TAB	DESCRIPTION	ACTION
A	**BAHR – SECTION II - FY 2017 LINE ITEMS**	Motion to approve
B	**IRSA – PROGRAM PRIORITIZATION UPDATE**	Information item

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AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT
FY 2017 Line Item Budget Requests

REFERENCE

April 2015	Board approved guidance to the college and universities regarding submission of line item budget requests

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

BACKGROUND/ DISCUSSION
As discussed at its April 2015 Board meeting, the Board directed the college and universities to develop FY2017 budget line items that target the implementation of the Board's strategic plan. Institutions may request up to five line items in priority order, and the guideline for the aggregate amount is not to exceed 10% of an institution's FY2016 total General Fund appropriation. Any request for occupancy costs does not count towards the five line items.

Subsequently, the Board will approve the final budget request at the August 2015 meeting. Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2015.

The line items represent the unique needs of the institutions and agencies and statewide needs. Following review, the Board may prioritize the line items for the institutions.

The line items are summarized separately, one summary for the college and universities and one for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

IMPACT
Once the Board has provided guidance on priority, category, dollar limit, etc., Board staff will work with the Business Affairs and Human Resources (BAHR) Committee, DFM and the agencies/institutions to prepare line items to be approved at the August Board meeting.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff asked the institutions to provide as much detail as possible for their line item requests to be submitted for the June Board meeting. Due to several pressing deadlines on campuses including June agenda materials and Change in Employee Compensation (CEC) implementation, staff is allowing the institutions until June 26 to submit full documentation in support of their line item requests. This will give the BAHR Committee additional information to work with in development of its recommendations.

Staff also worked with the Division of Financial Management and Legislative Services Office analysts to provide further guidance to the institutions in terms of information needed in order for the analysts to conduct their own analysis in support of policymakers:

- Write-ups need a strong problem statement supported with data and strong solution statement supported with outcome data.
- Where applicable, include projected Return on Investments (ROIs) for new programs or program expansion (i.e. where funding for a program has been provided in the past).
- Requests should be scalable and prioritized.
- Address the influence of program prioritization on the request. Did the institution consider reallocating funding for this line-item?
- Describe how the request advances the Board's 60% Goal or the CCI Plan (if applicable)?

Per the Board's guidance, 10% of the College & Universities' FY 2016 General Fund appropriation equates to the following:

BSU: $8,557,990
ISU: $6,998,210
UI: $8,256,150
LCSC: $1,568,790

BOARD ACTION

I move to direct the Business Affairs and Human Resources Committee to review the FY 2017 budget line items as listed on the Line Items Summary at Tab A pages 3-4, and to bring recommendations back to Board for its consideration at the regular August 2015 Board meeting.

Moved by _____   Seconded by _____   Carried Yes _____   No _____

By Institution/Agency	Page	Priority	Institution Specific Initiatives	TBD	TBD	TBD	Total
1 System-wide Needs							
Higher Education Research Council	7	4	300,000				300,000
2 Boise State University							8,501,000
Materials Science & Engineering Research	11	1	2,686,400				
College of Innovation & Design	13	2	1,000,000				
Complete College Idaho	15	3	3,477,000				
Department of Public Safety	17	4	387,600				
Scholarships	19	5	950,000				
3 Idaho State University							9,999,900
CCI: Retention and Completion	21	1	3,350,900				0
CCI: Student Opportunity Development	33	2	517,000				0
Health Sciences Expansion to Meridian	39	3	2,917,400				0
SMART Deferred Maintenance	49	4	3,214,600				0
4 University of Idaho							7,625,400
Salary Competitiveness	53	1	4,230,800				0
CCI: Intensive Advising	57	2	714,200				0
Employment Readiness Program	61	3	501,000				0
Occupancy Costs	6	4	1,431,600				
Idaho Law/Justice Learning Center Rent	65	5	247,800				0
Network Infrastructure	69	6	500,000				0
5 Lewis-Clark State College							1,428,100
Complete College Idaho	75	1	794,500				0
Safety, Security and Compliance	79	2	353,900				0
Maintenance and Custodial Support	83	3	279,700				0
			$ 27,854,400	$ -	$ -	$ -	$ 27,854,400

6	Total FY16 College & Universities Approp		$ 258,776,400	
7	Percentage of FY16 Appropriation		10.8%	

Priority	By Institution/Agency	FY 2016 Appropriation	Page	Priority	FY 2017 Request	Comments
Professional-Technical Education		56,204,600			11,880,800	
	State Leadership & Technical Asst.	2,025,300			238,400	
	Manage Staff Workload		87	1	198,400	
	Horizontal Alignment and Online Courses		93	3	40,000	
	General Programs	13,814,400			1,655,300	
	Secondary Performance Based Funding		99	5	1,128,200	
	PTS Schools Performance Based Funding		101	6	460,000	
	Human Resources Senior Position (EITC)		103	7	67,100	
	Post-secondary Programs	39,059,100			3,884,200	
	Colleague Data System (EITC)		91	2	119,600	
	Post-Secondary Capacity Expansion		95	4	3,764,600	
	Dedicated Programs	325,000			325,000	Agricultural & Natural Resources Education
	Related Services	980,800				
Community Colleges		33,961,000			5,669,000	
	College of Southern Idaho	12,518,200			549,200	
	CCI - Dual Credit Support		105	1	238,800	
	Student Instructional Support		109	2	112,900	
	Instructional Designer		113	3	106,800	
	Institutional Researcher		117	4	90,700	
	North Idaho College	10,635,800			1,532,100	
	Complete College Idaho		121	1	608,500	
	Data System Analyst/Developer		127	2	114,000	
	Security Measures		129	3	620,000	
	Electronic & IT Coordinator		131	4	189,600	
	College of Western Idaho	10,807,000			3,587,700	
	Program Design		135	1	427,200	
	Intentional Advising		141	2	735,300	
	Educational Opportunity Program		147	3	553,500	
	Data, IR, CCI and VFA		155	4	71,700	
	Prior Years Unfunded Enrollment		157	5	1,800,000	

Priority	By Institution/Agency	FY 2016 Appropriation	Page	Priority	FY 2017 Request	Comments
Health Education Programs		12,795,300			525,400	
	WWAMI Medical Education	4,638,900	161	2	262,400	Continue Five Seats Year 4 of 4
	Univ. of Utah Med. Ed.	1,356,000	165	3	83,000	Two new seats
	Family Medicine Residencies	2,936,900			180,000	
	Kootenai Health FMR		169	1	180,000	Residency Build-out
Special Programs		9,830,700			5,471,400	
	Forest Utilization Research	1,078,800			252,800	
	Research Scientist		173	1	87,000	
	Sage Grouse Habitat Research/Outreach		177	2	77,300	
	Capital Equipment Request		181	3	88,500	
	Geological Survey	824,200			218,600	
	Geological Hazard Geologist Position		185	1	128,200	
	GIS Analyst Position		191	2	90,400	
	Scholarships and Grants	6,724,900	197	1	5,000,000	Opportunity Scholarship
State Board of Education		2,441,500			507,200	
	Office of the State Board of Education	2,303,700			253,600	
	Human Resource Specialist		201	1	72,200	
	Teacher Effectiveness Pgm Mgr		205	2	84,800	
	SLDS Analyst		209	3	96,600	
	Charter School Commission	137,800				
Idaho Public Television		2,314,000	213	1	433,800	Personnel Sustainability
Vocational Rehabilitation		7,557,800			704,900	
	Vocational Rehabilitation	3,446,300			270,600	
	Additional Grant and Match Funds		217	1	270,600	Federal funds: $1,000,000
	Extended Employment Services	3,908,100	221	2	340,000	Add'l Extended Employment Program Funds
	Council for the Deaf/Hard of Hearing	203,400	225	3	94,300	Communication/Outreach
	Total	$ 153,841,100			$ 25,192,500	

STATE BOARD OF EDUCATION
FY 2017 Budget Request
Colleges & Universities
Calculation of Occupancy Costs

		% of Use for Non-Aux. Education	Gross Sq Footage	Non-Aux. Sq Footage	(1) Custodial Costs				(3) Utility Estimate	(4) Maintenance Costs		(5) Other	Total Occ Cost	% qtrs used in FY17	Revised FY17
1 Institution/Project	Projected Date of Occupancy				FTE	Sal & Ben	Supplies	Total		Repl Value	Cost@1.5%				
2															
3 UNIVERSITY OF IDAHO															
4 Aquaculture Research Institute Lab *	October-16	100%	7,500	7,500	0.29	10,400	800	11,200	13,100	1,600,000	24,000	7,100	55,400	75%	41,600
5 Integrated Resrch & Innovation Ctr	October-16	100%	70,800	70,800	2.72	97,400	7,100	104,500	123,900	46,600,000	699,000	91,800	1,019,200	75%	764,400
6 Education Building	July-16	100%	62,700	62,700	2.41	86,300	6,300	92,600	109,700	15,500,000	232,500	60,700	495,500	100%	495,500
7 Parma Onion Storage Facility	July-16	100%	5,000	5,000	0.19	6,800	500	7,300	8,800	450,000	6,800	4,200	27,100	100%	27,100
8 University House	July-16	100%	6,740	6,740	0.26	9,300	700	10,000	11,800	1,750,000	26,300	6,600	54,700	100%	54,700
9 CDHD - Alturas Park (bldg purchase)	October-15	100%	9,150	9,150	0.35	12,500	900	13,400	16,000	998,000	15,000	7,800	52,200	100%	52,200
10					6.22	222,700	16,300	239,000	283,300		1,003,600	178,200	1,704,100		1,435,500
11															
12 LEWIS-CLARK STATE COLLEGE															
13 Clearwater Hall First Floor Only	July-15	100%	12,790	12,790	0.49	17,500	1,300	18,800	22,400	2,637,249	39,600	12,000	92,800	100%	92,800
14					0.49	17,500	1,300	18,800	22,400		39,600	12,000	92,800		92,800
15															
16 NORTH IDAHO COLLEGE															
17 Career and Technical Education Facility	July-15	100%	82,320	82,320	3.17	111,400	8,200	119,600	144,100	15,000,000	225,000	75,400	564,100	100%	564,100
18 Automotive Technology Center	March-16	100%	28,640	28,640	1.10	38,700	2,900	41,600	50,100	5,000,000	75,000	26,100	192,800	25%	48,200
19					4.27	150,100	11,100	161,200	194,200		300,000	101,500	756,900		612,300
20															

26 (1)	FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.					(3)	Annual utility costs will be projected at $1.75 per sq ft 1.75
27 (2)	Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.					(4)	Building maintenance funds will be based on 1.5% of the construction cost
28	Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category						(excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.
29	Salary	CU: $19,845.00	CC: $18,900.00				
30	Benefits					(5)	Other:
31	FICA						IT Maintenance 1.5000 GSF
32	SSDI salary to $110,100	6.2000% x salary					Security 0.2200 GSF
33	SSHI	1.4500% x salary					General Safety 0.0900 GSF
34	Unemployment Insurance	0.1700% x salary					Research & Scientific Safety Costs 0.5000 GSF
35	Life Insurance	0.6750% x salary					Total 2.3100

36 Retirement: PERSI	11.3200% x salary	BSU	ISU	UI	LCSC	CSI	NIC	CWI	Too High - Used 1/3	0.7700 GSF
37 Workmans Comp	x salary	4.50%	4.66%	2.12%	0.72%	4.81%	4.35%	4.35%	Landscape Greenscape	0.0003 CRV
38 Sick Leave	0.6500% x salary								Insurance Costs	0.0005 CRV
39 Human Resources		0.306%	0.306%		0.554%	0.306%	0.306%	0.306%	Total	0.00080 CRV
40	20.4650% per position	25.2710%	25.4310%	22.5850%	21.7385%	25.5810%	25.1210%	25.1210%		
41 Health Insurance	$11,500.00									
42 Supplies	0.10									
43										

AGENCY: System-wide Needs

FUNCTION:

ACTIVITY: Board approved category

Agency No.:   501

Function No.:   02

Activity No.:

FY 2017 Request

Page ___   of __ Pages
Original Submission _X_ or
Revision No. ___

A: Decision Unit No: 12.01	Title:	**Higher Education Research Council**			Priority Ranking 1 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)	0.00				0.0	
PERSONNEL COSTS:						
1. Salaries						
2. Benefits						
3. Group Position Funding						
TOTAL PERSONNEL COSTS:						
OPERATING EXPENDITURES **by summary object:**						
1. Mission and Goals of HERC						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY **by summary object:**						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:	$300,000				$300,000	
LUMP SUM:						
GRAND TOTAL	$300,000				$300,000	

Supports institution/agency and Board strategic plans:

This request supports the following areas in the State Board of Education's Strategic Plan:

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

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

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.
Performance Measures:
- Percentage of students participating in internships or undergraduate research

In addition to the Board's strategic plan this request also supports the Boards Higher Education Research Strategic Plan.

