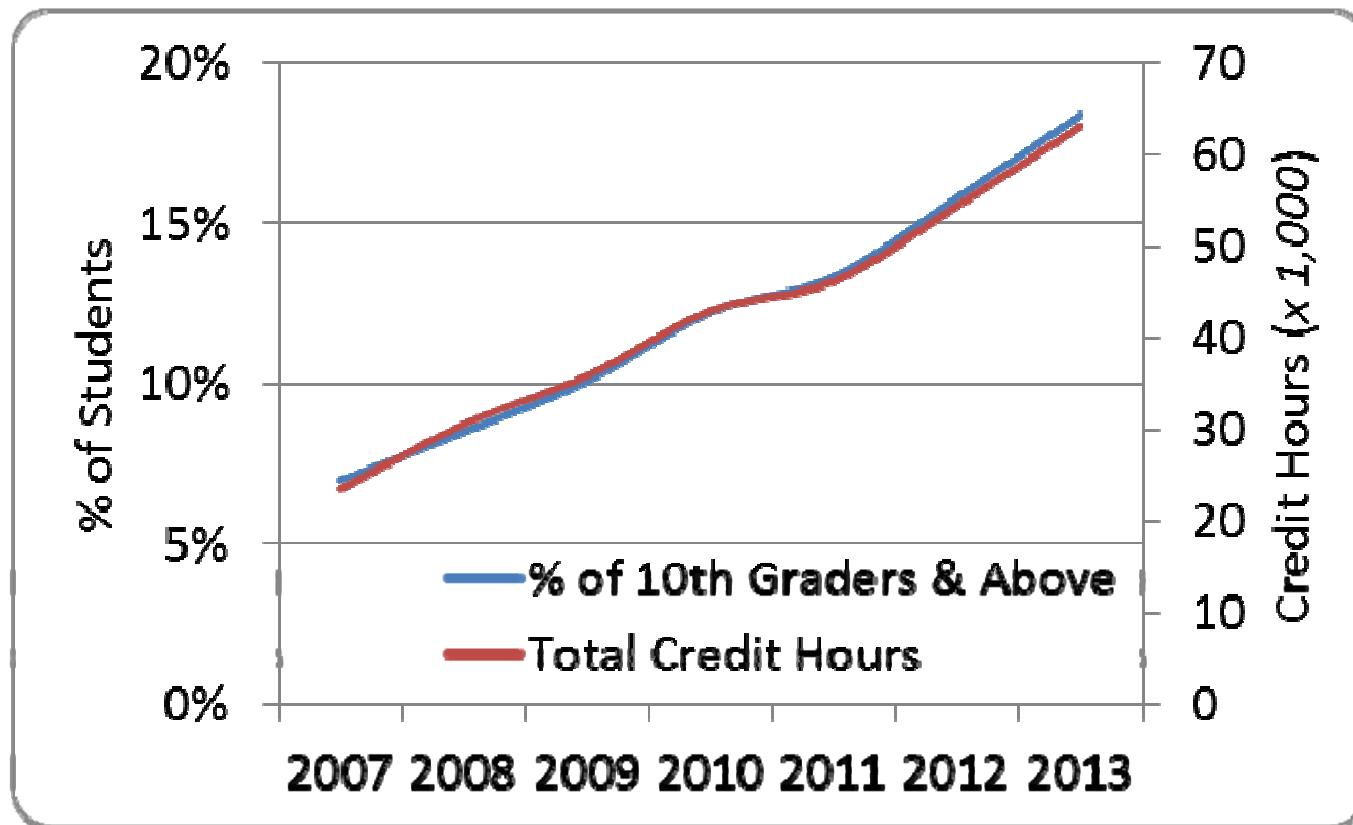
- ▶ 60% Goal
- ▶ Dual Credit
- ▶ College Readiness
- ▶ Go On Rate
- ▶ Remediation
- ▶ STEM



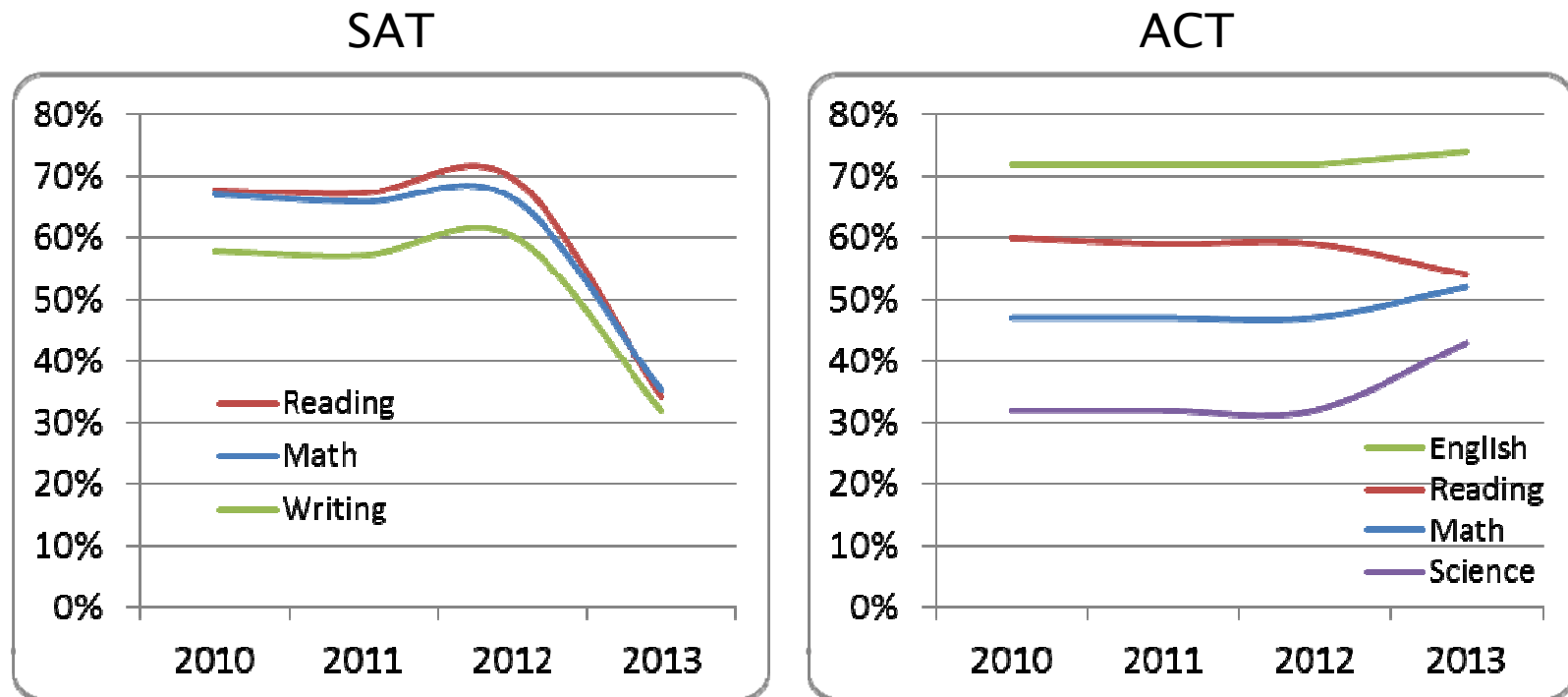
## Percent of Idahoans Age 25 to 34 Who Have College Degree or Certificate <sup>G10B</sup>



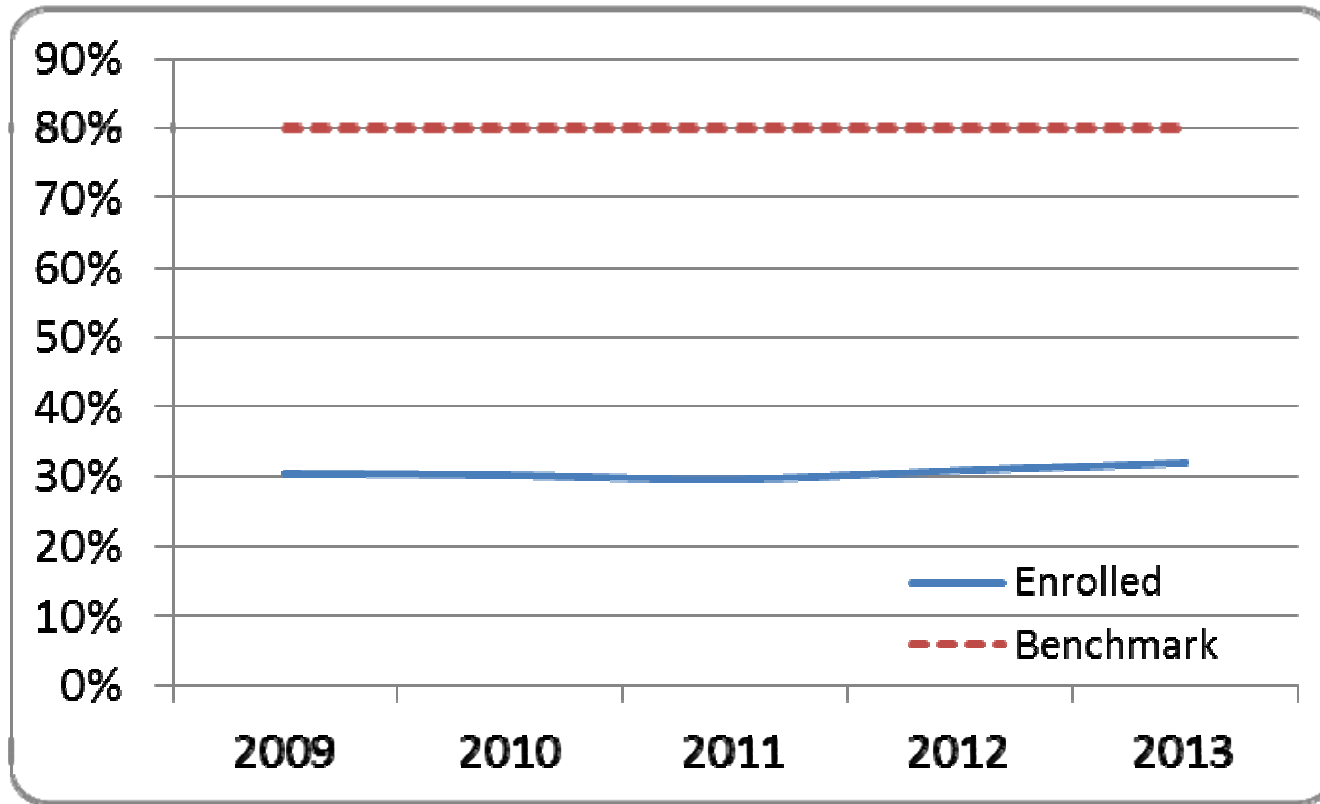
## Percent of High School Students Enrolled In Dual Credit Courses & Credits Earned <sup>G10B</sup>



## Percent of SAT & ACT College Readiness Scores At or Above Benchmarks <sup>G2OA</sup>

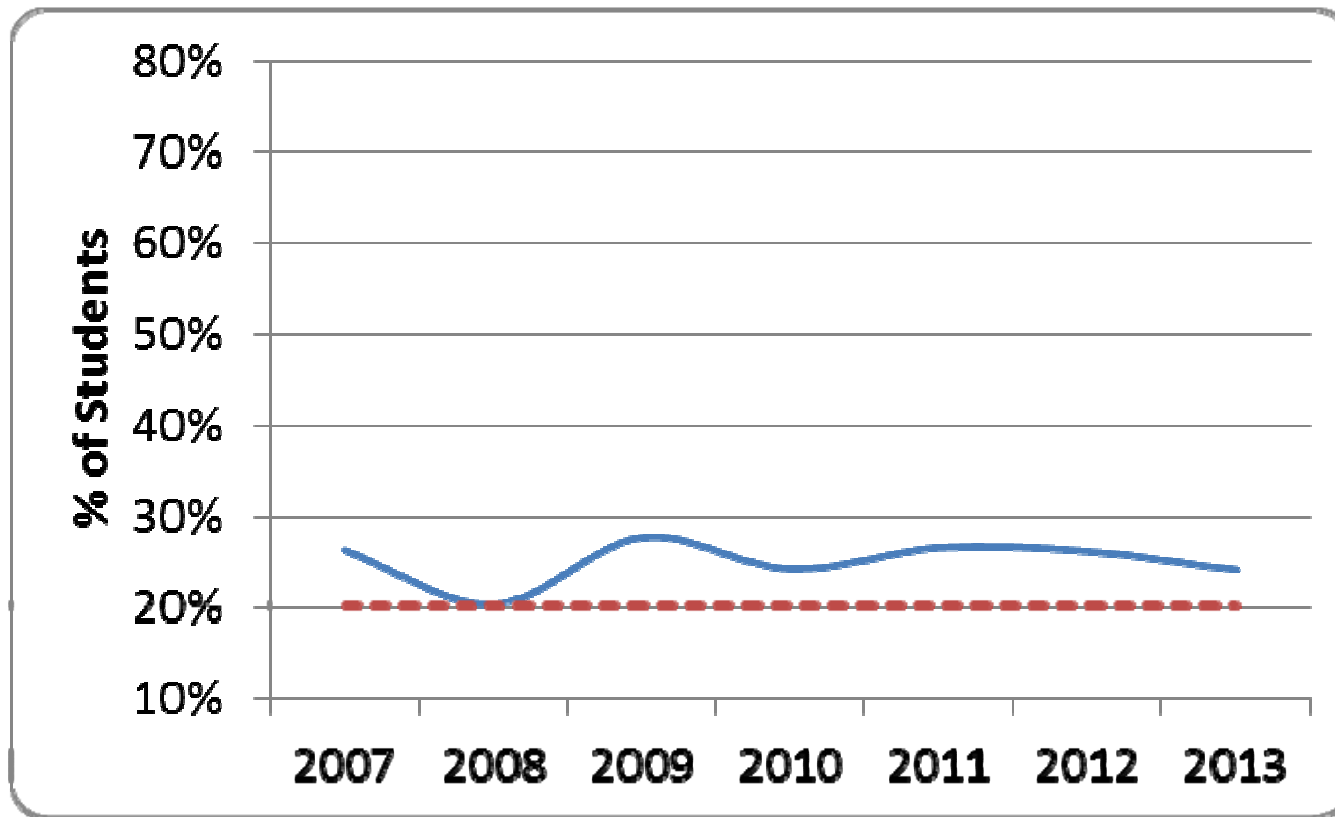


# Percent of High School Graduates Who Enroll in Postsecondary Education Within 12 Months of Graduation <sup>G10B</sup>

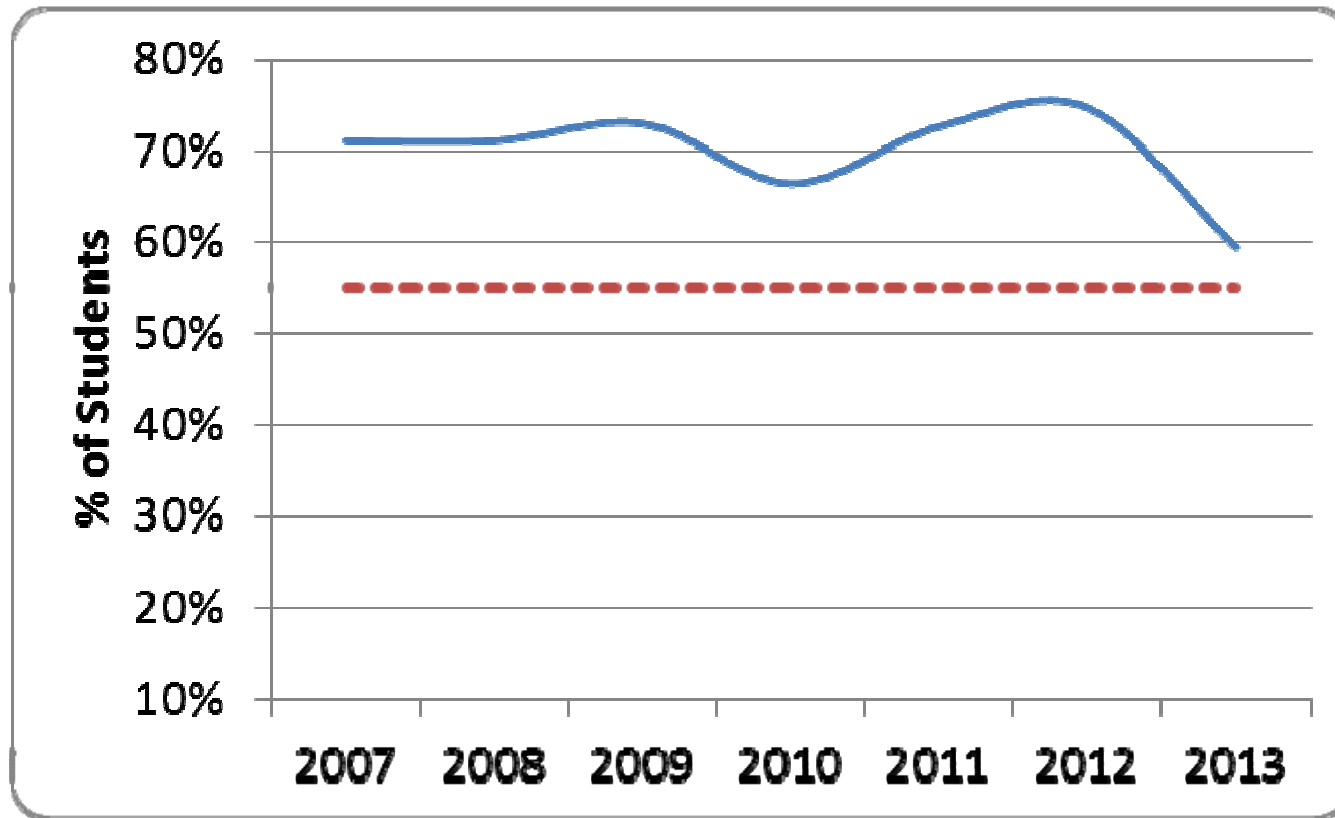




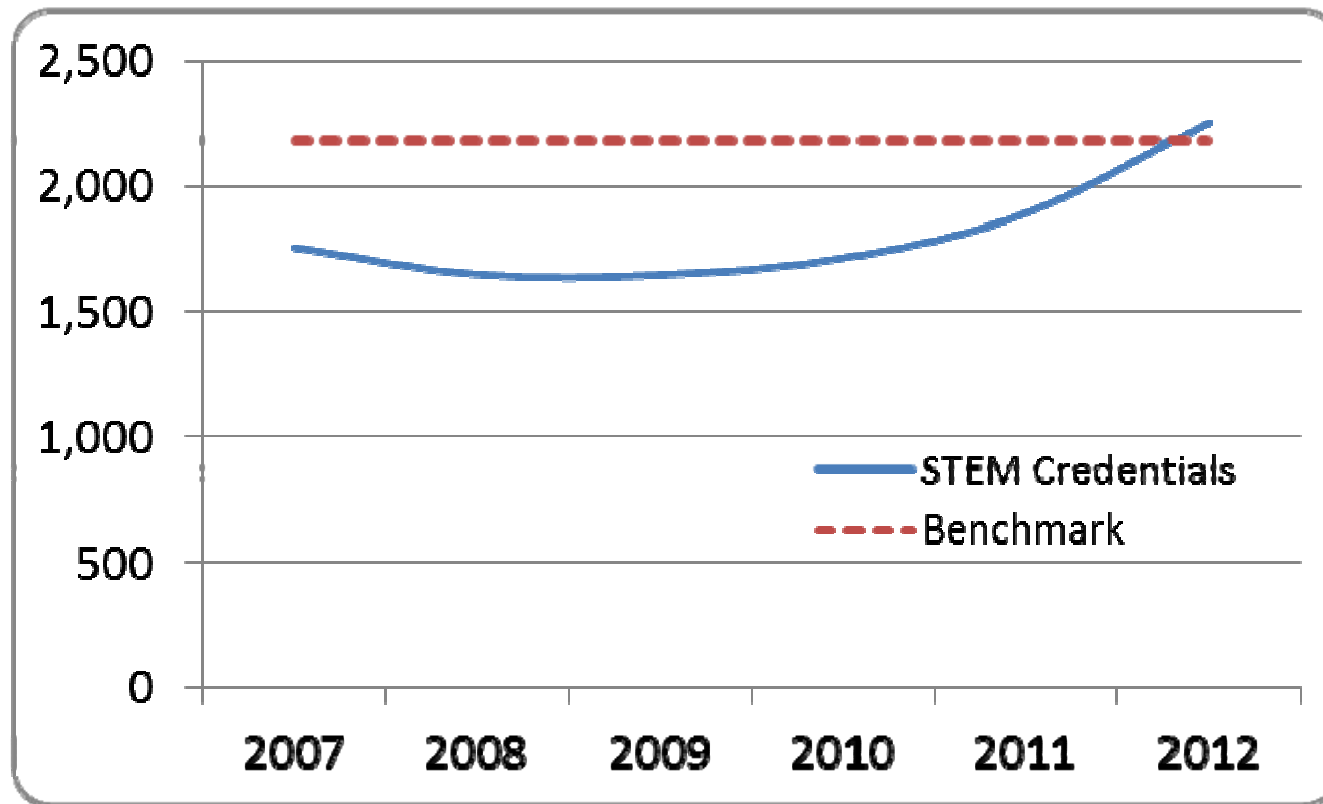
## Percent of Idaho High School Students in Need of Remediation at Idaho 4-Year Postsecondary Institutions <sup>G30A</sup>



# Percent of Idaho High School Students in Need of Remediation at Idaho 2-Year Postsecondary Institutions <sup>G30A</sup>



## STEM & Non-STEM Credentials <sup>G10C</sup>

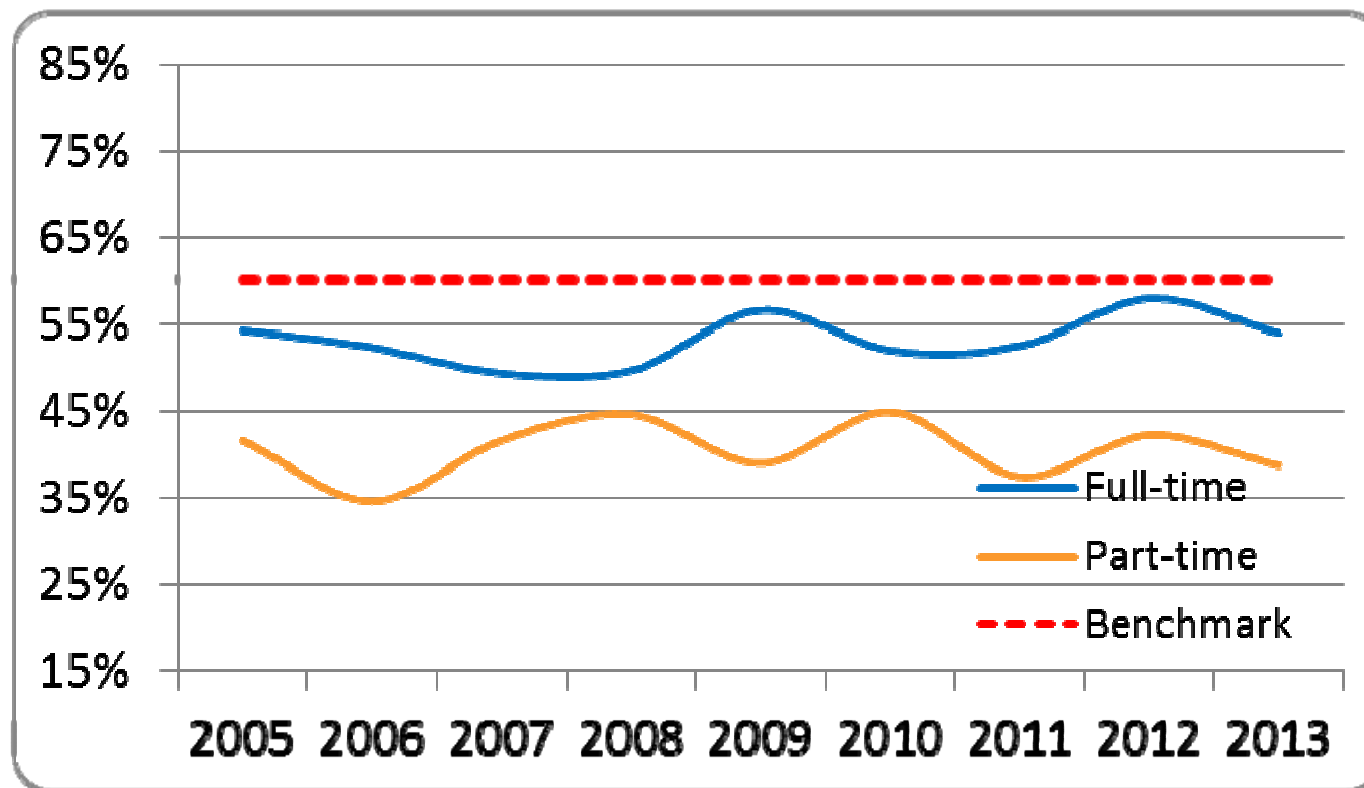


# Board–Selected Institution Measures

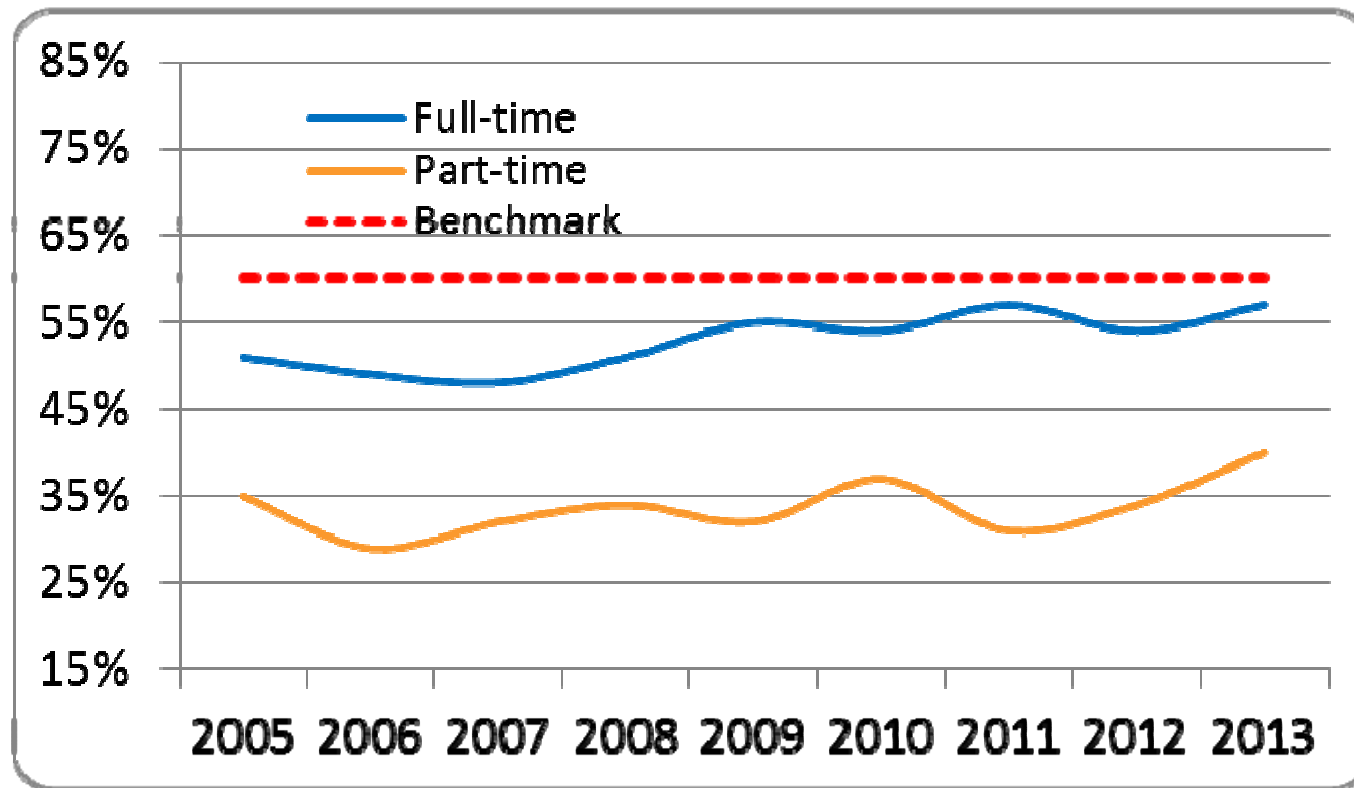
- ▶ Retention
- ▶ Cost per Credit Hour
- ▶ Credentials Completed per \$100K in Education & Related Spending
- ▶ Undergraduate Credentials Conferred per 100 FTE



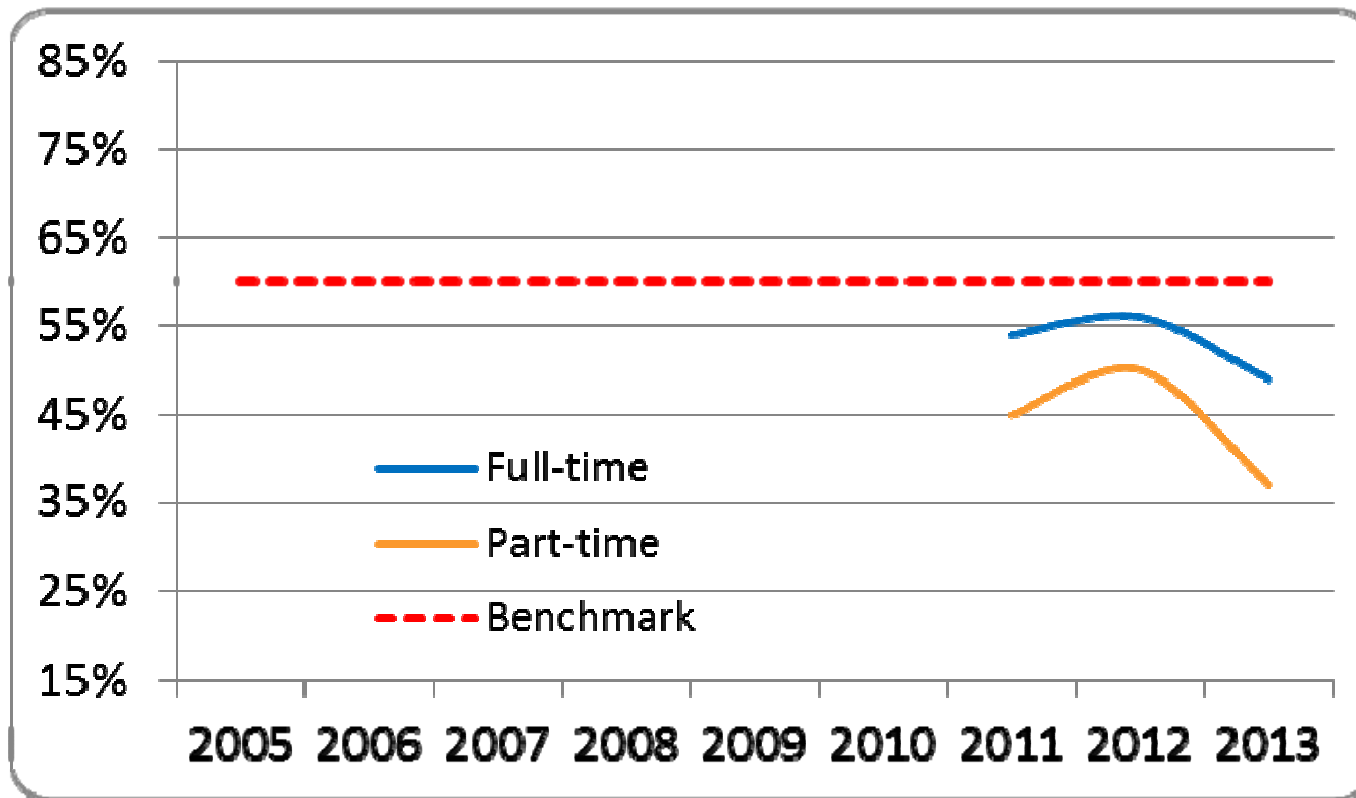
## Public 2-Year Institution Retention Rates from Prior Academic Year <sup>G10B</sup>



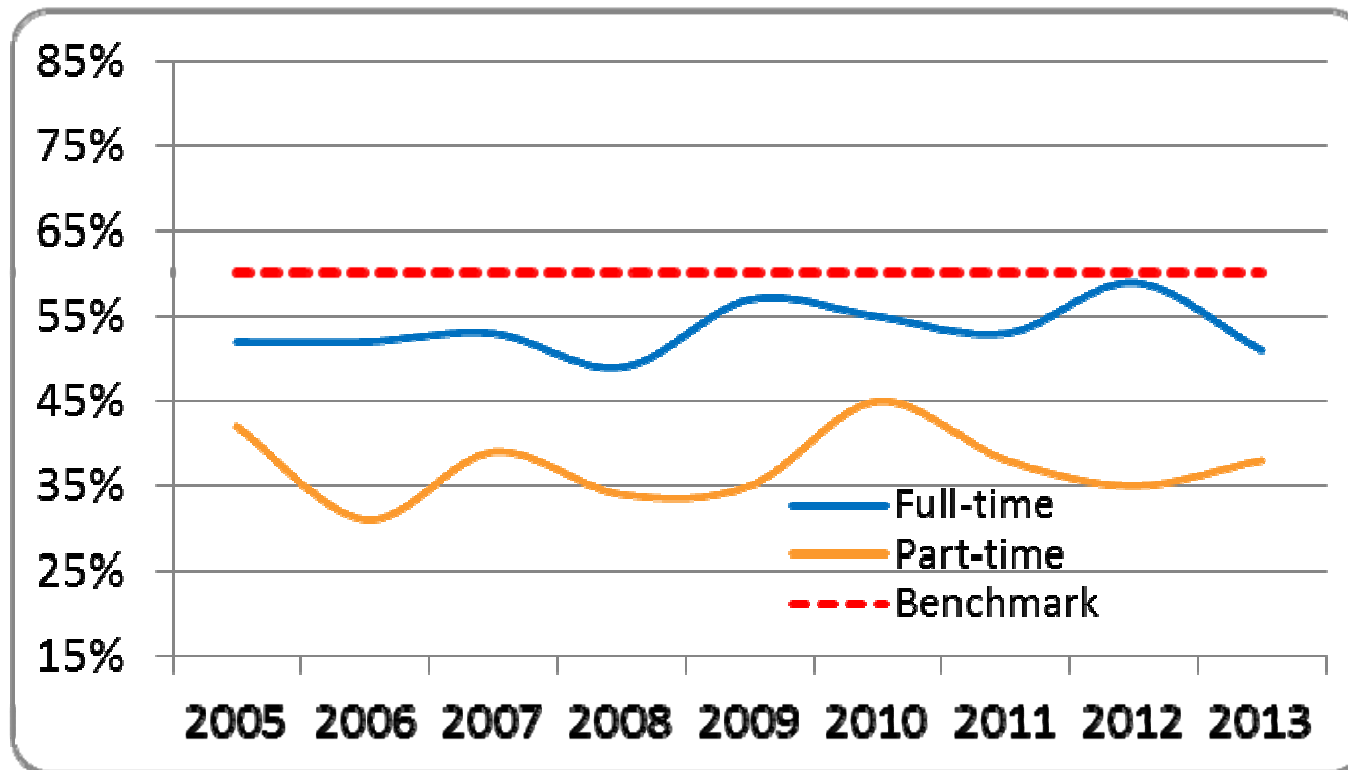
## CSI Retention Rates from Prior Academic Year <sup>G10B</sup>



## CWI Retention Rates from Prior Academic Year <sup>G10B</sup>

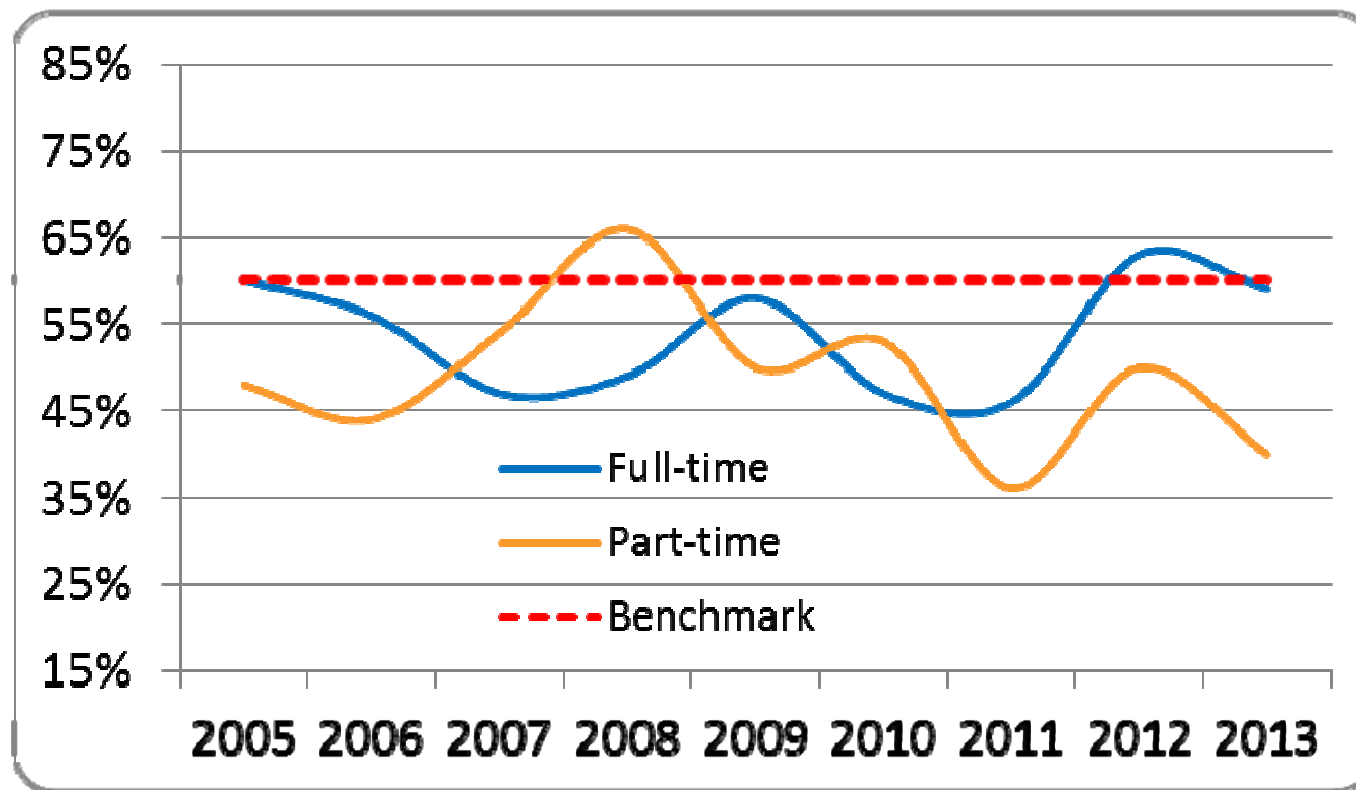


## NIC Retention Rates from Prior Academic Year <sup>G10B</sup>

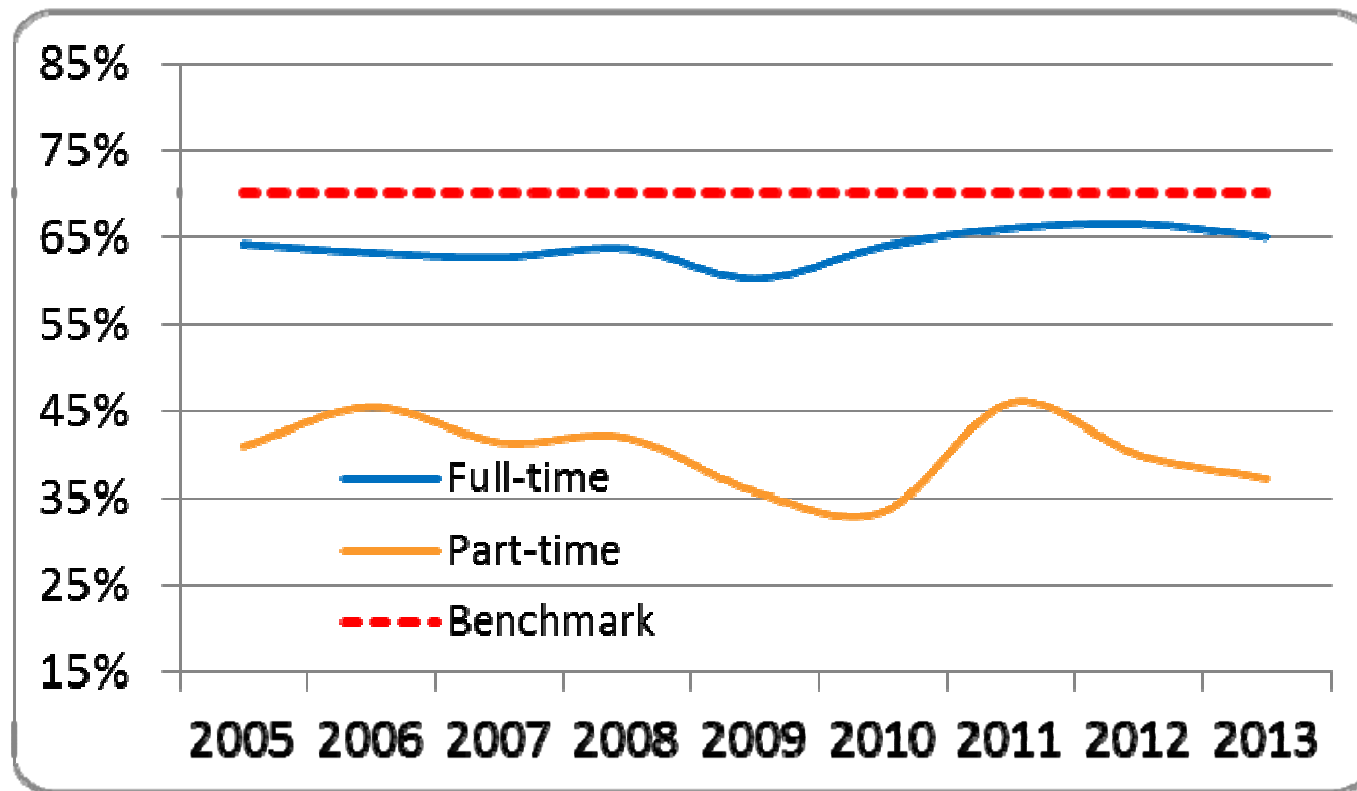




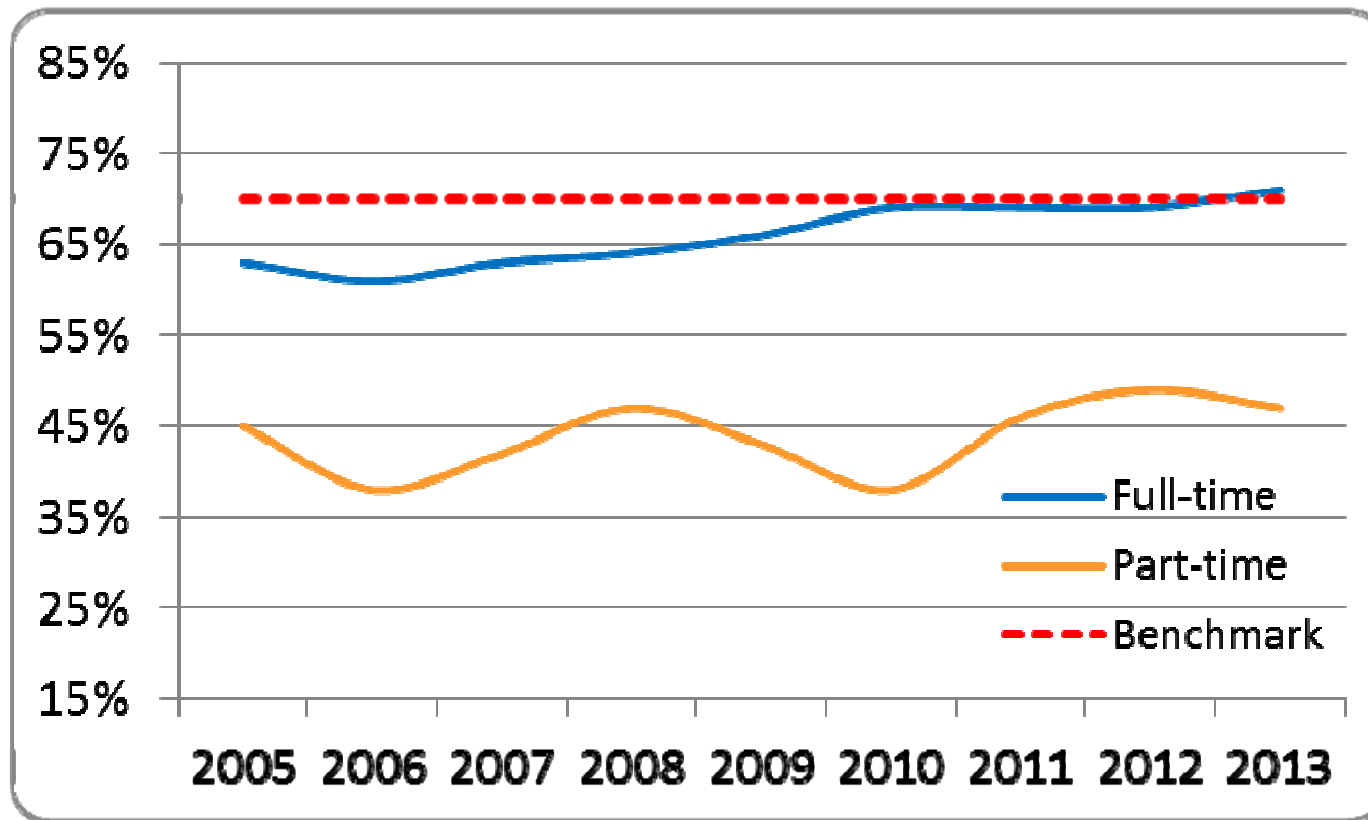
## EITC Retention Rates from Prior Academic Year <sup>G10B</sup>



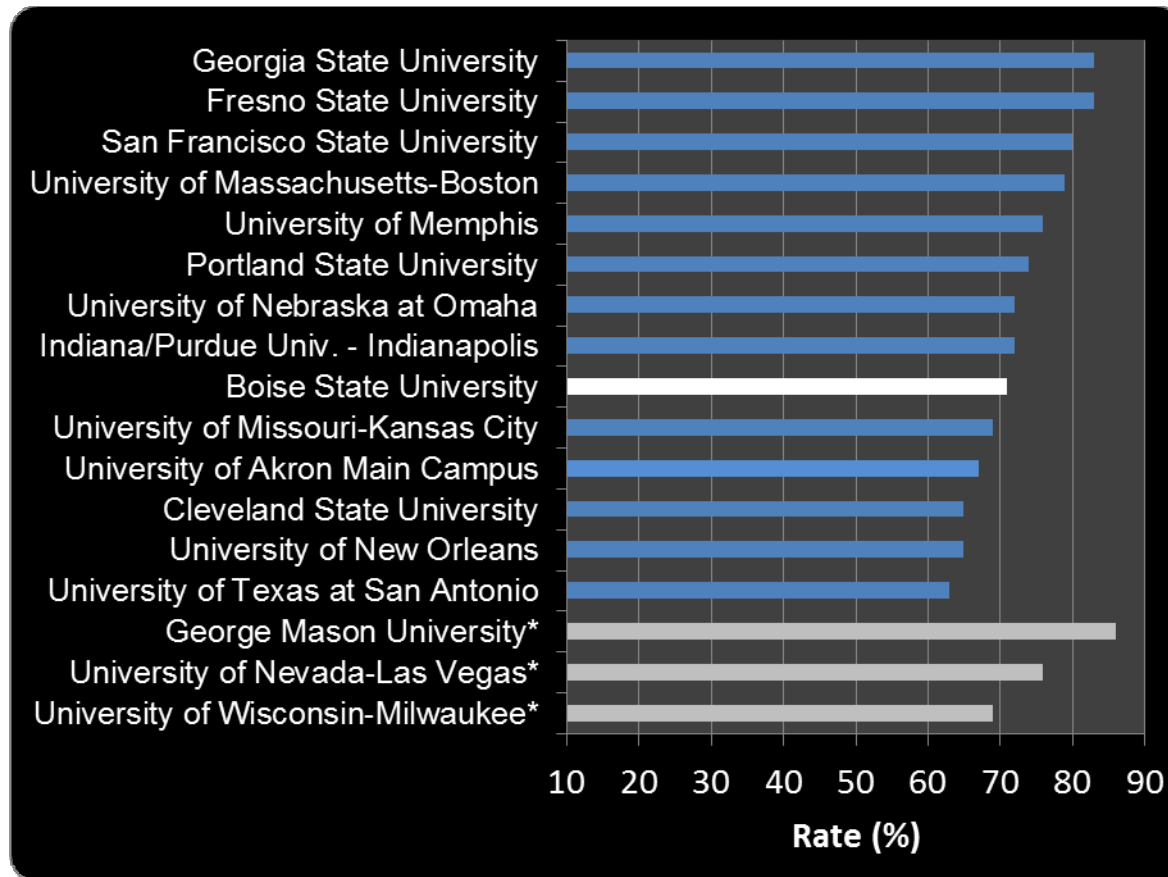
## Public 4-Year Institution Retention Rates from Prior Academic Year <sup>G10B</sup>



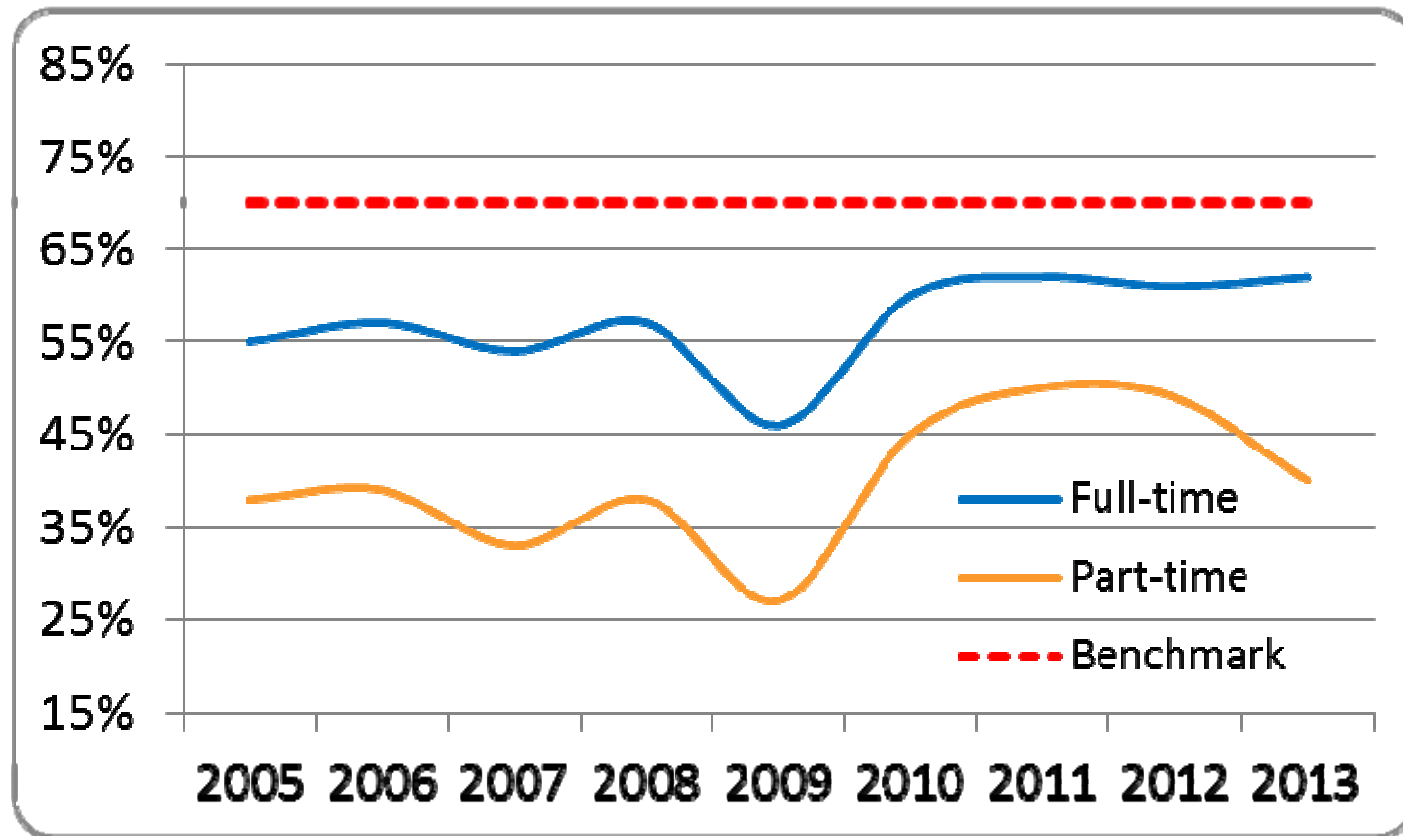
## BSU Retention Rates from Prior Academic Year <sup>G10B</sup>



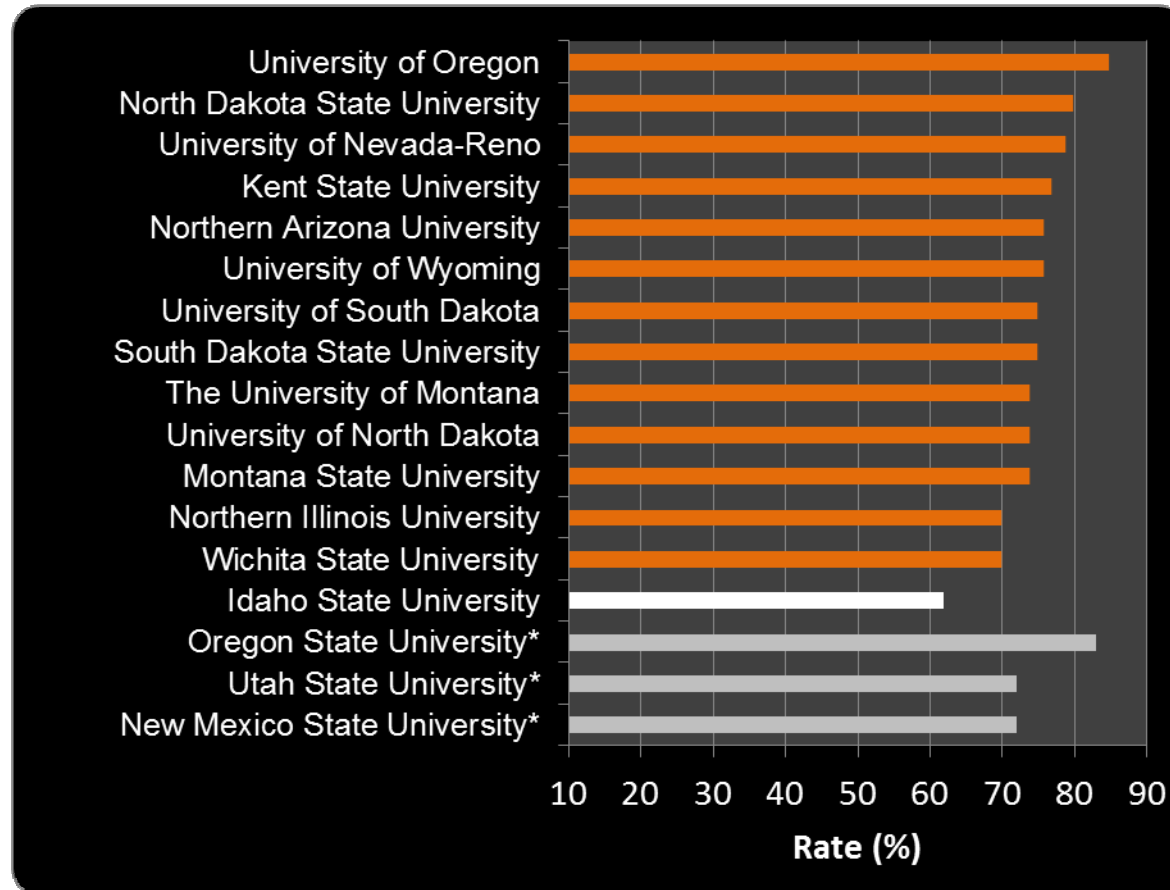
## BSU Peer Comparison of Full-time Retention Rates for AY2012 <sup>G10B</sup>



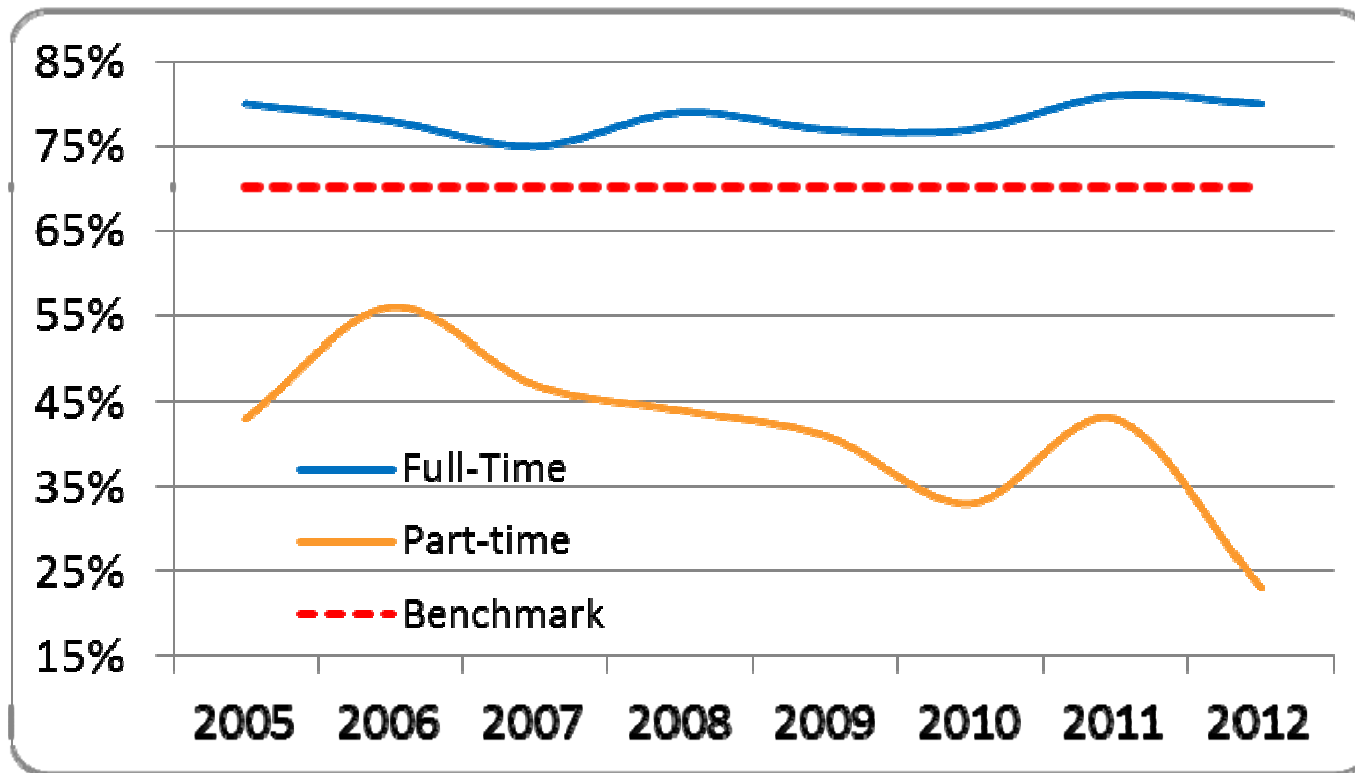
## ISU Retention Rates from Prior Academic Year <sup>G10B</sup>



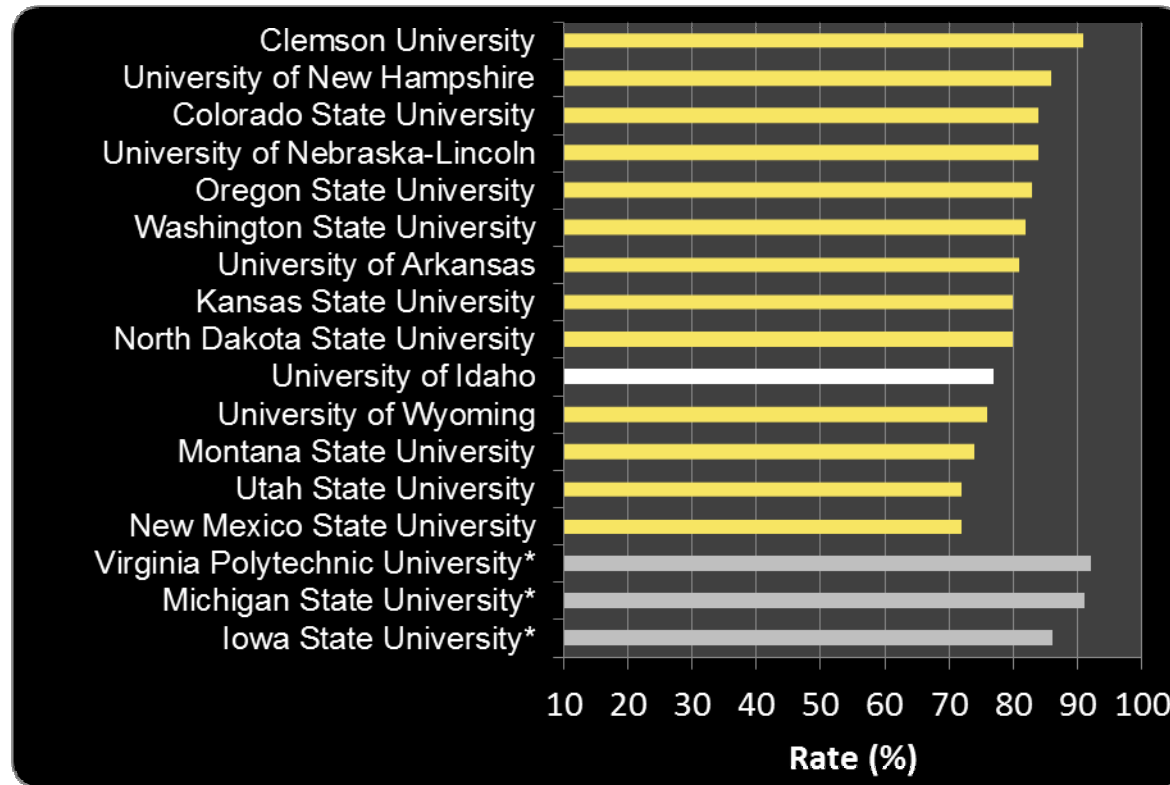
# ISU Peer Comparison of Full-time Retention Rates for AY2012 <sup>G10B</sup>



## U of I Retention Rates from Prior Academic Year <sup>G10B</sup>

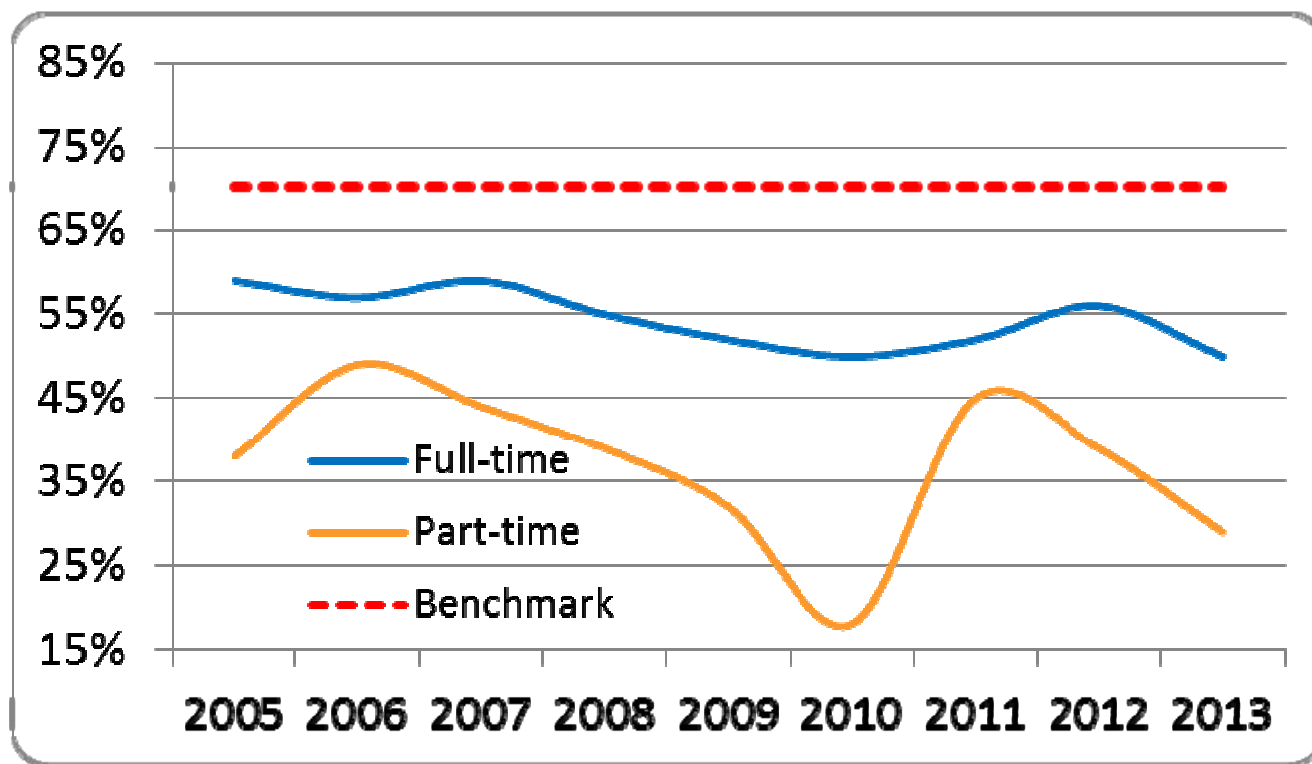


## U of I Peer Comparison of Full-time Retention Rates for AY2012 <sup>G10B</sup>

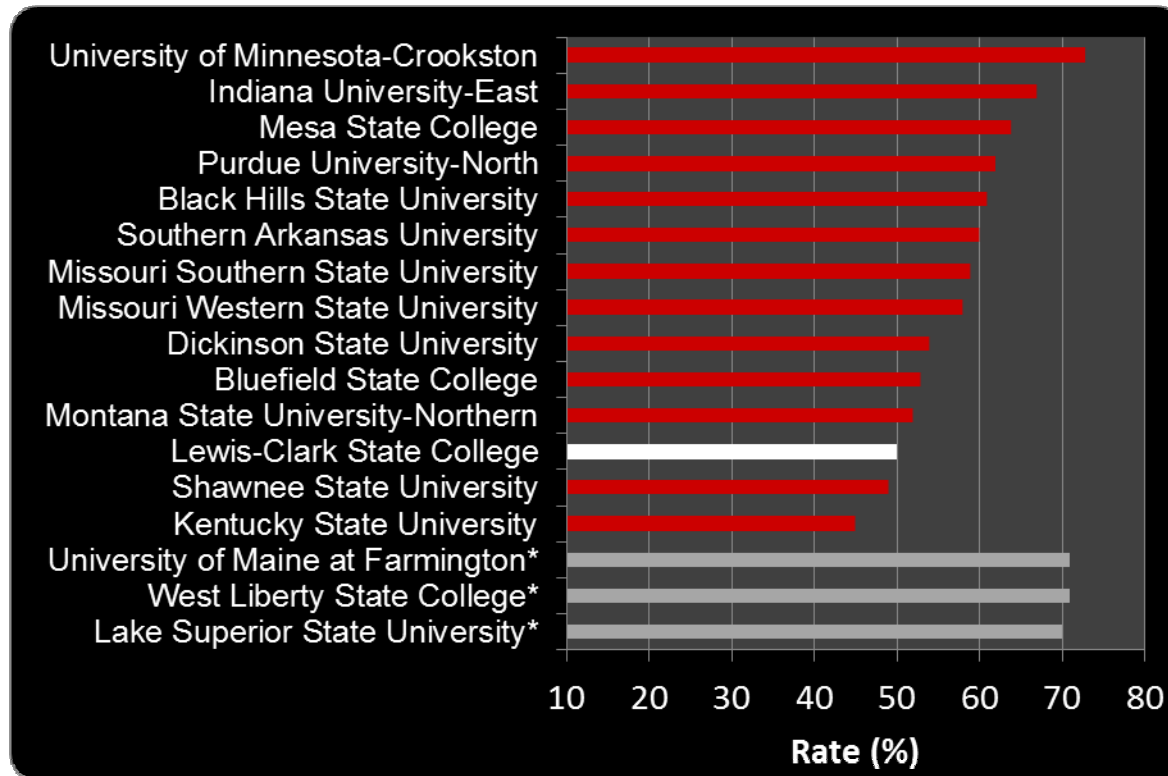




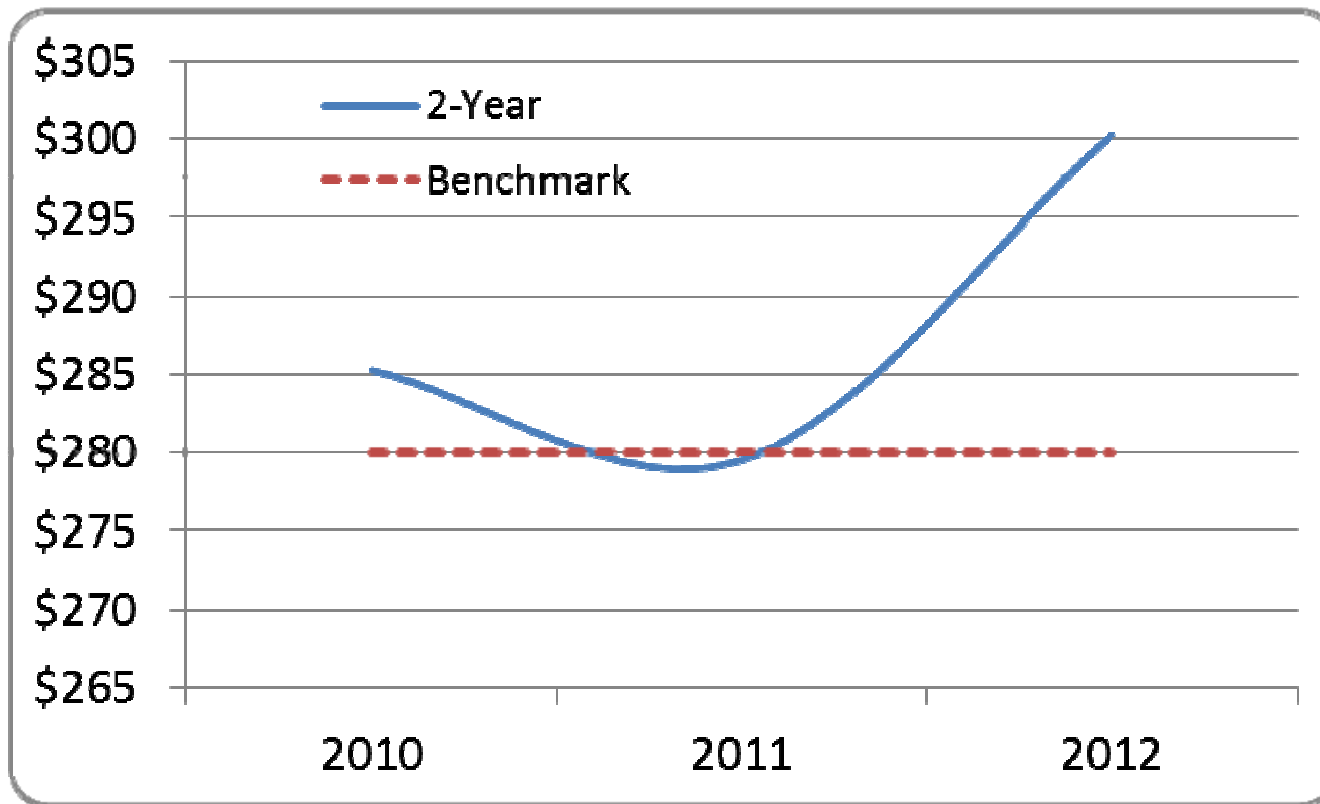
## LCSC Retention Rates from Prior Academic Year <sup>G10B</sup>



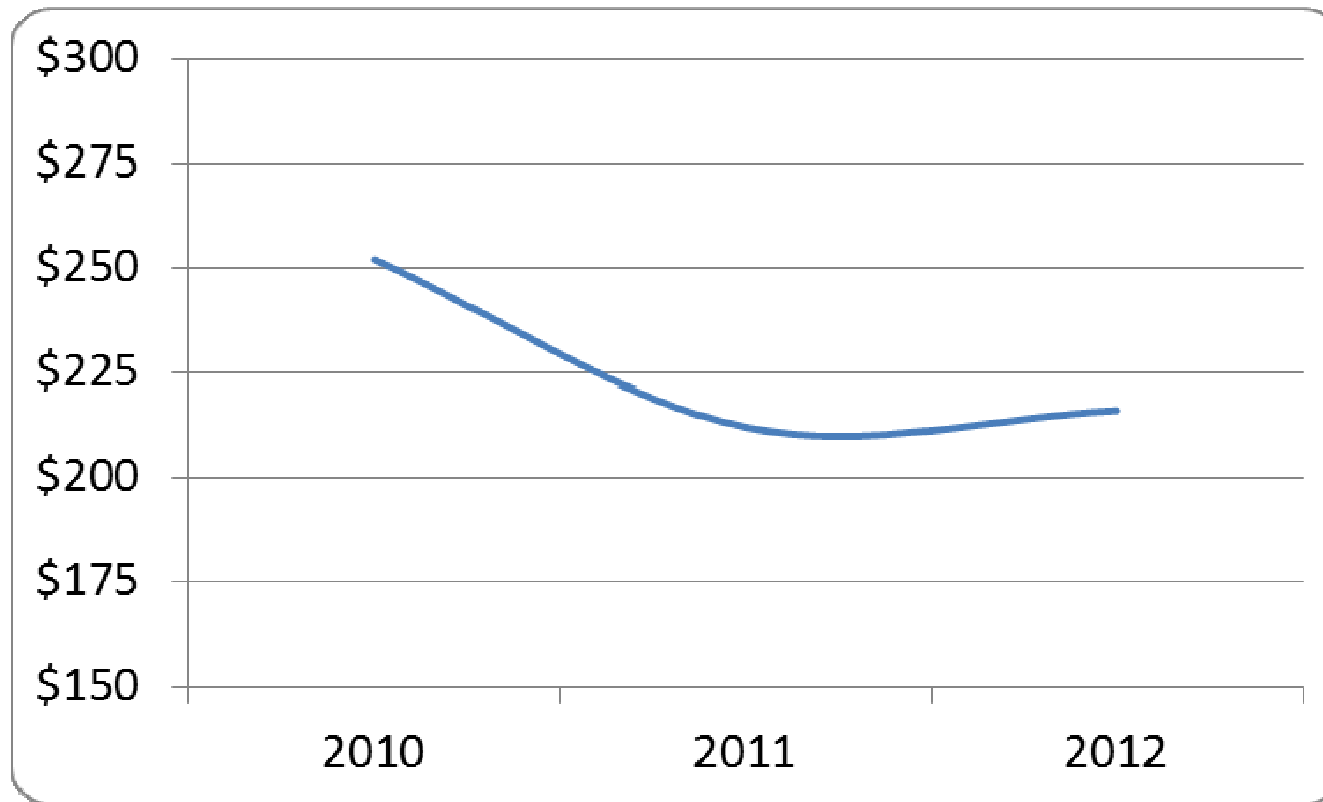
# LCSC Peer Comparison of Full-time Retention Rates for AY2012 <sup>G10B</sup>



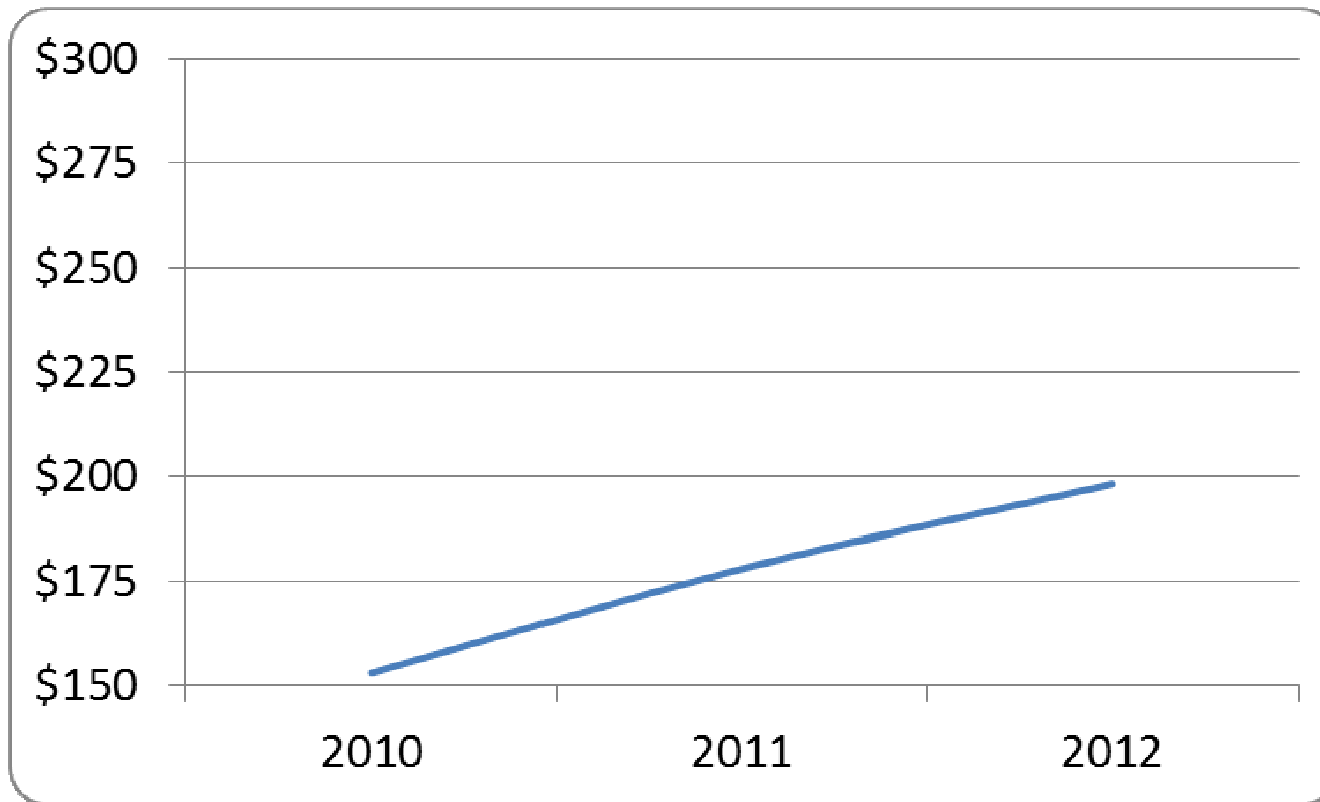
## 2-Year Institution Cost per Undergraduate Credit <sup>G30A</sup>



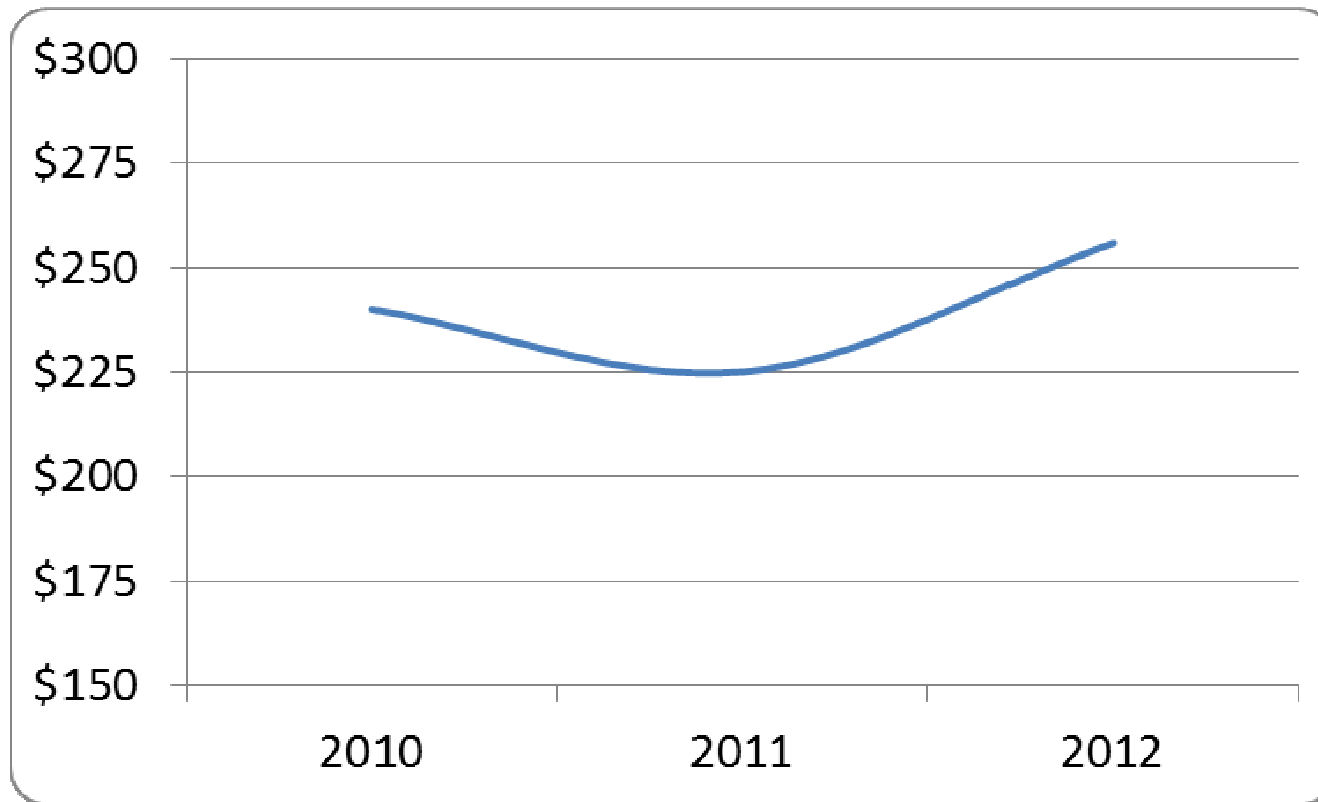
## CSI Cost per Undergraduate Credit <sup>G30A</sup>



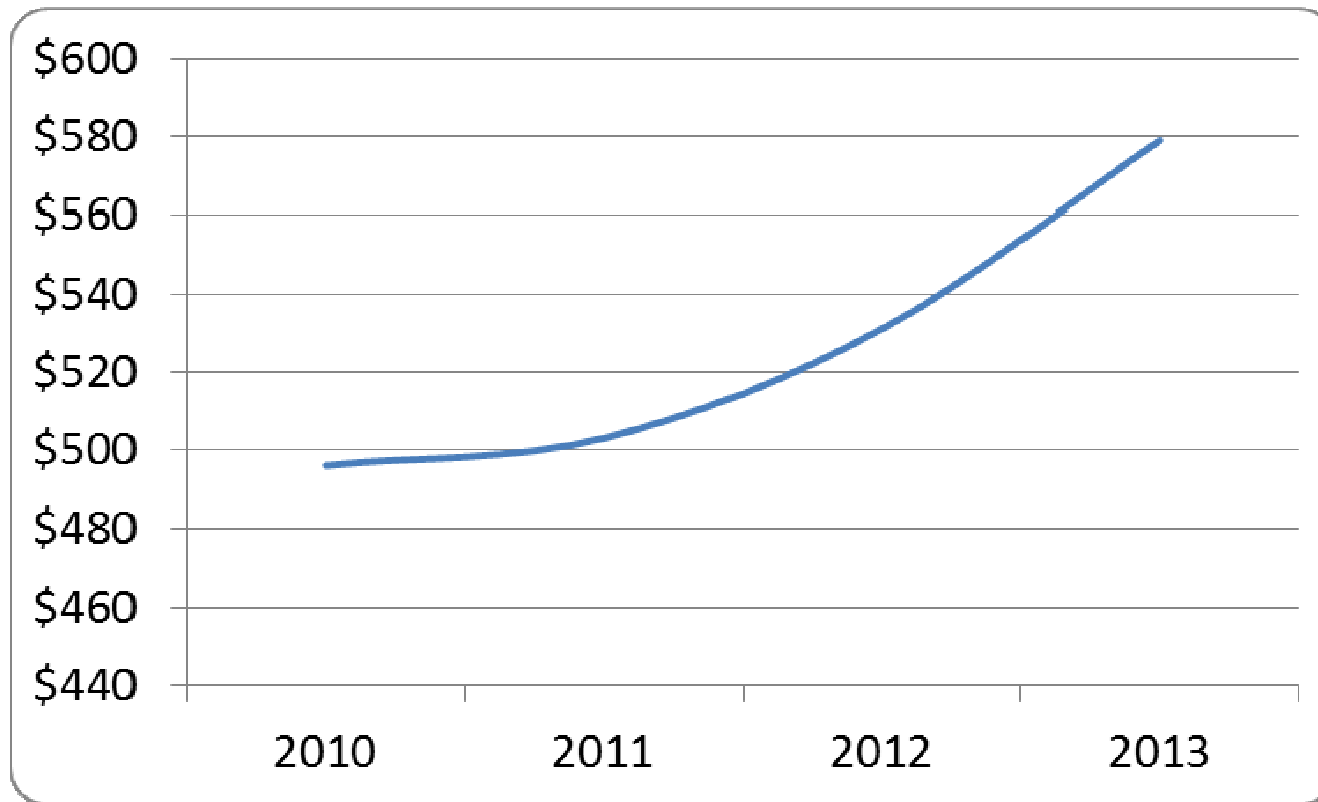
## CWI Cost per Undergraduate Credit G30A



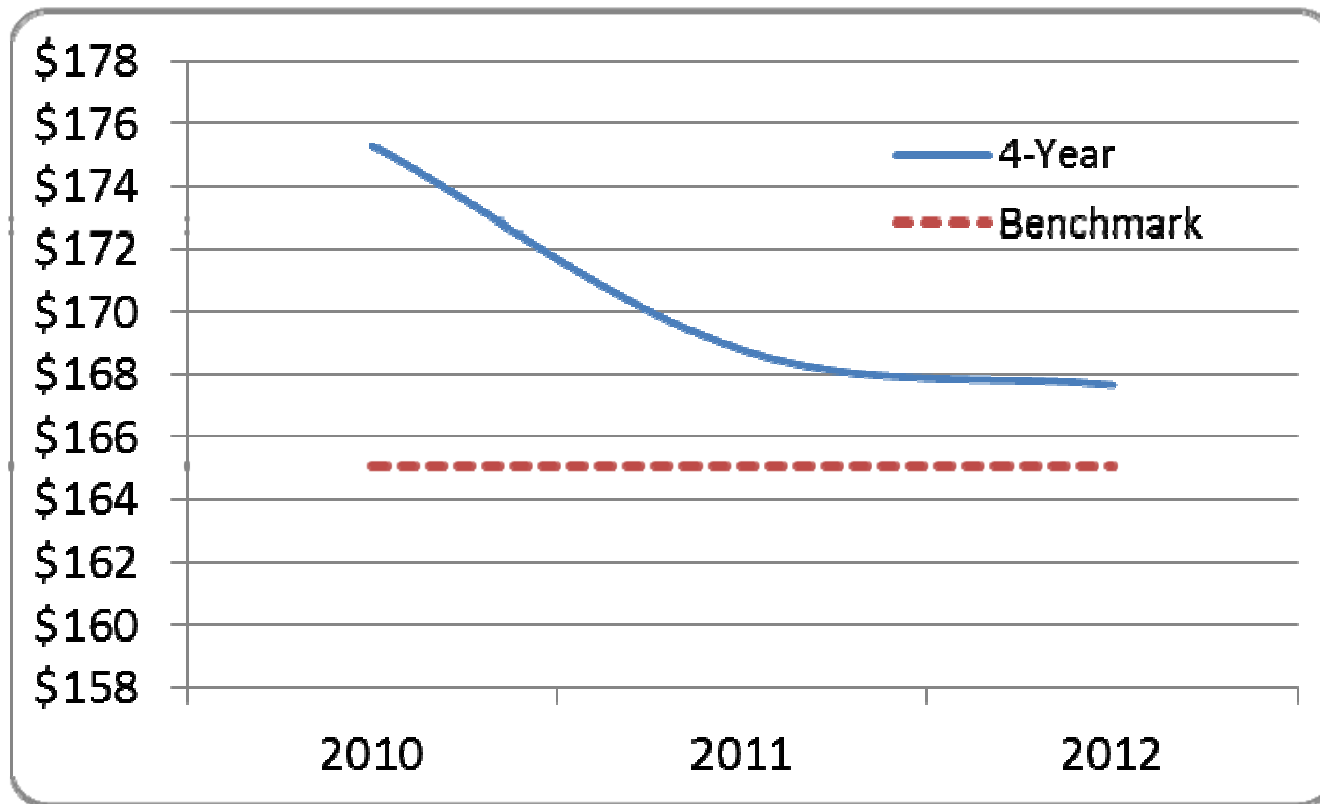
## NIC Cost per Undergraduate Credit G30A