Goal 4 – Enhance learning and professional development through research and scholarly activity.
 Objective a – Increase the number of university and college students and staff involved in sponsored project activities.
  PM – Number of undergraduate students supported by sponsored projects
  PM – Number of graduate students supported by sponsored projects
  PM – Number of faculty and staff involved in sponsored projects
 Objective b – Increase the dissemination of research findings.
  PM – Number of peer-reviewed publications (students and faculty).
  PM – Number of theses and dissertations.

Description:
Research is increasingly viewed as a key factor in the future economic vitality of Idaho. It is fundamental to the mission of a university or college due to its role in knowledge discovery. On the most basic level, research strengthens a university's or college's primary product – innovative, well-educated graduates ready to enter a competitive workforce.

Undergraduate experience in research or creative activity is critical in helping students determine an area of interest and in jump-starting their careers. These students learn to work in interdisciplinary teams, explore career fields, and often discover a passion for scholarly activity they did not know existed. The collaborative nature of undergraduate research and the individual mentoring students receive from their advisors enhances the student learning experience and contributes to student retention.

Idaho's universities and colleges recognize the importance of preparing researchers of the future and are committed to incorporating undergraduate student research and creative activity into the teaching and knowledge-discovery missions of the institutions. These endeavors may include students working on faculty-led projects or on student-initiated, classroom based projects.

In faculty led research and scholarly activity, students work collaboratively with faculty to learn the discipline of creative activity with direct application to a specific project of importance to the faculty member. In class-room based research, undergraduates engage in independent or team projects to integrate theoretical learning with the world beyond the classroom.

Funds currently allocated to HERC are used to support:

(1) individual and multi-disciplinary research projects;
(2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private, and academic institution interaction; and
(3) collaborative relationships between academia and varied shareholders outside the academy.

HERC funds are used:

(1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.
(2) to ensure accountability for the state's investment via demonstrable results.

Questions:

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

    To support undergraduate experiences in research and creative activity in Idaho's institutions of higher learning, fiscal resources are requested in the amount of $300,000 annually.

    This funding will be used for but is not restricted to:
    *   Undergraduate research and creative activity fellowships
    *   Purchase of research materials
    *   Assistance for activities such as travel to present research findings, to visit a research site, to show creative works, or to attend professional conferences.
    *   Develop curricula for project based classes

2. What resources are necessary to implement this request?

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

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

    c. List any additional operating funds and capital items needed. N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

    On-going general funds.

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

   The immediate benefit is to the students, in addition to the increased quality of the education experience that research provides for students, students learn to work in interdisciplinary teams, explore career fields. The research experience also helps our Idaho businesses who hire these students upon graduation. Research experience gives students hands on experience in their areas of study that are invaluable to their future employers.

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

   This is the one priority item for System-wide needs this year.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Boise State University Agency No.: 512 FY 2017 Request

FUNCTION: PhD Program Function No.: 01 Page 1 of 2 Pages

ACTIVITY: Materials Science and Original Submission X or

Engineering Research Initiative Activity No.: Revision No. ___

A: Decision Unit No:	Title:	**Materials Science and Engineering Research Initiative**		**Priority Ranking 1 of 5**	
	Faculty, Staff and GAs				
DESCRIPTION					**Total**
FULL TIME POSITIONS (FTP)	18				18.0
GRADUATE ASSISTANTS	18				18.0
PERSONNEL COSTS:					
1. Salaries	$1,471,600				$1,471,600
2. Benefits	$558,200				$558,200
3. Graduate Assistant Stipends	$432,000				$432,000
4. Graduate Assistant Benefits	$17,300				$17,300
TOTAL PERSONNEL COSTS:	$2,479,100				$2,479,100
OPERATING EXPENDITURES **by summary object:**					
Graduate Assistant Waivers	$207,300				$207,300
TOTAL OPERATING EXPENDITURES:	$207,300				$207,300
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$2,686,400				$2,686,400

Supports institution/agency and Board strategic plans:

SBOE Goal 1: A well-educated citizenry

SBOE Goal 2: Critical thinking and innovation

Boise State Goal 4: Gain distinction as a doctoral research university

Description:

Recognizing the need for a stronger foundation in materials science in the region, Micron Technology, Inc., generously donated $13M, the largest donation in Boise State University history, to create a new PhD in Materials Science and Engineering (MSE).

This creation of the PhD in MSE was the result of many factors, including: (1) increasing demand from local employers, (2) expressed interest from science and engineering students, (3) a national demand for MSE PhDs, (4) several strong, collaborative research programs between faculty in Materials Science & Engineering, Physics, and other departments, and (5) the rapid growth of the B.S. and M.S. programs in MSE at BSU. The PhD program will generate a significant number of qualified graduate students with extensive training in the key areas of the state's high-tech economy including semiconductor science, nanotechnology, and energy materials.

The first students entered the program in Fall of 2012 and by Fall of 2014 the program had grown to 29 students enrolled, making it the largest PhD program in engineering in the state of Idaho. Remarkably, the program graduated three students in FY2014, the most of any PhD in MSE in the state.

The strength and contribution of any PhD program depends primarily on its faculty. The primary use of the gift from Micron was the initial creation of nine new faculty lines. This request would permanently fund these lines and add new faculty and staff as well as funds for graduate assistants to continue expansion and support for this successful program.

Materials research at Boise State is poised for national prominence that distinguishes and differentiates our university. The program is comparable to the best programs in the nation. Boise State faculty members from a wide range of disciplines involved in materials research are known for their work in fighting cancer, creating new materials that withstand extreme environmental conditions, developing an extraordinary array of sensors and advancing knowledge in a wide range of other initiatives. Research expenditures per faculty member per year average approximately $400,000, which is comparable to top-ten programs.

Materials research at Boise State has quickly matured into an effective partner to Idaho companies including Micron. Research collaborations are resulting in leading edge applications for the use of structural DNA as a way to overcome the technical and non-technical barriers to high-volume manufacturing of nanoscale materials, devices and systems. Boise State materials researchers are also working in close collaboration with the Idaho National Laboratory on a range of issues that affect our energy security.

AGENCY: Boise State University

FUNCTION: College

ACTIVITY: Academic Depts

Agency No.: 512

Function No.: 01

Activity No.:

FY 2017 Request

Page 1   of 2 Pages

Original Submission X or
Revision No. ___

A: Decision Unit No:		Title:	**College of Innovation & Design**		**Priority Ranking 2 of 5**
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	10.5				10.5
PERSONNEL COSTS:					
5. Salaries	$618,700				$618,700
6. Benefits	$246,000				$246,000
TOTAL PERSONNEL COSTS:	$864,700				$864,700
OPERATING EXPENDITURES **by summary object:**					
TOTAL OPERATING EXPENDITURES:	$135,300				$135,300
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,000,000				$1,000,000

Supports institution/agency and Board strategic plans:

SBOE Goal: A well education citizenry – Transition

> Boise State Goal 1: Create a signature, high quality education experience for all students.

> Boise State Goal 4: Align university programs and activities with community needs.

Description:

Funding is requested to support new programming for the College of Innovation & Design (CID) as well as the enhancement of existing campus programs as they transition to the CID. Specifically, funds will be used to support the new Bachelor of Science in Games, Interactive Media & Mobile (GIMM) and Bridge to Career program, and to enhance and permanently fund the Venture College.

GIMM

Boise State University new Bachelor of Science in Games, Interactive Media & Mobile (GIMM) will produce client-side developers capable of creating immersive and interactive experiences with both software and mobile hardware. The proposed program will take advantage of emerging technological change in the mobile and gaming development industries. The GIMM program will provide a broad, comprehensive, and technologically-focused program of study that includes courses in game development, interactive media creation, mobile application development, information technology management, art, and graphic design. The program is targeted at students who are interested in working with mobile applications, interactive media, and game development as programmers, interactive developers, and interactive media project managers.

Bridge-to-Career:

The Bridge to Career project, located within the College of Innovation and Design will develop ways to offer Boise State University undergraduate students will gain essential, complementary knowledge and skills outside their disciplinary home, thereby better preparing students for success as they transition from campus to career. The project will have three emphases: business literacy, technical literacy, and professional success.

Venture College:

Venture College helps Boise State students start businesses (or non-profits) while pursuing their education.

AGENCY: Boise State University

FUNCTION: System-wide Needs

ACTIVITY: Complete College Idaho

Agency No.:	510
Function No.:	01
Activity No.:	

FY 2017 Request

Page __1__   of 2 Pages

Original Submission __X__ or
Revision No. ____

A: Decision Unit No: **12.01**	Title:	**Complete College Idaho**		**Priority Ranking 3 of 5**

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	70.0				70.0
PERSONNEL COSTS:					
1. Salaries	$2,059,200				$2,059,200
2. Benefits	$1,227,800				$1,227,800
3.					
TOTAL PERSONNEL COSTS:	$3,287,000				$3,287,000
OPERATING EXPENDITURES **by summary object:**					
Operating Expenditures	$190,000				$190,000
TOTAL OPERATING EXPENDITURES:	$190,000				$190,000
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$3,477,000				$3,477,000

Supports institution/agency and Board strategic plans:

SBOE Goal: A well-educated citizenry -- Access

Boise State Goal 1: Create a signature, high quality education experience for all students

Boise State Goal 2: Facilitate the timely attainment of educational goals of our diverse student population

Description:

This request identifies needs associated with ensuring the success of the State Board of Education 60% goal. The key strategies include increasing capacity in degree programs with high student demand, removing existing bottlenecks to degree progression and graduation, increasing course offerings at night and on the week-ends, adding faculty lines to significantly increase course sections per year, and reducing reliance on part-time adjunct faculty.

This request is for funds to hire 24 new tenure track faculty line, convert 31 current part-time adjunct positions to full-time lecturer positions, hire 2 academic advisors and to hire 13 academic support staff. Knowing that Boise State University needs to produce approximately 3,400 Baccalaureates in 2020 to meet the State Board of Education's 60% goal, a strong emphasis must continue to significantly improve graduation rates and retention rates. In addition, enrollments in general must increase. This requires new faculty to grow the capacity and reduce scheduling conflicts that are impeding students' progress.

Boise State University has been converting adjunct lines to lecturer positions over the past few years, and needs to continue to do so. This requires additional funding for part of the salary costs, although the biggest cost is the health benefits that permanent employees receive. The heavy reliance on adjunct faculty to teach lower division courses is no longer the workable low-cost solution it once was. Student enrollment continues to transition to higher enrollments in the upper division classes and less in the lower division classes. Tenure-track faculty are required to teach upper division courses. The resources requested for this line item are for salary and benefit related costs.

3 new professional advisors are requested to increase students' access to advisors and to help with course scheduling. There is a high correlation to student success and graduation rates when proactive advising is used, and improving graduation rates is a key strategy.

13 academic staff additions would increase cost efficiency in academic departments. Currently department chairs perform several tasks better suited for staff. This funding would allow academic chairs the necessary time to devote to student recruitment, advising, faculty development and program and curricular assessments, design and upgrades.