## EITC Cost per Undergraduate Credit G30A

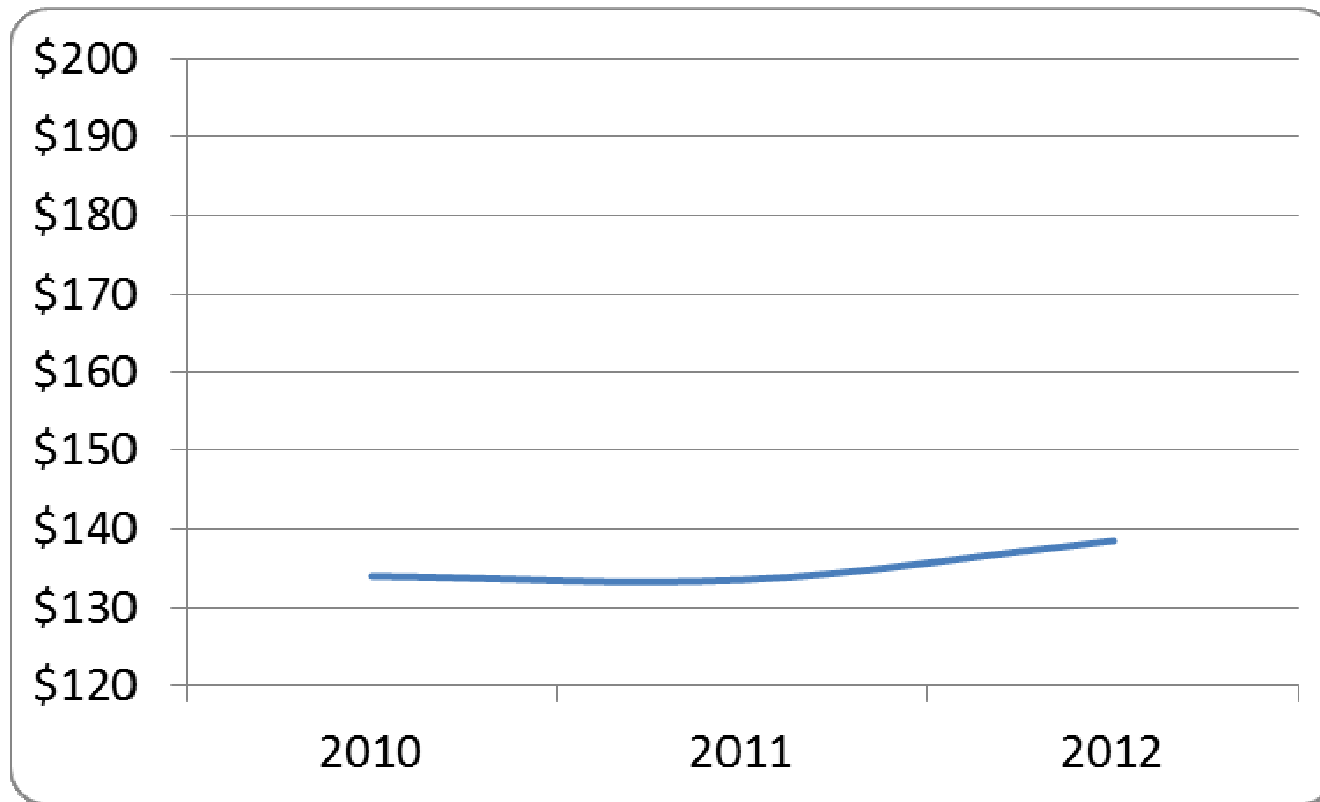


## 4-Year Institution Cost per Undergraduate Credit <sup>G30A</sup>

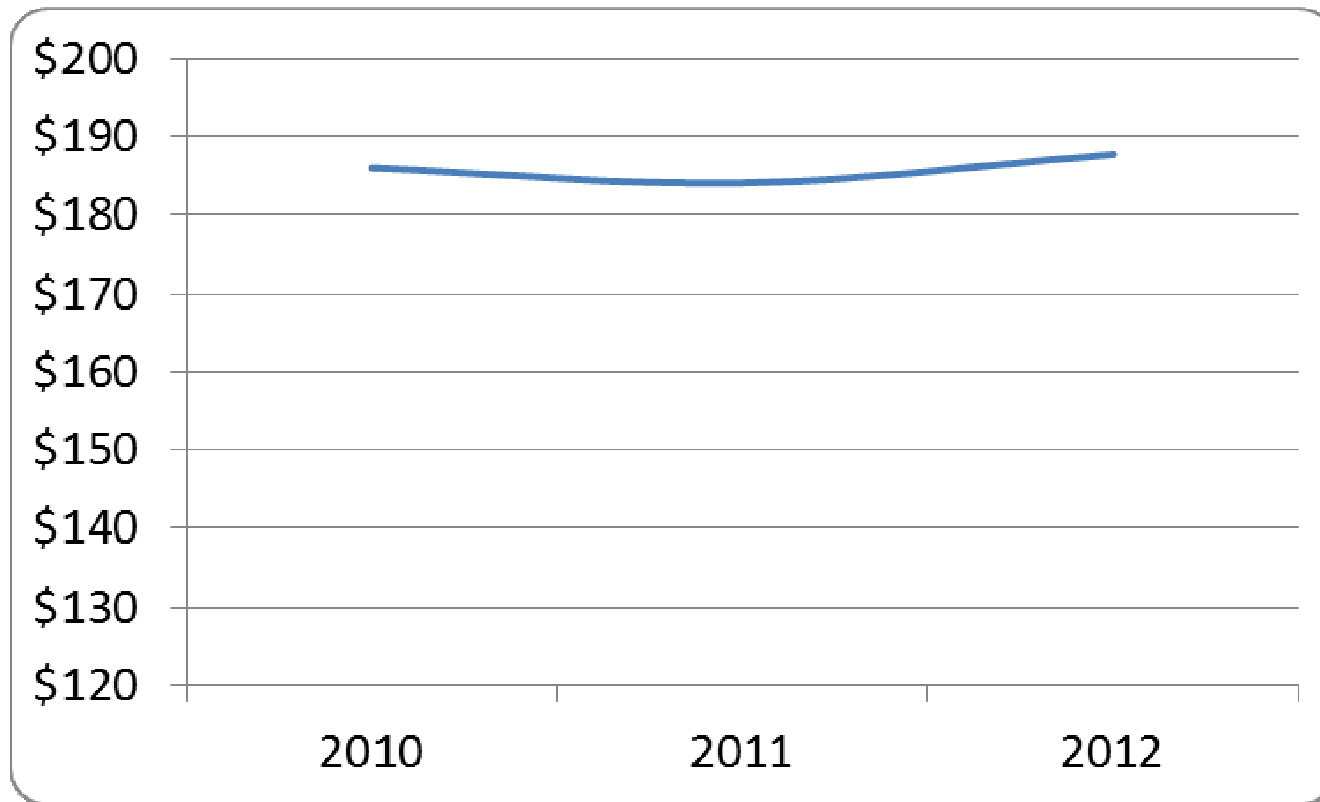




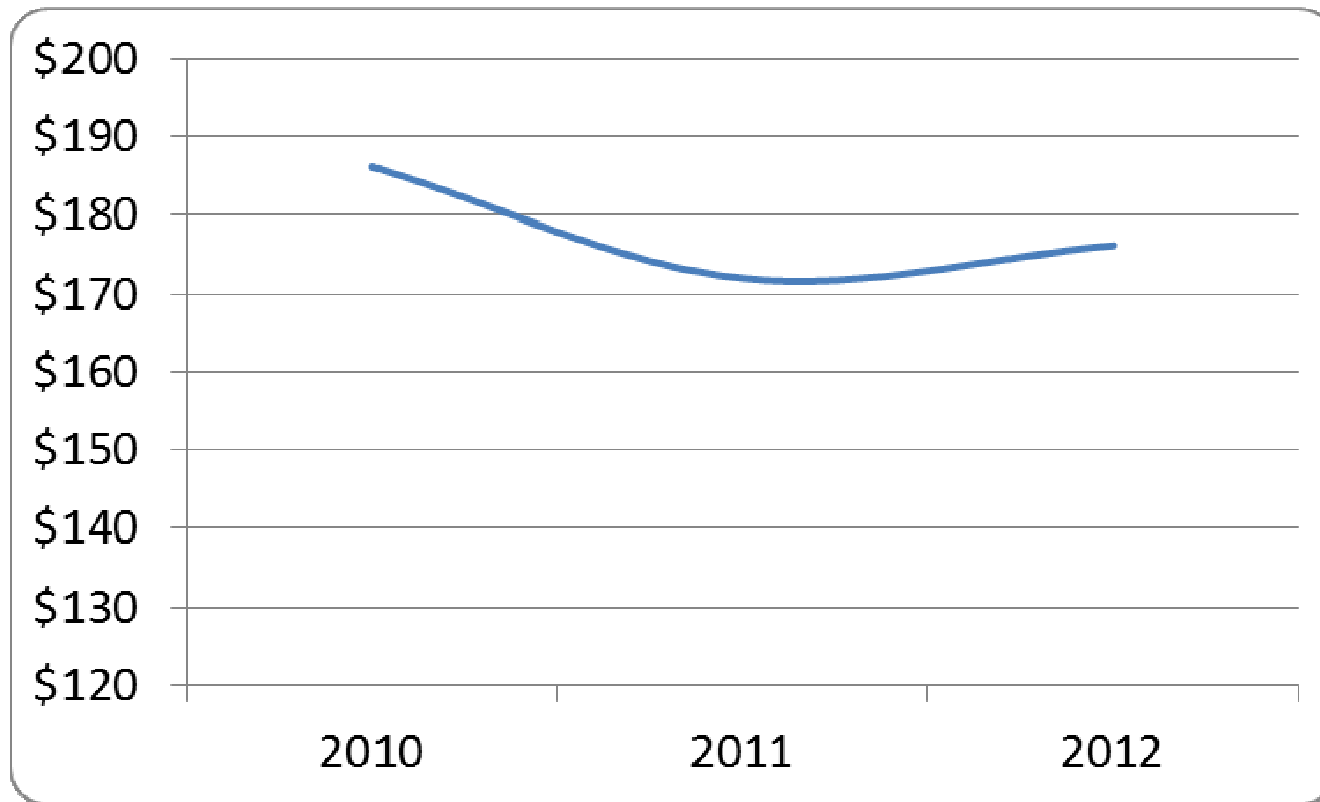
## BSU Cost per Undergraduate Credit <sup>G30A</sup>



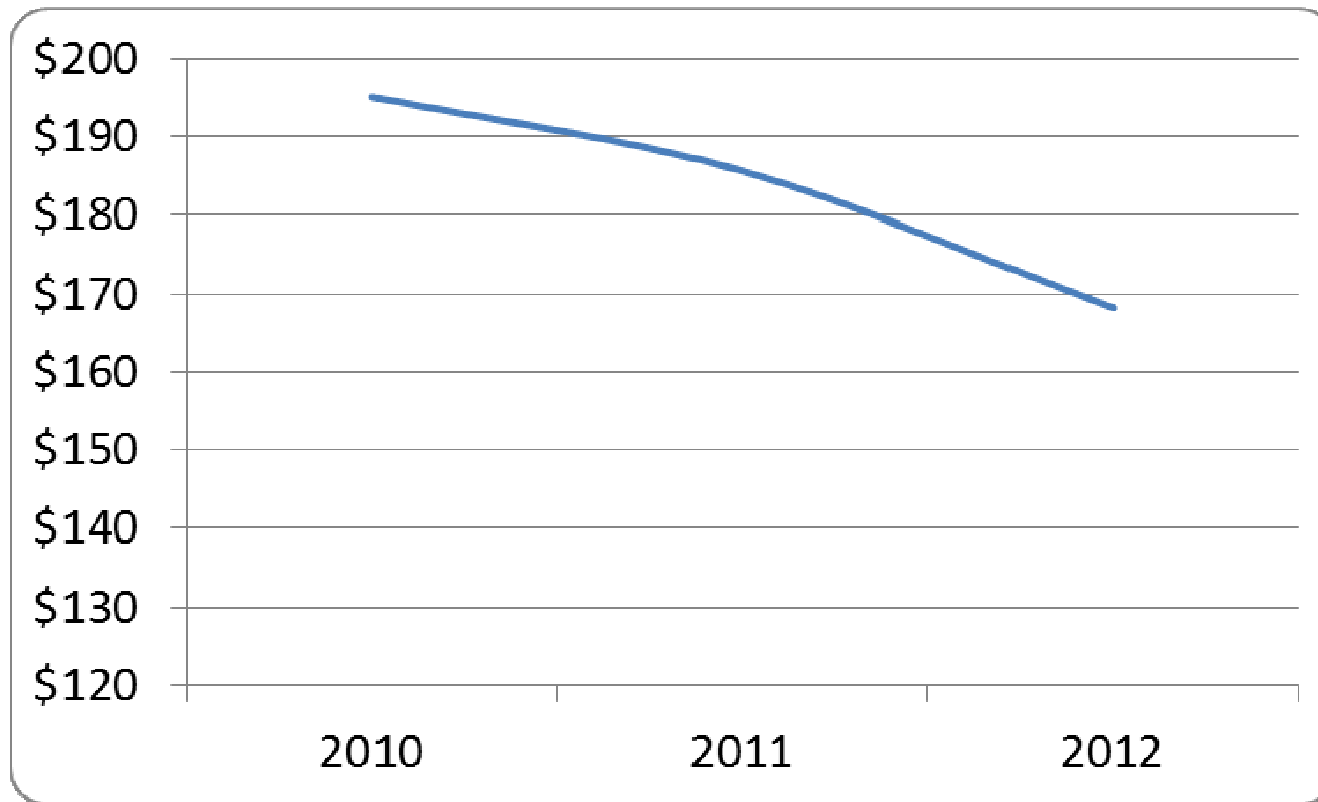
## ISU Cost per Undergraduate Credit <sup>G30A</sup>



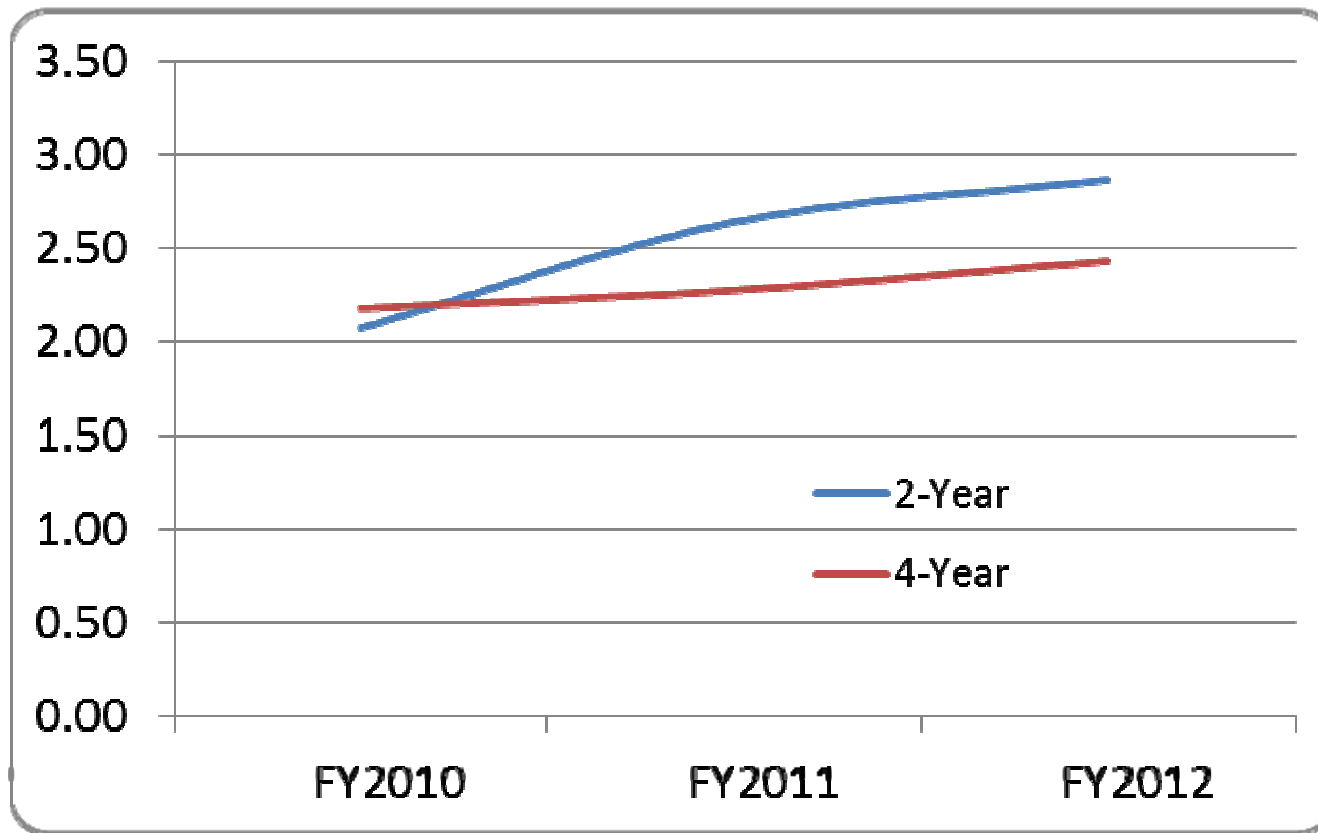
## U of I Cost per Undergraduate Credit G30A



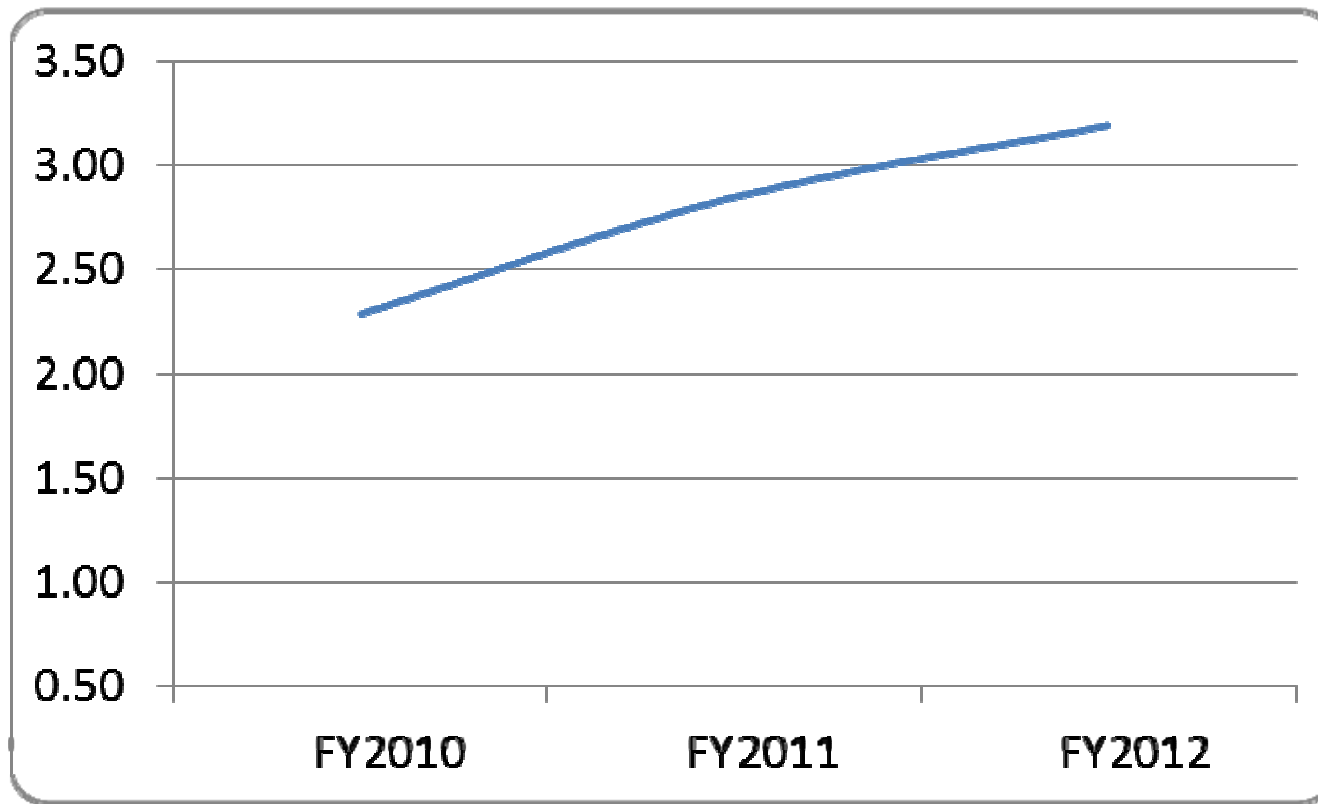
## LCSC Cost per Undergraduate Credit <sup>G30A</sup>



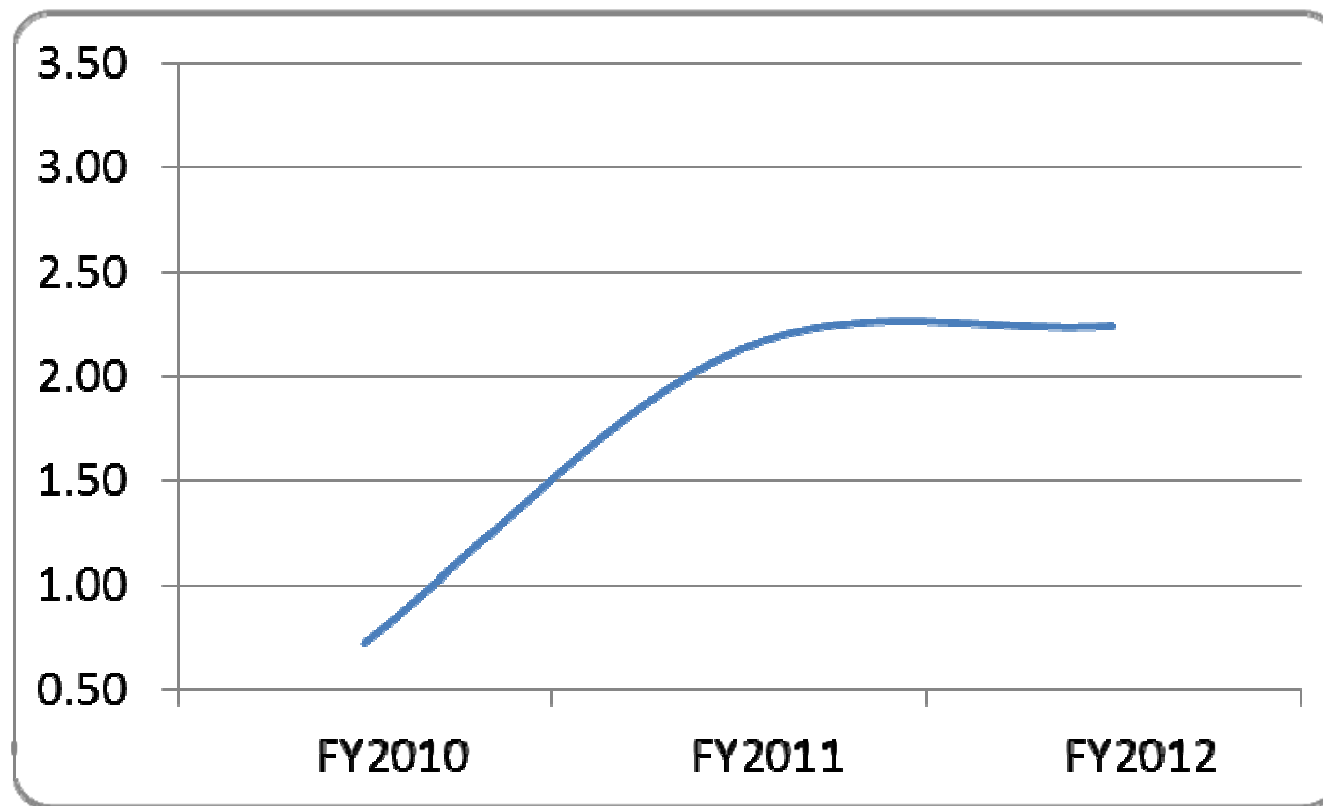
## Public Institution Undergraduate Credentials per \$100K of Instructional Cost



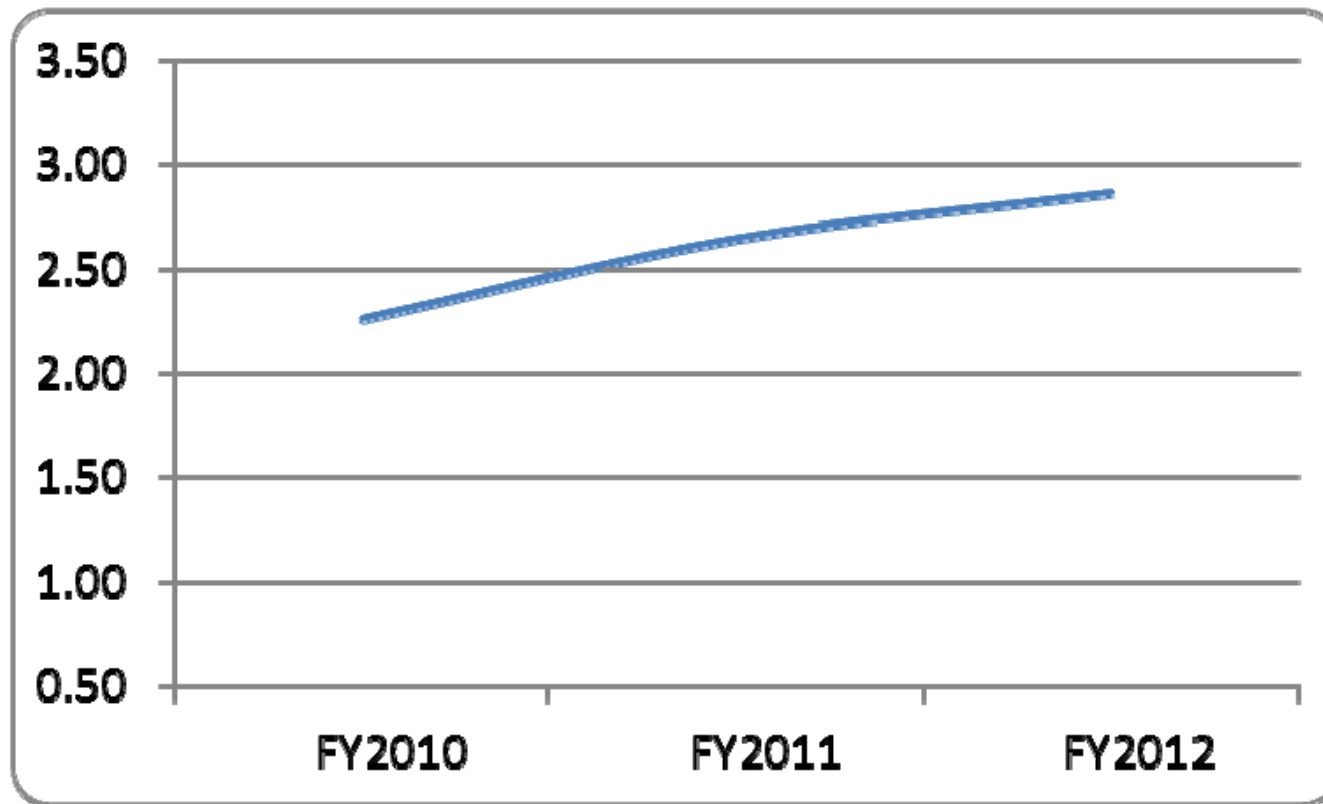
## CSI Undergraduate Credentials per \$100K of Instructional Cost



## CWI Undergraduate Credentials per \$100K of Instructional Cost

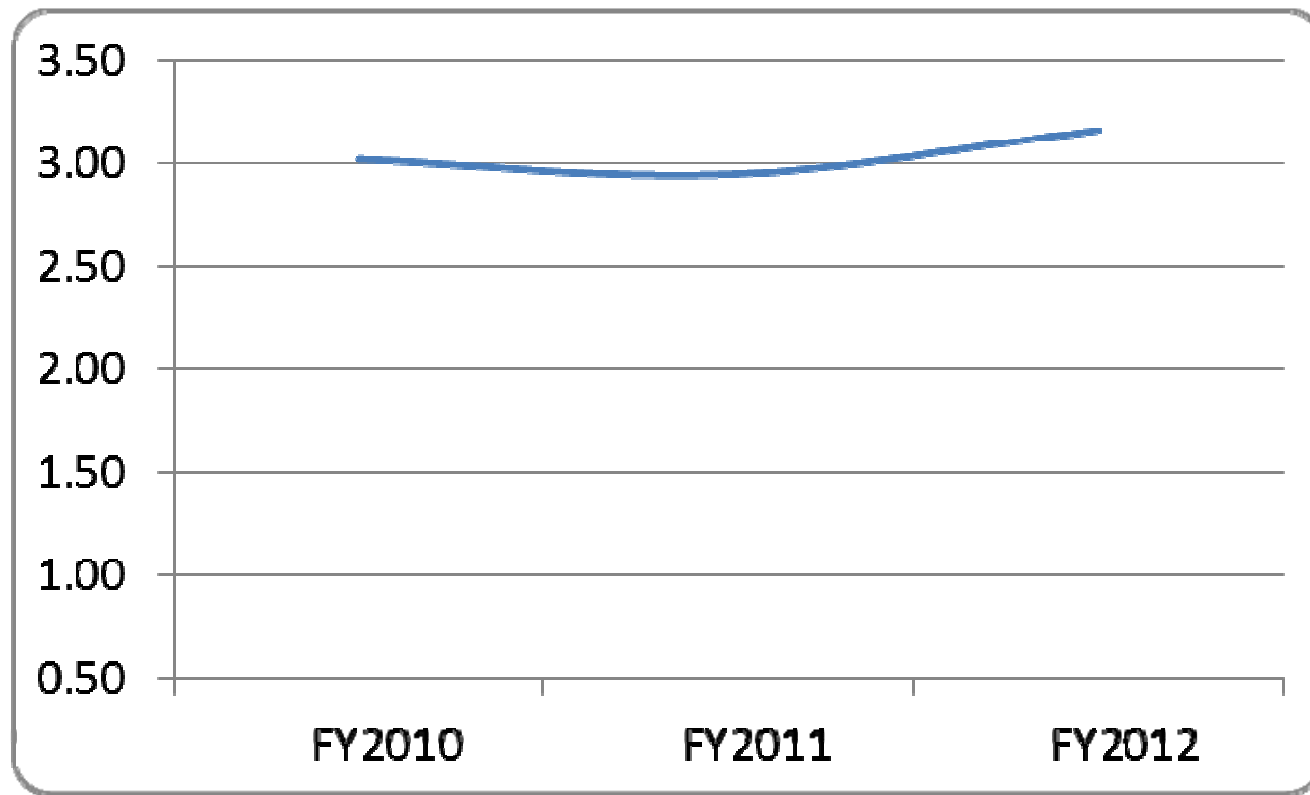


## NIC Undergraduate Credentials per \$100K of Instructional Cost

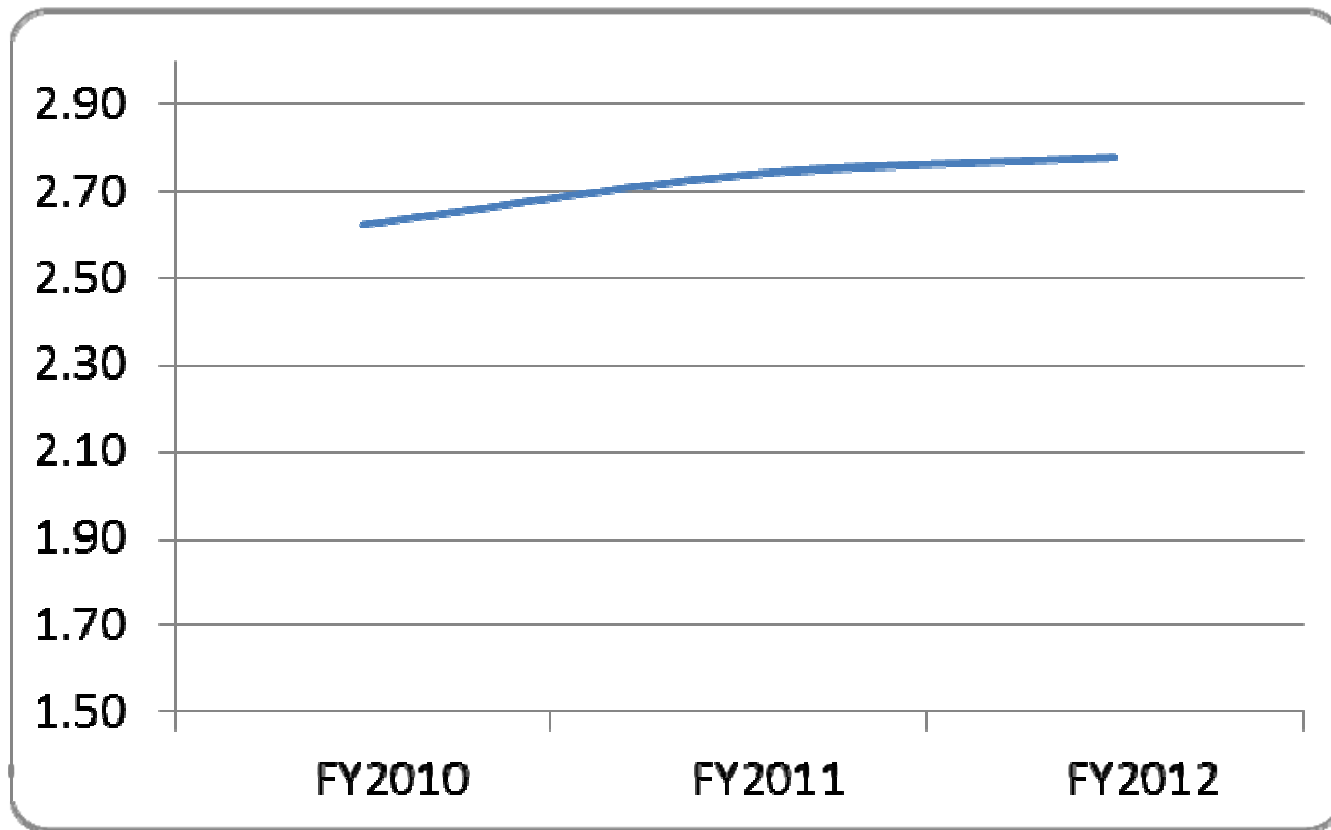




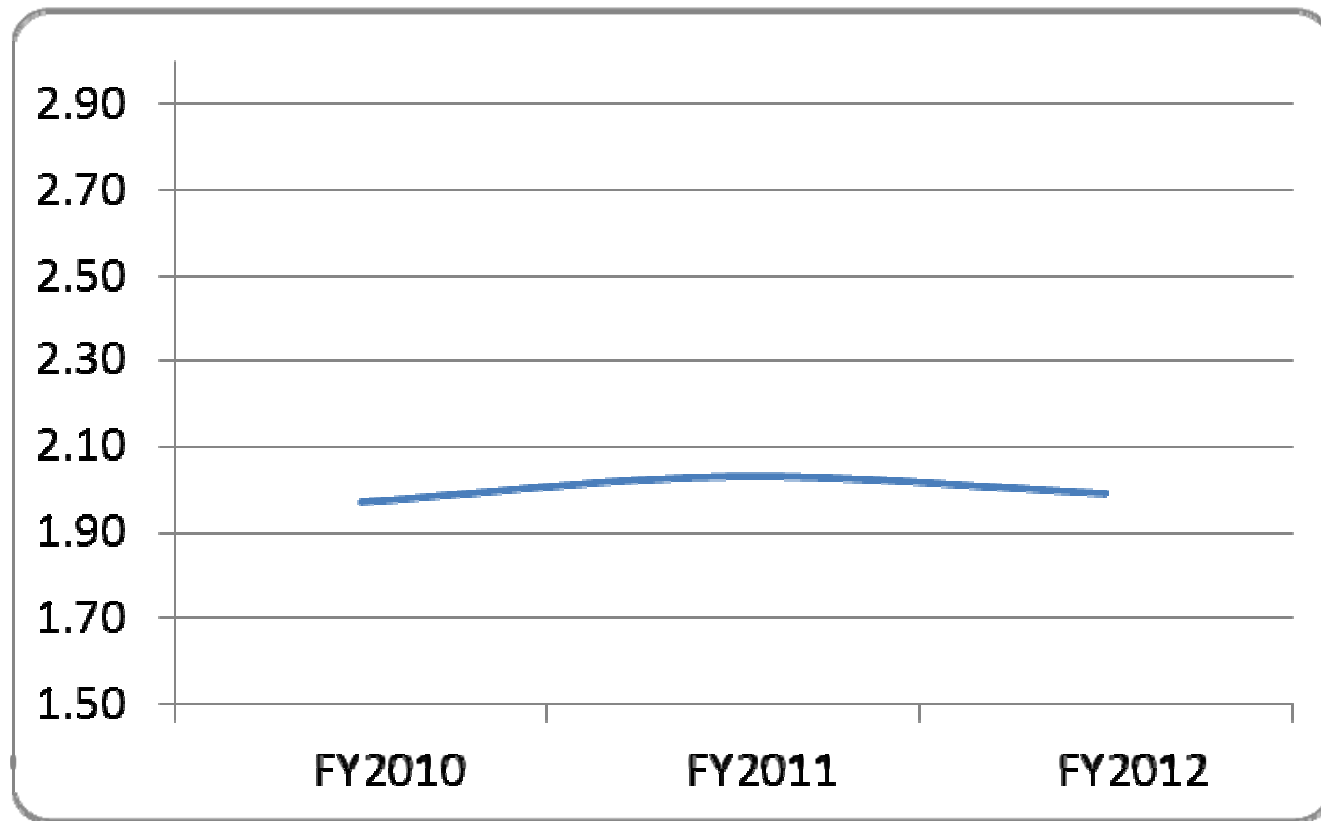
## EITC Undergraduate Credentials per \$100K of Instructional Cost



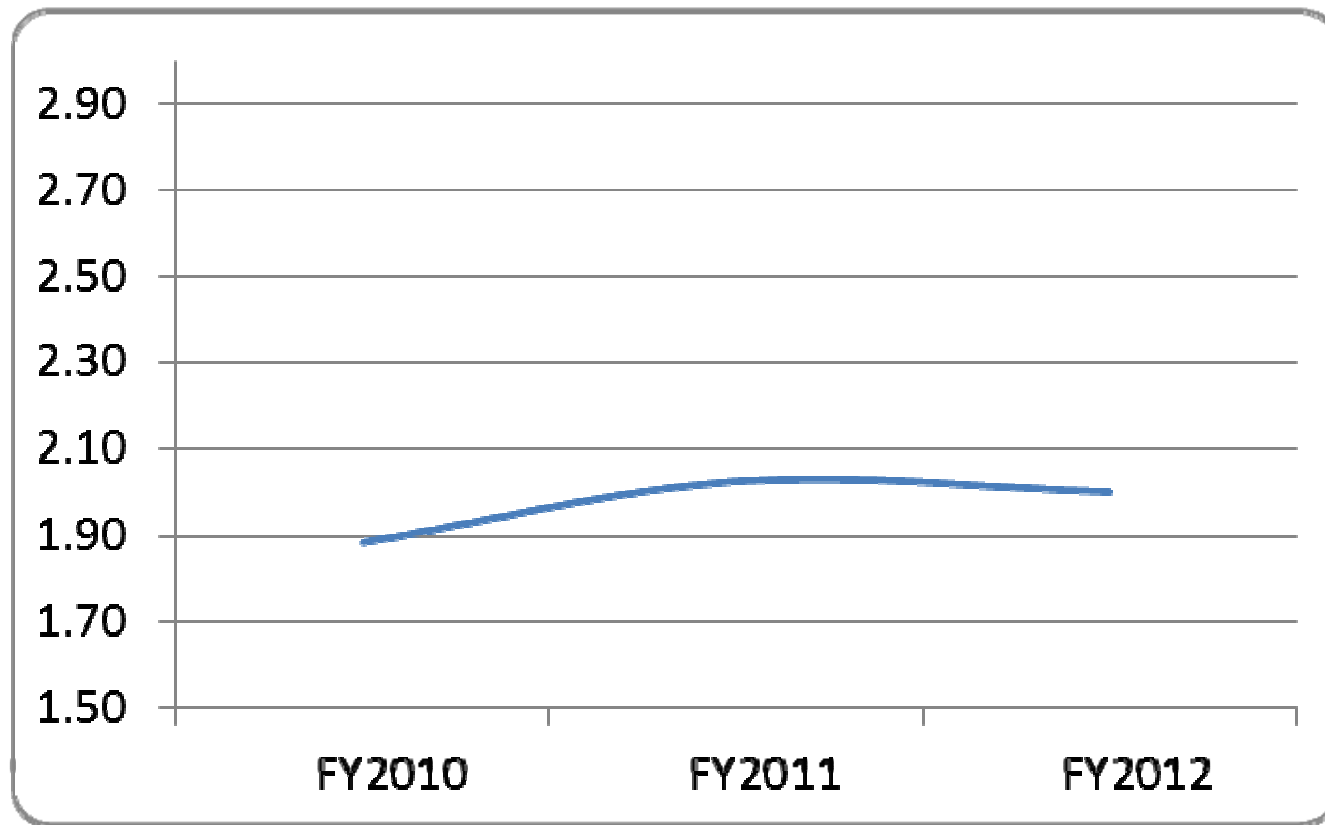
## BSU Undergraduate Credentials per \$100K of Instructional Cost



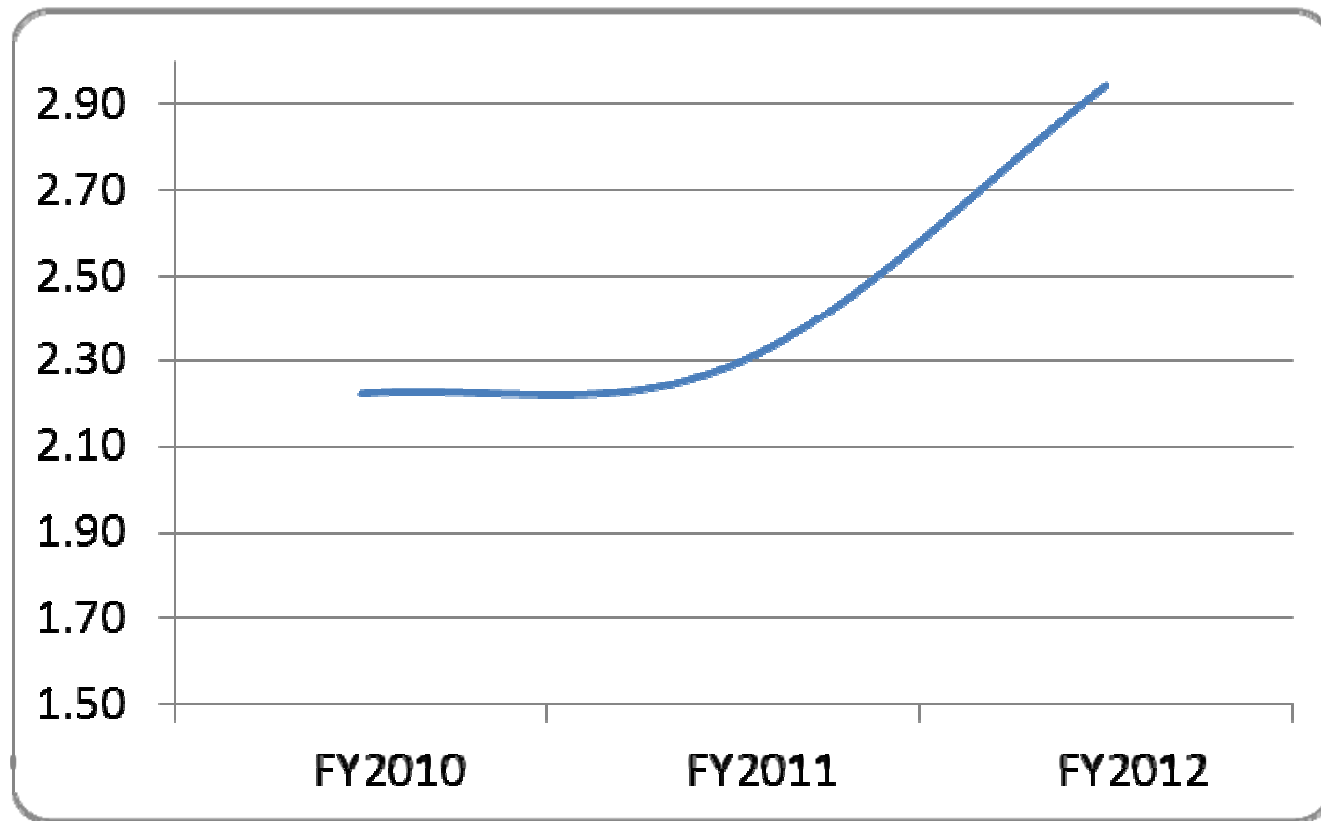
## ISU Undergraduate Credentials per \$100K of Instructional Cost



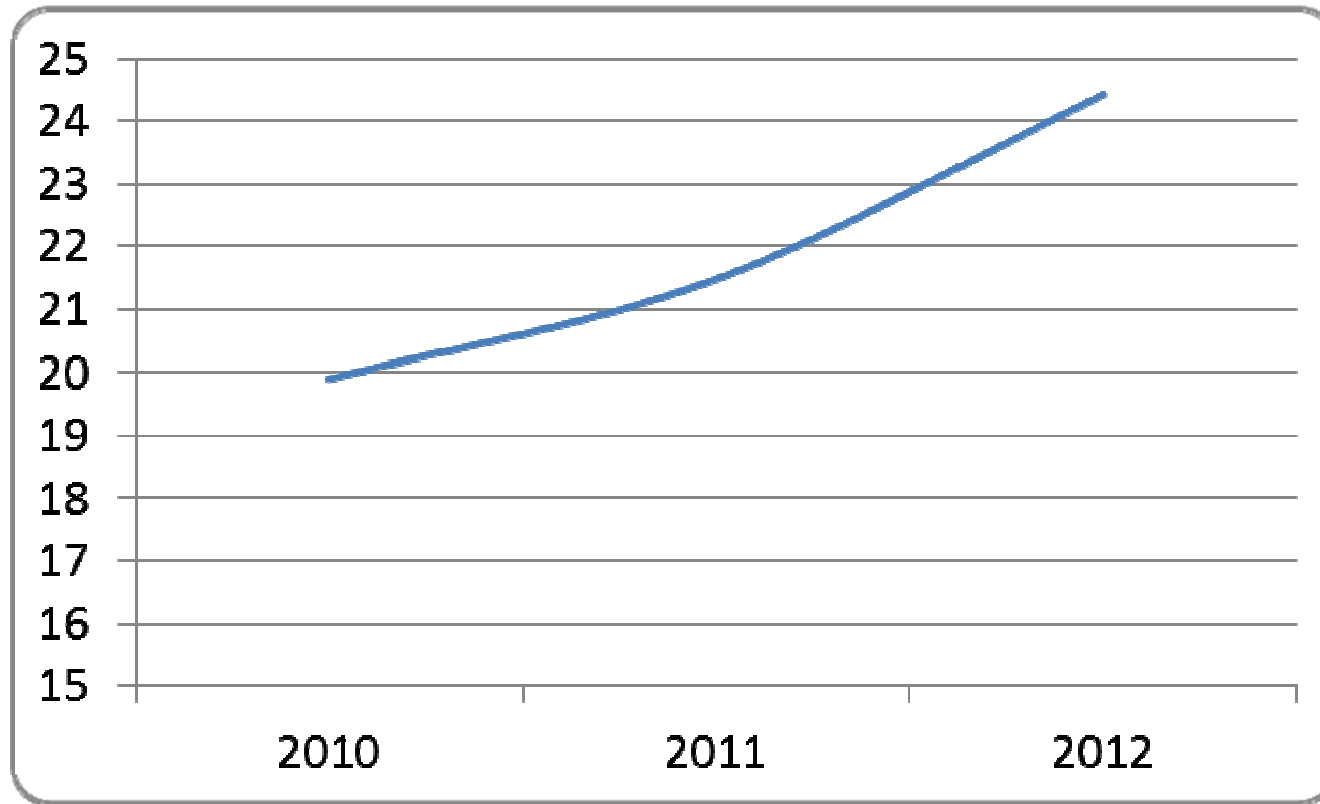
## U of I Undergraduate Credentials per \$100K of Instructional Cost



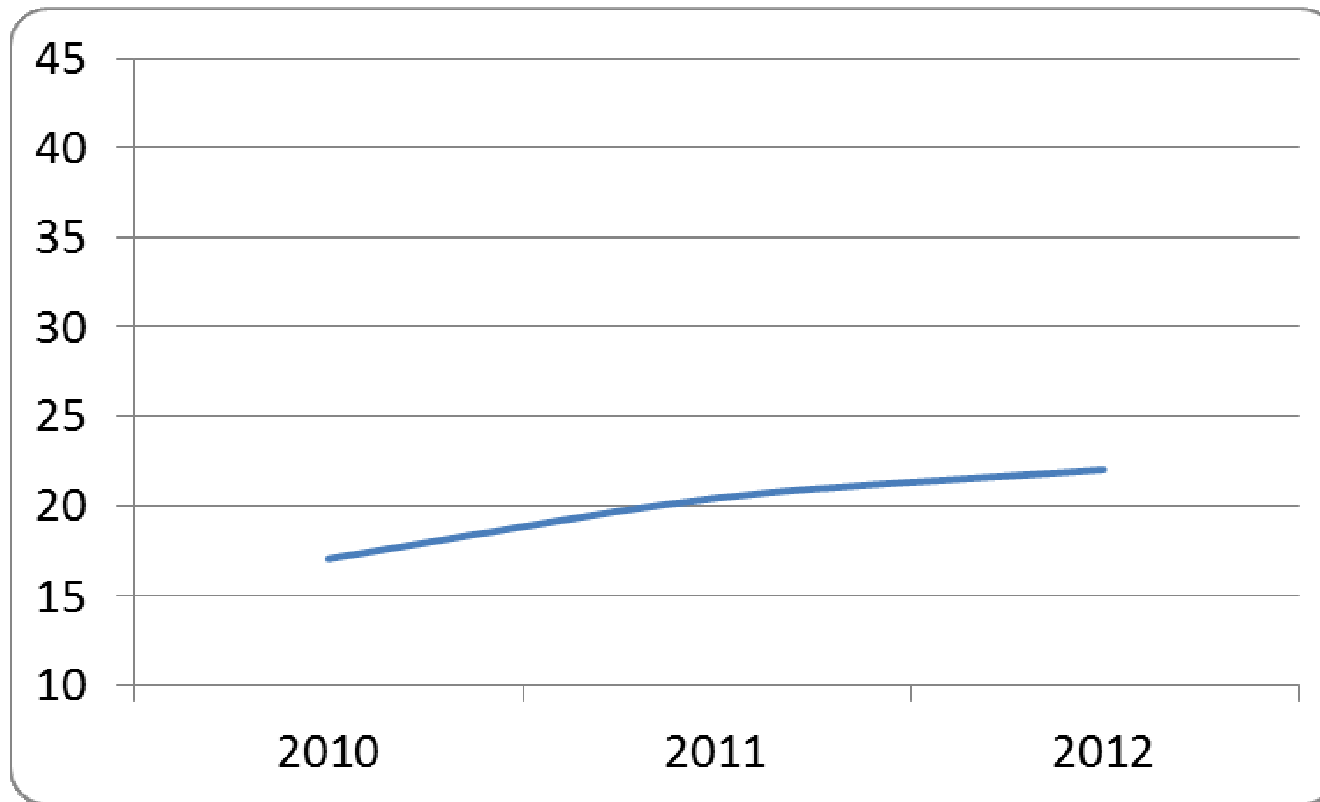
## LCSC Undergraduate Credentials per \$100K of Instructional Cost



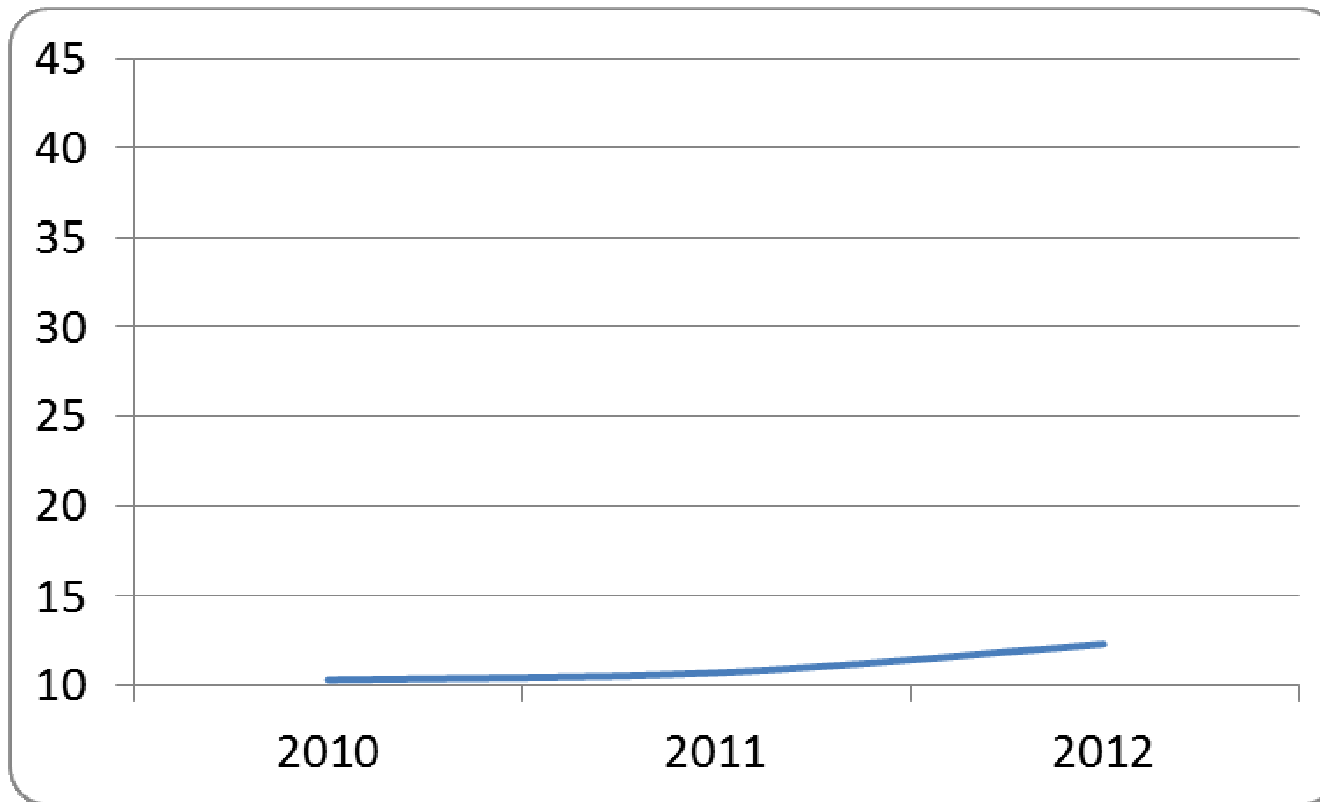
## Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE at 2- Year Public Institutions



## CSI Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE

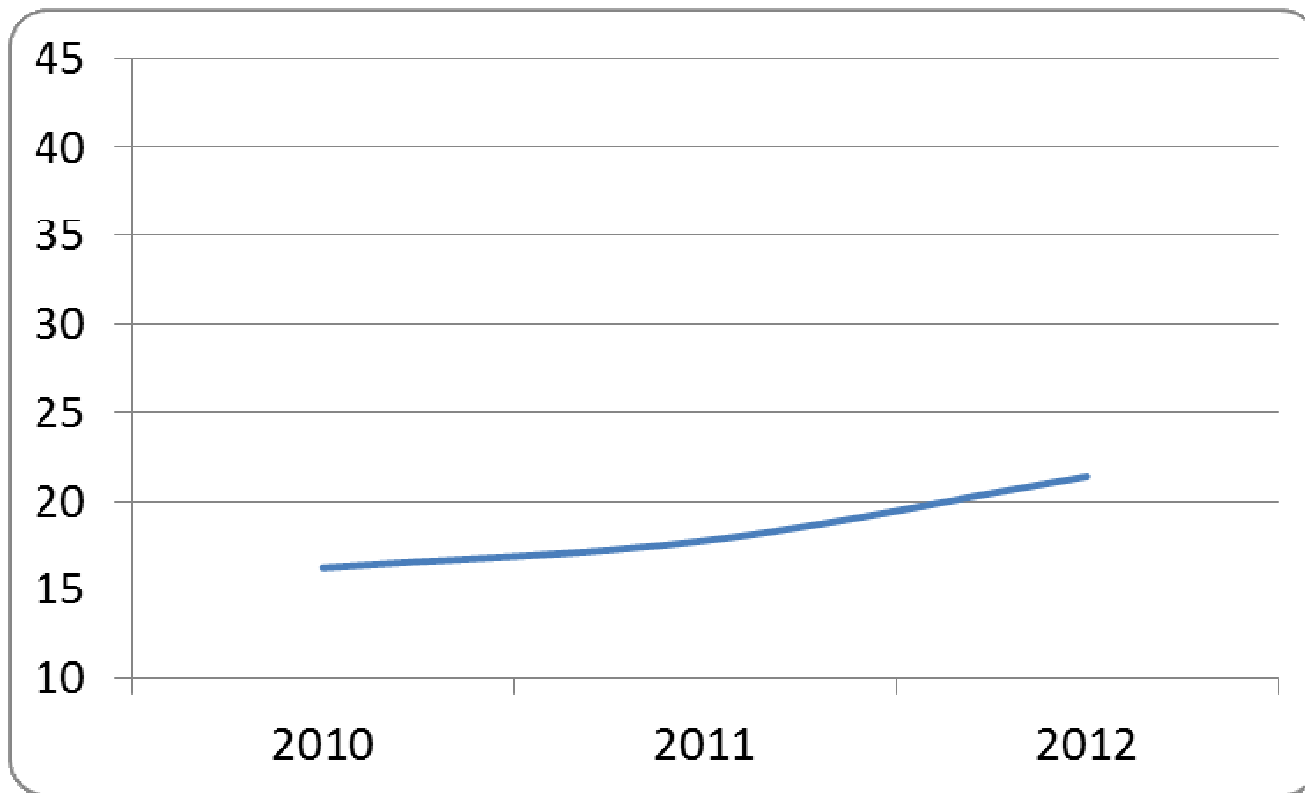


## CWI Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE

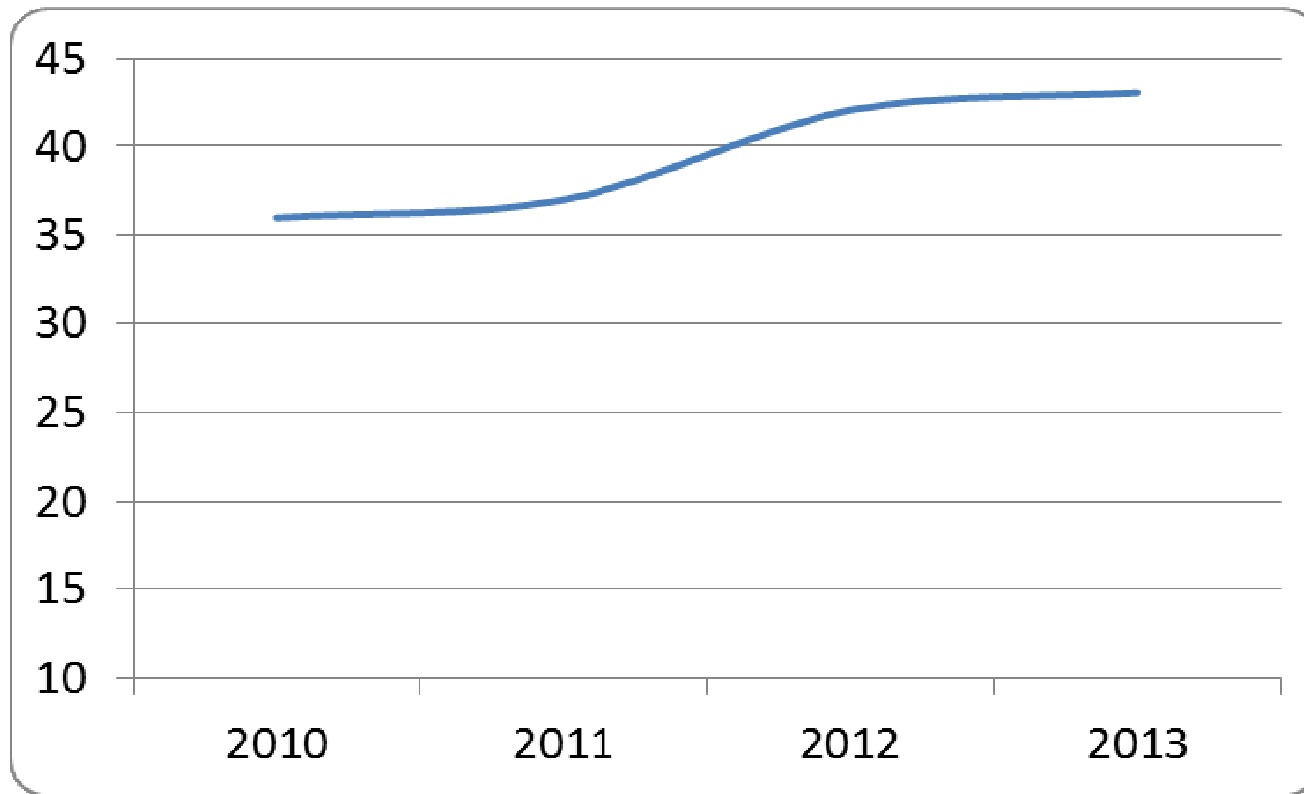




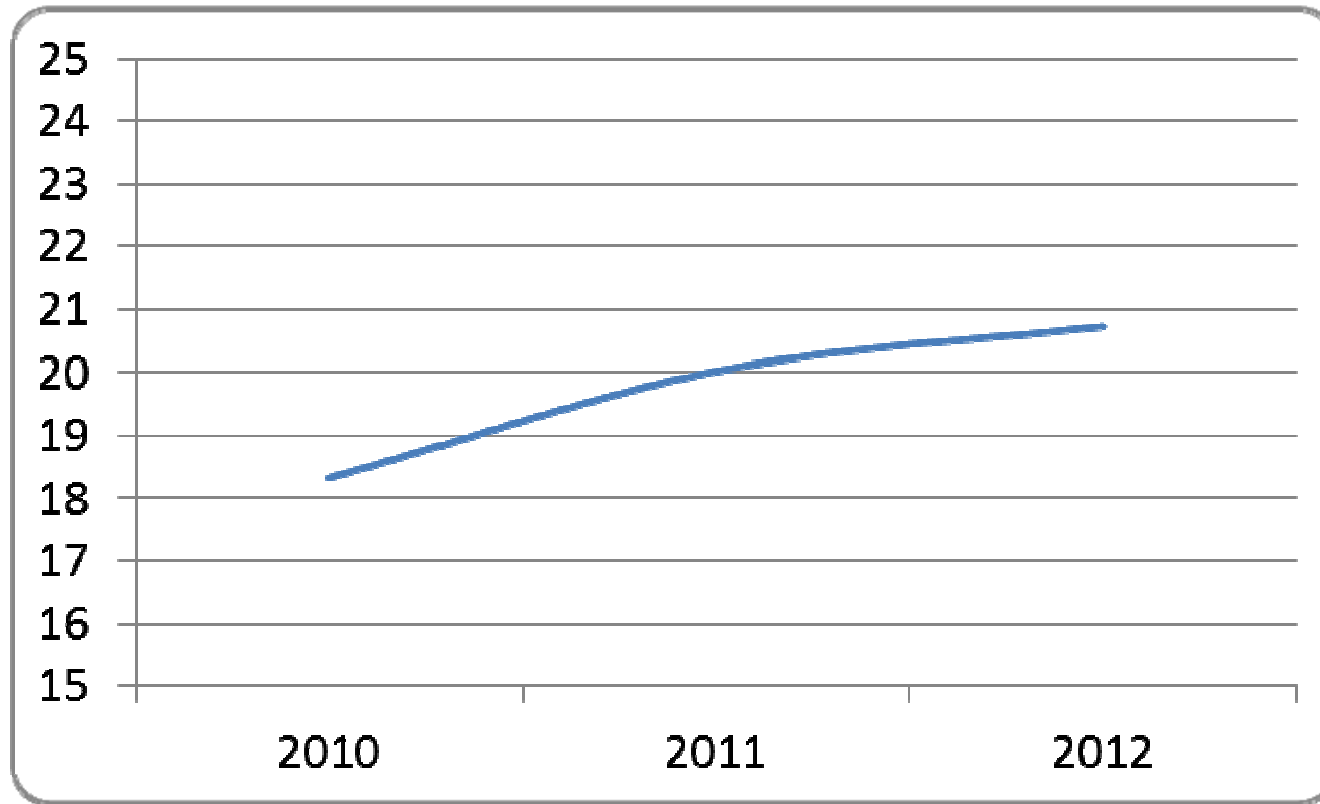
## NIC Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE



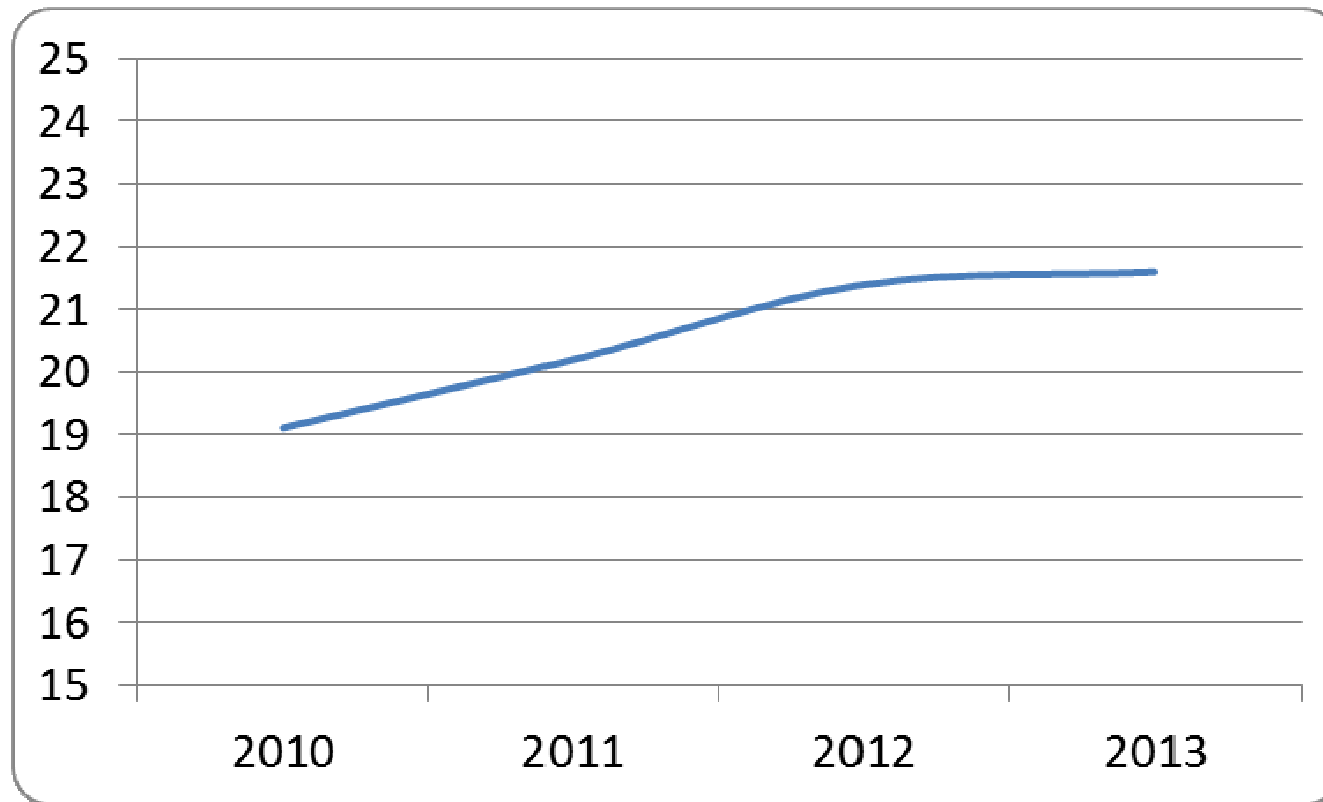
## EITC Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE



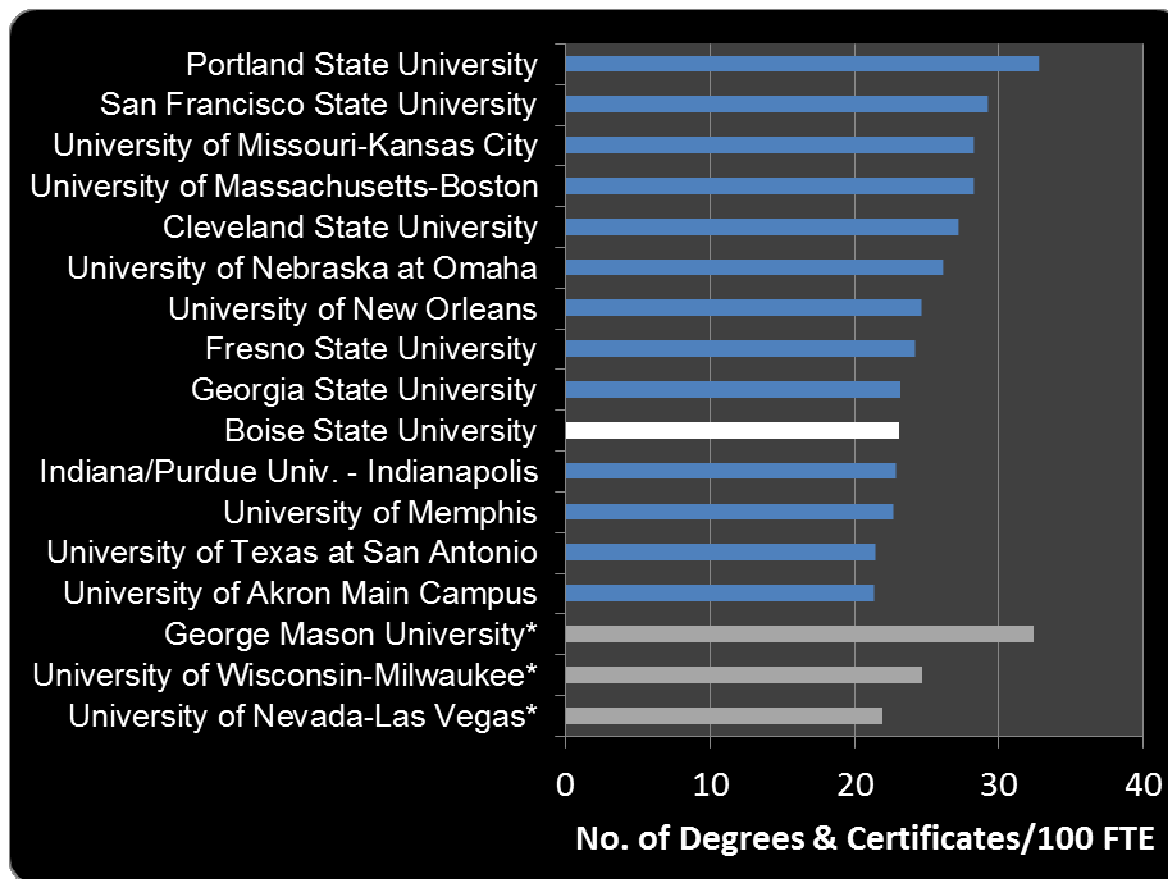
## Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE at 4- Year Public Institutions



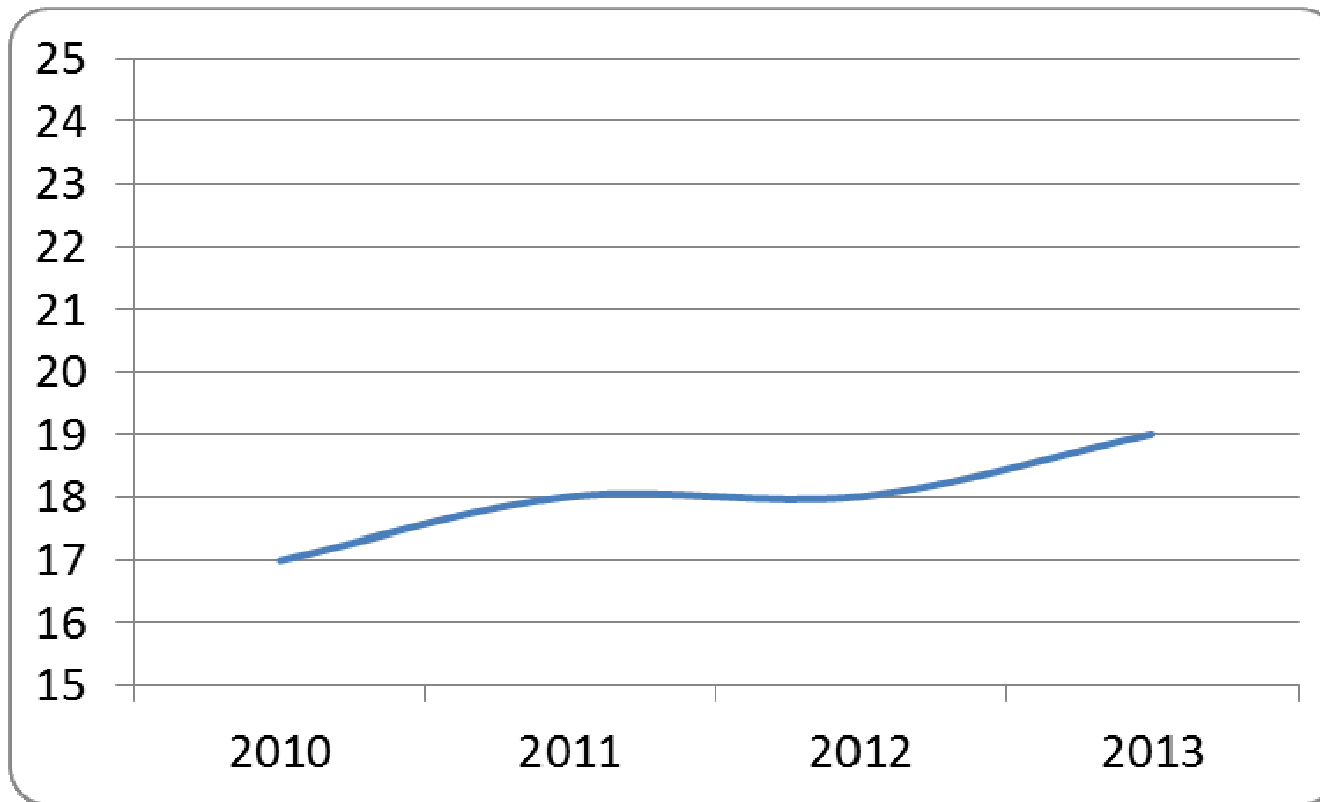
## BSU Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE



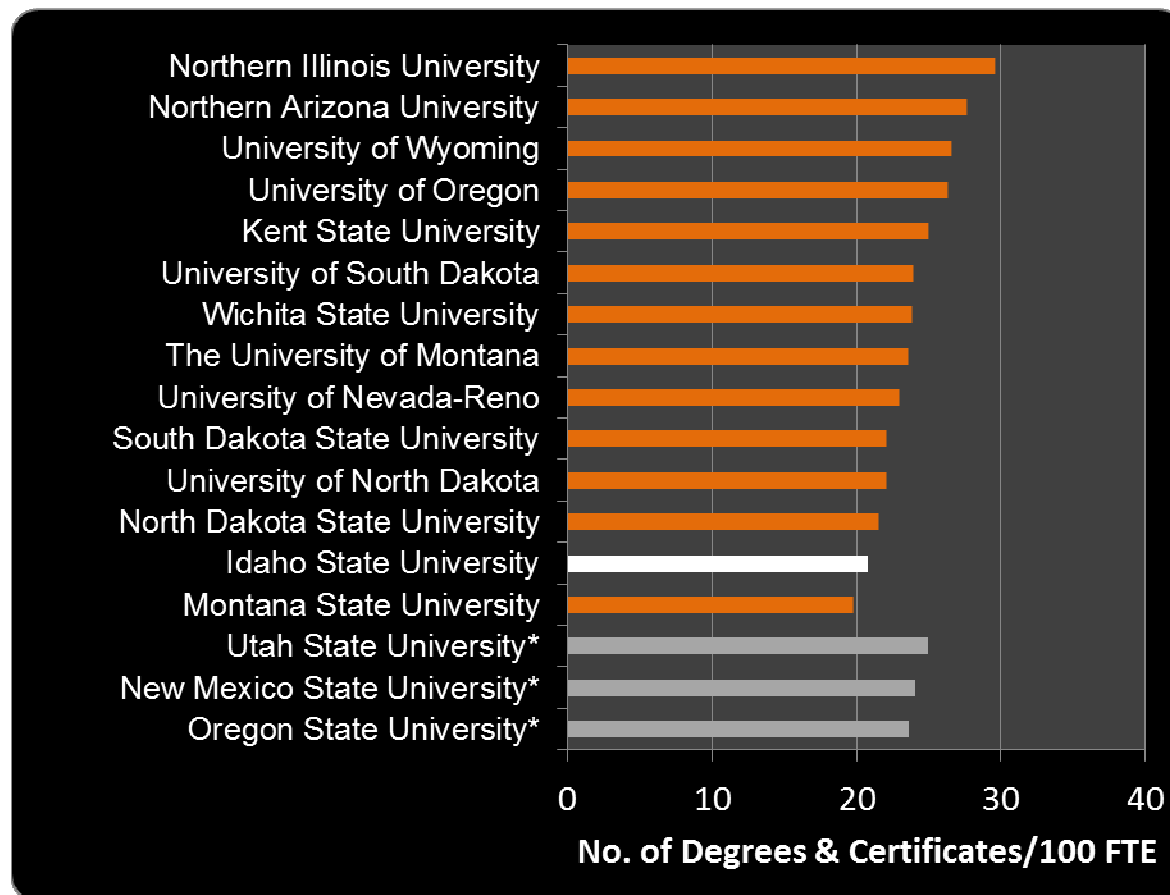
## BSU Peer Comparison of All Credentials per 100 FTE for AY2012



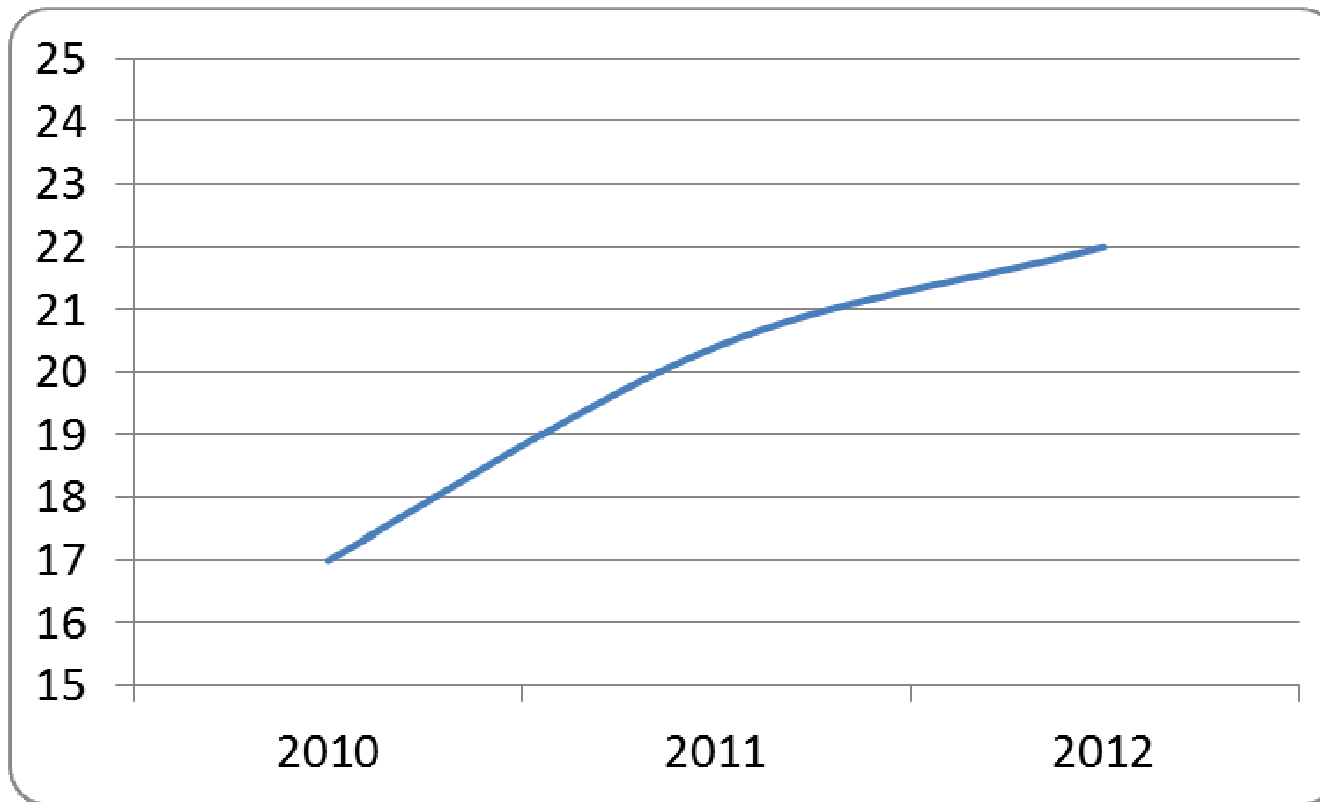
## ISU Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE



## ISU Peer Comparison of All Credentials per 100FTE for AY2012

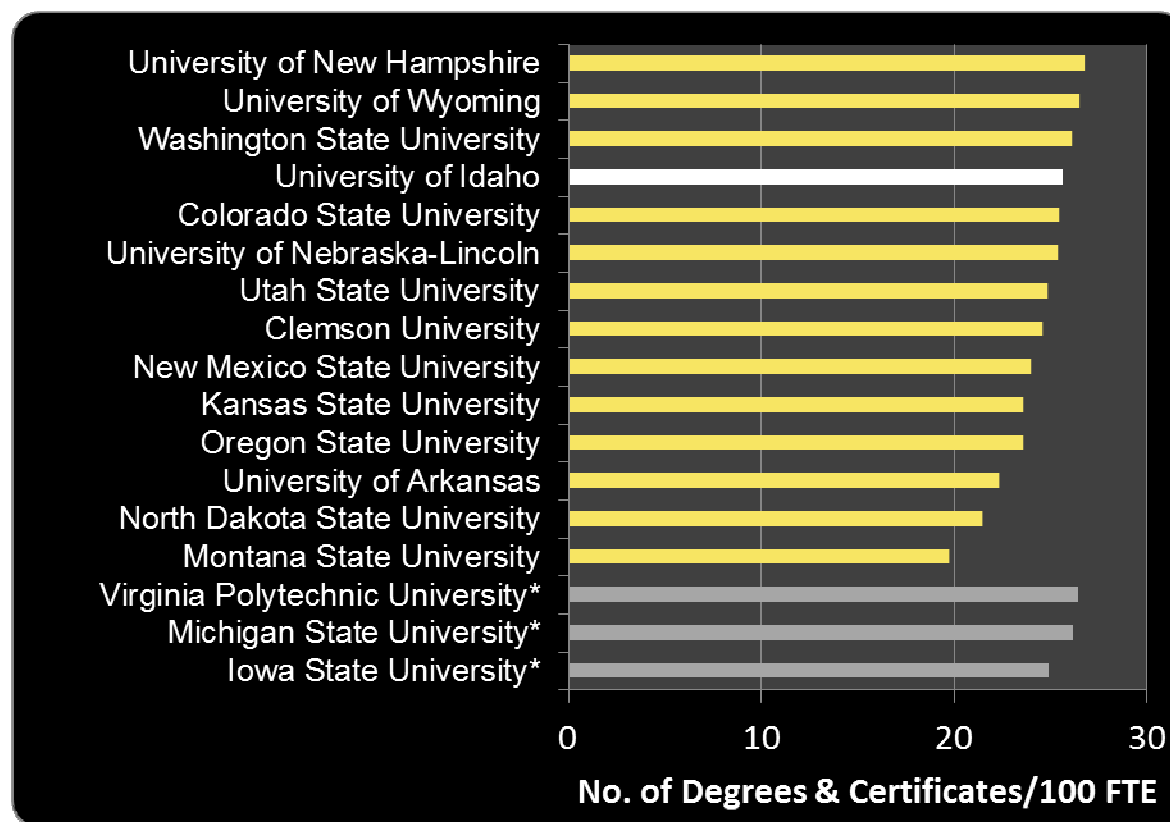


## U of I Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE

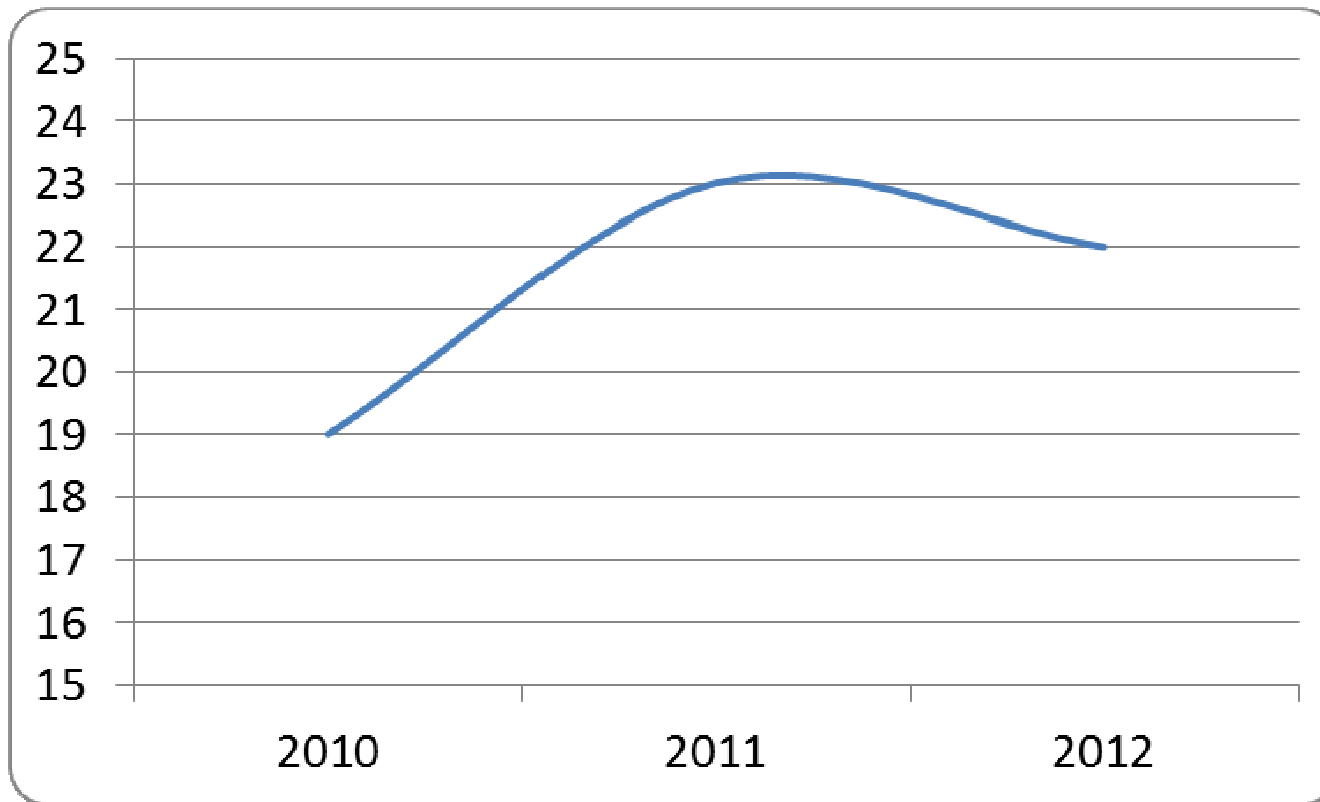




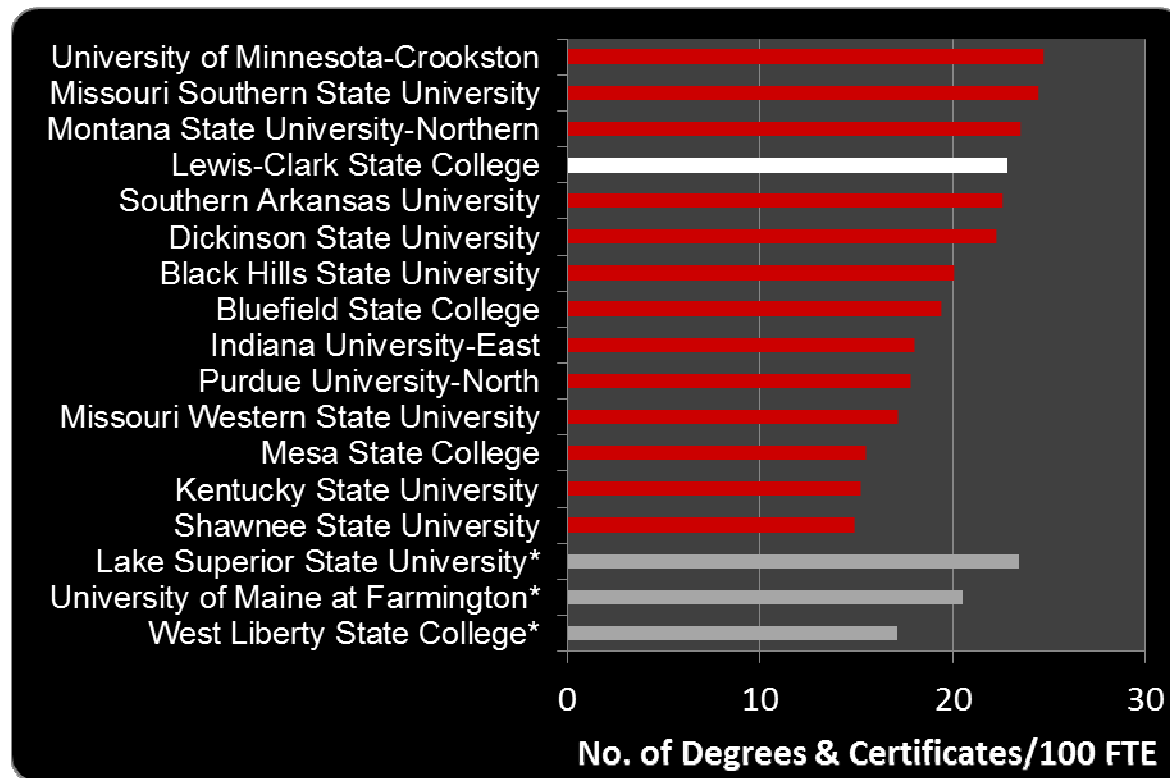
## U of I Peer Comparison of All Credentials per 100 FTE for AY2012