AGENCY: Boise State University   Agency No.:   512   FY 2017 Request
FUNCTION: Public Safety   Function No.:   01   Page   1   of 2 Pages
                                                                   Original Submission _X_
ACTIVITY: Create Dept.   Activity No.:   or Revision No. ___

A: Decision Unit No:	Title: Dept. of Public Safety				**Priority Ranking 4 of 5**
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2 New 22 Reclassification				2 New 22 Reclass.
PERSONNEL COSTS:					
1. Salary 2. Fringe	$161,900 $57,600				$161,900 $57,600
TOTAL PERSONNEL COSTS:	$219,500				$219,500
OPERATING EXPENDITURES **by summary object:**	$168,100				$168,100
TOTAL OPERATING EXPENDITURES:	$168,100				$168,100
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$387,600				$387,600

Supports institution/agency and Board strategic plans:

Boise State Goal 4: Align University programs and activities with community needs
Boise State Goal 5: Transform our operations to serve the contemporary mission of the University

Description:
Boise State University Campus Security and Police Services intends to transition from a
    civilian security department to a public safety department with sworn police
    officers, having full police powers consistent with Idaho Peace Officers Standards
    and Training (P.O.S.T.) certifications. According to the Bureau of Justice
    Statistics, nearly all (92%) U.S. four-year public colleges and universities
    operated their own law enforcement agencies during the 2011–2012 school
    year. Supporting this transition would align Boise State with national best
    practices, as well as with our peer institutions and conference
    partners. Additionally, this transition supports the University's strategic plan to

become a metropolitan research university of distinction, acting as a leader in higher education environment in Idaho and falling in line with the standard across the country.

By creating a Boise State University Department of Public Safety, there would be numerous benefits:

- Emphasis in community policing and problem solving through continuous and new partnerships within the campus, the surrounding community, and regional law enforcement communities.
- Ability to enforce Boise State policy and procedures.
- A customer-service focus with Department of Public Safety employees.
- A coordinated, team approach to on-campus crime prevention and investigation, including an increased focus on sexual assault cases.
- Increased training and safety presentations for the campus community.
- Increased involvement in the educational and developmental process.

Boise State would be building on the already-established relationship with local law enforcement while meeting the specialized needs of a higher education population. Boise State University police officers would be more focused on community service and connecting with students and other employees; having a better understanding of University policy and procedures, as well as federal and state laws that govern higher education institutions; and internal resources.

Boise State University will use a phased-in approach to transition our current Campus Security and Police Services department to a law enforcement agency, which would include event security and parking functions, while continuing our relationship with the Boise Police Department. Through the four phases, Campus Security and Police Services will pursue the necessary legislative changes to authorize a law enforcement agency in the higher education setting; merge with Transportation and Parking Department, as well as restructuring Campus Security and Police Services, to build the foundation for the Department of Public Safety. We would also work on ensuring adequate facilities for the expansion of the Department of Public Safety and developing the policies and procedures necessary. The final result will be a Boise State University Department of Public Safety that will not only be a leader in Idaho for campus safety and security, but will also contribute to a positive and safety environment for the campus community to study, work, and visit.

AGENCY: Boise State University   Agency No.:   512   FY 2017 Request

FUNCTION: Education   Function No.:   01   Page 1   of 2 Pages

ACTIVITY: Scholarship/Grant   Activity No.:   Original Submission X or Revision No. ___

A: Decision Unit No:	Title: Scholarships			**Priority Ranking 5 of 5**	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	NA				NA
PERSONNEL COSTS:					
TOTAL PERSONNEL COSTS:	NA				NA
OPERATING EXPENDITURES **by summary object:**					
Student Scholarships	$950,000				$950,000
TOTAL OPERATING EXPENDITURES:	$950,000				$950,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:	NA				NA
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$950,000				$950,000

Supports institution/agency and Board strategic plans:

SBOE Goal: A well-educated citizenry -- Access

Boise State Goal 1: Create a signature, high quality education experience for all students.

Boise State Goal 4: Align university programs with community needs.

Description:

Boise State University requests $950,000 for scholarships to support Idaho students to achieve their educational potential and increase the likelihood that they remain in the State of Idaho to pursue higher education. Currently, Boise State University dedicates $1,175,038 in scholarships awarded to high achieving Idaho residents. If funded, the additional money would broaden this effort to include more deserving students. Additional scholarship funding expands college access for Idahoans, particularly among lower income students, and would support statewide needs for a highly trained workforce.

Boise State University current staffing levels support this effort and no additional funding for positions is requested.

AGENCY: Idaho State University		Agency No.: 510		FY 2017 Request
FUNCTION: Complete College Idaho		Function No.: 03		Page 1 of 12
ACTIVITY: CCI – Retention and Completion		Activity No.:		Original Submission _X_ or Revision No. ___

A: Decision Unit No: 12.01		Title: **CCI: Retention and Completion**		Priority Ranking 1 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	46.00				46.0
PERSONNEL COSTS:					
1. Salaries	$2,075,300				$2,075,300
2. Benefits	941,800				941,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$3,017,100				$3,017,100
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$43,000				$43,000
2. Materials/Supplies (+ "early alert")	130,000				130,000
3. Communication	20,000				20,000
4. Professional Development	9,000				9,000
TOTAL OPERATING EXPENDITURES:	$202,000				$202,000
CAPITAL OUTLAY **by summary object:**					
1. PCs and workstations	$131,800				$131,800
TOTAL CAPITAL OUTLAY:	$131,800				$131,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$3,350,900				$3,350,900

Supports institution/agency and Board strategic plans:

The proposed program supports key strategies identified in the Idaho State Board of Education and Idaho State University strategic plans. In particular, the technology-enabled "early alert" system and just in time intrusive advising will significantly advance those strategies associated with Complete College Idaho and the Board's 60% goal **by strengthening the pipeline and developing intentional advising along the K-20 continuum.**

ISU Goal 2: ACCESS AND OPPORTUNITY
Idaho State University provides diverse 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 educational goals. Objective 2.2—Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place.

Through the use of a technology-enabled "early alert" system, retention advisors at Idaho State University will closely monitor individual students from admission through graduation, improving students' ability to "climb their curricular ladders" and achieve their educational goals. All academic advising at Idaho State University will be intrusive, efficient, and targeted, providing students with just in time advising to attain their intellectual potential.

SBOE Goal 1.B: The educational system will provide opportunities for individual advancement. Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

By combining technology with proactive advising, students will advance through Idaho State University more efficiently and effectively. Students will reduce the number of excess credits earned, reduce unnecessary student debt, receive vital advice in a timely manner, and decrease the number of academic missteps along the way.

Counseling services keep students in college that might otherwise stop out or drop out. This leads to enhanced retention and graduate rates for ISU. It allows ISU to meet the individual needs of students who attend ISU.

SBOE Goal 3.B: Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Early alert systems provide essential data for informed decision-making and continuous improvement with regard to student retention, persistence, and graduation. These systems help; ensure that students are enrolling in the correct courses for their intended majors; provide crucial information for "at risk" populations; and deliver predictive measures to develop best practices to advance future populations of students.

Complete College Idaho:
Strengthen the Pipeline - Develop intentional advising along the K-20 continuum that links education with careers.

Through tighter alignment with Idaho high schools, ISU retention advisors will provide greater connectedness and information along Idaho's educational continuum thereby increasing Idaho's "go on" and completion rates.

Performance Measure:

The following are ISU's relevant performance measures linked to strengthening the pipeline and developing intentional advising.

Positively impact time to degree by 5% over the next three years; positively impact retention rates by 5% over next three years; positively impact undergraduate degree production by 5% over the next three years; increase the retention rate to 75% over the next three years; increase to 50% the number of full-time freshman students who participate in First Year Seminar and university orientation courses; and maintain sufficient access to advising.

Description:

Retention and Completion

Problem: A pressing challenge for Idaho is to increase degree and certificate completion for all individuals, of all ages, and for all socioeconomic backgrounds. Retention rates in Idaho's higher educational institutions are simply not what they need to be in order to reach Idaho's 60% goal. Although Idaho State University is working to improve retention and graduation rates, much still needs to be accomplished in this regard.

Solution: Retention and completion must become the focus of higher education across Idaho. To this end, Idaho State University proposes to closely oversee academic student progress, using a technology-enabled "early alert" system and further provide targeted "intrusive advising" to ensure student success. This intrusive advising is part of a larger retention and completion strategy that includes; greater connectedness with Idaho high schools; strong summer bridge programs; clear 4-year degree "academic" maps; focused student cohorts within structured schedules; full-time student enrollment of 15 credits per semester; "critical path" or "milestone" course completion each semester; and increased major/field specific advising to transition students into the workplace. In essence, ISU is proposing to place *all* future and current ISU students on guided pathways to successful careers.

In order for ISU to continue to build on our recent retention and completion successes, we are proposing to purchase a technology based "early alert" system; hire technical analysts to implement and support the system; and hire a cohort of retention advisors (40 in total) in order to fully engage with our students. This strategy will increase our ability to track student performance in required courses and focus interventions when and where they are needed most. For example, an early alert system will inform an advisor when a student has enrolled in the wrong class for his/her particular major or if a "critical path" course is not completed on time. An advisor will then intervene decreasing the impact of the student's misstep. Further, an early alert system provides us with the ability to target "at risk" students with specific interventions for their specific needs. Enabled by technology, all academic advising will be intrusive, efficient, and targeted, providing students with just in time advising when they need it most.

In order for ISU to bring full circle our retention and completion strategy, linking education with career opportunities, we are proposing that our retention advisors not only work with high schools to increase college awareness and connectedness, but also develop discipline specific expertise to effectively provide major/program explicit academic and career advising. Thus, each advisor will mentor a student from the college application process, through lower division course discovery, upper division course selection, and graduation. These retention advisors will reach out to each and every student ensuring effective, consistent, clear, and specific academic advising. In collaboration with faculty across campus, retention advisors will also teach courses focused both on university orientation and career exploration. Because each student will have one advisor from college entrance to completion, students will no longer fall through the cracks and will therefore be retained and graduate at significantly higher rates.

Projected Outcomes: Universities across the country who have implemented technology-enabled intrusive advising programs such as the one described above have shown significant increases in retention and graduation. By means of example, Georgia State University's implementation has increased its graduation rates by more than 20 percentage points (from 31.5% to 53.4%) over the last 10 years. Idaho State University anticipates comparable significant results as well.

Questions:

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

Idaho State University recommends implementing a retention and completion strategy which includes the hiring of 3 Technical/Functional Analysts (IT), a cohort of 40 Retention Advisor/Instructors, 3 FTE Ph.D Psychologist/Counselors, and the purchase of an "early alert" retention system such as the Student Success Collaborative (an Educational Advisory Board product). This retention team will closely oversee academic student progress, using the technology-enabled "early alert" system and provide targeted "intrusive advising" when it is most needed to ensure student retention, persistence, and graduation.

Budget Recommendation: Salary: $2,075,300. Benefits: $941,806. Travel: $43,000. Materials and Supplies (including the "early alert" system yearly license): $130,000. Communication: $20,000, Professional Development – 9,000, Capital Equipment (computers/workstations): $131,840

2) What resources are necessary to implement this request?

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

Idaho State University's retention and completion plan recommends hiring 40 Retention Advisor/Instructors, 3 FTE Ph.D Psychologist/Counselors and 3 Technical/Functional Analysis (IT). All are full-time, 12-month positions, benefit-eligible. We would anticipate hiring the IT experts and 30 of retention advisors in summer 2016. Those hired during the summer months would implement and trouble-shoot the "early alert system" throughout the summer. The final 10 retention advisors would then be hired fall 2016.

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

We anticipate all of these individuals will be new hires.

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

As listed above, the following operating and capital funds are needed: Travel: $43,000. Materials and Supplies (including the "early alert" yearly license fee): 130,000. Communication: 20,000. Professional Development: 9,000. Capital (computers/workstations): 131,840. Implementation of the "early alert" system is expected to cost an additional $50,000 in the first year. This $50,000 will be obtained through salary savings by hiring 10 of the retention advisors in fall of 2016 rather than the summer of 2016.

3) Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request anticipates the need for ongoing funding. We expect no significant fee structure changes or grant awards in this regard. We would however, expect increased enrollment from Idaho high schools and Idaho transfer students. Increased retention and completion is a clear expectation as well.

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

This request focuses on retention and completion for all future and current, high school through college senior, ISU students. The technology-enabled intrusive advising is part of a all-inclusive strategy that incorporates; greater connectedness with Idaho high schools; strong summer bridge programs; clear 4-year degree "academic" maps; focused student cohorts within structured schedules; full-time student enrollment of 15 credits per semester; "critical path" or "milestone" course completion each semester; and increased major/field specific advising to transition students into the workplace.