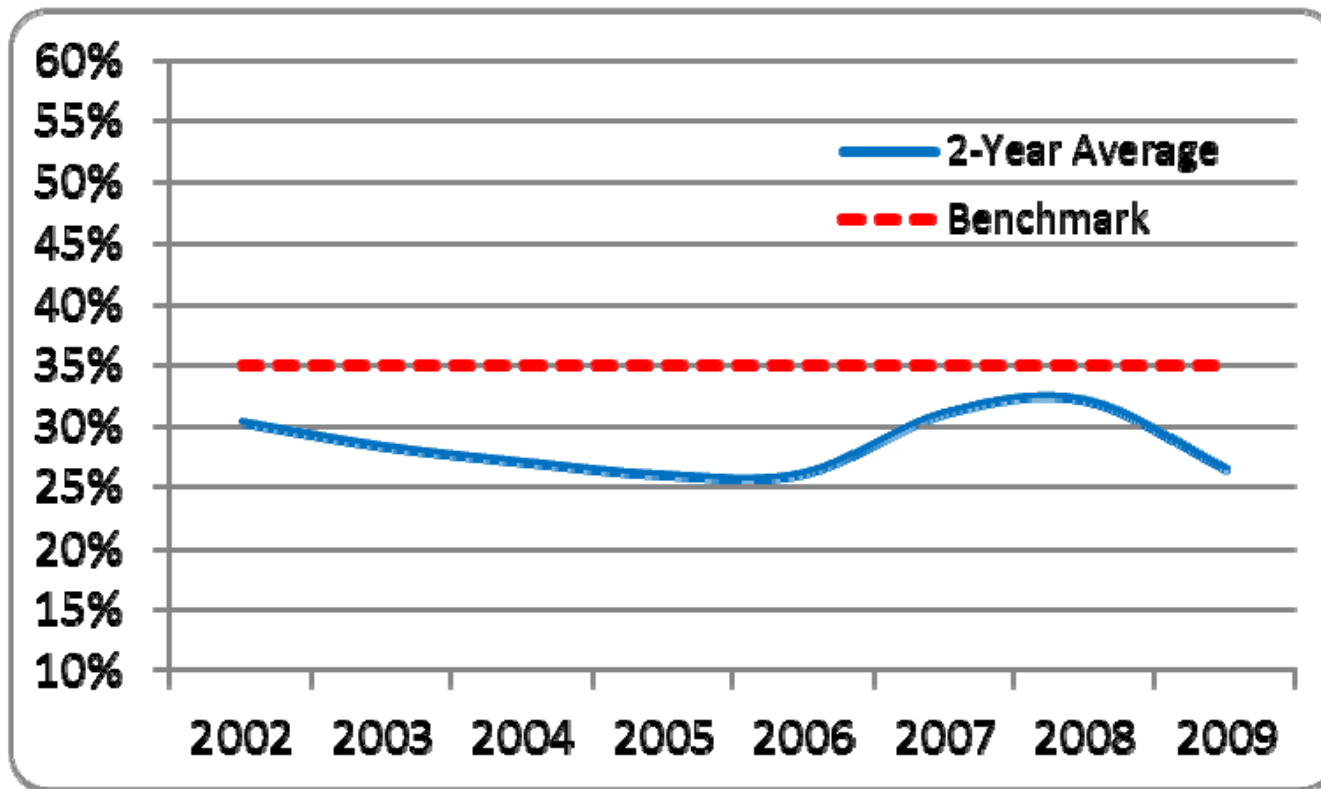
## LCSC Undergraduate Certificates & Degrees Conferred per 100 Undergraduate FTE



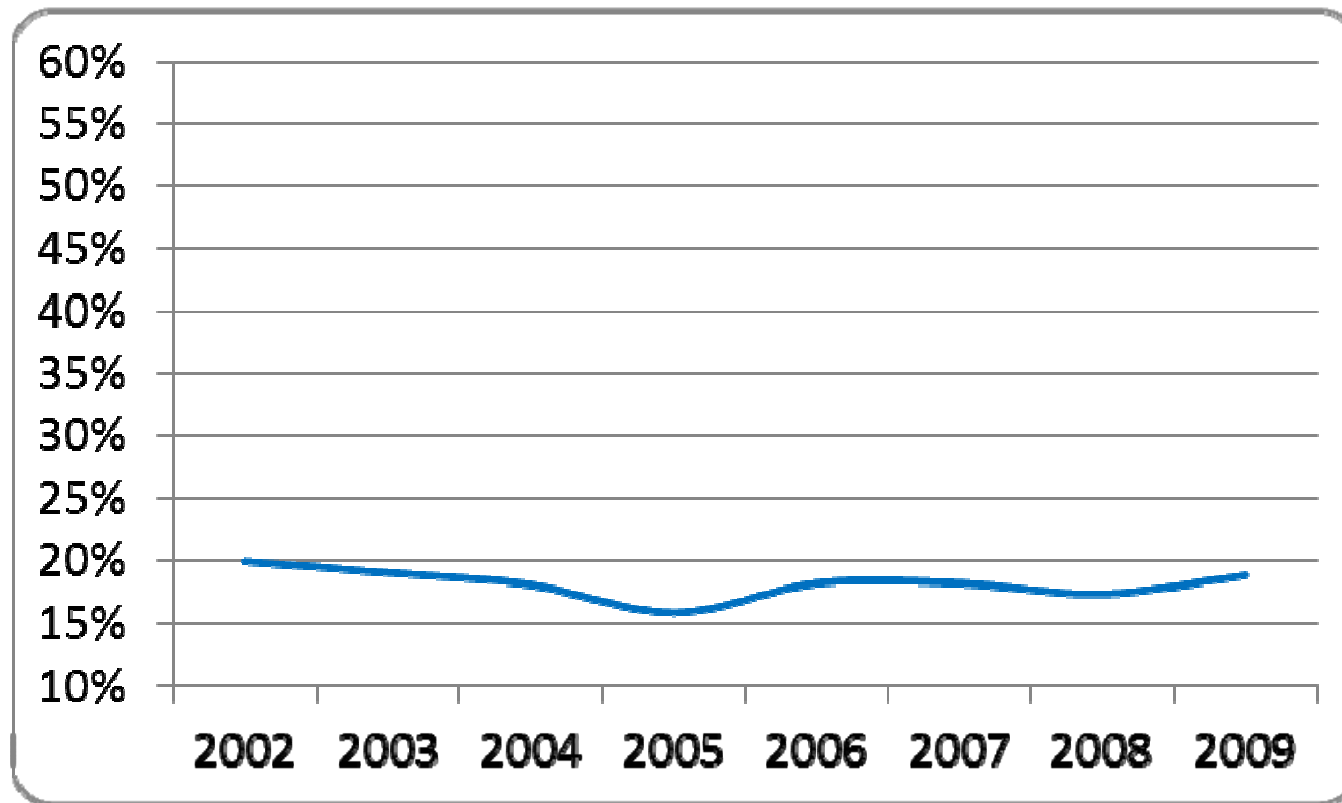
## LCSC Peer Comparison of All Credentials per 100 FTE for AY2012



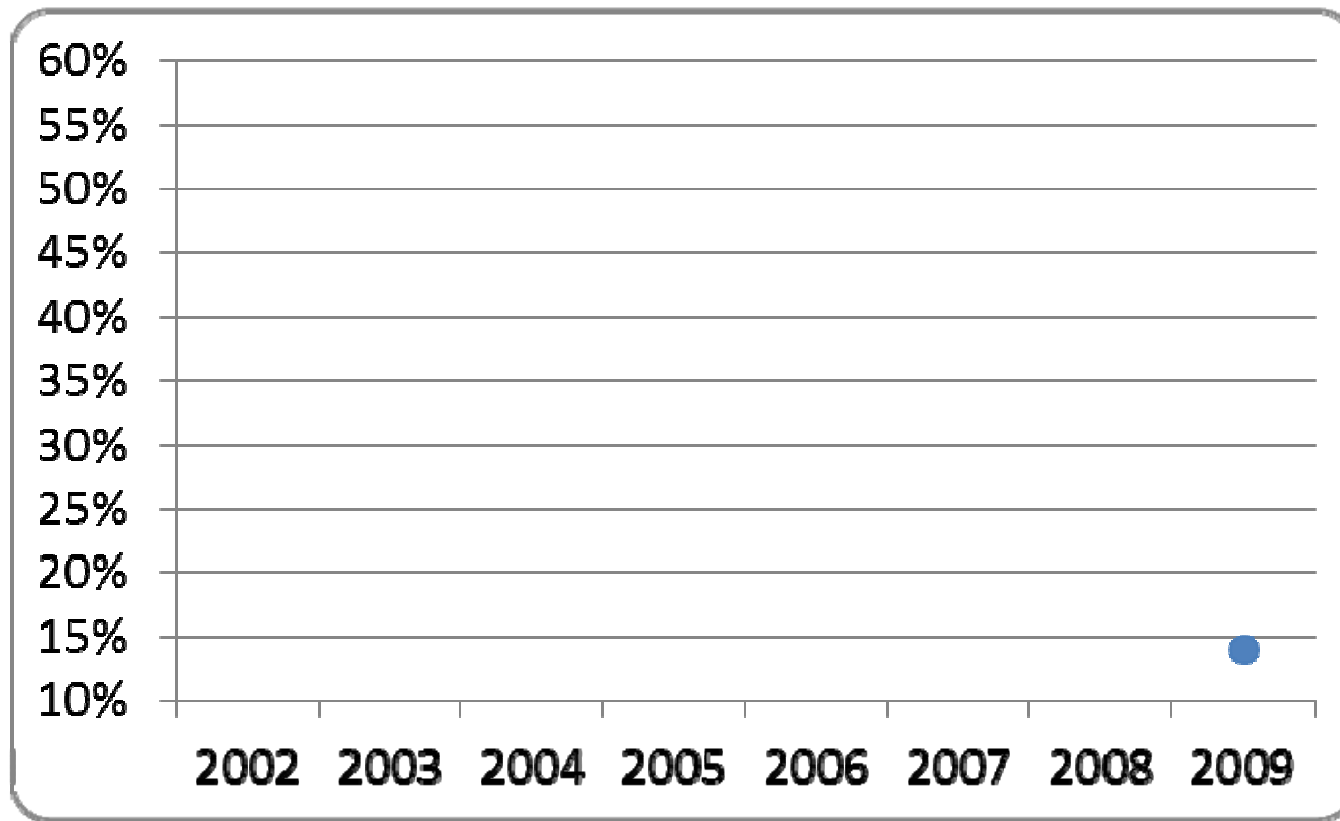
# 2-Year Public Institution Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>



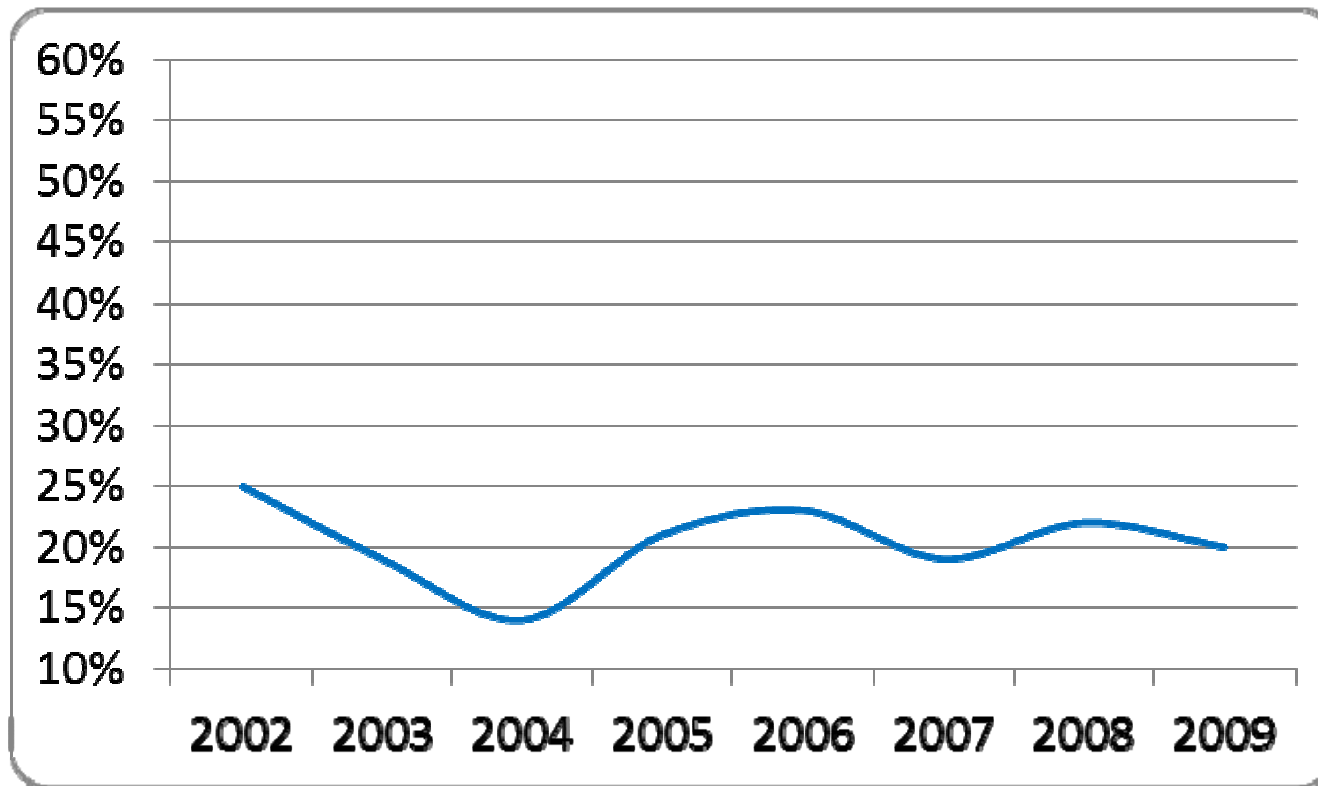
## CSI Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>



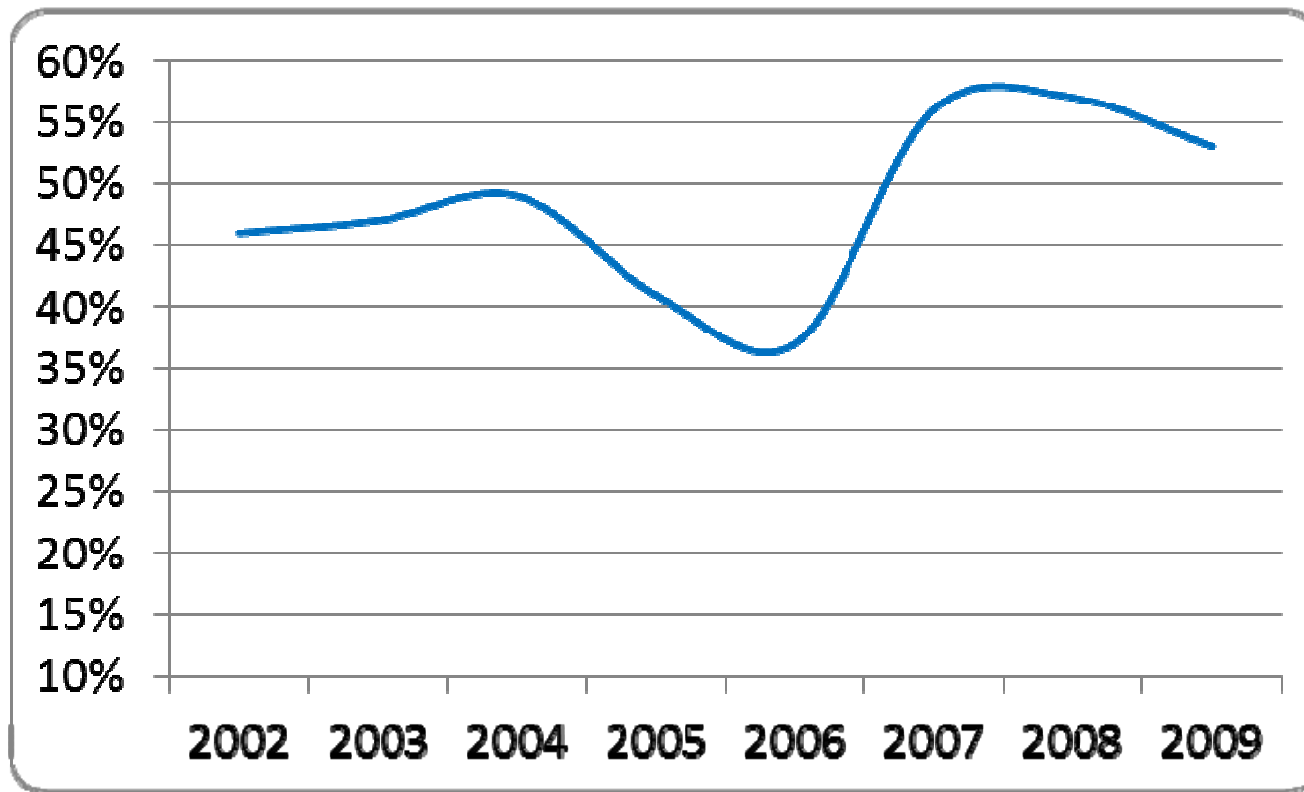
## CWI Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>



## NIC Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>

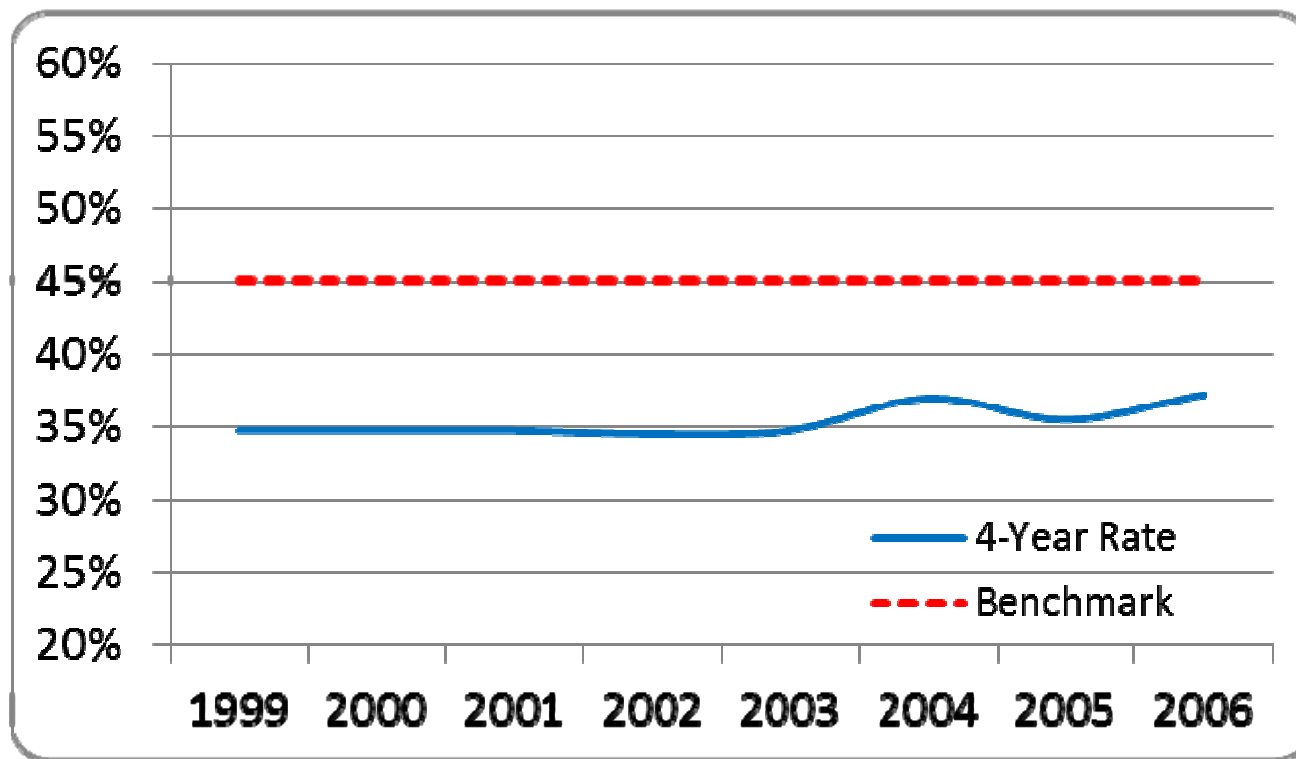


## EITC Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>

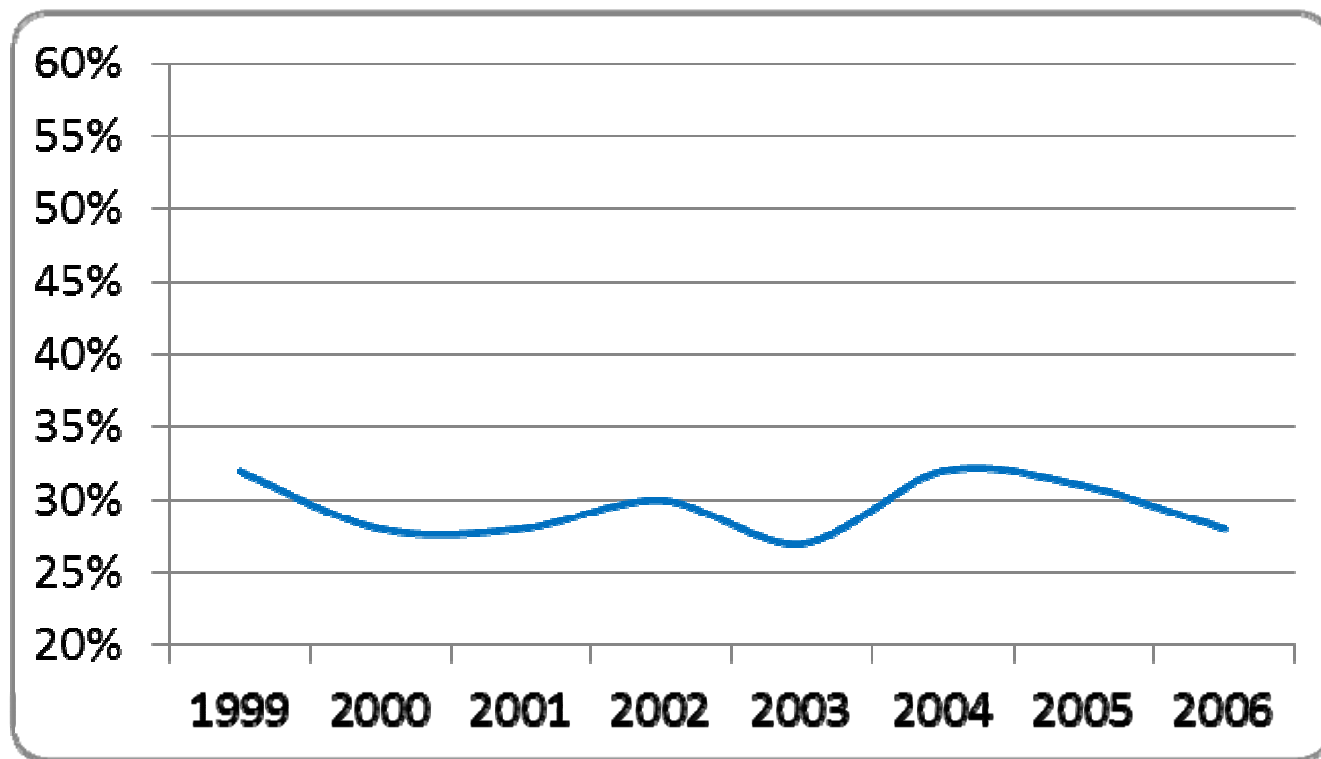




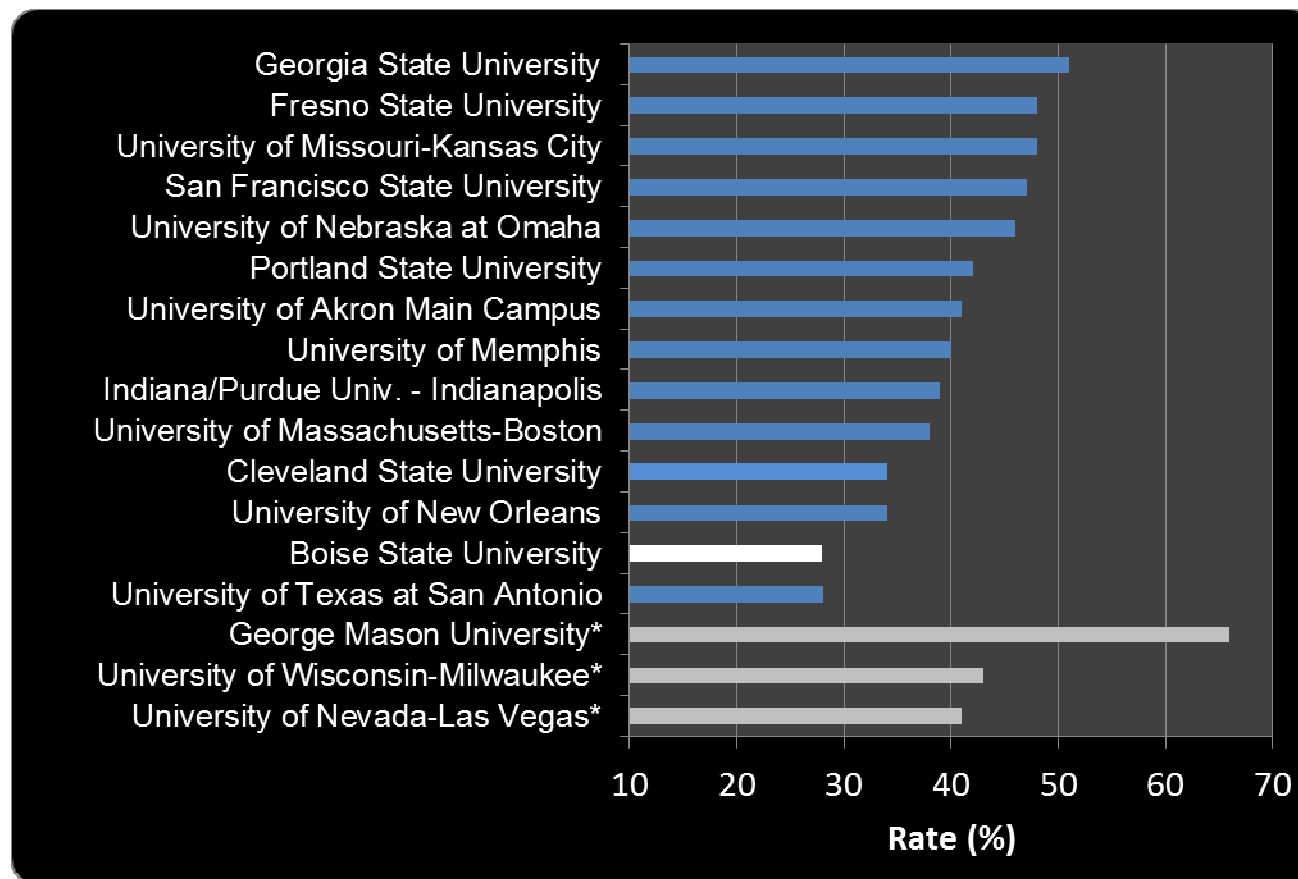
# 4-Year Public Institution Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>



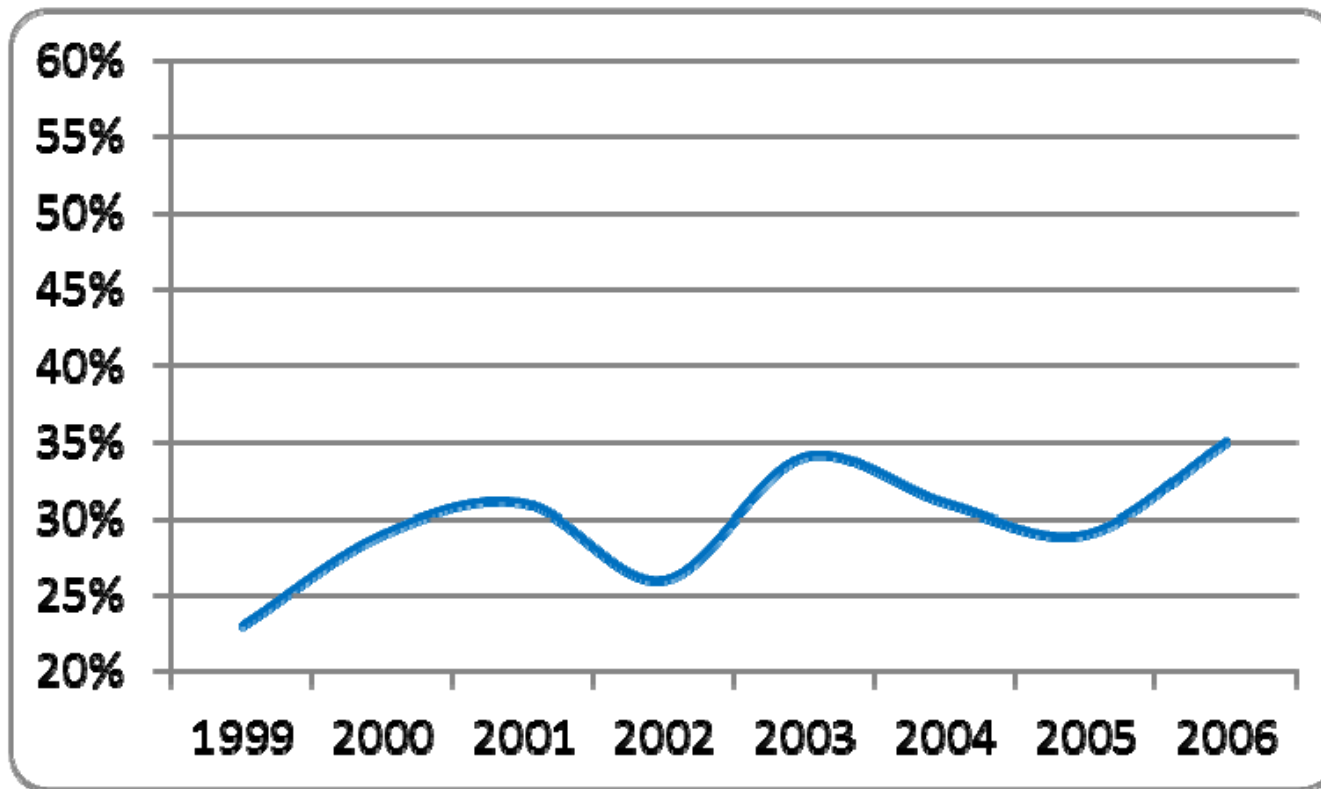
## BSU Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>



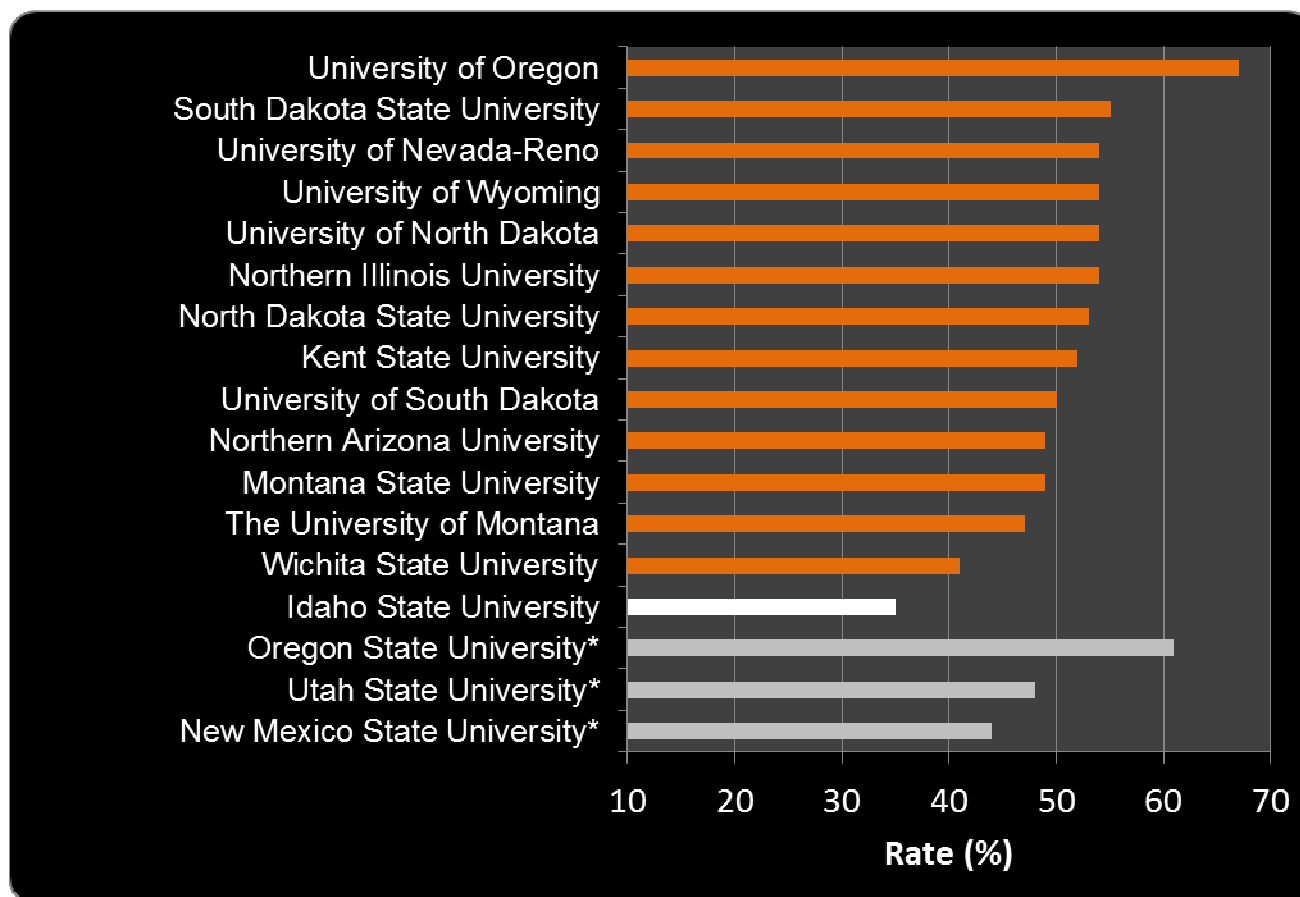
# BSU Peer Comparison of Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time for AY2012 <sup>G10B</sup>



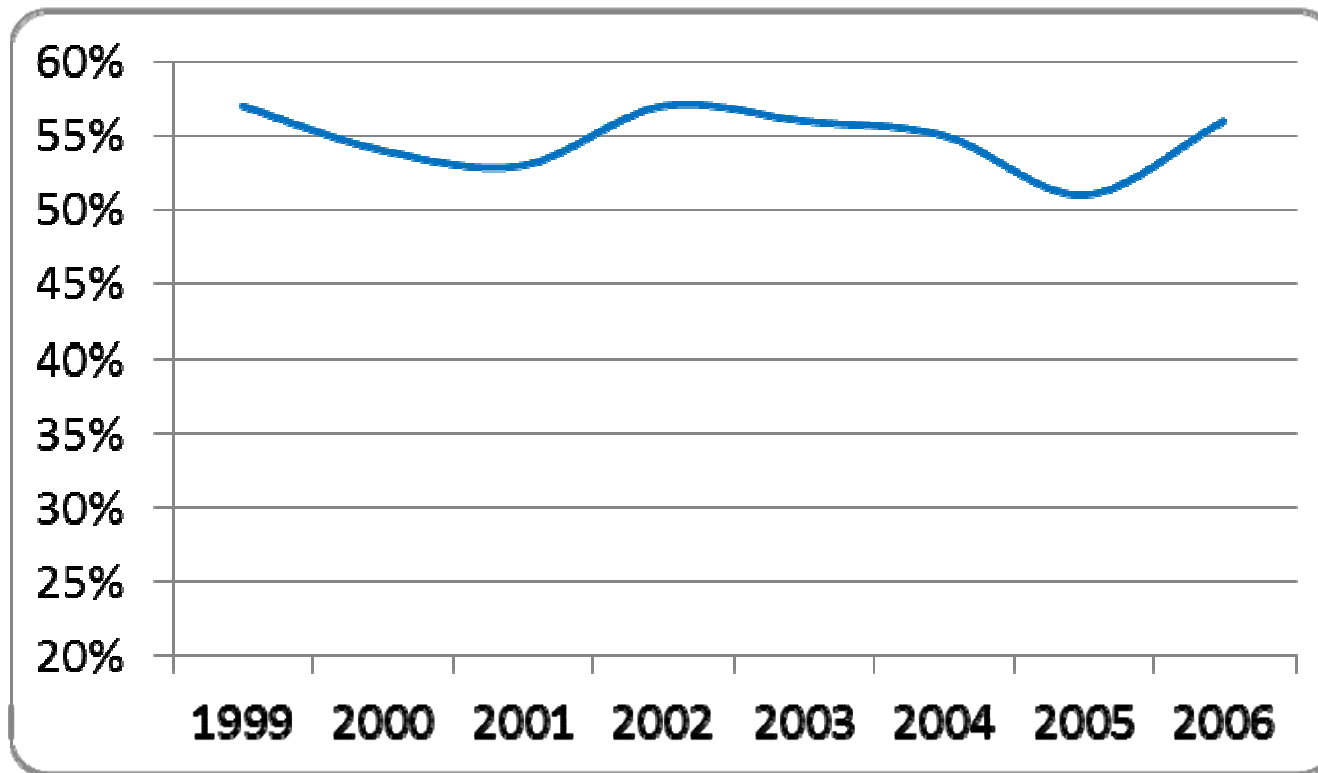
## ISU Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>



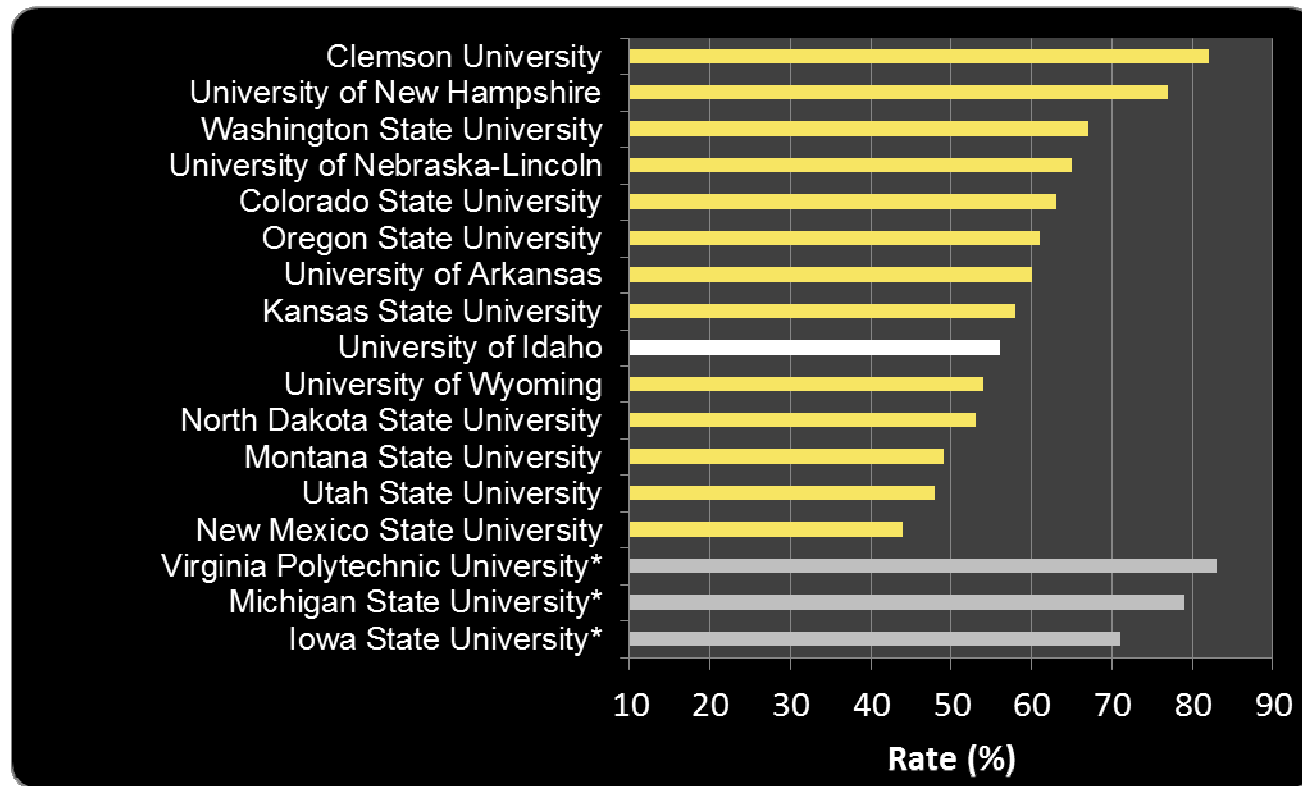
# ISU Peer Comparison of Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time for AY2012 <sup>G10B</sup>



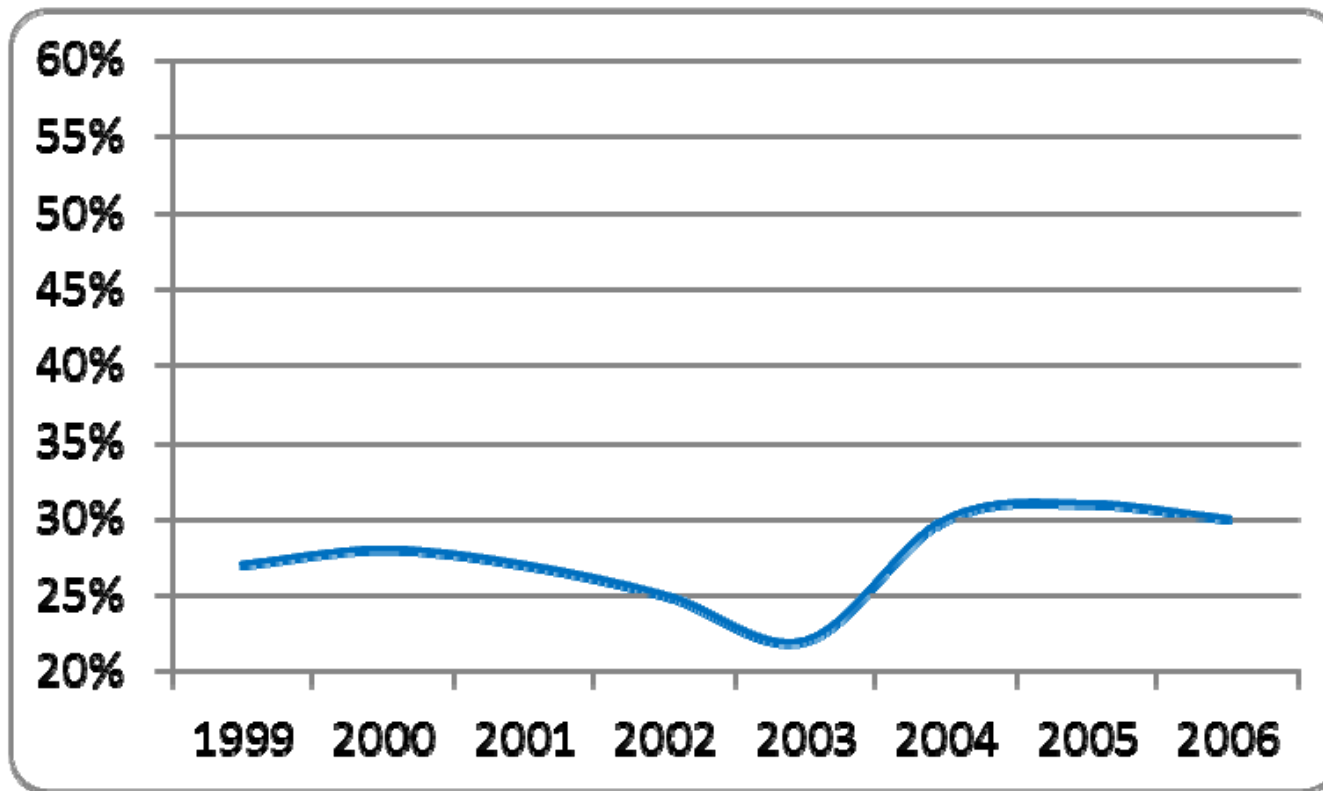
## U of I Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>



# U of I Peer Comparison of Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time for AY2012 <sup>G10B</sup>

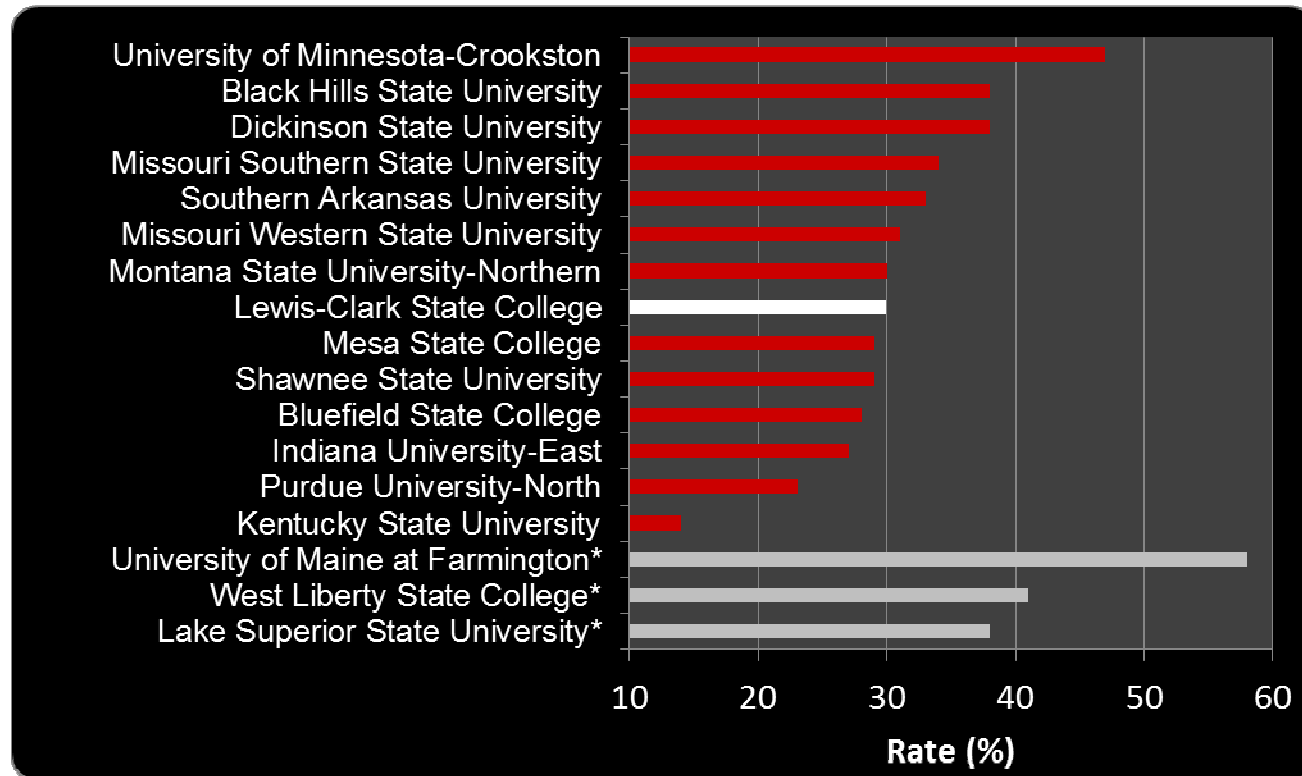


## LCSC Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time <sup>G10B</sup>





# LCSC Peer Comparison of Full-time First-time Fall Entry Cohort Graduation Rates in 150% of Time for AY2010 <sup>G10B</sup>



# Questions?



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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2013**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>LEWIS-CLARK STATE COLLEGE – ANNUAL PROGRESS REPORT</b>	Information Item
2	<b>PRESIDENTS’ COUNCIL REPORT</b>	Information Item
3	<b>IDAHO DIVISION OF VOCATIONAL REHABILITATION – ANNUAL REPORT</b>	Information Item
4	<b>IDAHO REGIONAL OPTICAL NETWORK (IRON) – UPDATE</b>	Information Item
5	<b>2014 BOARD LEGISLATION</b>	Motion to Approve
6	<b>PENDING RULES – DOCKETS 08-0105-1301, 08-0106-1301, 08-0112-1301 – SCHOLARSHIPS REPEAL</b>	Motion to Approve
7	<b>PENDING RULE – DOCKET 08-0109-1301 – GEAR UP IDAHO SCHOLARSHIP</b>	Motion to Approve
8	<b>PENDING RULE – DOCKET 08-0113-1301 – OPPORTUNITY SCHOLARSHIP</b>	Motion to Approve
9	<b>PENDING RULES – DOCKET 08-0204-1301 – RULES GOVERNING CHARTER SCHOOLS AND DOCKET 08-0301-1301 – RULES GOVERNING THE PUBLIC CHARTER SCHOOL COMMISSION</b>	Motion to Approve
10	<b>TEMPORARY RULE – IDAPA 08.02.03.113 – AWARD SCHOOLS</b>	Motion to Approve

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2013**

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11	<b>DISTINGUISHED SCHOOL AWARDS FOR 2013</b>	Information Item
12	<b>POSTSECONDARY PROFESSIONAL TECHNICAL EDUCATOR CERTIFICATION FEES</b>	Motion to Approve
13	<b>BOARD POLICY I.O. DATA MANAGEMENT COUNCIL – SECOND READING</b>	Motion to Approve
14	<b>PRESIDENT APPROVED ALCOHOL PERMITS</b>	Information Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2013**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Lewis-Clark State College (LCSC) Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for LCSC to provide a progress report on the institution's strategic plan, and information on other points of interest, in accordance with a schedule and format established by the Board's Executive Director.

President Fernandez will provide a 15-minute overview of LCSC's progress in carrying out the College's strategic plan.

**IMPACT**

LCSC's strategic plan, based on its assigned role and mission from the State Board and supportive of the State Board's own strategic plan, drives the College's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the Division of Financial Management and the Legislative Services Office.

**ATTACHMENTS**

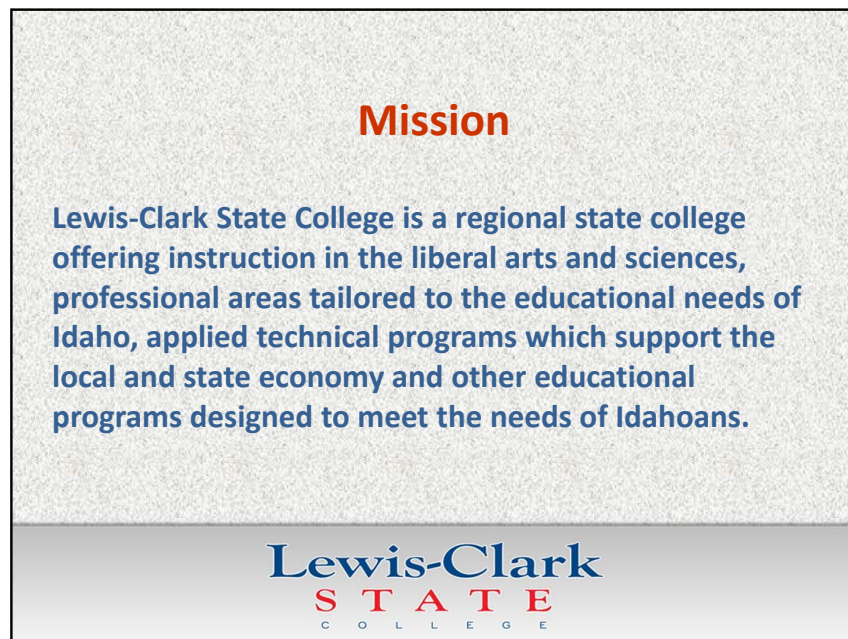
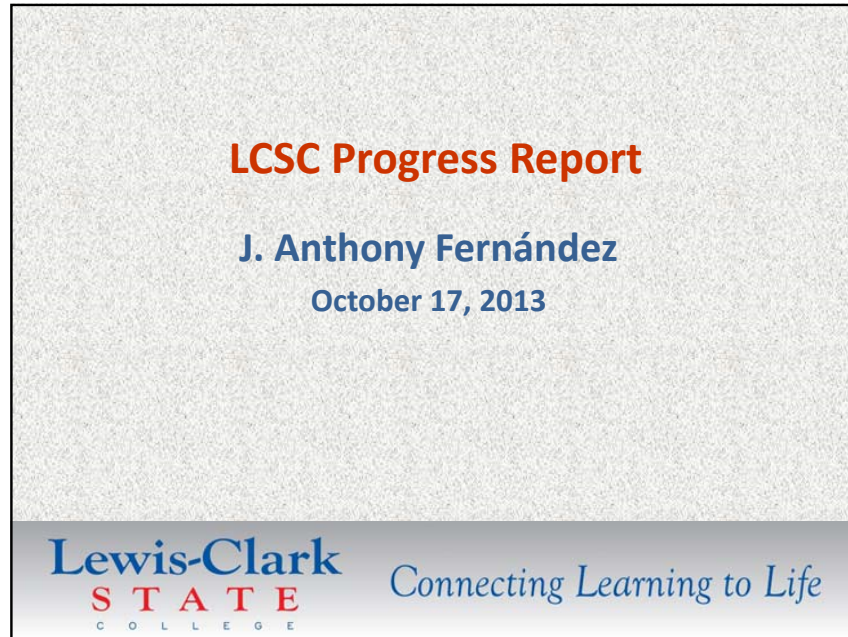
Attachment 1 – Outline of LCSC Progress Report

Page 3

**BOARD ACTION**

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

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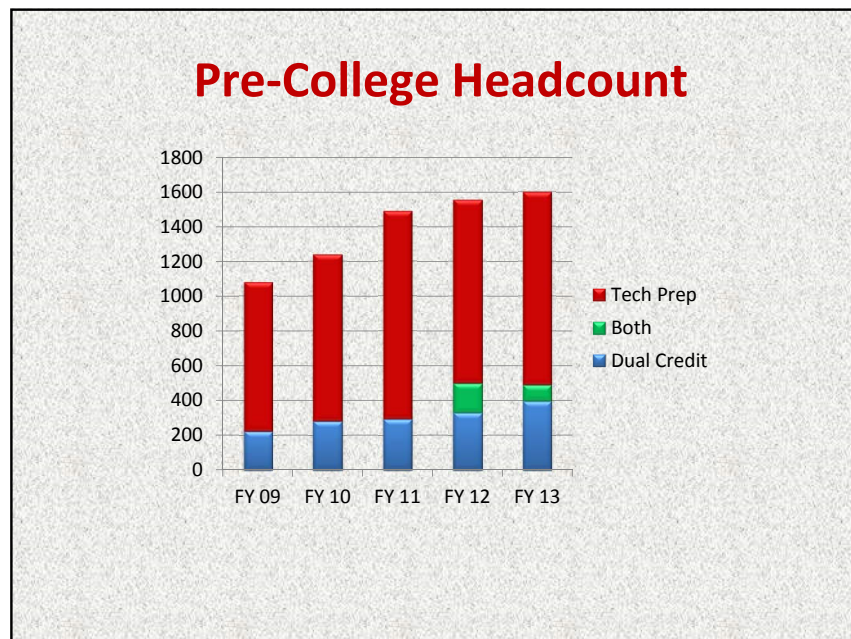
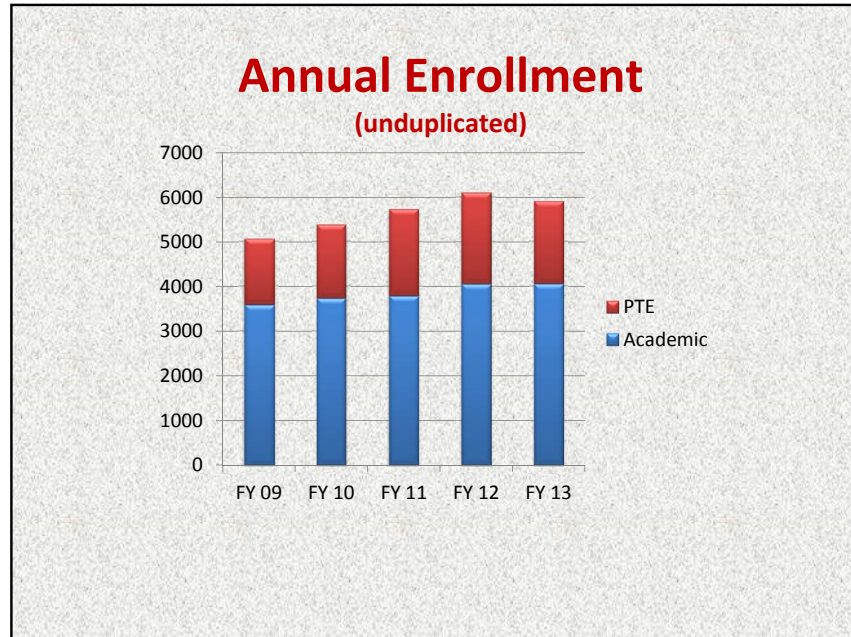


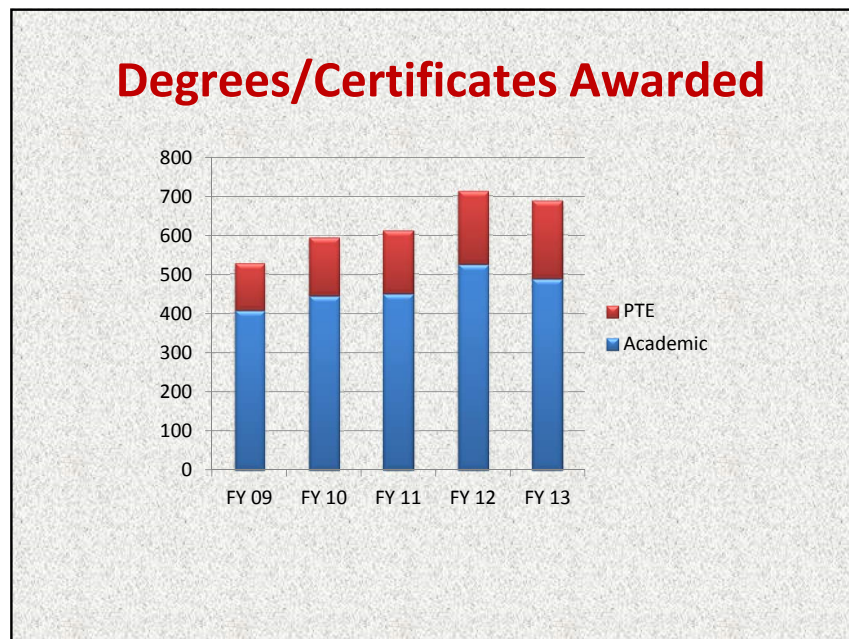
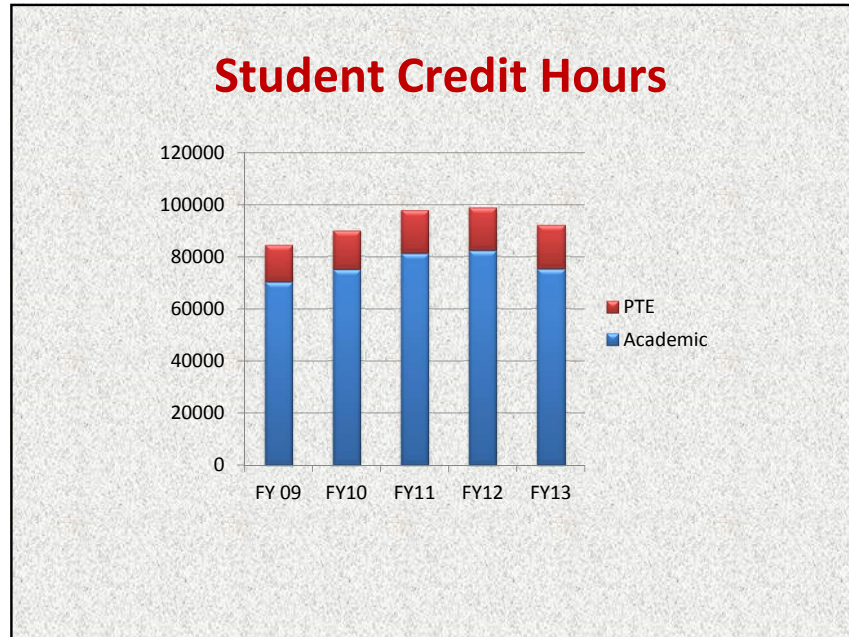
### LCSC Goals FY 2013

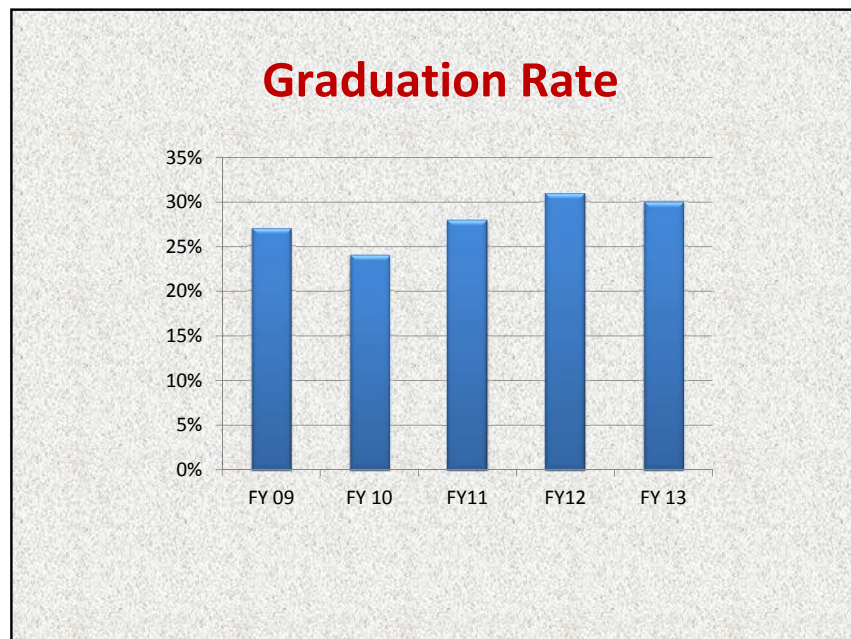
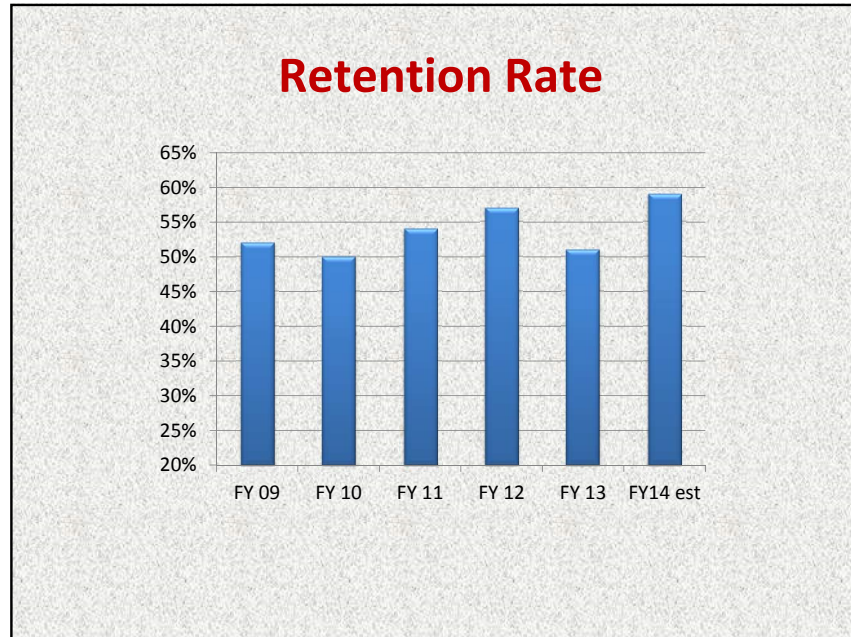
- Complete the LCSC Comprehensive 5-Year Strategic Plan.  
*Done*
- Continue “Campaign LCSC” and start the public phase.  
*Done*
- Continue to bring faculty and staff CEC further in line with accepted standards.  
*Modest progress made: market adjustments, adjunct pay increase, one-time bonus*
- Begin the second phase of Northwest Commission of Colleges and Universities accreditation process.  
*Done*
- Update student services within the LCSC organization.  
*Done*

### LCSC Goals FY 2013 (con’t)

- Expand credentials that will contribute to the SBOE 60% goal.  
*In progress*
- Collaborate with other universities and colleges to increase access, opportunities, and success in higher education.  
*Ongoing*
- Expand opportunities to meet the needs of local industry through credit and non-credit educational programs.  
*Ongoing*
- Improve student recruitment, retention, and completion.  
*Accomplished for FY 14*







**Fall 2013 Enrollment**  
October 15

**TBD**

**Lewis-Clark**  
**S T A T E**  
C O L L E G E

**Instructional Programs**

- NCLEX-RN first-time pass rate 92%
- NCLEX-PN first-time pass rate 100%
- ARRT Radiologic Technology pass rate 92%
- Teacher Praxis exams 93% first-time pass rate
- Social Work Licensure first-time pass rate 79%
- PT programs placement rate 85%

## Outreach

- Community programs mission provides credit and non-credit courses reaching thousands of citizens in the region including Outreach Centers in Coeur d'Alene, Orofino, and Grangeville
- Small Business Development Center (SBDC) served 303 clients, provided 1,887 consulting hours, and helped small businesses acquire and execute loans

## Outreach (con't)

- 44 SBDC customized training workshops supporting economic development throughout Region II
- LCSC ABE/GED programs
- Continued collaboration with Department of Correction GED with Cottonwood (NICI) and Orofino (ICIO)



## **Comprehensive 5-year Strategic Plan**

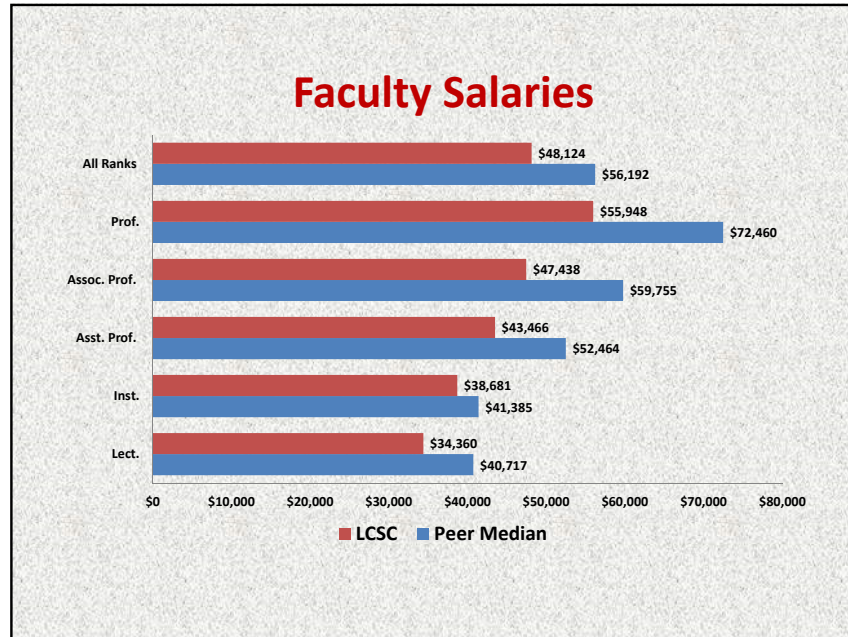
- Goal 1: Sustain and enhance excellence in teaching and learning.**
- Goal 2: Optimize student enrollment and promote student success.**
- Goal 3: Strengthen and expand collaborative relationships and partnerships.**
- Goal 4: Leverage resources to maximize institutional strength and efficiency.**

**Lewis-Clark**  
**S T A T E**  
C O L L E G E

*Connecting Learning to Life*

## **Sustain and enhance excellence in teaching and learning.**

- **Program prioritization**
- **General education assessment**
- **Technology-based course delivery**
- **Faculty and staff CEC**



### Optimize student enrollment and promote student success.

- Implement demand-based course scheduling
- Continue strategic enrollment management
- Establish a Teaching and Learning Center



**Strengthen and expand collaborative relationships and partnerships.**

- Increase student internship and volunteer opportunities
- Create opportunities for community leaders to participate in college activities
- Strengthen participation in the NAIA “Champions of Character” program

**Leverage resources to maximize institutional strength and efficiency.**

- Support priorities and programs central to the LCSC mission
- Maximize efficiency of institutional processes and organization.
- Update Master Plan annually

## **Legislative Requests for FY2015**

### **Maintenance of Current Operations (MCO)**

- Employee salaries (CEC)
- Enrollment Workload Adjustment (EWA)
- Inflation (utilities, contracts, Library)
- Capital Equipment Replacement

**Lewis-Clark**  
**S T A T E**  
C O L L E G E

## **Legislative Requests for FY2015**

### **Line Item Requests**

- CEC fund shift (avoids shifting cost to students)
- Student Success/Support (faculty, staff, advisors)

**Lewis-Clark**  
**S T A T E**  
C O L L E G E

## LCSC FY2015 PBF Requests

### Capital Projects

- Upgrade Spalding Hall
- Joint Facility (UI-LC-NIC) in Coeur d'Alene

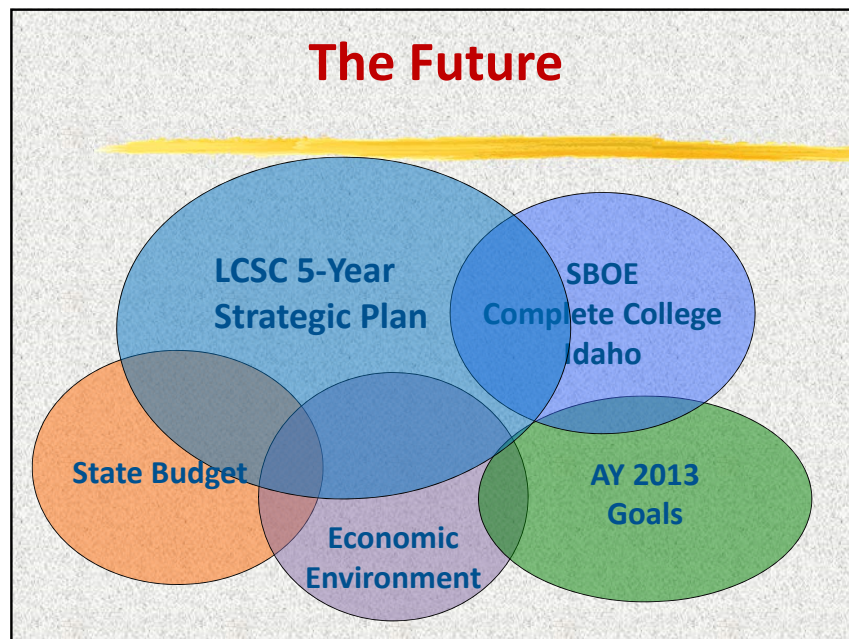
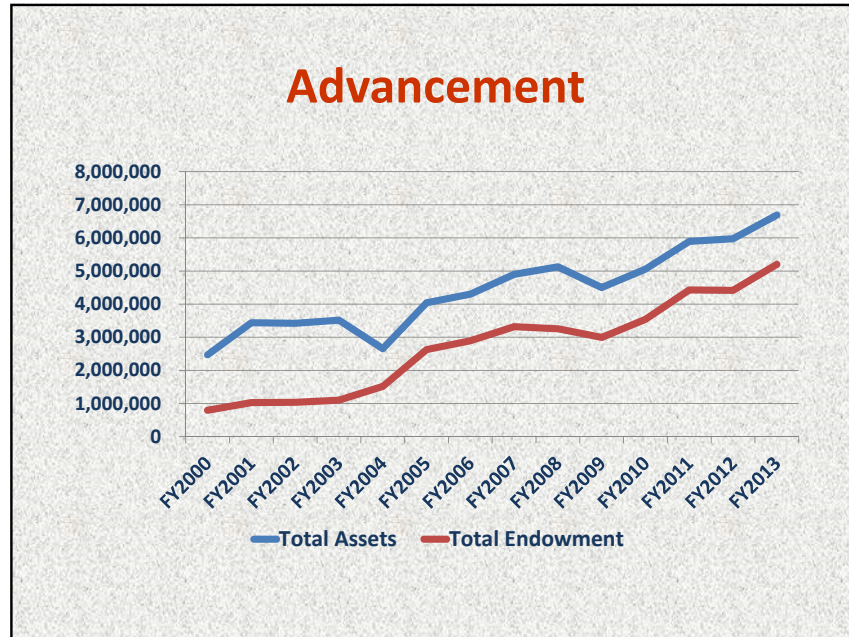
### Alteration & Repair Projects

- Clearwater Hall—complete first floor build out
- Teaching and Learning Center—reconfigure old facility
- Administration Building—upgrade conference room
- “President’s Home” facility—install HVAC
- Sidewalks—repair, address ADA access/safety
- Replace roof on Reid Centennial Hall

## Research, Grants and Contracts

80 open grants providing \$8,283,294 direct support for Complete College Idaho:

- Access
  - Educational Talent Search
  - Teaching for Excellence in Science & Literacy Achievement
- Student Success/Retention/Completion
  - TRIO Academic Services, Albertson Student Success Program
  - LC Service Corps AmeriCorps
  - NSF INBRE (with UI)
- Career Ready
  - NSF Advanced Technology Education, CAD/CAM computers
  - Machine Shop Upgrades through RBEG



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**PRESIDENTS' COUNCIL**

**SUBJECT**

Presidents' Council Report

**BACKGROUND/DISCUSSION**

President Don Burnett, University of Idaho (UI) Interim President and current chair of the Presidents' Council, will give a report on the recent activities of the Presidents' Council and answer questions. The Presidents' Council last met on September 25th.

**BOARD ACTION**

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

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**Boise State University**  
**Student Alcohol Policies and Educational Programming**

Boise State University provides a safe, inclusive, and affirming learning environment in which our students are taught responsible decision-making and held accountable for their actions. Through education, assessment, intervention, and treatment of alcohol issues, we provide a number of initiatives for our student body. Our collaborative approach focuses on behavioral risk reduction. The following report details policies, education and outreach, and responsive actions that take place when students violate codes of conduct, local and state laws. Departments from across the university collaborate to provide relevant programming to students on a variety of topics.

**Boise State Alcohol/Drug Policies**

***Student Code of Conduct***

The Student Code of Conduct is both a standard for student behavior and mechanism for accountability when violations occur. The impact of the code on students is primarily educational, but punitive sanctions in the form of suspension or expulsion from the University occur for egregious violations. Additional Boise State Policies; Student Athletes Conduct Policy (Policy 2060), Alcohol on Campus (Policy 1050), and Club/Organization Policy provide permissible and impermissible use guidelines. Students are educated on these policies and held accountable via the conduct process. All students residing in the residence halls, and any student documented or cited on campus by Police/Security, are adjudicated and sanctioned as appropriate.

The sections below describe Boise State University Student Code of Conduct Policy, the Office of the Dean of Students sanctioning guidelines for offenders and protocol for communicating with parents.

**Article 4: Section 2 – Alcohol**

A violation may include, but is not limited to, possession, consumption, or distribution of alcoholic beverages. This is prohibited in University-owned, -leased, or -operated facilities and on campus grounds unless otherwise allowed by University and SBOE policy. Disruptive behavior exhibited as the result of consumed alcohol is prohibited campus-wide even if the alcohol was consumed elsewhere. Members of the University community will adhere to all state and federal laws with regard to alcohol.

**Article 4: Section 3 – Drugs**

A violation may include, but is not limited to the possession, manufacture, distribution, use, or sale of drugs or drug paraphernalia and narcotics classified as illegal, except those taken under a doctor's prescription. This is prohibited on University-owned or -controlled property, in University housing, and/or at any University-sponsored or -supervised function. Disruptive behavior exhibited as the result of the use of a drug is prohibited campus-wide even if a drug was



consumed elsewhere. A violation may occur if the odor of a drug is present when it can reasonably be traced to a specific individual or location by more than one individual. Members of the University community will adhere to all state and federal laws with regard to illegal substances.

### **Housing Alcohol Policy – Residence Halls**

We encourage all of our students to take responsibility for the safety of themselves and others. As such, students who are concerned for the welfare of another community member, but are worried about sharing information with Housing & Residence Life Officials because of apprehension about their own conduct status, should review the Medical Emergency Protocol for Drugs and Alcohol (Appendix C).

1. There is no alcohol permitted, regardless of age, in the residence halls. Students may not possess and/or display empty alcohol containers (cans, funnels, bottles, displays, cases, bong, keg caps, etc.) as they are considered evidence of use and/or consumption. Bars or bar structures are not permitted in Housing & Residence Life.
2. Anyone found in a room where alcohol is present will be held responsible for consuming alcohol.
3. Students may not purchase, provide or make alcohol available to underage students and/or their guests, regardless of their age.

### **Housing Alcohol Policy – Apartments and Townhomes**

Tenants and occupants in University Apartments and Townhomes who are of legal age to consume alcohol are permitted to do so under the following conditions. Students are encouraged to assume responsibility for their own safety and that of others. As such, students who are concerned for the welfare of another community member, but are apprehensive over sharing information with University officials, should review the Medical Emergency Protocol for Drugs and Alcohol (Appendix C).

1. They do not contribute to the delinquency of minors – by purchasing, providing, consuming, or making alcohol available to underage students and/or guests. The ONLY exception granted will be for tenants and occupants whose children or dependents are minors.
2. They do not display alcohol containers or erect a bar structures.
3. They are not found to be intoxicated. Intoxication is considered a violation of University policy and results from excessive consumption of alcoholic beverages. Intoxicated persons jeopardize their own safety, the safety of other occupants, and responding Housing & Residence Life and emergency personnel when intoxicated.
4. Possessing and/or consuming alcohol is not permitted in any public area of the University owned buildings or grounds, including landings, balconies/decks, parking lots, grassy quad areas, playgrounds and other surrounding areas.
5. Excessive amounts of alcohol and common sources are prohibited. An excessive amount references a quantity of alcohol deemed extreme for the number of occupants present and/or alcohol which is distributed indiscriminately. Examples of excessive amounts

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might include having several cases of beer for only a small gathering or large mixtures of “punch” or the presence of “punch buckets”. The determination of what is excessive will be made during the conduct process. Examples of typical common sources of alcohol are kegs and beer balls.

6. Drinking games (and associated paraphernalia) foster an atmosphere of irresponsible consumption and can cause significant injury to participants. For this reason these games are strictly prohibited. Students found in violation will be subject to a charge through the conduct process and a review of compliance with terms stated within their lease.

**Violations and Response**

Students found responsible for conduct violation(s) are provided sanctions. The completion of sanctions are mandated outcomes. If a student does not complete a sanction, an administrative “hold” is placed on their ability to register, preventing further attendance until the educational sanction is complete.

The following sanctions must be applied as a **MINIMUM** sanction for a drug/alcohol infraction. Additional sanctions may be applied as is appropriate for the offense.

**Alcohol Violations – Minimum Sanctions**

Level	Disciplinary Sanction	Educational Sanctions	Fees	University Service Hours <i>(Discretionary)</i>	Parental Notice **
1 <sup>ST</sup> OFFENSE	Disciplinary Warning	Choices Level 1	\$20	NA	Yes
2 <sup>ND</sup> OFFENSE	Disciplinary Probation (1 semester)	Choices Level 2 AND Behavioral Contract	\$20	10 hours	Yes
3 <sup>RD</sup> OFFENSE	Disciplinary Probation (1 year) AND Consider University Housing Suspension	Alcohol Assessment (2 session minimum)	\$40	15 hours	Yes

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4 <sup>TH</sup> OFFENSE	<u>Refer to Student Conduct Board:</u> Consider BSU Suspension (semester) Disciplinary Probation Upon Return	Possible off campus alcohol assessment.	NA	NA	Yes
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\*\* Parental Notification is to occur for any student under the age of 21 found responsible for violating either the alcohol and/or drug policy at Boise State University. While Parental Notification is NOT a sanction per se (ie--it is not appealable), language is to be included in the decision letter that this notification will occur. Notice will be sent to parents from the Office of the Dean of Students at the conclusion of the conduct process (which includes appeal time frames).

CHOICES is a nationally recognized alcohol risk reduction curriculum. Students who attend CHOICES have been found in violation of the alcohol policy on campus. This two-hour class is designed for students as part of their alcohol sanction from the University. Specifically, CHOICES addresses perception vs. reality of campus drinking norms, facts about alcohol, drinking risks & harm, and strategies to reduce those risks. All fees associated with this program go back to fund additional alcohol outreach.

CHOICES 2.0 is an extended alcohol prevention program for students who have received a second violation of the alcohol policy on campus.

DECISIONS is a marijuana prevention program for students who have been found in violation of the drug policy on campus. This two-hour class is designed for students as part of their sanction from the University. Students learn about the impact marijuana has on the brain & body as well as accurate information about laws regarding marijuana. DECISIONS is designed to help students identify the impact of marijuana use on personal health, academics, and work performance, thereby guiding individuals to decrease their use of marijuana.

AODA Assessments are conducted via Counseling Services. Counselors see students found in violation of the university alcohol and/or drug policy as part of the sanction process, in addition those who voluntarily are seeking support regarding alcohol or drugs.

#### **Additional Educational Sanctions**

For drug and alcohol incidents, the university applies outcomes as per the sanctioning rubric for drugs and alcohol. Additional sanctions are provided when a hearing officer concludes more education is needed (reflection papers, interviews, etc.) after talking with the student and considering the nature of the violation. The goal is to “meet the student where s/he is” in their developmental process. Thus, not all students will have the same sanctions because they may be at different levels emotionally and maturely.

#### **Parent Notification and Education**

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Parents are informed during summer orientation programs about alcohol/drug issues in higher education. In addition, when a student violates the Code and is under the age of 21, parents are notified via letter about the incident. An educational resource document is also sent home to parents at that time, informing them about drug/alcohol use in higher education and how best to communicate with their students about the situation.

**Drug Violations – Minimum Sanctions**

Level	Disciplinary Sanction	Educational Sanctions	Fees	University Service Hours ( <i>Discretionary</i> )	Parental Notice **
1 <sup>ST</sup> OFFENSE	Disciplinary Probation (1 year)	Decisions Class AND Behavioral contract	\$20	15 hours	Yes
2 <sup>ND</sup> OFFENSE	Consider University Housing Suspension (1 year)	TBD	NA	20 hours	Yes
3 <sup>RD</sup> OFFENSE	<u>Refer to Student Conduct Board</u> BSU Suspension AND/OR BSU Expulsion Disciplinary Probation Upon Return (Remainder of academic	Off campus drug assessment. Student is referred to off campus practitioner and required to attend prior to re-admittance	NA	NA	Yes

\*\* Parental Notification is to occur for any student under the age of 21 found responsible for violating either the alcohol and/or drug policy at Boise State University. While Parental Notification is NOT a sanction per se (ie--it is not appealable), language is to be included in the decision letter that this notification will occur. Notice will be sent to parents from the Office of the Dean of Students at the conclusion of the conduct process (which includes appeal time frames)

**Marijuana Smell Protocol (when it cannot be found, but can be smelled)**

Level	Action	Sanction
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1 <sup>st</sup> Smell	Informal visit/conversation with student No conduct finding	Give verbal warning Outline what will happen next time Explain policy and how students can be found responsible for even just a smell
2 <sup>nd</sup>	Treat as first offense on rubric above	
3 <sup>rd</sup>	Treat as second offense on rubric	
4 <sup>th</sup>	Treat as 3 <sup>rd</sup> offense on rubric	

***University Security and the Boise Police Department:*** The alcohol enforcement philosophy on campus is consistent with education/enforcement objectives. On campus, minor alcohol violations may be referred to Housing and or Student conduct with no police involvement. Serious or recurring alcohol problems may be referred to police to be cited or arrested. Students who overdose on alcohol are taken to the hospital and may be cited for a criminal violation at the discretion of the responding police officer. Students who are found guilty in court of misdemeanor alcohol crimes are typically sentenced to a fine and a court ordered alcohol education class.

### **Education and Outreach**

***University Security and Boise Police Department Resource Allocation:*** Security assigns three senior security officers to Housing & Residence Life to assist with drug and alcohol use in the residence halls. Boise State maintains an office on campus for Officer Jermaine Galloway. Officer Galloway is a nationally recognized expert on the subject of alcohol related problems and is a full time alcohol enforcement officer for the Boise Police Department. In addition to state agency partnerships, he forms the off campus “party patrols” where much of the enforcement takes place.

### ***Student Employee and Paraprofessional Staff Training***

Student employees who have significant contact with students are trained on issues related to student conduct including alcohol, relationships and academic honesty. These student leadership roles include orientation leaders, resident and community assistants, and peer educators. Various levels of training prepare students to identify alcohol, respond to various situations and facilitate educational conversations with their peers.

***New Student Orientation:*** A variety of presentations and workshops are provided for incoming students and their parents/families. During the opening session, expectations of being a part of the Boise State community, including rights and responsibilities, are addressed. Professional staff facilitate discussions around critical issues faced by college students. Students participate in guided group session debriefs. Parents are alerted they will receive notices should their student be found in violation of the Student Code of Conduct for alcohol or drug use. Presentation materials for students include: understanding personal choices; understanding that underage drinking can come with legal, academic and social consequences; understanding the tenets in the Boise State Student Code of Conduct and Idaho state drinking laws.

***Annual Educational meetings:*** University Security and Boise Police Department conduct annual educational meetings to discuss alcohol related issues. Meetings take place with students and staff in university housing and residence life; Athletic team and coaches (mandatory per coach);

sororities and fraternities; and, neighborhood associations around Boise State. Further, University Security and Boise Police Department provides the Arbiter (student newspaper) with information for alcohol related articles if requested.

***Alcohol Education:*** A multitude of alcohol education programs are offered throughout the year. These programs focus on risk reduction, alternatives to alcohol, safer spring breaks, and the risks of binge drinking. A week of alcohol education programming takes place in the fall and spring. Specifically we offer:

- A program designed for students living on campus. This online education program assesses risk and promotes responsible drinking behaviors. Completed in the first six weeks of the fall semester, this helps ensure students receive consistent information. An 85.5% completion rate was achieved during fall 2012.
- A program targeted to students reaching legal drinking age. An online interactive birthday card that is sent one week before a student's 21<sup>st</sup> birthday brings to light the protective and risk factors they may engage in on their birthday. A follow-up interactive activity is sent the week after their birthday to assess the protective and risk factors they actually engaged in.
- A program open to all students that focuses on various scenes from a typical house party. Each scene addresses different scenarios and illustrates how drinking can lead to harmful situations. Scenes are written and acted by students for students. This program will be part of Bronco Welcome next Fall with an emphasis on first year students attending.
- A program focused to our Greek Community. This two-hour workshop for students in sororities and fraternities informs students of the alcohol policy and how to drink responsibly. This program is strongly encouraged for all members of our Greek community.
- A program as part of a campus wide campaign that includes a multitude of optional educational and co-curricular programs aimed at preventing sexual assault. These peer-to-peer and staff led workshops and trainings include a focus on alcohol as the most commonly used drug facilitating sexual assault. Programs are delivered to interested campus groups including student organizations, classes, departments and athletic teams. A few examples include Housing's Resident Advisors, Orientation Leaders, Parking and Transportation staff, Football, Men's Basketball, Gymnastics, University Foundations 200 course and Crime Victims Week participants.

### ***Athletics***

In addition to policies outlined above that apply to all students, student-athletes have additional policies for which they are accountable. On-campus incidents are handled through the Boise State conduct process although the coach may impose sanctions in addition to what the University imposes. All off-campus incidents are subject to the three-strike policy (attached). Student-athletes are required to report under the following protocol pursuant to the Boise State Intercollegiate

Athletics Alcohol Policy:

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- Any alcohol violation, on or off campus, must be reported by the student-athlete to his or her head coach within twenty-four (24) hours of the incident. Failure to do so may result in additional sanctions.
- The head coach must inform the Senior Associate Athletic Director and/or the Athletic Director within twenty-four (24) hours of being informed of the incident.
- The student-athlete shall meet with the Senior Associate Athletic Director within five days to initiate the conduct process.
- All on-campus alcohol violations shall be handled in accordance with the conduct process outlined in the Boise State University Student Code of Conduct and are not subject to the three-strike policy but may result in sanctions from the head coach and/or department. All off-campus violations shall be handled in accordance with both the Boise State University Student Code of Conduct and this policy and are subject to the three-strike policy.

*Three Strikes Policy for Student Athletes:*

The sanctions listed below are the minimum requirements imposed by the Athletic Department. The head coach reserves the right to impose stricter sanctions up to and including dismissal from the program at his or her discretion.

*First Strike*

- If a student-athlete receives an alcohol violation, the student-athlete shall receive a strike.
- The protocol as set forth above shall be initiated.
- The student-athlete will be required to make contact with his or her parent(s) or guardian(s) and, spouse (if applicable) and provide notification of the alcohol violation. The head coach will verify that contact has been made.
- The student-athlete will be required to complete counseling through Boise State University Health Services.
- The student-athlete shall be suspended for a minimum of one competition effective immediately. The suspension may carry over to the following year's competition schedule.

*Second Strike*

- If a student-athlete receives a second alcohol violation, the student-athlete shall receive a second strike.
- The protocol as set forth above shall be initiated.
- The student-athlete will be required to participate in a conference call between the student-athlete, his or her parent(s) or guardian(s) or spouse (if applicable) the head coach, and the Senior Associate Athletic Director.
- The student-athlete will be required to complete counseling through Boise State University Health Services.
- The student-athlete shall be suspended for a minimum of 20% of a year's competition schedule effective immediately. The suspension may carry over to the following year's competition schedule.

*Third Strike*

- If a student-athlete receives a third alcohol violation, the student-athlete shall receive a third strike.
- The protocol as set forth above shall be initiated.
- The student-athlete will be required to participate in a conference call between the student-athlete, his or her parent(s) or guardian(s) or spouse (if applicable) the head coach, and the Senior Associate Athletic Director.
- The student-athlete shall be permanently removed from all athletic teams.
- If the student-athlete has an athletic grant-in-aid, such grant-in-aid shall be cancelled immediately or at the end of the academic term at the discretion of the Athletic Director.

#### ***Student Organizations and Alcohol/Third Party Vendor Policies***

Student organizations, including clubs, club sports, and social fraternities and sororities, are not allowed to hold events on campus that include alcohol. They are also discouraged from hosting events off campus that include alcohol; however, there are some off-campus events where service is deemed appropriate.

#### **Examples**

Alpha Kappa Psi (business honor society) hosts an annual alumni banquet. This spring event was held at the Owyhee Plaza downtown and included a catered dinner and a cash-only bar managed by the Owyhee Plaza. The event was attended by members of the organization as well as local alumni.

Several social sororities and fraternities held formal events off-campus at which alcohol was available for purchase through a third-party vendor. These approved events were held by Tau Kappa Epsilon, Alpha Chi Omega, Alpha Kappa Lambda, Delta Sigma Phi, and Sigma Chi. These events typically feature catering, dancing, and a specific program, such as awards or recognition of members or alumni.

There have been no problems stemming from any club approved events at which alcohol was present. A copy of the liability insurance for the third party vendor must be provided to the university prior to the event. In addition to following university policy, social sororities and fraternities must follow the Fraternity Information and Policy Group (FIPG) Risk Management Policy.

Additionally, student organizations and club sports attend an educational training prior to holding the event. At least one student from the organization will be asked to be a non-drinking monitor at the event. Depending on the scale and scope of the event, more than one student may be asked to fulfill this role. Monitors will be trained on alcohol risk-reduction and safe party



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techniques. No student organization or university funds may be spent on alcohol. A full copy of our rules are included in Appendix A and B.

**APPENDICES**

Appendix A – Club and Organization Alcohol Policy

Appendix B – Third Party Vendor Guidelines

Appendix C – Medical Emergency Protocol for Drug and Alcohol

**Appendix A: Student Organization Alcohol Policy**  
**Alcohol at Events and Activities**

The possession, sale, use or consumption of ALCOHOLIC BEVERAGES during a student organization event, in any situation sponsored or endorsed by the student organization, or at any event an observer would associate with the student organization, must be in compliance with any and all applicable laws of the state, province, county, city and Boise State University policy, and must comply with the Third Party Vendor Guidelines.

No alcoholic beverages may be purchased through or with student organization funds nor may the purchase of same for members or guests be undertaken or coordinated by any member in the name of or on behalf of the student organization. The purchase or use of a bulk quantity or common source(s) of alcoholic beverage, for example, kegs or cases, is prohibited.

OPEN PARTIES, meaning those with unrestricted access by non-members of the student organization, without specific invitation, where alcohol is present, are prohibited.

No members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to any minor (i.e., those under legal drinking age).

The possession, sale or use of any ILLEGAL DRUGS or CONTROLLED SUBSTANCES while on University controlled property including University owned buildings, vehicles and/or grounds, or during a student organization event or at any event that an observer would associate with the student organization is strictly prohibited.

No student organization may co-sponsor an event with an alcohol distributor or tavern at which alcohol is given away, sold or otherwise provided to those present. This includes any event held in, at or on the property of a tavern as defined below for purposes of fundraising. However, a student organization may rent or use a room or area in a tavern as defined above for a closed event held within the provisions of this policy, including the use of Third Party Vendor Guidelines. An event at which alcohol is present may be conducted or co-sponsored with a charitable organization if the event is held within the provisions of this policy and the other provisions outlined in the Third Party Vendor Guidelines.

No student organization may co-sponsor, co-finance or attend or participate in a function at which alcohol is purchased by any of the host student organizations or groups without also complying with Third Party Vendor Guidelines.

All recruitment activities associated with any student organization will be non-alcoholic. No recruitment activities associated with any student organization may be held at or in conjunction with a tavern or alcohol distributor as defined in this policy.

No member, associate, new member or novice shall permit, tolerate, encourage or participate in "high risk drinking" as defined below.

Failure to abide by the provisions of this policy may result in the loss of recognition of a student organization as well as other disciplinary and/or legal procedures as appropriate.

**Hosting an Event**

Student organizations and social fraternities and sororities wishing to rent or use a room or area in a tavern or other venue for a closed event at which students may purchase alcohol from a third party vendor should contact the Student Involvement & Leadership Center for approval. Club sports wishing to do the same or wishing to host a sporting event at which a third party vendor is selling alcohol should contact Recreation Services for approval. A copy of the liability insurance for the third party vendor must be provided to the university prior to the event taking place.

Additionally, student organizations and club sports will be asked to attend an educational training prior to holding the event. At least one student from the organization will be asked to be a non-drinking sober monitor at the event. Depending on the scale and scope of the event, more than one student may be asked to fulfill this role. Sober monitors will be trained on alcohol risk-reduction and safe party techniques.

**Definitions**

Alcohol Defined: Any liquor (distilled spirits), beer (fermented malt beverage) or wine containing ethyl alcohol.

Tavern Defined: Any establishment generating more than half of annual gross sales from alcohol.

Lower Risk Drinking can be defined as:

- Being 21 or older.
- Drinking only if you want to, not letting others dictate your choice.
- Eating a meal before drinking.
- Drinking no more than one drink per hour; maximum 1 for women, two for men. A drink is defined as 5 ounces of wine, 12 ounces of regular beer or 1.5 ounce of 80 proof spirits.
- Alternating alcoholic and non-alcoholic drinks.
- Always knowing what you are drinking; never leaving a drink unattended.
- Knowing how you will get home safely before you go out. Having a designated driver.

High Risk Drinking is defined as:

- Chugging, drinking games, shots (drinking anything out of a punch bowl, trough, hose or funnel).
- Drinking to get drunk (intoxicated).
- Driving after drinking or riding with someone under the influence.
- Drinking too much too fast.
- Going to parties where people drink too much.
- Not knowing what is in your glass or leaving it unattended.
- Mixing alcohol with medications or illegal drugs.

**Appendix B: Student Organization Alcohol Policy/Third Party Vendor Guidelines**  
**Alcohol at Events and Activities**

The possession, sale, use, or consumption of alcoholic beverages during a student organization event, in any situation sponsored or endorsed by the student organization, or at any event an observer would associate with the student organization, must be in compliance with any and all applicable laws of the state, province, county, city and Boise State University policy, and must comply with the Alcohol at Events and Activities policy in the Student Organization Handbook and these Third Party Vendor Guidelines.

These guidelines will help you understand the steps to take to work with a vendor to provide alcohol for a student organization event. For further information, please refer to the Alcohol at Events and Activities policy found in the Student Organization Handbook.

### **Finding a Vendor**

To serve alcohol at events off-campus, a student organization must use a Third Party Vendor. When a vendor is identified, a copy of their liability insurance must be sent to the Student Involvement & Leadership Center to be kept on file. No student organization funds can be used to pay for alcohol, but vendors may set up a cash bar at an event. Events with alcohol at them must be held off-campus. It is expected that food be provided by the vendor and/or the student organization or that it be available for purchase at the event.

### **Vendor Responsibilities**

It will be the responsibility of the vendor to serve and sell the alcohol at the event. Student organizations may not be associated with the selling or distribution of alcohol, otherwise they will be found in violation of the alcohol policy. Vendors may not serve alcohol brought to an event by attendees.

Vendors must agree to the following:

- Provide staff to check IDs of participants
- Provide staff that are trained to serve alcohol responsibly
- Provide a cash bar
- The vendor or staff serving is not a member of a student organization
- Have a current liquor license
- Have proper insurance on file with Boise State

### **Educational Training**

Student organizations wishing to be approved to have alcohol at off-campus events need to attend an educational training session. These sessions are coordinated by the Student Involvement & Leadership Center and University Health and Recreation Services. The training is focused on providing organizations with information on how to host a safe event where alcohol is present. The person(s) from your organization who attend the training session must also be present at your event. Dates and times of the sessions can be found on the Student Involvement & Leadership Center's website.

### **Food at Events**

It is expected that food be provided by the vendor and/or the student organization or that it be available for purchase at the event. It is recommended that foods provided not be salty. Recommended foods include sandwiches, fruits, and vegetables.

## **Appendix C: MEDICAL EMERGENCY PROTOCOL FOR DRUGS AND ALCOHOL Philosophy**

Boise State University cares about the health and safety of its community members. When a student has consumed drugs and/or alcohol, a situation may arise whereby emergency medical assistance is needed immediately. While all students should understand their rights and responsibilities as outlined in the Student Code of Conduct, the University recognizes that some students may be reluctant to seek help for themselves or others, even though someone's health and safety is at risk, for fear of facing student disciplinary action when alcohol or drugs have been used.

This protocol embraces Boise State University's effort to demonstrate the Shared Value of Caring by reducing harmful consequences that may be caused by the consumption of alcohol and/or drugs. The University does not condone the illegal use of drugs by students, faculty or staff or the consumption of alcohol by those under the age of 21. It is, however, committed to increasing the occurrence university community members will call for medical assistance when faced with an alcohol or drug-related emergency.

This protocol is intended to notify students that Student Code of Conduct charges may not be filed against them for drug and/or alcohol policy violations if they act in a responsible manner by seeking emergency medical assistance in alcohol or drug-related emergencies. This protocol is not intended, however, to enable or ignore problematic behaviors relating to substance use. Therefore, this protocol will promote and support education and assistance for individuals who seek emergency medical attention related to the use of alcohol and/or drugs in order to reduce the likelihood of future occurrences.

### **Scope of Protocol**

The Boise State University Medical Emergency Protocol only provides relief to students who may have violated the Student Code of Conduct for drugs and/or alcohol. It does not grant amnesty or relief from criminal, civil, or legal consequences for violations of Federal, State, or local laws.

The Medical Emergency Protocol is not intended to shield or protect those students who repeatedly violate the Student Code of Conduct for drug or alcohol violations. In cases where repeat violations occur, the University reserves the right to take disciplinary action on an individual basis regardless of the manner in which the incident was reported. In addition, the University reserves the right to adjudicate any event in which the incidents are serious. Disciplinary relief applies only to alcohol or other drug-related medical emergencies but does not apply to other prohibited conduct such as assaults, sexual misconduct, property damage or distribution of illicit substances. This Protocol also only applies to those students who seek emergency medical assistance in connection with an alcohol or drug-related medical emergency. The protocol may not apply to individuals experiencing an alcohol or drug-related medical emergency who are found by university employees (i.e.—Campus Security, residence hall staff, etc).

### **Protocol**

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*Students Seeking Help for Self* Students who seek emergency medical attention for themselves related to consumption of drugs or alcohol will not be charged with violations of the Student Code of Conduct for drugs and/or alcohol, provided the student subsequently complies with conditions made as a result of the review of the incident by the Office of Student Rights & Responsibilities. Failure to comply with the conditions will void the terms above and may result in further university administrative action.

*Students Seeking Help for Others* Students are encouraged to demonstrate responsible, caring behavior by seeking out emergency medical assistance when another individual is in need of assistance. Students who seek emergency medical attention for someone else will not be charged with violations of the Student Code of Conduct for drugs and/or alcohol. The student for whom the emergency medical attention is requested will also be eligible to have student conduct charges waived for drugs and/or alcohol. Students will have to subsequently comply with conditions made as a result of the review of the incident by the Office of Student Rights & Responsibilities. Failure to comply with the conditions will void the terms above and may result in further university administrative action.

**DRUG-FREE SCHOOLS AND CAMPUSES**  
**BIENNIAL REPORT**  
**LEWIS-CLARK STATE COLLEGE**  
**DECEMBER 2012**

**Introduction:**

Lewis-Clark State College takes serious the federal mandate to provide substance abuse and dependency prevention efforts on campus for faculty, staff and students. This report is written by the Director of Student Counseling Center and Disability and Health Services with input from students, staff and faculty members of the Student Life Committee (SLC), the Vice President for Student Affairs, Director of Residence Life, and Director of Security at LCSC. The purpose of this document is to comply with the Education Department General Administrative Regulations (EDGAR) Part 86 mandate to review Lewis-Clark State College's "alcohol and other drug" (AOD) prevention program to the campus community. This report addresses the following elements:

1. Overview of the current AOD prevention program
2. Discussion of goals and subsequent assessment of each AOD program goal.
3. Synopsis of strengths and weaknesses of our AOD program
4. Incident Reports and Resolutions
5. Suggested changes, improvements to the AOD prevention program
6. Identification of AOD prevention program goals – 2013-2014
7. Current policies distributed to LCSC students, faculty and staff

**Overview of LCSC Alcohol and other Drug Prevention Program:**

Lewis-Clark State College maintains an ongoing substance abuse prevention program currently consisting of educational, early intervention, enforcement and environmental strategies. The Student Life Committee (SLC) made up of students, faculty and staff members, works under the direction of the Vice President for Student Affairs (previously Dean of Student Services). The Director of the Student Counseling Center (SCC) is the current chair of this committee which works to address campus substance abuse concerns and other relevant topics to provide support and direction for campus prevention efforts.

Lewis-Clark State College is also a member of the Idaho College Health Coalition (ICHC) which consists of 9 other colleges and universities in Idaho State to address relevant health, substance abuse and prevention issues. This coalition helps to support programming and funding for prevention efforts. Every two years since 2005, LCSC, along with other Institutions of Higher Education (IHE) in the ICHC, have conducted the American College Health Association – National College Health Assessment (ACHA-NCHA) on our students. Results of these surveys are distributed to relevant campus wide stake holders and offices and are used in substance abuse and other health related programming efforts by SCC, Student Health Services, and the SLC. Survey results are also posted on the SCC website for campus and community distribution. This

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coalition also provides additional trainings and opportunities to benefit campus prevention programs.

The AOD prevention program at LCSC consists of the following components and activities:

1. Alcohol and Drug Use Education

All incoming students attending orientation services and those entering campus residencies are provided with the AOD policy, information regarding the effects and potential harmful consequences of AOD use, consequences of violating those policies and are given campus and community referral resources if needed. The campus community also receives periodic opportunities to participate in AOD screening programs and events and is provided other educational information related to substance use throughout each academic year. Additionally, the SCC and Student Health Services (SHS) both routinely provide educational information to their clients and other groups as needed/requested and provide relevant AOD information on our websites. These sites also maintain substance abuse education and services links for students as well as faculty and staff use. Starting with registration for FA, 2011, the LCSC AOD policy and required notification information is presented during registration so that each student (except HS/dually enrolled students and some professional technical students) is exposed to this information during the registration process. This allows LCSC a systematic and comprehensive method for our notification mandate.

Employees are provided an orientation to the campus when they first start, via the Office of Human Resource Services. During that training, they are made aware of the college's policies about drug and alcohol use. They are also informed of the Mental Health, Substance Abuse, and Employee Assistance Program made available to college employees and they are given a 24-hour hotline that they can call at any time if they need help. All services and policies are posted on the college's web site: [www.lcsc.edu/humanresources/additional%20benefits.htm](http://www.lcsc.edu/humanresources/additional%20benefits.htm) and SCC site [www.lcsc.edu/osl/counseling.htm](http://www.lcsc.edu/osl/counseling.htm).

2. Early Intervention Services

Students who come to the attention of faculty, Residence Life, Security or other staff or faculty for concerns related to AOD use and/or abuse, are referred to the SCC for initial substance abuse screening, education and referral services. Students who violate the Student Code of Conduct related to the alcohol and drug policy are referred to the VP of Student Affairs for adjudication.. Students found in violation of this policy for the first time are typically asked to verify completion of the Electronic - Check Up to Go for Alcohol (e-CHUG) program. Depending on the situation, some students are also then referred to SCC to complete the Choices: A Brief Alcohol Abuse and Prevention and Harm Reduction Program and required to provide verification of their attendance and participation in this program. Students receiving a second or third alcohol related violation are referred to the SCC to receive at least two sessions of Brief Alcohol Screening and Intervention for College Students (BASICS) , and likely face additional related judicial sanctions as well. Students found using illegal substances (marijuana, OTC meds, etc) and in violation of our substance abuse policy are referred directly to the SCC for substance abuse assessment and evaluation and receive other sanctions as warranted. Parental notification is also included in alcohol/drug violation sanctions and is used at the discretion of the VP for Student Affairs. If necessary or warranted additional counseling services are



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provided and can be mandated or proper referrals are made to other community services when appropriate.

**3. Environmental Strategies**

LCSC continues to provide an active campus recreation and Student Activity program that offers a variety of safe, free or low cost and AOD free alternatives for all students. Such programming, which includes intramural sports, student clubs, outdoor recreation opportunities, student government and other leadership development activities, are marketed aggressively to the student population. This wide menu of student activities promotes student engagement and provides alternatives to more destructive behavior including AOD use or abuse. Over the past two years, the Associated Student Body of LCSC along with the Student Activity program initiated a weekly campus wide event called ‘Warrior Wednesday’ which has become a very well attended, well ran and organized and effective event to provide both specific information regarding specific topics of interest and/or concern but also to provide campus engagement and cohesiveness and to add diversity to the campus as a whole. The SLC has now become regular participants in this activity to provide periodic AOD information and Alcohol Screening opportunities. The last event we participated in during October, 2012, we conducted 34 individual alcohol screenings and had many more participants in the alcohol related education and programming during this event.

The Office of Residence Life (RL) also continues to improve its provision of alcohol and drug free activities for student residents. Large numbers of students are now attending many of the RL sponsored events and include but are not limited to:

Bowling	\$1 movie night	Swimming	Ice skating	Capture the flag
BBQ	Glow in the dark Frisbee	Scary Wood	Game night	Movie on the wall
Community service	Group hike	Minute- to- win -it	Corn maze	Sock assassin
Root beer pong	Roller skating	Safe Trick or Treat (for families in Talkington Hall)	Chalk it up	Resident dances

Residence Life has mandatory meetings at the beginning of every semester regarding the residence hall handbook and specifically addresses the alcohol drug use guidelines-Additionally, the Director of SCC, Student Health Services Nurse, and a Lewiston police officer all speak during mandatory Resident Assistants (RAs) training each semester on alcohol awareness and related issues and to other residence and campus groups as needed or requested.

**4. Enforcement Efforts**

The Security Office takes AOD infractions seriously and refers students to the VP for Student Affairs, who is also acting as a Judicial Affairs officer along with the Director of Residence Life, for on campus students violating the AOD policy. The Director of Security, Director of Residence Life, Director of Student Counseling Center and the VP for Student Affairs typically

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meet weekly to discuss enforcement efforts and to make appropriate referrals to campus and community resources as needed to effectively deal with AOD infractions. The security office also work with local law enforcement as needed when a student, staff or faculty member appears to have violated an alcohol or drug law.

The SCC also provides periodic training for RA's, security and other staff and faculty members to address alcohol and drug effects and to explain the referral process to continue to build prevention efforts at LCSC.

**Incident Reports and Resolutions**

Judicial Issues - Preview of Drug and Alcohol Reports by semester:

**Spring 2011**

<u>Outcome:</u>	<u>Number</u>
1) No Action	1
2) Warning	1
3) Official Warning	4
4) Probation	0
5) Withheld Suspension	1
6) Suspended	1
7) Refer for Intervention (E-Chug, Choices, BASICS, other)	8
Total	8

**Fall 2011**

<u>Outcome:</u>	<u>Number</u>
1) No Action	13
2) Warning	4
3) Official Warning	9
4) Probation	0
5) Withheld Suspension	0
6) Suspended	0
7) Refer for Intervention (E-Chug, Choices, BASICS, other)	24
Total	24

**Spring 2012**

<u>Outcome:</u>	<u>Number</u>
1) No Action	2
2) Warning	4
3) Official Warning	27
4) Probation	0
5) Withheld Suspension	0
6) Suspended	0
7) Refer for Intervention (E-Chug, Choices, BASICS, other)	9
Total	9

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**Fall 2012**

<u>Outcome:</u>	<u>Number</u>
1) No Action	0
2) Warning	2
3) Official Warning	5
4) Probation	0
5) Withheld Suspension	2
6) Suspended	0
7) Refer for Intervention (E-Chug, Choices, BASICS, other)	3
Total	3

**AOD Program Goals and Assessment**

The goals for Lewis-Clark State's AOD program for 2011-12 included the following:

- 1) All students, faculty, and staff will be notified of the college's drug and alcohol policies. AOD counseling/assistance programs, and will be provided with information needed to access those policies independently. (Carried over from the 2010 report):**

**Assessment:** Staff and faculty members at LCSC are now typically notified each semester via campus mail about the LCSC AOD policy and are given referral information as to where to receive assistance if needed. New employees are provided the AOD policy at the time they are hired and ongoing staff members receive periodic post card mailings reminding them of this policy. Every new student is given information about the AOD policies as well as information needed to access those policies (i.e., the proper location on the college's web site). Additionally, the AOD policy and required notification information is now presented to students each semester during the online, registration process. This allows LCSC a systematic and comprehensive method for our notification mandate. The current plan was in place starting in FA, 2011 and has worked well at presenting this information in a consistent and reliable fashion. Dually enrolled students (HS/Dual Enrollment) and others not registering online, in the typical fashion are provided this information in paper in their registration material.

All this information is also provided in the Student Handbook and Academic Calendar which is available for new and returning students. It is also available to all students on the Student Counseling Center homepage at:

<http://www.lcsc.edu/osl/counseling/AlcoholDrugPolicy/CurrentAlcoholDrugAbusePolicy.pdf>

- 2,) Development of surveys and establish a process of evaluating perceived student needs to begin January, 2011.** The SLC has begun developing a series of brief student surveys to address specific, campus perceptions of LCSC life, AOD use/abuse by students on campus and associated problems that the college should explore.

**Assessment:** The SLC began the process in early 2011 looking at developing student surveys related to alcohol and other drug use programming options, ideas etc. This goal has not come to complete fruition as of this time as other issues and needs have taken precedence. However, the SLC will continue to explore options related to better data collection of student perceived needs as it relates to future AOD prevention education and programming.

**3.) Pending continued funding, LCSC in conjunction with the ICHC will conduct the American College Health Association – National College Health Assessment (ACHA-NCHA) during FA, 2011 semester.**

**Assessment:** The NCHA was completed as planned in November, 2011 and we generated 612 student responses to questions ranging from substance use, abuse and dependency to mental health, physical health and safety concerns and related problems to name only a few of the areas addressed. The information that was gathered was disseminated to all relevant campus wide stake holders and offices and to faculty, staff and students. Also the results are being used in substance abuse and other health related programming efforts and is posted on the SCC website for campus and community distribution.

**4.) Work to fully implement the Electronic - Check Up to Go for Alcohol (e-CHUG) program to students at LCSC, across campus, as well as with all first time, sanctioned students.**

**Assessment:** The E-Chug was completed by 54 LCSC students over the past 2 years, 39 of those were completed in the past year alone, which is the largest number of students in one year that has ever completed it at LCSC. Students violating the LCSC AOD policy were the primary participants in the program but several other campus groups – RA's and other student groups and organizations encouraged students to complete the program. Some also completed as part of an orientation workshop that the SCC conducted FA, 2012.

**5.) Continuation and expansion of the Choices: A Brief Alcohol Abuse and Prevention and Harm Reduction Program intervention, currently used for sanctioned students to other student groups (Athletes, RA's, student leaders, etc.)**

**Assessment:** Choice's was completed by about 18 students over the past two years. This includes students who were mandated to be in this due to AOD policy violation. Six of these students participated voluntarily to learn more about the alcohol related decisions as part of an orientation workshop program, FA, 2012. The idea to expand student exposure to Choices will continue in similar and new ways in the future.

**Annual Notification Procedures**

Current procedures for notifying the campus community of the college's policies related to drugs and alcohol consist primarily of information disseminated to major campus groups (e.g., the student body) via in-take or orientation programs. The policies and assistance programs are also featured prominently on high-traffic web pages. Starting with registration for FA, 2011, the LCSC AOD policy and required notification information is now presented during registration so that each student (except HS/dually enrolled students and some professional technical students) is exposed to this information during the registration process. This allows LCSC a systematic and comprehensive method for our notification mandate. Periodic post card mailings to notify faculty and staff of this policy continue as the primary periodic, notification tool at this time with employees, which occurs usually at least two times per year. For faculty/staff the primary web page is the college's Human Resources web page [www.lcsc.edu/humanresources](http://www.lcsc.edu/humanresources). For students, the primary web page is the Student Counseling Center (SCC) web page [www.lcsc.edu/osl](http://www.lcsc.edu/osl).

### **LCSC AOD Prevention Program Strengths and Weaknesses**

In recent years Student Services staff and other key staff members at LCSC have dedicated their time and efforts to the Student Life Committee (SLC) and have agreed to work together toward expanding and improving its AOD prevention program. Additionally the ASLCSC student leadership has contributed greatly to our efforts and have become an integral part of our processes. As a result, our program has become more comprehensive in nature and is developing into a united and organized effort rather than the piecemeal or patchwork delivery that has occurred in the past. LCSC's continued involvement with the ICHC has also contributed to improved campus communication about AOD issues. The additional direction from the VP for Student Affairs has made our prevention efforts not only compliant with the federal law and the institution's ethical obligations to keep students and staff informed of AOD concerns, but has allowed this program to employ some best practices in our response to student needs.

The LCSC AOD programs needs to be expanded to include services to a broader and more diverse campus community and when possible should incorporate changes in technology and account for differences in the student, staff and faculty populations.. In addition, review of and possible changes should occur to the notification protocols for faculty, and staff to make that process more systematic and thorough. With a lack of direct responsibility assigned to staff other than the Director of SCC planning and implementation of prevention programming is often disjointed and tenuous at times. However, last year the Director of SCC began utilizing the SCC counseling intern more deliberately as part of the internship itself to maximize our efforts given the limited resources we have at our disposal at this time.

The off year, brief review that was called for in the previous, 2010 report was not completed in January 2012 as outlined but will be conducted next January, 2013.

Further goals and the continuation of previous program goals and objectives are outlined below.

### **Recommendations for Improvement of LCSC AOD Prevention Efforts**

1. Continued growth and inclusion of additional students and faculty members to participate in the Student Life Committee (SLC) and promote further campus-wide "buy in" for these efforts.
2. LCSC will explore the feasibility of developing and or adopting an online or more "automated" notification of AOD issues program for the faculty staff notification process. Human Resources, (HR) will continue with the current system, as is for the immediate future.
3. More institutional investment through funding and additional staffing needs in order to more fully address the current and increasing demand for prevention services as a result of increased practice standards and need for effective program implementation, support and outcome assessment of services provided..
4. Need improved plan to educate and communicate with students, staff, faculty members regarding the SLC and related activities, events, programs and initiatives.

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5. The college should conduct a brief annual review of its compliance with the Drug Free Schools and Campuses Act (scheduled for January 2014) until its AOD program has been sufficiently expanded to meet the needs of the current student body. The annual review and report will be published in January of every year.

**LCSC Substance Abuse Prevention Program Goals for 2013-14**

1. Re direct the SLC toward the development of survey and or implementation of an existing standardized survey to evaluate perceived student needs The SLC will also explore use of a series of brief student surveys to address specific, campus perceptions of LCSC life, AOD use/abuse by students on campus and associated problems that the college should explore. This information will drive opportunities to offer substance abuse education programs more frequently during an academic year.
2. Pending continued funding, LCSC in conjunction with the ICHC will conduct the American College Health Association – National College Health Assessment (ACHA-NCHA) during FA, 2013 semester.
  - a. Will fully disseminate the results of this survey to all relevant campus wide stake holders and offices and to faculty, staff and students.
  - b. Results will be used in substance abuse and other health related programming efforts.
  - c. Results will be posted on the SCC website for campus and community distribution.
3. SLC and SCC and other relevant departments will work together to develop and implement a pro-social, peer to peer based, bystander training program (such as “Step Up”, ‘Red Watch Program”, etc) with projected implementation date of FA, 2013 or SP, 2014.
4. Work to continue implementation of the Electronic - Check Up to Go for Alcohol (e-CHUG) program to all students at LCSC, across campus, as well as with all first time, sanctioned students.
5. Continuation and expansion of the Choices: A Brief Alcohol Abuse and Prevention and Harm Reduction Program intervention, currently used for sanctioned students to other interested individual students through the student orientation workshop format, in other venues or to other individual or student groups (Athletes, RA’s, student leaders, etc.)

**Current LCSC AOD Policies**

Please see Appendix for web links to global policies covering students, faculty, and staff. Student policies, as published in the Student Code of Conduct and Student Handbook are as follows:

**Alcoholic Beverages**

1. Illegal possession or consumption of alcoholic beverages (beer, wine, liquor or other beverage which is controlled as an alcoholic beverage under Idaho law) is prohibited in College or College-owned, leased or operated facilities and on campus grounds.

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2. Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. Public areas include, but are not limited to, lounges, College Union buildings, recreation rooms, conference rooms, athletic facilities and other public areas of College-owned buildings or grounds.
3. Sale of alcoholic beverages is prohibited in College-owned, leased or operated facilities and on campus grounds.
4. Guests and visitors shall observe these regulations while on campus or other College property. Noncompliance may subject a person to sanctions imposed by the College as well as to the provisions of local and state law. (Adopted by the State Board of Education, December 1, 1977).
5. For LCSC sponsored events which are open to the campus community and at which alcohol will be present, the sponsor will work with the Dean of Student Services or the appropriate academic or vocational dean to assure adherence to this policy. The following information will need to be provided to assure adherence.
  - a. Names and ages of individuals designated as bartenders or servers to check identification.
  - b. Means to inform participants of applicable state and federal laws regarding alcohol
  - c. Consumption.
  - d. Nonalcoholic beverages and food consumption
  - e. Designated driver program
6. No social event shall include any form of drinking contest in its activities or promotion. The Idaho law states that it is illegal to sell, serve or furnish beer, wine or other alcoholic beverages or intoxicating liquor to a person under 21 years of age. It is illegal for any person under 21 years of age to purchase or attempt to purchase, procure, possess, or consume any alcoholic or intoxicating liquor.
  - a. There are a number of minors attending LCSC and as a state institution; the College is legally obligated to comply with the state law.

**Drugs**

Possession, manufacture, distribution, use or sale of marijuana, drug narcotics or other controlled substances classified as illegal under Idaho law, except those taken under a doctor's prescription is prohibited on College-owned or controlled property (as that term is herein and hereafter used, College owned or controlled property includes student housing owned by or rented through the College), or at any College-sponsored or supervised function (See campus policy on Alcohol and Drug abuse, and rules on sanctions for alcohol and drug abuse).

Appendix

Policy 3.113 Drug/Alcohol <http://www.lcsc.edu/policy/Policy/3.113.PDF>

Policy 3.114 Drug-Free Workplace <http://www.lcsc.edu/policy/Policy/3.114.PDF>:

Student Counseling Center link to alcohol/drug policy and associated resources:

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<http://www.lcsc.edu/osl/counseling/AlcoholDrugPolicy/CurrentAlcoholDrugAbusePolicy.pdf>

ComPsych web site <http://www.guidanceresources.com/groWeb/login/login.xhtml>

Employee Assistance Program (EAP) information

<http://www.lcsc.edu/humanresources/additional%20benefits.htm>

If you have questions or concerns related to any part of this report please contact: Coordinator of Student Counseling Center at 792-2211 or VP Student Affairs at 792-2218.

Respectfully submitted

Doug Steele, MA

Director, Student Counseling Center, Disability and Health Services

Chair, Student Life Committee, LCSC



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**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Idaho Division of Vocational Rehabilitation (IDVR) Annual Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for IDVR to provide an annual progress report on the agency's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director as outlined in Board policy Section I.M.3.

Don Alveshire, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agencies strategic plan.

**BOARD ACTION**

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

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**SUBJECT**

Idaho Regional Optical Network (IRON) update

**BACKGROUND/DISCUSSION**

Update on the Idaho Regional Optical Network (IRON) to commemorate their fifth anniversary. This will include presentation of awards to university and college presidents to recognize their support and participation.

On October 9, 2008, Gov. C.L. "Butch" Otter launched the Idaho Regional Optical Network (IRON), a high-speed fiber optic research network that connects Idaho to the ultra-high-speed research computer network The National Lambda Rail. In commemoration of their fifth anniversary, the directors and officers of IRON will present awards of appreciation to the chief executive officers of IRON's Charter Associates.

IRON connects state government, research institutions, education, and health care facilities across Idaho enabling researchers to collaborate on regional, national, and international research projects.

IRON partners include state and regional universities, the State of Idaho, the Idaho Hospital Association, and the Idaho National Laboratory (INL).

By increasing both speed and reliability, IRON provides education, health care, and research with cost-effective access to national research and education networks. IRON bridges the digital divide and provides increased opportunities for research and funding at universities and laboratories in Idaho.

**ATTACHMENTS**

Attachment 1 – List of IRON Honorees

Page 3

**STAFF COMMENTS**

The chief executive officers of IRON's Charter Associates, which include the presidents of Boise State University, Idaho State University, and the University of Idaho, have provided endorsement and support of the network over the past five years, resulting in creation of a valuable and lasting strategic asset for the state of Idaho.

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**List of Honorees to Commemorate IRON's 5<sup>th</sup> Anniversary**

IRON will present awards of appreciation to each honoree in acknowledgement of their commitment to improving Idaho's research, education, and healthcare through IRON.

Honorees:

- PRESIDENT ROBERT KUSTRA, Boise State University
- PRESIDENT KIM B. CLARK, Brigham Young University - Idaho
- PRESIDENT STEVEN A. MILLARD, Idaho Hospital Association
- DIRECTOR JOHN J. GROSSENBACHER, Idaho National Laboratory
- PRESIDENT ARTHUR C. VAILAS, Idaho State University
- DIRECTOR TERESA LUNA, Idaho Department of Administration
- PRESIDENT DONALD BURNETT, University of Idaho
- PRESIDENT ELSON S. FLOYD, Washington State University

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**SUBJECT**

Legislative Ideas - 2014 Legislative Session

**REFERENCE**

June 2013                      The Board approved legislative nine (9) ideas to be submitted through the Governor's Executive Agency Legislation process.

**BACKGROUND/ DISCUSSION**

The Board approved legislative ideas and authorized the Executive Director to submit additional ideas as necessary to the Governor's office through the Division of Financial Management at the June 2013 Board meeting. Each of the attached pieces of legislation have been submitted as legislative ideas and approved to move forward through the process by the Governor's Office.

The following are descriptive summaries of eight (8) of the legislative ideas that were proposed:

**1. Board of Education Member Appointments**

Statement of Purpose

Section 33-102, Idaho Code specifies that Board member appointments must be made on the first day of March and that the appointments must be confirmed by the Senate. Due to the timing of the appointments, and the other demands on the Governor and the legislature during this time frame, it is often difficult for an appointment to be made during this time frame. The result has been a break in service of Board members that were reappointed or vacant seats on the Board. The proposed change would amend section 33-102, Idaho Code to specify that the appointment must be made by the first day of January.

**2. Residency Determination**

Statement of Purpose

Section 33-3717B, Idaho Code specifies the residency requirements for any public institution of higher education in Idaho for the purposes of determining tuition rate. Section 33-2110B, Idaho Code specifies the residency requirements for community colleges. These two sections of code were in alignment at one time, with the exception of those categories of students that are only applicable at either the community colleges or the four year institutions. Change over the years has caused these two sections of code to be out of alignment. The proposed amendments would bring the two sections back into alignment for those sections should be are applicable to all institutions. Additionally, changes are proposed to section 33-3717B, to remove the list of tribes whose "traditional and customary boundary" were within the state of Idaho and whose members are considered residents for tuition purposes. The Board would be required to maintain the list of tribes.



### **3. Registration of Postsecondary and Proprietary Schools**

#### Statement of Purpose

Section 33-2406, Idaho Code specifies that as a condition of registration, a proprietary school must obtain a surety bond. Changes were made to this section of Code during the 2013 legislative session that would allow, under certain circumstances, proprietary schools to use alternate financial instruments, approved by the Board's Executive Director, as a means of satisfying this requirement. The proposed amendment would correct a technical error in the language that has been brought to our attention and remove the bond requirement for proprietary schools that meet the same accreditation requirements of degree granting postsecondary education institutions.

### **4. Postsecondary Enrollment**

#### Statement of Purpose

Chapter 51, Title 33, Idaho Code outlines the options for secondary students to attend postsecondary institutions for either secondary credit, for postsecondary credit, or for dual credit and is the foundational statute that allows for secondary students to take dual credit courses. Proposed changes to this Chapter would eliminate the requirement that each individual school district have an MOU with the governing Board of each institution from which students take courses from as well as update terms used within the Chapter to better reflect the options student have today.

### **5. Liquor Funds Disbursement to Community Colleges**

#### Statement of Purpose

This legislation would revise Idaho Code to provide that disbursement of liquor funds to the community colleges shall be authorized by the State Board of Education instead of the Liquor Division.

### **6. University Administrative Flexibility**

#### Statement of Purpose

The purpose of this legislation is to provide efficiency and accountability in Idaho higher education and to provide additional flexibility to the four state institutions of higher education. This bill will provide increased flexibility to the state board to govern the state college and universities and allow the institutions to request permission from the Board to "opt out" of identified state services.

This bill also codifies the Supreme Court ruling of the independent legal status of the University of Idaho, Idaho State University, Lewis-Clark State College and Boise State University from *State v. Continental Casualty Company*, 121 Idaho 938, 829 P.2d 528 (1992), and clarifies existing statutes that already so state (such as Idaho Code §§ 33-2804, 33-3003, 33-3102, and 33-4005).

This legislation provides that the state board may allow college and universities to utilize state departments for services when it makes sense to do so and the State Board cannot allow the institutions to exit existing participation in those programs without providing at least 18 months' notice. If the institutions wish to

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rejoin the programs for such services, then it will be via mutual written agreement and those agreements may be on a fee for services basis.

**7. Charter School Commission**

Statement of Purpose

Section 33-5213, Idaho Code establishes the Public Charter School Commission and designates the Executive Director of the State Board of Education to enforce the provisions of the Charter School laws and serve as the secretary to the commission. The proposed changes would move the Public Charter School Commission out from under the Board. The Charter Commission would become a self-governing agency, similar to the changes that were made when the Idaho Commission for Libraries and Idaho Historical Society were moved out from under the Board. This separation would address any potential conflicts that arise when the Board must hear appeals from schools authorized by the Commission.

**8. Enrollment Workload Adjustment**

Statement of Purpose

The Enrollment Workload Adjustment (EWA) is currently established and defined only in Board policy. The purpose of this legislation is to codify EWA, such that it would be treated similar to the enrollment growth formula for public schools. Just as the state does not fund school districts based on the number of students but rather on the number of support units, the state does not provide funding to the colleges and universities based on the number of students but rather weighted student credit hours. Generally speaking, however, there is recognition among policymakers that in either case the state needs to provide some measure of funding for costs associated with enrollment growth.

**ATTACHMENT**

Attachment 1 – Board of Education Appointment	Page 7
Attachment 2 – Residency Determination	Page 8
Attachment 3 – Registration of Postsecondary and Proprietary Schools	Page 12
Attachment 4 – Postsecondary Enrollment	Page 13
Attachment 5 – Liquor Funds Disbursement	Page 15
Attachment 6 – University Administrative Flexibility	Page 16
Attachment 7 – Charter School Commission	Page 28

**IMPACT**

Any legislation not approved by the Board will be withdrawn from the Governor's legislative process. The Board office will continue to work with the Governor's Office, the Division of Financial Management and Legislative Services Offices (LSO) to finalize approve legislation prior to the start of the legislative session.

**STAFF COMMENTS AND RECOMMENDATIONS**

Additional changes to legislation may be necessary as the Board Office works with the various governmental entities prior to finalizing and submitting to the legislature.

Staff recommends approval of language for the legislative ideas 1 - 7.

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Staff does not recommend moving forward with the legislation to codify EWA at this time. Based on the EWA formula as defined in Board policy V.S., the FY 2015 EWA request for the colleges and universities is as follows:

BSU:	-\$291,200	CSI:	-\$346,300
ISU:	-\$562,500	CWI:	\$757,500
UI:	-\$591,200	NIC:	\$-1,400
LCSC:	\$68,700	<b>TOTAL:</b>	<b>\$409,800</b>
<b>TOTAL:</b>	<b>-\$1,304,200</b>		

Five of the seven institutions have negative EWA due to declines in credit hours. However, Board staff has negotiated an agreement with LSO and DFM staff which would allow the institutions to apply their negative EWA against their balances of prior-years unfunded EWA. This is an adjustment on paper and would hold the institutions harmless from actual reductions in base funding.

The current cumulative balances of prior-years unfunded EWA since FY 2003 are as follows:

BSU:	\$8,945,700	CSI:	\$1,115,300
ISU:	\$4,991,100	CWI:	\$5,961,100
UI:	\$815,300	NIC:	\$83,300
LCSC:	\$943,700	<b>TOTAL:</b>	<b>\$7,159,700</b>
<b>TOTAL:</b>	<b>\$15,695,800</b>		

There are pros and cons to Board-sponsored legislation to codify the EWA formula. Strategically speaking, this could be a good year to pursue legislation because the fiscal impact would be minimal. In other words, the Legislature may find codification more palatable when it's not going to require a significant amount of new money.

The flip-side of the coin is that if as part of deliberations the Legislature held the Board and its institutions to the EWA formula and did not allow the institutions to net their negative EWA against their unfunded EWA balances, all three universities would recognize base reductions totaling \$1.3M at a time when they are still recovering from a 25% loss in state funding during the economic downturn. The negative fiscal impact to the institutions could be compounded if the EWA multiplier is codified at 100% (as staff would recommend) rather than 67%.

It is also important to consider whether the drop in credit hours as reflected in the FY15 EWA is an anomaly or possibly a trend. Several institution representatives and Board members have speculated the latter, in which case the potential for further base reductions under a codified formula are possible.

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Finally, pursuing codification could send mixed signals from a higher education finance policy perspective. Last year the Board aggressively pursued a performance-based funding (PBF) initiative. The initiative received the Governor's support in his FY 2014 budget recommendation. The primary impetus behind this initiative was to move from funding inputs (i.e. cost of enrollments) to rewarding progress and completion. Pursuit of this initiative was deferred for a year while the institutions undertake program prioritization, but seeking to codify EWA in the interim seems counter to the Board-approved PBF initiative. Nationally, 22 states now have some form of PBF in place and another seven are transitioning to PBF.

At the June Board meeting one additional Legislative Idea was approved as a placeholder for legislation that might come out of the work of the Governor's Education Improvement Taskforce. At this time staff is unaware of any legislation developed regarding the 20 taskforce recommendations.

**BOARD ACTION**

I move to approve the proposed legislation in substantial conformance to the form submitted as attachments 1-7 and to authorize the Executive Director to make additional non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

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

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### **Board Member Appointments**

33-102. Membership -- Appointment -- Term of office -- Qualifications -- Place of office. The state board of education shall consist of the state superintendent of public instruction, who shall be an ex officio voting member and who shall serve as executive secretary of the board for all elementary and secondary school matters, and seven (7) members appointed by the governor, each for a term of five (5) years. Annually on the first day of ~~March~~ January the governor shall appoint members to fill the board positions for which the terms of office have expired. The governor shall, by appointment, fill any vacancy on the board, such appointment to be for the unexpired term of the retiring member. Any member of the Board whose term has expired may not continue on the Board unless reappointed by the governor. Appointment to the board shall be made solely upon consideration of the ability of such appointees efficiently to serve the interests of the people, and education, without reference to locality, occupation, party affiliation or religion. Any person appointed to said board shall have been a resident of the state for not less than three (3) years prior to the date of appointment; and shall qualify and assume the duties in accordance with laws governing similar appointments to, and qualifications for, office on other state boards. ~~All appointments of members to the state board of education made after the effective date of this act must be confirmed by the senate.~~ Members shall act and assume full powers and duties upon appointment, but such appointments shall be subject to confirmation by the senate at it's next regular session.

~~Members of the state board of education holding office on the effective date of this act shall continue in office for the balance of the term to which they were appointed.~~

The state board shall have and maintain its office in Ada county.

## **Residency Requirements for Tuition Purposes**

### **Section 1: Residency – college and universities**

33-3717B. Residency requirements. (1) For any public institution of higher education in Idaho, a "resident student" is:

(a) Any student who has one (1) or more parent or parents or court-appointed guardians who are domiciled in the state of Idaho, and the parent, parents or guardians provide at least fifty percent (50%) of the student's support. Domicile, as used in this section, means that individual's true, fixed and permanent home and place of habitation. It is the place where that individual intends to remain, and to which that individual expects to return when that individual leaves without intending to establish a new domicile elsewhere. To qualify under this section, the parent, parents or guardians must have maintained a bona fide domicile in the state of Idaho for at least twelve (12) months prior to the opening day of the term for which the student matriculates.

(b) Any student, who receives less than fifty percent (50%) of the student's support from a parent, parents or legal guardians and who has continuously resided and maintained a bona fide domicile in the state of Idaho primarily for purposes other than educational for twelve (12) months next preceding the opening day of the term during which the student proposes to attend the college or university.

(c) Subject to subsection (2) of this section, any student who is a graduate of an accredited secondary school in the state of Idaho, and who matriculates at a college or university in the state of Idaho during the term immediately following such graduation regardless of the residence of the student's parent or guardian.

(d) The spouse of a person who is classified, or is eligible for classification, as a resident of the state of Idaho for the purposes of attending a college or university.

(e) A member of the armed forces of the United States who entered service as an Idaho resident and who has maintained Idaho resident status, but is not stationed within the state of Idaho on military orders.

(f) A member of the armed forces of the United States, stationed in the state of Idaho on military orders.

(g) An officer or an enlisted member of the Idaho national guard.

(h) A person separated, under honorable conditions, from the United States armed forces after at least two (2) years of service, who at the time of separation designates the state of Idaho as his intended domicile or who has Idaho as the home of record in service and enters a college or university in the state of Idaho within one (1) year of the date of separation, or who moves to Idaho for the purpose of establishing domicile; provided however, to maintain status as a resident student, such person must actively establish domicile in Idaho within one (1) year of matriculation in a public institution of higher education in Idaho.

(i) The dependent child of a person who qualifies as a resident student under the provisions of subsection (1)(e) through (h) of this section, and who receives at least fifty percent (50%) support from such person shall also be a resident student, and shall not lose that resident status if, after he or she enters a college

or university in the state of Idaho, the parent or guardian is transferred out of the state of Idaho on military orders.

(j) Any individual who has been domiciled in the state of Idaho, has qualified and would otherwise be qualified under the provisions of this statute and who is away from the state for a period of less than thirty (30) months and has not established legal residence elsewhere provided a twelve (12) month period of continuous residence has been established immediately prior to departure; provided however, time spent away from the state while enrolled in a postsecondary education program shall not be included in the thirty (30) months. Such time spent away from the state while enrolled shall include normal academic year breaks, such as summer breaks or breaks between semesters or quarters, that occur prior to the receipt of the postsecondary degree.

(k) ~~A student who is a member of any of the following Idaho Native American Indian tribes, regardless of current domicile, shall be considered an Idaho state resident for purposes of fees or tuition at institutions of higher education:~~ members of the following an Idaho Native American Indian tribes, whose traditional and customary tribal boundaries included portions of the state of Idaho, or whose Indian tribe was granted reserved lands within the state of Idaho: (i) ~~Coeur d'Alene tribe;~~ (ii) ~~Shoshone-Paiute tribes;~~ (iii) ~~Nez Perce tribe;~~ (iv) ~~Shoshone-Bannock tribes;~~ (v) ~~Kootenai tribe.~~ The State Board of Education shall maintain a list of tribes who meet these requirements.

(2) A "nonresident student" shall mean any student who does not qualify as a "resident student" under the provisions of subsection (1) of this section, and shall include:

(a) A student attending an institution in this state with the aid of financial assistance provided by another state or governmental unit or agency thereof, such nonresidency continuing for one (1) year after the completion of the semester for which such assistance is last provided.

(b) A person who is not a citizen of the United States of America, who does not have permanent or temporary resident status or does not hold "refugee-parolee" or "conditional entrant" status with the United States immigration and naturalization service or is not otherwise permanently residing in the United States under color of the law and who does not also meet and comply with all applicable requirements of this section.

(3) The establishment of a new domicile in Idaho by a person formerly domiciled in another state has occurred if such person is physically present in Idaho primarily for purposes other than educational and can show satisfactory proof that such person is without a present intention to return to such other state or to acquire a domicile at some other place outside of Idaho. A student who is enrolled for more than eight (8) hours in any semester or quarter during a twelve (12) month period shall be presumed to be in Idaho for primarily educational purposes. Such period of enrollment shall not be counted toward the establishment of a bona fide domicile in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than educational. Institutions determining whether a student is domiciled in the state of Idaho primarily for purposes other than educational shall consider, but shall not be limited to, the following factors:

(a) Any of the following, if done for at least twelve (12) months before the term in which the student proposes to enroll as a resident student, proves the



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establishment and maintenance of domicile in Idaho for purposes other than educational and supports classification of a student as an Idaho resident:

(i) Filing of Idaho state income tax returns covering a period of at least twelve (12) months before the term in which the student proposes to enroll as a resident student;

(ii) Permanent full-time employment or the hourly equivalent thereof in the state of Idaho; or

(iii) Ownership by the student of the student's living quarters.

(b) The following, if done for at least twelve (12) months before the term in which the student proposes to enroll as a resident student, lend support to domiciliary intent and the absence of which indicates a lack of domiciliary intent. By themselves, the following do not constitute sufficient evidence of the establishment and maintenance of a domicile in Idaho for purposes other than educational:

(i) Registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer or other item of personal property for which state registration and the payment of a state tax or fee is required;

(ii) Registration to vote for state elected officials in Idaho at a general election;

(iii) Holding an Idaho driver's license;

(iv) Evidence of abandonment of a previous domicile;

(v) Presence of household goods in Idaho;

(vi) Establishment of accounts with Idaho financial institutions; and

(vii) Other similar factors indicating intent to be domiciled in Idaho and the maintenance of such domicile.

(4) The state board of education and the board of regents of the university of Idaho shall adopt uniform and standard rules applicable to all state colleges and universities now or hereafter established to determine resident status of any student and to establish procedures for review of that status.

(5) Appeal from a final determination denying resident status may be initiated by the filing of an action in the district court of the county in which the affected college or university is located; an appeal from the district court shall lie as in all civil actions.

(6) Nothing contained herein shall prevent the state board of education and the board of regents of the university of Idaho from establishing quotas, standards for admission, standards for readmission, or other terms and requirements governing persons who are not residents for purposes of higher education.

(7) For students who apply for special graduate and professional programs including, but not limited to, the WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) regional medical program, the WICHE student exchange programs, Creighton university school of dental science, the university of Utah college of medicine, and the Washington, Oregon, Idaho (WOI) regional program in veterinary medical education, no applicant shall be certified or otherwise designated as a beneficiary of such special program who has not been a resident of the state of Idaho for at least one (1) calendar year previous to the application date.

## Section 2: Residency – community colleges

33-2110B. Residency -- Rules -- Appeal -- Standards for nonresidents. (1) For purposes of this chapter, a "resident student" is:

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- (a) Any student whose parents or court-appointed guardians are domiciled in the community college district and provide more than fifty percent (50%) of his support. Domicile as used in this section, means an individual's true, fixed and permanent home and place of habitation. It is the place where he intends to remain, and to which he expects to return when he leaves without intending to establish a new domicile elsewhere. To qualify under this section the parents or guardian must have resided continuously in the community college district for twelve (12) months next preceding the opening day of the term for which the student matriculates.
- (b) Any student who receives less than fifty percent (50%) of his support from parents or legal guardians who are not residents of the community college district for voting purposes and who has continuously resided in the community college district for twelve (12) months next preceding the opening day of the period of instruction during which he proposes to attend the community college.
- (c) The spouse of a person who is classified, or is eligible for classification, as a resident of the community college district for the purposes of attending that community college.
- (d) A member of the armed forces of the United States, stationed in the community college district on military orders or who entered service as a resident of the community college district and who has maintained resident status, but is not stationed within the community college district on military orders.
- (e) An officer or an enlisted member of the Idaho national guard.
- (f) A student whose parents or guardians are members of the armed forces and stationed in the community college district on military orders and who receives fifty percent (50%) or more of support from parents or legal guardians. The student, while in continuous attendance, shall not lose his residence when his parents or guardians are transferred on military orders.
- (g) A person separated, under honorable conditions, from the United States armed forces after at least two (2) years of active service, who at the time of separation designates the community college district as his intended domicile or who has the district as the home of record in service and enters the community college within one (1) year of the date of separation.
- (h) Any individual who has been domiciled in the community college district, has qualified and would otherwise be qualified under the provisions of this statute, and who is away from the district for a period of less than one (1) calendar year and has not established legal residence elsewhere provided a twelve (12) month period of continuous residence has been established immediately prior to departure.
- (2) A community college board of trustees shall adopt rules and regulations applicable to their college now or hereafter established to determine residence status of any student and to establish procedures for review of that status.
- (3) Appeal from a final determination denying resident status may be initiated by the filing of an action in the district court of the county in which the affected community college is located. An appeal from the district court shall lie as in all civil actions.
- (4) Nothing contained herein shall prevent a community college board of trustees from waiving tuition to be paid by nonresident students.
- (5) Nothing contained herein shall prevent a community college board of trustees from establishing quotas, standards for admission, standards for readmission, or other terms

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and requirements governing persons who are not residents for purposes of the first two (2) years of postsecondary education.

**Registration of Postsecondary and Proprietary Schools**

33-2406. Surety bond. Unless exempted as provided herein, As a condition of registration, a proprietary school shall obtain a surety bond or other financial instrument in a format approved by the director, issued by an insurer duly authorized to do business in this state or other financial instrument in a format approved by the director, in favor of the state of Idaho for the indemnification of any student for any loss suffered as a result of a failure by such proprietary school to satisfy its obligations pursuant to the terms and conditions of any contract for tuition or other instructional fees entered into between the proprietary school and a student, or as a result of any violation of the provisions of this chapter or the rules promulgated pursuant to this chapter. The term of the bond shall extend over the period of registration, and shall be in such amount as is established in rule by the board.

The director may submit a demand upon the surety on the bond on behalf of a student or students when it is reasonably believed that a loss has occurred due to a failure by such proprietary school to satisfy its obligations pursuant to the terms and conditions of any contract for tuition or other instructional fees entered into between the proprietary school and a student, or as a result of any violation of the provisions of this chapter or the rules promulgated pursuant to this chapter.

Neither the principal nor surety on the bond or other financial instrument may terminate the coverage of the bond, except upon giving one hundred twenty (120) days' prior written notice to the director.

Proprietary schools which are accredited by an accreditation organization recognized by the board shall not be required to obtain a surety bond or other financial instrument.

**Postsecondary Enrollment**

Section 1:

33-5102. Definitions. As used in this chapter:

(1) "Course" means a course of instruction or a program of instruction.

(2) "Dual Credit" means credit awarded to a student on their secondary and postsecondary transcript for the completion of a single course.

(23) "Eligible institution" means an Idaho public postsecondary institution; a private two-year trade and technical school accredited by a reputable accrediting association; or a private, residential, two-year or four-year liberal arts, degree-granting college or university located in Idaho.

(4) "Postsecondary credit" means credit awarded to a student on their postsecondary transcript for the completion of a course.

(5) "Secondary credit" means credit awarded to a student on their secondary transcript for the completion of a course.

Section 2:

33-5104. Counseling. (1) To the extent possible, the school district shall provide counseling services to pupils and their parents or guardians before the pupil enrolls in courses under the provisions of this chapter to ensure that the pupil and parents or guardian are fully aware of the risks and possible consequences of enrolling in postsecondary courses. ~~The district~~ Counseling services shall ~~provide~~ include information on the program including who may enroll, what institutions and sources are available under this program, the decision-making process for granting academic credits, financial arrangements for tuition, books and materials, eligibility criteria for transportation aid, available support services, the need to arrange an appropriate schedule, consequences of failing or not completing a course in which the pupil enrolls, the effect of enrolling in this program on the pupil's ability to complete the required high school graduation requirements, financial aid, and the academic and social responsibilities that must be assumed by the pupil and the parents or guardian. The person providing counseling shall encourage pupils and their parents or guardian to also use available counseling services at the postsecondary institutions prior to the semester of enrollment to ensure that anticipated plans are appropriate and adequate.

~~(2) Prior to enrolling, the pupil and the pupil's parents or guardian must sign a form that shall be provided by the school district and may be obtained from a postsecondary institution stating that they have received the information specified herein and that they understand the responsibilities that must be assumed in enrolling in this program. The superintendent of public instruction shall, upon request, provide technical assistance to a school district in developing appropriate forms and counseling guidelines.~~

Section 3:

33-5105. Dissemination of information -- Notification of intent to enroll. By March 1 of each year, a school district shall provide general information about the program to

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~~all secondary pupils in grades ten (10) and eleven (11). To assist the district in planning, a pupil shall inform the district by March 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year. A pupil is not bound by notifying or not notifying the district by March 30.~~

~~33-5106. Limit on participation. (1) A pupil who first enrolls in grade eleven (11) may not enroll in postsecondary courses under the provisions of this chapter for secondary credit for more than the equivalent of two (2) academic years.~~

~~(2) A pupil who first enrolls in grade twelve (12) may not enroll in postsecondary courses under the provisions of this chapter for secondary credit for more than the equivalent of one (1) academic year.~~

~~(3) A pupil may also be enrolled in courses for secondary credits approved by the local school district. If a pupil's enrollment pursuant to this chapter decreases the pupil's instructional time in the local school district to less than four (4) hours a day, the pupil shall nevertheless be counted as in local school district instructional time for four (4) hours a day for purposes of [chapter 10, title 33](#), Idaho Code.~~

~~(4) A pupil who has completed course requirements for graduation but who has not received a diploma may participate in the program.~~

~~(5) A pupil who has graduated from high school cannot participate in the program.~~

Section 4:

~~33-5107. Enrollment priority. A postsecondary institution shall give priority to its postsecondary students when enrolling ~~eleventh and twelfth grade pupils~~ secondary students in courses for secondary credit only. Once a pupil has been enrolled in a postsecondary course under the provisions of this chapter, the pupil shall not be displaced by another student.~~

Section 5:

~~33-5108. Courses according to agreements. An eligible pupil may enroll in a nonsectarian course taught by a secondary teacher or a postsecondary faculty member and offered at a secondary school, or another location, according to an agreement between a school board and the governing body of an eligible public postsecondary system or an eligible private postsecondary institution. All provisions of this section shall apply to a pupil, school board, school district and the governing body of a postsecondary institution, except as otherwise provided.~~

**Liquor Funds Disbursement to Community Colleges**

33-2139. STATE COMMUNITY COLLEGE ACCOUNT CREATED. There is hereby created a state community college account in the state operating fund in the state treasurer's office to which shall be credited all moneys which may be transferred to that account pursuant to section 23-404(1)(b)(iii), Idaho Code. The state treasurer shall make such disbursements from the account as may be ordered by the state board of education ~~liquor division~~ in accordance with the provisions of this act.

**University Administrative Flexibility**

Section 1: State Board of Education

33-107. General powers and duties of the state board. The state board shall have power to:

- (1) Perform all duties prescribed for it by the school laws of the state;
- (2) Acquire, hold and dispose of title, rights and interests in real and personal property;
- (3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
- (4) Approve the withdrawal of an Idaho public university or college from use of a state service as authorized by law; provided, however that said institution shall provide eighteen (18) months' prior written notice to the agency providing the service following approval.

(45) (a) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out and administer the policies, orders and directives of the board;

(b) Delegate to its executive officer, if necessary to enhance effectiveness and efficiency, such powers as he requires to exercise discretionary authority and to perform duties vested in the state board related to the operation, control and management of Idaho's state universities and colleges and other agencies under the supervision and governance of the state board, and to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;

(c) Delegate to the presidents of Idaho's state universities and colleges, if necessary to enhance effectiveness and efficiency, such powers as said officers require to exercise discretionary authority and to perform duties vested in the state board related to the operation, control and management of Idaho's state universities and colleges;

(d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as he requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;

(e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section [33-105\(2\)](#), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board;

(56) Through its executive departments and offices:

(a) Enforce the school laws of the state,

(b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;

(67) In addition to the powers conferred by [chapter 24, title 33](#), Idaho Code:

(a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in [chapter 24, title 33](#), Idaho Code,



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(b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,

(c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in [chapter 24, title 33](#), Idaho Code;

(78) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

(89) Approve new courses and programs of study to be offered at community colleges organized pursuant to [chapter 21, title 33](#), Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

## Section 2: Tort Claims Against Governmental Entities

6-902. Definitions. As used in this act:

(1) "State" means the state of Idaho or any office, department, agency, authority, commission, board, institution, hospital, college, university or other instrumentality thereof.

(2) "Political subdivision" means any county, city, municipal corporation, health district, school district, irrigation district, an operating agent of irrigation districts whose board consists of directors of its member districts, special improvement or taxing district, or any other political subdivision or public corporation. As used in this act, the terms "county" and "city" also mean state licensed hospitals and attached nursing homes established by counties pursuant to [chapter 36, title 31](#), Idaho Code, or jointly by cities and counties pursuant to [chapter 37, title 31](#), Idaho Code.

(3) "Governmental entity" means and includes the state and political subdivisions as herein defined.

(4) "Employee" means an officer, board member, commissioner, executive, employee, or servant of a governmental entity, including elected or appointed officials, and persons acting on behalf of the governmental entity in any official capacity, temporarily or permanently in the service of the governmental entity, whether with or without compensation, but the term employee shall not mean a person or other legal entity while acting in the capacity of an independent contractor under contract to the governmental entity to which this act applies in the event of a claim.

(5) "Bodily injury" means any bodily injury, sickness, disease or death sustained by any person and caused by an occurrence.

(6) "Property damage" means injury or destruction to tangible property caused by an occurrence.

(7) "Claim" means any written demand to recover money damages from a governmental entity or its employee which any person is legally entitled to recover under this act as compensation for the negligent or otherwise wrongful act or omission

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of a governmental entity or its employee when acting within the course or scope of his employment.

(8) "state educational institution" means the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College.

**Section 3: Tort Claims Against Governmental Entities**

6-919. Liability insurance for state -- Comprehensive plan by division of insurance management. The administrator of the division of insurance management in the department of administration shall provide a comprehensive liability plan which will cover and protect the state and its employees from claims and civil lawsuits. He shall be responsible for the acquisition and administration of all liability insurance of the state or for the use of the retained risk account provided in section [67-5776](#), Idaho Code, to meet the obligations of the comprehensive liability plan.

The administrator shall, after consultation with the departments, agencies, commissions, and other instrumentalities of the state, provide a comprehensive liability plan for the state providing liability coverage to the state and its employees in amounts not less than the minimum specified in section [6-924](#), Idaho Code. He shall have the authority to use the retained risk account provided in section [67-5776](#), Idaho Code, or to purchase, renew, cancel and modify all policies according to the comprehensive liability plan.

Notwithstanding the foregoing, upon approval of the state board of education and eighteen (18) months prior written notice to the administrator, a state educational institution.

**Section 4: Tort Claims Against Governmental Entities**

6-920. Liability insurance for state procured by division of insurance management. Except as provided by law, No state agency or institution other than the administrator of the division of insurance management in the department of administration may procure liability insurance under this act. All state agencies and institutions shall comply with this act and the comprehensive liability plan developed by the administrator of the division.

Provided however, nothing contained in this section shall preclude the state board of education from authorizing the state educational institutions from purchasing liability insurance.

**Section 5: Standards Appropriations Act of 1945**

~~67-3610. University of Idaho~~—Annual audited financial statement. As a condition to availability of appropriations made to it, and to institutions and activities under its control or supervision, the state board of education and board of regents of the University of Idaho shall file with the state controller on or before a date mutually agreed upon by the state controller and the state board of education and board of regents of the university of Idaho, an audited financial statement showing receipt of moneys from state and federal appropriations, endowment funds, local and institutional incomes, or from any other source, made to it and to institutions and activities under its control or supervision.

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Section 6: Personnel System

67-5303. Application to state employees. All departments of the state of Idaho and all employees in such departments, except those employees specifically defined as nonclassified, shall be classified employees, who are subject to this chapter and to the system of personnel administration which it prescribes. Nonclassified employees shall be:

- (a) Members of the state legislature and all other officers of the state of Idaho elected by popular vote, and persons appointed to fill vacancies in elective offices, and employees of the state legislature.
- (b) Members of statutory boards and commissions and heads of departments appointed by and serving at the pleasure of the governor, deputy directors appointed by the director and members of advisory boards and councils appointed by the departments.
- (c) All employees and officers in the office, and at the residence, of the governor; and all employees and officers in the offices of the lieutenant governor, secretary of state, attorney general, state treasurer, state controller, and state superintendent of public instruction who are appointed on and after the effective date of this chapter.
- (d) Except as otherwise provided by law, not more than one (1) declared position for each board or commission and/or head of a participating department in addition to those declared to be nonclassified by other provisions of law.
- (e) Part-time professional consultants who are paid on a fee basis for any form of legal, medical or other professional service, and who are not engaged in the performance of administrative duties for the state.
- (f) Judges, temporary referees, receivers and jurors.
- (g) All employees of the Idaho supreme court, Idaho court of appeals and district courts.
- (h) All employees of the Idaho state bar.
- (i) Assistant attorneys general attached to the office of the attorney general.
- (j) All officers, members of the teaching staffs of state educational institutions and employees of the state educational institutions designated by the board as nonclassified, the professional staff of the office of the state board of education and Idaho department of education administered by the board of regents and the board of education, and the professional staffs of the Idaho division of professional-technical education and vocational rehabilitation administered by the state board for professional-technical education. "Teaching staff" includes teachers, coaches, resident directors, librarians and those principally engaged in academic research. The term "officer" means presidents, vice presidents, deans, directors, or employees in positions designated by the state board as such. The term professional staff shall mean any employee in a position whose primary responsibilities require the exercise of judgment and discretion as determined by the state board of education who receive an annual salary of not less than step "A" of the pay grade equivalent to three hundred fifty five (355) Hay points in the state compensation schedule. A nonclassified employee who is designated as an "officer" on July 5, 1991, but does not meet the requirements of this subsection, may make a one (1) time irrevocable election to remain nonclassified. Such an

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~~election must be made not later than August 2, 1991. When such positions become vacant, these positions will be reviewed and designated as either classified or nonclassified in accordance with this subsection.~~

(k) Employees of the military division.

(l) Patients, inmates or students employed in a state institution.

(m) Persons employed in positions established under federal grants, which, by law, restrict employment eligibility to specific individuals or groups on the basis of nonmerit selection requirements. Such employees shall be termed "project exempt" and the tenure of their employment shall be limited to the length of the project grant, or twenty-four (24) months, or four thousand one hundred sixty (4,160) hours of credited state service, whichever is of the shortest duration. No person hired on a project-exempt appointment shall be employed in any position allocated to the classified service.

(n) Temporary employees.

(o) All employees and officers of the following named commodity commissions, and all employees and officers of any commodity commission created hereafter: the Idaho potato commission, as provided in [chapter 12, title 22](#), Idaho Code; the Idaho honey advertising commission, as provided in [chapter 28, title 22](#), Idaho Code; the Idaho bean commission, as provided in [chapter 29, title 22](#), Idaho Code; the Idaho hop grower's commission, as provided in [chapter 31, title 22](#), Idaho Code; the Idaho wheat commission, as provided in [chapter 33, title 22](#), Idaho Code; the Idaho pea and lentil commission, as provided in [chapter 35, title 22](#), Idaho Code; the Idaho apple commission, as provided in [chapter 36, title 22](#), Idaho Code; the Idaho cherry commission, as provided in [chapter 37, title 22](#), Idaho Code; the Idaho mint grower's commission, as provided in [chapter 38, title 22](#), Idaho Code; the Idaho sheep and goat health board, as provided in [chapter 1, title 25](#), Idaho Code; the state brand inspector, and all district supervisors, as provided in [chapter 11, title 25](#), Idaho Code; the Idaho beef council, as provided in [chapter 29, title 25](#), Idaho Code; and the Idaho dairy products commission, as provided in [chapter 31, title 25](#), Idaho Code.

(p) All inspectors of the fresh fruit and vegetable inspection service of the Idaho department of agriculture, except those positions involved in the management of the program.

(q) All employees of correctional industries within the department of correction.

(r) All deputy administrators and wardens employed by the department of correction. Deputy administrators are defined as only the deputy administrators working directly for the nonclassified division administrators under the director of the department of correction.

(s) All public information positions with the exception of secretarial positions, in any department.

(t) Any division administrator.

(u) Any regional administrator or division administrator in the department of environmental quality.

(v) All employees of the division of financial management.

(w) All employees of the Idaho food quality assurance institute.

(x) The state appellate public defender, deputy state appellate public defenders and all other employees of the office of the state appellate public defender.

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(y) All quality assurance specialists or medical investigators of the Idaho board of medicine.

(z) All pest survey and detection employees and their supervisors hired specifically to carry out activities under the Idaho plant pest act, [chapter 20, title 22](#), Idaho Code, including but not limited to pest survey, detection and eradication, except those positions involved in the management of the program.

**Section 7: Department of Administration, Public Works**

67-5711. Construction, alteration, equipping, furnishing and repair of public buildings and works. (1) The director of the department of administration, or his designee, of the state of Idaho, is authorized and empowered, subject to the approval of the permanent building fund advisory council, to provide or secure all plans and specifications for, to let all contracts for, and to have charge of and supervision of the construction, alteration, equipping and furnishing, repair, maintenance other than preventive maintenance of any and all buildings, improvements of public works of the state of Idaho, the cost of which construction, alteration, equipping and furnishing, repair, maintenance other than preventive maintenance exceeds the sum of one hundred thousand dollars (\$100,000) for labor, materials and equipment, which sum shall exclude design costs, bid advertising and related bidding expenses, provided, that the director or his designee, and permanent building fund advisory council shall, in the letting of contracts under this section, comply with the procedure for the calling of bids provided in section [67-5711C](#), Idaho Code; provided, however, that this section shall not apply to the construction, alteration, equipping or furnishing or repair or maintenance other than preventive maintenance of public buildings under the jurisdiction and control of the state board of education and board of regents of the university of Idaho; provided further, that the bidding procedures required by this section and section [67-5711C](#), Idaho Code, shall not apply to performance contracts as provided in section [67-5711D](#), Idaho Code; provided further, that public works for the Idaho transportation department, the department of fish and game, the department of parks and recreation, the department of lands, and the department of water resources and water resource board, except for administrative office buildings and all associated improvements, are exempt from the provisions of this section that relate to the administration and review of such projects by the director of the department of administration or his designee and by the permanent building fund advisory council. This exemption shall not relieve the Idaho transportation department, the department of fish and game, the department of parks and recreation, the department of lands, and the department of water resources and water resource board in the letting of contracts for public works, from complying with the procedures of section [67-5711C](#), Idaho Code, related to the advertising and bidding for contracts. The permanent building fund advisory council may adopt rules consistent with existing law, including rules for a program of inspection and maintenance, to carry out the provisions of this chapter.

(2) Provided however, nothing contained in this section shall preclude the state educational institutions from using services as provided for in this section. Once a state educational institution has withdrawn, the state board of education may request supervision of public works under their jurisdiction by the department of administration. Such supervision shall be provided upon the approval of the administrator of public

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works under such terms as the administrator determines are in the best interest of the state.

Section 8: Department of Administration

67-5745A. Definitions. As used in this chapter:

(1) "Information technology" means all present and future forms of computer hardware, computer software and services used or required for automated data processing, computer-related office automation or telecommunications.

(2) "State agencies" means all state agencies or departments, boards, commissions, and councils and institutions of higher education, but shall not include the elected constitutional officers and their staffs, the legislature and its staffs ~~or, the judiciary or the state postsecondary institution pursuant to section 6-902, Idaho code.~~

(3) "Telecommunications" means all present and future forms of hardware, software or services used or required for transmitting voice, data, video or images over a distance.

Section 9: Department of Administration

67-5747. Powers and duties. (1) The department of administration is hereby authorized and directed:

(a) (i) To control and approve the acquisition and installation of all communications equipment and facilities for all departments and institutions of state government, except as provided in subparagraphs (ii), (iii) and (iv) of this subsection;

(ii) To coordinate the acquisition and installation of all communications equipment and facilities for ~~the institutions of higher education and~~ the elected officers in the executive department;

(iii) To coordinate the acquisition and installation of all communications equipment and facilities for the legislative and judicial departments;

(iv) Provided however, that the acquisition and installation of all public safety and microwave equipment shall be under the control of the military division.

In approving or coordinating the acquisition or installation of communications equipment or facilities, the department shall first consult with and consider the recommendations and advice of the directors or executive heads of the various departments or institutions. Any acquisition or installation of any communications equipment or facilities that is contrary to the department's recommendation, or is not in harmony with the state's overall plan for communications and information sharing, shall be reported in writing to the governor and the legislature.

(b) To receive and hold, upon order of the board of examiners, physical custody and control of such existing communications equipment and facilities utilized by or in the possession of any department or institution, as may be necessary to carry out the purposes of this chapter.

(c) To provide a system of communications for all departments and institutions of state government. The department may prescribe adequate rules for the use of any communications equipment and facilities now in use or hereafter made available. Funds received pursuant to this subsection shall be appropriated for

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payment of communication and telephone charges incurred by the various agencies and institutions of state government.

(d) To provide a means whereby political subdivisions of the state may utilize the state communications system, upon such terms and under such conditions as the department may establish.

(e) To accept federal funds granted by congress or by executive order for all or any of the purposes of this chapter, as well as gifts and donations from individuals and private organizations or foundations.

(2) The state board of education may request the department of administration provide services authorized under this section to the state postsecondary institutions. Such services shall be provided upon mutually agreed upon terms.

Section 10: Department of Administration, Group Insurance

67-5761. Powers and duties -- Group insurance. (1) The director of the department of administration shall:

(a) Establish an advisory committee to be comprised of program participants from the executive, legislative and judicial branches of state government. The advisory committee shall include one (1) active and one (1) retired employee representative. The director shall consult with the advisory committee in the performance of those duties as enumerated in subsection (2) of this section.

(b) Promulgate rules for determining eligibility of active personnel, retired personnel and dependents of such active and retired personnel for participation in any group plans.

(c) Determine the nature and extent of needs for group life insurance, group annuities, group disability insurance, and group health care service coverages with respect to personnel, including elected or appointed officers and employees, of all offices, departments, divisions, boards, commissions, institutions, agencies and operations of the government of the state of Idaho and retired personnel, the premiums or prepayments for which are payable in whole or in part from funds of the state. "Disability" insurance includes all personal accident, health, hospital, surgical, and medical coverages, and "health care service" includes all services rendered for maintenance of good health and diagnosis, relief, or treatment of any injury, ailment, or bodily condition.

(d) Determine the types, terms, conditions, and amounts of group insurance, group annuities, or group coverage by health care service organizations, as the case may be, required by such needs.

(e) Negotiate and contract for, and have placed or continued in effect all such insurance and coverages as may reasonably be obtainable from insurers and health care service organizations, as the case may be, duly authorized to transact such business in this state. The director may negotiate deductibles to any group plan or coverage. Alternatively, the director may self-insure any insurance or coverage and may contract with any insurance company or third party administrator duly authorized to transact business in this state or administer such plan.

(f) Prepare or otherwise obtain and make available to all personnel affected thereby, printed information concerning all such group plans currently in effect, together with the rules governing eligibility, payment of premium or prepayment



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where applicable, claims procedures, and other matters designed to facilitate utilization and administration of such plans.

(g) Administer all such group plans on behalf of the insured, including but not limited to:

(i) Enrollment and reporting to the insurer or health care service organization of individuals eligible for coverage and covered under particular policies or contracts, and termination of such enrollment upon termination of eligibility;

(ii) Collection or payment of premiums or prepayments for such coverage, policies and contracts and accounting for the same;

(iii) Establishment of reasonable procedures for handling claims arising under such coverage, policies and contracts, and rendering assistance to claimants, as may be required in the presentation and consideration of claims;

(iv) Effectuation of changes in such coverage, policies and contracts and renewal or termination thereof;

(v) Making and settlement of claims.

(2) The director shall formulate and negotiate a plan or plans of health care service coverage which includes eligible active personnel and their dependents in consultation with the advisory committee.

(3) The director shall formulate and negotiate a plan or plans of health care service coverage which includes eligible retired personnel and dependents. Such plan or plans will be pooled for rating purposes with the plan or plans provided for in subsection (2) of this section.

(a) Beginning July 1, 2009, the state shall pay one hundred fifty-five dollars (\$155) per eligible retired personnel per month toward such health care service coverage, subject to the conditions of subsection (3)(b) of this section. Retired personnel shall be responsible for paying the balance of the monthly premium for any plan of health care service coverage provided pursuant to this section.

(b) Beginning January 1, 2010, retired personnel health care service coverage shall not be available to any retired personnel or dependent who is or becomes eligible for medicare. Dependent spouses of such medicare eligible retired personnel who are not themselves medicare eligible may remain on health care service coverage until they become eligible for medicare.

(c) Any person who is eligible for health care service coverage as a retired person prior to June 30, 2009, remains eligible for coverage subject to the conditions of subsections (3)(a) and (b) of this section.

(d) No personnel, including elected or appointed officers and employees, of all offices, departments, divisions, boards, commissions, agencies and operations of the government of the state of Idaho, who begin service or employment after June 30, 2009, shall be provided or be eligible for any retired personnel health care service coverage, unless such personnel have credited state service of at least twenty thousand eight hundred (20,800) hours before June 30, 2009, and subsequent to reemployment, election or reappointment on or after July 1, 2009, accumulate an additional six thousand two hundred forty (6,240) continuous hours of credited state service, and who are otherwise eligible for coverage.

(e) Nothing in this subsection prohibits an active employee who retires from state service on or after July 1, 2009, from being eligible for health care service coverage provided that he or she is drawing a state retirement benefit and meets eligibility requirements of the health care service coverage.



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(f) The Idaho department of administration shall assist medicare eligible retirees in transitioning to a medicare supplement plan in accordance with procedures established by the advisory committee.

(4) Nothing contained herein and no coverage, policy or contract which provides coverage or benefits for active personnel, dependents of personnel, or retired personnel shall create any vested right or benefit for any such individual in group insurance coverage.

(5) Upon approval of the state board of education, and eighteen (18) months prior written notice to the director, a state education institution, pursuant to section 6-902, Idaho code may elect to withdraw from participation in the group plans contracted for by the director. Upon withdrawal, the institution and its employees shall not be eligible for such group plans. The institution may begin participation in the group plans following withdrawal upon the approval of the director under such terms as the director determines are in the best interest of the state.

Section 11: Department of Administration, Risk Management

67-5773. Powers and duties -- Risk management. (1) The director of the department of administration shall:

(a) Determine the nature and extent of needs for insurance coverages of all kinds, other than life and disability insurances, as to risks and property of all offices, departments, divisions, boards, commissions, institutions, agencies and operations of the government of the state of Idaho, the premiums on which are payable in whole or in part from funds of the state.

(b) Determine the character, terms, and amounts of insurance coverages required by such needs.

(c) Within funds available therefor from each respective office, department, division, board, commission, institution, agency or operation with respect to coverage to be provided to it, negotiate for, procure, purchase, and have placed or continued in effect all such insurance coverages and services as may reasonably be obtainable, whether from insurers or brokers duly authorized to transact business in this state.

(d) Administer all such coverages on behalf of the insured, including making and settlement of loss claims arising thereunder. The director, with the advice of the attorney general, may cause suit to be brought with respect to any such coverage or loss.

(e) Within available funds and personnel, make periodic inspection or appraisal of premises, property and risks as to conditions affecting insurability, risk, and premium rate, and submit a written report of each such inspection or appraisal together with recommendations, if any, to the officer, department, or agency in direct charge of such premises, property or risks.

(f) Perform such other duties and exercise such other powers as are provided by law.

(g) Establish a risk management advisory committee. The director shall consult with the advisory committee in the performance of those duties enumerated above.

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(2) As to all such needs and coverages, the director shall give due consideration to information furnished by and recommendations of any office, department, division, board, commission, institution or agency.

(3) Provided however, nothing contained in this section shall preclude the state educational institutions from using services as provided for in this section.

**Charter School Commission**

33-5213. Public charter school commission. (1) There is hereby created an independent public charter school commission, referred to hereinafter as the commission, ~~to be located in the office of the state board of education, pursuant to section 33-105, Idaho Code, for the purpose of section 20, article IV of the constitution of the state of Idaho, be maintained within the department of self-governing agencies.~~ The commission is hereby authorized to appoint a director of the commission who shall serve at the pleasure of the commission and shall receive such salary as fixed by the commission. It shall be the responsibility and duty of the ~~executive~~ director of the ~~state board of education commission~~ acting at the direction of the commission to administer and enforce the provisions of this chapter, and the director or his designee shall serve as secretary to the commission.

(2) The public charter school commission shall adopt ~~rules~~ policies, subject to law, regarding the governance and administration of the commission and make recommendation to the state board of education regarding the oversight of public charter schools.

(3) The commission shall be composed of seven (7) members:

(a) Three (3) members shall be appointed by the governor, subject to the advice and consent of the senate;

(b) Two (2) members shall be appointed by the speaker of the house of representatives; and

(c) Two (2) members shall be appointed by the president pro tempore of the senate.

Commissioner appointments made pursuant to this section prior to July 1, 2013, shall remain valid through the duration of the term to which each commissioner was appointed. To establish a transition to the appointing authority structure contained in this subsection, the first four (4) appointments available on or after July 1, 2013, shall be made in an alternating sequence for each appointment by the speaker of the house of representatives and the president pro tempore of the senate, followed by three (3) appointments by the governor. Subsequent appointments shall be made by the same appointing authority that originally appointed the commissioner whose term expired.

The term of office for commission members shall be four (4) years. In making such appointments, the appointing authorities shall consider regional balance. Members appointed to the commission shall collectively possess strong experience and expertise in public and nonprofit governance, management and finance, public school leadership, assessment, curriculum and instruction and public education law. All members of the commission shall have demonstrated understanding of and commitment to charter schools as a strategy for strengthening public education. No commissioner shall serve more than two (2) consecutive four (4) year terms. Members of the commission shall hold office until the expiration of the term to which the member was appointed and until a successor has been duly appointed, unless sooner removed for cause by the appointing authority. Whenever a vacancy occurs, the appointing authority shall appoint a qualified person to fill the vacancy for the unexpired portion of the term.

(4) All members of the commission shall be citizens of the United States and residents of the state of Idaho for not less than two (2) years.

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(5) The members of the commission shall, at their first regular meeting following the effective date of this act, and every two (2) years thereafter, elect, by a majority vote of the members of the commission, a chairman and a vice-chairman. The chairman shall preside at meetings of the commission, and the vice-chairman shall preside at such meetings in the absence of the chairman. A majority of the members of the commission shall constitute a quorum. The commission shall meet at such times and places as determined to be necessary and convenient, or at the call of the chair.

(6) Each member of the commission not otherwise compensated by public moneys shall be compensated as provided in section [59-509](#)(h), Idaho Code.

(7) The commission shall report annually to the state board of education.

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**SUBJECT**

Pending Rules Docket 08-0105-1301, Docket 08-0106-1301, and Docket 08-0112-1301

**REFERENCE**

June 2013                      Board approved proposed rules repealing IDAPA 08.01.05., 08.01.06., and 08.01.12.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12

**BACKGROUND/DISCUSSION**

During the 2013 legislative session, the Board's legislation (Senate Bill 1027) consolidating and streamlining the scholarships, managed by the Board office, passed. In order to minimize the impact on students currently receiving state funded scholarships, the proposed changes to the state scholarship programs will be transitioned in over the next two fiscal years, FY14 and FY15. Students currently receiving a scholarship award will continue to receive those awards as long as they meet the current program eligibility requirements, subject to available funding, for the duration of their current award term. One year awards will be granted in FY14 under the current Opportunity Scholarship Act, Promise Scholarship program, and Minority and "At-Risk" Scholarship programs, using those programs current requirements. The repeal of the Idaho Robert R. Lee Promise Scholarship Program, and the Idaho Minority and "At-Risk" Student Scholarship Act becomes effective July 1, 2014. In addition to these changes, the Leveraging Educational Assistance Partnership Program, and State/Federal partnership are no longer funded and sections of Administrative Rule pertaining to the program need to be repealed.

As a result of this legislation, there are a number of sections of Administrative Rule that need to be repealed. These rules, if accepted by the legislature, would take effect at the end of the 2014 legislative session.