IDAHO STATE UNIVERSITY
Enhancing Student Success
Through Personal and Career Counseling and Advising

Increased need for counseling

Over the last four decades, college students' need for counseling, including personal and career, has grown exponentially (Eagan, et al., 2014). The reasons are complex and include:

- earlier diagnostic evaluations—some as early as grade school;
- the decline in the stigma associated with mental health issues;
- more students with mental health disabilities are participating in college thanks to accommodations guaranteed by the ADA and protected by the ADA from removal even if the student is suicidal; and
- more students taking prescription drugs for depression, anxiety and related concerns (Korn & Chen, 2015) who require talk therapy in addition to medications

The Higher Education Research Institute (HERI) at UCLA has administered the Cooperative Institutional Research Program (CIRP) [college] Freshman Survey for 49 years. In the fall, 2014, freshman students rated themselves the <u>lowest</u> in their mental wellbeing in the 49 years the Survey has been continuously administered (Eagan, , et al., UCLA, 2014). Other data from the 2014 CIRP Freshman Survey includes:

- 33.6% said they had frequently felt overwhelmed by all they had to do during the past year;
- Only 50.7%of students rated their emotional health as the "highest 10%" or "above average" compared to others their age, the lowest level <u>ever</u> and 2.3 percentage points lower than the entering cohort of 2013. Additionally, the proportion of students who "frequently" felt depressed rose to 9.5%;
- Students who were frequently depressed were about twice as likely to frequently come late to class and frequently fall asleep in class;
- 11.8% of public university students estimated that their chances were very good that they would seek personal counseling

Students with lower levels of emotional health wind up being less satisfied with college and struggle to develop a sense of belonging on campus, even after four years of college (HERI, 2014).

At Idaho State University,

- For the 2014-15 Academic Year through May 6th, the University Counseling and Testing Service had 4,159 attended appointments; of those:

- 41.7% of clients said they had considered suicide
- 14.3% of clients had attempted suicide previously
- 52.5% of clients had experienced harassment/abuse
- 53% of clients had a grade point average of 3.0 and above
- 56.7% of clients had prior counseling
- 45.2% of clients reported receiving medications prior to or after starting college or both
- 5.7% or 237counseling session were emergency/crisis sessions
- 55.5 % of clients reported experiencing a traumatic event
- 24.35% of clients reported having had sexual contact without consent

Increased referrals to counseling from faculty and staff

As a result of Title IX regulations, more students are coming forward to report being a victim of sexual misconduct (sexual assault, stalking, harassment) on and/or off campus and are referred for counseling support. At Idaho State University, the second largest number of referrals to the Counseling and Testing Center come from ISU faculty (the largest number of referrals are from friends). These referrals are increasing the number of counseling clients.

Recent research about graduate students' experiences indicates that more are reporting feeling stressed and needing counseling services. At the University of Exeter in the United Kingdom, "40% of Ph.D students reported that their physical and mental health had worsened over the course of their studies" (Else, Forty per cent of PhDs at Exeter suffer ill health, study reveals, 2015).

Other correlations with stress include financial worries, family issues, lack of friends, adjustment and socialization issues and perfectionism, especially among high performing students.   At the University of Oxford in the UK, "the number of undergraduate and postgraduate students accessing counselling [sic] services at the institution has shot up by 136 and 172 per cent respectively since 2003-04" (Else & Grove, 2015). In spite of the widespread use of social media, many students report feeling isolated.

Correlations between counseling and retention and degree completion

Eight of the top 10 academic impediments are mental health related:

- stress
- sleep deprivation
- concerns about family and friends
- partner relationship concerns
- depression
- internet addictions
- death and grief
- alcohol and other substance abuse

(Counseling Center, University of South Florida from: "Linking Student Health and Wellness to Academic Success and Retention Webinar").

- Depression, co-occurring depression and anxiety, and symptoms of eating disorders are all associated with lower GPA and higher probability of dropping out (Eisenberg, Golberstein & Hunt, 2009).
- Students with higher levels of psychological distress were characterized by higher test anxiety, lower academic self-efficacy, and less effective time management and use of study resources (Brackney & Karabenick, 1995).
- One in five students attending counseling is considering withdrawing from school (Turner & Berry, 2000).
- 70% of students who attend counseling report that their personal problems impact their academic performance (Turner & Berry, 2000).
- Students who will drop out is better predicted by socio-emotional problems than by academic difficulties (Gerdes & Mallinckrodt, 1994); (Bray, Braxton & Sullivan, 1999).
- In one study, retention rates for students who participated in counseling were 11% higher than the general student body (Turner & Berry, 2000).
- Another study found a 14% "retention advantage" for students who received counseling versus a control group of students waitlisted for future counseling (Wilson, Mason & Ewing, 1997).
- In yet a different study, 86% of students who were considering dropping out enrolled for at least one more semester following counseling (Bishop & Brenneman, 1986).

Students needing counseling may be at risk to others

More institutions are seeing correlations between student conduct cases and mental health issues. Students involved in misconduct are more often hospitalized for mental health treatment than in the past. In one highly publicized incident on a college campus in Idaho in the spring semester, 2015, a male student was found wandering the residence halls looking to "hook up" with a female. The male student was arrested for violating the University's trespass order and eventually transported to a mental hospital where the student resided for over three weeks. This academic year 14.6% of clients reported considering harming others and 3.8% stated they had done so in the past.

Students needing counseling are at risk to self

Suicide is the leading cause of death among college students in the United States (Schwartz, 2006). Risk factors for suicide include behavioral health issues/disorders; individual characteristics such as poor problem solving or coping skills; adverse/stressful life circumstances; family characteristics including a history of suicide in the family; and school and community factors (Suicide Prevention Resource Center, downloaded on 05/05/15 from: http://www.sprc.org/sites/sprc.org/files/library/SuicideAmongCollegeStudentsInUS.pdf).

Regrettably, "schools are often prodded to action by tragedy." Around the country, the statistics are grim (Korn & Chen, 2015):

- Three students from the same George Washington dormitory committed suicide in 2014
- The College of William and Mary in Virginia has had several student suicides this year
- Massachusetts Institute of Technology has had six campus suicides this past year

The University of Montana had three student deaths on the same weekend in March, 2015. Although one death was a suicide, two of the students who died lived in the same residence hall, prompting a need to provide grief counseling to the students living there. Indeed, many "vulnerable" students are impacted by mass shootings; natural disasters and accidents requiring a new round of counseling support services even if not currently in counseling.

Need to expand consultation, outreach, and primary prevention services

The increased need for and increased complexity of individual counseling services is, then, quite clear. Commensurate with this there is an increased need for consultation, outreach, and primary prevention services. Whether it involves consulting with an individual faculty member regarding how to work with a difficult or distressed student; or consulting with an academic program regarding how to help their students with anxiety and stress; or giving educational presentations on healthy relationships to student groups; or conducting training for students, faculty, and staff on suicide prevention; or serving as a training site for counselors and psychologists; whatever the consultation or outreach involves, such services may be as critical to the health of the individual served and the University community as individual counseling.

In an effort to keep a balance between individual counseling sessions and consultation and outreach services during this academic year our staff have facilitated workshops and given presentations on many topics, including: conflict resolution, stress management, suicide prevention, diversity, sexual health, MBTI, safe zone training, and mindfulness. We have conducted 176 individual sessions totaling 215 hours of direct service. Our attendance at these individual sessions (workshops, classes, presentations) totaled 3095. However, this count is based upon attendance at each session and does not equate to individuals served. Thus, the count includes individuals who attend several different sessions.

How colleges are responding

George Washington University has allocated more than $830,000 for increased mental health services. The Regents of the University of California system are evaluating a plan to hire 70 additional psychologists—a 40% increase—and more than 20 psychiatrists—a 60% increase to keep up with demand on its 10 campuses (Korn &

Chen, 2015). The University of Pennsylvania added four new clinicians last year, helping cut wait times for appointments from 21.6 days to 8.5 days (Korn & Chen, 2015).

How some institutions are raising funds for increased counseling services

"Universities are hiring more social workers, psychologists and psychiatrists as demand for campus mental-health services rises. But persistent budget gaps mean that students in some cases foot much of the cost of the positions" (Korn & Chen, 2015.) Ironically, some institutions have responded to the need for more counselors, psychologists and psychiatrists by increasing tuition, student fees or instituted fees for service to a population already feeling stressed by the cost of tuition and fees.

Some institutions are trying alternative counseling delivery methods

Some institutions have tried to use online or telephone based counseling services for staff, such as employee assistance programs, for students. But while such services may work well for staff, such services are a mistake to use for students, according to the University of Oxford's head of counseling services. "'Students want face-to-face counseling' and "on line support services provide only low-level help" (Else, Oxford students' demand for counselling [sic] shoots up, 2015).

At ISU, we have changed our intake system to a walk in system with a brief assessment to determine whether or not the student needs an immediate intervention or can be put on the wait list. Additionally, we have more than doubled our group counseling program which enables more students to receive services with less staff contact time. Unfortunately, that program is now at capacity.

Recommended staffing levels for counseling

The International Association of Counseling Services, Inc., the accrediting body for college counseling services recommends 1.0 FTE professional counselor/psychologist for every 1,000 – 1,500 students. In 2013, the average ratio on campus counselors to students was 1:1,600. At Idaho State University, the ratio is 1:2,350. ISU needs an additional 3 FTE to meet the national average.

Summary

The need for counseling is not an area that can be left unattended. As more students are identified as "students of concern," i.e., students with psychological issues, or disruptive, or a threat to self or others, institutions must balance student safety and privacy with the need to protect the greater community. Long wait times for counseling increase the risk to the campus community as well as impact the student's ability to successfully navigate and fulfill their academic responsibilities, stay in school and complete their degree. Reasonable wait times for access to counseling services provides a win-win for our students, their families and our campus communities.

Return on investment

If only 11% of ISU's students stay (fall, 2014 headcount was 14,371) for one more semester due to counseling, that's 1,580 students x $3,392 (tuition and fees for one semester in 2015-16) = $5,359,360.

If 11% of ISU's students stay for one more semester and only 5% stay for two more semesters, as a result of counseling, that's 1,580 (11%) x $3,392 (tuition and fees for one semester in 2015-16) = $5,359,360 plus 718 (5%) x $3,392 (tuition and fees for one semester in 2015-16 = $2,435,456 for a total of $7,794,816.

Of course, this is only the monetary return on investment. It does not include the benefits to society, Idaho families and future employers of the students who are retained and who graduate.

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AGENCY: Idaho State University

Agency No.: 510

FY 2017 Request

FUNCTION: Complete College Idaho

Function No.: 03

Page _1_ of 6 Pages

ACTIVITY: CCI--Student Opportunity Development

Activity No.:

Original Submission _X_ or Revision No. ___

DESCRIPTION	General	Dedicated	Federal	Other	Total
A: Decision Unit No: 12.02		Title: **CCI: Student Opportunity Development**		Priority Ranking 2 of 4	
FULL TIME POSITIONS (FTP)	7.00				7.0
PERSONNEL COSTS:					
1. Salaries	$315,000				$315,000
2. Benefits	143,000				143,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$458,000				$458,000
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$20,000				$20,000
2. Materials/Supplies	15,000				15,000
3. Communication	12,000				12,000
TOTAL OPERATING EXPENDITURES:	$47,000				$47,000
CAPITAL OUTLAY **by summary object:**					
1. PCs and workstations	$12,000				$12,000
TOTAL CAPITAL OUTLAY:	$12,000				$12,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$517,000				$517,000

Supports institution/agency and Board strategic plans:

1) SBOE Goal 1—Well-Educated Citizenry: The educational system will provide opportunities for individual advancement. Objective D—Transition: Improve the ability of the educational system to meet educational needs and allow students to efficiently transition into the workforce.

Internship and volunteer work, along with other student opportunities, encourage students to use the knowledge they acquire in coursework in practical experiences, helping them to transition more easily into the workforce upon completion of their degrees.

2) SBOE 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.

By combining the practical knowledge students gain in out-of-class situations such as internships, volunteer work, and other work-related experience with the more theoretical understanding from coursework, students are given the opportunity to practice creative decision-making and develop new areas for development.

3) Complete College Idaho—Leverage Partnerships: Collaboration between education with the business community, non-profit and philanthropic organizations to project and meet work force requirements and business development opportunities.