No comments were received during the public comment period. No changes have been made from the original proposed rule approved by the Board.

**IMPACT**

The removal of IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12 will eliminate what is, or will become, unnecessary sections of administrative rule.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 08-0105-1301	Page 3
Attachment 2 – Pending Rule Docket 08-0106-1301	Page 13
Attachment 3 – Pending Rule Docket 08-0112-1301	Page 19

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**STAFF COMMENTS AND RECOMMENDATIONS**

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

**BOARD ACTION**

I move to approve the Proposed Rule changes removing Docket 08-0105-1301, Docket 08-0106-1301, and Docket 08-0112-1301.

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

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**IDAPA 08  
TITLE 01  
CHAPTER 05**

**~~08.01.05 IDAHO PROMISE SCHOLARSHIP PROGRAM~~**

**~~000. LEGAL AUTHORITY.~~**

~~These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105 and Title 33, Chapter 43, Idaho Code.~~ (4 2 08)

**~~001. TITLE AND SCOPE.~~**

~~01. Title. These rules shall be known as IDAPA 08.01.05, "Idaho Promise Scholarship Program."~~ (4 2 08)

~~02. Scope. These rules constitute the requirements for the Idaho Promise Scholarship Program, Promise A and Promise B.~~ (4 2 08)

**~~002. WRITTEN INTERPRETATIONS.~~**

~~In accordance with Section 67-5201(19)(b)(iv), Idaho Code any written interpretation of the rules of this chapter are available at the Board office.~~ (4 2 08)

**~~003. ADMINISTRATIVE APPEAL.~~**

~~Unless otherwise provided for in the rules of the Board or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein.~~ (4 2 08)

**~~004. INCORPORATION BY REFERENCE.~~**

~~There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code.~~ (4 2 08)

**~~005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.~~**

~~The principal place of business of the Board is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays.~~ (4 2 08)

**~~006. PUBLIC RECORDS ACT COMPLIANCE.~~**

~~This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record.~~ (4 2 08)

**~~007. DEFINITIONS.~~**

~~These definitions are applicable to this chapter only.~~ (4 2 08)

~~01. Full-Time Student. An average of at least twelve (12) credit hours per semester, including any remedial coursework.~~ (4 2 08)

~~02. Secondary School Equivalent. The instruction of students in grades nine (9) through twelve (12), provided by home schools or other educational delivery systems or by successful completion of the General Educational Development (GED) test.~~ (4 2 08)

~~03. Idaho Secondary School. Any secondary school located in the state of Idaho, including secondary schools located in border school districts attended by Idaho residents in accordance with Section 33-1403, Idaho Code.~~ (4 2 08)



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~~04. High School Record for Promise A Students.~~ An individual's cumulative grade point average (GPA) for grades nine (9) through twelve (12), and difficulty of course load taken as certified by an official of such secondary school. (4 2 08)

~~05. High School Record for Promise B Students.~~ An individual's secondary school cumulative grade point average for grades nine (9) through twelve (12), or a composite score on the American College Test (ACT), or a sum of sub scores on the ACT Computerized Adaptive Placement Assessment and Support System (COMPASS), or a combined score on the College Board's Scholastic Aptitude Test I (SAT). (4 2 08)

~~06. Grade Point Average or GPA.~~ Means the average earned by a student, figured by dividing the unweighted grade points earned on a scale of four point zero (4.0) by the number of credits attempted. (4 2 08)

**008. OBJECTIVES OF THE IDAHO PROMISE SCHOLARSHIP PROGRAM.**

The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the State's most talented Idaho secondary school graduates to enroll in Idaho educational institutions is an important element for assuring the future leadership in the State. See Chapter 43, Title 33, Idaho Code. The Idaho Promise Scholarship Program recognizes high standards of achievement, as measured by competitive examination and high school records of graduates of public, private, or the equivalent secondary schools in Idaho who attend public or independent postsecondary institutions in Idaho. (4 2 08)

**009. MONETARY VALUE OF THE SCHOLARSHIP.**

~~01. Monetary Value.~~ The monetary value of each Promise A and Promise B scholarship shall be set annually by the Board in accordance with Sections 33-4307(2), (3) et seq., Idaho Code. (4 2 08)

~~02. Duration.~~ The grant covers up to one (1) educational year or equivalent for attendance at an eligible postsecondary educational institution, as defined in Section 33-4306(1), Idaho Code. (4 2 08)

**010. SELECTION AND ELIGIBILITY REQUIREMENTS OF SCHOLARSHIP RECIPIENTS.**

~~01. Selection and Eligibility Requirements.~~ Selection and eligibility requirements for a scholarship are based upon the provisions of the Idaho Promise Scholarship Program. Applicants for the Idaho Promise Scholarship are responsible for providing to the eligible institution in which he intends to enroll and/or the Board any and all information necessary to verify a student's eligibility for the Idaho Promise Scholarship. (4 2 08)

~~02. Educational Costs.~~ The recipient must certify that this scholarship, if awarded, will be used only for educational costs as defined in Section 33-4306, Idaho Code. (4 2 08)

~~03. Enrollment.~~ The recipient must pursue an undergraduate course of study leading to a degree, certificate, diploma, or other documentation of completion, which requires at least six (6) months, or equivalent of consecutive attendance. Furthermore, the applicant shall not enroll in an educational program leading directly to a baccalaureate degree in theology or divinity. (4 2 08)

~~04. Compliance.~~ The recipient must comply with all the provisions of the Idaho Promise Scholarship Program and these rules. (4 2 08)

**011. ADMINISTRATION.**

The Board has delegated to the Board office the responsibility for the administration of the Idaho Promise Scholarship Program. As administrator, the Board office is responsible for releasing any public information regarding the Idaho Promise Scholarship Program, determination of scholarship recipients, determination of procedures for payment of scholarships to recipients, maintaining fiscal controls and accounting procedures, preparing annual reports as required, and authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (4 2 08)

**012. AUTHORITY OF THE BOARD.**

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~~With the sole exception of the ability to audit the Idaho Promise Scholarship Program as set forth in Section 013 of this chapter, these rules do not grant any authority to the Board to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Promise Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of an Idaho Promise Scholarship.~~ (4 2 08)

**~~013. — AUDIT.~~**

~~Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and/or an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Idaho Promise Scholarship Program.~~ (4 2 08)

**~~014. — 099. — (RESERVED)~~**

**~~100. — PROMISE A SCHOLARSHIP.~~**

~~The following Sections 100 through 108 specifically relate to the Idaho Promise A Scholarship.~~ (4 2 08)

**~~101. — PROMISE A NUMBER OF SCHOLARSHIPS.~~**

~~The total number of initial and continuing scholarships will not exceed the number authorized in the Idaho Promise Scholarship Program or by the appropriation to support the program, whichever is less. The number of initial scholarships to individuals enrolled in academic and professional technical programs shall be determined annually by the Board. If the number of qualified professional technical applicants is not sufficient, additional awards will be given to qualified academic applicants.~~ (4 2 08)

**~~102. — PROMISE A PRIORITY FOR AWARD.~~**

~~In the event the state of Idaho does not provide an appropriation sufficient to support the maximum number of scholarships authorized by the Idaho Promise Scholarship Program, the priority for initial and continuing scholarships will be as follows:~~ (4 2 08)

~~——— **01. — Highest Priority.** Highest priority is given to continuing recipients in an order beginning with the date of the initial award. However, in the event further priority must be established among continuing recipients, the recipient's rank within the recipient's academic or professional technical major and class will be used, with priority given to the recipient with a higher ranking within the recipient's academic or professional technical major and class.~~

~~(4 2 08)~~

~~——— **02. — Secondary Priority.** Secondary priority is given to initial scholarship recipients until the appropriation is exhausted or the maximum number of initial scholarships authorized by the Idaho Promise Scholarship Program is reached, whichever is less.~~

~~(4 2 08)~~

**~~103. — PROMISE A SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.~~**

~~——— **01. — Initial Applications.** Completed applications for initial scholarships must be submitted to the Board office electronically no later than January 15 for the awarding of initial scholarships for such year. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service which must be postmarked no later than January 15.~~

~~(4 2 08)~~

~~——— **02. — Announcement of Award.** Announcement of award of initial scholarships will be made no later than May 1 of each year, with awards to be effective July 1 of that year.~~

~~(4 2 08)~~

~~——— **03. — Deadline for Acceptance.** An applicant notified that he has been selected as a recipient must respond in writing by the date specified regarding the recipient's intent to accept the award. Failure to submit a response of acceptance in writing will result in forfeiture of the scholarship.~~

~~(4 2 08)~~

~~——— **04. — Communication With State Officials.** Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program~~

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~~Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (4 2 08)~~

**104. — PROMISE A RESPONSIBILITIES OF SCHOLARSHIP APPLICANTS AND RECIPIENTS.**

~~01. — Application for Initial Scholarship. Applicants for the Idaho Promise Scholarship are responsible for any errors or omissions in the information provided on the electronic, or paper, application form or to the eligible postsecondary institutions. The Board, the Board office, any official of a secondary school in Idaho, an eligible postsecondary educational institution in Idaho, American College Testing, and any official of the Idaho Promise Scholarship Program, individually or collectively, are not responsible for any information provided by an applicant on the electronic, or paper, application form or for any errors or omissions in the information provided by the applicant. In addition, each applicant must submit the required standardized test scores. Applications submitted without the required standardized scores are incomplete and will not be considered for the scholarship. (4 2 08)~~

~~02. — Submission of Application. Applicants for initial Idaho Promise A Scholarships are responsible for submitting completed electronic application forms to the Idaho Promise Scholarship Program at the Board office. (4 2 08)~~

~~03. — Unused Scholarship Balances. Following the initial award of the scholarship, each recipient is responsible for remitting any reasonable unused scholarship balances to their institutions on behalf of the Board in the event the recipient discontinues attendance before the end of any semester, quarter, term, or equivalent. (4 2 08)~~

**105. — PROMISE A SELECTION AND ELIGIBILITY.**

~~Applicants who intend to enroll in academic programs at eligible Idaho postsecondary educational institutions are selected as recipients on the basis of their high school record and GPA as defined in this chapter. Applicants who intend to enroll in professional technical programs at eligible Idaho postsecondary educational institutions are selected on the basis of performance on the ACT COMPASS exam and GPA in grades nine through twelve (9-12). To be eligible for consideration, the criteria used during the selection process for Promise A applicants are as follows:~~

~~(4 2 08)~~

~~01. — High School Record and GPA. Academic applicants must have a cumulative GPA of three point five (3.5) or better on a scale of four point zero (4.0). Professional technical applicants must have a cumulative GPA of two point eight (2.8) or better on a scale of four point zero (4.0). (4 2 08)~~

~~02. — ACT Composite Score. Academic applicants must verify an ACT composite score of twenty-eight (28) or better. (4 2 08)~~

~~(4 2 08)~~

~~03. — COMPASS Score. Professional technical applicants must provide a copy of their ACT COMPASS report, which must include scores from the Writing Skills, Reading Skills and Mathematics sections of the COMPASS. Alternatively, professional technical applicants may submit a copy of their ACT report, which will be equated to Compass Writing skills, Reading skills and Mathematics. Scores on the COMPASS report will be evaluated as a whole and used to rank professional technical applicants. (4 2 08)~~

~~04. — Attendance. The applicant must declare an intention of enrolling at an eligible public or private postsecondary educational institution in Idaho (as defined in Section 33-4306(1), Idaho Code) during the academic year immediately following completion of secondary school, or its equivalent in the state of Idaho. (4 2 08)~~

~~05. — ACT, GPA and Ranking. Academic applicants are ranked against other academic applicants, and professional technical applicants are ranked against other professional technical applicants as follows: (4 2 08)~~

~~a. — Equal weight is given to the academic applicant's performance on the prescribed ACT measurements and the applicant's cumulative GPA. (4 2 08)~~

~~b. — Equal weight is given to the professional technical applicant's performance on the ACT COMPASS exam, or comparable score on the ACT exam equated to Compass Writing skills, Reading skills, and~~

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Mathematics, and cumulative GPA. (4 2 08)

**106. — PROMISE A CONTINUING ELIGIBILITY.**

The total grant payments over a period of six (6) years to an individual may not exceed four (4) annual grants. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements: (4 2 08)

—— **01. — Credit Hours.** A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution. (4 2 08)

—— **02. — GPA.** A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years. (4 2 08)

—— **03. — Transfer of Scholarship.** A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship. The Promise A scholarship recipient must file a statement with the Board office declaring the intention to transfer as a full time undergraduate student in an academic or professional technical program in an eligible postsecondary educational institution in Idaho for the succeeding year no later than sixty (60) days prior to the first day of the academic term in which the student intends to enroll. (4 2 08)

—— **04. — Eligibility Following Interruption of Continuous Enrollment.** A Promise A recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary educational institution in Idaho must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board office will review each request for interruption and notify the applicant of approval or denial of the request. In addition, the recipient must file a statement with the Board office declaring the intent to re-enroll as a full time undergraduate student in an academic or professional technical program in an eligible postsecondary institution in Idaho for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the student intends to re-enroll. (4 2 08)

—— **05. — Promise A Recipient.** (4 2 08)

—— **a.** Must file a statement with the Board office each year declaring the recipient's intention to continue as a full time undergraduate student in an academic or professional technical program at an eligible postsecondary educational institution in Idaho for the succeeding year. The Board office will provide to each eligible institution a list of anticipated recipients. The education official of each institution shall certify to the Board office the current cumulative GPA of those recipients attending said institution. (4 2 08)

—— **b.** Must maintain high standards of performance in the recipient's academic or professional technical major and class, with a cumulative GPA of three point zero (3.0) or better. (4 2 08)

**107. — PROMISE A PAYMENT OF SCHOLARSHIPS.**

—— **01. — Award.** Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf of a scholarship recipient. (4 2 08)

—— **02. — Promise A Payments.** Payments are made in the name of the recipient and will be sent to a designated official at the postsecondary educational institution in which the recipient is enrolled. The official must certify the applicant's eligibility, and if eligible, transmit the payment to the recipient within a reasonable time following receipt of the payment. (4 2 08)

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**~~108. — PROMISE A ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.~~**

~~01. — Certification of Enrollment.~~ The officials must certify that scholarship recipients have actually enrolled as full time students. Such certification for Promise A recipients must be submitted when requested by Board office staff, and no later than thirty (30) days following the end of the regular enrollment period. (4 2 08)

~~02. — Withdrawal from Institution.~~ In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: (4 2 08)

~~a. —~~ The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 108 of this chapter. (4 2 08)

~~b. —~~ In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. (4 2 08)

~~c. —~~ In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. (4 2 08)

~~03. — Annual Educational Costs.~~ The officials must certify that the Idaho Promise A Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year. (4 2 08)

**~~109. — 199. — (RESERVED)~~**

**~~200. — PROMISE B SCHOLARSHIP.~~**

The following Sections 200 through 207 specifically relate to the Idaho Promise B Scholarship. (4 2 08)

**~~201. — PROMISE B NUMBER OF SCHOLARSHIPS — PRIORITY FOR AWARD.~~**

The total number of scholarships awarded to Promise B students will be determined annually by the Board based on the number of eligible students as certified by the eligible postsecondary institutions, the individual award amount, and the availability of funds. (4 2 08)

**~~202. — PROMISE B PRIORITY FOR AWARD.~~**

In the event that the state of Idaho does not provide an appropriation sufficient to award the maximum amount of the scholarship authorized by Section 33-4307(3)(a), Idaho Code then recipients of Promise A Scholarships shall not be eligible to receive Promise B Scholarships. In addition, the Board may proportionally decrease the amount of the Promise B Scholarship so as to provide an award to all eligible students. (4 2 08)

**~~203. — PROMISE B SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.~~**

Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (4 2 08)

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**204. — PROMISE B SELECTION AND ELIGIBILITY.**

A student who first enrolls in an eligible Idaho postsecondary institution and who meets the eligibility requirements of the Idaho Promise B Scholarship as verified by the designated financial aid or scholarship office of the eligible institution will receive the Promise B Scholarship. Criteria used to determine eligibility includes the following:

(4 2 08)

——— **01. — Grade Point Average for Promise B Scholarship.** Applicants must have a cumulative secondary school (grades nine (9) through twelve (12)) GPA of three point zero (3.0) or better on a scale of four point zero (4.0).

(4 2 08)

——— **02. — ACT or Equivalent Score.** Applicants who do not have a three point zero (3.0) grade point average must verify a composite score of twenty (20) or better on the ACT assessment, or a corresponding score on the SAT I as established on the ACT/SAT I equivalency table, or at least a combined score of one hundred ninety-five (195) from the Writing Skills, Reading Skills and Algebra areas of the ACT COMPASS examination.

(4 2 08)

——— **03. — Completion Requirements.** The applicant must have completed secondary school or its equivalent in the state of Idaho as defined in Section 007 of this chapter.

(4 2 08)

——— **04. — Age Requirements.** An individual must be under the age of twenty two (22) on July 1 of the educational year in which the initial award is made.

(4 2 08)

——— **05. — Full Time.** An individual must enroll as a full time student.

(4 2 08)

**205. — PROMISE B CONTINUING ELIGIBILITY.**

The total grant payments over a period of four (4) years to an individual may not exceed two (2) annual payments. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements:

(4 2 08)

——— **01. — Credit Hours.** A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution.

(4 2 08)

——— **02. — GPA.** A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years.

(4 2 08)

——— **03. — Transfer of Scholarship.** A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship.

(4 2 08)

——— **04. — Eligibility Following Interruption of Continuous Enrollment.** A Promise B recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary education institution in Idaho must contact the financial aid office at the eligible postsecondary institution to request reinstatement of remaining Promise B eligibility. The student must have met the eligibility requirements prior to the interruption of continuous enrollment, and may not attend a non-eligible institution in the interim. The student must notify the financial aid office at the eligible postsecondary institution within the first semester (term) of resumed attendance regarding reinstatement of eligibility in order to qualify for continued Promise B scholarship eligibility.

(4 2 08)

——— **05. — Promise B Recipient.** The Promise B recipient must maintain high standards of performance by achieving and maintaining a two point five (2.5) cumulative GPA on a four point zero (4.0) system.

(4 2 08)

**206. — PROMISE B PAYMENT OF SCHOLARSHIPS.**

Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf

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of a scholarship recipient. (4 2 08)

~~01. **Promise B Payments.** Payments will be sent to a designated official at the eligible postsecondary educational institution based upon the estimated number of recipients expected to enroll at the institution as provided for in Section 207 of this chapter. The official must transmit the payment to the recipients within a reasonable time following receipt of the payment. Transmittal of funds for the scholarship will be in accordance with a schedule established by the Board office. The schedule will also establish dates by which the following activities will occur to ensure accurate and timely payments to the postsecondary institutions on behalf of recipients.~~ (4 2 08)

~~02. **Number of Estimated Recipients.** The postsecondary educational institutions must submit to the Board office the estimated number of Idaho Promise B fall term and spring term recipients each educational year.~~ (4 2 08)

~~03. **Semester Payment Schedule.** The Board office shall distribute scholarship funds to a designated official at the postsecondary educational institutions at least fifteen (15) days prior to the start of the fall and spring academic terms.~~ (4 2 08)

~~04. **Mid-Semester Adjustments.** The postsecondary educational institution must submit mid-semester scholarship adjustment information, including refunds resulting from withdrawal from the institution, which reports the actual number of students who were eligible to receive the Promise B Scholarship to the Board office each academic term of the educational year.~~ (4 2 08)

~~a. Where the postsecondary educational institution has underestimated the number of scholarship recipients, the Board office will send an additional payment on behalf of those students to the educational institutions each academic term of the educational year.~~ (4 2 08)

~~b. Where the postsecondary educational institution has overestimated the number of fall recipients, the Board office will deduct the amount overpaid to the educational institution from its spring semester payment. Spring semester overpayments to the educational institutions must be refunded to the Board office prior to the end of the educational year.~~ (4 2 08)

~~05. **Year-End Final Report.** The postsecondary educational institution must submit to the Board office prior to the end of the educational year a final report indicating for each term the number of students that received an Idaho Promise B scholarship and the number of Promise B scholarships that were matched by the institution. Any outstanding overpayment made to the institution during the educational year must accompany the final year end report.~~

**207. PROMISE B ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.**

In addition to other responsibilities provided for in this chapter, officials of Idaho postsecondary educational institutions in which scholarship recipients have enrolled are responsible for the following: (4 2 08)

~~01. **Number of Promise B Recipients.** The total number of grants to Promise B students will be determined annually.~~ (4 2 08)

~~a. The officials of eligible Idaho postsecondary educational institution are responsible for identifying eligible Promise B recipients in accordance with Promise Scholarship Program and these rules.~~ (4 2 08)

~~b. The officials must provide to the Board office an estimation of the number of Idaho Promise B recipients enrolled at the postsecondary institution during each of the corresponding academic terms.~~ (4 2 08)

~~02. **Annual Report to Board.** The officials must report annually to the Board office the number of students for each term receiving a Promise B award and the number of awards that were matched by the institution.~~ (4 2 08)

~~03. **Annual Educational Costs.** The officials must certify that the Idaho Promise B Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year.~~ (4 2 08)

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~~04. Certification of Enrollment.~~ The officials must certify that scholarship recipients have actually enrolled as full time students. Such certification for Promise B recipients must be submitted within thirty (30) days following the end of the regular enrollment period. (4 2 08)

~~05. Withdrawal from Institution.~~ In the event a scholarship recipient withdraws from the educational institution, the officials at the educational institution must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: (4 2 08)

~~a.~~ The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 207 of this chapter. (4 2 08)

~~b.~~ In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. (4 2 08)

~~c.~~ In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. (4 2 08)

~~208. 299. (RESERVED)~~

**300. APPEAL PROCEDURE.**

Any Promise B applicant or recipient adversely affected by a decision made under provisions of this chapter may appeal using the institution's financial aid appeals process. Any Promise A applicant, recipient, or eligible postsecondary educational institution, or any Promise B applicant who desires further consideration of an appeal after the institutional decision has been reached, may appeal to the Board. The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. The appeal must be submitted to the president of the Board in care of the Board office, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho.

~~01. Transmittal to Subcommittee.~~ If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (4 2 08)

~~02. Subcommittee Recommendations.~~ Following the subcommittee's decision, the president of the Board will present the subcommittee's recommendation to the Board at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the Board, be permitted to make a presentation to the Board. (4 2 08)

~~03. Board Decision.~~ The decision of the Board is final, binding, and ends all administrative remedies,



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~~unless otherwise specifically provided by the Board. The Board will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the Board.~~ (4-2-08)

~~301. -- 999. (RESERVED)~~

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**IDAPA 08**  
**TITLE 01**  
**CHAPTER 06**

**~~08.01.06 — LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP PROGRAM~~**

**~~000. — LEGAL AUTHORITY.~~**

~~In accordance with Section 33-105, Idaho Code, the Idaho State Board of Education shall promulgate rules implementing the provisions of Title IV, Part A, Subpart 4 of the Higher Education Act of 1965 as amended and Compilation of Student Aid Regulations 34 CFR 692. (4-5-00)~~

**~~001. — TITLE AND SCOPE.~~**

~~01. Title. These rules shall be cited as IDAPA 08.01.06, “Leveraging Educational Assistance Partnership Program,” IDAPA 08, Title 01, Chapter 06. (4-5-00)~~

~~02. Scope. These rules constitute the requirements for the Leveraging Educational Assistance Partnership Program in Idaho. (4-5-00)~~

**~~002. — WRITTEN INTERPRETATIONS.~~**

~~In accordance with Section 67-5201(19)(b)(iv) Idaho Code any written interpretation of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State Street, Room 307, Boise, Idaho 83702. (4-5-00)~~

**~~003. — ADMINISTRATIVE APPEAL.~~**

~~Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-5-00)~~

**~~004. — (RESERVED)~~**

**~~005. — DEFINITIONS.~~**

~~The following definitions are used in these rules unless the context otherwise requires. (7-1-93)~~

~~01. Eligible Postsecondary Educational Institution. An educational organization participating in one (1) or more programs of student financial aid within the State authorized by state or federal legislation. (7-1-93)~~

~~a. Public Postsecondary Institution. A public postsecondary organization governed or supervised by the State Board of Education and the Board of Regents of the University of Idaho; by a board of trustees of a community college established pursuant to the provisions of Section 33-2106, Idaho Code, as amended; or by the State Board of Professional Technical Education. (4-5-00)~~

~~b. Private or Other Nonprofit Institution. An educational organization which is operated privately and not for profit under the control of an independent board and not directly controlled or administered by a public or political subdivision. (7-1-93)~~

~~c. Proprietary Postsecondary Institution. An educational organization that meets the definition of “proprietary institution of higher education” in Section 481(b) of the Higher Education Act of 1965, as amended, except that the institution must have been in existence for at least five (5) consecutive years; has a current valid Program Participation Agreement showing Pell Grant eligibility; and has a federal student loan default rate of twenty percent (20%) or less. (4-5-00)~~

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~~02. Educational Costs.~~ Student costs for tuition, fees, room and board, transportation, and expenses reasonably related to attendance at a postsecondary educational institution. (7-1-93)

~~03. Full-Time Student.~~ An individual carrying a full time workload, other than correspondence, as measured by both coursework or other activities required by the institution and the tuition and fees normally charged for full time study by that institution. (7-1-93)

~~04. Half-Time Student.~~ An individual enrolled in and carrying not less than one half (1/2) of the number of credit hours which would qualify that individual as a full time student at the postsecondary educational institution in which the individual is enrolled. (7-1-93)

~~05. Part-Time Student.~~ An individual enrolled in and carrying less than one half of the number of credit hours which would qualify that individual as a full time student at a postsecondary educational institution in which the individual is enrolled. (7-1-93)

~~06. Graduate Student.~~ A student who has a baccalaureate degree. (7-1-93)

~~07. Enrollment.~~ The establishment and maintenance of an individual's status as a student in a postsecondary educational institution regardless of the term used at the institution to describe such status. (7-1-93)

~~08. Substantial Financial Need.~~ The difference between the student's net financial assets available, including those available from a spouse, parents, parent, guardian, or other person to whom he looks for support or who stands in loco parents, and the student's anticipated expenses while attending a postsecondary educational institution. (7-1-93)

~~09. Expected Family Contribution.~~ The sum of the amount which reasonably may be expected from the student and the student's spouse to meet the student's cost of education and the amount which reasonably may be expected to be made available to him by his parents for this purpose. (7-1-93)

~~10. Independent Student.~~ An individual who meets the federal definition of independent student in Section 480(d) of the Higher Education Act (HEA), as amended. (4-5-00)

~~11. Dependent Student.~~ A student who does not qualify as "independent student" as defined in Subsection 005.10 of this chapter. (4-5-00)

~~12. Eligible Student.~~ A student who is enrolled in an eligible postsecondary educational institution as defined in Subsection 005.01 of this chapter. (7-1-93)

~~13. Grant.~~ An award by the Board to an eligible student for educational costs as defined in Subsection 005.02 of this chapter. (7-1-93)

~~14. Educational Year.~~ The period from July 1 of a year through June 30 of the succeeding year. (7-1-93)

~~15. Board.~~ The State Board of Education and the Board of Regents of the University of Idaho. (7-1-93)

~~006. --- 099. (RESERVED)~~

**100. OBJECTIVES AND PURPOSES OF THE LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP PROGRAM.**

~~01. Objectives.~~ The State Board of Education and the Board of Regents of the University of Idaho recognizes and declares that postsecondary education for students who are properly qualified is important to the welfare of this state and nation and further recognizes and declares that the state can enhance its economic and social potential when students have the opportunity to contribute to the full extent of their capabilities through the removal

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of the financial barriers to their economic, social, and educational goals. (7 1 93)

**02. Purposes.** The purposes of this program are: (7 1 93)

**a.** To make grants to eligible students with substantial financial need to enable them to receive nonreligious educational services in an eligible postsecondary educational institution in this state; and (7 1 93)

**b.** To establish such administrative procedures as are necessary for the implementation of such a financial assistance program as established by the federal government under authority granted in Title IV, Part A, Subpart 4, of the Higher Education Act of 1965, as amended, and related acts. (4 5 00)

**101. ELIGIBILITY.**

A Leveraging Educational Assistance Partnership Program grant may be awarded to an eligible student for attendance at an eligible postsecondary educational institution under the following circumstances: (4 5 00)

**01. Status.** The student is a national of the United States; is in the United States for other than a temporary stay and intends to become a permanent resident thereof; is a permanent resident of the Trust Territory of the Pacific Islands or the Northern Mariana Islands; or is an eligible noncitizen as declared by the U.S. Department of Education. (7 1 93)

**02. Enrollment.** The individual is accepted for enrollment as follows: (7 1 93)

**a.** In the case of an individual beginning his first year or freshman year of postsecondary education, he has satisfied requirements for admission and has enrolled in an eligible postsecondary educational institution as defined in Subsection 005.01 of this chapter. (7 1 93)

**b.** In the case of an individual enrolled in an eligible postsecondary educational institution following the successful completion of the first term, he continues to meet the requirements of the Leveraging Educational Assistance Partnership Program and maintains satisfactory progress as required by the institution in which he is enrolled. (4 5 00)

**03. Student not in Default.** The student must certify that he does not owe a refund on grants previously received at a postsecondary educational institution, is not in default on any loan from a student loan fund at a postsecondary educational institution, or is not in default on any loan made, insured, or guaranteed by the Secretary of the United States Department of Education under Title IV of the Higher Education Act of 1965, as amended. (4 5 00)

**04. Maximum Grant.** Grant awards shall not exceed amounts established by the provisions of federal requirements for the Leveraging Educational Assistance Partnership Program. (4 5 00)

**05. Financial Need.** The student has substantial financial need as defined in Subsection 005.08 of this chapter of at least one thousand dollars (\$1,000), determined annually in accordance with the criteria and standards for determining need promulgated by the Secretary of Education, U.S. Department of Education, under the Higher Education Act of 1965, as amended. Student financial aid directors may, on the basis of professional judgement, make necessary adjustments to the cost of attendance and expected family contribution computations to allow for treatment of individual students with special circumstances. Student financial aid directors may use supplementary information about the financial status of eligible applicants in selecting recipients and determining the amount of awards. (4 5 00)

**06. Duration.** The grant covers up to one (1) educational year or equivalent as defined in Subsection 005.14 of this chapter for attendance at an eligible postsecondary educational institution. (4 5 00)

**07. Statement.** The individual receiving such a grant will use the funds solely for educational purposes as defined in Section 005.02 of this chapter. (4 5 00)

**08. Other Financial Assistance.** The individual receiving such a grant is not precluded from

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~~receiving other financial aid, provided such other aid must be included as part of the student's financial aid award. (7-1-93)~~

~~\_\_\_\_\_ **09. Ineligible Programs.** The individual is not pursuing courses leading to a theological or divinity degree. (7-1-93)~~

~~\_\_\_\_\_ **10. Program Compliance.** The student has complied with all the provisions of the Leveraging Educational Assistance Partnership Program. (4-5-00)~~

~~\_\_\_\_\_ **11. Payment Schedule.** Grant payments to students should correspond to academic terms, semesters, quarters, or equivalent time periods at an institution of postsecondary education. In no instance, however, will the entire amount of a student's award for an academic term, or its equivalent, be paid in advance to or on behalf of such student. (7-1-93)~~

~~**102. RESPONSIBILITIES OF INSTITUTIONS AND STUDENTS DISCONTINUING ATTENDANCE.**  
If the student, after receiving payments, discontinues attendance before the end of any term covered by a Leveraging Educational Assistance Partnership Program award, the eligible postsecondary educational institution may re-award the funds to another eligible student. (4-5-00)~~

~~**103. PRIORITY.**  
In the awarding of grants, priority is given to eligible full time students, but at the discretion of the Board, grants may be awarded to half time, part time, or graduate students enrolled in an eligible postsecondary educational institution. (7-1-93)~~

~~**104. NONDISCRIMINATION.**  
The Board will discharge the authority granted it under the Leveraging Educational Assistance Partnership Program without regard to any student's race, creed, color, sex, national origin, ancestry, or age. (4-5-00)~~

~~**105. COMPLIANCE.**  
Eligible postsecondary educational institutions which accept students under the provisions of this program are required to comply with procedures determined for confirmation of enrollment of recipients of such grants and to notify the Office of the State Board of Education within thirty (30) calendar days of the termination of attendance by recipients of such grants. (7-1-93)~~

~~**106. ADMINISTRATION.**  
The State Board of Education and the Board of Regents of the University of Idaho is the administrative agency for the administration of the Leveraging Educational Assistance Partnership Program. The Board designates the Office of the State Board of Education as the administrator for the program. The Board is responsible for: (4-5-00)~~

~~\_\_\_\_\_ **01. Public Information.** Supervision of the issuance of public information concerning the provisions of the Leveraging Educational Assistance Partnership Program. (4-5-00)~~

~~\_\_\_\_\_ **02. Eligibility Criteria.** Determination of criteria for the eligibility of grantees. (7-1-93)~~

~~\_\_\_\_\_ **03. Rules.** Adoption of rules for processing and approving applications from students. (7-1-93)~~

~~\_\_\_\_\_ **04. Appeal Procedure.** Establishment of a reasonable and fair appeal procedure for those students and institutions who have been adversely affected by the application procedures of the Board. (7-1-93)~~

~~\_\_\_\_\_ **05. Applications.** Submission of applications for federal student financial aid under the provisions of the Higher Education Act of 1965, as subsequently amended. (7-1-93)~~

~~\_\_\_\_\_ **06. Accounting of Funds.** Receiving and accounting for all funds which may be available to the Office of the State Board of Education. (7-1-93)~~

~~\_\_\_\_\_ **07. Fiscal Controls.** Maintenance of such fiscal controls and fund accounting procedures as may be~~

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necessary to assure proper disbursement of funds. (7 1 93)

~~08. Annual Reports.~~ Submission of annual reports to the federal government and the Office of the Governor and the Legislature of the state of Idaho. (7 1 93)

**107. APPEAL PROCEDURE.**

~~01. Internal Appeal.~~ Students may appeal directly through the institution's financial aid appeals process. (7 1 93)

~~02. Board Appeal.~~ Students or institutions who desire further consideration of an appeal after the institutional decision has been reached may appeal such decision to the State Board of Education as follows: (7 1 93)

~~a.~~ All appeals to the Board must be in writing no later than thirty (30) calendar days following the institutional decision. (7 1 93)

~~b.~~ All appeals must be submitted to the president of the Board. The president of the Board or his designee will acknowledge receipt of the appeal within seven (7) calendar days following receipt of such an appeal. (7 1 93)

~~c.~~ The president of the Board will appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (7 1 93)

~~d.~~ The president of the Board will transmit the appeal to the committee as designated in Subsection 107.02.c. above within ten (10) calendar days following the receipt of the appeal. (7 1 93)

~~e.~~ The subcommittee will review the appeal and submit a written recommendation to the president of the Board within thirty (30) calendar days after receipt of the appeal by the subcommittee. (7 1 93)

~~f.~~ The student or institution initiating the appeal will be notified by the chairman of the subcommittee of the time and place when the subcommittee will hear the appeal. The student or institution will be permitted to present the appeal to the subcommittee. (7 1 93)

~~g.~~ The president of the Board, following receipt of the recommendation of the subcommittee, will present the original appeal and the recommendation of the subcommittee to the Board meeting in public session at the next regular meeting following receipt of the subcommittee's recommendation. The student or institution initiating the appeal may, at the discretion of the president of the Board, be permitted to make a presentation to the Board. (7 1 93)

~~03. Board Decision is Final.~~ The decision of the State Board of Education is final. The secretary of the State Board of Education will inform in writing the student or institution initiating the appeal of the decision of the Board. (7 1 93)

~~04. Legal Action.~~ The provisions for appeal do not abridge the recourse to legal action by the State Board of Education, any applicant, grant recipient, or eligible postsecondary educational institution. (7 1 93)

**108. INSTITUTIONAL PARTICIPATION.**

In order to participate in the program during a specific fiscal year, eligible institutions shall: (7 1 93)

~~01. Annual Application.~~ Submit to the Office of the State Board of Education an annual application on or before the November 1 preceding the beginning of the fiscal year. (7 1 93)

~~02. Student Enrollment Form.~~ Submit to the Office of the State Board of Education a properly completed and accurate Student Enrollment Form (PSR 1) for the fall semester preceding the fiscal year. The required PSR 1 shall be submitted on or before the November 1 preceding the beginning of the fiscal year. (7 1 93)

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**~~109. — ALLOCATION OF FUNDS.~~**

~~Funds appropriated to the Office of the State Board of Education for the Leveraging Educational Assistance Partnership Program shall be allocated to participating institutions based on enrollment data submitted by each institution on the Student Enrollment Form (PSR 1) for the fall semester immediately preceding the fiscal year of participation. The allocation shall be based on the number of full-time headcount students. The number of full-time headcount students for each institution divided by the number of full-time headcount students for all participating institutions shall determine the proportion of the appropriation for the Leveraging Educational Assistance Partnership Program to be allocated to each institution.~~ (4 5 00)

**~~110. — AUDIT.~~**

~~Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and the internal auditor of the Office of the State Board of Education to ensure compliance with the statutes, rules, and policies governing the Leveraging Educational Assistance Partnership Program, including provision of accurate enrollment information.~~ (4 5 00)

**~~111. — DISTRIBUTION OF FUNDS.~~**

~~Funds allocated to participating institutions for a specific fiscal year by the Office of the State Board of Education shall be distributed to the institution no later than August 15 and January 15 of the fiscal year.~~ (7 1 93)

**~~112. — AUTHORITY OF STATE BOARD OF EDUCATION.~~**

~~This rule is not to be construed as granting any authority to the State Board of Education and the Board of Regents of the University of Idaho to control or influence the policies of any postsecondary educational institution because such institution accepts students who receive grants or to require any such institution to admit or, once admitted, to continue in such institution any student receiving a grant.~~ (7 1 93)

**~~113. — AUTHORITY OF RULES.~~**

~~All rules must comply with the provisions of the Leveraging Educational Assistance Partnership Program, Title IV, Part A, Subpart 4, of the Higher Education Act of 1965, as amended. If any section in the rules or any part of any section is declared invalid or unconstitutional, such declaration of invalidity does not affect the validity of the remaining portions thereof.~~ (4 5 00)

**~~114. -- 999. — (RESERVED)~~**

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**IDAPA 08**  
**TITLE 04**  
**CHAPTER 12**

**~~08.01.12 IDAHO MINORITY AND "AT RISK" STUDENT SCHOLARSHIP PROGRAM~~**

**~~000. LEGAL AUTHORITY.~~**

~~These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105, and Section 33-4606, Idaho Code.~~ (3-15-02)

**~~001. TITLE AND SCOPE.~~**

~~01. Title. These rules shall be known as IDAPA 08.01.12, "Idaho Minority and 'At Risk' Student Scholarship Program."~~ (3-15-02)

~~02. Scope. These rules constitute the requirements for the Idaho Minority and "At Risk" Student Scholarship Program.~~ (3-15-02)

**~~002. WRITTEN INTERPRETATIONS.~~**

~~In accordance with Section 67-5201(19)(b)(iv) Idaho Code any written interpretation of the rules of this chapter are available at the Board Office.~~ (3-15-02)

**~~003. ADMINISTRATIVE APPEAL.~~**

~~Unless otherwise provided for in the rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein.~~ (3-15-02)

**~~004. INCORPORATION BY REFERENCE.~~**

~~There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code.~~ (3-15-02)

**~~005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.~~**

~~The principal place of business of the Board is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays.~~ (3-15-02)

**~~006. PUBLIC RECORDS ACT COMPLIANCE.~~**

~~This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record.~~ (3-15-02)

**~~007. DEFINITIONS.~~**

~~01. High School Record. An individual's rank in his secondary school class, cumulative grade point average (GPA) for grades nine (9) through twelve (12) and difficulty of course load taken as certified by an official of such secondary school.~~ (3-15-02)

~~02. Financial Need. Financial need is the difference between the student's net financial assets available, including those available from a spouse, parents, parent, guardian, or other person to whom he looks for support or who stands in loco parentis, and the student's anticipated expenses while attending a postsecondary educational institution.~~ (3-15-02)



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~~03. Educational Costs. Student costs for tuition, fees, room and board, or expenses related to reasonable commuting, books and other such expenses reasonably related to attendance at a postsecondary educational institution. (3-15-02)~~

~~008. 099. (RESERVED)~~

~~**100. OBJECTIVES OF THE IDAHO MINORITY AND “AT-RISK” STUDENT SCHOLARSHIP PROGRAM.**~~

~~The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry. The legislature further recognizes that certain talented students, because of their social, cultural and economic circumstances are “at risk” of failing to obtain the education necessary to realize their potential and that encouraging these at risk students to enroll in Idaho postsecondary educational institutions is an important element for assuring the future prosperity of the state. (3-15-02)~~

~~**101. PRIORITY FOR AWARDS.**~~

~~Priority for initial awards shall be in accordance with Section 33-4605, Idaho Code. In the event the state of Idaho does not provide an appropriation sufficient to support the program, first priority is given to continuing recipients in an order beginning with the date of an initial award. (3-15-02)~~

~~01. Further Priority. In the event further priority must be established among continuing recipients, the recipient's rank within his academic or professional technical major and class will be used, with priority given to the recipient with a higher ranking within his academic or professional technical major and class. (3-15-02)~~

~~02. Secondary Priority. Secondary priority is given to new scholarship recipients until the appropriation is exhausted, in accordance with Section 33-4605, Idaho Code. (3-15-02)~~

~~**102. MONETARY VALUE OF THE SCHOLARSHIP.**~~

~~01. Monetary Value. The monetary value of each scholarship shall be the same as that set annually by the Board for the Idaho Promise Category A Scholarship in accordance with Sections 33-4307 et seq., Idaho Code. (3-15-02)~~

~~02. Other Financial Assistance. A recipient is not precluded from receiving other financial aid, awards, or scholarships, provided that the total of the Idaho Minority and “At Risk” Student Scholarship and such other financial aid, awards, or scholarships does not exceed the total educational costs for attendance at an eligible postsecondary institution. (3-15-02)~~

~~**103. DISTRIBUTION OF FUNDS.**~~

~~01. Allocation of Funds. Funds appropriated to the Board for the Idaho Minority and “At Risk” Student Scholarship Program shall be allocated to participating institutions each fiscal year based on enrollment data submitted by each institution verifying the minority student headcount from the previous year for the participating institution. (3-15-02)~~

~~02. Notification of Allocation. Participating institutions will be notified each year of the amount of the allocation and the number of awards allocated to each institution. (3-15-02)~~

~~03. Distribution of Funds. Funds allocated to participating institutions for the fiscal year by the Office of the State Board of Education shall be distributed to the institutions prior to the start of the academic year. (3-15-02)~~

~~04. Enrollment Factor. The allocation for a participating institution in a specific fiscal year shall be equal to the portion of the appropriation for that fiscal year multiplied by an enrollment factor. That enrollment factor shall be calculated by dividing the headcount of full-time minority students at the participating institutions by the total headcount of full-time minority students for all participating institutions. (3-15-02)~~

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~~05. **Carry Forward of Funds.** Unexpended funds allocated to participating institutions for this program shall not be carried forward from one fiscal year to the next. Such unexpended funds shall be returned to the Board for reallocation in the succeeding fiscal year. (3-15-02)~~

~~**104. **SELECTION OF SCHOLARSHIP RECIPIENTS.****~~

~~Recipients of scholarships are selected by a committee appointed by the financial aid director of each participating eligible institution, in accordance with Chapter 46, Title 33, Idaho Code, as verified by the staff of the Board.~~

~~(3-15-02)~~

~~**105. **FINANCIAL NEED.****~~

~~Financial need will be determined annually by the participating institutions in accordance with the criteria and standards for determining need promulgated by the Secretary of Education, U.S. Department of Education, under the Higher Education Act of 1965, as amended. Student financial aid directors may, on the basis of professional judgment, make necessary adjustments to the cost of attendance and expected family contribution computations to allow for treatment of individual students with special circumstances. Student financial aid directors may use supplementary information about the financial status of eligible applicants in considering applicants. (3-15-02)~~

~~**106. **CONTINUING ELIGIBILITY.****~~

~~01. **Academic Progress.** To remain eligible for renewal of a scholarship, the recipient must enroll in and complete an average of twelve (12) credit hours per semester and maintain satisfactory academic progress as defined by the participating institution. (3-15-02)~~

~~02. **Financial Need.** If financial need is one of the eligibility criteria used in the scholarship selection, the recipient must continue to have financial need. (3-15-02)~~

~~03. **Compliance.** The recipient must continue to comply with all of the provisions of the Minority and "At Risk" Scholarship Program and these rules. (3-15-02)~~

~~04. **Transfer Students.** A student who transfers from one eligible institution to another shall not be entitled to retain this scholarship award. (3-15-02)~~

~~05. **Interruption.** A recipient who discontinues his enrollment shall not be entitled to retain this scholarship. However, upon re-enrollment in an eligible institution the individual may re-apply for the scholarship. (3-15-02)~~

~~**107. **ADDITIONAL RESPONSIBILITIES OF ELIGIBLE POSTSECONDARY INSTITUTIONS.****~~

~~01. **Scholarship Recipient Report.** Participating institutions shall provide to the Board an annual list of scholarship recipients prior to disbursement of scholarship funds which shall include ethnic origin, gender, grade point average, class standing, and number of college credits completed. (3-15-02)~~

~~02. **Recruitment and Retention Report.** Participating institutions shall provide to the Board an annual report on minority recruitment and retention. (3-15-02)~~

~~03. **Withdrawal from Institution.** In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify to the Office of the State Board of Education that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes within the first sixty percent (60%) of any semester, quarter, term, or equivalent, the officials must remit to the Office of the State Board of Education a prorated share of any scholarship payments made to the institution, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. (3-15-02)~~

~~04. **Waiver.** In the event of extreme hardship as determined by the professional judgement of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Office of the State Board of Education an accounting~~

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of all waivers granted. (3-15-02)

**108. — APPEAL PROCEDURE.**

Any applicant, recipient, or eligible postsecondary educational institution adversely affected by a decision made under procedures of this chapter may appeal using the institution's financial aid appeals process. Students or educational institutions that desire further consideration of an appeal after the institutional decision has been reached may appeal such decision to the Board. (3-15-02)

~~01. — Requirements for Submitting Appeal.~~ The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. (3-15-02)

~~02. — Submission of Appeal to President of Board.~~ The appeal must be submitted to the president of the State Board of Education in care of the Office of the State Board of Education, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-15-02)

~~03. — Transmittal to Subcommittee.~~ If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the State Board of Education within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (3-15-02)

~~04. — Subcommittee Recommendations.~~ Following the subcommittee's decision, the president of the State Board of Education will present the subcommittee's recommendation to the State Board of Education at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the State Board of Education, be permitted to make a presentation to the Board. (3-15-02)

~~05. — Board Decision.~~ The decision of the State Board of Education is final, binding and end all administrative remedies unless otherwise specifically provided by the Board. The State Board of Education will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the State Board of Education. (3-15-02)

**109. — AUTHORITY OF THE STATE BOARD OF EDUCATION.**

With the sole exception of the ability to audit the Idaho Minority and "At Risk" Student Scholarship Program as set forth in Section 110 of this chapter, these rules do not grant any authority to the State Board of Education and Board of Regents of the University of Idaho to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Minority and "At Risk" Student Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of a Minority and "At Risk" Student Scholarship. (3-15-02)

**110. — AUDIT.**

Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and/or an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Minority and "At Risk" Student Scholarship Program. (3-15-02)

**111. — 999. — (RESERVED)**

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**SUBJECT**

Pending Rule Docket 08-0109-1301 – Rules Governing the GEAR UP Idaho Scholarship Program

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.01.09

**BACKGROUND/DISCUSSION**

The GEAR UP Idaho Scholarship is the scholarship component of the Federal GEAR UP grant. The scholarship is available to student who attended a school participating in the GEAR UP program and who participated in the programs early intervention component in grades seven (7) through ten (10). To be eligible for participation, the student must have graduated in 2012, or will be graduating in 2013 or 2014. During this past award cycle, a number of areas within the rule were identified as needing further clarification.

The proposed amendment to IDAPA 08.01.09 provides additional clarity to the initial application process, the selection of recipients, and continuing eligibility requirements.

**IMPACT**

The proposed changes will provide for efficiencies in the administration of the rule as well provide clarity for individuals applying for the scholarship.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 08-0109-1301

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**STAFF COMMENTS AND RECOMMENDATIONS**

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

**BOARD ACTION**

I move to approve the Pending Rule Docket 08-0109-1301 as submitted.

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

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**IDAPA 08**  
**TITLE 01**  
**CHAPTER 09**

**08.01.09 - RULES GOVERNING THE GEAR UP IDAHO SCHOLARSHIP PROGRAM**

**000. LEGAL AUTHORITY.**

These rules are promulgated pursuant to the authority of the State Board of Education (Board) under Section 33-105, Idaho Code. (3-29-12)

**001. TITLE AND SCOPE.**

**01. Title.** These rules shall be cited as IDAPA 08.01.09, "Rules Governing the GEAR UP Idaho Scholarship Program." (3-29-12)

**02. Scope.** These rules constitute the requirements for the GEAR UP Idaho Scholarship Program. (3-29-12)

**002. WRITTEN INTERPRETATIONS.**

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (3-29-12)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (3-29-12)

**004. INCORPORATION BY REFERENCE.**

There are no documents that have been incorporated by reference into these rules. (3-29-12)

**005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.**

The principal place of business of the State Board of Education is in Boise, Idaho. (3-29-12)

**01. Mailing Address.** The mailing address is PO Box 83720, Boise, Idaho 83720-0037. (3-29-12)

**02. Street Address.** The State Board of Education's street address is 650 West State Street, Room 307, Boise, Idaho 83702. (3-29-12)

**03. Office Hours.** The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (3-29-12)

**006. PUBLIC RECORDS ACT COMPLIANCE.**

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (3-29-12)

**007. -- 009. (RESERVED)**

**010. DEFINITIONS.**

~~**01. Dependable Strengths Report.** A tool available on the Idaho Career Information System that assists students in assessing skills and abilities as they relate to career choices and options. Dependable Strengths is accessed via My CIS Portfolio. (3-29-12)~~

**02. Educational Costs.** Student costs for tuition, fees, room and board, or expenses related to

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reasonable commuting, books and other expenses reasonably related to attendance a postsecondary educational institution. This cost is determined by the postsecondary institution the student attends and is the institution's published cost of attendance for the academic year for which the student is attending. (3-29-12)

**03. Eligible Institution.** (3-29-12)

**a.** A public postsecondary educational institution governed or supervised by the Board, or a board of trustees of a community college established pursuant to the provisions of Chapter 21, Title 33, Idaho Code; or (3-29-12)

**b.** Any educational organization located in Idaho that is: (3-29-12)

**i.** Operated privately; and (3-29-12)

**ii.** Classified as not-for-profit under ~~the~~ Idaho Code; and (3-29-12)

**iii.** Under the control of an independent board and not directly controlled or administered by a public or political subdivision; and (3-29-12)

**iv.** Accredited by an organization recognized by the Board, as provided in section 33-2402, Idaho code. (3-29-12)

**v.** Eligible for receipt of federal financial aid funding. (3-29-12)

**04. Eligible Student.** A student who: (3-29-12)

**a.** Is an Idaho resident, as defined in section 33-3717B or 33-2110B, Idaho code as applicable to the institution the student is applying to, and who has participated in the early intervention component (7th through 10th grade) of the GEAR UP Idaho program and who has or will graduate from an accredited high school or equivalent in Idaho as determined by the Board in 2012, 2013, or 2014; (3-29-12)

**b.** Has enrolled or applied as a full-time student in an eligible institution for a minimum of twenty-four (24) credit hours in an academic year. (3-29-12)

**05. Administrator.** The Executive Director of the Idaho State Board of Education or his designee. (3-29-12)

**011. -- 099. (RESERVED)**

**100. OBJECTIVES OF THE GEAR UP IDAHO SCHOLARSHIP PROGRAM.**

The objectives of the GEAR UP Idaho scholarship program are as follows: (3-29-12)

**01. Continuation of Education.** To support the continuation of education at the postsecondary level by providing qualified students with a scholarship; and (3-29-12)

**02. Successful Completion of Program Activities.** To recognize the successful completion of GEAR UP program activities by student participants. (3-29-12)

**101. ELIGIBILITY.**

**01. Eligible Student.** An applicant must be ~~an eligible student and~~ less than twenty-two (22) years of age at the time the student first receives a scholarship award. (3-29-12)

**02. Undergraduate Student.** An ~~eligible student applicant~~ must be enrolled full-time in an undergraduate program at an eligible institution. A student enrolled in an undergraduate program is eligible for consideration for a scholarship award, even if some of the student's courses are at the graduate level. (3-29-12)

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102. -- 199. (RESERVED)

**200. APPLICATION PROCESS.**

**01. Initial Applications. (3-29-12)**

a. An ~~eligible student~~ who has not yet graduated from an accredited high school or its equivalent in the state of Idaho ~~applicant~~ must complete and submit the GEAR UP Idaho Scholarship Application to the Board electronically on or before the date specified in the application, but not later than ~~January 15<sup>th</sup>~~ March 1 of the year the student will graduate from a secondary school or its equivalent. An applicant without electronic capabilities may receive assistance in completing the electronic application from a high school counselor or from the State Board of Education scholarship staff ~~and~~. The application may also be submitted to the Gear Up Idaho Scholarship Administrator through the United States Postal Service, which must be postmarked not later than ~~January 15<sup>th</sup>~~ March 1. (3-29-12)

b. An applicant must complete and submit the Free Application for Federal Student Aid (FAFSA) on or before ~~February 15<sup>th</sup>~~ March 1 of the year student will graduate from secondary school or its equivalent. (3-29-12)

~~c. An applicant must submit with his or her application a copy of the applicant's Dependable Strengths Report or in lieu of submitting the applicant's Dependable Strengths Report an applicant may submit a one page essay on the topic "My Unique Dependable Strengths."~~ (3-29-12)

**02. Announcement of Award.** Announcement of the award of initial scholarships for the 2012–2013 academic year will be made no later than May 15, 2012, with awards to be effective at the beginning of that academic year. The announcement of award recipients in future academic years recipients will be made no later than May 1. (3-29-12)

**03. Communication with State Officials.** Applicants ~~for initial scholarships~~ must respond ~~by the date specified~~ to any communication from officials of the GEAR UP Idaho Program by the date specified. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship ~~unless extenuating circumstances are involved~~. (3-29-12)

201. -- 299. (RESERVED)

**300. SELECTION ~~OF SCHOLARSHIP RECIPIENTS~~ CRITERIA.**

~~Applications will be reviewed and awards selected based on financial need, hours of participation in the GEAR UP program and academic preparation based on a combination of the ACT composite or SAT combined reading and math score and cumulative high school grade point average (GPA). Priority will be given to applicants who are eligible to receive Pell grant funding, as determined by the Free Application for Federal Student Aid (FAFSA).~~ (3-29-12)

**01. Academic Eligibility. (3-29-12)**

a. Applicants for the GEAR UP Idaho scholarship are ~~selected~~ granted as recipients, in part, on the basis of their academic performance. The ~~student~~ applicant's ~~high school GPA and~~ ACT composite or SAT combined reading and math score are ~~weighed equally used~~ to determine an applicant's academic rank. (3-29-12)

b. The academic ranking constitutes twenty percent (20%) of the selection ranking. (3-29-12)

~~c. Grade point average (GPA). An eligible student's applicants unweighted GPA will be used to determine the GPA value.~~ (3-29-12)

d. ACT Composite or SAT combined reading and math Score. Academic applicants must take the ACT or SAT reading and math exam. The highest composite score from any single test administration taken prior to the application deadline of January 15 will be considered. ~~Applicants will be ranked against other applicants based upon the ACT composite score.~~ (3-29-12)



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**02. Financial Eligibility.** (3-29-12)

a. Applicants for GEAR UP Idaho scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The ~~primary tool that will be used by the GEAR UP Scholarship Program officials to determine financial need will be the federal-FAFSA, used by the United States Department of Education to determine eligibility for financial aid and an expected family's contribution (EFC) to a student's postsecondary education.~~ The financial need of an applicant for a GEAR UP scholarship will be based upon the validated expected family contribution, as identified by the FAFSA Student Aid report. (3-29-12)

b. The financial need factor, as determined by FAFSA, will constitute sixty percent (60%) of the weighting for the selection of recipients of GEAR UP scholarships. (3-29-12)

**03. Participation Eligibility.** (3-29-12)

a. Applicants for GEAR UP Idaho scholarships must have attending a school participating in the GEAR UP Idaho program and are selected in part on the basis of their participation in GEAR UP activities. (3-29-12)

~~b. The participation factor will constitute twenty percent (20%) of the selection ranking. (3-29-12)~~

~~eb.~~ Participation is reported in hours. Participation is determined based upon the hours a GEAR UP applicant participated in available GEAR UP early intervention program activities offered at their school. Applicants will be compared to other applicants from the same school. GEAR UP participation hours shall be provided by the GEAR UP school the student participated in. (3-29-12)

~~c. The participation factor shall constitute twenty percent (20%) of the selection ranking ( )~~

**301. -- 399. (RESERVED)**

**400. GEAR UP IDAHO SCHOLARSHIP AWARD.**

**01. Distribution.** GEAR UP Idaho scholarships will be awarded at each ~~GEAR UP~~ school that has participated in the GEAR UP Idaho program, with distribution based on school population in relation to the over-all state GEAR UP population. (3-29-12)

**02. Monetary Value of the Gear Up Idaho Scholarship.** (3-29-12)

a. The monetary value of the GEAR UP Idaho scholarship award ~~to a student is set at the maximum amount of the Federal Pell Grant as established by the Federal government for the given year shall be determined based on a student's financial need, academic merit, and participation factor.~~ (3-29-12)

~~b. If the applicant is awarded a Pell Grant, the minimum award shall not be less than the applicants Pell Grant award.~~

~~bc.~~ The total amount of financial aid from all sources shall not exceed the student's total educational costs. (3-29-12)

**03. Payment.** Payment of scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (3-29-12)

**04. Duration.** Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to one (1) educational year or equivalent for attendance at an eligible institution. ~~Request for part time study must have prior authorization by the GEAR UP Idaho administrator, and if granted, scholarship awards will be reduced proportionally.~~ (3-29-12)

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**05. Eligibility.** If a student receives a scholarship payment and it is later determined that the student did not meet all of the eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible institution's refund policy. (3-29-12)

**401. -- 499. (RESERVED)**

**500. CONTINUING ELIGIBILITY.**

To remain eligible for renewal of a GEAR UP Idaho scholarship, the recipient must comply with all of the provisions of the GEAR UP Idaho Program and these rules, in addition to the following requirements: (3-29-12)

**01. Renewal Application.** A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. A completed application for the renewal of a GEAR UP Idaho scholarship must be submitted to the Board electronically by the date established on the application, but not later than ~~January 30~~ March 1. An applicant without electronic capabilities may submit an application on the form established by the GEAR UP Idaho Program administrator through the United States Postal Service, which must be postmarked no later than ~~January 30~~ March 1. In addition, a scholarship recipient must update and submit the FAFSA on or prior to ~~February 15~~ March 1. (3-29-12)

**02. Credit Hours.** To remain eligible for renewal of a scholarship award, the scholarship recipient must be enrolled as a full-time student and have completed a minimum of twenty-four (24) credit hours or its equivalent for the academic year in which the student received a scholarship award. ~~A student must be enrolled in full-time study each term unless prior approval by the program administrator is granted to attend part time. If a student does not receive a minimum of twelve (12) credit hours in a term, they may not receive the second semester award without seeking approval from the scholarship administrator.~~ (3-29-12)

**03. Satisfactory Academic Progress.** To remain eligible for renewal of a scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point zero (2.0) on a scale of four point zero (4.0) during the time that the recipient received an award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (3-29-12)

**04. Transfer Students.** Scholarship recipients who transfer to another eligible institution remain eligible for scholarship renewal and must inform the administrator no later than March 1 following the transfer. (3-29-12)

**05. Maximum Scholarship Award.** The award of a GEAR UP Idaho scholarship shall not exceed the equivalent of eight (8) continuous semesters or the equivalent of four (4) continuous academic years. (3-29-12)

**501.--- 599. (RESERVED)**

**600. MISCELLANEOUS PROVISIONS.**

~~**01. Interruption of Enrollment.** A scholarship recipient who requests to take leave from and interrupt enrollment at an eligible institution must submit a letter of intent to interrupt continuous enrollment to the GEAR UP Idaho administrator no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Requests can only be made after the completion of one (1) full academic year. Failure to do so may result in forfeiture of any continuing scholarship eligibility. The administrator will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the administrator declaring his intent to re-enroll as a full-time undergraduate student at an eligible institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll. If a leave request is granted, the total time that the scholarship will be available to the student shall not exceed the four (4) academic years immediately following the student's graduation from secondary school or its equivalent. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship.~~

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The Board will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the state board of education's executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. (3-29-12)

~~02. Reassignment of Scholarships in Case of Discontinuance or Termination.~~ If a scholarship recipient enrolled in an eligible institution permanently withdraws or is dismissed prior to completion of his or her four (4) academic year scholarship eligibility term, then the GEAR UP Idaho administrator may award the scholarship to another eligible GEAR UP applicant (an alternate recipient) in the same application year. If there are no other alternates from that year, then the administrator may award the scholarship to another qualifying GEAR UP applicant. In the event that an award is made to an alternate recipient, then this new student shall assume the vacant scholarship of the Idaho GEAR UP student who has withdrawn or was dismissed. However, such student shall only receive the benefits of this scholarship for the remaining years of eligibility for the GEAR UP scholarship recipient who withdrew or was dismissed prior to completion of the scholarship eligibility term. (3-29-12)

~~03. Reassignment in Case of Leave of Absence.~~ If a GEAR UP scholarship recipient enrolled in an eligible institution requests and is granted a leave of absence during his or her four (4) academic year scholarship eligibility term, then the GEAR UP Idaho administrator may award the scholarship to another eligible GEAR UP applicant (an alternate recipient) from the same application year for the duration of the leave period. If there are no other alternates from that year, then the administrator may award the scholarship to another qualifying GEAR UP applicant. In the event that an award is made to an alternate recipient, then this new student shall assume the vacant scholarship of the Idaho GEAR UP student who is on an approved leave. However, such student shall only receive the benefits of this scholarship for the term of the leave. (3-29-12)

**601. -- 699. (RESERVED)**

**700. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.**

**01. Statements of Continuing Eligibility.** An eligible institution participating in this GEAR UP Idaho Scholarship Program must submit statements of continuing student eligibility to the ~~GEAR UP Idaho~~ administrator by the 30th day after the end of each academic term. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms.

**02. Other Requirements.** An eligible institution must: (3-29-12)

**a.** Be eligible to participate in Federal Title IV financial aid programs, and must provide prompt notification regarding any changes in this status to the State Board of Education; (3-29-12)

**b.** Provide data on student enrollment and federal, state, and private financial aid for students to the ~~GEAR UP Idaho~~ administrator; and (3-29-12)

**c.** Agree to permit periodic GEAR UP Idaho Scholarship Program audits to verify compliance with these rules. (3-29-12)

**701. ADMINISTRATION.**

The ~~GEAR UP Idaho~~ administrator is responsible for: (3-29-12)

**01. Information.** Releasing any public information regarding the GEAR UP Idaho Scholarship Program; (3-29-12)

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- 02. Recipient Determination.** Determination of scholarship recipients; (3-29-12)
- 03. Payment Procedures.** Determination of procedures for payment of scholarships to recipients; (3-29-12)
- 04. Accounting.** Maintaining fiscal controls and accounting procedures; (3-29-12)
- 05. Program Management.** Authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (3-29-12)
- 703. -- 799. (RESERVED)**

**800. APPEALS.**

Any scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The ~~opportunity~~ scholarship applicant or recipient must appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include the basis for the appeal. The appeal must be submitted to the ~~GEAR-UP Idaho~~ administrator, who must acknowledge receipt of the appeal within seven (7) days. The ~~GEAR-UP Idaho~~ administrator shall forward the appeal to the President of the Board. The Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. ~~(3-29-12)~~

**01. Transmittal to Subcommittee.** If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the President of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The ~~opportunity~~ scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. ~~(3-29-12)~~

**02. Subcommittee Recommendations.** Following the subcommittee's decision, the President of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The ~~opportunity~~ scholarship applicant or recipient initiating the appeal may, at the discretion of the President of the Board, be permitted to make a presentation to the Board. ~~(3-29-12)~~

**03. Board Decision.** The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the ~~opportunity~~ scholarship applicant or recipient in writing of the decision of the Board. (3-29-12)

**801. -- 999. (RESERVED)**

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**SUBJECT**

Proposed Rules Docket 08-0113-1301 – Rules Governing the Opportunity Scholarship Program

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.01.13  
Chapter 56, Title 33, Idaho Code

**BACKGROUND/DISCUSSION**

Senate Bill 1027 (2013) consolidated and streamlined the scholarships managed by the Board office. In order to minimize the impact on students currently receiving state funded scholarships, the proposed changes to the state scholarship programs will be transitioned in over the next two fiscal years, FY14 and FY15. Students currently receiving a scholarship award will continue to receive those awards as long as they meet the current program eligibility requirements, subject to available funding, for the duration of their current award term. One year awards will be granted in FY14 under the current Opportunity Scholarship Act, Promise Scholarship program, and Minority and “At-Risk” Scholarship programs, using those programs current requirements. The repeal of the Idaho Robert R. Lee Promise Scholarship Program, and the Idaho Minority and “At-Risk” Student Scholarship Act becomes effective July 1, 2014.

Proposed changes to IDAPA 08.01.13 were approved by the Board at the June 2013 Board meeting and will bring the Opportunity Scholarship rule into alignment with the changes made in Idaho code in Senate Bill 1027 as well as clarify how the amended Opportunity Scholarship program will be administered. Amendments are made to the academic eligibility and continuing eligibility requirements for applicants, and the deadline for submitting applications. Clarify language was added to specify the grade point average used shall be the cumulative grade point average and the monetary value of the award.

**IMPACT**

The proposed changes will provide for efficiencies in the administration of the rule as well provide clarity for individuals applying for the scholarship. The proposed rule, if accepted by the legislature, would take effect at the end of the 2014 legislative session.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 08-0113-1301

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Amendments to the rule have been made to the proposed rule to add further clarification and remove additional sections that were considered redundant to language contained in Idaho code. One comment was received during the open comment period, the amendments made are in alignment with the majority of the comments received.

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Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

**BOARD ACTION**

I move to approve the Pending Rule Docket 08-0113-1301 as submitted.

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

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**IDAPA 08  
TITLE 01  
CHAPTER 13**

**08.01.13 - RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM**

**000. LEGAL AUTHORITY.**

In accordance with Sections 33-105, ~~33-5605,~~ and ~~33-5606(2)(e)~~~~33-4303(3)~~, Idaho Code the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (4-2-08)

**001. TITLE AND SCOPE.**

**01. Title.** These rules shall be cited as IDAPA 08.01.13, “Rules Governing the Opportunity Scholarship Program.” (4-2-08)

**02. Scope.** These rules constitute the requirements for the Opportunity Scholarship Program. (4-2-08)

**002. WRITTEN INTERPRETATIONS.**

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (4-2-08)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-2-08)

**004. INCORPORATION BY REFERENCE.**

There are no documents that have been incorporated by reference into these rules. (4-2-08)

**005. OFFICE INFORMATION.**

**01. Office Hours.** The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-2-08)

**02. Street Address.** The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-2-08)

**03. Mailing Address.** The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037.(4-2-08)

**04. Telephone Number.** The telephone number of the Board is (208) 334-2270. (4-2-08)

**05. Facsimile.** The facsimile number of the Board is (208) 334-2632. (4-2-08)

**06. Electronic Address.** The electronic address of the Board of Education at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov).(4-2-08)

**006. PUBLIC RECORDS ACT COMPLIANCE.**

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-2-08)

**007. -- 009. (RESERVED)**

**010. DEFINITIONS.**

~~**01. Educational Costs.** Is defined in Section 33-5604(1), Idaho Code and means the dollar amount determined annually by the state board of education as necessary for student tuition, fees, room and board, books and such other expenses reasonably related to attendance at an eligible Idaho postsecondary educational institution.~~

(4-2-08)



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~~**02. Eligible Idaho Postsecondary Educational Institution.** Is defined in Section 33-5604(2), Idaho Code, and means:~~ (4-2-08)

~~**a.** A public postsecondary organization governed or supervised by the state board, the board of regents of the university of Idaho, a board of trustees of a community college established pursuant to the provisions of Chapter 21, Title 33, Idaho Code, or the state board for professional technical education; or~~ (4-2-08)

~~**b.** Any educational organization located in Idaho which is:~~ (4-2-08)

~~i. Operated privately;~~ (4-2-08)

~~ii. Classified as not for profit under the Idaho Code;~~ (4-2-08)

~~iii. Under the control of an independent board and not directly controlled or administered by a public or political subdivision; and~~ (4-2-08)

~~iv. Accredited by an organization recognized by the state board, as provided in Section 33-2402, Idaho Code.~~ (4-2-08)

~~**03. Eligible Student.** Is defined in Section 33-5604(3), Idaho Code, and means a student who:~~ (4-2-08)

~~**a.** Is an Idaho resident;~~ (4-2-08)

~~**b.** Has or will graduate from an accredited high school or equivalent in Idaho as determined by the state board;~~ (4-2-08)

~~**c.** Has enrolled or applied as a full-time student to an eligible Idaho postsecondary educational institution;~~ (4-2-08)

~~and~~

~~**d.** Is pursuing an undergraduate degree, certificate, or diploma.~~ (4-2-08)

~~**04. Financial Eligibility.** Is defined in Section 33-5604(4), Idaho Code, and means the extent of a person's inability to meet the educational costs associated with attending an eligible Idaho postsecondary educational institution through a model of shared responsibility, taking into account the required and expected contributions of such person's parents, family and personal resources.~~ (4-2-08)

~~**051. Grade Point Average or (GPA).** Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted.~~ ( ) (4-2-08)

~~**06. Opportunity Scholarship Program.** Is defined Section 33-5604(5), Idaho Code and means the scholarship program described in Title 33, Chapter 56, Idaho Code, and these rules.~~ (4-2-08)

**011. -- 099. (RESERVED)**

~~**100. OBJECTIVES OF THE OPPORTUNITY SCHOLARSHIP PROGRAM.**~~

~~The legislature has recognized and declared an intent to create a scholarship fund to provide financial resources to Idaho students who are economically disadvantaged to close the gap between the estimated cost of attending an eligible Idaho institution of higher education and the expected student and family contribution toward such educational costs, and to encourage the educational development of such students in eligible Idaho postsecondary educational institutions. These rules set forth academic and financial eligibility requirements and other criteria for purposes of awarding opportunity scholarships.~~ (4-2-08)

**101. ELIGIBILITY.**

~~**01. Idaho Resident.** An eligible student must be an Idaho resident, as defined in Section 33-3717B or 33-2110B, Idaho Code as applicable to the institution the student is applying to, and IDAPA 08.01.04, "Residency Classification," Subsection 005.01.~~ ( ) (4-2-08)

~~**021. Undergraduate Student.** An eligible student must be pursuing an their first undergraduate certificate or degree, certificate, or diploma. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a~~

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graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. ( ) (4-2-08)

**03. Academic Eligibility.**

(4-2-08)

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of their cumulative GPA. ~~An eligible student's GPA will constitute thirty percent (30%) of the weighting for the selection of recipients of opportunity scholarships.~~ ( ) (4-2-08)

b. To be eligible ~~to apply~~ for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (4-2-08)

i. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of ~~three point zero (3.0)~~ or better on a scale of ~~four point zero (4.0)~~ to be ~~academically~~ eligible to apply for an opportunity scholarship. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student. ( ) (4-2-08)

ii. A student who has obtained a general equivalency diploma must have taken the ACT assessment ~~examination administered by the College Board (ACT)~~, and received a minimum composite score of twenty (20) or better, or the equivalent SAT ~~I~~ assessment ~~examination (SAT I) with an equivalent weighted score and received a 950 or better~~, to be academically eligible to apply for an opportunity scholarship. ( ) (4-2-08)

~~iii. A student who has obtained a general equivalency diploma for purposes of academic eligibility, such student's cumulative GPA will be determined by the student's ACT or SAT score, equalized to reflect a secondary school GPA.~~ ( )

~~iiiv.~~ A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of ~~two three point zero (23.0)~~ or better on a scale of ~~four point zero (4.0)~~ at such institution in order to be academically eligible to apply for an opportunity scholarship. ( ) (4-2-08)

~~e. The following additional criteria shall be used to determine an eligible student's GPA:~~ (4-2-08)

~~i. A student who has not yet graduated from secondary school and who has earned more than twelve (12) credits of postsecondary academic credit for purposes of academic eligibility, the student's GPA shall be the higher of his or her secondary school GPA, or his or her postsecondary GPA, weighted to equalize secondary and postsecondary academic performance.~~ (4-2-08)

~~ii. A student who has obtained a general equivalency diploma for purposes of academic eligibility, such student's GPA will be determined by the student's ACT score, equalized to reflect a secondary school GPA.~~ (4-2-08)

~~iii. A student currently enrolled in an eligible Idaho postsecondary educational institution for purposes of academic eligibility, such student's GPA will be weighted to equalize secondary and post secondary academic performance.~~ (4-2-08)

**04. Financial Eligibility.**

(4-2-08)

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The ~~primary tool that will be used by Opportunity Scholarship Program officials~~ to determine financial need will be the ~~federal~~ Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education ~~to determine eligibility for financial aid and a family's expected contribution to a student's postsecondary education~~. The financial need of an applicant for an opportunity scholarship will be based upon the validated expected family contribution, as identified by the FAFSA Student Aid report the Student Aid

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report used to calculate financial need will be the report generated on the March 1 application deadline. (4-2-08)

~~b. The financial need factor, as determined by FAFSA, will constitute seventy percent (70%) of the weighting for the selection of recipients of opportunity scholarships.~~ (4-2-08)

**05. Additional Eligibility Requirements.** (4-2-08)

~~a. A student who has not yet graduated from high school, or its equivalent, in the state of Idaho must be at least in his junior year to be eligible to apply for an opportunity scholarship must be in their last year of high school or its equivalent to apply for an opportunity scholarship.~~ (4-2-08)

~~b. To be eligible to receive an opportunity scholarship, an eligible student must:~~ (4-2-08)

~~i. Have taken the ACT assessment examination, or the equivalent SAT I assessment examination, or the Writing Skills, Reading Skills, and Algebra areas of the ACT Compass COMPASS, or ACCUPLACER examination;~~ (4-2-08)

~~ii. Be enrolled as a full-time student in an eligible Idaho postsecondary educational institution; and~~ (4-2-08)

~~iii. Be pursuing an undergraduate degree, certificate, or diploma.~~ (4-2-08)

~~c. A student must accept all federal grant aid that is made available to such student to be eligible to receive an Idaho opportunity scholarship.~~ (4-2-08)

~~da. To be eligible to receive an opportunity scholarship, the A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the Oportunity Sscholarship Pprogram.~~ (4-2-08)

~~eb. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an Oportunity Sscholarship if:~~ (4-2-08)

~~i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an Oportunity Sscholarship;~~ (4-2-08)

~~ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or~~ (4-2-08)

~~iii. The student is not within two (2) semesters of graduation in such major, based on normal academic course load. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load.~~ (4-2-08)

~~06. Student Responsibility. The Board will, by resolution each year, establish the annual amount of the expected student contribution toward his education through employment or other contributions (student responsibility). It is expected that a student will contribute an amount equal to a student working a minimum of twenty (20) hours per week during the time that a postsecondary educational institution is in session, and a minimum of forty (40) hours per week during the summer recess. This expectation will be one (1) of the factors the Board will use to set the amount of student responsibility. The Board may consider other factors as well, such as summer living expenses, and transition time between the academic year and the summer, as examples.~~ (4-2-08)

**102. -- 200. (RESERVED)**

**201. APPLICATION PROCESS (EFFECTIVE JULY 1 THROUGH DECEMBER 31, 2007).**

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**01. Initial Applications.** (4-2-08)

~~a. An eligible student who has enrolled in an eligible Idaho postsecondary educational institution for the 2007—2008 academic year, and who completed and submitted the FAFSA on or prior to March 1, 2007, shall be eligible for consideration for an opportunity scholarship award for the 2007—2008 academic year. Eligible Idaho postsecondary educational institutions shall transmit to the Board enrolled students who meet the eligibility requirements of these rules.~~ (4-2-08)

~~b. After this selection process is performed, eligible students will be contacted by Opportunity Scholarship Program officials and must agree to the terms of the program, including these rules, by signing and electronically submitting an application to the Board.~~ (4-2-08)

~~02. Announcement of Award. Announcement of the award of initial scholarships for the 2007—2008 academic year will be made no later than September 30, 2007, with awards to be effective at the beginning of that academic year.~~ (4-2-08)

~~03. Communication with State Officials. Applicants for initial scholarships must respond by the date specified to any communication from officials of the Opportunity Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved.~~ (4-2-08)

**2021. APPLICATION PROCESS (EFFECTIVE JANUARY 1, 2008).** ( ) (4-2-08)

**01. Initial Applications.** (4-2-08)

~~a. An eligible student who has not yet graduated from an accredited high school or its equivalent in the state of Idaho must complete and submit the Opportunity Scholarship Program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1. An applicant who is in his junior year must complete and submit the FAFSA 4easter on or prior to March 1 of their junior year. All applicants must complete and submit the FAFSA on or prior to March 1 of his last year of secondary school (including applicants who were secondary school juniors that previously submitted the FAFSA 4easter). An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked by March 1.~~ (4-2-08)

~~b. An eligible student currently enrolled in an eligible Idaho postsecondary educational institution must complete and submit the Opportunity Scholarship Program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked by March 1. A current postsecondary educational institution student must complete and submit the FAFSA on or prior to March 1.~~ (4-2-08)

**02. Announcement of Award.** Announcement of the award of initial scholarships will be made no later than ~~the first business day after~~ June 15 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. ( ) (4-2-08)

**03. Communication with State Officials.** Applicants ~~for either initial or continuing scholarships~~ must respond by the date specified to any communication from officials of the Opportunity Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the state board of education executive director or designee. ( ) (4-2-08)

**203. -- 299. (RESERVED)**

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**300. SELECTION OF SCHOLARSHIP RECIPIENTS.**

**01. Selection Process.** ~~The selection of applicants for the receipt of an opportunity s~~Scholarship awards will be based on the availability of ~~funding for the Opportunity~~Scholarship Program ~~funds~~. In addition, opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria:(4-2-08)

~~a. Applicants will be ranked to determine the eligible students with the greatest demonstrated financial need, based on the financial eligibility requirements of these rules. Then, e~~Eligible students shall be selected based on rating criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. ( ) (4-2-08)

**b.** Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received a previous opportunity scholarship award, and have continuing eligibility based upon financial need and other criteria provided in these rules. (4-2-08)

**02. Monetary Value of the Opportunity Scholarship.** (4-2-08)

~~a. The Board will, by resolution each year, establish the maximum annual amount that a student may receive under the Opportunity Scholarship Program. In addition, the Board will,~~by resolution each year, establish the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the Opportunity Scholarship Program. The educational costs will be established as a not to exceed amount for each eligible Idaho postsecondary educational institution. ( ) (4-2-08)

**b.** The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

i. The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

ii. The amount of federal grant aid, as identified by the ~~federal~~Student Aid Report (SAR) ~~that is known at the time of award determination~~; ( ) (4-2-08)

iii. The amount of other financial aid awarded the student, from private or other sources ~~that is known at the time of award determination~~. (4-2-08)

**c.** The amount of an opportunity scholarship award to an individual student shall not exceed the ~~maximum amount educational cost~~ established by the Board annually, and shall not exceed the actual cost of tuition at an Idaho public postsecondary educational institution, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition ~~or matriculation fees~~ at Idaho's public four (4) year postsecondary educational institutions. ( ) (4-2-08)

**301. OPPORTUNITY SCHOLARSHIP AWARD.**

**01. Payment.** Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must ~~transmit credit~~ the payment to the recipient within a reasonable time following receipt of the payment. (4-2-08)

**02. Duration.** Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to ~~one four (4)~~ educational years, ~~or eight (8) semesters~~ or equivalent ~~for attendance at an eligible Idaho postsecondary educational institution~~. Awards are contingent on annual appropriations by the legislature and continued eligibility feof the student.( ) (4-2-08)

**03. Eligibility.** If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-2-08)

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**302. CONTINUING ELIGIBILITY.**

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules, in addition to the following requirements: (4-2-08)

**01. Renewal Application.** A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. ~~A completed application for the renewal of an opportunity scholarship must be submitted to the Board electronically by the date established on the application, but not later than January 31. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than January 31. In addition, a scholarship recipient must~~ and update and submit the FAFSA on or prior to March 1. (\_\_\_\_)(4-2-08)

**02. Credit Hours.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twelve (12) credit hours or its equivalent each semester that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of nine (9) credit hours or its equivalent each semester that the student received an opportunity scholarship award. (\_\_\_\_)(4-2-08)

**03. Satisfactory Academic Progress.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of ~~two-three~~ point zero (23.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (\_\_\_\_)(4-2-08)

**04. Maximum Duration of Scholarship Award.** The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (4-2-08)

**05. Eligibility Following Interruption of Continuous Enrollment.** A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to ~~interrupt continuous enrollment~~ withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw, failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the state board of education's executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. (\_\_\_\_)(4-2-08)

**303. -- 399. (RESERVED)**

**400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.**

**01. Statements of Continuing Eligibility.** An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic term. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. (\_\_\_\_)(4-2-08)

**02. Other Requirements.** An eligible Idaho postsecondary educational institution must: (4-2-08)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)



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b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

~~d. Provide student level data as requested by the board on the effectiveness of the scholarship program in the form and timeframe established by the board. ( )~~

~~de. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. ( ) (4-2-08)~~

**401. ADMINISTRATION.**

The Board is responsible for: (4-2-08)

- ~~a. Releasing any public information regarding the Opportunity Scholarship Program; (4-2-08)~~
- ~~b. Determination of scholarship recipients; (4-2-08)~~
- ~~c. Determination of procedures for payment of scholarships to recipients; (4-2-08)~~
- ~~d. Maintaining fiscal controls and accounting procedures; (4-2-08)~~
- ~~e. Preparing annual reports as required, and (4-2-08)~~
- ~~f. Authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (4-2-08)~~
- ~~g. Providing annually to the participating institutions the formulas that will be used in calculating: ( )~~
  - ~~i. academic eligibility scores ( )~~
  - ~~ii. weighting financial eligibility and academic eligibility ( )~~

**402. -- 500. (RESERVED)**

**501. APPEALS.**

Any opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The opportunity scholarship applicant or recipient must appeal no later than thirty (30) days following notice of the decision, and the written statement must include ~~a statement of the reason the opportunity scholarship applicant or recipient believes the decision should be changed~~ the basis for the appeal. The appeal must be submitted to the President-executive director of the Board ~~or designee~~. The ~~Board must office of the board shall~~ acknowledge receipt of the appeal within seven (7) days. The President-executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons ~~to hear the appeal~~, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. ( ) (4-2-08)

**01. Transmittal to Subcommittee.** If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the President-executive director of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. ( ) (4-2-08)

**02. Subcommittee Recommendations.** Following the subcommittee's decision, the President-executive director of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship applicant or recipient initiating the appeal may, at the discretion of the President-executive director of the Board, be permitted to make a presentation to the Board. ( ) (4-2-08)

**03. Board Decision.** The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board. (4-2-08)

**502. -- 999. (RESERVED)**

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**SUBJECT**

Pending Rules Docket 08-0204-1301 – Rules Governing Public Charter Schools and Docket 08-0301-1301 – Rules Governing the Public Charter School Commission

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.04 and IDAPA 08.03.01, Sections 33-5201 to 5216, Idaho Code

**BACKGROUND/DISCUSSION**

During the 2013 legislative session, changes were made to statutes governing charter schools in the state of Idaho. Those changes consisted of eliminating the notices of defect, a requirement for periodic renewals of all charter schools, the creation of performance contracts for charter schools, a process that allows school-district authorized charter schools to become Local Educational Agencies (LEA's), procedures for when a charter school is closed, the addition of colleges and universities as eligible authorizers, the allowance for the Department of Education to reduce the front-loading of charter school funding, the creation of an Authorizer Fee, and changes to the make-up of the Public Charter School Commission. The proposed changes amend rule to coincide with the 2013 statutory changes.

No comments were received during the public comment period. No changes have been made between the Proposed and Pending rule stages.

**IMPACT**

The proposed changes will bring both rules into compliance with changes made during the 2013 legislative session and provide for administrative efficiencies.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 08-0204-1301  
Attachment 2 – Pending Rule Docket 08-0301-1301

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**STAFF COMMENTS AND RECOMMENDATIONS**

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.



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**BOARD ACTION**

I move to approve the Pending Rule changes to Docket 08-0204-1301 and Docket 08-0301-1301 as submitted.

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

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**IDAPA 08**  
**TITLE 02**  
**CHAPTER 04**

**08.02.04 - RULES GOVERNING PUBLIC CHARTER SCHOOLS**

**000. LEGAL AUTHORITY.**

In accordance with Sections 33-105, 33-5203, and 33-5210(4)(e), Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 52, Idaho Code. (4-11-06)

**001. TITLE AND SCOPE.**

**01. Title.** These rules shall be cited as IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

**02. Scope.** These rules establish a consistent application and review process for the approval and maintenance of public charter schools in Idaho. (4-11-06)

**002. WRITTEN INTERPRETATIONS.**

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the offices of the Board. (4-11-06)

**003. ADMINISTRATIVE APPEALS.**

The provisions found in Sections 400 through 404, of these rules, shall govern administrative appeals of public charter schools. (4-11-06)

**004. INCORPORATION BY REFERENCE.**

There are no documents that have been incorporated by reference into these rules. (4-11-06)

**005. OFFICE INFORMATION.**

**01. Office Hours.** The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

**02. Street Address.** The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

**03. Mailing Address.** The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

**04. Telephone Number.** The telephone number of the Board is (208) 334-2270. (4-11-06)

**05. Facsimile.** The facsimile number of the Board is (208) 334-2632. (4-11-06)

**06. Electronic Address.** The electronic address of the State Board of Education website is [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov). (4-11-06)

**006. PUBLIC RECORDS ACT COMPLIANCE.**

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

**007. -- 009. (RESERVED)**

**010. DEFINITIONS.**

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~~01. **Authorized Chartering Entity.** Is defined in Section 33-5202A(1), Idaho Code, and means the local board of trustees of a school district in this state or the Idaho Public Charter School Commission. (4-11-06)~~

**01. Authorizer Fee.** Fee paid by each public charter school to its authorized chartering entity. (6-20-13)T

**02. Board.** Means the Idaho State Board of Education. (4-11-06)

~~03. **Charter.** Is defined in Section 33-5202A(2), Idaho Code, and means the grant of authority approved by the authorized chartering entity to the board of directors of the charter school. (4-11-06)~~

**04. 03. Commission.** Means the Idaho Public Charter School Commission, as provided by Section 33-5213, Idaho Code. (6-20-13)T(4-11-06)

**05. 04. Department.** Means the Idaho Department of Education. (6-20-13)T(4-11-06)

**05. Institution.** For the purpose of this section, Institution means an Idaho public college, university of community college, or a private, nonprofit Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities. (6-20-13)T

~~06. **Founder.** Is defined in Section 33-5202A(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits. (4-11-06)~~

~~07. **Petition.** Is defined in Section 33-5202A(4), Idaho Code, and means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school. (4-11-06)~~

**08. 06. Petitioners.** Means the group of persons who submit a petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school, as provided by Section 33-5205, Idaho Code, and the procedures described in Sections 200 through 205 of these rules. (6-20-13)T(4-11-06)

~~09. **Public Charter School.** Is defined in Section 33-5202A(5), Idaho Code, and means a school that is authorized under the Public Charter Schools Act, Title 33, Chapter 52, Idaho Code, to deliver public education in Idaho. (4-11-06)~~

~~10. **Public Virtual School.** Is defined in Section 33-5202A(8), Idaho Code, and means a school that delivers a full time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. (4-4-13)~~

**11. 07. School Year.** Means the period beginning on July 1 and ending the next succeeding June 30 of each year. (6-20-13)T(4-11-06)

**011. -- 099. (RESERVED)**

**100. LIMITATIONS ON NEW PUBLIC CHARTER SCHOOLS.**

**01. Responsibilities of Petitioners on Approval of Charter.** Upon the approval of a new public charter school by an authorized chartering entity, the petitioners shall provide the Board with written notice of such approval. The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and any charter revisions upon request. (4-4-13)

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**02. Authorization to Begin Educational Instruction.** The public charter schools authorized to begin educational instruction during a given school year shall be those public charter schools that have received approval from their authorized chartering entities to begin educational instruction ~~at some time~~ during such school year. A public charter school that is approved by an authorized chartering entity, but which does not begin educational instruction, must confirm with the Board, on or before March 1 preceding the next succeeding school year, that it is able to begin educational instruction during such school year. (6-20-13)T(4-4-13)

**03. Notification.** The Board shall, as soon as reasonably practicable after determining that a public charter school will be authorized to begin educational instruction during a given school year, provide written notification to the petitioners. The Board shall also send a copy of such notification to the authorized chartering entity that approved the charter. (4-11-06)

**103. AUTHORIZED CHARTERING ENTITY. (6-20-13)T**

**01. Institution.** An institution shall receive approval from their governing board prior to authorizing any charter schools. (6-20-13)T

**a.** Petitions shall be submitted to the president of the institution or his designee. (6-20-13)T

**b.** An institution may approve or deny a petition, but cannot refer the petition to another authorized chartering entity. (6-20-13)T

**c.** Notwithstanding Sections 400 through 404, of these rules, denial of a new petition by an institution is final. A petitioner may submit a petition that has been denied by an institution to any authorized chartering entity. (6-20-13)T

**102. AUTHORIZER FEE. (6-20-13)T**

**01. Notification.** It is the responsibility of each authorizer to notify the Department if the authorizer fee has not been received by the date specified in section 33-5208, Idaho code. (6-20-13)T

**a.** The authorizer must provide notification of the delinquent fee to the charter school prior to reporting to the Department. (6-20-13)T

**b.** The authorizer must provide the amount delinquent and proof of notification to the charter school within thirty (30) days of the non-payment of the authorizer fee. (6-20-13)T

**c.** The Department shall withhold the amount of the delinquent fee from the next scheduled release of funds to the charter school. The funds will be withheld until the Department has received notification from the authorizer that the authorizer Fee has been paid in full. (6-20-13)T

**103. -- 199. (RESERVED)**

**200. PROCEDURE FOR FORMATION OF A NEW PUBLIC CHARTER SCHOOL.**

**01. Assistance With Petitions.** The Department shall, in accordance with Section 33-5211, Idaho Code, provide technical assistance to public charter school petitioners. The Department shall undertake this statutory responsibility by conducting public charter school workshops, as discussed in Subsection 200.02 of this rule. (4-11-06)

**02. Public Charter School Workshops.** The purpose of the public charter school workshops shall be to provide public charter school petitioners with a brief overview of a variety of educational and operational issues relating to public charter schools, as well as to answer questions and to provide technical assistance, as may be necessary, to aid petitioners in the preparation of public charter school petitions. (4-11-06)

**03. Petition Sufficiency Reviews.** Prior to submitting a petition to an authorized chartering entity, petitioners shall submit one (1) copy of the proposed draft petition to the Department, which will review the proposed draft petition to determine whether it complies with statutory requirements. (4-4-13)

**201. POLICIES AND PROCEDURES ADOPTED BY AN AUTHORIZED CHARTERING ENTITY.**

**01. Charter School Policies and Procedures.** An authorized chartering entity may adopt its own charter school policies and procedures describing the charter school petition process and the procedures that

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petitioners must comply with in order to form a new public charter school, including a public virtual school. Petitioners must comply with the charter school policies and procedures adopted by the authorized chartering entity with which a petition is submitted. Such charter school policies and procedures must comply with Title 33, Chapter 52, Idaho Code, and the rules promulgated by the Board. If there is any conflict between the charter school policies and procedures adopted by an authorized chartering entity and rules promulgated by the Board, then the Board rules shall govern. (4-11-06)

~~02. **Application Deadline.** Petitioners must submit a new petition to an authorized chartering entity by September 1 in order to be eligible to begin educational instruction for the following school year as required by Section 33-5203, Idaho Code. A petition filed after such date that is approved and the charter granted shall not be eligible to begin operations until the next succeeding school year at the earliest. (4-11-06)~~

**202. PETITION REQUIREMENTS.**

A petition to form a new or conversion public charter school shall be submitted in accordance with instructions, and in such format, as may be required by the Board. Notwithstanding, the petition must include, at a minimum, the information described in Section 33-5205, Idaho Code. (4-11-06)

**203. ADMISSION PROCEDURES.**

**01. Model Admission Procedures.** In accordance with Section 33-5205(3)(i), Idaho Code, a petition to establish a new public charter school must describe the admission procedures to be utilized by the public charter school. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (6-20-13)T(4-11-06)

**02. Enrollment Opportunities.** Section 33-5205(3)(s), Idaho Code, requires petitioners to describe the process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. Petitioners shall ensure that such process includes the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. (4-11-06)

**03. Enrollment Deadline.** Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

**04. Requests for Admission.** A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection

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process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

(4-11-06)

**05. Admission Preferences.** A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish additional admission preferences, as authorized by Section 33-5205(3)(i), Idaho Code, ~~for students returning to the public charter school, for children of founders, and for siblings of students already selected to attend the public charter school. Such admission preferences must be approved by the authorized chartering entity and described in the final approved petition.~~

~~(6-20-13)T(4-11-06)~~

~~**06. Priority of Preferences for Initial Enrollment.** If a public charter school determines to establish admission preferences for initial enrollment of students in a public charter school, then the selection hierarchy with respect to such preferences shall be as follows:~~

~~(4-11-06)~~

~~**a.** First, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school. If so stated in its petition, a new public charter school may include within this priority group the children of full-time employees, subject to the provisions of Section 33-5205(3)(k), Idaho Code.~~

~~(4-4-13)~~

~~**b.** Second, to siblings of pupils already selected by the lottery or other random method.~~

~~(4-11-06)~~

~~**c.** Third, to prospective students residing in the attendance area of the public charter school.~~

~~(4-11-06)~~

~~**d.** Fourth, an equitable selection process, such as by lottery or other random method.~~

~~(4-11-06)~~

~~**07. Priority of Preferences for Subsequent Enrollment Periods.** If a public charter school determines to establish admission preferences for enrollment of students in a public charter school in subsequent school years, then the selection hierarchy with respect to such preferences shall be as follows:~~

~~(4-11-06)~~

~~**a.** First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.~~

~~(4-11-06)~~

~~**b.** Second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school. If so stated in its petition, a public charter school may include within this priority group the children of full-time employees and/or children withdrawn from the public charter school within the previous three (3) years as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, subject to the provisions of Section 33-5205(3)(k)(i-ii), Idaho Code.~~

~~(4-4-13)~~

~~**c.** Third, to siblings of pupils already enrolled in the public charter school.~~

~~(4-11-06)~~

~~**d.** Fourth, to prospective students residing in the attendance area of the public charter school.~~

~~(4-11-06)~~

~~**e.** Fifth, an equitable selection process, such as by lottery or other random method.~~

~~(4-11-06)~~

**08.06. Proposed Attendance List for Lottery.** Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission

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preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference. (6-20-13)T(4-11-06)

**09.07. Equitable Selection Process.** If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (6-20-13)T(4-11-06)

**a.** The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. (4-11-06)

**b.** A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (4-11-06)

**c.** If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" shall be written on such index card. (4-11-06)

**d.** With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time. (4-4-13)

**e.** With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference. (4-11-06)

**f.** After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card. (4-11-06)

**g.** After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list. (4-11-06)

**10.08. Final Selection List.** The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. (6-20-13)T(4-11-06)

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**11. 09. Notification and Acceptance Process.**

~~(6-20-13)T(4-11-06)~~

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school. (4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. (4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

**12. 10. Subsequent School Years.** The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year. (6-20-13)T(4-11-06)

~~**13. Admission Procedures for Approved Charter Schools.** All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule.~~ (4-11-06)

~~**204. SUBMISSION OF PETITION.**~~ (4-11-06)

~~**01. New Public Charter School.** To institute the approval process for the formation of a new public charter school, the petitioners must submit the petition to the local board of trustees of the school district in which the proposed new public charter school will be located, as required by Section 33-5205(1)(a), Idaho Code. (4-11-06)~~

~~**02. New Public Virtual School.** The petitioners for a new public virtual school must submit the petition for approval with the Commission, as required by Section 33-5205(1)(b), Idaho Code. (4-11-06)~~

~~**03. Notification to the Board.** Petitioners shall promptly notify the Board that a petition has been submitted to an authorized chartering entity. (4-11-06)~~

**205. REVIEW OF PETITIONS.**

**01. Initial Sufficiency Review of Petition.** Prior to submitting a petition with an authorized chartering entity, petitioners shall submit one (1) copy of the proposed draft petition to the Department, which shall review the proposed draft petition for the purpose of determining whether it was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code. (6-20-13)T(4-4-13)

**02. Timeframe for Initial Sufficiency Review.** The Department shall complete the initial sufficiency review of the proposed draft petition as soon as reasonably practicable after the date the proposed draft petition is received by the Department, but not later than thirty (30) days after receipt. (6-20-13)T(4-11-06)



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**03. Notification of Findings After Initial Sufficiency Review.** The Department shall notify the petitioners promptly in writing describing the results of the initial sufficiency review of the proposed draft petition, and, if applicable, identify any deficiencies in the proposed draft petition. (6-20-13)T(4-11-06)

**04. Written Response to Initial Review.** ~~Petitioners shall include a copy of the Department's final review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity. Deficiencies in the petition identified by the Department's initial review shall be addressed in the written response.~~ **Correction of Deficiencies in Proposed Draft Petition.** Petitioners shall address any deficiencies in the proposed draft petition and shall resubmit the petition to the Department for additional reviews until the Department determines that the petition is sufficient. (6-20-13)T(4-4-13)

**05. Substantive Review of Petition.** The substantive review of the merits of a petition by an authorized chartering entity shall be for the purpose of determining whether petitioners have demonstrated compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

~~**06. Timeframe for Substantive Review.** An authorized chartering entity must comply with the procedural requirements described in Section 33-5205, Idaho Code. (4-11-06)~~

~~**a.** Unless a petition is referred to the Commission as authorized by Section 33-5205(1)(c)(iii), Idaho Code, and as discussed in Subsection 206.01 of these rules, an authorized chartering entity must hold a public hearing not later than seventy-five (75) days after receipt of the petition, for the purpose of considering the merits of the petition, as well as the level of employee and parental support for the proposed public charter school. In the case of a petition being reviewed by the Commission, the public hearing must also include any oral or written comments, if any, from an authorized representative of the school district in which the proposed public charter school would be physically located regarding the merits of the petition and any potential impacts on the school district. (4-4-13)~~

~~**b.** An authorized chartering entity must make a decision on whether to approve the petition within seventy-five (75) days after the date of the public hearing on the merits of the petition. (4-4-13)~~

~~**c.** The authorized chartering entity may unilaterally determine to extend the date by which a decision is required to be made up to an additional seventy-five (75) days if it determines the petition is incomplete. (4-4-13)~~

~~**d.** The Commission and the petitioners may mutually agree to extend the date by which a decision is required to be made on the merits of the petition for an additional, specified period of time. (4-4-13)~~

**07. If Approved, Charter Is Subject to Limitations on Number of New Charters**

~~If a petition is approved, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to approve the charter. It shall be the responsibility of the petitioners to provide the Board with this written notice of approval. (4-4-13)~~

**08. 06. If Denied, Petitioners May Appeal. (6-20-13)T(4-11-06)**

**a.** If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

**b. Petitions submitted to a local board of trustees of a school district or the public charter school commission may be appealed.** The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (6-20-13)T(4-11-06)

**206. WITHDRAWAL OF PETITION; REFERRAL OF PETITION TO THE COMMISSION.**

**01. Referral of Petition by Local Board of Trustees.** A board of trustees of a local school district may refer the petition for consideration to the Commission, as authorized by Section 33-5205(1)(c)(iii), Idaho Code.

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If a board of trustees of a local school district determines to refer a petition to the Commission, then it shall provide prompt written notice of such decision to the petitioners. In addition, the board of trustees of a local school district must promptly notify the Commission of the referral decision, including all the reasons for referral. (4-4-13)

**02. Withdrawal by Charter Petitioners.** Notwithstanding, if a board of trustees of a local school district does not refer a petition to the Commission, the charter petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration if, within seventy-five (75) days after the petition is received by the authorized chartering entity, the parties have not reached mutual agreement on the provisions of the petition, after a reasonable and good faith effort. (4-4-13)

**03. Reasonable and Good Faith Effort.** For purposes of Subsection 206.02 of these rules, the authorized chartering entity shall be considered to have established a reasonable and good faith effort to reach mutual agreement on the provisions of the petition if representatives of the authorized chartering entity take at least all of the following actions: (4-4-13)

**a.** The authorized chartering entity must send written notice to petitioners acknowledging receipt of the charter petition and the date of receipt. (4-11-06)

**b.** The authorized chartering entity posts public notice of a public hearing for the purpose of considering the petition, and such meeting is scheduled to occur not later than seventy-five (75) days after receipt of the petition and verification that there are thirty (30) signatures from qualified electors of the attendance area. (4-4-13)

**c.** Prior to the date the posted public hearing is scheduled, representatives of the authorized chartering entity must conduct a review of the petition and the State Department of Education sufficiency review of the petition, and if immediate concerns with the petition are identified, then written notice must be sent to petitioners identifying the concerns and requesting that said identified concerns be addressed. (4-4-13)

**d.** Either prior to or at the posted public hearing, representatives from both the authorized chartering entity and petitioners must meet and engage in face-to-face discussions regarding the charter petition. (4-4-13)

**04. Failure of Authorized Chartering Entity to Make a Good Faith Effort.** If the authorized chartering entity fails to make the good faith effort described in Subsection 206.03 of these rules, the petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration, provided the petitioner takes at least all of the following actions: (4-4-13)

**a.** The petitioners must provide the authorized chartering entity with a petition that is administratively complete and that has been reviewed by the Department in accordance with Section 205 of these rules. (4-4-13)

**b.** The petitioners must contact the authorized chartering entity, in writing, to ensure awareness of the timelines for petition review and the petitioners' request for a review of the petition and public hearing to consider the merits of the petition. (4-4-13)

**c.** In the event correspondence is sent to the petitioners identifying concerns with the petition, then the petitioners must respond in writing to the authorized chartering entity addressing the identified concerns. (4-4-13)

**d.** The petitioners must meet with the authorized chartering entity and engage in face-to-face discussions regarding the petition, if the authorized chartering entity provides an opportunity to do so. (4-4-13)

**207. -- 299. (RESERVED)**

**300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES.**

**01. General.** The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter

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school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring ~~compliance with Title 33, Chapter 52, Idaho Code~~ that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (6-20-13)T(4-11-06)

**02. Compliance with Terms of Charter Performance Certificate.** The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with ~~all of the terms and conditions of the charter performance certificate approved executed in accordance with Section 33-5205B(1), Idaho Code, by representatives of the authorized chartering entity of the school, as reflected in the final approved petition filed with the Board.~~ In addition, the governing board of the public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies.— (6-20-13)T(4-11-06)

**03. Annual Reports.** The governing board of a public charter school must submit an annual ~~report to the authorized chartering entity of the school, as required by Section 33-5206(7), Idaho Code.~~ The report shall contain the audit of the fiscal and programmatic operations as required in Section 33-5205~~6(37) (j),~~ Idaho Code, a report on student progress based on the public charter school's student educational standards identified in Section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report. An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its ~~charter performance certificate.~~ (6-20-13)T(4-11-06)

**04. Operational Issues.** The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its ~~charter performance certificate.~~ Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected. (6-20-13)T(4-11-06)

**301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.**

**01. Compliance Monitoring.** Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for ~~ensuring that monitoring~~ the public charter school's ~~operates operations~~ in accordance with all of the terms and conditions of the ~~charter performance certificate approved by the authorized chartering entity, as reflected in the final approved petition filed with the Board, and as provided by Section 33-5209(1), Idaho Code.~~ The authorized chartering entity also shall be responsible for ensuring that the public charter school program approved by the authorized chartering entity meets the terms of the charter, complies with the general education laws of the state, unless specifically directed otherwise in Title 33, Chapter 52, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in Section 33-4612, Idaho Code, as provided in Section 33-5210(2), Idaho Code. (6-20-13)T(4-11-06)

**02. Written Notice of Defect.** If an authorized chartering entity has reason to believe that a public charter school has committed any defect identified in Subsections 33-5209(2)(a) through (e), Idaho Code, then the authorized chartering entity shall provide the public charter school with prompt written notice of such defect, and shall provide the public charter school a reasonable opportunity to cure such defect. (4-11-06)

**03. Corrective Action Plan.** The public charter school shall provide the authorized chartering entity with a corrective action plan describing the public charter school's plan to cure the defect. The corrective action plan shall describe in detail the terms and conditions by which the public charter school will cure the defect at issue, including a reasonable time frame for completion. (4-4-13)

**04. Failure to Cure.** If a public charter school fails to comply with the terms and conditions of the corrective action plan and to cure the defect at issue within a reasonable time, then the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter, as permitted by Section 33-5209(3), Idaho Code, and in accordance with Section 303 of these rules. (4-11-06)

**302. CHARTER REVISIONS.**

The governing board of a public charter school entity may reasonably request revisions to an approved ~~that its~~

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~~authorized chartering entity revise its charter or performance certificate, as authorized by Section 33-52096(48), Idaho Code. (6-20-13)T(4-11-06)~~

**01. Request for Revision of Charter.** The governing board of a public charter school that desires to revise its charter must submit a written request describing the proposed revisions with the public charter school's authorized chartering entity. In addition, the governing board of the public charter school shall also submit one (1) copy of the proposed revisions to the Department, which shall review the proposed revisions in the same manner that it reviews a proposed draft petition, as described in Section 204 of these rules. The Department shall complete its review of the proposed charter revisions not later than thirty (30) days after receipt, and shall notify the governing board of the public charter school and the authorized chartering entity promptly in writing describing the results of such review. (6-20-13)T(4-4-13)

~~**02. Limited Review.** The authorized chartering entity shall only be permitted to review and consider the proposed revisions to the charter or performance certificate, and shall not have authority to make other charter revisions that are not requested by the public charter school. (4-11-06)~~

**02. Request for Revision of Performance Certificate.** The governing board of a public charter school that desires to revise its performance certificate must submit a written request and the proposed revisions to the public charter school's authorized chartering entity. (6-20-13)T

**03. Procedure for Reviewing Request for Charter Revision.** The authorized chartering entity shall have seventy-five (75) days from the date of receipt of the written notice from the Department in which to issue its decision on the request for charter revision. The authorized chartering entity shall consider the request for charter revision at its next regular meeting following the date of receipt of the written notice from the Department, provided that the request is submitted no fewer than thirty (30) days an advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a charter revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for charter revision. (4-4-13)

**04. Procedure for Reviewing Request for Performance Certificate Revision.** The authorized chartering entity shall have seventy-five (75) days from the date of receipt of a request for performance certificate revision in which to issue its decision on the request for performance certificate revision. The authorized chartering entity shall consider the request for performance certificate revision at its next regular meeting following the date of receipt of the request for revision, provided that the request is submitted no fewer than thirty (30) days an advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a performance certificate revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for performance certificate revision. (6-20-13)T

~~**04.05. Approval of Proposed Charter or Performance Certificate Revision.** If the authorized chartering entity approves the proposed charter or performance certificate revision, a copy of such revision shall be executed by each of the parties to the charter contract or performance certificate and shall be treated as either a supplement to, or amendment of, the final approved petition or performance certificate, whatever the case may be. (6-20-13)T(4-4-13)~~

~~**05.06. Denial of Proposed Charter or Performance Certificate Revision.** If the proposed revision is denied, then the authorized chartering entity must prepare a written notice of its decision denying the request for charter or performance certificate revision. The decision to deny a request for a charter or performance certificate revision shall contain all of the reasons for the decision. The public charter school may appeal the decision denying the request for charter or performance certificate revision to the Board. The provisions of Section 403 of these rules shall govern the appeal. (6-20-13)T(4-11-06)~~

**303. REVOCATION.**

An authorized chartering entity may revoke a charter in accordance with the procedure described in this Section 303 of this rule if a public charter school has failed to cure a defect with respect to the operation of the public charter school, as described in Subsection 301.04 of these rules, after receiving reasonable notice and a reasonable

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~~opportunity to cure the defect~~ meet any or the specific, written conditions for necessary improvements established pursuant to the provisions of Section 33-5209B(1), Idaho Code, by the dates specified. ~~(6-20-13)T(4-11-06)~~

**01. Written Notice of Intention to Revoke Charter.** The authorized chartering entity must provide the public charter school with reasonable notice of the authorized chartering entity's intent to revoke the charter, which shall be in writing and must include all of the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. (4-11-06)

**02. Public Hearing.** The authorized chartering entity shall conduct a public hearing with respect to its intent to revoke a charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the authorized chartering entity. (4-11-06)

**a.** Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing. (4-11-06)

**b.** The public hearing shall be conducted by the authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code. (4-11-06)

**03. Charter Revocation.** If the authorized chartering entity determines that the public charter school has not complied with the corrective action plan and cured the defect at issue, then the authorized chartering entity may revoke the charter. Such decision may be appealed to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

**304. -- 399. (RESERVED)**

**400. APPEALS.**

The following actions relating to public charter schools may be appealed to the Department or to the Board, as applicable, in accordance with the procedures described in Sections 401 through 403 of these rules: (4-11-06)

**01. Denial of New Petition.** The denial by an authorized chartering entity of a petition to form a new public charter school, as authorized by Section 33-5207, Idaho Code. (4-11-06)

**02. Approval of Conversion Petition.** The approval of a petition by an authorized chartering entity to convert a traditional public school to a public charter school over the objection of thirty (30) or more persons or employees of the local school district, as authorized by Section 33-5207, Idaho Code. (4-11-06)

**03. Denial of Charter or Performance Certificate Revision.** The denial by the authorized chartering entity of a public charter school of a request to revise a charter or performance certificate, as authorized by Section 33-52096(48), Idaho Code. ~~(6-20-13)T(4-11-06)~~

**04. Revocation.** A decision of an authorized chartering entity to revoke a charter, as authorized by Section 33-5209C(47), Idaho Code. ~~(6-20-13)T(4-11-06)~~

**401. APPEAL TO THE DEPARTMENT OF A DECISION RELATING TO THE FORMATION OF A NEW OR CONVERSION PUBLIC CHARTER SCHOOL.**

The denial of a petition to form a new public charter school, or the granting of a petition to form a conversion public charter school over the objection of thirty (30) or more persons or employees of the local school district, may be appealed to the Department, as provided by Section 33-5207(1), Idaho Code. The following procedures shall govern such appeals. (4-11-06)

**01. Submission of Appeal.** To institute an appeal, the petitioners/appellants shall submit a notice of appeal and request for public hearing in writing to the Department that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the decision of the authorized chartering

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entity that reviewed the petition. A copy of the notice of appeal shall be submitted to the authorized chartering entity, and with the Board. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Department two (2) copies of the complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents:

(4-11-06)

**a.** The name, address, and telephone number of the person or persons submitting the appeal on behalf of petitioners/appellants, as well as the authorized chartering entity that issued the decision being appealed. (4-11-06)

**b.** The complete petition that was submitted to the authorized chartering entity, including any amendments thereto or supplements thereof. (4-11-06)

**c.** Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the petition was considered or discussed. (4-11-06)

**d.** All correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition from the date the original petition was submitted until the date the authorized chartering entity issued the decision being appealed. (4-11-06)

**e.** The written decision provided by the authorized chartering entity to the petitioner. A copy of such notice of appeal shall be submitted to the authorized chartering entity whose decision is being appealed, and to the Board. (4-11-06)

**02. Hearing Officer.** The Department shall hire a hearing officer to review the action of the authorized chartering entity and to conduct a public hearing, pursuant to Section 67-5242, Idaho Code. The Department shall forward to the hearing officer one (1) copy of the record provided by petitioners/appellants and attached to the notice of appeal within ten (10) business days of receipt. (4-11-06)

**03. Public Hearing.** A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the hearing officer receives the notice of appeal and request for a public hearing submitted to the Department. (4-11-06)

**04. Notice of Hearing.** All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time, place, and nature of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

**05. Prehearing Conference.** The hearing officer may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

**06. Hearing Record.** The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. Any party may request that a transcript of the recorded hearing be prepared, at the expense of the party requesting such transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

**07. Hearing Officer's Recommendation.** The hearing officer shall issue a recommendation within ten (10) days after the date of the hearing. The recommendation shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the

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hearing officer; and a recommendation affirming or reversing the decision of the authorized chartering entity. The hearing officer shall mail or deliver a copy of the recommendation to the Department, the petitioners/appellants, and the authorized chartering entity. (4-11-06)

**08. Review of Recommendation by Authorized Chartering Entity.** (4-11-06)

**a.** The authorized chartering entity shall hold a public hearing to review the recommendation of the hearing officer within thirty (30) days of receipt of the recommendation. (4-11-06)

**b.** Written notification of the scheduled public hearing shall be sent by the authorized chartering entity to the petitioners/appellants at least ten (10) days prior to the scheduled hearing date. (4-11-06)

**c.** The authorized chartering entity shall make a final decision to affirm or reverse its initial decision within ten (10) days after the date the public hearing is conducted. (4-11-06)

**09. Reversal of Initial Decision.** (4-11-06)

**a.** If the authorized chartering entity reverses its initial decision and denies the conversion of a traditional public school to a public charter school, then that decision is final and there shall be no further appeal. (4-11-06)

**b.** If the authorized chartering entity reverses its initial decision and approves the new public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

**10. Affirmation of Initial Decision.** (4-11-06)

**a.** If the authorized chartering entity affirms its initial decision to authorize the conversion of a traditional public school to a public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

**b.** If the authorized chartering entity affirms its initial decision and denies the grant of a new public charter school, then the petitioners/appellants may appeal such final decision further to the Board in accordance with the procedure described in Section 402 of these rules. (4-11-06)

**402. APPEAL TO THE BOARD RELATING TO THE DENIAL OF A REQUEST TO FORM A NEW PUBLIC CHARTER SCHOOL.**

The following procedures shall govern an appeal to the Board of the final decision of an authorized chartering entity relating to the denial of a petition to form a new public charter school. (4-11-06)

**01. Submission of Appeal.** The petitioners/appellants shall submit a notice of appeal in writing with the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within twenty-one (21) days from the date the authorized chartering entity issues its final decision to deny a petition to form a new public charter school. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Board, two (2) copies of a complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order, must be tabbed and indexed, and must contain, at a minimum, the following documents: (4-11-06)

**a.** The complete record submitted to the Department, as provided in Subsection 401.01.a. through 401.01.e. of these rules. (4-11-06)

**b.** A transcript, prepared by a neutral person whose interests are not affiliated with a party to the appeal, of the recorded public hearing conducted by the hearing officer, as described in Subsection 401.06 of these rules. (4-11-06)

**c.** A copy of the hearing officer's recommendation. (4-11-06)

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**d.** Copies of audio or video recordings, if any, and the minutes of the public hearing conducted by the authorized chartering entity to consider the recommendation of the hearing officer, as described in Subsection 401.08.a. through 401.08.c. of these rules. (4-11-06)

**e.** Copies of any additional correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition subsequent to the public hearing conducted by the Department. (4-11-06)

**f.** The final written decision provided by the authorized chartering entity to the petitioners/appellants. (4-11-06)

**02. Public Hearing.** A public hearing to review the final decision of the authorized chartering entity shall be conducted within a reasonable time from the date that the Board receives the notice of appeal, but not later than sixty (60) calendar days from such date. The public hearing shall be for the purpose of considering all of the materials in the record that were presented at prior proceedings. However, new evidence, testimony, documents, or materials that were not previously considered at prior hearings on the matter may be accepted or considered, in the sole reasonable discretion of the Board, or of the charter appeal committee or public hearing officer, as described in Subsection 402.04 of this rule. (4-11-06)

**03. Notice of Hearing.** All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

**04. Appointment of Charter Appeal Committee or Public Hearing Officer.** The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

**05. Recommended Findings.** If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or appointed public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming or reversing the decision of the authorized chartering entity, or such other action recommended by the charter appeal committee or public hearing officer, such as remanding the matter back to the authorized chartering entity, or redirecting the petition to another authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

**06. Final Decision and Order by the Board.** The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the petitioner/appellant and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board or by a charter appeal committee, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The final decision and order of the Board shall be sent to both the petitioners/appellants and the authorized chartering entity, and will not be subject to reconsideration. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

**a.** Approve the charter, if the Board determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request. In the event



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the Board approves the charter, the charter shall operate under the jurisdiction of the Commission, as provided by Section 33-5207(6), Idaho Code. (4-11-06)

b. Remand the petition back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (4-4-13)

c. Redirect the petition for consideration by the Commission, if the appeal is regarding a denial decision made by the board of trustees of a local school district. (4-4-13)

d. Deny the appeal submitted by the petitioners/appellants. (4-11-06)

**403. APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR PERFORMANCE CERTIFICATE OR A CHARTER NON-RENEWAL OR REVOCATION DECISION.** THE FOLLOWING PROCEDURES SHALL GOVERN AN APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR A CHARTER NON-RENEWAL OR REVOCATION DECISION.~~(6-20-13)T(4-11-06)~~

**01. Submission of Appeal.** The public charter school shall submit a notice of appeal in writing to the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity to non-renew or revoke a charter or to deny a charter or performance certificate revision. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the appellant charter school shall also submit to the Board ~~eleven (11), three (3) hole punched, copies one hard copy and one electronic copy~~ of the complete record of all actions taken with respect to the matter being appealed. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: ~~(6-20-13)T(4-11-06)~~

a. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed. (4-11-06)

d. The written decision provided by the authorized chartering entity to the appellant public charter school. (4-11-06)

**02. Public Hearing.** A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the date of the filing of the notice of appeal. (4-11-06)

**03. Notice of Hearing.** All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

**04. Appointment of Charter Appeal Committee or Public Hearing Officer.** The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

**05. Prehearing Conference.** The entity conducting the public hearing may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain

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admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

**06. Hearing Record.** The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. The record shall be transcribed at the expense of the party requesting a transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

**07. Recommended Findings.** If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

**08. Final Decision and Order by the Board.** The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the appellant public charter school and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board, or by a charter appeal committee or appointed public hearing officer, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The decision shall be sent to both the appellant public charter school and the authorized chartering entity. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

**a.** Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity failed to appropriately consider the non-renewal or revocation of the charter, or the request to revise the charter or performance certificate, or that the authorized chartering authority acted in an arbitrary manner in determining to non-renew or revoke the charter, or in denying the request to revise the charter or performance certificate. (6-20-13)T(4-11-06)

**b.** ~~Remand the matter back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. In the case of a denial by the board of a local school district, redirect the matter to the public charter school commission for further review.~~(6-20-13)T(4-11-06)

**c.** Deny the appeal filed by the appellants. (4-11-06)

**404. EX PARTE COMMUNICATIONS.**

Unless required for the disposition of a matter specifically authorized by statute to be done ex parte, no party to the appeal nor any representative of any such party to the appeal, nor any person or entity interested in such appeal, may communicate, directly or indirectly, regarding any substantive issue in the appeal with the Board or the charter appeal committee or any hearing officer appointed to hear or preside over the appeal hearing, except upon notice and opportunity for all parties to participate in the communication. (4-11-06)

**405. -- 499. (RESERVED)**

**500. MISCELLANEOUS.**

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**01. Definition of LEA.** As used in Section 500 of these rules, the term “local education agency” or “LEA” shall mean a public authority legally constituted within the state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in the state, as such term is defined in the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, and as such term is further defined in 34 CFR 300.18. (4-11-06)

**02. LEA Designations.** Section 33-5203(7), Idaho Code, provides that the Board shall be responsible to designate those public charter schools that will be identified as an LEA; however, only public charter schools chartered by the board of trustees of a school district may be included in that district's LEA. A public charter school may request to be designated as an LEA. Such request shall be in writing and must be submitted to the executive director of the Board. In addition, such request shall state the reasons why the public charter school is requesting LEA status, and must include, at a minimum, the following: board of trustees of a school district may designate a public charter school it authorizes as an LEA, with the concurrence of the public charter school board of directors. In order to designate a public charter school as an LEA, the board of trustees of the school district must submit to the Department the following no later than February 1 in order for any such designation to be effective for the following school year: (6-20-13)T(4-11-06)

**a.** Verification that the board of trustees is the authorized chartering entity of the public charter school it wishes to designate as an LEA. (6-20-13)T

**b.** Written documentation that the board of trustees of the school district and the board of trustees of the public charter school have agreed to the designation of the public charter school as an LEA. Such documentation shall be signed by representatives of both parties. (6-20-13)T

~~**a.** Verification that the public charter school is a public virtual school under Idaho law (if applicable). (4-11-06)~~

~~**b.** A description of the federal programs for which the public charter school will seek funding, and a detailed discussion of the projected financial impact (positive or negative) to the public charter school if it is designated an LEA. (4-11-06)~~

~~**c.** A discussion of how the public charter school will administer the ISAT tests to its students. (4-11-06)~~

~~**03. Criteria.** The executive director of the Board shall have the authority to designate a public charter school as an LEA, in accordance with the following criteria: (4-11-06)~~

~~**a.** A public charter school that is chartered by the board of trustees of a school district shall be included in that district's LEA, and the executive director of the Board shall not be permitted to designate such a school as an LEA. (4-4-13)~~

~~**b.** A public charter school that is chartered by the Commission must be designated by the executive director as an LEA, but will still be required to submit a written request pursuant to Subsection 500.02 of these rules. (4-11-06)~~

~~**04. Referral to the Board.** The executive director may determine to refer any request for LEA designation described in Section 500 of these rules to the Board for consideration, including any request submitted by a public charter school that is not eligible under the criteria contained herein. (4-11-06)~~

~~**05. Review.** A public charter school may appeal to the Board a decision made by the executive director of the Board to deny a request to be designated an LEA. (4-11-06)~~

~~**06. Timeframe for LEA Request.** A request for LEA status must be received no later than February 1 in order for any such designation to be effective for the following school year. (4-11-06)~~

**501. -- 999. (RESERVED)**

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**IDAPA 08  
TITLE 03  
CHAPTER 01**

**08.03.01 - RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION**

**000. LEGAL AUTHORITY.**

The Public Charter School Commission, in accordance with Section 33-5213, Idaho Code, adopts these rules. (4-11-06)

**001. TITLE AND SCOPE.**

**01. Title.** These rules shall be cited as IDAPA 08.03.01, "Rules of the Public Charter School Commission." (4-11-06)

**02. Scope.** These rules provide the requirements for the governance and administration of the Public Charter School Commission. (4-11-06)

**002. WRITTEN INTERPRETATIONS.**

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations of the rules of this chapter, if any, are available at the offices of the Public Charter School Commission. (4-11-06)

**003. ADMINISTRATIVE APPEALS.**

The provisions of Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools," govern appeals from decisions of the Commission. (4-11-06)

**004. INCORPORATION BY REFERENCE.**

No documents have been incorporated by reference into these rules. (4-11-06)

**005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.**

The Public Charter School Commission is located in the offices of the Idaho State Board of Education. (4-11-06)

**01. Office Hours.** The Board offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

**02. Street Address.** The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

**03. Mailing Address.** The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

**04. Telephone Number.** The telephone number of the Board is (208) 334-2270. (4-11-06)

**05. Facsimile.** The Board's FAX number is (208) 334-2632. (4-11-06)

**06. Electronic Address.** The Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov). (4-11-06)

**006. PUBLIC RECORDS ACT COMPLIANCE.**

Commission records are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

**007. -- 099. (RESERVED)**

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**100. DEFINITIONS.**

**01. Board.** The Idaho State Board of Education or its designee. (4-11-06)

**02. Commission.** The Public Charter School Commission or its designee. (4-11-06)

**101. -- 199. (RESERVED)**

**200. PROCEEDINGS BEFORE THE COMMISSION.**

Proceedings or other matters before the Commission or its duly appointed hearing officer are governed by the provisions of Title 33, Chapter 52, Idaho Code, IDAPA 08.02.04, and these rules. (4-11-06)

**201. COMMUNICATIONS WITH COMMISSION.**

All written communications and documents intended to be part of an official record of decision in any proceeding before the Commission of any hearing officer appointed by the Commission must be filed with the individual designated by the agency. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the officer designated to receive them, not when mailed or otherwise transmitted. (4-11-06)

**202. COMPUTATIONS OF TIME.**

Whenever statute, these or other rules, order, or notice requires an act be done within a certain number of days of a given day, the given day is not included in the count, but the last day of the period so computed is included in the count. If the day the act must be done is Saturday, Sunday, or a legal holiday, the act may be done on the first day following that is not a Saturday, Sunday, or legal holiday. (4-11-06)

**203. BOARD MEETINGS -- MAJORITY -- CHAIRMAN.**

**01. Majority.** A simple majority of members voting shall be sufficient to decide any matter pending before the Commission. (4-11-06)

**02. Chairman Vote.** The chairman shall vote only when necessary to break a tie. (4-11-06)

**204. -- 299. (RESERVED)**

**300. PETITION -- SUBMISSION.**

**01. Number of Copies.** Petitioners shall submit a petition consisting of an electronic copy of the petition in Microsoft® Word format. Appendices to the petition must be submitted as a single document and may be in Adobe® format (PDF). (4-4-13)

**02. Case Number.** The Commission will assign a case number to a petition. Any future documents or correspondence submitted to the Commission after original filing must reference the assigned case number. (4-11-06)

**03. Administratively Complete.** If the petition is not administratively complete when received, the Commission shall provide the petitioner notice of the deficiency, which identifies the missing documents and information. Administratively complete means the petition contains all of the information and documents required by Title 33, Chapter 52, Idaho Code, ~~and~~ IDAPA 08.02.04, "Rules Governing Public Charter Schools," and IDAPA 08.03.01, "Rules of the Public Charter School Commission." (06-20-13)~~T(4-11-06)~~

**04. Considered Received.** A petition is considered received by the Commission when it is presented to the Commission at the first scheduled meeting after the petition is filed and the petition is administratively complete. (4-11-06)

**05. Supplemental Information.** Submission of supplemental information to the Commission shall be accomplished by filing a complete, electronic copy of the petition, with the text to be removed stricken and the new language underlined, with the date of revision noted on the title page. (4-4-13)

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**06. Sufficiency Review.** Petitioners shall submit a copy of the State Department of Education's sufficiency review, which is required by IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 200.03, ~~and any related documents addressing the deficiencies, if any,~~ at the time the petition is filed with the Commission. (06-20-13)T(4-11-06)

~~**07. School District Comments.** If applicable, school districts may provide comments of the school district where the public charter school will be physically located.~~ (06-20-13)T(4-11-06)

**301. COMPLIANCE MONITORING.**

The Commission shall be responsible for ~~ensuring~~ monitoring the public charter school's ~~operates~~ operations in accordance with all of the terms and conditions of the ~~approved charter~~ performance certificate, including compliance with all applicable federal and state education standards and all applicable state and federal laws, rules and regulations, and policies. See IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 301.01. Commission staff will make a site visit and verify the existence of the following documents after the charter is granted: (06-20-13)T(4-11-06)

- 01. Certificate of Occupancy.** Certificate of Occupancy for the public charter school site; (4-4-13)
- 02. Building Inspection Reports.** A copy of the inspection report from the Idaho Division of Building Safety; (4-4-13)
- 03. Fire Marshal Report.** A fire marshal report for the public charter school site; (4-11-06)
- 04. Insurance Binders.** Copies of insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, worker's compensation insurance, unemployment insurance, and health insurance; (4-4-13)
- 05. Health District Inspection Certificate.** A copy of the health certificate issued by the health district for each site at which students will be taught; (4-11-06)
- 06. Criminal History Checks.** A copy of the criminal history checks for all employees as required by Sections 33-130 and 33-5210(4)(d), Idaho Code; (4-4-13)
- 07. Instructional Staff Certification.** Proof of certification for all instructional staff employed by the public charter school; and (4-4-13)
- 08. School Calendar.** The school's calendar for the school year, daily schedule, and documentation of the appropriate number of instructional hours for students at each grade level. (4-4-13)

**302. REQUIRED DOCUMENTS PUBLIC CHARTER SCHOOLS AUTHORIZED BY THE COMMISSION MUST SUBMIT TO THE COMMISSION.**

- 01. Lease Agreement.** If school structures are leased, a copy of the lease agreement for the building(s) at which students will be taught; (4-4-13)
- 02. Financial Statements.** Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code; (4-4-13)
- 03. Accreditation Reports.** A copy of the public charter school's accreditation report as required by Section 33-5206(7), Idaho code, must be submitted within five (5) business days of receipt; (4-4-13)
- 04. Complaints.** Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt; (4-4-13)

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**05. Board Members.** A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; (4-4-13)

~~**06. Goals Attainment.** A report, as required by Section 33-5206(7), Idaho Code, by the close of the school year demonstrating the students' level of attainment of the established skills and knowledge specified as goals in the public charter school's educational program and measurable student educational standards in the approved charter; (06-20-13)T(4-4-13)~~

~~**07. Programmatic Operations Audit.** An audit of the programmatic operations of the public charter school as required by Section 33-5205(3)(1), Idaho Code, must be submitted no later than August 15th for the previous school year. (06-20-13)T(4-4-13)~~

~~**08.06. Proof of Compliance.** Additional proof of compliance as reasonably requested by the Commission. (06-20-13)T(4-4-13)~~

**303. -- 399. (RESERVED)**

**400. PETITION -- PUBLIC HEARING.**

A public hearing, as required by Section 33-5205(2), Idaho Code, for consideration of a petition on its merits shall be conducted by the Commission. ~~The Commission will:~~ (06-20-13)T(4-11-06)

~~**01. Charter Provisions.** Consider the provisions of the public school charter petition. (4-11-06)~~

~~**02. Petition Merits.** Consider the merits of the petition including, but not limited to, the presentation by authorized representatives for the petition. (4-11-06)~~

~~**03. Petition Support.** Consider the level of employee and parental support of the petition. (4-11-06)~~

~~**04. School District Comment.** Consider any oral or written comments of an authorized representative of the school district in which the proposed public charter school would be physically located. (4-11-06)~~

~~**05. Public Comment.** Citizens intending to testify must notify the Commission the day of the meeting. Public comment will be limited to ten (10) minutes, unless otherwise determined by the Commission chairman. (06-20-13)T(4-11-06)~~

**401. PETITION -- FORMAT.**

All petitions submitted to the Commission must be in the following format. Information will only be considered if it is located in the correct Section. (4-11-06)

**01. Cover Page.** The cover page must include the following information: (4-11-06)

**a.** Name of proposed charter school; (4-11-06)

**b.** School year petitioning to open the school; (4-11-06)

**c.** Name of the school district affected by the attendance area; (4-11-06)

**i.** Where the public charter school building will be physically located; or (4-11-06)

**ii.** If it is a virtual school and the physical location of the main office; and (4-11-06)

**d.** Name, address, telephone number, and e-mail address of the petitioner's authorized representative. (4-4-13)

**02. Table of Contents.** The second page shall be the beginning of the table of contents. (4-11-06)

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- 03.      Tab 1.** Mission and vision statements. (4-4-13)
- 04.      Tab 2.** The petitioner’s information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided, and the potential civil liability effects upon the public charter school and upon the authorized chartering entity. (4-4-13)
- 05.      Tab 3.** (4-11-06)
- a.**      A description of what it means to be an “educated person” in the twenty-first century, and how learning best occurs. (4-4-13)
- b.**      A description of the public charter school’s educational program and goals, including how each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code, shall be fulfilled. (4-4-13)
- c.**      The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. (4-4-13)
- d.**      The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. (4-4-13)
- 06.      Tab 4.** (4-11-06)
- a.**      The measurable student educational standards the public charter school will use. (4-4-13)
- b.**      The method by which student progress in meeting the identified student educational standards is to be measured. (4-4-13)
- c.**      A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. (4-4-13)
- d.**      A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. (4-4-13)
- e.**      A provision describing the school’s plan if it is ever identified as an in need of improvement school as outlined in the No Child Left Behind Act. (4-11-06)
- 07.      Tab 5.** (4-11-06)
- a.**      A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. (4-4-13)
- b.**      A description of the ethical standards to which the governing board of the public charter school will adhere. (4-4-13)
- c.**      A plan for the initial and ongoing training of the governing board of the public charter school. (4-4-13)
- d.**      The process to be followed by the public charter school to ensure parental involvement. (4-4-13)
- e.**      The manner in which an annual audit of the financial and programmatic operations of the public charter school will be conducted. (4-4-13)
- 08.      Tab 6.** (4-11-06)



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**a.** The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, as required by Section 33-130, Idaho Code, and that all instructional staff shall be certified teachers, as required by the Board. (4-4-13)

**b.** The procedures that the public charter school will follow to ensure the health and safety of students and staff. (4-4-13)

**c.** The procedures required by Section 33-210, Idaho Code, for students using or under the influence of alcohol or controlled substances. (4-4-13)

**d.** The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and re-enrolled. (4-4-13)

**e.** A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance. (4-4-13)

**f.** A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. (4-4-13)

**g.** A provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. (4-4-13)

**h.** A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code. (4-11-06)

**09. Tab 7.** (4-11-06)

**a.** Admission procedures, including provision for over enrollment. (4-4-13)

**b.** The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. (4-4-13)

**c.** The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. (4-4-13)

**d.** A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. (4-4-13)

~~**e.** The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook. (4-11-06)~~

~~**fe.** A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. See Section 33-5205(3)(i), Idaho Code. (06-20-13)T(4-11-06)~~

~~**gf.** The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook. (06-20-13)T(4-11-06)~~

**10. Tab 8.** (4-11-06)

**a.** A detailed business plan including: (4-11-06)

i. Business description, (4-11-06)

ii. Marketing plan, (4-11-06)

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- iii. Management plan, (4-11-06)
- iv. The school's financial plan, and (4-4-13)
- v. A pre-opening plan and timeline. (4-4-13)
- b. A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code. (4-11-06)
- c. Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made. (4-11-06)
- 11. **Tab 9.** If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(69), Idaho Code. (06-20-13)T~~(4-11-06)~~
- 12. **Tab 10.** (4-11-06)
  - a. A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. (4-4-13)
  - b. Additional information the petitioners want the authorizing chartering entity to consider as part of the petition. (4-11-06)
  - c. A plan for termination of the charter by the board of the public charter school. (4-11-06)
- 13. **Appendices.** (4-4-13)
  - a. Copies of articles of incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed bylaws adopted by the board of directors of the nonprofit corporation; (4-4-13)
  - b. Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. (4-4-13)
  - c. Resumes of the directors of the nonprofit corporation, including references; (4-4-13)
  - d. Copies of any contracts or lease agreements; (4-4-13)
  - e. Start-up budget with assumptions form and supporting documentation; (4-4-13)
  - f. Three-year operating budget form; and (4-4-13)
  - g. First year month-by-month cash flow form. (4-4-13)
  - h. The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format and any other such format as may be reasonably requested by the Commission. (4-4-13)
- 402. -- 999. **(RESERVED)**

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**SUBJECT**

Temporary Rule – IDAPA 08.02.03.113, Rewards

**REFERENCE**

August 2013      Board approved a proposed rule to this section of Administrative Rule amending the reward school criteria.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative code, IDAPA 08.02.03 – Section 113

**BACKGROUND/DISCUSSION**

Since 2007, the Board has recognized Idaho K-12 schools who meet very rigorous requirements as part of their performance on the Idaho Standards Achievement Test (ISAT). IDAPA 08.02.03, subsection 113, outlined the requirements for the Distinguished Schools and the Additional Yearly Growth awards. The Distinguished Schools Award was given to schools who meet the following criteria:

- Must make AYP two consecutive years
- Based on grade level test
  - Reduce gap between group or subgroups
  - Subgroups must have at least 34 or greater student populations
- Top 5% of this group of schools that have reduced the gap(s) in their school

The Additional Yearly Growth Award was given to schools who meet the following criteria:

- Must make AYP two consecutive years
- Based on grade level test:
  - Show an increase in at least one group or subgroup, Ethnicity, or Special Programs (Special Ed, LEP, Free or Reduced Lunch)
  - Groups/Subgroups must have at least 34 or greater student populations

The proposed changes would limit the awards to a single category and align the requirements for the awards with the five star rating system. The award schools would be ranked on the following criteria:

- a. The school must have received a five star rating
- b. Be within the top 5% of schools based on overall proficiency
- c. Be within the top 10% of schools based on the gap between highest and lowest achievement subgroup as outlined in subsection 112.04.d.
- d. Be within the top 10% of schools based on the gap between at-risk and not at-risk students
- e. Be within the top 10% of schools based on proficiency of at-risk students
- f. Be within the top 10% of schools based on lowest achieving subgroup as outlined in subsection 112.04.d.

**IMPACT**

Approval of the temporary rule will bring IDAPA 08.02.03.113 into alignment with the five star rating system and allow for the Board to recognize these schools at this meeting in compliance with the rule.

**ATTACHMENTS**

Attachment 1 – Temporary Rule

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Temporary rules go into effect at the time of Board approval and are published in the next Administrative Bulletin. At the time the Proposed Rule was brought forward to the Board, there was some concern by the Department that the criteria were not actually in alignment with the criteria in the ESEA Waiver. Board staff has worked with the Department staff to verify that the criteria are in alignment. The changes in the temporary rule, if approved by the Board, will be incorporated into the proposed rule and will be brought back to the Board for approval as a Pending rule at the close of the public comment period.

Staff recommends approval.

**BOARD ACTION**

I move to approve the Temporary Rule changes to IDAPA 08.02.03.113 as submitted.

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

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**IDAPA 08.02.03**

**113. REWARDS.**

**01. Distinguished Schools.** Distinguished School Awards are designed to recognize the highest performing schools. A school ~~may~~shall be recognized as a "Distinguished School" if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.03, of this rule, and if it has significantly reduced the gaps between subgroups listed in Subsection 112.04.d. of this rule, based on the following criteria: ~~(3-30-07)~~(T10-17-13)

- a. Achieved a Five-Star Rating for at least two out of the last three years; ~~(T10-17-13)~~
- b. Received no less than a Four-Star Rating in the last three years; ~~(T10-17-13)~~
- c. Meet the Annual Measurable Objectives (AMOs) in all subjects for overall students and all subgroups as outlined in subsection 112.04.d.; ~~(T10-17-13)~~
- d. Be among the top five percent of schools in all students proficiency; and ~~(T10-17-13)~~
- e. Be among the top ten percent of schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups ~~(T10-17-13)~~

**02. ~~Additional Yearly Growth (AYG) Award.~~** ~~A school demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) shall be considered to have achieved AYG. Such school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award.~~ ~~(3-30-07)~~

**03. Determination by State Department of Education.** The State Board of Education will determine the schools eligible for the Distinguished School ~~and AYG~~ awards each year based upon the criteria outlined in Subsections 113.01 ~~and 113.02.~~ The State Department of Education will provide the list of schools meeting the specified criteria to the State Board of Education no later than August 30 of each year. The State Board of Education will recognize the schools no later than the annual October Board Meeting. ~~(4-2-08)~~(T10-17-13)

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**SUBJECT**

Distinguished School Awards for 2013

**REFERENCE**

October 2010	Board presented with Distinguished Schools and Additional Yearly Growth Awards for 2010
October 2011	Board presented with Distinguished Schools and Additional Yearly Growth Awards for 2011
October 2012	Board presented with Distinguished Schools and Additional Yearly Growth Awards for 2012

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Rule, IDAPA 08.02.03, Section 113 – Accountability Awards

**BACKGROUND/DISCUSSION**

Since 2007, the Board has recognized Idaho K-12 schools who meet very rigorous performance requirements.

The Distinguished Schools Award is given to the highest performing public schools within the state. For a school to receive this award they must met the following criteria, according to the ESEA Flexibility Waiver and in accordance with the Temporary Rule amendment to IDAPA 08.02.03, subsection 113, previously approved by the Board.

- a. Achieved a Five-Star Rating for at least two out of the last three years;
- b. Received no less than a Four-Star Rating in the last three years;
- c. Meet the Annual Measurable Objectives (AMOs) in all subjects for overall students and all subgroups as outlined in subsection 112.04.d.;
- d. Be among the top five percent of schools in all students proficiency; and
- e. Be among the top ten percent of schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups

Note: With only two years of Star Rating data, the schools in this list were either a 5 or 4 Star School in the past two years, rather than a 5 Star School in two out of the last three years.

**IMPACT**

Once presented to the Board, Board staff will arrange visits to the recipient schools to present the awards.

**ATTACHMENTS**

Attachment 1 – List of Distinguished Schools

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**BOARD ACTION**

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

**Distinguished Schools 2013**

- Thatcher Elementary School, Grace Joint District
- Ramsey Elementary School, Coeur d'Alene District
- Leadore School, South Lemhi District
- Kennedy Elementary School, Madison District
- Donnelly Elementary, McCall-Donnelly District
- Prairie Elementary School, Cottonwood Joint District
- Nez Perce School, Nez Perce Joint District

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**STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION**

**SUBJECT**

Certification Standards for Professional-Technical Educators – Postsecondary Certification Fee

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section IV.E.2  
Section 33-2203, Idaho Code  
Idaho Administrative code, IDAPA 08.02.02 – Section 34, Uniformity

**BACKGROUND/DISCUSSION**

Recently it was determined that it was not appropriate for the State Department of Education (SDE) to issue teaching and administrative credentials for postsecondary professional-technical educators. The process has been managed by the Division of Professional-Technical Education (PTE) according to IDAPA 08.02.02, with the fee being set by the State Board for Professional-Technical Education. The Division will take over the entire process, including the approval and issuing of certificates, resulting in a simpler process than is currently required. Due to the simplification in the process, the Division is asking that the Board eliminate the current \$35 fee.

**IMPACT**

There will be no financial impact to the Division of Professional-Technical Education and the process of certification will be streamlined and more affordable to postsecondary faculty and administrators. There is no additional work or Division staff time required to accomplish this change due to the current duplication of effort that the current process requires.

**STAFF COMMENTS AND RECOMMENDATIONS**

Currently, postsecondary professional-technical faculty and administrators must follow a two part process with the Department of Education and the Division of Professional-Technical Education. IDAPA 08.02.02, subsection 034., Certification Standards for Professional-Technical Educators, states that “for postsecondary instructors and administrators, certification fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education.” Currently, the State Department of Education is managing this process. Staff was unable to determine when or if the current fee was set by the Board, nor why the Department was managing the process. Board and PTE staff have discussed the change with the Department of Education and all interested parties believe it is appropriate for the Division to be managing the process. With this change, the Division feels the certification fee is unnecessary. Due to the timeline for rule changes, the Division was unable to bring a proposed rule forward this year eliminating the fee; therefore, the Division is requesting the Board set the fee at

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\$0 at this time. The Division will bring a proposed rule forward next year to eliminate the fee.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the State Division of Professional-Technical Education to set the postsecondary certification fee at \$0.

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

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**SUBJECT**

Second Reading, Board Policy I.O. Data Management Council

**REFERENCE**

August 2010	Board directed staff to do a needs assessment that includes the technical, fiscal, and governance requirements for a P-20 and Workforce SLDS.
February 2011	Board accepted the recommendations from the SLDS needs assessment and authorized the Executive Director to determine the configuration and make initial appointments to the Data Management Council.
August 2011	Board approved the first reading of Board policy I.O. Data Management Council.
October 2011	Board approved the second reading of Board policy I.O. Data Management Council.
August 2013	Board approved the first reading of changes to Board policy I.O. Data Management Council incorporating language clarifying data protection requirements.

**BACKGROUND/DISCUSSION**

The Idaho Data Management Council (hereinafter referred to as “Council”) is a council established to make recommendations on the oversight and development of Idaho’s Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance, and usage of said system. As part of the Council’s responsibilities, they set the level of access, and process for being granted access, to the data captured by the SLDS. In light of the recent concern over the release of student identifiable data, additional language is being added to clearly state that, except in rare circumstances, student identifiable data is not released to the federal government and the privacy of all data is held to the highest standard.

No comments were received between the first and second reading, no changes have been made, other than the wording change that was approved at the August Board Meeting.

**IMPACT**

Setting the policy for the Data Management Council (DMC) is the foundation for organizing the council and allowing it to fulfill its intended purpose.

**ATTACHMENTS**

Attachment 1 – Board Policy I.O. – Second Reading

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**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval.

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**BOARD ACTION**

I move to approve the second reading of Board Policy, I.O Data Management Council as submitted.

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

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

**SECTION: I. General Policies**

**SUBSECTION: O. Data Management Council**

**October 2013**

The Idaho Data Management Council (hereinafter referred to as “Council”) is a council established to make recommendation on the oversight and development of Idaho’s Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all student level data that is collected by the SLDS will be protected. A list of all data ~~elements~~ fields (but not the data within the field) collected by the SLDS will be publicly available. Only student identifiable data that is required by law will be shared with the federal government.

The construction, maintenance and administration of the P-20W SLDS shall be carried out by designated staff of the Office of the State Board of Education and State Department of Education. The role of the council is to provide direction and make recommendations to the Board on policies and procedures for the development and usage of the system, and to report back to the Board as needed on the progress made on any issues that require Board consideration.

**1. Roles and Responsibilities**

In order to advise and make recommendation to the Board on the implementation of the SLDS, the council will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the Council will include the following:

**a. Data Standards and Quality**

- i. Ensure that all data elements within the SLDS are clearly and unambiguously defined and used consistently throughout the system.
- ii. Ensure that the data within the SLDS is as complete and accurate as possible and complies with the agreed upon definitions.

**b. Access and Security**

- i. Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.
- ii. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.



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- iii. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.
- c. Change Management and Prioritization
  - i. Propose enhancements to the SLDS, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
  - ii. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.
- d. Training and Communication
  - i. Establish guidelines for training of SLDS users, and review and approve specific training plans.
  - ii. Ensure adequate communication concerning the SLDS.

In each of these areas, the Council shall develop policies and procedures for Board approval as appropriate.

**2. Membership**

The membership of the Council shall consist of:

- a. One representative from the Office of the State Board of Education.
- b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in subsection 3.c. above.
- d. Two representatives from the State Department of Education.
- e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- f. One representative from the Division of Professional-Technical Education.
- g. One representative from the Department of Labor.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for two years, commencing on July 1<sup>st</sup>. All members of the Council shall have equal voting privileges.

The Chair shall be selected by the membership on a rotating basis, such that no one constituency shall hold the chair in consecutive terms (i.e. no two representatives from a postsecondary institution or school district shall serve as chair in consecutive terms.

3. Nominating Process

The Council shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

a. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Council's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

b. Open Appointment

- i. Council members shall solicit nominations from all constituency groups.
- ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Council. Each nominee must also provide a description of his or her qualifications.
- iii. The Council will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

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**SUBJECT**

Alcohol Permits - Issued by University Presidents

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

**BACKGROUND/DISCUSSION**

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the August 2013 Board meeting. Since that meeting, Board staff has received seventeen (17) permits from Boise State University, eleven (11) permits from Idaho State University, nineteen (19) permits from the University of Idaho, and one (1) permit from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

**ATTACHMENTS**

Attachment 1 - List of Approved Permits by Institution

Page 3

**BOARD ACTION**

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

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2013**

<b>APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY August 2013 – October 2013</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Coach Pete Radio Show	Stueckle Sky Center (SSC)	X		08/28/13 10/02/13
American Society of Heating, Refrigerating & Air-Conditioning Engineers	SSC		X	08/02/13
Western Power Sports–Annual Awards Banquet	SSC		X	08/16/13
Andrus Award Reception	Student Union Building (SUB)		X	09/04/13
Transforming America: Women & Leadership in the 21 <sup>st</sup> Century	SUB		X	09/05/13
Disney Live	Taco Bell Arena		X	09/08/13
Lincoln: Friend or Foe of Freedom?	Morrison Center		X	09/10/13
PNW Mortgage Lender's Conference	SSC		X	09/10/13
Chicago–Broadway in Boise	Morrison Center		X	09/13/13 09/14/13 (2) 09/15/13 (2)
ID Golf-The First Tee of ID	SSC		X	09/14/13
Ronald McDonald House–Auction Banquet	SSC		X	09/17/13
Petso Financial Consultants-Client Appreciation Dinner	SSC		X	09/18/13
ID Business Review-Money Makers 2013	SSC		X	09/19/13
ID Assoc. of Counties-Annual Banquet	SSC		X	09/24/13
Make A Wish ID–Serving up Wishes	SSC		X	09/30/13
Simplot-IT Annual Conference	SSC		X	10/08/13
St. Luke's-President's Awards	SSC		X	10/17/13

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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<b>APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY August 2013 – April 2014</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
College of Arts & Letters-Welcome Assembly for Faculty & Staff	Student Union Building (SUB) – Wood River	X		08/28/13
School of Nursing – Wine & Cheese	Meridian Health Science Center	X		09/11/13
ISU Foundation-Ballam Reception	Bennion Promenade	X		09/13/13
Office of Alumni Relations-I Love ISU Business After	SUB – Lounge	X		09/19/13
ISU Foundation-Board Dinner	Marshall Rotunda	X		10/03/13
ISU Office of the President-Homecoming Brunch	SPAC – Rotunda	X		10/05/13
Dept. of P.A. Studies – Alumni Tailgate Party	Red Hill Building – Parking Lot R10	X		10/05/13
ISU Office of the President-State of the University Address	SPAC – Marshall Rotunda	X		10/22/13
Idaho National Laboratory – EES&T Summer BBQ	Bennion SUB Multi-Purpose Room & Patio		X	09/23/13
Batteile Energy Alliance-INL CAES Update for Legislators	CAES Gallery		X	09/24/13
ID State-Civic Symphony-Concert	Stephens Performing Arts Center (SPAC) – Rotunda		X	09/27/13 11/08/13 12/13/13 12/14/13 03/21/14 04/24/14 04/26/14

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2013**

<b>APPROVED ALCOHOL SERVICE AT  UNIVERSITY OF IDAHO  July 2013 – November 2013</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Office of Admissions-Recruitment Retreat	Twin Larch	X		07/31/13
CBE Faculty-Retreat Reception	Albertson's Building Gallery	X		08/21/13
Faculty Gathering/ Interdisciplinary Research Reception	Commons/Summit Center	X		09/06/13
Soil Steward-Harvest Dinner	Plan Science Farm	X		09/06/13
Environmental Science-20 <sup>th</sup> Anniversary	Shattuck Arboretum	X		09/07/13
Golden I Reunion-Celebration Dinner	SUB – Ballroom	X		09/26/13
Homecoming-Reception	President's Residence	X		09/27/13
Chamber Music Series-Reception	Albertson's Building Gallery	X		10/01/13
Annual Forestry Football/Tailgate	Kibbie Dome-North Lawn	X		10/05/13
Faculty Club-Reception	Commons Clearwater/Whitewater	X		10/11/13
Alpha Phi-85 <sup>th</sup> Anniversary Celebration	Student Union Building (SUB) - Ballroom	X		10/19/13
UI Foundation Dinner	President's Residence	X		11/07/13
VIEW Elevator Pitch Competition	Albertson's Building Gallery	X		11/07/13
University Gala	SUB	X		11/08/13
Faculty Gathering/ Interdisciplinary Research Reception	Clearwater/Whitewater Rooms	X		11/15/13
Awards for Excellence	SUB – Ballroom	X		12/13/13
Delta Delta Delta-85 <sup>th</sup> Anniversary Celebration	SUB – Ballroom	X		04/26/14
IVSP Corporate Tent Village	Kibbie Sprint-Turf		X	09/14/13 09/28/13 10/05/13 11/02/13
Sandpoint Crosstoberfest Cyclocross Race-2 <sup>nd</sup> Annual	U of I – Sandpoint, 1904 N. Boyer		X	10/05/13



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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<b>APPROVED ALCOHOL SERVICE AT Lewis-Clark State College October 2013</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
LCSC Center for Arts & History – SBOE Dinner	LCSC – Ground & Second Levels	X		10/16/13

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 17, 2013**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>PUBLIC SCHOOLS BUDGET UPDATE</b>	Information Item

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**STATE DEPARTMENT OF EDUCATION  
OCTOBER 17, 2013**

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**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**BACKGROUND/DISCUSSION**

Jason Hancock, Deputy Chief of Staff, will provide an update on the State Department of Education's Budget request for 2014-2015 school year.

Superintendent of Public Instruction Tom Luna requested a 5.9 percent increase in state general funds for Idaho's public schools for fiscal year 2015, which will fund the 2014-2015 school year. The increase covers the first year of implementation of the Task Force for Improving Education's recommendations, as well as other key initiatives and programs for Idaho's K-12 public schools.

Every year, state agencies are required to submit budget proposals for the upcoming fiscal year to the Governor and Legislature at the beginning of September. Superintendent Luna asked for an extension so he could incorporate the Task Force recommendations into his FY2015 budget request.

The Task Force recommendations include moving to a mastery-based system of education, broad support for the implementation of higher academic standards, increased technology to bridge the digital divide, a career ladder compensation plan for teachers, and restoration of operational funding for Idaho school districts, among others.

Here are the highlights of Superintendent Luna's request for a 5.9 percent increase in state general funds for Idaho's public schools in FY2015:

**Teacher Pay:**

The budget proposes \$42.5 million in new funding to implement the first year of a new career ladder compensation model for Idaho's teachers. The Task Force developed this career ladder, which combines competitive salaries for teachers with incentives, rewards and accountability. The system will be tied to a revised system of state licensure. A technical advisory committee will continue to work on the details of implementation of the career ladder model for Idaho.

Once the plan is fully implemented, a beginning teacher in Idaho will make \$40,000 a year and can continue to earn salary increases based on experience, performance and other factors.

**Operational Funding:**

The budget proposes \$16.5 million to restore the first year of operational funding, or discretionary funding, for local school districts. This begins the Task Force recommendation to restore operational funding that was reduced from school district budget during the recession. Districts use this funding to pay for utilities, health care and other costs at the district level.

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**Advanced Opportunities:**

The budget proposes \$5 million in additional funding to expand dual credit, Advanced Placement and other advanced opportunities for high school students. This will build upon the current Dual Credit for Early Completers Program, 8-in-6 and other statewide programs to fulfill the Task Force recommendation for Advanced Opportunities.

**Professional Development:**

The budget proposes \$12.2 million in continued funding for professional development for Idaho's teachers. This line item continues funding spent at the state level to provide professional development on the Idaho Core Standards this school year and also continues to provide an estimated \$8 million to local school districts to buy professional development days for teachers. This helps fulfill the Task Force recommendation for Ongoing Job-Embedded Professional Learning.

The budget also proposes \$300,000 in continued funding for administrative evaluations and an additional \$250,000 to provide master calendar training to assist school administrators in creating time for job-embedded professional development and collaboration among teachers. These budget line items help fulfill the Task Force recommendation for Training and Development of School Administrators, Superintendents, and School Boards, and for Job-Embedded Collaboration/Professional Development and Site-Based Collaboration, respectively.

**Technology:**

The budget proposes \$13.4 million in continued funding for classroom technology. Of this funding, more than \$8 million is distributed directly to local school districts to spend on integrating technology in the classroom, and \$2.25 million is spent at the state level to provide a wireless infrastructure as well as support and maintenance for that infrastructure in every public high school. The remaining \$3 million has been set aside for technology pilot projects in Idaho's public schools.

**School Safety and Security:**

The budget proposes \$2.75 million in funding for Safe- and Drug-Free School Programs. Of this, \$2.2 million will be distributed to local school districts to invest in Safe- and Drug-Free School Programs at the local level. The remainder will be used at the state level to support Idaho's schools and districts and to implement the recommendations of the School Safety and Security Task Force.

**Continued Work:**

The budget proposes \$300,000 for technical advisory committees and a student advisory committee to continue work on the Task Force recommendations. Several recommendations, such as the Career Ladder and Mastery-Based System, will require additional work before they can be fully implemented.

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Superintendent Luna met with representatives of the Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Association, Northwest Professional Educators and other stakeholder groups before submitting his proposed budget today.

This budget request will now go to the Governor's office for consideration. The Governor will present his budget request to the Idaho Legislature in January. The Legislature will set the budget for fiscal year 2015 early next year. Fiscal year 2015 begins July 1, 2014.

**ATTACHMENTS**

Attachment 1 – Budget Spreadsheet

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**BOARD ACTION**

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

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# STATE DEPARTMENT OF EDUCATION

## OCTOBER 17, 2013

### Public School Support Program Distribution Factor

	Appropriation 2013-2014			Request 2014-2015			\$ Change			% Change		
	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total
1 APPROPRIATION / REQUEST												
a. GENERAL FUND REVENUE	\$1,300,826,700	\$7,538,700	\$1,308,365,400	\$1,377,869,000	\$8,274,100	\$1,386,143,100	\$77,042,300	\$735,400	\$77,777,700	5.9%	9.8%	5.9%
STATE DEDICATED REVENUE												
b. Endowment / Lands	\$31,292,400	\$0	\$31,292,400	\$31,292,400	\$0	\$31,292,400	\$0	\$0	\$0	0.0%	NA	0.0%
c. Miscellaneous Revenues	7,500,000	220,800	7,720,800	11,300,000	237,600	11,537,600	3,800,000	16,800	3,816,800	50.7%	7.6%	49.4%
d. Lottery Dividend / Interest on Cooperative Fund	17,150,000	0	17,150,000	18,820,000	0	18,820,000	1,670,000	0	1,670,000	9.7%	NA	9.7%
e. Bond Levy Equalization Fund	13,704,400	0	13,704,400	16,262,400	0	16,262,400	2,558,000	0	2,558,000	18.7%	NA	18.7%
f. Cigarette and Lottery Taxes	4,700,000	0	4,700,000	4,421,400	0	4,421,400	(278,600)	0	(278,600)	-5.9%	NA	-5.9%
TOTAL DEDICATED REVENUE	\$74,346,800	\$220,800	\$74,567,600	\$82,096,200	\$237,600	\$82,333,800	\$7,749,400	\$16,800	\$7,766,200	10.4%	7.6%	10.4%
TOTAL STATE REVENUES	\$1,375,173,500	\$7,759,500	\$1,382,933,000	\$1,459,965,200	\$8,511,700	\$1,468,476,900	\$84,791,700	\$752,200	\$85,543,900	6.2%	9.7%	6.2%
g. Other Federal Funds	\$215,000,000	\$223,500	\$215,223,500	\$215,000,000	\$223,500	\$215,223,500	\$0	\$0	\$0	0.0%	0.0%	0.0%
TOTAL FEDERAL REVENUES	\$215,000,000	\$223,500	\$215,223,500	\$215,000,000	\$223,500	\$215,223,500	\$0	\$0	\$0	0.0%	0.0%	0.0%
TOTAL REVENUES	\$1,590,173,500	\$7,983,000	\$1,598,156,500	\$1,674,965,200	\$8,735,200	\$1,683,700,400	\$84,791,700	\$752,200	\$85,543,900	5.3%	9.4%	5.4%
2 PROGRAM DISTRIBUTION												
a. Transportation	\$67,941,100	\$0	\$67,941,100	\$69,281,800	\$0	\$69,281,800	\$1,340,700	\$0	\$1,340,700	2.0%	NA	2.0%
b. Border Contracts	1,300,000	0	1,300,000	1,100,000	0	1,100,000	(200,000)	0	(200,000)	-15.4%	NA	-15.4%
c. Exceptional Contracts and Tuition Equivalents	5,396,000	0	5,396,000	\$5,065,600	0	5,065,600	(330,400)	0	(330,400)	-6.1%	NA	-6.1%
d. Salary-based Apportionment	767,632,000	0	767,632,000	773,594,400	0	773,594,400	5,962,400	0	5,962,400	0.8%	NA	0.8%
e. State-Paid Employee Benefits	146,619,800	0	146,619,800	154,867,900	0	154,867,900	8,248,100	0	8,248,100	5.6%	NA	5.6%
f. Career Ladder	0	0	0	42,447,500	0	42,447,500	42,447,500	0	42,447,500	NA	NA	NA
g. Excellence in Teaching Awards (including State-paid EB)	21,000,000	0	21,000,000	0	0	0	(21,000,000)	0	(21,000,000)	-100.0%	NA	-100.0%
h. Teacher Incentive Award (Nat'l Bd Cert)	111,000	0	111,000	90,000	0	90,000	(21,000)	0	(21,000)	-18.9%	NA	-18.9%
i. Idaho Safe and Drug-Free Schools	368,600	0	368,600	2,755,700	0	2,755,700	2,387,100	0	2,387,100	647.6%	NA	647.6%
j. Bond Levy Equalization Support Program	17,400,000	0	17,400,000	21,000,000	0	21,000,000	3,600,000	0	3,600,000	20.7%	NA	20.7%
k. Charter School Facilities Funds	0	0	0	2,100,000	0	2,100,000	2,100,000	0	2,100,000	NA	NA	NA
l. Idaho Digital Learning Academy	6,526,900	0	6,526,900	6,670,000	0	6,670,000	143,100	0	143,100	2.2%	NA	2.2%
m. School Facilities Funding (lottery)	5,659,500	0	5,659,500	12,570,000	0	12,570,000	6,910,500	0	6,910,500	122.1%	NA	122.1%
n. School Facilities Maintenance Match	858,000	0	858,000	1,716,000	0	1,716,000	858,000	0	858,000	100.0%	NA	100.0%
o. Advanced Opportunities	0	0	0	5,640,600	0	5,640,600	5,640,600	0	5,640,600	NA	NA	NA
p. Dual Credit for Early Completers	250,000	0	250,000	0	0	0	(250,000)	0	(250,000)	-100.0%	NA	-100.0%
q. Master Advancement Program (MAP)	250,000	0	250,000	0	0	0	(250,000)	0	(250,000)	-100.0%	NA	-100.0%
r. Eight in Six Program	140,600	0	140,600	0	0	0	(140,600)	0	(140,600)	-100.0%	NA	-100.0%
s. High School Redesign - Math / Science	4,850,000	0	4,850,000	4,850,000	0	4,850,000	0	0	0	0.0%	NA	0.0%
t. Technology	10,400,000	0	10,400,000	10,400,000	0	10,400,000	0	0	0	0.0%	NA	0.0%
u. Technology Pilot Projects	3,000,000	0	3,000,000	3,000,000	0	3,000,000	0	0	0	0.0%	NA	0.0%
v. IT Staffing	2,500,000	0	2,500,000	2,500,000	0	2,500,000	0	0	0	0.0%	NA	0.0%
w. Instructional Management System (JKAF)	4,500,000	0	4,500,000	4,500,000	0	4,500,000	0	0	0	0.0%	NA	0.0%
x. Professional Development (JKAF)	150,000	0	150,000	0	0	0	(150,000)	0	(150,000)	-100.0%	NA	-100.0%
y. Student Achievement Assessments	1,703,500	0	1,703,500	1,703,500	0	1,703,500	0	0	0	0.0%	NA	0.0%
z. Math Initiative, Reading Initiative, Remediation	10,500,000	0	10,500,000	11,000,000	0	11,000,000	500,000	0	500,000	4.8%	NA	4.8%
aa. Limited English Proficient (LEP)	4,000,000	0	4,000,000	4,000,000	0	4,000,000	0	0	0	0.0%	NA	0.0%
ab. Administrative Evaluation	300,000	0	300,000	300,000	0	300,000	0	0	0	0.0%	NA	0.0%
ac. Safe Schools Task Force	100,000	0	100,000	0	0	0	(100,000)	0	(100,000)	-100.0%	NA	-100.0%
ad. Professional Development	3,755,000	0	3,755,000	12,155,000	0	12,155,000	8,400,000	0	8,400,000	223.7%	NA	223.7%
ae. Master Schedule Training	0	0	0	250,000	0	250,000	250,000	0	250,000	NA	NA	NA
af. Advisory Committees	0	0	0	300,000	0	300,000	300,000	0	300,000	NA	NA	NA
ag. Federal Funds for Local School Districts	215,000,000	0	215,000,000	215,000,000	0	215,000,000	0	0	0	0.0%	NA	0.0%
ah. Bureau of Services for the Deaf & the Blind (Campus)	0	5,278,200	5,278,200	0	5,548,700	5,548,700	0	270,500	270,500	NA	5.1%	5.1%
ai. Bureau of Services for the Deaf & the Blind (Outreach)	0	2,704,800	2,704,800	0	3,186,500	3,186,500	0	481,700	481,700	NA	17.8%	17.8%
TOTAL DISTRIBUTIONS	\$1,302,212,000	\$7,983,000	\$1,310,195,000	\$1,368,858,000	\$8,735,200	\$1,377,593,200	\$66,646,000	\$752,200	\$67,398,200	5.1%	9.4%	5.1%
3 Education Stabilization Funds	\$0			\$0			\$0			NA		
4 NET STATE FUNDING AVAILABLE	\$287,961,500			\$306,107,200			\$18,145,700			6.3%		
5 SUPPORT UNITS	14,398.0			14,480.0			82.0			0.6%		
6 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$20,000			\$21,140			\$1,140			5.7%		



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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2013**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>REPEAL III.F. ACADEMIC AND PROGRAM AFFAIRS – FIRST READING AND AMENDMENTS TO III.G. PROGRAM APPROVAL AND DISCONTINUANCE - FIRST READING</b>	Approval Item
<b>2</b>	<b>REPEAL III.K. PRIOR LEARNING - FIRST READING AND AMENDMENTS TO III.L. CONTINUEING EDUCATION/OFF-CAMPUS INSTRUCTION – FIRST READING</b>	Approval Item
<b>3</b>	<b>PROGRAM PRIORITIZATION</b>	Information Item
<b>4</b>	<b>NORTH IDAHO COLLEGE - ACADEMIC PROGRAM APPROVAL</b>	Approval Item
<b>5</b>	<b>AMENDMENT OF FIVE-YEAR PLAN TO INCLUDE BOISE STATE UNIVERSITIES PH.D. IN ECOLOGY, EVOLUTION, AND BEHAVIOR</b>	Approval Item
<b>6</b>	<b>INTELLECTUAL PROPERTY COMMERCIALIZATION</b>	Information Item

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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**SUBJECT**

Repeal Board Policy III.F, Academic and Program Affairs and amendments to Board Policy III.G, Instructional Program Approval and Discontinuance - First Reading.

**REFERENCE**

March 2005	The Board approved the first reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes.
April 2005	The Board approved the second reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes.
June 2007	The Board approved the first reading of proposed amendments to Board Policy III.G.
August 2007	The Board approved the second reading of proposed amendments to Board Policy III.G that would clearly define PTE's program approval procedures.
June 19, 2013	The Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval.

**BACKGROUND/DISCUSSION**

The purpose of Board Policy III.G, Instructional Program Approval and Discontinuance is to provide Idaho's public institutions with procedures for the development approval and discontinuation of academic and professional-technical programs.

At the Board's June work session, Board staff and the Council on Academic Affairs and Programs (CAAP) proposed several options that would significantly change the requirements for approving non-degree programmatic changes and the five-year plans. The Board supported making changes that would significantly streamline the program approval and five-year planning process and directed staff to bring forward proposed amendments to Board Policy III.G.

Institutions are currently required to include all programmatic changes, additions, and modifications to their five-year plan, and complete a proposal for the same. These may include doctorates, Master's, Bachelor's, Associate's, certificates,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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tracks, options, minors, and emphases. Institutions, however, are currently not required to obtain approval of routine, non-substantive changes such as revisions to credit hours, program names, or course descriptions prior to making said changes.

Both CAAP and Board staff propose to expand the scope of non-substantive changes to include non-degree programmatic changes such as options, tracks, and emphases. The proposed changes would remove the requirement for institutions to include non-degree programmatic changes on the five-year plan and the submission of a program proposal. In its place, staff will implement a simplified process in which institutions will be required to submit a letter to the Board office summarizing their changes to academic program components, such as options, minors, emphasis, tracks, and any non-substantive changes prior to making said changes. Staff will review to ensure proposed changes are consistent with non-substantive changes as defined in Board Policy. If changes are determined to be consistent with Policy, the Board office will notify the institution in writing that they may proceed with implementation. If the changes do not align with Policy, the Board office will notify the institution in writing and they will be required to submit a proposal.

Additionally, staff included a provision in Board Policy III.G that would require institutions to obtain approval prior to implementation of any changes to program names or degree titles related to Statewide Program Responsibilities provided in Board Policy III.Z.

As part of this process, staff also reviewed other existing Board policies in Section III Postsecondary Affairs to determine if additional policies could be consolidated for efficiencies. Staff identified Section III.F, Academic and Program Affairs which provides for the Board's responsibility related to academic and program affairs. Staff recommends this language be repealed and moved to III.G where it aligns with programmatic language and scope.

**IMPACT**

Approval of proposed amendments to the requirements for the five-year plan and the program proposal will create efficiencies for institutions and decrease the number of proposals submitted to the Board office, and in some cases to the Board. Amendments will also allow institutions more flexibility in the development of non-degree programmatic components that may be less substantive in nature.

**ATTACHMENTS**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2013**

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Attachment 1 – First Reading, Repeal Board Policy III.F, Academic and Program Affairs Page 5

Attachment 2 - First Reading Proposed Amendments to Board Policy III.G, Instructional Program Approval and Discontinuance - Redlined Page 7

Attachment 3 – Proposed Amendments to Board Policy III.G, Instructional Program Approval and Discontinuance - Final Page 21

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff reviewed the entire section of Board Policy III.G and determined that significant reorganization and revision needed to be made to other areas of the policy. This included organizing program definitions; defining responsibilities for CAAP, the Division of Professional-Technical Education, the Professional Standards Commission, and staff; detailing requirements for proposal submission; providing procedures for program approval and discontinuance; and reporting requirements.

Proposed amendments to Board Policy III.G will provide institutions and staff the necessary guidance for program proposal submission and procedures for approval. Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy III.F, Academic Program and Affairs, repealing the section in its entirety.

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

I move to approve the first reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance as submitted in attachment 2.

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

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Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**  
SECTION: III. POSTSECONDARY AFFAIRS  
F. Academic Affairs and Programs

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April 2002

**Coverage and Purpose**

~~The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. For the purpose of these policies and procedures, "academic and program affairs" includes, but is not limited to, new and expanded academic and vocational program approval, program review, program consolidation, modification, or discontinuance; long-range planning; continuing education; and any related matters.~~



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## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

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SECTION: III. POSTSECONDARY AFFAIRS

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SUBSECTION: G. Instructional Postsecondary Program Approval and Discontinuance1. Authority and Scope

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to Instructional programs at the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are subject to the policies and procedures provided in this subsection pursuant to Idaho Code §33-107. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.

The Board affirms that a major percentage of instructional and professional-technical program planning, assessment, and review rests with the institutions, both in theory and in practice. In addition, program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Section III.Z. However, the Board has final authority and responsibility for program approval and how a program and the curriculum relate to other institutions, the system as a whole, and the needs of the consumers educational and workforce needs of the state. The Board also anticipates that aAll postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Section III.X.

The Council on Academic Affairs and Programs (CAAP) is authorized to make recommendations on instructional program issues. The CAAP serves as the working unit of the Instruction, Research and Student Affairs (IRSA) committee at their direction and pleasure. Changes, duties, and responsibilities are at the discretion of IRSA and the Board.

21. Classifications and Definitions

a. Instructional Programs Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs.

b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for programs.

c. Academic Program(s) shall mean 1) — An academic program is a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, or an associate, baccalaureate, master's, specialist, or doctoral degree (See definitions as defined in Section III.E-1). There are several distinct degree and certificate programs

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~~depending upon time and orientation of the curriculum.~~ A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.

2) Academic Program Components

~~a) d.~~ Major(s) shall mean A a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements; ~~t~~The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.

~~b) Minor~~

~~A body of coursework that pertains to a secondary area of academic or specialization. The coursework usually amounts to between 15 to 25 percent of the total degree requirements.~~

~~c) Emphasis~~

~~One of two or more alternatives within the same major but usually affecting only 20 to 40 percent of the requirements in the major.~~

~~d) Option~~

~~One of two or more alternatives within the same major; the differences between the options usually amount to 50 percent or more of the requirements in the major.~~

e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.

~~ii. f.~~ Professional-Technical Program(s) 1) ~~A professional technical program is a systematic, usually sequential, grouping of courses (i.e., curricula) shall mean a sequence or aggregation that provides the student with the knowledge and of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations required for a postsecondary technical certificate, a technical certificate, an advanced technical certificate, professional-technical certificates or an associate of applied science degree (See definitions as defined in Section III.E-4). These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. There are several distinct degree and certificate programs depending upon time and orientation of the curriculum.~~ A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

2) g. Professional-Technical Program Components shall include ~~Option --~~ option(s); which shall mean of a program provide alternative instructional paths to fields of specialized employment, consisting ing of more than one specialized course, and

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may have a separate advisory committee. ~~Justification is based on availability of employment requiring the optional specialized training.~~

~~b. Instructional Units~~

~~Instructional Units include: Departments, Institutes, Offices, Centers, Divisions, Schools, Colleges, Campuses, Branch Campuses, and Research Units.~~

~~3. Program Planning~~

~~The Board affirms that instructional program approval is a collaborative process, which includes the Board, its staff, the institutions, the faculty, external advisory groups, regional and specialized accreditation bodies, and other interested parties. Consistent with the Board's philosophy of institutional autonomy in matters of internal management, each institution assumes primary responsibility for the creation of new programs, and for the internal review of existing programs, which may lead to changes or discontinuance. However, the Board provides the following general expectations related to program planning:~~

~~a. With respect to academic programs, strategic planning permits the institutions to focus upon strengths distinctive from other institutions, and in accordance with its approved mission statement. The result is an opportunity for access to a broad spectrum of high-quality programs.~~

~~b. For professional-technical programs, strategic planning permits each institution to fulfill its role in serving the needs of its assigned service region. Input from local business and industry is expected.~~

~~c. All existing instructional programs are reviewed systematically by the institution. The findings from these reviews permit the institutions to build program quality, respond to the needs of their constituents, and deliver cost effective and performance based programs to the citizens of Idaho.~~

~~d. The standards for the program approval process are rigorously applied according to the Board's priorities for quality, unnecessary duplication, centrality to institutional role and mission, demand, and resource sharing.~~

~~e. Institutional efforts are directed toward meeting those needs that are a high priority to the state.~~

~~f. Expansion or reduction of programs and services is implemented consistent with institutional program priorities and statewide needs.~~

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~~g. Input from consumers, appropriate agencies and professional boards, (e.g., dentistry, medicine, nursing, pharmacy, etc.), and the Professional Standards Commission is expected when developing or modifying new programs.~~

2. Roles and Responsibilities

a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Section III.H. prior to forwarding proposals to the Board.

b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.

c. The Idaho Division of Professional-Technical Education and the Professional Standards Commission shall review and make recommendations as appropriate to IRSA and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities.

4.3. Academic Program Proposal Submission and Approval Policy Procedures

~~Program approval will take into consideration statewide and institutional objectives. Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a notice of intent proposal in the manner prescribed accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.~~

a. Branch Campuses

The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This section of policy excludes community colleges.

b. Academic Programs

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~~a. i. All New, modification, and/or discontinuation of academic program instructional programs, instructional units, majors, minors, options, and emphases, certificates, bachelor's, master's, doctorates, instructional units, administrative units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal approval prior to implementation;~~

~~i. Board Approval — Board approval prior to implementation is required for any new:~~

~~(1) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of academic or professional-technical programs, new major, minor, option, emphasis, or instructional unit with a financial impact\* of \$250,000 or more per fiscal year;~~

~~ii. 2) The Executive Director shall approve — Executive Director approval, prior to implementation, is required for any new, modification, and/or discontinuation of academic or professional-technical programs, major, minor, option, emphasis or instructional unit with a financial impact of less than \$250,000 per fiscal year.~~

~~(2)3) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of all graduate academic programs leading to a master's, specialist, or doctoral degree, regardless of fiscal impact.~~

~~4) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.~~

~~ii. Modifications to existing programs shall include, but not be limited to, the following:~~

~~1) Converting one program option into a stand-alone program~~

~~2) Consolidating an existing program to create one or more new programs.~~

~~3) Adding a degree not already approved by the Board.~~

~~4) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.~~

~~5) Transitioning of existing programs to an on-line format.~~

~~6) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.~~

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- iii. As a part of the full proposal process, a All doctoral program request(s) proposals will shall require an external peer review. The external peer-review panel will shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's ~~Chief Academic Officer~~ Provost. External reviewers shall not be affiliated with a public Idaho institution. The review will shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the peer-review panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. Considerable weight on the approval process will be placed upon t The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.
- iv. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures that programs meet the Idaho standards for certification. The Board office ensures that the program proposal meets the standards approved by the Board and established in rule.

c. Academic Program Components

Modification of existing academic program components may or may not require a proposal. For academic program components that require a proposal, subsection 4.b.i. applies.

New, modification, and/or discontinuation of academic program components; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. If the change is judged to be consistent with academic program components as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

- i. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., require a proposal as specified in subsection 4.b.i, and shall be reviewed and approved by the Board.