Through partnerships with organizations throughout the state, ISU would be able to provide students excellent opportunities to learn first-hand how different types of businesses run and to provide service to these organizations in a mutually beneficial relationship. Students would gain stronger experience, allowing them to be more engaged in their education and more competitive once on the job market.

4) ISU Goal 2: Access and Opportunity—ISU provides diverse 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 educational goals. Objective 2.2—Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place) 2.5—Students participate in community and service learning projects and activities, student organizations, and learning communities.

Students would gain direct experience working on community and service learning projects, providing support to the community, and also gaining experience that can benefit their own long-term career goals. Students would also be able to receive support in the process of having their past experiential/work experience evaluated for possible academic credit, thereby providing access and opportunity to our non-traditional students.

5) ISU Goal 4: Community Engagement and Impact: ISU, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves. Objective 4.3—ISU participates in formal and informal partnerships with other entities and stakeholders.

Through the coordinated efforts of staff to provide students opportunities with service-learning, volunteer work, internships, and other types of opportunity

development, ISU will be able to engage the community directly in the work and education of our students, thereby developing clearer connections among them.

Performance Measure:

The following are ISU's relevant performance measures linked to Community Engagement and Access and Opportunity:

Positively impact retention rates by 5% over next three years; positively impact degree production by 5% over the next three years; and the number of partnerships, collaborative agreements, and contracts will increase by 5% over the next five years. In addition, we seek to increase participation in internships, service learning, and volunteer activities by our students by 5% over the next five years.

Description:

Student Opportunity Development

Problem Statement: Even as ISU's retention rate has been improving over the last several years, we continue to face the problem of retention rates being lower than we aspire to. Furthermore, the university is currently unable to provide ample opportunities for undergraduates to serve in internships or do service learning or other community and professional activities, which have proven to help students acquire professional positions upon graduation. According to a survey published by *The Chronicle for Higher* Education (2012), "Employers place more weight on experience, particularly internships and employment during school vs. academic credentials including GPA and college major when evaluating a recent graduate for employment" (11). In addition, "Extracurricular activities, like professional clubs, athletics, and service, are valued more than GPA, relevance of coursework to position, and college reputation except by Executives who emphatically place more weight on coursework relevance and GPA, closely trailing college major" (11) In another recent study of one Texas university, it was determined that students who finished at least one internship while in college were 13% more likely to find full-time jobs upon graduating (*Huffington Post, 5/27/2014).*

Solution Statement: In order to better provide our students opportunities for developing abilities in problem-solving and creative thinking, which are desired in the workplace, and to give them first-hand experience to combine with their scholarly knowledge, we propose the creation of a Student Opportunity Development program. This program would place a Student Opportunity Coordinator (6 in total) in each college/division at ISU. This coordinator would work directly with students to help find them internship possibilities around the State, along with opportunities for volunteer work, international experiences in coordination with our Study Abroad program, and service learning to combine community service with academic activity. Furthermore, the coordinators would develop relationships with businesses as well as non-profit and government organizations throughout the region, helping to develop pipelines for students as they progress

through their academics. Not only will this help students as they complete their degrees, but these opportunities can help encourage students to stay focused on the completion of their degrees: working within the types of organizations they strive for as a career can provide additional motivation to stay focused on completing their degree.

In addition to the college/division coordinators, there will be a Student Opportunity Director who will coordinate efforts across the university. This person will also take on the role of directing our credit for prior learning / experiential credit program, working with students who come to ISU with prior work experience and seek ways to have that experience count toward college credit. The director will also be responsible for developing new programs, new service-learning courses, and providing guidance and training across the institution.

ISU has had success with our Career Path Internship program, and builds on what the CPI program accomplishes. Most of the work of the CPI program has focused on employment opportunities within ISU or with very local organizations. The Student Opportunity Development Program would coordinate a wider set of development opportunities for students and engage businesses and other outside organizations from all around the State. The program would also extend the areas of focus outside the CPI program, including academic credit for prior experiential learning, international opportunities, and a variety of service-learning and volunteer activities.

Projected Outcomes: We anticipate that through this program, we will increase the number of internships, service learning, and volunteer activities by our students 5% over the next five years. We also anticipate that this program will contribute to an increase in retention.

Questions:

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

Idaho State University will hire 6 Student Opportunity Coordinators (one per college/division) and one Director. These employees will work with students to help place them in internships, volunteer positions, service-learning courses, and international experiences. The director will also oversee the experiential learning program, working with students with prior work experience to determine if it can be used for academic credit. These people will also work with outside businesses, government, and non-profit organizations, traveling around the State to foster these relationships in order to develop pipelines for our students to gain access to hands-on experience.

Overall Budget: Salary: $315,000. Benefits: 143,014. Travel: 20,000. Materials and Supplies: 15,000. Communication: 12,000. Capital Equipment (computers/ workstations): 12,000

2. What resources are necessary to implement this request?

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

Student Opportunity Coordinators (6) and Director (1). All are full-time, 12-month positions, benefit-eligible. We would anticipate hiring the director in summer 2016 and the coordinators in fall 2016.

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

We anticipate all of these employees will be new hires.

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

As listed in question 1, the following operating and capital amounts are needed: Travel: 20,000. Materials and Supplies: 15,000. Communication: 12,000. Capital Equipment (computers/ workstations): 12,000. The travel will primarily be used by the coordinators and directors to travel to businesses and other organizations around the state to help develop opportunities for student internships and volunteer opportunities. Other operating expenses are standard needs for a new unit.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   Although this effort is aimed at improved retention and graduation rates, and student preparation, we anticipate that once the program progresses, our focus on Student Opportunity development will become a selling point for the university and will draw in students who are looking for more first-hand experience as part of an education. In the long term, we expect this will attract students who would not otherwise consider college. We also anticipate that the employees in this program will work to develop grant funding from outside sources to further enhance the offerings to students.

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

Undergraduates from freshman to senior are to be served by this program. Work and service opportunities can be targeted to students at each level of progress through the university, allowing everyone from a new student to a more advanced student the chance to gain practical experience and learn more about the relevance of their academics to the workplace. When students are given such opportunities for first-hand experience, their motivation for continuing their studies will increase, thereby improving retention. If this project is not funded, we would go forward with our current processes, and not offer any coordinated assistance for these types of activities. Some students would certainly continue to make use of ISU's Career Path Internship program and to find other outside professional internships, but the majority would not have the breadth of experience offered through this new program, leaving them at a disadvantage.

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AGENCY: Idaho State University   Agency No.:   510   FY 2017 Request
FUNCTION: General Education   Function No.:   03   Page 1 of 11
ACTIVITY: Division of Health Sciences   Original Submission _X_ or
Expansion to Meridian Campus   Activity No.:   Revision No. ___

DESCRIPTION	General	Dedicated	Federal	Other	Total
Division of Health Sciences A: Decision Unit No: **12.03** Title: **Expansion to Meridian Campus** Priority Ranking 3 of 4					
FULL TIME POSITIONS (FTP)	10				10
PERSONNEL COSTS: **(Ongoing)**					
1. Salaries	$575,200				$575,200
2. Benefits	248,700				248,700
3. Group Position Funding	88,000				88,000
TOTAL PERSONNEL COSTS:	$911,900				$911,900
OPERATING EXPENDITURES by summary object: **(Ongoing):**					
1. Travel	$18,000				$18,000
2. Communications	80,000				80,000
3. Supplies	210,000				210,000
TOTAL OPERATING EXPENDITURES:	$308,000				$308,000
CAPITAL OUTLAY by summary object: **Start Up Costs (One-time):**					
1. Office Furniture	$40,000				$40,000
2. Computers/Printers	62,500				62,500
3. Lab Furniture/Supplies	555,000				555,000
4. Educational Technology	450,000				450,000
5. Clinic Reception Furniture	25,000				25,000
6. Clinic Equipment/Supplies	565,000				565,000
TOTAL CAPITAL OUTLAY:	$1,697,500				$1,697,500
T/B PAYMENTS:	0				0
LUMP SUM:	0				0
GRAND TOTAL	$2,917,400				$2,917,400

Supports institution/agency and Board strategic plans:

Goal 3, Objective 3.1 (ISU Strategic Plan 2012 – 2015)
Advance health sciences research and health professions education throughout the state to increase the quality of patient care, the number of practicing health care professionals, and to promote clinical and translational research. (SBOE Strategic Plan: Goal 1, Objectives A-D; Goal 2, A, B; Goal 3, Objectives A-C)

> *3.1: Increase the number of students admitted to ISU's health professions programs, where capacity exists, to meet the healthcare workforce needs of Idaho.*

Performance Measure:

Number of seats available in the undergraduate, graduate, and postgraduate health programs at ISU, where capacity exists (i.e., based on assessment of projected manpower needs, funding to increase number of clinical faculty, available clinical training sites, and size of the applicant pools.)

Description:

This initiative is to request ongoing faculty and staff salaries and operating funds as well as one-time startup costs to meet the needs for expansion of program offerings at the ISU Meridian Health Science Center (HSC). These positions will also provide needed support for the current programs, future degree-completion and doctoral programs. Two new outpatient clinics will be developed at the Meridian HSC that will serve citizens in the local area, and complement the existing clinics by providing expanded opportunities for inter-professional experiences for students and patients.

The programs planned for expansion are not currently available to students in the Treasure Valley. Expansion of our programs to our Meridian campus provides convenience to students who live in the western part of Idaho, and it allows them to capitalize on the clinical placements in the Treasure Valley without having to travel. Expansion on our Meridian campus also allows us to increase our patient base for our in-house clinics.

ISU has the only Bachelor of Science (BS) in Dental Hygiene (DH) program, the only Doctor of Physical Therapy (DPT) Program in Idaho, and the only MS program in Dental Hygiene in Idaho or neighboring states. The DH graduate program boasts the highest enrollment when compared to other graduate programs across the nation.

The DPT Program typically receives >250 applications for the 24-26 seats currently available each year on our Pocatello campus. This expansion to ISU-Meridian will allow us to admit between 48-50 students per year into the DPT program. The proposed expansion will add an additional 24 DPT seats and will therefore double the number of graduates within 3-4 years.

Initially, the DH enrollment will be redistributing the current enrollment of 30 BSDH students. Twelve (12) students will be on the ISU-Meridian campus and 18 students will be on the Pocatello campus. This redistribution of BS students will allow us to increase our graduate enrollment and allow us to implement a BS completion program on our

Pocatello campus. This provides opportunities for the Idaho Oral Health Institute by increasing faculty research and grantsmanship, which improves with a larger Dental Hygiene faculty.

Questions:

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

Three faculty positions, two staff positions and group position funding are being requested to support the expansion of the BS Program in DH. Dental hygiene education requires classroom, laboratory and clinical instruction. Though the classroom instruction can be delivered through distance learning technology, the laboratory and clinical portion requires a significant number of hours of supervised instruction. Faculty to student ratios of 1:6 are used in all laboratory courses and 1:4 in all clinical courses as required by program accreditation standards. In addition to teaching, three of the requested faculty positions will have administrative responsibilities such as the Program Site Director, Clinic/Laboratory Coordination and Community and Inter-professional Care Coordination. These administrative roles are required to provide organization and management of the expanded program, provide increased support for finding and supervising inter-professional community rotations, and for managing and monitoring the dental hygiene services provided within the campus clinic. The group position funding will help support salaries for supervising dentists who are present during clinic sessions when patient care is provided and for clinical dental hygienists who assist with clinical and laboratory teaching.

One staff position is required to provide clerical support for the expanded program. The second staff position will serve as a Dental Reception Coordinator, and will be responsible for managing the clinic reception desk, patient appointments and financial accounts.

Four faculty positions, one support staff position, and adjunct salaries are being requested to support the expansion of the DPT Program. Physical therapy education requires a substantial number of hours of hands on instruction and practice. Faculty to student ratios of 1:12 are used in all laboratory courses to ensure the competence and safety of future graduates. Due to the specialization of faculty, multiple areas of clinical expertise (orthopedics, neurologic rehab, etc) are necessary onsite. In addition to the clinical areas of expertise, three of the requested faculty positions will serve administrative roles including the PT Assistant Program Director, Director of Clinical Education, and Clinic Director. These administrative roles are required to provide management of the expanded program, provide increased support for finding and supervising part-time and full-time student clinical affiliations and practicums, and for managing physical therapy service provision within one or more inter-professional clinics. The staff position is required to provide clerical support for the expanded program. The adjunct faculty salaries are required to provide instruction in highly specialized areas of clinical expertise that are not represented by the full time faculty.