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- ii. Non-substantive changes do not require notification or approval. These shall include minor curriculum changes; minor credits changes in a program; descriptions of individual courses; or other routine catalog changes; and do not require notification or approval additional funding to implement. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

4. Professional-Technical Programs Proposal Submission and Approval Procedures

New, modification, and/or discontinuation of professional-technical programs, instructional units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal prior to implementation. Professional-technical program proposals shall be forwarded to the State Administrator for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations shall be included in the annual budget request of the State Division of Professional-Technical Education for Board approval. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

- a. The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.
- b. The Executive Director shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.
- c. The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

- i. Non-substantive changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Professional-Technical Education

- ii. Changes to a program's status to inactive, or name title changes (e.g., programs, degrees, certificates, departments, divisions,



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colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.

~~b. Existing instructional programs, majors, minors, options, emphases and instructional units.~~

~~i. Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.~~

~~ii. Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.~~

~~c. Routine Changes~~

~~Non-substantive changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.~~

5. Approval Academic and Professional-Technical Program Proposal Denial Procedures

~~a. Board Approval Procedures~~

~~i. Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in the manner prescribed.~~

~~ii. Academic requests will be forwarded to the Chief Academic Officer. The Chief Academic Officer shall forward the request to the CAAP for its review and~~

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~~recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.~~

~~iii. Professional technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendation. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.~~

~~iv. CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the next CAAP meeting for initial review prior to being forwarded to the Board for approval.~~

~~v. As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.~~

## b. Executive Director Approval Procedures

~~i. All academic requests delegated for approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. All professional technical requests delegated for approval by the Executive Director will be forwarded to the State Administrator of Professional-Technical Education for review and recommendation. At the discretion of the State Administrator, the request may be forwarded to the CAAP for review and recommendation.~~

~~ii.a. Requests will then be submitted, along with the recommendations, to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days.~~

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~~iii. b.~~ If the Executive Director denies the ~~request proposal~~ he/~~or~~ she shall provide specific reasons in writing. The institution ~~has~~shall have thirty (30) days in which to address the issue(s) for denial of the ~~request proposal~~. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director ~~decides to deny~~ies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

~~iv. Distance Learning Delivery and Residence Centers~~

~~All academic and professional technical programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted using the process outlined above.~~

~~6. Official Program Listing~~

~~The Office of the State Board of Education will maintain the Official Program and Degree Listing of Board approved academic and professional technical programs offered at the public institutions. Changes or modifications to the Official Program and Degree Listing require prior OSBE approval. The official program and degree listing will use the U.S. Department of Education's most current classification of instruction program (cip) codes as a tracking and approval mechanism.~~

~~7. Criteria for Review of New Instructional Programs~~

~~The following criteria are used for the statewide review of requests for new academic and professional technical programs. The CAAP is responsible for maintaining the criteria to reflect the current priorities of the IRSA committee and the Board for instructional program quality, unnecessary duplication, centrality to role and mission, and resource sharing as a method for improving quality, access, cost efficiency, and outcome measures.~~

~~a. Quality — the full proposal must include documentation that the new instructional program will be of high quality. To ensure quality programs, the institution should address the following: curriculum, faculty, students, infrastructure support, funding resources, outcome and performance measures, business and industry support and partnerships, State Licensing Board acknowledgment and other agency support where appropriate. Accreditation reviews, self-study reports, external peer-review evaluations, etc. are encouraged as part of the documentation of quality.~~

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- ~~b. Duplication — the institution submitting the full proposal must document that the new instructional program avoids duplicating an existing program or presents evidence that duplication is warranted.~~
- ~~c. Centrality — the institution must clearly document and ensure that the new instructional program is consistent with its Board approved role and mission statement.~~
- ~~d. Demand — the institution seeking a new instructional program will address student, regional, and statewide needs. In addition to access and demand, (i.e., the anticipated number of students seeking admission to the proposed program), it is important to recognize the needs of other consumers such as business, industry, and governmental agencies. Further, communication and cooperation with the appropriate standard of practice agency (e.g., licensing board), as it relates to student graduate placements and needs of the respective professions, is expected.~~
- ~~e. Resources — documentation concerning cost efficiency of the new instructional program is also required before the Board can take action on the full proposal. The institution must assure the Board of effective use of resources in promoting the new program. In addition, the impact that the new program will have on existing programs at the institution, faculty, facilities, library, etc. must be addressed. The budget for the proposed program clearly tracks the source and amount of funds (e.g., new funds, reallocation, resource sharing with business, industry, other institutions, contract agencies, federal government, etc.).~~

8.6. Instructional Program Discontinuance Policy

The primary considerations for instructional program discontinuance will be whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.

For professional-technical program discontinuance, institutions shall adhere to Complete criteria and procedures related to postsecondary professional-technical program discontinuance can be found as provided in IDAPA 55.01.02.

~~If in conflict, any policies of the Board of Trustees of North Idaho College, the Board of Trustees of the College of Southern Idaho, or the Board of Trustees of the College of Western Idaho related to program discontinuance shall supersede the policies set forth herein.~~

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~~consumers such as business, industry, and governmental agencies, communication and cooperation with the appropriate standard practice of agency (e.g. licensing board).~~

~~v. Resources — the institution should consider whether the program is cost efficient and whether the program is an effective use of resources. In making this determination, the institution should consider the impact of the program on other programs, faculty, facilities, library, etc.~~

~~b. Procedures for Academic Program Discontinuance — Students and Employees~~

~~i. a.~~ Students

Institutions shall develop policies, in accordance with the Northwest ~~Association~~ Commission on of Schools and Colleges and Universities Accreditation Handbook, which requiresing that institutions to make appropriate arrangements ~~be made~~ for enrolled students to complete affected programs in a timely manner ~~and~~ with minimum interruptions.

~~ii. b.~~ Employees

~~i. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.~~ Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Section III.G. shall be entitled to the following procedures:

- 1) Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
- 2) State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
- 3) Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
- 4) An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

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- ~~e. Criteria for Discontinuance of Professional Technical Programs or Components  
Complete criteria and procedures related to postsecondary professional technical program discontinuance can be found in IDAPA 55.01.02.~~

7. Reporting

The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.

All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.



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The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho.

The Board affirms that a major percentage of instructional and professional-technical program planning, assessment, and review rests with the institutions, both in theory and in practice. In addition, program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Section III.Z. However, the Board has final authority and responsibility for program approval and how a program and the curriculum relate to other institutions, the system as a whole, and the educational and workforce needs of the state. All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Section III.X.

#### 1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, an associate, baccalaureate, master's, specialist, or doctoral degree as defined in Section III.E. A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Professional-Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and



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directly related to preparation for employment in occupations requiring professional-technical certificates or an associate of applied science degree as defined in Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Professional-Technical Program Components shall include— option(s); which shall mean alternative instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.

## 2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Professional-Technical Education and the Professional Standards Commission shall review and make recommendations as appropriate to IRSA and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities.

## 3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

- a. Branch Campuses

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The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This section of policy excludes community colleges.

## b. Academic Programs

i. All new, modification, and/or discontinuation of academic program majors certificates, bachelor's, master's, doctorates, instructional units, administrative units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal prior to implementation.

- 1) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of \$250,000 or more per fiscal year.
- 2) The Executive Director shall approve, prior to implementation, any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year.
- 3) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of all graduate academic programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
- 4) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

ii. Modifications to existing programs shall include, but not be limited to, the following:

- 1) Converting one program option into a stand-alone program.
- 2) Consolidating an existing program to create one or more new programs.
- 3) Adding a degree not already approved by the Board.
- 4) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.

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- 5) Transitioning of existing programs to an on-line format.
  - 6) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program
- iii. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.
  - iv. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures that programs meet the Idaho standards for certification. The Board office ensures that the program proposal meets the standards approved by the Board and established in rule.
- c. Academic Program Components
- Modification of existing academic program components may or may not require a proposal. For academic program components that require a proposal, subsection 4.b.i. applies.
- i. New, modification, and/or discontinuation of academic program components; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. If the change is judged to be consistent with academic program components as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

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- ii. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., require a proposal as specified in subsection 4.b.i, and shall be reviewed and approved by the Board.
- ii. Non-substantive changes do not require notification or approval. These shall include minor curriculum changes; minor credit changes in a program; descriptions of individual courses; other routine catalog changes; and do not require additional funding to implement. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

**4. Professional-Technical Program Proposal Submission and Approval Procedures**

New, modification, and/or discontinuation of professional-technical programs, instructional units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal prior to implementation. Professional-technical program proposals shall be forwarded to the State Administrator for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations shall be included in the annual budget request of the State Division of Professional-Technical Education for Board approval. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

- a. The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.
- b. The Executive Director shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.
- c. The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

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- i. Non-substantive changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Professional-Technical Education
- ii. Changes to a program's status to inactive, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.

## 5. Academic and Professional-Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to reconsider the denial. If the Executive Director denies the request after reconsideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

## 6. Program Discontinuance

The primary considerations for instructional program discontinuance will be whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.

For professional-technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

## a. Students

Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which

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requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

## b. Employees

- i. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Section III.G. shall be entitled to the following procedures:
  - 1) Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
  - 2) State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
  - 3) Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
  - 4) An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

## 7. Reporting

The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.

All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

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**SUBJECT**

Repeal Board Policy III.K, Credit for Prior Learning – First Reading and Proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction - First Reading.

**REFERENCE**

March 1999	Board approved the first reading of the proposed amendments to Board Policy III.K, Prior Learning.
April 1999	Board approved the second reading of the proposed amendments to Board Policy III.K, Prior Learning as amended.
December 2008	Board approved the second reading of the proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction.
August 15, 2013	Board tabled the request to repeal III.K Credit for Prior Learning and tabled first reading of proposed amendments to Board Policy III.L, Continuing Education/Off-campus Instruction.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.K, Credit for Prior Learning and Section, III.L, Continuing Education/Off-Campus Instruction.  
Section 33-3727, Idaho Code, Military Education, Training and Service – Award of Academic Credit.

**BACKGROUND/DISCUSSION**

The purpose of Board Policy III.L, Continuing Education/Off-Campus Instruction is to provide for collaboration among the state's two-year and four-year institutions in providing continuing education and to assist institutions in developing appropriate measures for ensuring student access.

Currently, Board Policy III.L addresses off-campus instruction and defines the primary service regions for each institution. Program delivery and service regions are already covered in Board Policy III.Z; therefore, staff proposes to strike out the language that deals with off-campus instruction in III.L and transfer the primary service regions section to III.Z. Additional amendments include a revised definition for continuing education and revised minimum standards for continuing education activities.

Staff evaluated other Board policies in Section III Postsecondary Affairs to determine if those should be consolidated or merged with Board Policy III.L. Staff identified Board Policy III.K, Prior Learning, which provides general coverage for



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the awarding of credit. Continuing education and prior learning share components and related activities; therefore, staff determined to repeal Board Policy III.K and transfer this language into a new section in Board Policy III.L that would deal with credit for prior learning. Staff included a revised definition for prior learning and incorporated language for standards that would align with the Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. This included the requirement established in section 33-3727, Idaho Code regarding the awarding of credit for training and serves for members of the armed forces or reserves.

**IMPACT**

Proposed amendments to Board Policy III.L will create efficiencies among existing policies and provide institutions and staff the necessary guidance for continuing education and credit for prior learning activities. These changes will also set the foundation for additional work to be done on developing a statewide framework for awarding credit for prior learning.

**ATTACHMENTS**

Attachment 1 – Repeal, Board Policy III.K. Credit for Prior Learning	Page 5
Attachment 2 – Proposed Amendments to Board Policy III.L. Continuing Education and Credit for Prior Learning - Redlined	Page 7
Attachment 3 – Proposed Amendments to Board Policy III.L. Continuing Education and Credit for Prior Learning - Final	Page 17

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff reviewed the entire section of Board Policy III.L and determined that the section related to primary service regions needed to be moved to Board Policy III.Z as it specifically relates to program planning and delivery.

On August 15, 2013, the Board discussed proposed changes that dealt with service region program responsibilities and with the current designation for community colleges to provide undergraduate educational needs in those service areas. The Board determined that only the four-year institutions should have the regional designated responsibility. Therefore staff removed the community colleges referenced as a designated institution from policy amendments. Staff also felt that the collaboration and delivery component in this section was more appropriately addressed in Board Policy III.Z and was therefore removed from Board Policy III.L.

Staff further evaluated Board Policy III.L. and Board Policy III.K. for alignment. In evaluating the similarities and overlap in continuing education and credit for prior learning, it appeared more appropriate to combine them into one policy. The changes to credit for prior learning are the minimum requirements of the NWCCU. The Council on Academic Affairs Programs (CAAP) has agreed that a more detailed and comprehensive statewide policy is appropriate and necessary to ensure the Board's 60% goal can better be met. In that light, CAAP

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determined to establish a workgroup that will evaluate best practice and make recommendations which CAAP will bring forward to the Instruction, Research, and Student Affairs (IRSA) Committee. This work will include recommendations from the Workforce Development Council and Educational Attainment Task Force to create a statewide portfolio approval process to award credits based on prior learning and experience.

Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy III.K, Credit for Prior Learning, repealing the section in its entirety.

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

I move to approve the first reading of Proposed Amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as submitted in attachment 2.

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

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**K. Prior Learning**

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~~Prior learning, is the award of credit for knowledge acquired from work and life experiences, mass media, independent reading and study, Advanced Placement (AP), the College Level Examination Program (CLEP), challenge courses, American Council on Education (ACE) approved military education or experience, and competency testing. Credit for prior learning may be granted only at the undergraduate level. Each institution will establish its own policies and procedures for evaluating and awarding prior learning credit, subject to the following general Board policies and the policies of the Northwest Commission on Colleges and Universities.~~

~~Prior learning from institutions that are not accredited by a Board recognized accreditation agency has special considerations. Students transferring experiential or prior learning credit from non-accredited educational sources may encounter special problems in the portability of their prior learning credits.~~

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~~Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. The six (6) area vocational-technical schools also are included. North Idaho College, the College of Southern Idaho, and the College of Western Idaho are excluded, except as specified in those policies designed to encourage inter-institutional cooperation.~~

~~Higher education in Idaho is committed, as part of its responsibility to the people of the state, to serving the needs of part-time students and adults requiring continuing education. The purpose of this policy is to ensure access and opportunities. Societal change, technological advances, certification requirements and licensing are but a few of the reasons why all institutions are committed to providing opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. The intent of these policies is to assist the college and universities in developing appropriate measures to ensure this access as part of their obligation to the people of Idaho. The policies also seek to encourage inter-institutional cooperation among the state's two-year and four-year institutions in providing continuing education. Subsection L. shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.~~

**1. Definitions and Functions**

- a. ~~Continuing education~~ Education shall include educational activities that extend postsecondary opportunities beyond an institution's traditional campus and traditional students, through both credit and noncredit programs. The general purpose of continuing education is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to ~~is the philosophy and the process under which an institution, organization, agency, or individual provides organized learning activities for the professional or personal development of adults whose primary role is ordinarily something other than a student. Continuing education usually involves off-campus, weekend, or evening instruction, but it may also include daytime and on-campus instruction. The general functions of continuing education include, but are not limited to, the enhance lifelong learning, personal development and cultural enrichment of the individual and community; , licensing and certification for professional and practitioner qualification; and credential and degree achievement.~~  
~~Of these functions, personal development and cultural enrichment are offered for non-credit.~~
- b. Credit for Prior Learning shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.

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2. Minimum Standardsa. Continuing Education Activities

- 1) Institutions are charged with providing continuing education programs that are conducive with their mission and the needs of their service region(s).
- 2) All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.
  - 1) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:
    - a) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;
    - b) procedures for the approval of courses, programs, or activities;
    - c) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;
    - d) the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;
    - e) the support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and
    - f) the keeping of student records for such activities as admission, academic performance, and transfer credit.
  - 2) Non-credit activities and other special programs shall abide by nationally accepted practices:
    - a) The granting of Continuing Education Units (C.E.U.) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.

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- b) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

b. Credit for Prior Learning

All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:

- i. Credits shall be awarded only at the undergraduate level to enrolled students.
- ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.
- iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.
- iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.
- v. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

Institutional Policies and Procedures

~~Each institution must establish appropriate administrative structure and internal operating policies and procedures to provide continuing education opportunities for Idaho citizens consistent with Board policies.~~

- ~~a. Continuing education activities that complement but do not directly compete with institutional programs may be conducted on-campus.~~
- ~~b. Any such credit activities offered on-campus must provide for the enrollment of full-time, on-campus students at no additional general education fee, with the exception of approved laboratory fees.~~



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~~3. Primary Service Regions~~

~~The Board has established primary service regions for the college and universities and vocational technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established by legislative statute, Section 33-2101, Idaho Code. The delineation of primary service regions does not preclude an institution from offering courses and programs in regions where the offerings are consistent with the institution's role and mission (see 5. Unique Programs).~~

~~a. Academic~~

~~The three (3) primary service regions of the college and universities are:~~

~~North (Primary service region of Lewis-Clark State College, North Idaho College, and the University of Idaho.) The service area shall be the entire panhandle, south to and including Riggins. Within this area, North Idaho College serves lower division undergraduate needs in the counties of Benewah, Bonner, Boundary, Kootenai, and Shoshone; Lewis-Clark State College and the University of Idaho serve non-competing, upper division undergraduate needs in those counties. Lewis-Clark State College and the University of Idaho serve non-competing, upper division undergraduate needs in the ten (10) county region that includes the counties of Nez Perce, Clearwater, Latah, Lewis, Idaho, Benewah, Bonner, Boundary, Kootenai, and Shoshone. The University of Idaho serves the graduate needs of the entire region.~~

~~Southwest (Primary service region of Boise State University and the College of Western Idaho.) The service area shall be the southwestern section of the state to be bounded by Nevada on the south, Oregon on the west, north to and including New Meadows, and east to Glenns Ferry inclusively.~~

~~Southeast (Primary service region of College of Southern Idaho and Idaho State University.) The service area shall be the southeastern section of the state to be bounded by Montana, Wyoming, Utah, and Nevada, to the north, east, and south respectively, and a perpendicular line extending from north to south to include Stanley, Fairfield, and Bliss. Within this area, the College of Southern Idaho serves lower division undergraduate needs in the counties of Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls; Idaho State University serves non-competing, lower division undergraduate needs of this ten-county area as well as upper division, undergraduate and graduate needs of the entire region with the exception that Boise State University will provide the ten-county area with business programs at the undergraduate and graduate level.~~

~~b. Professional-Technical Education~~

~~Postsecondary vocational technical education is delivered by six (6) institutions, each having responsibility for serving a multi-county region. The designated regions, their service institutions, and constituent counties are:~~

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~~Region I (Primary service region of North Idaho College): Benewah, Bonner, Boundary, Kootenai, and Shoshone.~~

~~Region II (Primary service region of Lewis-Clark State College): Clearwater, Idaho, Latah, Lewis, and Nez Perce.~~

~~Region III (Primary service region of College of Western Idaho): Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington.~~

~~Region IV (Primary service region of College of Southern Idaho): Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.~~

~~Region V (Primary service region of Idaho State University): Bannock, Bingham, Bear Lake, Caribou, Franklin, Oneida, and Power.~~

~~Region VI (Primary service region of Eastern Idaho Technical College): Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison, and Teton.~~

~~c. Implementation Procedures~~

~~(1) When a primary service region is served by more than one postsecondary institution, an agreement must be developed by the institution which details the implementation strategies consistent with policies 3.a-b above.~~

~~(2) An institution desiring to offer instructional activities in a service region assigned to another institution must request permission from the other institution at least thirty (30) days prior to offering or scheduling a course or program and must document, through a survey of potential students or other appropriate means, an unmet need of the residents of that service region. If the course in question is likely to be transferred into a program of the primary service institution, documentation must include a course syllabus. The institution having primary service area responsibility must within thirty (30) days concur that a legitimate unmet need exists, and it may independently or cooperatively with the requesting institution offer activities to meet the documented need. If the primary service institution chooses not to offer activities to meet the documented need, the requesting institution may do so.~~

~~(3) In addition to the documentation, the requesting institution must meet the minimum standards for continuing education activities as stated in these policies and procedures.~~

~~(4) If the Board's minimum standards and an unmet program need of service for region residents are appropriately documented, a letter of agreement is drafted and signed by the chief academic officer of each institution involved and submitted to the Office of the State Board for review and information.~~

~~(5) Conflicts between institutions regarding primary service regions are submitted in writing first to the respective chief academic officers and secondly, if resolution is not achieved, to the Board's chief academic officer for review and resolution.~~

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~~(6) An institution may, with prior Board approval, establish off-campus centers for instructional activities. The establishment of off-campus centers and the offering of courses or programs at those centers are to be governed by the concept of primary service regions outlined in this section and policies on Program Approval, Section III.G. A roster of all Board approved off-campus centers, programs, and program sites are maintained at the Office of the State Board of Education.~~

**43. Service Regions and Inter-Institutional Cooperation/Collaboration**

~~The Board has established primary service regions identified in Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code. Institutional chief academic officers will develop letters of agreement/Memorandums Of Understanding to facilitate inter-institutional cooperation/collaboration between the institutions consistent with Section III.Z.b.ii. ; the letters, unless otherwise indicated by the Board, will be retained on file at the institutional level. The letters will indicate institutional cooperation and support with regard to:~~

~~— a. — Continuing education activities within respective primary service regions offered at off-campus site locations.~~

~~— b. — Their willingness to cooperate with one another by making contact with their counterparts at the other institutions when requests are received from interested Idaho citizens concerning continuing education courses or programs not available at their institutions.~~

~~— c. — Their acceptance of areas of subject matter expertise or approved programs available only at a given institution, thereby encouraging the administrator receiving the request to refer it to his/her counterpart at another institution who can provide the subject matter expertise from that institution.~~

~~— d. — Their institutions' participation in the approval of another institution's teaching faculty to offer cross-listed courses for their institutions.~~

~~— e. — Their willingness to cooperate with each other in the offering of programs on an inter-institutional basis in those subject matter areas that are interdisciplinary in scope, making use of appropriate faculty from two (2) or more institutions.~~

~~f. — Exchanging continuing education course/program activities schedules to ensure open communication and to ensure cooperation in the delivery of continuing education activities to the citizens of Idaho.~~

~~— g. — Offering non-competing courses and programs for which there is a demonstrated need at off-campus centers.~~

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~~\_\_\_\_\_ Upon request by the Board office, each institution will submit a report concerning cooperative agreements and institutional continuing education activities during the current academic year and will clearly identify all off-campus instructional credit hours and headcount enrollments.~~

~~5. Unique Programs~~

~~A unique program is defined as an academic or vocational program which is offered by and available at only one (1) of the institutions under the governance of the Board.~~

- ~~a. An institution desiring to offer one (1) or more of its unique programs in a "primary service region" of another institution shall inform the chief academic officer at the assigned service region institution.~~
- ~~b. Courses which are unique to the specific program and not available through the assigned service region institution may be offered by the requesting institution upon notification of the respective chief academic officer at the assigned service region institution.~~
- ~~c. Courses which are not unique to the specific program and available through the service region institution may be offered by the service region institution in cooperation with the requesting institution. If an assigned service region institution does not desire to offer the necessary courses for the unique program, the requesting institution may offer the courses.~~
- ~~d. Any conflicts which may occur in programs previously approved by the Board must be first submitted to the respective chief academic officers and secondly, if not resolved, to the Board's chief academic officer for review and resolution.~~

~~6. Minimum Standards for Continuing Education Activities~~

~~The following minimum standards are established for continuing education activities of the Board's institutions and agencies. The community colleges are encouraged to comply with these minimum standards.~~

~~\_\_\_\_\_ a. All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:~~

~~\_\_\_\_\_ (1) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;~~

~~\_\_\_\_\_ (2) procedures for the approval of courses, programs, or activities;~~

~~\_\_\_\_\_ (3) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort.~~

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~~\_\_\_\_\_ (4) \_\_\_\_\_ the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;~~

~~\_\_\_\_\_ (5) \_\_\_\_\_ the support offered by library, classroom, laboratory, and other resources;~~

~~\_\_\_\_\_ (6) \_\_\_\_\_ the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and~~

~~\_\_\_\_\_ (7) \_\_\_\_\_ the keeping of student records for such activities as admission, academic performance, and transfer credit.~~

~~\_\_\_\_\_ b. All academic credit and non-credit activities must conform to institutional role and mission policies approved by the Board (Section III.L.) and to primary service region policies outlined in 3.a-b above.~~

~~\_\_\_\_\_ c. No institution will offer undergraduate or graduate courses or programs unless there is reasonable access to faculty, library materials, and other resources of the appropriate on-campus units because of the heavy and sophisticated demands made by some undergraduate and graduate courses, programs, or activities upon:~~

~~\_\_\_\_\_ (1) library resources (and, in appropriate cases, laboratory and clinical resources);~~

~~\_\_\_\_\_ (2) \_\_\_\_\_ the availability of a sufficient number of advanced faculty members in the academic unit to confer and decide on evaluation of student progress in all aspects of courses, programs, activities, and research; and~~

~~\_\_\_\_\_ (3) \_\_\_\_\_ the availability of faculty members in related fields for advice and guidance and service on examining committees.~~

~~\_\_\_\_\_ d. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution, i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council, and approved by the chief academic officer or his or her designee as meeting these standards.~~

**74. Continuing Education Fees**

~~\_\_\_\_\_ Fees for Continuing continuing education and credit for prior learning shall be assessed consistent with fee policies are provided in Section V.R.~~

**8. Non-Credit Activities**

~~Continuing education non-credit activities provide for certification and recertification, licensure, professional development and promotion, job skills upgrading and retraining, and recreation and life enrichment. These activities may be measured by such recognized~~

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~~national standards as the Continuing Education Unit (C.E.U.), which is a non-credit unit requiring ten (10) contact hours of participation in an organized activity under the sponsorship and direction of qualified instructors, and they should adhere to the Principles of Good Practice in Continuing Education as a framework for quality assurance.~~

~~9. External Degree Programs~~

~~In order to maximize the availability of the educational resources of the Idaho system of postsecondary education, the State Board of Education authorizes the offering of external degree programs.~~

~~a. Definition~~

~~An external degree program is defined as an organized curriculum leading to a degree offered in whole or in part with on-campus residency requirements by a system institution at an off-campus site.~~

~~b. Policy~~

~~External degree programs may be offered on the campus of another, cooperating system institution or at any other appropriate location approved by the Board. Authorization to offer an external degree program will be granted only upon a clear demonstration by the requesting institution that all necessary facilities, faculty, staff and other supporting resources are available or can be provided at the off-campus site to maintain program standards equal to those maintained on campus. While another system institution may cooperate in the offering of an external degree program, the institution authorized to offer the program shall be charged with the full responsibility for its management and quality. External degree proposals may be submitted only from those institutions having authorized degrees in the disciplines proposed. Approval of a substantive change in an existing program may be required by the Northwest Association Commission on Colleges following Board approval of an external degree program and prior to program implementation.~~

~~The applicable board policies of PROGRAM APPROVAL (Section III.G), PROGRAM REVIEW (Section III.H), and SERVICE REGION (Subsections 3-6 above) shall apply to the development and offering of external degree programs. Institutions submitting proposals for external degree programs shall follow Board policy and the procedural guidelines established by the Academic Affairs and Program Committee for approval of new programs.~~

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**10. Alternate Delivery Systems for Continuing Education**

~~The Board encourages the development, establishment, and implementation of alternate delivery systems for continuing education activities. Any such alternate delivery system will maintain comparable standards as are expected for on-campus courses and are subject to all policies and procedures outlined in 1-9 above.~~

~~a. Correspondence Study~~

~~The Correspondence Study Program offers another continuing education opportunity to Idaho citizens. The Correspondence Study Program is administered by the University of Idaho in cooperation with the other institutions and is a statewide program. Credit earned through correspondence study will be accepted as any other credit activity in accordance with the policies and procedures established by each institution.~~

~~b. Idaho Educational Public Broadcasting System~~

~~Courses for credit or telecourses may be offered by an institution through the Idaho Educational Public Broadcasting System through the cooperative efforts of one (1) or more institutions.~~

~~c. Other Media Delivery~~

~~Other media instructional delivery systems, such as radio, video cassette tape, television, computer assisted, ITFS (Instructional Television Fixed Service), and microwave are also encouraged and are required to meet academic standards as established by the policies and procedures of the involved institution as approved by the chief academic officer.~~

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The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. Subsection L. shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.

**1. Definitions**

- a. Continuing Education shall include educational activities that extend postsecondary opportunities beyond an institution's traditional campus and traditional students, through both credit and noncredit programs. The general purpose of continuing education is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development and cultural enrichment of the individual and community.
- b. Credit for Prior Learning shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.

**2. Minimum Standards**

**a. Continuing Education Activities**

- 1) Institutions are charged with providing continuing education programs that are conducive with their mission and the needs of their service region(s).
- 2) All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.
  - 1) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:
    - a) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;
    - b) procedures for the approval of courses, programs, or activities;



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- c) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;
  - d) the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;
  - e) the support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and
  - f) the keeping of student records for such activities as admission, academic performance, and transfer credit.
- 2) Non-credit activities and other special programs shall abide by nationally accepted practices:
  - a) The granting of Continuing Education Units (C.E.U.) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.
  - b) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

**b. Credit for Prior Learning**

All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:

- i. Credits shall be awarded only at the undergraduate level to enrolled students.
- ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.
- iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.
- iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.

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- v. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

**3. Service Regions and Inter-Institutional Collaboration**

The Board has established primary service regions identified in Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code. Institutional chief academic officers will develop Memorandums Of Understanding to facilitate collaboration between the institutions consistent with Section III.Z.b.ii.

**4. Fees**

Fees for continuing education and credit for prior learning shall be assessed consistent with Section V.R.

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**SUBJECT**

Program Prioritization Status Report

**REFERENCE**

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University, Boise State University, and University of Idaho as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.H., Governor's Zero Base Budgeting (ZBB) Mandate

**BACKGROUND/DISCUSSION**

At the Board's June work session each of the four-year institutions presented their program prioritization proposals. Although this was posted as an information item on the agenda, the Board decided to take affirmative action by approving the proposals for Idaho State University, Boise State University, and the University of Idaho. The Board approved the proposal for Lewis-Clark State College at the August 2013 Board meeting.

Following the August Board meeting, Board staff (CAO and CFO) provided a guidance memo to the institutions regarding future reporting deadlines and deliverables. Staff reviewed the Program Prioritization timeline with the institutions and requested the following be presented to the Board at the October Board meeting:

1. Campus implementation schedule/timeline (possibly in a Gantt chart format)
2. Status report on the criteria to be used for evaluating programs (including updates on any modifications, additions, etc.)

**IMPACT**

Program prioritization requires the institutions evaluate programs and services with specific and tangible objectives (goals) and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. It provides the institutions an opportunity to evaluate old paradigms that may no longer make

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sense, with a specific focus on their Mission, Core Themes and Strategic Plans. Establishment of program prioritization models based on Dickeson's framework provides the Board with assurances of consistency while recognizing the institutions' unique Mission, Core Themes, and Strategic Plans. This process will provide a method to objectively review program efficiency and effectiveness. Based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."<sup>1</sup>

Finally, program prioritization serves a critical dual purpose by fulfilling the requirements of the Governor's ZBB mandate.

**ATTACHMENTS**

Attachment 1 – ISU Program Prioritization Update	Page 3
Attachment 2 – BSU Program Prioritization Update	Page 23
Attachment 3 – UI Program Prioritization Update	Page 29
Attachment 4 – LCSC Program Prioritization Update	Page 33

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has placed Program Prioritization as a standing agenda item on the Business Affairs and Human Resources (BAHR) and Instruction, Research, and Student Affairs (IRSA) Committees, which provides a forum for technical questions and inter-institutional comparison and dialog. The institutions will provide a full progress report at the Board's regularly scheduled December 2013 meeting. Thereafter, the intent is for the institutions to come back to the Board only on an exception reporting basis. The institutions' final reports and recommendations will be presented to the Board at the August 2014 meeting.

**BOARD ACTION**

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

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<sup>1</sup> Dickeson, R.C. *Making Metrics Matter: How to Use Indicators to Govern Effectively*, 2013

Office of Academic Affairs  
921 South 8th Avenue, Stop 8063 • Pocatello, Idaho 83209-8063

September 16, 2013

Ms. Selena Grace  
Chief Academic Officer  
Office of the State Board of Education  
650 West State Street, Suite 307  
PO Box 83720  
Boise, ID 83720-0037

Dear Selena:

Attached please find Idaho State University's updated Program Prioritization Criteria and Viability Indicators for academic programs:

1. Updated Criteria & Viability Indicators
  - a) Appendix A: Viability Indicators
  - b) Appendix B: Example of Viability Data at Program Level

The Idaho State University Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013, via Moodle, and reported the results of their rankings to the Deans' Council on September 10, 2013.

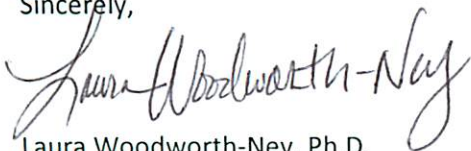
The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

The deans and the Faculty Senate leadership worked together to make changes to the Dickeson Criteria as shown on the attached revised document, which was proposed at Deans' Council on September 10, 2013.

The minor changes to the criteria as shown here reflect the advice of the Deans' Council and the Faculty Senate. The evaluation of "Opportunity Analysis" and "Productivity" across all of the other criteria allows Academic Affairs units to utilize additional tools in ranking programs. Additional Viability Indicators allow for a more complete assessment.

If you have any questions or concerns, please feel free to contact me.

Sincerely,



Laura Woodworth-Ney, Ph.D.  
Provost and Vice President of Academic Affairs

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## Program Prioritization Implementation Schedule

DRAFT

9/30/2013

#	Program Prioritization Timeline Goals and Objectives	Due Date	Goal Complete	2014													
				Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
1	Communicate PP Process to Deans and Upper Management at President's Retreat	Aug 7	✓														
2	Academic Affairs Presents Academic PP to Faculty Senate and Seeks Feedback	Aug 30	✓														
3	Academic Affairs, Deans, and Faculty Senate Confirm Criteria and Weights for Academic Programs	Sept 15	✓														
4	PP Implementation Schedule Due to the SBOE	Sept 16															
6	Academic Affairs' Units Complete Planning for Academic PP Process at Dean and Program Levels	Nov 15															
7	Train Program Directors, Unit Heads, Directors, Deans, and Division Vice Presidents on the Viability Reports and Applicable PP Documents	Nov 29															
8	Complete Compilation of Program Quantitative Data (Revenue/Expense, Credit Hour Production, Headcount, etc.)	Nov 29															
9	Complete Quantitative Data Validation Through the Controller's Office and University Business Officers	Dec 13															
10	Release PP Data and Questionnaires to Program Directors, Unit Heads, Directors, Deans, and Division Vice Presidents	Dec 16															
11	SBCC Meetings Begin for FY15 Budget Preparation	Dec 20															
12	Program Directors Complete Applicable PP Documents and Forward to Unit Heads, Directors, and Deans	Jan 10															
13	Units Heads, Directors, and Deans Review and Approve Completed PP Documents	Jan 27															
14	Unit Heads, Directors, and Deans Use Prioritization Data to Begin Reallocation Analysis and Budgeting Process	Jan 31															
15	Unit Heads, Directors, and Deans Forward Recommendations for Prioritization and Reallocation Analysis to Division Vice Presidents	Feb 14															
16	Vice Presidents Review Recommendations for Prioritization and Reallocation	Mar 3															
17	Vice Presidents Review Non-Academic PP Decisions for Effects on Academic PP Decisions and Vice Versa	Mar 10															
18	Vice Presidents Finalize Recommendations for Non-Academic and Academic Prioritization and Reallocation Analysis	Mar 14															
19	Forward PP Results to SBCC for FY15 Budget Implementation of PP Recommendations	Mar 19															
20	FY15 Budget Presentations to SBCC	Mar 28															
21	Vice Presidents Begin Planning for Implementation of PP Finalized Recommendations	Apr 1															
22	SBCC to Finalize FY15 Program Prioritized Budget and Forward Recommendations to President	Apr 7															
23	Complete Final Draft of FY15 Program Prioritized Budget for SBOE Approval	Apr 30															
24	FY15 Budget Proposal to SBOE for Approval Due in May - SBOE Will Review Request for Approval in June	May 9															
25	Load Program Prioritized FY15 Budget into Banner System	June 30															
26	All PP Action Plans Fully Implemented	Sept 5															
27	Program Prioritization Results Due to the SBOE	Sept 5															

PP: Program Prioritization

SBCC: Special Budget Consultation Committee

SBOE: State Board of Education



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Dickeson Criteria*	ISU Viability Indicators**	Opportunity Analysis***	Size, Scope, Productivity***	ISU Core Themes	Weighting	Points/Score
<b><u>Demand</u></b> Internal Demand	1. Majors/Minors 2. Student Credit Hour Production 3. Unduplicated Student Headcount	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	30% (15%)	
External Demand	1. Market Demand 2. Industry Partnerships 3. Research Partnerships				(15%)	
<b><u>Quality</u></b> Quality of Outcomes	1. Degree Production 2. Licensure Rates 3. Specialized Accreditation 4. Certification/ Completion Rates 5. Mission/ Institutional Focus	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	30% (15%)	
Quality of Inputs	1. Departmental Faculty/Staff 2. Instructional FTE/SCH 3. Fall to Fall Retention 4. Scholarship/Research				(15%)	
<b><u>Revenue &amp; Costs</u></b>	1. Tuition and Fees 2. Local Fund Revenue 3. Grant Funding 4. Expenditures 5. Cost per Credit Hour	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	20%	
<b><u>Impact &amp; History</u></b>	1. Scholarship/ Research 2. Alumni Support 3. Program's Distinction	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	20%	
<b><u>Points/Score</u></b>	Points/Score	Points/Score	Points/Score	Summary	100%	<b>TOTAL</b>

\*The Idaho State University Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013, via Moodle, and reported the results of their rankings to the Deans' Council on September 10, 2013.

The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

The deans and the Faculty Senate leadership worked together to make changes to the Dickeson Criteria as shown on the attached revised document, which was proposed at Deans' Council on September 10, 2013.

The minor changes to the criteria as shown here reflect the advice of the Deans' Council and the Faculty Senate. The evaluation of "Opportunity Analysis" and "Productivity" across all of the other criteria allows Academic Affairs units to utilize additional tools in ranking programs. Additional Viability Indicators allow for a more complete assessment.

\*\*Viability Indicators provided by ISU Institutional Research (at the program level) to all Deans, Chairs, and Directors via login access to the Viability Indicator Server (detailed Viability Indicators included in Appendix A).

\*\*\*Relevant Viability Indicators provided by ISU Institutional Research; qualitative indicators provided by the program, department, college or division.

# Idaho State UNIVERSITY

## Program Viability Indicators for Program Prioritization

Version 1.5

1. **Linkages Between The Program and the University's Mission and Core Themes** – The core themes individually manifest essential elements of ISU's mission and collectively encompass its mission.
  - a. The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the Nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society. Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.
  - b. Core Theme One: Learning and Discovery. Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.
  - c. Core Theme Two: Access and Opportunity. Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

- d. Core Theme Three: Leadership in the Health Sciences. Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.
  - e. Core Theme Four: Community Engagement and Impact. Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the Intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.
  - f. What are the key linkages between the program and the university's mission and core themes?
- 2. **Estimated Revenue from Tuition and Fees** - by fiscal year (summer, fall, spring – department level)
  - a. An average dollar amount per credit hour for the university will be calculated by dividing the total amount of tuition and fees by the total university student credit hours. This average per credit hour amount will be multiplied by the number of student credit hours generated by the department to estimate revenue.
- 3. **Local Fund Revenue** – by fiscal year – department level
  - a. Breakout this category by source (Foundation gifts, indirect cost (IDC) funds from grants, course fees, etc.)
- 4. **Expenditures** – by fiscal year (summer, fall, spring) – collected at the faculty/staff level for salaries/benefits and OOE at the department level
  - a. Academic Instruction
    - i. Salaries/Benefits –report faculty and staff separately (actual)
    - ii. Other Operating Expenses (actual)
    - iii. Total (actual)
  - b. Research Expenditures (actual)
  - c. Public Service Expenditures (actual)
- 5. **Student Credit Hour Production (SCH)** – fiscal year
  - a. Breakout by Lower, Upper, Graduate course levels (based on the department paying for the instruction – collected at the faculty level)
  - b. Percent of credit hours taken by major/minor and non-major/minor

6. **Cost Per Credit Hour** –Divide expenditures attributed to instruction in Number 3. by student credit hour production in Number 4.
  - a. Lower Division
  - b. Upper Division
  - c. Graduate
7. **Majors and Minors** – Fall term
  - a. Breakout by Freshmen/Sophomore and Junior/Senior and Masters, Doctoral, and Non-Degree
  - b. Include a student's first, second, third, and fourth majors/minors
8. **Unduplicated student headcount** - fiscal year (summer, fall, spring)
  - a. Unduplicated student headcount by course subject
9. **Departmental Faculty and Staff**– by fiscal year
  - a. Tenured/Tenure Eligible Faculty Headcount
  - b. Total Tenured Faculty
  - c. Non-Tenure Track – Continuing
  - d. Staff
    - i. Post docs and nonfaculty researchers
    - ii. Other support staff
10. **Actual Instructional FTE/SCH** – by fall term
  - a. FTE by
    - i. Tenured/ Tenure Eligible
    - ii. Other Regular Faculty
    - iii. Supplemental Faculty
    - iv. Graduate Teaching Assistants
    - v. Total FTE
  - b. SCH by
    - i. Tenured/ Tenure Eligible
    - ii. Other Regular Faculty
    - iii. Supplemental Faculty
    - iv. Graduate Teaching Assistants
    - v. Total SCH
  - c. Rate (SCH per FTE) by
    - i. Tenured/ Tenure Eligible
    - ii. Other Regular Faculty
    - iii. Supplemental Faculty
    - iv. Graduate Teaching Assistants
    - v. Total SCH per FTE
    - vi. Peer comparison using the Delaware Study data
  - d. Undergraduate/ Graduate Student FTE by
    - i. Tenured/ Tenure Eligible

- ii. Other Regular Faculty
  - iii. Supplemental Faculty
  - iv. Graduate Teaching Assistants
  - v. Total Student FTE
- 11. **Degree Production** — by fiscal year
  - a. Undergraduate Certificate
  - b. Associate
  - c. Baccalaureate
  - d. Graduate Certificate
  - e. Masters
  - f. Doctorate
  - g. Double Majors
- 12. **Fall-to-Fall Retention**(degree-seeking) — by fall term
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
- 13. **Scholarship/Research** (data source is Activity Insight – how to aggregate and report this data will be determined later)
  - a. Artistic and Professional Performances and Exhibits
  - b. Presentations Given
  - c. Publications
  - d. Research Currently in Progress
- 14. **Class Information** – by term
  - a. Average class size - Breakout by schedule type: lecture, lab, on-line etc.
  - b. Percent of classes (sections) below, at, or above capacity
- 15. **Licensure and Certification Pass Rates** - (where applicable)
  - a. List pass rates
- 16. **Current Partnerships**
  - a. Industry partnerships
  - b. Research partnerships
    - i. External
    - ii. Internal
      - 1. Research Centers on campus
      - 2. Other departments on campus
- 17. **Program's Distinction**
  - a. The uniqueness of the program
  - b. Program duplication – Are there other public post-secondary institutions in Idaho offering the same program?
- 18. **Specialized Accreditation**
  - a. List specialized accreditation the program maintains

19. **Market Demand For Graduates** – based on the U.S. Department of Labor Bureau of Labor Statistics' Occupational Outlook Handbook (where applicable) Website:  
<http://www.bls.gov/ooh/>

- a. **Median Pay** - The wage at which half of the workers in the occupation earned more than that amount and half earned less. Median wage data are from the BLS Occupational Employment Statistics survey.
- b. **Entry-Level Education**- Typical level of education that most workers need to enter this occupation.
- c. **Work Experience in a Related Occupation** - Work experience that is commonly considered necessary by employers, or is a commonly accepted substitute for more formal types of training or education.
- d. **On-the-job Training** - Additional training needed (postemployment) to attain competency in the skills needed in this occupation.
- e. **Number of Jobs, 2010** - The employment, or size, of this occupation in 2010, which is the base year of the 2010-20 employment projections.
- f. **Job Outlook, 2010-20** - The projected rate of change in employment for the 10-year timeframe between 2010 and 2020. The average growth rate for all occupations is 14 percent.
- g. **Employment Change, 2010-20** - The projected numeric change in employment for this occupation from 2010 to 2020.

Notes: Where it is possible the data variables above will be captured at the individual faculty level for the database. For example, faculty position information, faculty funding source, courses taught by faculty, external funding for research/scholarly activity, and assigned workload. This will allow the Program Viability database to be utilized for other projects and reports.



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- College of Arts and Letters

- History



- Instructional Courseload - Fall 2012



Instructional Courseload : Fall 2012 : College of Arts and Letters : <u>History</u>																		
Faculty				Student Credit Hours									Organized Class Sections					
Classification	FTE Faculty																	
Faculty Type	Total	Sep Budg	Instruct	Remed	Lower Div OC	Upper Div OC	UG Indv Instruct	Total UG SCH	Grad OC	GR Indv Instruct	Total GR SCH	Total SCH	Remed	Lab Dsc Rec	UG Lower Div	UG Upper Div	GR	Total
Regular faculty: Tenured/Tenure Eligible	5	.05	4.95		372	282	192	846	9	7	16	862			4	7.74	.26	12
Other Regular Faculty	5	0	5		1260	111	1134	2505	13		13	2518		1	10	4.45	.55	16
Supplemental Faculty	10.83		10.83		1608	118	573	2299	20	9	29	2328			27.32	2.91	1.14	31.37
TOTAL	20.83	.05	20.78		3240	511	1899	5650	42	16	58	5708		1	41.32	15.1	1.95	59.37

- Instructional Courseload - Fall 2011

Instructional Courseload : Fall 2011 : College of Arts and Letters : <u>History</u>																		
Faculty				Student Credit Hours									Organized Class Sections					
Classification	FTE Faculty																	
Faculty Type	Total	Sep Budg	Instruct	Remed	Lower Div OC	Upper Div OC	UG Indv Instruct	Total UG SCH	Grad OC	GR Indv Instruct	Total GR SCH	Total SCH	Remed	Lab Dsc Rec	UG Lower Div	UG Upper Div	GR	Total
Regular faculty: Tenured/Tenure Eligible	6	.03	5.97		699	387	123	1209	24	30	54	1263		1	6	8.3	1.69	16.99
Other Regular Faculty	3	0	3		795	162	681	1638	15		15	1653			6	2.75	.25	9
Supplemental Faculty	8.66		8.66		1677	88	1	1766	8		8	1774			27	2.78	.24	30.02
TOTAL	17.66	.03	17.63		3171	637	805	4613	47	30	77	4690		1	39	13.83	2.18	56.01

- Instructional Courseload - Fall 2010

Instructional Courseload : Fall 2010 : College of Arts and Letters : <u>History</u>																	
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Instructional Courseload : Fall 2010 : College of Arts and Letters : History

Faculty			Student Credit Hours										Organized Class Sections					
Classification	FTE Faculty																	
Faculty Type	Total	Sep Budg	Instruct	Remed	Lower Div OC	Upper Div OC	UG Indv Instruct	Total UG SCH	Grad OC	GR Indv Instruct	Total GR SCH	Total SCH	Remed	Lab Dsc Rec	UG Lower Div	UG Upper Div	GR	Total
Regular faculty: Tenured/Tenure Eligible	7	.48	6.52		387	344	21	752	108	21	129	881			4	6.93	3.08	14.01
Other Regular Faculty	2	0	2		417	84	981	1482	9	1	10	1492			3	.9	.1	4
Supplemental Faculty	7.33		7.33		1569	121	1002	2692	16		16	2708			20	1.63	.3	21.93
<b>TOTAL</b>	<b>16.33</b>	<b>.48</b>	<b>15.85</b>		<b>2373</b>	<b>549</b>	<b>2004</b>	<b>4926</b>	<b>133</b>	<b>22</b>	<b>155</b>	<b>5081</b>			<b>27</b>	<b>9.46</b>	<b>3.48</b>	<b>39.94</b>

## - Majors by Fall Term

Majors by Fall Term : College of Arts and Letters : History

Col	Dept	Department Description	Major	Major Description	Student Level	Degree Level	Degree Level Desc	FALL2012	FALL2011	FALL2010
AL	HISD	History	HIRM	Historical Resource Management	MAST	MA	Master of Arts	4	6	11
AL	HISD	History	HIRM	Historical Resource Management	MAST			4	6	11
AL	HISD	History	HIRM	Historical Resource Management				4	6	11
AL	HISD	History	HIST	History	FRSO	AA	Associate of Arts	7	3	3
AL	HISD	History	HIST	History	FRSO	BA	Bachelor of Arts	25	29	37
AL	HISD	History	HIST	History	FRSO	HBA	Honors Bachelor of Arts	1		
AL	HISD	History	HIST	History	FRSO			33	32	40
AL	HISD	History	HIST	History	JUSE	AA	Associate of Arts	2		
AL	HISD	History	HIST	History	JUSE	BA	Bachelor of Arts	66	64	50
AL	HISD	History	HIST	History	JUSE			68	64	50

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Minors by Fall Term

Minors by Fall Term : College of Arts and Letters : <u>History</u>										
Col	Depart	Department Description	Minor	Minor Description	Student Level	Degree Level	Degree Level Desc	FALL2012	FALL2011	FALL2010
AL	HISD	History	HIST	History	FRSO	000000	Undeclared		1	5
AL	HISD	History	HIST	History	FRSO	BA	Bachelor of Arts		2	3
AL	HISD	History	HIST	History	FRSO	BS	Bachelor of Science			1
AL	HISD	History	HIST	History	FRSO				3	9
AL	HISD	History	HIST	History	JUSE	000000	Undeclared	2	3	1
AL	HISD	History	HIST	History	JUSE	BA	Bachelor of Arts	8	8	15
AL	HISD	History	HIST	History	JUSE	BBA	Bachelor of Business Administr			2
AL	HISD	History	HIST	History	JUSE	BFA	Bachelor of Fine Arts		1	1
AL	HISD	History	HIST	History	JUSE	BS	Bachelor of Science	4	6	9
AL	HISD	History	HIST	History	JUSE	HBA	Honors Bachelor of Arts		2	
AL	HISD	History	HIST	History	JUSE	HBS	Honors Bachelor of Science			1
AL	HISD	History	HIST	History	JUSE			14	20	29
AL	HISD	History	HIST	History	MAST	MA	Master of Arts			4
AL	HISD	History	HIST	History	MAST	MBA	MBA			1
AL	HISD	History	HIST	History	MAST	MPE	Master of Physical Education			1
AL	HISD	History	HIST	History	MAST					6
AL	HISD	History	HIST	History	PHD	DA	Doctor of Arts			1
AL	HISD	History	HIST	History	PHD					1



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[Degree Production](#)**Degree Production : College of Arts and Letters : History**

College	Dept	Dept Description	Major Code	Major Description	Degree Type	FY2013	FY2012	FY2011
College of Arts and Letters	HISD	History	HIRM	Historical Resource Management	Masters	1	5	3
College of Arts and Letters	HISD	History	HIRM	Historical Resource Management		1	5	3
College of Arts and Letters	HISD	History	HIST	History	Associates			1
College of Arts and Letters	HISD	History	HIST	History	Baccalaureate	16	19	9
College of Arts and Letters	HISD	History	HIST	History		16	19	10
College of Arts and Letters	HISD	History				17	24	13

[- Double Major Degrees](#)**Double Major Degrees : College of Arts and Letters : History**

College	Dept	Dept Description	Double Major Code	Major Description	Degree Type	FY2013	FY2012	FY2011
College of Arts and Letters	HISD	History	HIST	History	Baccalaureate	1		
College of Arts and Letters	HISD	History	HIST	History		1		
College of Arts and Letters	HISD	History				1		

[- Class Information - Summer 2013](#)**Class Information : Summer 2013 : College of Arts and Letters : History**

Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	OT	Other	1	1	1	0	0	100	0	0	0
AL	HISD	History	VS	Video Conference and Web Suppl	4	6.75	0	4	0	0	0	100	100

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Class Information : Spring 2013 : College of Arts and Letters : <u>History</u>													
Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	CL	Classroom	16.5	12.12	0	16.5	0	0	0	100	100
AL	HISD	History	OT	Other	6	1	0	6	0	0	0	100	100
AL	HISD	History	VS	Video Conference and Web Suppl	15.94	14.07	0	15.94	0	0	0	100	49.81
AL	HISD	History	WC	Web Course	7.75	51.75	.64	7.11	0	8	0	91.74	0
AL	HISD	History	WS	Web Supplemented	26.3	31.24	1	25.3	0	4	0	96.2	24.9

[- Class Information - Fall 2012](#)

Class Information : Fall 2012 : College of Arts and Letters : <u>History</u>													
Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	CL	Classroom	20.12	14.52	0	20.12	0	0	0	100	95.03
AL	HISD	History	LB	Lab	1	5.3	0	1	0	0	0	100	14
AL	HISD	History	VS	Video Conference and Web Suppl	12	16.33	0	12	0	0	0	100	33.33
AL	HISD	History	WC	Web Course	12.01	52.34	3	9.01	0	25	0	75.02	8.33
AL	HISD	History	WS	Web Supplemented	31.83	23.6	.13	31.7	0	0	0	99.59	51.62

[- Class Information - Summer 2012](#)

Class Information : Summer 2012 : College of Arts and Letters : <u>History</u>													
Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity

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Class Information - Spring 2012

Class Information : Spring 2012 : College of Arts and Letters : History

Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	CL	Classroom	10	13.95	0	10	0	0	0	100	90
AL	HISD	History	OT	Other	5.5	2.09	1	4.5	0	18	0	81.82	45.45
AL	HISD	History	VS	Video Conference and Web Suppl	8	19.13	0	8	0	0	0	100	25
AL	HISD	History	WC	Web Course	8	56.5	2	6	0	25	0	75	0
AL	HISD	History	WS	Web Supplemented	27.62	29.44	4.75	22.87	0	17	0	82.8	25.16

## - Class Information - Fall 2011

Class Information : Fall 2011 : College of Arts and Letters : History

Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	CL	Classroom	19.2	14.39	0	19.2	0	0	0	100	99.32
AL	HISD	History	LB	Lab	1	7.5	0	1	0	0	0	100	0
AL	HISD	History	VS	Video Conference and Web Suppl	10.46	17.62	.5	9.96	0	5	0	95.22	16.83
AL	HISD	History	WC	Web Course	5	62.2	0	5	0	0	0	100	0
AL	HISD	History	WS	Web Supplemented	37.33	25.68	1.45	35.88	0	4	0	96.12	35.92

## - Financial Information

Financial Information : College of Arts and Letters : History

ORGLV4	Org Level 4 Description	ATTR_TYPE_DESC	ATTR_VALUE	ATTR_VALUE_DESC	FY2013	FY2012	FY2011
3112	History	Nonoperating revenues (excess)	3060NOPR	Gifts		1,012.32	1,915.00



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Financial Information : College of Arts and Letters : History

ORGLV4	Org Level 4 Description	ATTR_TYPE_DESC	ATTR_VALUE	ATTR_VALUE_DESC	FY2013	FY2012	FY2011
3112	History	Operating expenses	2020OPEX	Services		-39,799.60	-23,943.18
3112	History	Operating expenses	2030OPEX	Supplies		-13,828.12	-15,926.10
3112	History	Operating expenses	2040OPEX	Insurance, utilities and rent		-76.00	-88.47
3112	History	Operating expenses	2050OPEX	Scholarships and Fellowships		-46,366.00	-26,126.00
3112	History	Operating expenses	2070OPEX	Miscellaneous		-64,024.42	-61,149.53
3112	History	Operating expenses	2080OPEX	Transfers		.00	
3112	History	Operating expenses				-1,098,048.84	-893,502.21
3112	History	Operating revenues	1010OPRV	Student tuition and fees net of scholarship		16,579.77	1,200.00
3112	History	Operating revenues	1030OPRV	Federal Grants and Contracts		323,454.97	315,984.87
3112	History	Operating revenues	1050OPRV	Private Grants and Contracts		1,122.09	302.70
3112	History	Operating revenues	1060OPRV	Sales and Services of educational activities		4.61	
3112	History	Operating revenues	1090OPRV	Other			15.39
3112	History	Operating revenues				341,161.44	317,502.96
3112	History					-755,875.08	-574,084.25

## - Netincome

Netincome : College of Arts and Letters : <u>History</u>									
FY	ORG_LEV4	FTYPE_CATEGORY	WEIGHT75PCT	TOT_WSCH	SCH_REVENUE	OPERATING_REVENUE	TOT_REVENUE	OPERATING_EXPENSES	REVENUE_MINUS_EXPENSES
2013	3112	APPROPRIATED	77.70	11,648.10	905,057.37		905,057.37	-719,052.24	186,005.13
2013	3112	LOCAL				720.00	720.00	72,022.93	72,742.93



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**Netincome : College of Arts and Letters : History**

FY	ORG_LEV4	FTYPE_CATEGORY	WEIGHT75PCT	TOT_WSCH	SCH_REVENUE	OPERATING_REVENUE	TOT_REVENUE	OPERATING_EXPENSES	REVENUE_MINUS_EXPENSES
2012	3112	APPROPRIATED	74.07	10,510.20	778,490.51		778,490.51	-788,295.81	-9,805.30
2012	3112	LOCAL				16,584.38	16,584.38	14,824.03	31,408.41
2012	3112	RESTRICTED				324,577.06	324,577.06	-324,577.06	.00
2012	3112	TOTAL	74.07	10,510.20	778,490.51	341,161.44	1,119,651.95	-1,098,048.84	21,603.11
2011	3112	APPROPRIATED	70.50	11,497.60	810,580.80		810,580.80	-596,723.45	213,857.35
2011	3112	LOCAL				1,215.39	1,215.39	19,508.81	20,724.20
2011	3112	RESTRICTED				316,287.57	316,287.57	-316,287.57	.00
2011	3112	TOTAL	70.50	11,497.60	810,580.80	317,502.96	1,128,083.76	-893,502.21	234,581.55

**- Unduplicated Student Headcount**

Unduplicated Student Headcount : College of Arts and Letters : <u>History</u>						
COURSE_COLLEGE	COURSE_DEPARTMENT	SUBJECT	SUBJECT_DESC	FY2011	FY2012	FY2013
AL	HISD	HIST	History	2853	2745	2928



**BOISE STATE UNIVERSITY**  
OFFICE OF THE PROVOST

September 18, 2013

To: Selena Grace and Matt Freeman, Office of the State Board of Education

From: Martin Schimpf, Provost, Boise State University

*Martin E. Schimpf*

Re: Update to SBOE regarding Boise State University's Program Prioritization Process.

The following constitutes an update of our process as of this date.

**Timetable for process:**

Please see the attached timetables for Academic Programs and for Administrative & Support Programs. We are on-track for both sets of programs.

- Academic Programs: The Executive Team has approved the model, methodology, and evaluative criteria for the Program Prioritization process. A draft of the metrics has been issued to faculty and staff through the Faculty Senate and Department Chairs. Faculty and staff members will provide feedback on the first draft by October 1. Faculty members are updating, in the Digital Measures system, their research/creative activity and service/community outreach activity.
- Administrative & Support Programs: The Executive Team has approved the model, methodology, and evaluative criteria for the Program Prioritization process. Divisions will complete the delineation and definition of programs by the end of September or shortly thereafter. Divisions have begun the process of developing the specific metrics that will be used to evaluate programs. The Office of Institutional Research is providing, as needed, consultation regarding development of customer service surveys.

**Criteria:**

Four criteria will be used in the initial evaluation and categorization of programs:

- Relevance: Alignment with university mission and strategic plan; essentiality to core functions of the university; demand for program or service; alignment of service with needs.
- Quality: Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.
- Productivity: Output or production per investment of time and/or resources.
- Efficiency: Reflects the operational effectiveness of the program. For example, a key component of efficiency for an instructional program is timely progress of students through the program.

A fifth criterion will be used in adjusting initial categorizations that were based on the above four criteria:

- Opportunity Analysis: A description of enhancements that can be made to address unmet needs or better advance the goals of the university.

Boise State University: Timeline for Program Prioritization Process for Academic Departments and Programs. (Page 1 of 2)

	Jul-13	Aug-13	Sep-13			Oct-13			Nov-13		
DUE DATE ↓ ↓			← Sept 10		← Oct. 1	← Oct. 8		← Oct 22	← Nov. 1	← Nov. 8	
Executive Team		Approve model, criteria, and methodology									
Implementation Team	Draft of basic model, criteria, metrics, and program delineation/definition for academic programs and departments.		1st Draft Metrics	A		2nd draft Metrics			Final Draft		
Faculty/Faculty Senate				Feedback on 1st Draft Metrics			Feedback on 2 <sup>nd</sup> draft				
Provost & Dean's Council				Feedback on 1st Draft Metrics			Feedback on 2 <sup>nd</sup> draft			Approve Metrics	
Faculty				Update Digital Measures Information			B		Verify Digital Measures Information		C
Institutional Research										Develop and Issue Data	
Depts/Programs											
Deans											
Provost & Dean's Council											
Executive Team											
President											

Notes:

A. Faculty members, faculty senators, department chairs, and deans will provide two rounds of feedback on two sets of metrics: one set for academic degree and certificate programs and one for academic departments.

B. Faculty members will update 3 years worth of faculty activity information in the Digital Measures system to enable analysis of Research/Creative Activity and Service/Community Outreach.

C. The Office of Institutional Research will provide data sets for all programs for which central data is available.

Boise State University: Timeline for Program Prioritization Process for Academic Departments and Programs. (Page 2 of 2)

	Dec-13	Jan-14	Feb-14				Mar-14				Apr-14
DUE DATE ↓↓			← Feb. 7	← Feb. 14	← Feb. 21	← Feb. 28	← Mar. 7		← Mar. 21		
Executive Team											
Implementation Team											
Faculty/Faculty Senate											
Provost & Dean's Council											
Faculty											
Institutional Research											
Depts/Programs											
Deans											
Provost & Dean's Council											
Executive Team											
President											

Notes:	D. Departments will verify data provided them by Institutional Research. They will also create "Program Assessment Reports" for each degree/certificate program and for each department. Also included in the report will be initial ideas for change, i.e., opportunity analysis.
	E. Rubrics will be used to normalize metrics among units and among criteria. The Office of Institutional Research and the Implementation Team will facilitate the process of Rubric Scoring.
	F. Rubric scores will be provided to departments. Based on those scores, departments will provide additional ideas for actions to respond to assessment information.
	G. Rubric scores will be used to create an array of programs that will enable deans to assign programs initially to categories for action (that is, "quintiles").
	H. Departments will respond to categorization for action with additional ideas for change. Those ideas will enable deans to further refine their categorization and to decide on final actions that should result from the categorization.
	I. In the Deans Council, categorizations will be integrated to provide a single array of categorization for degree/certificate programs and a second array for academic departments.
	J. VPs and the President will meet to integrate administrative & support programs from throughout the university into a single array of categorization and proposed actions. The potential integration of Academic Programs with Administrative & Support programs will be explored.
	K. The President will make final decisions as to categorization and actions. Results will then be provided to the campus community in a report.

Boise State University: Timeline for Program Prioritization Process for Administrative & Support Programs. (Page 1 of 2)

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13
DUE DATE ↓				←Sept. 27	
Implementation Team	Draft of basic model, generic questionnaire to guide development of metrics, communication plan				
Executive Team		Approve model, criteria, and methodology			
Institutional Research			Consult on Customer Survey, setup for departments	(B)	
Units/Programs			(A)	Develop and send out customer survey	Develop Metrics (C)
VP's AVP's			Define and delineate programs		Vet and approve metrics
Executive Team					
President					

**Notes:**

A. VPs and AVPs will define and delineate "programs" for their divisions at a scale that makes sense in terms of analysis of program function and planning for program-focused actions.

B. Those programs that do not have solid information from past surveys of customers will be given, as necessary, support in development and administration of surveys to provide information for the program prioritization process.

C. Because functions are highly variable among administrative and support units are highly variable among units, the metrics used to measure those functions also will vary. Therefore, metrics will necessarily be developed and proposed by those units. To ensure rigor and usefulness of metrics as a basis for decisions, proposed metrics will be scrutinized and vetted by the appropriate VP.

Boise State University: Timeline for Program Prioritization Process for Administrative & Support Programs. (Page 2 of 2)

	Dec-13	Jan-14	Feb-14				Mar-14				Apr-14			
DUE DATE ↓			← Feb. 7	← Feb. 14	← Feb. 21	← Feb. 28	← Mar. 7		← Mar. 21		← April 11		← April 25	
Implementation Team														
Executive Team														
Institutional Research														
Units/Programs	Compile unit data for approved metrics Benchmark (as appropriate) Develop Program Assessment Report													
VP's AVP's														
Executive Team														
President														

D. Once metrics are decided upon, units will gather appropriate data and benchmark as feasible. The end product will be a "Program Assessment Report". Also included in the report will be initial ideas for change, i.e., opportunity analysis.
E. Rubrics will be used to normalize metrics among units and among criteria. The Office of Institutional Research and the Implementation Team will facilitate the process of Rubric Scoring.
F. Rubric scores will be provided to units. Based on those scores, units will provide additional ideas for actions to respond to assessment information.
G. Rubric scores will be used to create an array of units that will enable VPs and AVPs to assign units initially to categories for action (that is, "quintiles").
H. Units will have the opportunity to respond to categorization for action with additional ideas for change. Those ideas will enable VPs and AVPs to further refine their categorization and to decide on final actions that should result from the categorization.
I. In those cases where initial categorization has been done at a level below that of the entire division, categorizations will be integrated to provide a single array of categorization for the division.
J. VPs and the President will meet to integrate administrative & support programs from throughout the university into a single array of categorization and proposed actions. The potential integration of Academic Programs with Administrative & Support programs will be explored.
K. The President will make final decisions as to categorization and actions. Results will then be provided to the campus community in a report.

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**Provost and Executive Vice President**

Administration Building, Suite 105

PO Box 443152

Moscow ID 83844-3152

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Fax: 208-885-6558

[www.provost.uidaho.edu](http://www.provost.uidaho.edu)

September 16, 2013

Selena Grace  
 Chief Academic Officer  
 Office of the State Board of Education  
 650 West State Street, Suite 307  
 P.O. Box 83720  
 Boise, Idaho 83720-0037

Dear Selena:

I am pleased to report the University of Idaho's process to date regarding program prioritization, which we have labeled "Focus for the Future"—in part to differentiate from the ongoing process the institution has engaged in (based on the Dickeson model) since 2008. Attached please find the timetable for University of Idaho efforts.

The University of Idaho continues to use the following criteria for academic and administrative programs:

- Centrality to the University's mission
- Cost effectiveness
- External demand
- Internal demand (e.g., service as a foundation and/or prerequisite for other programs)
- Impact
- Productivity
- Quality
- Size and scope of the program
- Synergies (e.g., contributions to trans-disciplinary teaching, research, and outreach)

On September 16, 2013 more than one hundred University of Idaho leaders met to discuss the weighting of these criteria. We will finalize the weightings at a meeting scheduled for October 10, 2013.

Both academic units and administrative units are well underway in terms of planning and implementing the process. Institutional research is providing data and faculty are engaging in robust conversations regarding scholarship and creative activity as they relate to the criteria.

Please do not hesitate to contact me if I can supply additional information.

Sincerely,



















Katherine G. Aiken  
 Interim Provost and Executive Vice President

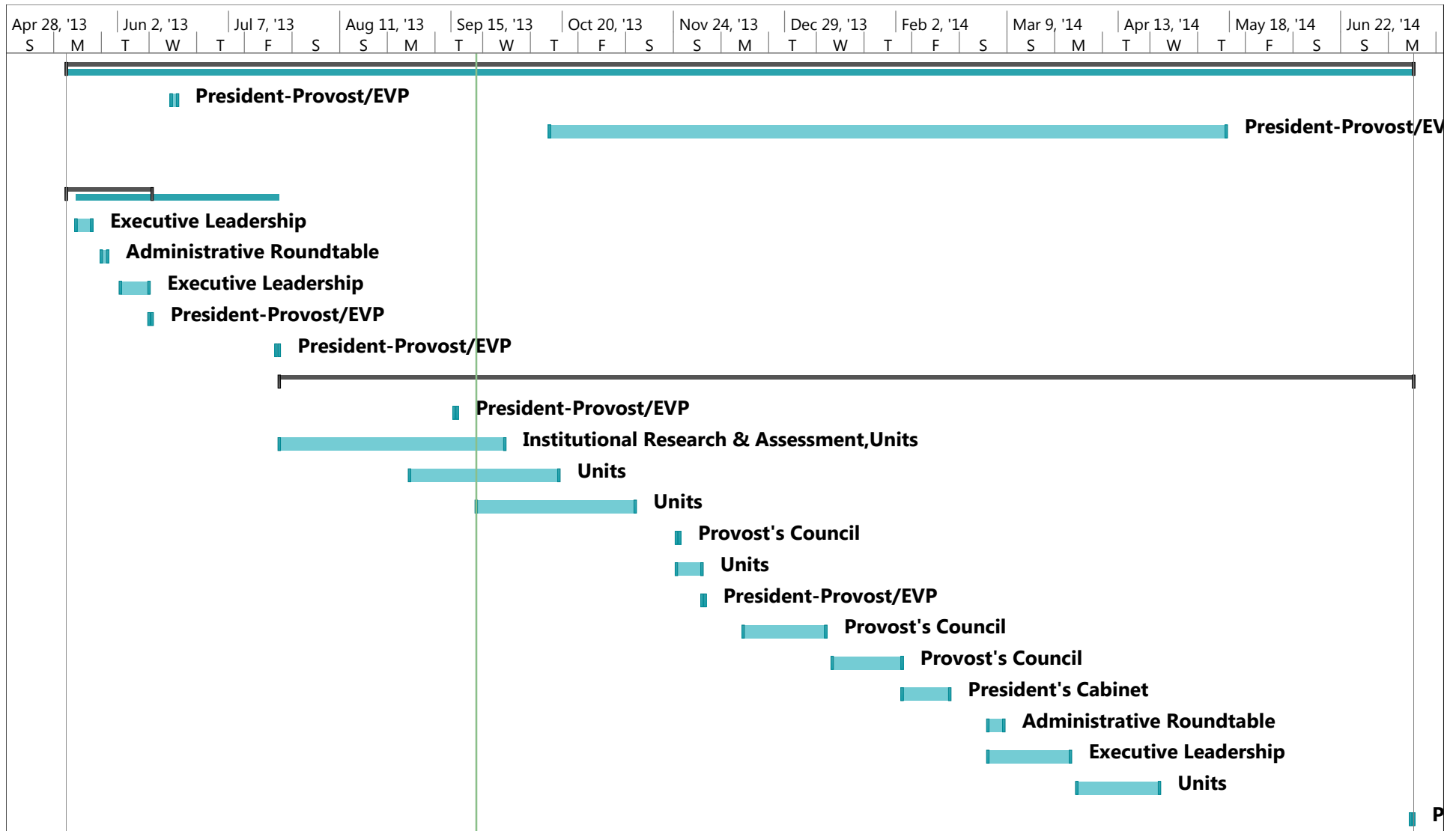


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ID	Task Name	Start	Finish	Resource Names	1
1	<b>Focus for the Future</b>	<b>Fri 5/17/13</b>	<b>Mon 7/14/14</b>		
2	State Board Meeting - approval of general process	Wed 6/19/13	Thu 6/20/13	President-Provost/EVP	
3	State Board Meeting - updates at bio-monthly meeting	Wed 10/16/13	Fri 5/16/14	President-Provost/EVP	
4	Faculty Senate - weekly updates			Provost/EVP	
5	<b>Process Development</b>	<b>Fri 5/17/13</b>	<b>Wed 6/12/13</b>		
6	Preliminary discussion with senior leadership	Mon 5/20/13	Fri 5/24/13	Executive Leadership	
7	2008 process reviewed w/ Provost's Council plus Faculty Senate Leadership	Tue 5/28/13	Wed 5/29/13	Administrative Roundtable	
8	Proposed Submission reviewed w/leadership	Mon 6/3/13	Tue 6/11/13	Executive Leadership	
9	Submit program review process to SBOE	Wed 6/12/13	Wed 6/12/13	President-Provost/EVP	
10	Initial U-wide Communication	Mon 7/22/13	Mon 7/22/13	President-Provost/EVP	
11	<b>Program Reviews</b>	<b>Tue 7/23/13</b>	<b>Mon 7/14/14</b>		
12	Communicate overall plan U-wide leadership	Mon 9/16/13	Mon 9/16/13	President-Provost/EVP	
13	Data gathered for initial academic program review	Tue 7/23/13	Tue 10/1/13	Institutional Research &	
14	Develop a plan including metrics for the criteria	Mon 9/2/13	Fri 10/18/13	Units	
15	Apply metrics to the criteria and prepare a report for each academic & each	Mon 9/23/13	Mon 11/11/13	Units	
16	Update and discussion of progress	Mon 11/25/13	Mon 11/25/13	Provost's Council	
17	Units make any needed adjustment and submit final reports for compilation	Mon 11/25/13	Mon 12/2/13	Units	
18	Status Report to Faculty Senate	Tue 12/3/13	Tue 12/3/13	President-Provost/EVP	
19	Review reports in preparation for recommendations	Mon 12/16/13	Fri 1/10/14	Provost's Council	
20	Recommendations for action	Mon 1/13/14	Mon 2/3/14	Provost's Council	
21	Recommendations reviewed	Tue 2/4/14	Tue 2/18/14	President's Cabinet	
22	Recommendations reviewed	Mon 3/3/14	Fri 3/7/14	Administrative Roundtable	
23	Set program quintiles	Mon 3/3/14	Fri 3/28/14	Executive Leadership	
24	Action Plans Determined (modify, invest, close)	Mon 3/31/14	Fri 4/25/14	Units	
25	Submit Board Materials	Mon 7/14/14	Mon 7/14/14	President-Provost/EVP	

Project: Focus for Future Timeli  
Date: Mon 9/23/13

Task		Inactive Summary		External Tasks	
Split		Manual Task		External Milestone	
Milestone		Duration-only		Deadline	
Summary		Manual Summary Rollup		Progress	
Project Summary		Manual Summary		Manual Progress	
Inactive Task		Start-only			
Inactive Milestone		Finish-only			



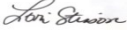

Project: Focus for Future Timeli Date: Mon 9/23/13	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
	Milestone		Duration-only		Deadline	
	Summary		Manual Summary Rollup		Progress	
	Project Summary		Manual Summary		Manual Progress	
	Inactive Task		Start-only			
	Inactive Milestone		Finish-only			



## Memorandum

**To:** Matt Freeman, Chief Financial Officer  
Office of the State Board of Education

Selena Grace, Chief Academic Officer  
Office of the State Board of Education

**From:** Dr. Lori Stinson, Interim Provost and Vice President, Academic Affairs   
Chet Herbst, Vice President for Finance and Administration 

**Date:** September 16, 2013

**Re:** Guidance Memo #2: Program Prioritization

---

As reported at the August 2013 State Board of Education meeting, Lewis-Clark State College will prioritize *instructional* programs with respect to the following five (5) criteria.

### Instructional Program Criteria

1. Impact, justification, and overall essentiality of the program
2. Quality of program outcomes
3. External demand for the program
4. Internal demand for the program
5. Net revenue

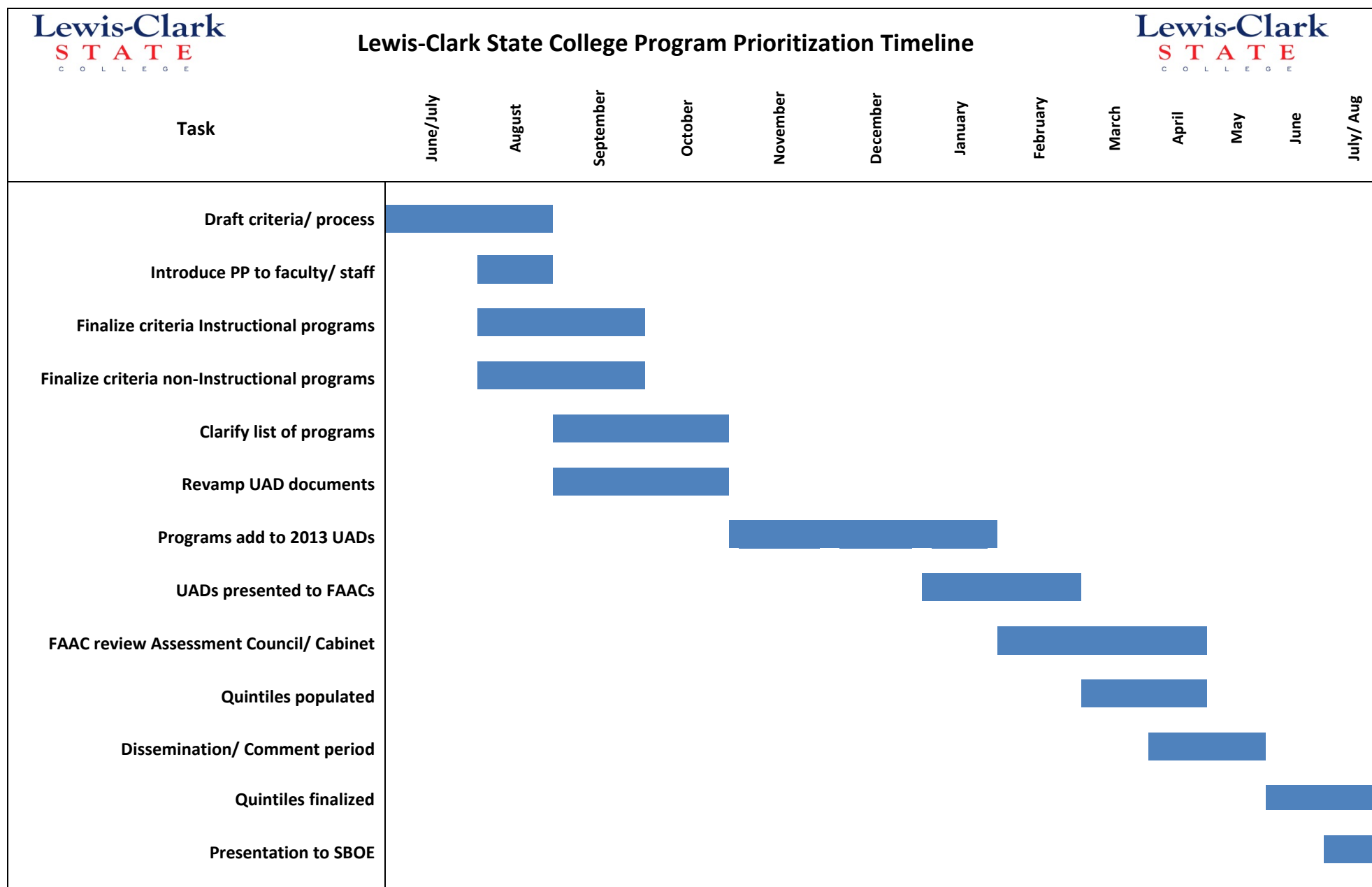
*Non-instructional* program criteria were not reported at the August board meeting and are noted here.

### Non-Instructional Program Criteria

1. Impact, justification, and overall essentiality of the program
2. External demand for the program
3. Internal demand for the program
4. Quality of program outcomes
5. Net revenue

Indicators and data points/ sources for each criterion are in development and will be vetted by BAHF and IRSA as requested in the guidance memo. *Instructional* programs and *non-Instructional* programs will have unique questions and indicators. Likewise, weighting of the criteria will occur in the coming months.

Thank you.



UAD: Unit Assessment Document

FAAC: Functional Area Assessment Committee

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2013**

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**NORTH IDAHO COLLEGE**

**SUBJECT**

Approval of Academic and Professional-Technical Education Programs

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5.

Idaho Code §33-107, State Board of Education

**BACKGROUND/DISCUSSION**

During the Five-Year Planning process in April 2013, Board staff discovered that a number of academic and professional-technical education programs from North Idaho College (NIC) had not received formal approval by the Board or Executive Director consistent with Board Policy III.G.

NIC and Board staff compared records and prepared a list of programs to be presented to the Board for approval.

**IMPACT**

Board approval of the academic and professional-technical education programs will bring official records up-to-date. Any programs not listed in Attachment 1 will require submission of proposals through the program review process.

**ATTACHMENTS**

Attachment 1 – NIC Programs

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the request from North Idaho College as provided in Attachment 1.

**BOARD ACTION**

I move to approve the request from North Idaho College for approval of the academic and professional-technical education programs listed in Attachment 1.

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

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases
NIC	American Indian Studies	5.0202	A.A.	N/A
NIC	American Indian Studies	5.0202	A.S.	N/A
NIC	American Sign Language Studies	16.1601	A.S.	
NIC	Anthropology	45.0201	A.A.	N/A
NIC	Anthropology	45.0201	A.S.	N/A
NIC	Art	50.0402	A.A.	Fine Arts
NIC	Art	50.0402	A.A.	Graphic Design
NIC	Art	50.0402	A.S.	Fine Arts
NIC	Art	50.0402	A.S.	Graphic Design
NIC	Astronomy	40.0203	A.S.	N/A
NIC	Biology	26.0101	A.S.	N/A
NIC	Botany	26.0301	A.S.	N/A
NIC	Business Administration	52.0201	A.A.	N/A
NIC	Business Administration	52.0201	A.S.	N/A
NIC	Business Education	13.1303	A.S.	N/A
NIC	Chemistry	40.0501	A.S.	N/A
NIC	Child Development	19.0706	A.A.	N/A
NIC	Child Development	19.0706	A.S.	N/A
NIC	Child Development	19.0706	Associate Cert.	N/A
NIC	Communication	9.0101	A.A.	Speech
NIC	Communication	9.0101	A.S.	Speech
NIC	Computer Science	11.0701	A.S.	N/A
NIC	Criminal Justice	43.0104	A.A.	N/A
NIC	Criminal Justice	43.0104	A.S.	N/A
NIC	Education	13.0101	A.A.	Secondary
NIC	Education	13.1202	A.A.	Elementary
NIC	Education	13.0101	A.S.	Secondary
NIC	Education	13.1202	A.S.	Elementary
NIC	Electrical Apprenticeship	14.1001	A.A.S.	
NIC	Engineering	14.1301	A.S.	N/A
NIC	English	23.0101	A.A.	N/A
NIC	English	23.0101	A.S.	N/A
NIC	Environmental Science	03.0101	A.S.	
NIC	Forestry/Wildlife/Range Managemnt	3.0101	A.S.	N/A



Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases
NIC	General Studies	24.0102	A.A.	N/A
NIC	General Studies	24.0102	A.S.	N/A
NIC	Geology	40.0601	A.S.	N/A
NIC	Graphic Design	50.0409	A.A.S.	N/A
NIC	Graphic Design	50.0409	Academic Cert.	N/A
NIC	History	45.0801	A.A.	N/A
NIC	History	45.0801	A.S.	N/A
NIC	Humanities	24.0103	A.A.	
NIC	Humanities	24.0103	A.S.	
NIC	HVAC Apprenticeship Program	47.0201	A.A.S.	
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A
NIC	Interdisciplinary Studies	30.9999	A.S.	N/A
NIC	Journalism	09.0401	A.A.	
NIC	Journalism	09.0401	A.S.	
NIC	Mathematics	27.0101	A.A.	N/A
NIC	Mathematics	27.0101	A.S.	N/A
NIC	Medical Assistant	51.0710	Tech. Certificate	N/A
NIC	Modern Languages	16.0101	A.A.	N/A
NIC	Music	50.0901	A.A.	N/A
NIC	Music	50.0901	A.S.	N/A
NIC	Nursing	51.3801	A.S.	Registered
NIC	Pharmaceutical Manufacturing	51.2006	A.S.	
NIC	Philosophy	38.0101	A.A.	N/A
NIC	Philosophy	38.0101	A.S.	N/A
NIC	Photography	50.0605	A.A.	N/A
NIC	Photography	50.0605	A.S.	N/A
NIC	Physical Education	13.1314	A.S.	
NIC	Physics	40.0801	A.S.	N/A
NIC	Plumbing Apprenticeship	46.0503	A.A.S.	
NIC	Political Science	45.1001	A.A.	N/A
NIC	Political Science	45.1001	A.S.	N/A
NIC	Pre-Law	22.0102	A.A.	N/A
NIC	Pre-Law	22.0102	A.S.	N/A
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases
NIC	Pre-Microbiology/Medical Tech	26.0501	A.S.	N/A
NIC	Pre-Nutrition	10.0501	A.S.	N/A
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A
NIC	Psychology	42.0101	A.A.	N/A
NIC	Psychology	42.0101	A.S.	N/A
NIC	Public Relations	09.09	A.A.	
NIC	Public Relations	09.09	A.S.	
NIC	Social Work	44.0701	A.A.	N/A
NIC	Social Work	44.0701	A.S.	N/A
NIC	Sociology	45.1101	A.A.	N/A
NIC	Sociology	45.1101	A.S.	N/A
NIC	Theatre	50.0501	A.A.	N/A
NIC	Theatre	50.0501	A.S.	N/A
NIC	Web Design	11.0801	A.A.S.	N/A
NIC	Zoology	26.0701	A.S.	N/A

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2013**

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**SUBJECT**

Amendment of Five-Year Plan to include BSU's Ph.D. in Ecology, Evolution, and Behavior

**REFERENCE**

August 2012	The Board approved the first iteration of the Five-Year Plan.
August 2013	The Board approved the update to the Five-Year Plan with the understanding that IRSA would evaluate whether or not to add BSU's proposed Ph.D. in Ecology, Evolution, and Behavior to their plan.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, 2.a (ii)

**BACKGROUND/DISCUSSION**

Board Policy III.Z, requires institutions create plans in alignment with their Statewide and Service Region Program responsibilities that describe all current and proposed programs to be offered. As part of the proposed program planning process of the Five-Year Plan, institutions met in April 2013 to review institution plans, discuss areas of concern, and potential collaboration opportunities. As a result, Boise State University's (BSU) proposed Ph.D. in Ecology, Evolution, and Behavior program was identified as potential duplication. The University of Idaho expressed concerns that BSU's proposed Ph.D. program duplicates their existing Ph.D. programs in Natural Resources, Biology, and Environmental Science.

The Five-Year Plan and results of the work session were shared with the Instruction, Research, and Student Affairs (IRSA) Committee at their July 2013 meeting. At that time, IRSA determined to defer BSU's proposed Ph.D. program to their September 26, 2013, meeting for further discussion and analysis; and recommended that the proposed program be removed from the Five-year plan in the interim.

At the Board's August 15, 2013 meeting, the updated Five-Year Plan and IRSA's position were presented to the Board. The Board approved the plan with the understanding that the Plan would return to the Board if IRSA determined to include the Ph.D. program in BSU's five-year plan.

At IRSA's September 26, 2013 meeting, BSU and the UI presented their positions regarding BSU's Ph.D. in Ecology, Evolution, and Behavior and program duplication for consideration.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2013**

---

IRSA concluded that without additional program detail and information on costs for BSU's program that they could not make a recommendation. Therefore, IRSA determined to move BSU's proposed Ph.D. in Ecology, Evolution, and Behavior for inclusion into the Five-Year Plan to the full Board with no formal recommendation.

**IMPACT**

Approval of the amendment will allow BSU to add their proposed Ph.D. program to their Five-Year plan and will give BSU the ability to proceed to the program proposal development stage.

**STAFF COMMENTS AND RECOMMENDATIONS**

While IRSA made no formal recommendation, staff believes that, in this case, in order for the Board to evaluate duplication of programs, a program proposal would be required. It's important to also note that in light of Program Prioritization, staff recommended to IRSA that the August 2014 cycle of the Five-Year plan be postponed until August 2015.

Staff recommends inclusion of BSU's Ph.D. in Ecology, Evolution, and Behavior in the Five-Year Plan.

**BOARD ACTION**

I move to approve inclusion of BSU's Ph.D. in Ecology, Evolution, and Behavior in the Five-Year Plan.

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2013**

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**SUBJECT**

Intellectual Property Commercialization

**REFERENCE**

April 2013	First Reading of Amendments to Board Policy V.M. Intellectual Property
June 2013	Second Reading of Amendments to Board Policy V.M. Intellectual Property
June 2013	Board rejected a Legislative Idea to amend the State Constitution to allow institutions to directly hold equity in a private entity.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.M. Intellectual Property

**BACKGROUND/DISCUSSION**

During the June Board meeting, staff were requested to look further into the issues raised regarding institutions ability to transfer intellectual property to the market place and perceived restrictions created by the State Constitution. The Board's Deputy Attorney General met with the legal counsel from the four year institutions on August 14<sup>th</sup> to discuss any barriers the institutions had as well as what was working at the institutions. The concern that Article VIII's restriction prevents an institution from benefitting from the granting of a license to use intellectual property developed by the institution to a private entity in exchange for a license fee in the form of an equity ownership interest in the private entity was specifically discussed.