2. What resources are necessary to implement this request?

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

   Academic Faculty:

   <u>Dental Hygiene Program Site Director</u> 12 month, full-time, benefit eligible, hire January 2017, (salary: $72,000 + benefits: $25,969 = Total $97,969)

   <u>Academic DH Faculty (Clinic/Laboratory Coordinator)</u> 12 month, full-time, benefit eligible, hire July 2017, (salary: $65,000 + benefits: $24,533 = Total $89,533)

   <u>Academic DH Faculty (Community and Interprofessional Care Coordinator)</u> 12 month, full-time, benefit eligible, hire July 2017, (salary: $65,000 + benefits: $24,533 = $89,533)

   <u>Assistant DPT Program Director</u> 12 month, full-time, benefit eligible, hire January 2017 (salary: $90,000 + benefits: $29,661 = Total: $119,661)

   <u>DPT Director of Clinical Education</u> 10 month, full-time, benefit eligible, hire July 2017 (salary: $70,000 + benefits: $25,559 = Total: $95,559)

   <u>DPT Academic Faculty</u> 9 month, full-time, benefit eligible, hire August 2017 (salary: $70,000 + benefits: $25,559 = Total: $95,559)

   <u>Adjunct Faculty</u> hire as needed during each semester to address specialized content (salary: $88,000 + benefits: $18,051 = Total: $106,051)

   Clinic Faculty/Staff:

   <u>DH Clinic Receptionist Coordinator</u> 12 month, full-time, benefit eligible, hire January 2018, (salary: $26,083 + benefits: $16,755 = Total $42,838)

   <u>PT Clinic Director</u> 9 month, full-time, benefit eligible, hire August 2018 (salary: $65,000 + benefits: $24,533 = Total: $89,533)

Support Staff:

DH Administrative Assistant, AA1; 12 month, benefit eligible, Hire January 2017, (salary: $26,083 + benefits: $16,755 = Total $42,838)

PT Administrative/Clinic Staff AA1; 12 month, benefit eligible, Hire January 2017 (salary: $26,083 + benefits: 16,755 = Total: $42,838)

Total Ongoing Salaries and Benefits **$911,912**

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

The current DH and PT faculty members will continue to assist in teaching the extended cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

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

An ongoing request for additional operating funds to support the expansion will cover faculty travel, communications and supplies.

The one-time capital outlay will be required during the first year to support supplying the new offices with essential items, purchasing computers and office equipment, and providing the furniture and lab equipment to support instruction in the expanded programs.

Ongoing Request for Operating Expenses
Travel (7 faculty)	*$18,000*
Communications	*$80,000*
Supplies	*$210,000*

Grand Total Ongoing Request for Operating Expenses **$308,000**

One-Time Request for Capital Outlay:

Dental Hygiene:
PC and Printer ($2,500/person; 5 people)	*$12,500*
Computers for clinic stations and xray rooms ($2,500/14 units (12 clinic units and 2 xray)	*$35,000*
Office Furniture (desk, chairs, bookcases, filing cabinets) (4,000/person 5 people)	*$ 20,000*
Lab Furniture and Supplies (desks/chairs, anatomical models)	*$100,000*
Educational Technology	

(distance learning equipment x 1)	*$90,000*
Dental Hygiene Reception furniture	*$10,000*
Dental Hygiene Clinic Equipment	
and Supplies	*$270,000*
Total One-time Request for DH Capital Outlay:	**$537,500**

Physical Therapy:

PC and Printer ($3,000/person; 5 people)	*$15,000*
Office Furniture (desk, chairs, bookcases,	
filing cabinets) (4,000/person 5 people)	*$ 20,000*
Lab Furniture and Supplies	*$455,000*
(treatment plinths/tables, exercise equipment,	
modalities, linens, desks/chairs, walking aids,	
anatomical models)	
Educational Technology	*$360,000*
(distance learning equipment x 4)	
Physical Therapy Clinic furniture	*$15,000*
Physical Therapy Clinic Equipment and Supplies	*$295,000*
Total One-Time Request for PT Capital Outlay:	**$1,160,000**
	========
Grand Total One-Time Request for Capital Outlay	**$1,697,500**

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   *The **ongoing requests** include salaries and benefits of $911,912 for 7 faculty and 3 staff positions with operating expenses of $308,000 **totaling $1,219,912**.*

   *The **one-time request** for capital will support the first year set up of the expansion with capital outlay of **$1,697,500**. Student professional fees and revenue from clinics will cover ongoing equipment replacement during subsequent years.*

   The opportunities for increasing faculty research productivity and success in awarded grants improves with a larger faculty.

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

   Idaho residents who are place bound in the Boise area yet seek a baccalaureate education to become a licensed dental hygienist benefit from this request. The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene. We receive numerous annual inquires (approximately 20-25) from place bound students who want to

pursue Dental Hygiene as a career, and want a Bachelor's Degree but are not able to relocate to Pocatello for the two-year duration of the program.

A proprietary school in the Treasure Valley offers an AAS dental hygiene education that is not regionally accredited and makes it difficult for students to articulate earned credits with regionally accredited state institutions for these graduates to earn a baccalaureate degree. Dental hygienists holding baccalaureate degrees have the education and ability to provide oral health care in alternative settings besides private dental settings. Also, baccalaureate prepared dental hygienists have the ability to develop and maintain inter-professional relationships with other health care providers to assure the provision of comprehensive health care.

Idaho residents who seek an education to become a licensed physical therapist benefit from this request since twice the number of seats in a DPT Program will become available within the state. The DPT Program typically receives >250 applications for the 24-26 seats available each year and the program expansion will allow admitting 48-50 students per year. The cost of an in-state, 3-year, graduate program is substantially less than out-of-state or private academic institutions. Increasing the number of seats in an Idaho PT Program will provide more opportunities for Idaho residents to receive the education they desire while reducing the student debt incurred through pursuing that education.

Idaho employers seeking to hire physical therapists will benefit because the number of graduating therapists within Idaho will double within 3-4 years. There is a tremendous need for PTs in the state due to the aging population (high consumer of PT services) and the increasing general population in the state. Physical therapy graduates tend to remain within the state in which they were educated, even if they were not state residents.

Idaho residents in need of PT services will benefit because there will likely be an increased number of licensed, practicing PTs in the state within 3-4 years of expanding the program.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Narrative Description of the Need for Physical Therapists in Idaho

The projections for the next 10 years show that the available workforce in physical therapy will become increasingly inadequate, not only in Idaho, but also throughout the United States. Expanding the existing Doctor of Physical Therapy (DPT) Program addresses these needs by increasing the number of DPT graduates by up to 24 graduates per year. Supply of new clinicians in PT will not keep pace with increased

demand, resulting in workforce shortages.[1]   Nationwide, the existing academic programs do not currently have the capacity to offset the anticipated shortfall.[1] These forecasts suggest there is a great need to increase the class size of PTs who will graduate to enter the profession each year.   The American Physical Therapy Association predicts there will be a shortfall of approximately 25,000 PTs nationwide by the year 2020,[1] and the US Bureau of Labor Statistics forecasts a 39% increase in available PT jobs nationally between 2010 and 2020.[2] Although some reports predict rural states like Idaho will be harder hit than coastal states,[1, 2] other PT employment projections expect the needs in most of the state of Idaho to be fairly consistent with national values, forecasting 34.7% PT job growth by 2020.[3] PT job growth in the southwest and east central regions of Idaho, however, is forecast to substantially exceed both national values and those of the rest of the state. It is estimated that in the future there will be 43 PT job openings annually in Idaho, the majority (27) of those are expected to be in the southwest region of the state.[4]

The increased demand for all health care providers will stem from multiple factors, but largely from the aging of the population, [3] which will increase the number of persons with chronic complex pathological conditions.[2]   Additionally, there is an increased interest in preventive care and interventions, [3] which are services that may be provided by physical therapists. Advances in technology increase the survival rate of persons with severe birth defects and those who have sustained traumatic injuries and postoperative needs that require PT services.[2] Finally, the impact of the aging of the general population will also adversely impact the PT workforce as an ever-larger number of licensed, practicing therapists reach retirement age during the next 10 – 15 years.[6]

There is a concomitant demand for programs from the student viewpoint. The PT profession is ranked among the best jobs in the US, including a #8 (Best Job ranking by the US News & World Report for 2012), [7] and a listing as one of the 'hot jobs' in Idaho over both the short term and long term. Recent admissions numbers for the ISU Doctor of Physical Therapy (DPT) degree program reveal that, in each of the last two admissions cycles, the ISU DPT program received 200+ applications to fill the 24 – 26 seats available.   Nearly 1/3 of those applications reviewed met the minimum requirements for program entry in each of those admissions cycles.
ISU has a history of delivering highly qualified PTs to the Idaho workforce; ISU has filled nearly 13% of all PT positions in Idaho since 1991, and 55% of ISU PT graduates remain in Idaho. About 18% of PTs in southwest Idaho are graduates of the ISU program, and 35% of ISU graduates reside in that region.

Recent Data from the Idaho Department of Labor [8] indicates high priorities in Idaho and nationally for PT graduates and practitioners. In summary; as of November 14, 2014 PT is among the top occupation vacancy rates in Idaho (OT is first); in Northern Idaho PT is 11th (Speech- Language Pathologists are 1st).[9] The need for PTs is well established and Idaho has the opportunity to meet that need by doubling the number of seats within the existing, accredited program.

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3.   Idaho Career Information System - Occupations - Physical Therapists. 2012 [cited   2012   July   9];   Available   from: http://idcis.intocareers.org/info2.aspx?FileID=Occ&FileNum=100155&TopicNum= 14.
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8.   Quintero, J., Health Care Business Scan, 2010, Idaho Department of Labor: Boise, ID.
9.   OCCUPATIONS IN DEMAND. Help Wanted Online Job Posting Data. NOVEMBER 2014. Idaho Department of Labor Communications & Research Division. Prepared by Janel/ Hyer and Ethan Mansfield

Narrative Description of the Need for Dental Hygienists in Idaho

One of the primary missions of the university is being the lead institution for education of health professionals. Dental Hygiene is a health profession and considered the lead dental hygiene program in the state and western region. The proposed expansion for the Dental Hygiene Bachelor of Science program is directly related to the university goals of 1) achieving academic excellence in undergraduate professional education; 2) increase the university's research profile; 3) advance health care education throughout the state; 4) prepare students to function in a global society; 5) focus institutional instructional expertise on community and societal needs. The Department of Dental Hygiene's mission and vision statements parallel the Division of Health Sciences role. Therefore, the proposed program expansion will not only serve the state of Idaho but also serve dental hygienists from other states.

The Idaho Department of Labor top 100 Hot Jobs show dental hygiene as the number four top jobs in the state. In the southwest region of Idaho, it is also the 29th fastest growing occupation out of 460 occupations listed. Ten year projections from the Bureau of Labor Statistics (BLS), estimate that employment of dental hygienists is projected to grow +33% from 2012 to 2022, much faster than the average for all occupations. (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition).* The BLS further projects that the demand for oral health care will continue to grow as the baby-boom population ages and people keep more of their original teeth than previous generations did, coupled with the need to focus on

preventive services. Therefore, settings that provide oral health care will increasingly employ dental hygienists to meet the demands.

In the "Recovery: Projections of Jobs and Education Requirements Through 2020," report from the Center on Education and the Workforce at Georgetown University, the number of jobs in Dental Hygiene will increase to 194,330 with 41% earning a Bachelor's degree. Idaho projections identified in this same report estimated a growth rate of 34% for Healthcare Professional and Technical occupation positions. This trend parallels reports that document the demand for health care providers with advanced education is increasing. Considering there are currently 332 entry-level dental hygiene programs, and only 28 programs that offer the Bachelor's degree as the entry-level degree, the demand for this dental hygiene program will continue. National agencies have issued a call to create new pathways for dental hygienists with associate degree's to obtain bachelor or master's degrees to better prepare them for the future needs of the nation. Therefore, expanding the Dental Hygiene program to the Boise Metropolitan Service Area (MSA), the most populous region of Idaho will begin to address the needs for expansion of oral health care services in the area as indicated by government agency projections.