Board Policy Section V.M. Intellectual Property sets for the parameters for the assignment, transfer, sale or license of intellectual property in accordance with the Idaho Institution Technology Licensing Guidelines adopted by the Board June 2013. Board policy and licensing guidelines specifically recognize the institutions ability to create Technology Transfer Organizations. Technology Transfer Organization, created and operated separately from the institutions, as is the case of the Idaho Research Foundation operated by the University of Idaho, are not restricted un the Constitution from holding an equity interest in private entities.

**STAFF COMMENTS AND RECOMMENDATIONS**

Given the clarification of the institutions ability to create technology transfer organization to help facilitate the transfer of intellectual property, the Board may want to consider amending Board Policy V.E. Gifts and Affiliated Foundations to specifically address the creation and governance of Technology Transfer Organization to protect their private, independent status, as is the case with affiliated foundation under Board Policy V.E. Currently this policy explicitly states that it is not applicable to Technology Transfer Organizations.

**BOARD ACTION**

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

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**AUDIT**  
**OCTOBER 17, 2013**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.Y. – Compliance Programs – Second Reading	Motion to approve

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**AUDIT**  
**OCTOBER 17, 2013**

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**SUBJECT**

Board Policy V.Y. – Compliance Programs – second reading

**REFERENCE**

August 2010	Board was briefed on Audit Committee project to make policy recommendation for proper financial oversight and control, including such issues as codes of ethics or conduct, conflict of interest policy, and whistle-blower or other reporting procedures.
August 2012	Board approved first reading of Board Policy V.Y. Compliance Programs
December 2012	Board approved second reading of Board Policy V.Y. Compliance Programs
June 2013	Board approved first reading for revisions to Board Policy V.Y. Compliance Programs

**BACKGROUND / DISCUSSION**

In December 2012 the Board approved the new Board Policy V.Y., Compliance Programs. The new policy requires material compliance issues be reported to the Audit Committee on a semi-annual basis, defines materiality, requires material compliance issues in excess of \$200,000 be reported to the Audit Committee immediately, and requires de minimus compliance issues under \$25,000 not be reported to the Audit Committee.

In June 2013 the Board approved the first reading of the policy adding a requirement to provide adequate training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities. Clarification is also provided in determining material compliance matters and when they need to be reported.

**IMPACT**

The proposed amendments would require adequate training and clarify reporting of material compliance matters.

**ATTACHMENTS**

Attachment 1- Board Policy Section V.Y., 2<sup>nd</sup> reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

There were no changes between first and second reading. Staff recommends approval.

**AUDIT**  
**OCTOBER 17, 2013**

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**BOARD ACTION**

I move to approve the second reading of the proposed amendment to Board Policy V.Y., as presented in attachment 1.

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

**1. General**

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

**2. Compliance Program**

Each institution shall designate a chief compliance officer, approved by the Audit Committee (Committee), and shall ensure that the institution establishes a compliance audit program to be approved by the Committee which must address, at a minimum, the following:

- a. A code of ethics which applies to all employees.
- b. A published and widely disseminated list or index of all major compliance areas and responsibilities, and to categorize and prioritize these compliance areas and responsibilities by considering the risks, probability, and negative impact of potential events.
- c. A mechanism for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority to examine compliance issues and assist the chief compliance officer in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance.
- d. A means of assuring institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies.
- e. Provision of adequate training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities.

**3. Reporting**

- a. The chief compliance officer of each institution will prepare and submit a semi-annual compliance report in January and July, on a confidential basis, to Board counsel and the Committee noting all material compliance matters occurring since the date of the last report, and identifying any revisions to the institution's compliance program.

For purposes of this policy, a compliance matter shall be considered material if any of the following apply:

- The perception of risk creates controversy between management and the internal auditor.
- It could have a material impact on the financial statements.

October 2013

- 
- It is or could be a matter of significant public interest or exposure.
  - It may be reported in an external release of financial information.
  - It relates to key controls over financial information that are being designed or redesigned, have failed, or otherwise are being addressed by the organization.
  - It involves fraud related to management.
  - It leads to correction or enforcement action by a regulatory agency.
  - It involves potential financial liability in excess of \$25,000
- b. Notwithstanding the foregoing, a compliance matter with financial liability in excess of two hundred thousand dollars (\$200,000) must be reported to the Committee as soon as reasonably practicable. A de minimus compliance matter need not be reported to the Committee at any time. A violation will be considered de minimus if it involves potential financial liability of less than twenty-five thousand dollars (\$25,000) and is a matter that has not been recurring or is not otherwise indicative of a pattern of noncompliance. For purposes of this Subsection, "potential financial liability" means the estimated obligation by the institution to another party resulting from noncompliance.
- c. Compliance concerns at agencies under the governance of the Board shall be reported to the Committee by the Board's Executive Director when, in his/her discretion, the matter presents extraordinary ethical, legal, or fiduciary responsibilities or obligations.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
OCTOBER 17, 2013**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>AMENDMENT TO BOARD POLICY</b>		
<b>1</b>	Section II.H. – Coaching Personnel and Athletic Directors – First Reading	Motion to approve
<b>BOARD-SPONSORED RETIREMENT PLAN AMENDMENTS</b>		
<b>2</b>		Motion to approve

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 17, 2013**

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**SUBJECT**

Board policy II.H. – Coaching Personnel and Athletic Directors

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section II.F. and II.H.

Idaho Code §59-1606

**BACKGROUND / DISCUSSION**

The athletic directors (ADs) at the three universities approached staff about revising annual leave accrual for coaches. The ADs identified two areas they would like to address. First, there is a concern that coaches are accruing high annual leave balances (capped by law at 240 hours) and then when they leave the university's employment (either voluntarily or involuntarily) the university has a financial liability (sometime significant) to payout the coach's vacation. Second, staff was told that coaches are unique in that they put in significant hours during the season and then off-season their schedule slows down but depending upon their date of hire they may not have accrued enough leave to take advantage of their time. There was a recent specific case in which a new head coach was hired in late fall and worked significant hours, but when Christmas rolled around he didn't have enough time accrued to travel out-of-state to visit family, so he had to take unpaid leave.

The ADs have requested that coaches not earn or accrue annual leave, but rather take vacation with the approval of the AD. Universities in Washington and Utah have incorporated this type of leave arrangement into their coach contracts.

Idaho Code §59-1606(c) provides that "The state board of education shall determine the vacation leave policies for all officers and employees of the state board of education who are not subject to ... [laws governing classified employees]. To the extent possible, the state board of education shall adopt policies which are compatible with the state's accounting system." As such, the Board has statutory authority to set its own leave policies.

Any new leave policy determined by the Board must be communicated to the State Controller in writing at least one hundred eighty (180) days in advance of the effective date of the policy.

**IMPACT**

The proposed policy change would provide that head and assistant coaches at the universities would have 192 hours of annual leave per year (or a pro rata share thereof if term of employment started after July 1). The leave would be use-it or lose-it on an annual basis and no cash-out would be allowed for unused leave.



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**ATTACHMENTS**

Attachment 1 – Section II.H. – first reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Lewis-Clark State College (LCSC) has requested authority to continue to operate under current state employee policy with regard to annual leave accrual for its coaches. LCSC has no objection, however, to the universities being given the flexibility to move to a new procedure which may make sense under their circumstances.

The proposed 192 hours of leave is equivalent to 24 days or two days per month which is the same amount of leave non-classified employees earn annually pursuant to Board policy II.F.

As referenced above, the ADs' assert that coaches work significant hours during the program and recruitment seasons, but under the current policy a new coach may not have earned enough leave to take vacation during holidays or when their schedule allows. Staff does not find that argument particularly compelling because the same could be true of almost any new senior-level management position at an institution. Nevertheless, staff brings the policy forward to the Board for its consideration in the interest of helping the ADs best manage their coaches and programs.

This policy change, if approved, would be effective prospectively for new hires and contract renewals. All existing contracts and accrued leave would be grandfathered. If this policy moves to second reading, staff recommends the Board revise the model contract to reflect this leave policy.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board policy section II.H. Coaches and Athletic Directors, with all revisions as presented.

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

**GOVERNING POLICIES AND PROCEDURES**

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. ~~Policies Regarding Coachings Personnel~~ and Athletic Directors ~~April-December~~ 2013

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1. Agreements Longer Than One Year

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than three (3) years, subject to approval by the Board as to the terms, conditions, and compensation there under, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. All such contracts must contain a liquidated damages clause provision in favor of the institution, applicable in the event that the coach or athletic director terminates the contract for convenience, in an amount which is a reasonable approximation of damages which might be sustained if the contract is terminated. A contract in excess of three (3) years, or a rolling three (3) year contract, may be considered by the Board upon the documented showing of extraordinary circumstances. All contracts must be submitted for Board approval prior to the contract effective date. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The April 2013 Board revised and approved multiyear model contract is adopted by reference into this policy. The model contract may be found on the Board's website at <http://boardofed.idaho.gov/>.

2. Agreements For One Year Or Less

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of one (1) year or less and an annual salary of \$150,000 or less without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The December 9, 2010 Board revised and approved model contract is adopted by reference into this policy. The single-year model contract may be found on the Board's website at <http://boardofed.idaho.gov/>.

3. Academic Incentives

Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives.

4. Part-time Coaches Excepted

## GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. ~~Policies Regarding Coachings Personnel~~ and Athletic Directors ~~April-December~~ 2013

The chief executive officer of an institution is authorized to hire part-time head coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

### 5. Assistant Coaches

The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

### 6. Annual Leave

- a. Annual leave for head and assistant coaches at Lewis-Clark State College shall be earned and accrued consistent with non-classified employees as set forth in policy II.F.
- b. All existing contracts and accrued leave held by head and assistant coaches at the universities on the effective date of this policy shall be grandfathered under policy II.F. for purposes of earning and accruing annual leave until the coach's contract renewal or termination, whichever comes first.
- c. Following the effective date of this policy, all head and assistant coach contract renewals and new hires at the universities shall be subject to the following leave provisions:
  - i. Annual leave shall be accounted for on a fiscal-year basis.
  - ii. Coaches shall have one hundred ninety two (192) hours of annual leave effective July 1 of each year or a pro-rata share thereof on the effective date of the coach's appointment. For example, a coach hired on September 1 would have 144 hours of annual leave available.
  - iii. Annual leave may only be taken in the year in which it becomes available pursuant to this policy. Annual leave does not accumulate and cannot be carried over from one year to the next.
  - iv. In the event of contract non-renewal or termination of employment for cause or for convenience (by either the institution or the coach), any unused leave shall be forfeited and a coach shall not be paid for unused leave.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**SUBJECT**

Board-sponsored Retirement Plan Amendments

**REFERENCE**

August 2012

Board approved TIAA-CREF Share Class Change/  
Revenue Credit Account

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho Code §33-107A, 107B

Idaho Code §59-513

Idaho State Board of Education Governing Policies & Procedures, Section II.K.

**BACKGROUND / DISCUSSION**

At its regularly scheduled August 2013 meeting the Idaho State Board of Education approved TIAA-CREF's Share Class Change/Revenue Credit Account proposal for the Board's 401(a), 403(b), supplemental 403(b) and 457(b) retirement plans. These changes must now be incorporated into the corresponding retirement plan documents.

**IMPACT**

The plan amendments add provisions for an account in each plan to receive payment of excess revenue sharing from fund sponsors and for allocation of excess revenue sharing from this account to participant accounts that generate excess revenue sharing.

**ATTACHMENTS**

Attachment 1 – Amendments to Board of Education Retirement Plans      Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Each Board-approved retirement plan has a controlling plan document with definitions, terms and conditions. These documents need to reflect the Board's previous action to approve revenue credit accounts.

Staff recommends approval.

**BOARD ACTION**

I move to approve amendments for the Board's Optional Retirement Plan (401(a)), 403(b), supplemental 403(b) and 457(b) plans as set forth in Attachment 1, and to declare said amendments effective August 15, 2013.

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

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Amendments to Idaho State Board Of Education  
Optional Retirement Plan, Tax Deferred 403(b) Plan, Section 457(b) Deferred  
Compensation Plan and Supplemental Retirement Benefit 403(b) Plan

1. Amend the Idaho State Board of Education Optional Retirement Plan to add the following Section 4.9:

**4.9 Revenue Sharing Account.** The Plan shall record in an unallocated Plan account any amounts paid to the Plan by Fund Sponsors, and shall invest such unallocated account as directed by the Board or its delegate. As of the last day of each Plan Year, all assets remaining in the unallocated account shall be allocated among the Accumulation Accounts of Participants who have Accumulation Accounts on the last day of the Plan Year. The allocation shall be made in proportion to the value of each Participant's Accumulation Account invested in Funding Vehicles that generate revenue sharing, determined according to the Fund Sponsors' records as of the last day of the Plan Year.

2. Amend the Idaho State Board of Education Tax Deferred 403(b) Plan to add the following section 2.8:

**2.8 Revenue Sharing Account.** The Plan shall record in an unallocated Plan account any amounts paid to the Plan by Vendors, and shall invest such unallocated account as directed by the Board or its delegate. As of the last day of each Plan Year, all assets remaining in the unallocated account shall be allocated among the Accounts of Participants who have Accounts on the last day of the Plan Year. The allocation shall be made in proportion to the value of each Participant's Account invested in Funding Vehicles that generate revenue sharing, determined according to the Vendors' records as of the last day of the Plan Year.

3. Amend the Idaho State Board of Education Section 457(b) Deferred Compensation Plan to add the following section 6.06:

**6.06 Revenue Sharing Account.** The Plan shall record in an unallocated Plan account any amounts paid to the Plan by Service Providers, and shall invest such unallocated account as directed by the Board or its delegate. As of the last day of each Plan Year, all assets remaining in the unallocated account shall be allocated among the Plan Accounts of Participants who have Accounts on the last day of the Plan Year. The allocation shall be made in proportion to the value of each Participant's Account invested in Plan investments that generate revenue sharing, determined according to the Service Providers' records as of the last day of the Plan Year.

4. Amend the Idaho State Board of Education Supplemental Retirement Benefit 403(b) Plan to add the following section 2.8:

**2.8 Revenue Sharing Account.** The Plan shall record in an unallocated Plan account any amounts paid to the Plan by Vendors, and shall invest such unallocated account as directed by the Board or its delegate. As of the last day of each Plan Year,

all assets remaining in the unallocated Plan account shall be allocated among the Accounts of Participants who have Accounts on the last day of the Plan Year. The allocation shall be made in proportion to the value of each Participant's Account invested in Funding Vehicles that generate revenue sharing, determined according to the Vendors' records as of the last day of the Plan Year.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>FY 2014 SOURCES AND USES OF FUNDS</b>	Motion to approve
<b>2</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.F. – Bonds and Other Indebtedness - First Reading	Motion to approve
<b>3</b>	<b>BOISE STATE UNIVERSITY</b> Amendment to Nike Contract	Motion to approve
<b>4</b>	<b>BOISE STATE UNIVERSITY</b> Purchase of Phoenix Thermal Ionization Mass Spectrometer	Motion to approve
<b>5</b>	<b>UNIVERSITY of IDAHO</b> Executive Residence Project Update	Information item



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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 17, 2013**

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**SUBJECT**

FY 2014 College and Universities "Summary of Sources and Uses of Funds"

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.4.b.(1), V.B.5.c. and V.B.6.b.

**BACKGROUND/DISCUSSION**

The College and Universities receive funding from a variety of sources. A summary of the revenue sources is as follows:

**Revenue types include:**

Approp: General Funds – State appropriation of state funds

Approp: Endowment Funds – Idaho State University (ISU), University of Idaho (UI) and Lewis-Clark State College (LCSC) are the beneficiaries of income from state endowment lands

Approp: Student Fees – Tuition and Fees approved by the Board; Legislature appropriates spending authority

Institutional Student Fees – Fees approved by the institution presidents

Federal Grants & Contracts – Extramural grants and contracts awarded by the Federal government

Federal Student Financial Aid – Funds passed through to students

State Grants & Contracts – Grants and contracts awarded by the State: may include state scholarships and work study funds

Private Gifts, Grants & Contracts – Other non-governmental gifts, grants and contracts

Sales & Services of Educational Activities – Includes: (i) revenues that are related incidentally to the conduct of instruction, research, and public service and (ii) revenues of activities that exist to provide instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students, faculty, staff, and the general public. Examples would include sales of scientific and literary publications, testing services, etc.

Sales & Services of Auxiliary Enterprises – An institutional entity that exists predominantly to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Indirect Costs/Other – Also known as Facilities and Administrative (F&A) Cost recovery, on many grants an institution may charge a grantor for indirect costs. The expense to the grant is not a specifically identifiable cash outlay but a "recovery" of general overhead costs.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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The institutions' expenditures fall in to the following standard functional categories:

**Expenditure Categories:**

Instruction – expenses for all activities that are part of an institution's instruction program (credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; etc.)

Research – all expenses for individual and/ or project research as well as that of institutes and research centers

Public Service -- expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution (e.g. conferences, institutes, radio and television, consulting, museums, etc.)

Library – expenses for retention, preservation, and display of educational materials and organized activities that directly support the operation of a catalogued or otherwise classified collection

Student Services – expenses incurred for offices of admissions, registrar and financial aid, student activities, cultural events, student newspapers, intramural athletics, student organizations, etc.

Physical Plant – all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution's physical plant.

Institutional Support – expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as planning and programming operations and legal services; fiscal operations; activities concerned with community and alumni relations, including development and fund raising; etc.

Academic Support – expenses incurred to provide support services for the institution's primary missions: instruction, research, and public service (includes academic administration, galleries, A-V services, etc.)

Athletics – expenses for intercollegiate sports programs are a separately budgeted auxiliary enterprise

Auxiliary Enterprises – an enterprise which exists to furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed to operate as a self-supporting activity. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Scholarships/Fellowships – includes expenses for scholarships and fellowships (from restricted or unrestricted funds) in the form of grants to students.

Federal Student Financial Aid – funds passed through to students

Other – institution specific unique budgeted expenditures

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**IMPACT**

The attached worksheets provide a high level overview of the institutions' sources of funding and expenditures based on the standard categories listed above. The trend analysis shows how the allocation of budgeted revenues and expenditures has changed since fiscal year 2007 excluding any mid-year adjustments (e.g. holdbacks).

**ATTACHMENTS**

Attachment 1 – Summary Report	Page 5
Attachment 2 – Boise State University	Page 6
Attachment 3 – Idaho State University	Page 7
Attachment 4 – University of Idaho	Page 8
Attachment 5 – Lewis-Clark State College	Page 9

**STAFF COMMENTS AND RECOMMENDATIONS**

Starting in FY 2013, Board and institution staff decided to disaggregate federal student aid from Federal Grants & Contracts on the revenue side and from Scholarships/Fellowships on the expense side since federal aid only passes through the institution to the eligible students.

Institution staff will be available to answer questions from the Board.

**BOARD ACTION**

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

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**College and Universities  
Sources and Uses of Funds**

a		b	c	d	e	f	g	h	i	i vs b
		2007	2008	2009	2010	2011	2012	2013	2014	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$297,198,296	\$314,488,045	\$334,513,827	\$299,109,226	\$259,619,803	\$251,916,503	\$269,919,595	\$279,452,595	-4%
2	Approp: Federal Stimulus	\$0	\$0	\$0	\$15,140,600	\$4,305,900	\$0	\$0	\$0	0%
3	Approp: Endowment Funds	7,624,800	7,851,500	8,595,000	9,616,400	9,616,600	9,616,600	9,927,400	10,729,200	4%
4	Approp: Student Fees	125,321,912	127,138,432	133,817,937	147,923,452	177,342,376	202,215,526	216,238,128	227,240,000	80%
5	Institutional Student Fees	60,248,455	53,727,411	68,778,167	70,354,988	66,974,551	71,649,406	79,135,463	86,355,074	59%
6	Federal Grants & Contracts	250,065,986	265,635,778	306,549,636	345,950,919	389,010,370	415,693,822	112,497,648	115,546,707	-55%
7	Federal Student Financial Aid	0	0	0	0	0	0	312,522,291	307,937,134	100%
8	State Grants & Contracts (1)	28,005,013	29,078,797	22,579,764	19,547,568	19,791,273	21,583,007	22,152,755	21,682,868	-18%
9	Private Gifts, Grants & Contr	44,075,928	45,297,552	52,934,827	61,212,799	52,374,136	53,920,532	64,120,559	67,276,644	52%
10	Sales & Serv of Educ Act	40,712,881	53,122,434	37,016,556	36,919,925	36,783,785	30,744,992	24,044,782	24,780,015	-42%
11	Sales & Serv of Aux Ent	95,474,122	101,256,483	115,841,076	107,248,607	110,074,583	113,931,176	116,207,575	114,684,647	21%
12	Indirect Cost Recovery	16,807,325	17,022,432	16,219,905	16,240,498	20,580,602	22,647,183	21,792,012	19,517,154	47%
13	Other	19,001,532	17,695,052	31,639,351	30,307,244	24,151,223	26,774,339	31,897,012	38,387,194	278%
14	<b>Total Revenues</b>	<b>\$984,536,249</b>	<b>\$1,032,313,916</b>	<b>\$1,128,486,046</b>	<b>\$1,159,572,226</b>	<b>\$1,170,625,202</b>	<b>\$1,220,693,086</b>	<b>\$1,280,455,220</b>	<b>\$1,313,589,232</b>	<b>36%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$288,176,766	\$296,335,596	\$308,044,914	\$291,533,121	\$294,191,076	\$301,572,754	\$318,647,448	\$333,078,432	19%
18	Research	120,728,803	129,378,452	127,785,344	125,105,050	128,674,626	127,060,429	138,537,678	138,668,790	14%
19	Public Service	40,543,600	47,171,968	47,864,534	49,677,930	49,068,029	47,316,195	48,191,701	50,471,780	28%
23	Academic Support	40,261,389	45,414,776	52,002,954	51,936,010	45,280,025	49,906,432	52,845,452	56,983,083	38%
20	Library	20,796,504	21,461,373	22,100,450	21,383,390	20,814,300	20,878,394	22,471,260	23,526,550	12%
21	Student Services	29,729,232	33,084,853	31,557,967	32,820,763	33,483,114	35,749,087	40,597,148	41,033,446	41%
22	Institutional Support	79,088,941	82,407,226	89,758,914	93,931,121	90,467,652	88,930,254	91,353,187	94,527,863	32%
23	Physical Plant	67,014,261	65,171,683	64,607,677	66,661,815	62,713,180	63,567,095	69,663,266	73,672,303	39%
24	Scholarships/Fellowships	175,476,100	182,353,547	232,823,600	266,065,077	294,625,270	330,513,313	29,479,224	32,740,699	-84%
25	Federal Student Financial Aid	0	0	0	0	0	0	312,522,291	307,937,134	100%
26	Auxiliary Enterprises (2)	84,911,812	112,383,363	122,813,491	95,677,135	91,616,578	92,340,574	92,031,875	95,364,479	-1%
27	Athletics	37,804,304	42,079,331	49,026,816	49,707,574	57,338,387	58,102,906	64,064,804	62,856,999	103%
28	Other	277,400	237,100	1,020,367	14,171,537	3,045,065	2,641,078	1,659,729	1,843,465	325%
29										
30	<b>Total Bdgt by Function</b>	<b>\$984,809,112</b>	<b>\$1,057,479,268</b>	<b>\$1,149,407,028</b>	<b>\$1,158,670,523</b>	<b>\$1,171,317,303</b>	<b>\$1,218,578,511</b>	<b>\$1,282,065,063</b>	<b>\$1,312,705,023</b>	<b>37%</b>

(1) Includes state grants, scholarships, and work study

(2) Auxiliary Enterprises includes University of Idaho's Student Recreation Center

**Boise State University  
Sources and Uses of Funds**

a		b	c	d	e	f	g	h	i	i vs b
		2007	2008	2009	2010	2011	2012	2013	2014	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$82,700,657	\$87,917,018	\$95,700,847	\$78,835,980	\$70,506,500	\$68,005,800	\$74,496,000	\$77,703,500	-6%
2	Approp: Federal Stimulus	-	-	-	4,856,400	1,381,100	-	-	-	0%
3	Approp: Endowment Funds	0	0	0	0	0	0	0	0	0%
4	Approp: Student Fees	44,221,300	46,870,800	50,322,017	55,165,000	61,818,400	70,126,300	76,318,400	82,819,800	87%
5	Institutional Student Fees	26,231,241	18,728,250	30,380,097	29,373,721	24,094,812	27,302,419	31,241,972	37,736,289	44%
6	Federal Grants & Contracts	58,133,999	59,296,679	84,068,486	89,641,739	91,434,574	114,526,277	32,100,129	32,742,131	-44%
7	Federal Student Financial Aid							93,000,000	93,000,000	100%
8	State Grants & Contracts (1)	7,647,024	7,799,964	3,246,324	2,840,328	2,897,135	3,379,468	2,502,674	2,597,409	-66%
9	Private Gifts, Grants & Contr	7,378,471	10,021,346	13,309,333	22,489,477	17,621,575	17,222,042	24,613,704	30,515,015	314%
10	Sales & Serv of Educ Act	1,800,000	1,108,983	0	0	0	0	0	0	-100%
11	Sales & Serv of Aux Ent	40,194,638	42,643,084	56,966,521	49,268,011	47,671,784	54,170,604	53,138,693	54,301,532	35%
12	Indirect Cost Recovery	2,500,000	2,575,000	3,022,557	3,083,009	4,491,646	5,395,226	5,430,885	5,539,503	122%
13	Other	13,549,705	11,891,121	15,656,592	15,273,559	8,310,233	15,075,691	20,444,074	26,188,400	93%
14	<b>Total Revenues</b>	<b>\$284,357,034</b>	<b>\$288,852,245</b>	<b>\$352,672,774</b>	<b>\$350,827,224</b>	<b>\$330,227,759</b>	<b>\$375,203,827</b>	<b>\$413,286,531</b>	<b>\$443,143,579</b>	<b>56%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$87,296,917	\$89,639,975	\$95,003,418	\$86,989,423	\$90,631,721	\$92,024,606	\$102,215,854	\$112,366,933	29%
18	Research	11,740,987	13,413,787	17,891,374	18,088,831	15,026,939	19,967,082	30,867,286	32,111,329	173%
19	Public Service	10,229,817	10,884,802	13,130,655	12,534,632	12,786,895	12,177,939	13,479,370	13,788,180	35%
23	Academic Support	14,300,067	14,708,294	18,854,391	22,050,035	15,686,466	18,826,838	19,966,959	22,892,201	60%
20	Library	6,968,244	7,135,544	7,407,503	7,160,147	6,997,873	6,902,947	7,291,196	7,287,094	5%
21	Student Services	7,427,013	9,166,797	10,269,955	13,195,914	11,941,830	12,117,207	16,026,556	16,541,328	123%
22	Institutional Support	23,277,272	22,961,137	30,496,067	33,745,968	26,710,970	28,989,836	29,764,591	33,325,817	43%
23	Physical Plant	23,045,219	14,597,502	17,037,209	18,189,410	15,081,111	15,398,849	20,339,348	21,262,303	-8%
24	Scholarships/Fellowships	49,034,486	50,787,808	68,285,664	72,646,006	71,650,735	96,328,558	10,846,409	13,164,621	-73%
25	Federal Student Financial Aid							93,000,000	93,000,000	100%
26	Auxiliary Enterprises	34,750,662	58,090,714	67,963,096	38,904,476	33,068,047	38,755,931	36,169,293	41,568,212	20%
27	Athletics	16,889,631	19,719,525	25,584,503	26,312,240	32,806,108	33,540,533	37,883,119	36,051,747	113%
28	Other	0	0	0	800,000	1,381,100	530,400	0	0	0%
29										
30	<b>Total Bdgt by Function</b>	<b>\$284,960,315</b>	<b>\$311,105,885</b>	<b>\$371,923,835</b>	<b>\$350,617,082</b>	<b>\$333,769,795</b>	<b>\$375,560,726</b>	<b>\$417,849,981</b>	<b>\$443,359,765</b>	<b>56%</b>

(1) Includes state grants, scholarships, and work study

**Idaho State University  
Sources and Uses of Funds**

a		b	c	d	e	f	g	h	i	i vs b
		2007	2008	2009	2010	2011	2012	2013	2014	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$77,670,511	\$82,812,633	\$87,622,446	\$78,598,679	\$70,977,925	\$68,913,825	\$74,049,598	\$76,984,198	-1%
2	Approp: Federal Stimulus	-	-	-	4,126,300	1,173,500	-	-	-	0%
3	Approp: Endowment Funds	1,697,400	1,843,500	2,020,700	2,121,300	2,121,500	2,121,500	2,125,600	2,227,800	31%
4	Approp: Student Fees	32,294,712	32,365,532	34,013,220	37,588,552	46,318,776	53,342,096	56,204,528	58,471,100	81%
5	Institutional Student Fees	16,071,314	17,184,861	18,281,770	19,699,467	21,224,439	22,400,287	24,954,791	25,705,455	60%
6	Federal Grants & Contracts	80,075,287	85,056,199	89,146,950	103,935,280	120,640,296	121,810,845	18,717,019	18,104,976	-77%
7	Federal Student Financial Aid							99,897,691	105,763,134	100%
8	State Grants & Contracts (1)	7,174,189	7,229,833	7,560,240	8,034,740	8,638,938	10,321,739	11,786,781	11,804,673	65%
9	Private Gifts, Grants & Contr	11,726,432	10,911,881	12,012,194	13,366,222	13,038,361	16,558,590	18,948,455	14,777,870	26%
10	Sales & Serv of Educ Act	3,779,481	4,462,051	4,930,056	5,146,525	5,124,285	5,427,392	5,478,282	5,872,971	55%
11	Sales & Serv of Aux Ent	21,152,209	21,976,328	22,222,614	20,371,796	20,904,227	21,275,772	23,003,482	23,489,102	11%
12	Indirect Cost Recovery	4,756,125	5,297,432	6,612,348	5,907,489	5,648,956	5,811,957	4,921,127	3,854,651	-19%
13	Other	3,029,727	3,108,241	2,947,959	2,821,385	4,546,790	4,772,178	4,460,138	4,523,306	49%
14	<b>Total Revenues</b>	<b>\$259,427,387</b>	<b>\$272,248,491</b>	<b>\$287,370,497</b>	<b>\$301,717,735</b>	<b>\$320,357,993</b>	<b>\$332,756,181</b>	<b>\$344,547,492</b>	<b>\$351,579,236</b>	<b>36%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$85,772,004	\$88,505,670	\$92,765,539	\$89,304,998	\$89,060,654	\$92,732,030	\$99,085,733	\$100,888,469	18%
18	Research	25,473,180	26,517,682	29,973,932	30,392,481	34,018,929	36,568,011	36,293,273	31,882,624	25%
19	Public Service	4,024,912	4,512,895	4,826,166	3,851,861	3,180,603	5,166,057	4,931,209	6,012,450	49%
23	Academic Support	10,216,285	11,792,910	13,319,827	12,668,776	12,764,214	13,196,267	14,610,603	14,877,138	46%
20	Library	5,111,275	5,372,714	5,390,026	4,939,251	4,924,218	4,923,422	5,310,128	5,317,235	4%
21	Student Services	7,985,965	8,144,786	8,455,009	7,804,741	7,563,755	7,592,089	8,273,681	8,296,818	4%
22	Institutional Support	17,009,000	16,998,353	18,575,992	18,432,015	22,035,515	22,336,175	23,672,120	25,099,214	48%
23	Physical Plant	14,192,706	15,045,944	15,576,677	18,031,943	16,804,498	17,545,953	19,067,230	20,038,512	41%
24	Scholarships/Fellowships	66,368,825	71,621,259	74,518,868	89,821,109	103,552,073	105,199,169	4,422,581	4,524,535	-93%
25	Federal Student Financial Aid							99,897,691	105,763,134	100%
26	Auxiliary Enterprises	16,061,787	18,208,958	17,470,121	16,583,859	16,971,281	17,382,243	18,438,882	19,075,067	19%
27	Athletics	7,800,380	7,935,703	8,019,039	7,949,803	8,045,694	8,182,213	8,743,625	8,766,400	12%
28	Other	0	0	0	2,534,237	1,425,765	2,110,678	1,594,729	1,832,465	100%
29										
30	<b>Total Bdgt by Function</b>	<b>\$260,016,319</b>	<b>\$274,656,874</b>	<b>\$288,891,196</b>	<b>\$302,315,074</b>	<b>\$320,347,200</b>	<b>\$332,934,307</b>	<b>\$344,341,485</b>	<b>\$352,374,061</b>	<b>36%</b>

(1) Includes state grants, scholarships, and work study



**University of Idaho**  
**Sources and Uses of Ongoing Funds**

a		b	c	d	e	f	g	h	i	i vs b
		2007	2008	2009	2010	2011	2012	2013	2014	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$120,350,000	\$126,053,100	\$130,916,100	\$124,207,900	\$102,473,100	\$99,891,100	\$104,793,100	\$107,524,800	-11%
2	Approp: Federal Stimulus	-	-	-	5,320,600	1,513,100	-	-	-	0%
3	Approp: Endowment Funds	4,859,600	4,853,000	5,307,300	6,164,400	6,164,400	6,164,400	6,466,800	7,166,400	47%
4	Approp: Student Fees	40,956,300	39,755,400	40,948,900	45,653,000	58,422,800	67,004,730	71,428,200	72,756,100	78%
5	Institutional Student Fees	12,938,400	12,851,500	15,100,300	16,279,600	16,514,700	16,569,000	17,926,600	18,098,760	40%
6	Federal Grants & Contracts	98,064,100	106,582,900	117,534,200	131,373,900	152,535,500	155,156,700	61,180,500	64,299,600	-34%
7	Federal Student Financial Aid							93,624,600	85,174,000	100%
8	State Grants & Contracts (1)	10,445,700	11,649,000	9,373,200	5,672,500	5,255,200	4,881,800	5,163,300	5,280,786	-49%
9	Private Gifts, Grants & Contr	23,131,525	22,364,325	25,713,300	23,757,100	19,914,200	18,139,900	18,558,400	20,183,759	-13%
10	Sales & Serv of Educ Act	33,733,400	46,151,400	30,586,500	30,473,400	30,459,500	24,017,600	17,266,500	17,907,044	-47%
11	Sales & Serv of Aux Ent	32,578,575	34,080,385	34,199,300	34,999,600	39,162,600	36,091,700	37,530,400	33,781,163	4%
12	Indirect Cost Recovery	9,400,000	9,000,000	6,435,000	7,150,000	10,340,000	11,340,000	11,340,000	10,023,000	7%
13	Other	1,177,100	1,695,690	12,134,800	11,612,300	10,594,200	6,298,070	6,392,800	7,175,488	510%
14	<b>Total Revenues</b>	<b>\$387,634,700</b>	<b>\$415,036,700</b>	<b>\$428,248,900</b>	<b>\$442,664,300</b>	<b>\$453,349,300</b>	<b>\$445,555,000</b>	<b>\$451,671,200</b>	<b>\$449,370,900</b>	<b>16%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$96,354,214	\$99,357,680	\$99,274,538	\$94,752,796	\$94,092,371	\$96,773,742	\$96,847,048	\$99,242,944	3%
18	Research	83,192,118	89,093,982	79,583,577	76,425,138	79,459,661	70,333,066	71,178,677	74,496,556	-10%
19	Public Service	23,473,500	29,259,100	27,589,351	31,426,724	31,565,877	28,069,242	27,683,100	28,848,035	23%
23	Academic Support	12,868,570	15,972,232	16,833,129	14,393,349	14,363,064	15,326,781	15,547,604	16,791,965	30%
20	Library	7,750,978	7,940,553	8,267,702	8,220,580	7,840,734	8,001,488	8,795,223	9,092,324	17%
21	Student Services	11,418,175	12,519,033	9,371,106	8,647,739	10,384,949	12,332,858	12,525,006	12,334,623	8%
22	Institutional Support	34,455,803	37,728,185	35,397,800	36,563,262	36,998,463	32,786,254	33,010,401	31,168,096	-10%
23	Physical Plant	26,534,082	31,917,175	28,670,636	27,406,419	27,845,934	27,737,523	27,195,047	29,267,914	10%
24	Scholarships/Fellowships	48,193,989	47,203,780	76,068,868	83,854,362	95,965,062	105,082,386	13,965,734	14,748,643	-69%
25	Federal Student Financial Aid							93,624,600	85,174,000	100%
26	Auxiliary Enterprises (2)	32,002,928	33,099,076	34,460,919	37,284,100	38,768,100	33,383,000	34,436,000	31,423,000	-2%
27	Athletics	11,102,793	12,144,504	13,086,274	13,213,731	14,181,585	14,077,060	15,057,460	15,472,700	39%
28	Other	0	0	0	10,000,000	0	0	0	0	0%
29										
30	<b>Total Bdgt by Function</b>	<b>\$387,347,150</b>	<b>\$416,235,300</b>	<b>\$428,603,900</b>	<b>\$442,188,200</b>	<b>\$451,465,800</b>	<b>\$443,903,400</b>	<b>\$449,865,900</b>	<b>\$448,060,800</b>	<b>16%</b>

(1) Includes state grants, scholarships, and work study

(2) Auxiliary Enterprises includes University of Idaho's Student Recreation Center

**Lewis-Clark State College  
Sources and Uses of Funds**

a		b	c	d	e	f	g	h	i	i vs b
		2007	2008	2009	2010	2011	2012	2013	2014	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$16,477,128	\$17,705,294	\$20,274,434	\$17,466,667	\$15,662,278	\$15,105,778	\$16,580,897	\$17,240,097	5%
2	Approp: Federal Stimulus	-	-	-	837,300	238,200	-	-	-	0%
3	Approp: Endowment Funds	1,067,800	1,155,000	1,267,000	1,330,700	1,330,700	1,330,700	1,335,000	1,335,000	25%
4	Approp: Student Fees	7,849,600	8,146,700	8,533,800	9,516,900	10,782,400	11,742,400	12,287,000	13,193,000	68%
5	Institutional Student Fees	5,007,500	4,962,800	5,016,000	5,002,200	5,140,600	5,377,700	5,012,100	4,814,570	-4%
6	Federal Grants & Contracts	13,792,600	14,700,000	15,800,000	21,000,000	24,400,000	24,200,000	500,000	400,000	-97%
7	Federal Student Financial Aid							26,000,000	24,000,000	100%
8	State Grants & Contracts (1)	2,738,100	2,400,000	2,400,000	3,000,000	3,000,000	3,000,000	2,700,000	2,000,000	-27%
9	Private Gifts, Grants & Contr	1,839,500	2,000,000	1,900,000	1,600,000	1,800,000	2,000,000	2,000,000	1,800,000	-2%
10	Sales & Serv of Educ Act	1,400,000	1,400,000	1,500,000	1,300,000	1,200,000	1,300,000	1,300,000	1,000,000	-29%
11	Sales & Serv of Aux Ent	1,548,700	2,556,686	2,452,641	2,609,200	2,335,972	2,393,100	2,535,000	3,112,850	101%
12	Indirect Cost Recovery	151,200	150,000	150,000	100,000	100,000	100,000	100,000	100,000	-34%
13	Other	1,245,000	1,000,000	900,000	600,000	700,000	628,400	600,000	500,000	-60%
14	<b>Total Revenues</b>	<b>\$53,117,128</b>	<b>\$56,176,480</b>	<b>\$60,193,875</b>	<b>\$64,362,967</b>	<b>\$66,690,150</b>	<b>\$67,178,078</b>	<b>\$70,949,997</b>	<b>\$69,495,517</b>	<b>31%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$18,753,631	\$18,832,271	\$21,001,419	\$20,485,904	\$20,406,330	\$20,042,376	\$20,498,813	\$20,580,086	10%
18	Research	322,518	353,001	336,461	198,600	169,097	192,270	198,442	178,281	-45%
19	Public Service	2,815,371	2,515,171	2,318,362	1,864,713	1,534,654	1,902,957	2,098,022	1,823,115	-35%
23	Academic Support	2,876,467	2,941,340	2,995,607	2,823,850	2,466,281	2,556,546	2,720,286	2,421,779	-16%
20	Library	966,007	1,012,562	1,035,219	1,063,412	1,051,475	1,050,537	1,074,713	1,829,897	89%
21	Student Services	2,898,079	3,254,237	3,461,897	3,172,369	3,592,580	3,706,933	3,771,905	3,860,677	33%
22	Institutional Support	4,346,866	4,719,551	5,289,055	5,189,876	4,722,704	4,817,989	4,906,075	4,934,736	14%
23	Physical Plant	3,242,254	3,611,062	3,323,155	3,034,043	2,981,637	2,884,770	3,061,641	3,103,574	-4%
24	Scholarships/Fellowships	11,878,800	12,740,700	13,950,200	19,743,600	23,457,400	23,903,200	244,500	302,900	-97%
25	Federal Student Financial Aid							26,000,000	24,000,000	100%
26	Auxiliary Enterprises	2,096,435	2,984,615	2,919,355	2,904,700	2,809,150	2,819,400	2,987,700	3,298,200	57%
27	Athletics	2,011,500	2,279,599	2,337,000	2,231,800	2,305,000	2,303,100	2,380,600	2,566,152	28%
28	Other	277,400	237,100	1,020,367	837,300	238,200	0	65,000	11,000	-96%
29								0	0	
30	<b>Total Bdgt by Function</b>	<b>\$52,485,328</b>	<b>\$55,481,209</b>	<b>\$59,988,097</b>	<b>\$63,550,167</b>	<b>\$65,734,508</b>	<b>\$66,180,078</b>	<b>\$70,007,697</b>	<b>\$68,910,397</b>	<b>31%</b>

(1) Includes state grants, scholarships, and work study

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 17, 2013**

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**SUBJECT**

Board Policy V.F. – Bonds and Other Indebtedness – first reading

**REFERENCE**

April 2013

Board returned first reading of II.H. to Business Affairs & Human Resources (BAHR) Committee

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.F.  
Idaho Code §33-3801 et seq.

**BACKGROUND / DISCUSSION**

For several years the State Board of Education has informally considered a debt burden ratio (debt service as a percent of operating budget) of 8% as a debt service ceiling. The 8% figure originally came from one of Boise State University's (BSU's) underwriters as an industry standard or best practice. Board member Edmunds has asked if the 8% cap is still appropriate. In reviewing this issue with the institutions' controllers and vice presidents for finance and administration, a suggestion was made that a comprehensive Board debt policy, to include a debt burden ratio, would be beneficial. To that end, amendments are being proposed to Board policy V.F. Bonds and Other Indebtedness, to formalize a Board debt policy. Amendments include:

Current paragraph 1 (General Powers) is revised for clarity with respect to powers and process. The projects eligible for debt financing are aligned with the Higher Education Bond Act through incorporation by reference:

The term "project" shall mean and include buildings, structures, improvements, and equipment of every kind, nature and description, which may be required by or convenient for the purposes of an institution, including, without limiting the generality of the foregoing, administration, dining, exhibition, lecture, recreational and teaching halls, or parts thereof, or additions thereto; heat, light, sewer and water works plants or systems, or parts thereof, or extensions thereto; commons, dining halls, dormitories, auditoriums, libraries, infirmaries, laundries, laboratories, metallurgical plants, museums, swimming pools, water-towers, fire prevention and fire fighting systems, gymnasiums, stadiums, dwellings, greenhouses, farm buildings, and stables, or parts thereof, or additions thereto; or any one, or more than one, or all of the foregoing, or any combination thereof.

Current paragraph 2 (Attorney General's Opinion) is deleted because the provision is already in Idaho Code §33-3811.

Current paragraph 3 (Private Sale) is deleted. It is not entirely clear what the intent of this paragraph is since all debt requires prior Board approval. In addition, private vs. public sale is undefined and therefore its meaning is unclear.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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Current paragraph 5 (Expenditure of Excess Revenue) is deleted for several reasons. First, institutions pledge all project revenues, so the limit on expenditures is not relevant. Any concerns about excess "proceeds" are addressed in the debt policy (new paragraph 4). Also, the dollar thresholds in this paragraph are off because they have been raised for major capital projects. This reference should be dropped as other policy sections set the criteria for delegated authority.

**New paragraph 3 (Debt Policy)**

This new paragraph opens with general findings and objectives. Next are guidelines for when debt financing should be considered and how it should be structured. Subparagraph b. v. addresses fixed vs. variable rate financing and lists several situations when variable rate financing may be appropriate.

Subparagraph b.v.a) defines four risk categories to be assessed in determining whether to issue fixed or variable debt. Bond counsel has opined that in Idaho the institutions will not have access to variable rate debt (of any size) without an underlying letter of credit (LOC) from a bank. With variable rate debt the underwriter generally has to "remarket" an institution's bonds per a pricing schedule. If the underwriter gets to that point and the bonds can't be resold, the institution would have to repay the bonds. Institutions generally wouldn't have liquidity to repay and would have to fall back on the LOC from the bank. A letter of credit typically has an annual cost (e.g. a small percentage of the total value of the contract), but if an institution had to draw down against the LOC to pay off the bonds, the terms of that LOC will not be as good as the original debt. As such, the policy provides that when an institution is negotiating a deal involving variable rate debt, it should pay attention to renewal and repricing terms in addition to the terms of the bonds.

Subparagraph b.v.b) would limit the amount of variable debt an institution could carry in its total debt portfolio to 20%. A random survey of major public universities and systems across the country found limits anywhere between 20 – 40%. While such a cap is prudent, the Board could also determine that a reasonable limit may be unique to each institution. To that end, the Board could alternatively direct the institutions to have a debt policy that includes institution-specific risk parameters.

Subparagraph b.vi. provides guidance for when to consider refunding outstanding debt.

Subparagraph c. would codify the Board's longstanding, albeit informal, 8% debt service ceiling.

Subparagraph e. provides guidance on the issuance of taxable debt.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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Subparagraph f. provides for the allowance of short-term or interim debt, subject to the same approvals, limits and ratios as long-term debt.

Subparagraph h. provides guidelines for documents in support of an institution seeking Board approval to issue debt.

Subparagraph i. requires institutions to report back to the Board two years after project purchase or completion on whether revenue assumptions materialized to cover debt service.

**IMPACT**

Approving amendments to Board policy V.F. would formalize a Board debt policy.

**ATTACHMENTS**

Attachment 1 – Board Policy V.F. – first reading

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

From time to time over the past several years the topic of a Board-approved debt policy has been discussed amongst the Vice Presidents for Finance. Earlier this year the University of Idaho (UI) took the initiative to develop a draft policy which was then circulated to all institutions for comment and review. Boise State University (BSU) had significant input into the final product. Idaho State University (ISU) and Lewis-Clark State College (LCSC) also offered suggestions.

With limited or even contracting state and federal resources for higher education facilities, debt will become an increasingly important piece of the institutions' financial portfolio. As such, it is appropriate for the Board to adopt a debt policy. Due to the inherent complexities of debt financing, the institutions' vice presidents for finance and/or controllers will be available to comment on this proposed policy and answer questions.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy V.F., Bonds and Other Indebtedness, with all revisions as presented.

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

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1. General Powers

The University of Idaho, Idaho State University, Lewis-Clark State College, and Boise State University may ~~incur debt, with or without the issuance of bonds, to be used for a "project" (as that term is defined in section 33-3802, Idaho Code), by a majority vote of all the members of the Board, borrow money with or without the issuance of bonds pursuant to Chapter 38, Title 33, Idaho Code.~~ The Board ~~must~~ shall act by formal resolution and by a majority roll call vote of all the members of the Board to approve the terms of any debt financing transaction. Such indebtedness is not an obligation of the state of Idaho but is an obligation solely of the respective institutions and the institution's respective board of trustees. ~~Any indebtedness is to be used to acquire a project, facility, or other asset that may be required by or be convenient for the purposes of the institution.~~ For indebtedness of a major capital project, an institution shall first obtain approval in accordance with Board policy V.K. (for purposes of this subsection, a major capital project is one in which the project cost exceeds \$1,000,000). Student fees, rentals, charges for the use of the projected facility, or other revenue may be pledged or otherwise encumbered to pay the indebtedness. Refunding bonds also may be issued.

Eastern Idaho Technical College is not authorized to borrow money under Chapter 38, Title 33, Idaho Code.

~~2. Attorney General's Opinion~~

~~The Board or the institution may request the Attorney General of Idaho to review and pass upon the validity of a proposed bond issue. If found valid, the bond is an incontestable, binding obligation on the institution.~~

~~3. Private Sale~~

~~A private sale of bonds is permitted only with the prior approval of the Board as the governing body of the institution. The chief executive officer of the institution must justify why a public sale is not desirable and explain the benefits of a private sale of bonds.~~

4~~2~~. Responsibility of the Chief Executive Officer

The chief executive officer of the institution is responsible for compliance with state law and these provisions when any indebtedness is incurred.

~~5. Expenditure of Excess Revenue~~

~~Expenditure of project revenues over and above that pledged or otherwise encumbered to meet the indebtedness is limited to expenditures for projects identified in the bond's Official Statement. Expenditure of excess revenue for other projects requires prior Board approval. Expenditures between two hundred fifty~~



Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**  
SECTION: V. FINANCIAL AFFAIRS  
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~~thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) require prior approval from the executive director and expenditures greater than five hundred thousand dollars (\$500,000) require prior Board approval.~~

3. Debt Policy

Debt financing allows an institution to pay for an project over a period of time, not to exceed the project's useful life, rather than pay for it entirely at the time of purchase. This is a financially responsible practice for certain types of capital projects within appropriate limitations and acceptable interest rates. Examples of debt financing include bonds, loans or capital leases. Debt capacity is a valuable tool for an institution and must be managed thoughtfully using a strategy which incorporates current and future financing needs.

a. Objectives

- i. To provide a guideline on the individual and collective total use of debt financing to support the capital needs of an institution governed by the Board while balancing institutional objectives with achieving the lowest overall cost of capital relative to current credit market terms and structure risk.
- ii. To provide selected financial ratios with specific targets to ensure appropriate financial parameters that enable an institution to maintain access to capital markets through an acceptable credit rating as determined by a rating agency (Moody's, Standard and Poor's, or Fitch's Investors Service).

b. Principles for Structuring Debt Financing

- i. An institution will consider its debt portfolio holistically so as to optimize the debt portfolio for the entire institution, rather than only on a project-by-project basis, while taking into account an institution's cash and investments. An institution will manage the timing and overall level of debt to provide low-cost and timely access to the capital markets. An institution will balance the goal of achieving the lowest cost of capital with the goal of limiting exposure to interest rate risk, other financing and credit risks and on-going requirements. For preservation of the debt capacity and the security for debt financing, debt may be used for projects with the available and permissible revenue obligation pledge of an institution as security.
- ii. A project can be considered for debt financing if there is an identifiable repayment source and, where required, an additional reserve fund or income from unrestricted resources to be utilized should intended repayment sources become unavailable.
- iii. Debt issues will be coordinated by each institution to the extent it is advantageous so that multiple projects can be accommodated in a single borrowing to reduce overall issuance cost per dollar of debt issued.

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- iv. Internal resource loans from unrestricted funds may be used for interim financing until long-term financing can be completed in compliance with IRS regulations.
- v. Institutions may issue fixed or variable rate debt financing instruments. Fixed rate debt provides more long-term interest rate stability than variable rate debt, and therefore will typically be the financing instrument of choice. However, variable rate debt may be appropriate where it is desirable to: provide repayment/restructuring flexibility; benefit from historically lower average interest costs; diversify the debt portfolio; and/or provide a hedge to short-term investment balances.
  - a) An institution shall evaluate the following four (4) key risk categories associated with a debt offering to finance capital projects when considering the choice between variable or fixed rate debt structures.
    - i) Rate Risk: the risk that short-term interest rates will increase beyond an institution's debt service provisions, thereby, taking resources away from the other competing programs or uses. Cost-effective interest rate hedge instruments should be considered to mitigate variable rate debt exposure.
    - ii) Tax Risk: the risk that federal tax changes could raise the cost of variable rate debt.
    - iii) Liquidity or Funding Risk: the possibility that buyers in the market would not be willing to buy the bonds sold by current investors during the regular remarketing schedule, causing either an institution or its letter of credit bank to need to purchase those bonds when presented for sale on the market. In addition, an institution considering variable rate debt will give consideration to renewal and repricing factors associated with any supporting letter of credit.
  - b) In order to limit exposure to interest rate risk, an institution's amount of variable rate debt outstanding should not exceed twenty percent (20%) of an institution's total debt portfolio without prior Board approval.
- vi. Institutions will actively consider current or advanced refunding opportunities of outstanding debt when:
  - a) the net present value savings are positive, or
  - b) the refunding will support a strategic need of an institution by providing an opportunity to change debt amortization, or eliminate unwanted covenants or tax regulation.

c. Debt Capacity Review

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- i. In an effort to meet the objectives of this policy, the Board has established a limit for overall debt using a debt burden ratio which measures an institution's dependence on debt as a fund source for financing its operations and the relative cost of debt to an institution's total expenditures. By maintaining an appropriate proportion of debt service to expenditures, other critical and strategic needs can be met as part of the expense base. The limit for this ratio is to be no greater than 8.0%. The ratio is expressed in the following equation:

$$\frac{\text{Actual Debt Service}}{\text{Annual Adjusted Expenses}} \leq 8\%$$

- ii. The numerator of this ratio includes: institution interest expense plus institution principal payments
- iii. The denominator of this ratio includes: institution total operating expenses plus institution total nonoperating expenses minus institution depreciation expense plus institution principal payments
- d. Investor Disclosure and Continuing Disclosure Obligations  
Each institution has an obligation under federal law to provide relevant and timely disclosure to bond investors of material events and other institutional information via the Municipal Securities Rulemaking Board's Electronic Municipal Market Access (EMMA) system.
- e. Taxable debt  
Taxable debt is appropriate in instances where projects do not qualify for tax-exempt financing, certain situations exist whereby the planned future use of the project may materially change to permit more federally funded research-based and/or commercial-related activities that potentially violate current tax-exempt financing laws, or when the taxable rate premium is offset by other cost savings. An institution shall perform an analysis to support determination that taxable debt is warranted.
- f. Short-term or interim debt  
An institution may enter into short-term borrowing agreements to provide interim financing for projects or portions of projects for which an institution ultimately intends to issue long-term debt. Short-term borrowing is subject to the same approvals, limits and ratio calculations as long-term debt.
- h. Requesting Approval to Issue Debt  
i. In addition to the preliminary official statement and bond resolution documents, an institution shall provide to the Board supporting documents including, but not limited to, rating agency rating report(s), debt service to

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budget graph, and a ten (10) year debt projection including all revenue assumptions.

- ii. The debt burden ratio shall be calculated to show the effect of a new debt issue.

I. Post-Issuance Monitoring Report

Two years following a project purchase or completion for which debt was issued in whole or in part, the institution shall present, as an information item at a regularly scheduled meeting of the Board, a report on debt service revenue assumptions including, but not limited to, capital campaigns, gate or program revenue, and student tuition and fee revenue.

j. Financial Reporting

The executive director may adopt certain reporting requirements in the area of issuance of debt by institutions, and such reports shall be provided at a date specified and contain information as prescribed by the executive director.

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**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**OCTOBER 17, 2013**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Amendment to increase term of NIKE, Inc. agreement

**REFERENCE**

April 2012

Board approved six year multi-sport product supply and sponsorship agreement with NIKE, Inc.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a

**BACKGROUND/DISCUSSION**

Boise State University (BSU) seeks approval to extend its current multi-sport product supply and sponsorship agreement with NIKE, Inc. for an additional two years, with a new end date of June 30, 2019.

The contract extension will ensure that Boise State Athletics remains an all-NIKE program. Continued use of NIKE, Inc. as the exclusive uniform, equipment and side-line apparel provider for the athletics program is both a compliment to the program and a major recruiting tool for student-athletes.

Contract terms will continue to apply to all varsity sports under one agreement. NIKE, Inc. will provide equipment and apparel for all varsity sports, coaches and the athletics' department as stated in the existing agreement. An increase to the annual product allotment under the proposed amendment is outlined below.

**IMPACT**

A comparison of the annual product allotment under the existing agreement and proposed amendment follows:

	<u>Existing Agreement</u>	<u>Proposed Amendment</u>
Year 1 (2011-2012)	\$850,000	
Year 2 (2012-2013)	\$850,000	\$925,000
Year 3 (2013-2014)	\$1,000,000	\$1,075,000
Year 4 (2014-2015)	\$1,000,000	\$1,075,000
Year 5 (2015-2016)	\$1,150,000	\$1,150,000
Year 6 (2016-2017)	\$1,150,000	\$1,225,000
Year 7 (2017-2018)		\$1,225,000
Year 8 (2018-2019)		\$1,225,000
<b>Total</b>	<b>\$6,000,000</b>	<b>\$7,900,000</b>

**BUSINESS AFFAIRS & HUMAN RESOURCES**  
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Under the proposed amendment, the University will also receive an additional \$50,000 in cash compensation for each year of the two year extension as noted below:

Year 1 (2011-2012)	\$30,000
Year 2 (2012-2013)	\$30,000
Year 3 (2013-2014)	\$40,000
Year 4 (2014-2015)	\$40,000
Year 5 (2015-2016)	\$50,000
Year 6 (2016-2017)	\$50,000
<b>Year 7 (2017-2018)</b>	<b>\$50,000</b>
<b>Year 8 (2018-2019)</b>	<b>\$50,000</b>
Total	\$340,000

All other contract terms, including additional performance bonuses, remain the same.

**ATTACHMENTS**

Attachment 1 – Proposed amendment

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**STAFF COMMENTS AND RECOMMENDATIONS**

This is a request by BSU to extend an exclusive all-sport product and apparel supply agreement with NIKE.

The current contract contains a “BCS Adjustment” provision that if BSU’s football program should join an Automatic Qualifying BCS conference then the yearly product allowance would be increased by \$75,000 per year. This contractual provision is deleted in its entirety in the proposed contract extension, but the product allowance would still increase under the extension by \$75,000 for years 3 and 4, and by another \$75,000 for years 6, 7 and 8.

The cash compensation referenced above under “Impact” may be reduced by NIKE, at its sole discretion, if there is a change in BSU’s football coach.

Consistent with the current contract, performance bonuses are payable upon achievement of certain events, such as the football team participating in and/or winning a BCS Bowl Game or BCS National Championship, and men’s or women’s basketball participating in and/or winning conference and/or NCAA Championships as follows:

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**Football Bonuses\***

Plays in a non-BCS "Tier I" Bowl Game**	\$10,000
Plays in a BCS Bowl Game	\$25,000
Wins National Championship	\$25,000

**Men's Basketball Bonuses\***

Wins Regular Season Mountain West Championship	\$ 5,000
Wins Mountain West Tournament	\$ 5,000
Plays in NCAA Sweet Sixteen	\$10,000
Plays in NCAA Final Four	\$25,000
Wins NCAA Championship	\$25,000

**Women's Basketball Bonuses\***

Wins Regular Season Mountain West Championship	\$ 2,500
Wins Mountain West Tournament	\$ 2,500
Plays in NCAA Sweet Sixteen	\$ 5,000
Plays in NCAA Final Four	\$10,000
Wins NCAA Championship	\$15,000

\* Bonuses shall be cumulative, i.e., if men's basketball achieves all of the above performances, BSU would earn \$70,000 in bonuses.

\*\* A Tier I bowl shall be deemed any bowl having a team payout of \$1.9 million or more.

In consideration of the products, apparel, and cash compensation specified in this agreement, BSU would agree to provide NIKE specified sponsor benefits including a specified number of season tickets to home games and tournament/championship/bowl games (if applicable) for all sports.

**BOARD ACTION**

I move to approve the request by Boise State University to extend its multi-sport product supply and sponsorship agreement with NIKE, Inc. for an additional two years, as outlined herein.

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



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June 25, 2013

Mr. Mark Coyle  
 Director of Athletics  
 Boise State University  
 1910 University Drive  
 Boise, ID 83725

RE: Extension of the All-Sport Agreement

Dear Mark:

This will serve as the first amendment of the Boise State University-NIKE All-Sport Agreement, having a commencement date of August 1, 2011 (the "Agreement"), confirming the extension and the other agreed modifications. Effective as of the full execution of this Amendment (the "Amendment Date"), UNIVERSITY and NIKE agree that the Agreement is amended as follows:

1. Paragraph 1 - Definitions, sub-section (f) shall be deemed deleted and replaced by the following:
  - (f) "Contract Year" shall mean each consecutive twelve (12) month period from July 1 through June 30 during the Term of this Agreement; except that the First Contract Year shall be the period from August 1, 2011 until June 30, 2012.
2. As of the Amendment Date, the "Term" shall be extended for two (2) additional "Contract Years" to commence July 1, 2017 to June 30, 2018 (i.e., the 7th Contract Year) and from July 1, 2018 to June 30, 2019 (i.e., the 8th Contract Year).
3. As of the Amendment Date, the Product Consideration (i.e., "Annual Product Allotment") chart in Paragraph 6(a), and annual Cash Consideration (i.e., "Base Compensation") chart in Paragraph 9(a), shall be amended to include the following (for avoidance of doubt, Annual Product Allotment for the 1st Contract Year and Base Compensation for the 1st-6th Contract Years are restated below for convenience only):

Contract Year	Annual Product Allotment*	Base Compensation
1st Contract Year (2011-12)	\$ 850,000	\$30,000
2nd Contract Year (2012-13)	\$ 925,000	\$30,000
3rd Contract Year (2013-14)	\$1,075,000	\$40,000
4th Contract Year (2014-15)	\$1,075,000	\$40,000
5th Contract Year (2015-16)	\$1,150,000	\$50,000
6th Contract Year (2016-17)	\$1,225,000	\$50,000
7th Contract Year (2017-18)	\$1,225,000	\$50,000
8th Contract Year (2018-19)	\$1,225,000	\$50,000

\* Such amount shall be valued at retail value.

As of the Amendment Date, the maximum carry-over of One Hundred Thousand Dollars (\$100,000) of unordered Annual Product Allotment permitted by UNIVERSITY as set out in Paragraph 6(a) shall be permitted through the 7th Contract Year.

4. Paragraph 6(c) shall be deemed deleted in its entirety.
5. The Exclusive Negotiating End Date in Paragraph 15(a) shall be amended to be May 1, 2018, and the reference in Paragraph 15(b) to June 30, 2017 shall be amended to be June 30, 2019. For avoidance of doubt, NIKE shall continue to have a 90-day right of first refusal period from the end of the Term to match any bona fide third party offer received by UNIVERSITY at any time on or after the Exclusive Negotiating End Date with respect to Product Supply/Sponsorship.

Except as modified by this Amendment, all defined terms used within this Amendment shall have the same meaning ascribed to them under the Agreement, all other terms and conditions of the Agreement shall remain in full force and effect, and all rights and obligations under this Amendment shall be exercised consistent with the Agreement. If UNIVERSITY is in agreement with

## ATTACHMENT 1

the terms of this Amendment, please so indicate by due execution of this Amendment and return of same to me for counter-signature on behalf of NIKE.

NIKE is pleased to have reached this new agreement and looks forward to the continued mutual benefits of our key partnership.

Sincerely,

Kit Morris  
Director, College Sports Marketing

**AGREED:**  
Boise State University

By: \_\_\_\_\_

Its: \_\_\_\_\_

**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**OCTOBER 17, 2013**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Purchase of Phoenix Thermal Ionization Mass Spectrometer

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) seeks approval to purchase a thermal ionization mass spectrometer from Isotopx for the department of Geosciences.

The new spectrometer will complement existing equipment including the previous generation thermal ionization mass spectrometer and the laser ablation inductively coupled plasma mass spectrometer. The spectrometer will provide the necessary capacity to complete current projects funded by the National Science Foundation (NSF), maintain cost recovery center operations in the associated isotope geology laboratory, and assist Geosciences to compete for a national multi-user facility grant through NSF.

**IMPACT**

The cost of the mass spectrometer is \$744,036. Funding for this purchase will be provided by an NSF grant. No facility improvements are required for installation of the spectrometer.

**ATTACHMENTS**

Attachment 1 – Isotopx quote

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**STAFF COMMENTS AND RECOMMENDATIONS**

Board policy V.I.3. provides that purchases for personal property exceeding \$500,000 requires prior Board approval. Staff recommends approval.

**BOARD ACTION**

I move to approve Boise State University's request to purchase a thermal ionization mass spectrometer in substantial conformance with Attachment 1.

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

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# Phoenix<sup>X</sup> Quotation

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# Isotop<sup>x</sup>

Excellence in mass spectrometry

## QUOTATION FOR

Mark Schmitz 208-426-5907  
Boise State University  
Department of Geoscience  
1910 University Drive  
Boise, ID 83725-1535

## FROM

Laurie Lee Lischer  
Office Manager  
Cell 508-216-4018  
Phone 508-337-TIMS (8467)  
Fax 508-337-8469  
Email: [laurie.lischer@isotopx.com](mailto:laurie.lischer@isotopx.com)

Qty	Number	Description	Item Price USD	Total USD
1	Phoenix Base System	<b>Phoenix Thermal Ionization Mass Spectrometer.</b> UHV Stainless Steel Construction of vacuum envelope. Oil free 700l/s air cooled ceramic bearing Pfeiffer Hi-Pace Turbomolecular Pump, Oil Free Scroll Backing Pump Liquid Nitrogen cold trap to enhance source vacuum 20 Sample sample magazine with 20 bead blocks Plug-in high sensitivity lens stack Positive and Negative ion Operation at +/-8KV. VAT Isolation valve between source and analyser vacuum Wide flight tube allowing simultaneous multicollection of up to 20% relative mass 54cm effective radius air cooled electromagnet, with rotated focal plane, 40l/s and 70l/s ion pumps to analyser vacuum 9 Faraday collectors each individually and independently movable under computer control Peltier Cooled (16oC +/-0.02) and Evacuated Amplifier housing with Xact amplifier boards equipped with 1e11 ohm resistors Embedded PC system controller Data system with Ionvantage Software Two 19" monitors	\$ 544,500	\$ 544,500
1	INSTALL	Installation and Acceptance of Phoenix system and accessories. 4 to 6 weeks duration to standard published instrument specifications on user prepared site. Site Checklist must be returned prior to installation.	Included	Included
1	WARRANTY2	Warranty for two year parts and labor excludes preventative visit.	Included	Included
<b>Source Options</b>				
1	M583322CC3	Pyrometer	\$ 20,625	\$ 20,625
1	M699076CC3	Gas Bleed Introduction System	\$ 5,445	\$ 5,445
20	90009055	Inner filament with electron divergence magnet for -ve ion (price each)	\$ 33	\$ 660

Phoenix January 2012

Isotopx Inc.  
5533 Clark Road  
Conesus NY 14435

Tel: 508-337-TIMS (8467)  
Fax: 508-337-TIMZ (8469)

[info@isotopx.com](mailto:info@isotopx.com)  
[www.isotopx.com](http://www.isotopx.com)

# Phoenix Quotation

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# Isotopx

Excellence in mass spectrometry

Qty	Number	Description	Item Price USD	Total USD
<b>Analyzer Options</b>				
1	Daly	Axial ion counting Daly detector behind Faraday collector array. 10 year warranty.	\$ 42,900	\$ 42,900
1	M749402DC2	WARP (Wide Aperture Retarding Potential) filter for high abundance sensitivity measurements on the axial Daly or SEM	\$ 41,250	\$ 41,250
1	SEM_D	Axial secondary electron multiplier behind ion counting Daly detector	\$ 19,800	\$ 19,800
<b>Spares</b>				
1	M524168DC1	Spare Collimator	\$ 10,725	\$ 10,725
1	M699016DD1	Spare 6 litre liquid nitrogen Cold Trap	\$ 4,125	\$ 4,125
1	M583315DC1	Spare filament contact assy	\$ 4,455	\$ 4,455
5	M524167BC1	Spare collimator entrance slit 0.7mm	\$ 182	\$ 908
1	M611002CC2	Spare 20 sample turret with 20 bead blocks	\$ 13,695	\$ 13,695
1	M247846BD1	Bead Block Exit Slits (1000)	\$ 1,815	\$ 1,815
5	M577079BC1	Bead Blocks, Mounting block assemblies	\$ 400	\$ 2,000
<b>Accessories</b>				
9	90009069	Amplifier Board with 1E11 Ohm resistor 10E-11 100G	\$ 2,723	\$ 24,503
1	90009073	Calibration board for 1e11 Ohm Resistor	\$ 3,630	\$ 3,630
<b>Filaments</b>				
1	DG60	Degas Bench, to clean 60 filaments simultaneously	\$ 60,000	\$ 60,000
1	1785145	USA compatible Transformer (for Degas Bench)	\$ 2,400	\$ 2,400
80	T3008829	25 Filaments, Blank (Centre)	\$ 112	\$ 8,960
<b>Training</b>				
1	TRAINING	Training, On Site. Basic training performed by installation engineer immediately following sign-off (2 days max)	Included	Included
<b>System Price</b>				<b>\$812,395</b>
1	FREIGHT	Shipping and Handling to Boise loading dock	\$ 10,000	\$ 10,000
<b>SYSTEM PRICE DELIVERED</b>				<b>\$ 822,395</b>
1	Discount	Educational and Second System Discount		\$ 123,359
<b>TOTAL SYSTEM PRICE</b>				<b>\$ 699,036</b>

Phoenix January 2012

Isotopx Inc.  
5533 Clark Road  
Conesus NY 14435

Tel: 508-337-TIMS (8467)  
Fax: 508-337-TIMZ (8469)

info@isotopx.com  
www.isotopx.com

# Phoenix<sup>X</sup> Quotation

Quote	1343R1
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# Isotop<sup>x</sup>

Excellence in mass spectrometry

Qty	Number	Description	Item Price USD	Total USD
<b>Additional Options</b>				
1	X62	X62 extended optics to allow simultaneous measurement of uranium oxide	\$ 7,500	\$ 7,500
1	1000001DC1	DECABIN NINE 100G AMPS Complete Decabin with 1012 ohm resistors Including 9 amplifier boards and calibration board with Tau correction settings Plug and Play	\$ 32,500	\$ 32,500
<b>Upgrade to IsoProbe T</b>				
1	Daly Upgrade	New Daly Detector with Hamamatsu Photomultiplier for IsoProbe T system	\$ 20,000	\$ 20,000
<b>Options List Price</b>				<b>\$60,000</b>
1	Discount	25% Discount for all options and order with Instrument		\$ 15,000
<b>Options</b>				<b>\$ 45,000</b>
<b>TOTAL SYSTEM PRICE WITH OPTIONS</b>				<b>\$ 744,036</b>

## Terms

<b>Payment</b>	Prices are end user. Payment terms of 50% upon receipt of order, 40% upon shipment, balance on installation and acceptance of standard specifications, on receipt from Invoice date. Import duty and customs fees and sales tax not included.
<b>Shipping</b>	<b>DAP (Delivered at Place) Boise State Loading dock. Price excludes customs fees, duty fees, and clearance charges.</b>
<b>Delivery</b>	<b>Four to six months</b> from acceptance of order or sooner depending on configuration subject to completion and approval of European export regulations. A signed EUU (End User Undertaking) is required 30 days from receipt of order.
<b>Validity</b>	Quotation is valid for 60 days.
<b>Training</b>	The engineer will provide basic instruction for the operator during installation which covers operation and maintenance of the instrument. Additional training courses are available

Phoenix January 2012

Isotopx Inc.  
5533 Clark Road  
Conesus NY 14435

Tel: 508-337-TIMS (8467)  
Fax: 508-337-TIMZ (8469)

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www.isotopx.com



# Phoenix<sup>X</sup> Quotation

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# Isotop<sup>x</sup>

Excellence in mass spectrometry

- Installation:** Installation to specifications on user prepared site. The Site Checklist from the **Phoenix Site Planning Guide** must be returned prior to shipment. All necessary services must be in place prior to shipment and installation. Installation will commence immediately after delivery for a duration of 4-6 weeks on standard configuration and specifications. Installation may take longer depending on complexity of configuration and non-standard specifications. Installation by non-US citizens.
- Warranty:** Standard 24 months warranty on parts and labor from installation for new instruments unless otherwise quoted.. A delay of more than 60 days between delivery and installation through no fault of Isotopx will affect warranty on original equipment manufacturer parts (such as rotary pumps, turbo pumps). All instruments are backed by a 10 year warranty for Faraday and Daly.
- Notes:** Isotopx retains the right to substitute any item with one of equal or greater performance without notice. Prices of options and accessories are valid only if ordered at the same time as the basic instrument

Please see our website, [www.isotopx.com](http://www.isotopx.com), for detailed information on our warranty, service and general terms and conditions as part of this quotation.

## Contact and Company Information

### X Correspondence/Orders/Remit to

Laurie Lischer  
Isotopx Inc  
5533 Clark Road  
Conesus NY 14435 USA

Phone 508-337-TIMS (8467)

Fax 508-337-8469

Email: [laurie.lischer@Isotopx.com](mailto:laurie.lischer@Isotopx.com)

### X Manufacturing

Isotopx Limited  
Unit 1A Millbrook Court  
Midpoint 18 Aston Way  
Middlewich, Cheshire  
CW10 0GE, UK

Phone 44-1606-839-810

Fax 44-1606-839-811

### X Company Information

EIN: 26-2019837  
DUNS: 809623155  
NAICS: 334516  
Cage Code: 50HJ0  
SBA Type: Small

### X Bank/Wire Details

Bank: Citizens Bank  
Address: 1 Citizens Drive  
Riverside RI 02915  
Bank ABA: 211070175  
Account # 1311727008  
Bank Phone 800 922 9999

Phoenix January 2012

**Isotopx Inc.**  
5533 Clark Road  
Conesus NY 14435

**Tel: 508-337-TIMS (8467)**

**Fax: 508-337-TIMZ (8469)**

[info@isotopx.com](mailto:info@isotopx.com)  
[www.isotopx.com](http://www.isotopx.com)

# Terms and Conditions

## Boise State University



Excellence in mass spectrometry

### Service Terms and Conditions

Isotopx (we) agrees to provide service, during the period specified in this agreement to maintain the equipment in good operating condition. The service includes scheduled routing maintenance and unscheduled emergency service to the extent specified.

1. **Emergency Service:** when the equipment requires service beyond the normal cleaning, maintenance, and care normally performed by the customer, We will provide an engineer or agent to perform the repair. Emergency service will be provided on an unscheduled basis when notified by the customer that the equipment is inoperable. The customer is required to call Isotopx at 508-337-TIMS to report the problem. An engineer will contact the customer to determine the extent of the problem and will schedule service as deemed necessary.

2. **Preventative Maintenance:** An engineer will take those actions necessary to ensure that the equipment covered by this agreement is functioning properly. The engineer will inspect, clean, adjust, verify operation and perform general system test. It is understood that ordinary cleaning, maintenance, and care will be performed by the customer as specified in the user's manual. Preventative maintenance may be performed concurrently with emergency service or scheduled based on the needs of the individual equipment as detailed in the agreement. Advance notice for PM visits is 21 days.

3. **Parts:** Under the Platinum and to the extent outlined in the Gold agreement, we agree to replace or exchange free of charge (including shipping) such repair parts which in our opinion are required to restore the instrument to proper working order. Loaner equipment (if available) will be provided. Consumable items, computers, and peripherals are not included. We offer a discount on parts to the extent specified (customer is responsible for shipping charges). Parts are subject to the standard Isotopx warranty terms and conditions.

4. **Labor** is provided during normal business hours 9AM-5PM Monday through Friday excluding Isotopx holidays to the extent specified. Any labor beyond these limits will be charged at prevailing rates. Discounted labor rates for additional service is offered for Gold agreements, this also includes reduced rates for training.

5. **Expenses:** All travel expenses associated with emergency service are covered to the limit specified in the agreement, thereafter, they are billed as actual travel expenses. These include but are not limited to airfare, lodging, car rental, meals and other transportation expenses (parking, tolls, mileage, gas etc)

6. **Eligibility:** Inspection of the equipment prior to execution of the agreement that is not currently under warranty or covered by Platinum or Gold agreement may be required to ascertain that the equipment is in proper working order. This may be accomplished by sending data proof or a site inspection visit. The inspection charge and subsequent repair charges, if any, will be borne by the customer. If no major repairs are required, this inspection may be considered as the first routine visit if not separately paid for.

7. **Training:** is not provided under this agreement but, can be arranged and will be billed separately at standard prevailing rates.

8. **Moving equipment:** This agreement does not provide for any work required moving the equipment from its location at the time of this agreement to a new location. We will assist in disassembly, crating and reinstalling the equipment and will bill at standard prevailing rates.

9. **Modifications or alterations** shall not be made to the equipment without the consent of Isotopx. Any unauthorized modifications will void all warranties. If Isotopx makes any agreed upon modifications or additions to the equipment at the customer's request, the charges for such parts and services will be billed to customer separately from this agreement at standard rates.

10. Isotopx is not responsible for, or under any obligation to provide, service under this agreement if the equipment has been damaged resulting from external causes such as accident, adverse power conditions, water damage, electrical interferences, misuse, abuse, neglect, acts of God or damage caused by parts or service performed by persons other than Isotopx or its authorized agents.

11. Isotopx nor its suppliers, or authorized agents shall be liable, whether in contract or tort or under any other legal theory, for loss of use, revenue or profit, or for cost of capital or of substitute use or performance, or for incidental, indirect, or special or consequential damages, or for any other loss or cost of similar type, or for claims by purchaser for damage of purchaser's customers. Likewise, we shall not, under any circumstances, be liable for the fault, negligence, or wrongful acts of purchasers, purchaser's employees, or purchaser's other contractors or suppliers.

12. **Warranty:** Isotopx warrants that the service performed hereunder will be competent and in accordance with industry practices. Isotopx does not warranty under this agreement unless expressly stated otherwise, the fitness or suitability of the equipment on which the services are performed, or any modification thereof, for any specific application or use. The liability of Isotopx in connection with the foregoing warranty shall not in any case exceed the cost of repairing, replacing, or re-performing the services. Warranty for service (for identical problem), replacement, exchange, and consumable parts is 30 days. Upgrade warranty is 90 days. NO OTHER WARRANTY, WHETHER EXPRESS OR IMPLIED, IS MADE WITH RESPECT TO THE PRODUCTS AND/OR SERVICES. ISOTOPX EXPRESSLY EXCLUDES THE IMPLIED WARRANTIES OF MERCHANTABILITY AND OF FITNESS FOR A PARTICULAR PURPOSE.

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# Terms and Conditions

## Boise State University



Excellence in mass spectrometry

### General Terms and Conditions:

1. Acceptance - Buyer's acceptance of the offer to purchase the products and/or services set forth on the front page made by Isotopx of this quotation shall create a contract subject to and expressly limited by the terms and conditions contained on this form. Acceptance of this quotation may only be made on the exact terms and conditions set forth on this quotation; if additional or different terms are proposed by Buyer, such additional or different terms shall not become a part of the contract formed by Buyer's acceptance of the quotation. Receipt of the products sold hereunder or commencement of the services provided hereunder shall be deemed acceptance of the terms and conditions of this quotation.

2. Taxes and Payment - Any tax, duty, custom or other fee of any nature imposed upon this transaction by any federal, state or local governmental authority shall be paid by Buyer in addition to the price quoted. In the event Isotopx is required to prepay any such tax or fee, Buyer will reimburse Isotopx. Payment terms in US funds shall be net thirty (30) days after shipment unless otherwise stated in this quotation. An interest charge equal to 1 1/2% per month (18% per year) will be added to quotations outstanding beyond 30 days after shipment. In addition, Isotopx reserves the right, in its sole discretion, to require C.O.D. payment terms from any Buyer. Isotopx may also refuse to sell to any person until all prior overdue accounts are paid in full.

3. Delivery and Shipment - Unless specified in the agreement, standard delivery terms shall be F.O.B. Isotopx distribution point; identification of the products shall occur when they leave Isotopx distribution point at which time title and risk of loss shall pass to Buyer. All shipment costs shall be paid by Buyer and if prepaid by Isotopx the amount thereof shall be reimbursed to Isotopx. Isotopx will make reasonable commercial efforts to ship the products or provide the services hereunder in accordance with the delivery date set hereof provided, that Isotopx accepts no liability for any losses or for general, special or consequential damages arising out of delays in delivery.

4. Warranty - The products and/or services shall be covered by the applicable Isotopx standard warranty, a copy of which is supplied with the products and/or services or upon request. NO OTHER WARRANTY, WHETHER EXPRESS OR IMPLIED, IS MADE WITH RESPECT TO THE PRODUCTS AND/OR SERVICES. ISOTOPX EXPRESSLY EXCLUDES THE IMPLIED WARRANTIES OF MERCHANTABILITY AND OF FITNESS FOR A PARTICULAR PURPOSE. Any model or sample furnished to the Buyer is merely illustrative of the general types and quality of goods and does not represent that the products will conform to the model or sample. Buyer's remedies under Isotopx warranty shall be limited to repair or replacement of the product or component which failed to conform to Isotopx applicable standard warranty. Isotopx SHALL NOT BE LIABLE FOR CONSEQUENTIAL, INCIDENTAL, SPECIAL OR ANY OTHER INDIRECT DAMAGES RESULTING FROM ECONOMIC LOSS OR PROPERTY DAMAGE SUSTAINED BY BUYER FROM THE USE OF ITS PRODUCTS OR SERVICES. STANDARD WARRANTY: Isotopx will repair or replace any part of the equipment (instruments) of their manufacture that proves to be defective within one year of installation. A service contract is available for continuation of after warranty service at a reasonable annual charge. Equipment supplied by Compaq, IBM, Agilent Technologies, Nasal, etc. will be subject to each such manufacturer's original warranty. Warranty for service (for identical problem), replacement, exchange, and consumable parts is 30 days. Upgrade warranty is 90 days.

5. Returned Goods - Isotopx may, in its sole discretion, authorize product or core returns in appropriate circumstances, subject to such conditions as Isotopx may specify. Any such return shall be subject to the express prior written authorization of Isotopx and may be subject to payment by Buyer of a restocking charge, typically 20%. No returns will be authorized after 120 days following shipment to Buyer.

6. Exchange/Refurbished parts- Isotopx offers some used, refurbished, exchanged parts for sale at a discount. In order to be eligible to receive the discount the core return of the part is required at the buyers expense. If the bad part is not returned, buyer agrees to forego all discounts, pay list price and a 10% administration fee.

7. Cancellation-the contract may thereafter be terminated by the customer prior to delivery of the product, but the customer shall pay Isotopx a cancellation charge to reimburse Isotopx for its labor, material and overhead costs and any other costs incurred by Isotopx in the performance of the contract. Isotopx shall solely determine the amount of the said reimbursement (typically 20%). For service agreements, 30 days advance written notice is required. The Buyer will be responsible for payment of all actual expenses, labor, travel, parts incurred during the agreement or the contract value to date whichever is more. All outstanding charges must be paid prior to reimbursement of any monies paid in advance on the contract. Isotopx reserves the right to cancel this agreement for any covered equipment over seven years of age if repair parts should be unavailable for such equipment. In the event of such termination, we shall provide a prorated refund to you based upon amounts previously paid under this agreement for the remaining portion of the term or actual labor expenses and parts.

8. Modifications, Waiver, Termination - The contract formed by Buyer's acceptance of this quotation may be modified and any breach thereunder may be waived only by a written and signed document by the party against whom enforcement thereof is sought.

9. Isotopx's Right of Possession, etc. - Buyer hereby grants Isotopx a purchase money security interest in the goods offered by this quotation to secure the due and punctual payment of the purchase price specified in this quotation. In the event of default by Buyer in any payment due Isotopx, Isotopx shall have the right, in addition to any other remedies it may have at law or in equity, to withhold shipment, to recall goods in transit and retake the same, to repossess any goods which may be stored with Isotopx for Buyer's account without the necessity of Isotopx initiating any other proceedings. Isotopx shall have all of the rights and remedies of a secured party under the commercial laws of the State of Delaware and may exercise all such rights and remedies in accordance therewith. Buyer shall execute such documents as Isotopx may request to effectuate the foregoing security interest.

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# Terms and Conditions

## Boise State University



Excellence in mass spectrometry

10. Agents, etc. - No agent, employee or other representative has the right to modify or expand Isotopx standard warranty applicable to the products and/or services or to make any representations as to the products other than those set forth in the applicable user or operator's guide delivered with the products, and any such affirmation, representation or warranty, if made, should not be relied upon by Buyer and shall not form a part of contract between Isotopx and Buyer for the purchase of the products or services.

11. Fair Labor Standards - The products or services provided hereunder were produced and/or performed in compliance with the requirements of all sections of the Fair Labor Standards Act of 1938 as amended.

12. Equal Employment - Isotopx is an Equal Opportunity Employer. It does not discriminate in any phase of the employment process against any person because of race, color, creed, religion, national origin, sex, age, veteran or handicapped status.

13. Governing Law - The contract formed by Buyer's acceptance of this quotation shall be governed by and construed in accordance with the laws of the State of Idaho, U.S.A.

14. Export Buyer shall comply fully with all applicable provisions of the United States Export Control Laws as may be in effect for any of the products and shall seek, whenever required, at its own expense, export licenses from the United States Department of Commerce prior to any export of the products and shall further assure compliance with all reexport restrictions of such United States Export Control Laws.

15. Deleted.

16. Software - To the extent there is any software included with the products, the software is being licensed, not sold and all rights, title and interest therein shall remain with Isotopx. Use of the software shall be in accordance with the applicable software license delivered with the products. U.S. Government Restricted Rights - RESTRICTED RIGHTS LEGEND. Use, duplication or disclosure by the Government is subject to restrictions as set forth in subparagraph (c)(1)(ii) of the Rights in Technical Data and Computer Software clause at DFARS 252.227-7013 or subparagraphs (c)(1) and (2) of the Commercial Computer Software -Restricted Rights clause at 48 CFR 52.227-19, as applicable. **SOFTWARE:** Isotopx undertake to provide software maintenance and updates free of charge during the warranty period. This undertaking is only valid provided there are no hardware changes that are necessary to allow the updated software to be installed and operate correctly. All software is protected by copyright. At no time shall copies be made either with the user permission or knowledge for the use of any third party. Any such unauthorized copy will leave the customer and his agent open to legal action.

17. Force Majeure - Isotopx shall have no liability for failure to perform, or delay in performance, in the delivery of any and all equipment manufactured or sold by Isotopx including instruments, supplies, components, systems, chemistry, accessories, replacement spare parts, or any and all services provided by Isotopx, caused by circumstances beyond its reasonable control including, but not limited to, acts of God, acts of nature, floods, fire, explosions, war or military mobilization, United States governmental action or inaction, request of governmental authority, delays of any kind in transportation or inability to obtain material or equipment, acts of other governments, strikes, or labor disturbances.

18. Patents: To the extent allowed by law, the purchaser shall indemnify Isotopx against all claims of patent infringement with respect to goods manufactured wholly or partially to the purchaser's design or specifications and with respect to the use of such goods. Isotopx shall have no liability to purchaser with respect to any claim of patent infringement which is based upon (a) use of the Isotopx product with equipment or material not furnished by Isotopx or (b) any addition to or other modification of such product other than with Isotopx' prior written consent. Except as otherwise provided in writing, Isotopx shall have title to proprietary rights and designs, tools, patterns, drawings, information and equipment not furnished by the purchaser.

Except as provided in the immediately preceding paragraph, Isotopx shall defend any suit or proceeding brought against the purchaser, so far as based on a claim that any apparatus or any part thereof, furnished under this contract constitutes an infringement of any patent. If Isotopx is notified promptly in writing and given authority, information and assistance (at Isotopx' expense) for the defense of the same, Isotopx shall pay the cost of such litigation, any damages for patent infringement and litigation costs awarded therein against the purchaser up to, but not exceeding the amount of the purchase price of such apparatus. In case said apparatus, or any part thereof, or its operation is held in such suit to infringe and the use of said apparatus or part enjoined, Isotopx shall, at its own expense and option, either procure for the purchaser the right to continue using said apparatus or parts or modify it so it becomes non-infringing or remove said apparatus and refund the purchase price and the transportation costs. The foregoing states the entire liability of Isotopx for patent infringements with respect to said apparatus or any part thereof, or its operation.

19. Additional Terms and Conditions - This quotation is also subject to any Isotopx Special Terms and Conditions applicable to the products or services offered by this quotation, which appear on the front of this quotation. Any variance from the terms and conditions of this quotation in any order or other written notification from Buyer, will be of no effect. Should Buyer order products or services through a Isotopx office located outside of the United States, the terms and conditions of the quotation issued by the office outside of the United States shall govern such order.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 17, 2013**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Information item – Executive Residence Project.

**REFERENCE**

June 20, 2013	Information Item: Discussion of executive residence
August 15, 2013	Approval by the Regents for design and planning expenditures up to \$75,000 for modernization, including potential replacement, of the executive residence. Approval of a resolution authorizing the University to reimburse planning and design expenditures from future bond proceeds.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1 and V.K.3.a.

**BACKGROUND/DISCUSSION**

Following the June 20, 2013 board meeting and discussion therein regarding the University's executive residence, President Burnett appointed an advisory committee to explore the full extent of options reasonably available to the University, with focus on a high-quality facility that also "reflect[s] the Idaho values of prudence and practicality." The University will report to the Board on the work done to date through the advisory committee in this regard.

**IMPACT**

This is an information item only. There is no financial impact.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendation.

**BOARD ACTION**

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

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