Recently, the National Governor's Association released a report citing "lack of access to adequate oral health care services" as a growing issue, and detailed how dental hygienists can and have been used to expand care to increasingly underserved populations. ISU Dental Hygiene graduates continue to have a 100% percent employment rate following graduation. Due to the expanded curriculum, ISU Dental Hygiene graduates can be employed anywhere in the United States and International.

As the first dental hygiene program in Idaho (1963), the Department has a long and esteemed history of educating the state and regions dental hygienists and providing a leadership role in the ISU Division of Health Sciences. Dental hygiene students and faculty have made significant contributions in community outreach and oral health care services to underserved citizens in southeast Idaho and continue to serve them once becoming a licensed health care provider. Having a clinical center in the western portion of the state would afford the same outreach care to underserved citizens in that region.

This expansion should advance the state economy in the Treasure Valley by advancing the field of Dental Hygiene in the area, increasing oral health care services to underserved population groups, expanding interprofessional research opportunities through the Idaho Oral Health Institute and increasing the ability to provide new pathways for dental hygienists with associate degree's to obtain bachelor or master's degrees to better prepare them for the future needs of the state and nation. Currently, there are no bachelor degree programs in this part of the state; therefore, access to dental hygiene care for citizens, especially underserved consumers, will be improved. Program expansion to the Boise area provides an opportunity for interprofessional collaboration between dentistry and dental hygiene as well as to model an integrated educational approach incorporating oral, physical, and mental health care.

AGENCY: Idaho State University   Agency No.:   510   FY 2017 Request

FUNCTION: Finance & Administration   Function No.:   03   Page   1   of 4 Pages

                                                                                        Original Submission __X_ or

ACTIVITY: Facilities Services   Activity No.:   Revision No. ___

DESCRIPTION	General	Dedicated	Federal	Other	Total
A: Decision Unit No: **12.04** Title: **SMART Deferred Maintenance** Priority Ranking 4 of 4					
FULL TIME POSITIONS (FTP)	11.0				11.0
PERSONNEL COSTS:					
1. Salaries	$342,300				$342,300
2. Benefits	$206,800				$206,800
TOTAL PERSONNEL COSTS:	$549,100				$549,100
OPERATING EXPENDITURES **by summary object:**					
1. Materials & Supplies	$1,000,000				$1,000,000
2. Certifications & Training	$6,900				$6,900
TOTAL OPERATING EXPENDITURES:	$1,006,900				$1,006,900
CAPITAL OUTLAY **by summary object:**					
1. Capital Construction Projects	$1,658,600				$1,658,600
TOTAL CAPITAL OUTLAY:	$1,658,600				$1,658,600
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$3,214,600				$3,214,600

Questions:

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

Idaho State University's real property consists of 85 facilities of over 4 million square feet with an average age of over 42 years, and a plant replacement value (PRV) of $1.2 billion.   Industry standards recommend spending 2% PRV annually to effectively maintain and operate facilities. This translates to $24 million annually for ISU. Despite strong leadership support, historic practices and current fiscal realities have limited facility maintenance budgets to levels below the 2% PRV target, resulting in over $352 million in deferred maintenance.

Annual appropriations for deferred maintenance efforts provided through the ISU budget process and the Permanent Building Fund through the Division of Public Works averaged $4.1 million for the period from FY12 through FY15. This includes both regular funding and one-time augmentations through special allocations from ISU Administration and State appropriations such as the $3.75 million provided in FY14. These resources come in the form of construction project funds and are used to address specific backlog line items and emergency repairs.

With judicious oversight and prioritization of requirements, ISU continues to keep its facilities operational. However, chronic under-resourcing enables the continued growth of the deferred maintenance backlog. Additionally, system failures and simple exhaustion of infrastructure regularly result in unanticipated and expensive emergency outages and repairs that negatively impact educational opportunities and the learning environment for students.

The deferred maintenance backlog took decades to create and will take years to bring under control. Even if there were unlimited fiscal resources, simply throwing money at the problem each year will not solve it. ISU believes a new approach is required. This new approach must address both the current backlog and reduce the rate of backlog growth.

ISU proposes to move from a reactive maintenance system to a more proactive preventive maintenance system. ISU calls this new approach SMART: Special Maintenance and Repair Team. SMART will address the symptoms – the backlog – while also addressing the root cause with preventive maintenance. To enact this plan, a team will be put together consisting of skilled craftsmen and engineers who will proactively go through facilities on a scheduled basis to perform recurring routine building system maintenance, identify and correct emerging minor maintenance issues, and oversee major system overhauls by contractors. The efforts of this new dedicated deferred maintenance team will enhance efforts to address specific line items in the existing deferred maintenance backlog while also significantly reducing the rate of backlog growth.

2. What resources are necessary to implement this request?

Ongoing funding of $3,214,628 is needed to gain control of, address, and ultimately reduce ISU's deferred maintenance backlog.

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

Eleven (11) new FTE positions are required as outlined on the following chart:

SMART Team and Project Delivery					
Position Title	Pay Grade	Status	Benefit Eligibility	Date of Hire	Terms of Service
Maintenance Foreman (2)	J	FT	Y	7-1-2016	FT
Electrician	I	FT	Y	7-1-2016	FT
Plumber	I	FT	Y	7-1-2016	FT
HVAC Specialist (3)	I	FT	Y	7-1-2016	FT
Painter	G	FT	Y	7-1-2016	FT
Carpenter	H	FT	Y	7-1-2016	FT
Project Manager	NC	FT	Y	7-1-2016	12-month
Architectural Drafter	G	FT	Y	7-1-2016	FT

All positions will be assigned to ISU's Pocatello campus except the three HVAC specialists will be split between Pocatello, Idaho Falls, and Meridian.

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

All noted positions are new FTE's. Administrative management of the preventative maintenance team function is in place and funded. Administrative management of the project manager and drafter positions is in place and funded. Management span of control will remain within effective range.

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

Operating expenses of $1,006,900 will be used for materials and supplies for repairs, and for team member training and certifications.

The $1,658,637 in ongoing capital outlay will be used to expand efforts to address ISU's existing deferred maintenance backlog.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

$3,214,628 in ongoing funding is needed to gain control of, address, and ultimately reduce ISU's deferred maintenance backlog.

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

The proposed SMART Deferred Maintenance approach and team will directly serve students, faculty, staff, and visitors across the entire spectrum of the ISU campus community by working to improve overall facility conditions and enhancing the educational learning environment. The team's efforts will address emerging maintenance issues in a focused approach to prevent expansion of the deferred maintenance backlog, reduce the overall backlog through prioritized repairs and system overhauls, and reduce costly system failures.

Failure to fund this initiative will result in continued growth of the deferred maintenance backlog, increased facility operations and maintenance expenses, and an increased frequency of disruptive system failures. The end result will be an ever decreasing quality of the education environment for students and faculty at an ever increasing cost.

Additional supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision is attached.

AGENCY: College & Universities   Agency No.:   510   FY 2017 Request

FUNCTION: University of Idaho   Function No.:   04   Page ___   of __ Pages

   Original Submission _X_ or

ACTIVITY: Activity No.:   Revision No. ___

A: Decision Unit No: **12.01**		Title: Salary Competitiveness		Priority Ranking 1 of 6	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	3,519,800				$3,519,800
2. Benefits	711,000				711,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$4,230,800				$4,230,800
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. Operating					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$4,230,800				$4,230,800

Supports institution/agency and Board strategic plans:

SBOE GOAL 2: CRITICAL THINKING AND INNOVATION – Objective B: Quality Instruction
"Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of faculty and staff."

UI GOAL 4: COMMUNITY AND CULTURE – Objective A: Be a community committed to access and inclusion
"Recruit and retain diverse faculty and staff."

UI GOAL 4: COMMUNITY AND CULTURE – Objective C: Be a community committed to productivity, sustainability, and innovation.

"Steward our financial assets, infrastructure and human resources to optimize performance."

Problem Statement: The University of Idaho continues to face high turnover for both faculty (14%) and staff (18%) due to the inability to compete in terms of salary. In addition while we have just recently started tracking quantitative data on failed searches we believe anecdotally that our failure rate is increasing.

Solution Statement: A full state-funded 4% salary increase for faculty and staff in addition to the state-wide Change in Employee Compensation (CEC) process will allow the university to start closing the gap between our faculty salaries compared to our peers and our staff salaries compared to our regional competitors which will increase retention and search success rates and reduce recruitment and training costs.

Performance Measures:
- Maintain or slightly improve our salary comparison relative to peer institutions for faculty, the national higher education market and regional employment markets for exempt staff and regional markets for our classified staff.

- Reduce faculty and staff turnover thereby retaining excellence and reducing the upfront investment required for recruiting and training new employees.

Discussion:

The university appreciates the FY2015 and FY2016 investments in salaries made by the state through the annual Change in Employee Compensation (CEC) process; however with our Board-approved peer institutions continuing to average 3% to 4% in salary increases on an annual basis we are at best slowing down the growing gap between us and those whom we compete with for quality faculty and staff. In addition partially state-funded CEC measures have resulted in further tuition burden on our students.

Faculty salaries were 92.3% of peer average in FY08, as of FY14 they had dropped to 84.3% and as of FY15 they had dropped to 80.3%. As mentioned above peer institutions are raising their salaries an average of 3% to 4% per year so with the 2% CEC for FY15 and the 3% CEC for FY16 we are only slowing down the growing gap. As a result we continue to fail to recruit and retain quality faculty with faculty turnover currently at an estimated 14%.

The university is facing similar issues with respect to staff salaries. A regional market survey conducted two years ago put our staff salaries at 85% of the regional market and as our regional competitors for staff continue to increase salaries we have not made progress on closing this gap. As a result we saw staff turnover of 18% in 2014 and we continue to lose our best staff to Washington State University and local businesses, particularly in the areas of Information Technology and Human Resources where we are significantly lower than 85% of market.

While this request is framed in terms of the University of Idaho, this is a statewide higher education issue. Our colleagues at Boise State, Idaho State and Lewis Clark State College are facing similar salary issues. The marketplace for faculty is a national marketplace – an individual receiving his or her Ph.D. from virtually any institution, is looking at a national job market for their faculty employment. If they can find similar employment, at a 20% to 30% improvement in salary compared to Idaho institutions, they will not be coming to Idaho. For established faculty who are building or have built successful careers in Idaho, there are comparable institutions across the nation that are actively seeking out the "best and brightest" to enhance their own educational and research initiatives.

All of this means that, for Idaho residents, their opportunity to receive their once-in-a-lifetime college education from the most effective and productive faculty is being diminished as we fail to attract or retain those individuals in Idaho institutions.

There is a similar impact for the state of Idaho with respect to our staff positions. This too is a national marketplace at the middle-manager to senior position levels. Institutions hiring for significant middle and higher management positions are almost always doing regional or national searches – and, once again, Idaho salaries are a barrier to finding the best, brightest and most effective of these individuals. Business has long recognized that paying the salary necessary to attract and retain the very best professionals, managers and staff often more than pays for itself in terms of creativity in problem solving and more efficient and effective ways to perform managerial functions as well as by reducing the cost of recruiting and training new employees. The impact of being significantly below market for these positions simply means that we will not be able to hire the skills and experience that we, as a state, need in order to be effective in the new education business functions of the 21st century.

Salary competitiveness is a long-term issue – not readily corrected in one year and easy to lose ground on if there is not an annual effort to address the salary costs of the changing marketplace.

Questions:

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

    We are requesting state funding sufficient to provide a full state-funded 4% salary increase for all General Education faculty and staff. Cash funded programs and grants and contracts would provide their own funds to implement a corresponding 4% average increase in those non-General Education functions of the university

2. What resources are necessary to implement this request?

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

No new positions are required.

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

No human resources will be redirected to this new effort. Existing operations will be impacted positively as we retain more employees thereby reducing hiring costs and increasing efficiency.

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

No additional operating funds or capital items are needed to implement this request.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

All requested funds are state General funds in order to avoid imposing additional tuition and fee increases on students in order to provide this necessary increase. As indicated above increases for salaries paid outside of the General Education budget would be funded by those non-General Education funding sources (cash funded programs, grants and contracts, etc.)

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

This impacts all faculty and staff employed by the university either directly if paid on General Education funds or indirectly if paid on other funding sources. Expected impacts include increased retention, more successful recruitment of faculty and staff and long-term positive economic benefit to the state as we attract skilled employees from outside Idaho and retain those already here.

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

This is an unfunded prior year request.

AGENCY: College & Universities   Agency No.:   510   FY 2017 Request

FUNCTION: University of Idaho   Function No.:   04   Page ___   of __ Pages

ACTIVITY: Activity No.:   Original Submission _X_ or
Revision No. ___

A: Decision Unit No: **12.02**	Title: **Complete College Idaho: Intensive Advising**			Priority Ranking 2 of 6	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	9.0				9.0
PERSONNEL COSTS:					
1. Salaries	$420,000				$420,000
2. Benefits *	$186,700				$186,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$606,700				$606,700
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$18,000				$18,000
2. Operating	$40,000				$40,000
TOTAL OPERATING EXPENDITURES:	$58,000				$58,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$49,500				$49,500
TOTAL CAPITAL OUTLAY:	$49,500				$49,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$714,200				$714,200

Supports institution/agency and Board strategic plans:

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective A: Access

More advising resources will allow students considering dual enrollment to have access to professional advising. It will assist students considering the University of Idaho to make informed decisions regarding degree programs and enrollment

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective B: Higher Level of Education Attainment

A high level of intensive, professional advising is directly linked to higher retention and completion rates"

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective C: Adult Learner Re-Integration

Adult learners seeking to return to college are in particular need of advising as they seek to juggle career, family, and their educational goals.

SBOE GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Objective A: Cost Effective and Fiscally Prudent

Enhanced advising will result in students completing degree programs. The University of Idaho's move to 120 credits required for many degree programs was a first step. Careful program mapping that is facilitated with intensive advising will assist students in shortening their time to degree. This encourages students to continue in degree programs and increases completion rates.

UI GOAL 4: COMMUNITY AND CULTURE – Objective A: Be a community committed to access and inclusion

Intensive advising will aid in the recruitment and retention of all students, especially those from diverse backgrounds and first generation students.

Problem Statement: The University of Idaho must increase enrollment, retention, and completion rates.

Solution Statement: Intensive advising is a best practice for addressing all of the above problems.

Performance Measures:
- Increase enrollment by 3% per year
- Increase first to second year retention by 2%
- Increase degree completion rates by 4% in 5 years
- Increase dual enrollment by 10% in two years

Discussion:
The Complete College Idaho agenda (adapted from Complete College America) makes it clear that shortening time to degree is critically important. It increases completion rates, saves students money, and puts trained college graduates into the workforce earlier. Intensive advising is a critical component of a program designed to accomplish this. Student course scheduling and degree mapping demand that competent professionals advise students regarding course selection and sequence. These services are especially vital for first generation students (almost 40% of University of Idaho students) and for students from diverse backgrounds (the fastest growing segment of the University of Idaho student population.)

The SBOE goal is to increase the number of students who participate in dual enrollment opportunities and to increase the number of dual enrollment credits generated in Idaho. An increase in the number of professional advisors at the University of Idaho will allow the institution to provide high school students with questions regarding dual enrollment access to pertinent advice.

There is abundant evidence that frequent and quality advising aids in retaining students. The SBOE goal is to achieve an 85% retention rate from first to second year. Additional advisors will help the University of Idaho reach and maintain this goal.

The State Board of Education goal of 26% of Idahoans holding a baccalaureate degree in the year 2020 requires high quality, high touch advising. This funding would enhance advising capabilities at the University of Idaho, especially for first and second year students—students who most utilize professional advisors and for whom excellent advising is often a deciding factor in the decision to persist at the University of Idaho.

Questions:

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

    Nine additional FTE along with sufficient support and capital outlay funding are being requested to supplement the university's existing advising function. The state partially funded this request in FY2016 providing 8.0 FTE and $557,100 in permanent funding.

2. What resources are necessary to implement this request?

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

    Please see the supplemental spreadsheet for details regarding positions requested. All positions are full-time benefit eligible positions. Salaries listed are estimated based on preliminary job duty information. Final pay grades will be determined by the university's Human Resources department based on full position descriptions once positions are funded and approved. Hire dates are anticipated to be FY2017 but are dependent upon successful searches.

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

    No existing human resources will be redirected to this effort beyond what is being requested. The funding of this request will expand the existing advising capability of the university.

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

    No additional operating funds or capital items will be required beyond what is being requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds

should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for State General Fund support only and does not include other funding sources.

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

The primary impact of this program will be on university students, most particularly first generation students who may need additional advising services in order to be successful. If this request is not funded the university will not be able to expand its intensive advising efforts which may result in fewer students successfully completing their college degree.

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

This was a high priority request for the university in FY2016 and was partially funded.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College & Universities

FUNCTION: University of Idaho

ACTIVITY:

Agency No.:   510

Function No.:   04

Activity No.:

FY 2017 Request

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Original Submission _X_ or
Revision No. ___

A: Decision Unit No: **12.03**	Title:	**Employment Readiness Program**		Priority Ranking 3 of 6
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	6.0				6.0
PERSONNEL COSTS:					
1. Salaries	$258,000				$258,000
2. Benefits *	$120,000				$120,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$378,000				$378,000
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$55,000				$55,000
2. Operating	$35,000				$35,000
TOTAL OPERATING EXPENDITURES:	$90,000				$90,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$33,000				$33,000
TOTAL CAPITAL OUTLAY:	$33,000				$33,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$501,000				$501,000

Supports institution/agency and Board strategic plans:

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective B: Higher Level of Education Attainment

Internship opportunities and job placement assistance will encourage potential students to enroll in and complete a University of Idaho degree program

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective D: Transition

The program would enhance the ability of students to "efficiently and effectively transition into the workforce"

SBOE GOAL 2: CRITICAL THINKING AND INNOVATION – Objective A: Critical Thinking, Innovation and Creativity

A robust internship program would allow students to engage in real work experiences that would provide an opportunity for them to apply critical thinking skills, innovation, and creativity to the workplace.

UI GOAL 1: TEACHING AND LEARNING – Objective B: Develop integrative learning activities than span students' entire university experience

Internship programs and resume building activities will span the students' entire university experience.

UI GOAL 2: OUTREACH AND ENGAGEMENT – Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond

The internship and career placement activities will increase opportunities for faculty and students to develop new partnerships and increase experiential learning opportunities.

UI GOAL 4: COMMUNITY AND CULTURE – Objective A: Be a community committed to access and inclusion

The internship and career planning activities will enhance access through encouraging enrollment, retention, and completion.

Problem Statement: While some disciplines (Education, Business, and Engineering) have well-established internship programs, in other academic areas this is not the case. The University of Idaho's current de-centralized career planning and internship activities do not allow the institution to maximize its relationship with Idaho and regional businesses to provide internship opportunities and career planning and placement services across the entire student body.

Solution Statement: Students completing degree programs must be "job ready." An enhanced internship program and more intensive career planning and placement services will benefit students. Assisting students to map their course work, co-curricular activities, and internships to actual work qualifications will contribute to completion rates and job placement.

Performance Measures:
- 50% of all University of Idaho Students will participate in an internship experience
- Students from an additional 20% of academic programs will have an internship experience
- Expand the number of Idaho companies with University of Idaho interns by 20%
- Learning outcomes established for all University of Idaho internships
- Resume building available for all first year students
- Capstone courses include resume building for all University of Idaho students

Discussion:

This request seeks funds to complete the aggressive career planning and placement program funded last year. The program includes restructuring of career services delivery to specific colleges and majors, closer alignment of academic majors to career options, as well as robust and coordinated internship programs.

The University of Idaho has launched an employment readiness program that begins in the first year of the students' experience. Students in the required first year general education course create a baseline resume. Career counselors then help students to map their coursework and other experiences to competencies that potential employers can clearly identify from student resumes. This requires intensive counseling/advising as each individual student has unique course and applied experiences.

University of Idaho students at the three regional centers—Idaho Falls, Coeur d'Alene, and Boise—require career services as well. Since these regional center locations are areas of population and business density, employment professionals in the centers are a vital component. Last year's funding created a new position in Boise. Additional funding will do the same in Idaho Falls and Coeur d'Alene and increase the career development liaison positions in Moscow to allow for a dedicated career development liaison for each college.

The State Board of Education has set a goal of 30% of students participating in an internship. This goal recognizes the high impact internships have in terms of career readiness. A successful internship program requires strong relationships with businesses in order to identify and facilitate the internship experience. Counselors are needed to match students with identified internship possibilities; help faculty, students and employers identify and monitor internship learning outcomes; and to convey University and employer expectations to students.

The University of Idaho internship program will foster career readiness. At the same time it will contribute to the state's economic development goals. First, qualified interns add value to businesses. Second, a successful internship often results in full-time employment for students which is also an economic benefit to the state.
Parents and students considering the costs of higher education are calculating return on investment. A fully developed employment readiness program will create a strong incentive for university enrollment and degree completion.

Questions:

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

   Six additional FTE along with sufficient support and capital outlay funding are being requested to supplement the university's existing Employment Readiness function. The state partially funded this request in FY2016 providing 6.0 FTE and $506,400 in permanent funding along with $12,000 in one-time funding for capital outlay.

2. What resources are necessary to implement this request?

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

Please see the supplemental spreadsheet for details regarding positions requested. All positions are full-time benefit eligible positions. Salaries listed are estimated based on preliminary job duty information. Final pay grades will be determined by the university's Human Resources department based on full position descriptions once positions are funded and approved. Hire dates are anticipated to be FY2017 but are dependent upon successful searches.

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

No existing human resources will be redirected to this effort beyond what is being requested. The funding of this request will expand the existing Employment Readiness program.

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

No additional operating funds or capital items will be required beyond what is being requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for State General Fund support only and does not include other funding sources.

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

The Employment Readiness program's initial impact is on university students by increasing completion rates and employment success. This program also positively impacts businesses by providing interns and better prepared employees.

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

This was a high priority request for the university in FY2016 and was partially funded.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College & Universities Agency No.: 510 FY 2017 Request

FUNCTION: University of Idaho Function No.: 04 Page _1_ of _4_ Pages

ACTIVITY: Activity No.: Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.05**	Title:	**Rental Costs – Idaho Law and Justice Learning Center (ILJLC)**		Priority Ranking 5 of 6	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1. Rent	$247,800				$247,800
TOTAL OPERATING EXPENDITURES:	$247,800				$247,800
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$247,800				$247,800

Supports institution/agency and Board strategic plans:

SBOE GOAL 1: A WELL EDUCATED CITIZENRY - Objective A: Access

Occupancy of the old Ada County Courthouse by the Idaho Law and Justice Learning Center (a joint undertaking of the Idaho Supreme Court and the University of Idaho through its College of Law) will provide increased access to learning and education about the laws and regulations that affect the citizens of Idaho.

Performance Measure: Access for place-bound students

The Idaho Law and Justice Learning Center (ILJLC) will provide a unique opportunity for more citizens of Idaho to gain access to both civics education as well as the opportunity to earn a JD degree.

Description: The Idaho Law and Justice Learning Center (ILJLC) is a joint undertaking of the Idaho Supreme Court and the University of Idaho College of Law designed to link the public and judicial education operations of the Idaho Supreme Court, the Idaho State Law Library and the College of Law into one unified law and justice learning center in Boise. The ILJLC will be occupied and used by the parties for the following purposes:

- outreach and engagement with the general public regarding;
- the operation and management of the State Law Library;
- the delivery of judicial education by the Idaho Supreme Court; and
- the delivery by the College of Law of course offerings in Boise (currently consisting of a second and third year curriculum) through the Law School's Boise program.

The unique location of the ILJLC will permit the delivery of these efforts from a location in the heart of Idaho government – a place where laws are formulated, enacted, enforced and interpreted by the various branches of government. The ILJLC will be an important link to the citizens of Idaho by providing opportunities for law students and the citizens generally to learn about the legal history and the theoretical and practical aspects of citizenship, including the rights and duties of citizens with respect to each other and to the government.

The rental costs for the ILJLC have been set by the Idaho Department of Administration at $337,800/year as detailed in the attached draft Memorandum of Understanding and Capitol Annex Information sheet.

SBOE GOAL 2: CRITICAL THINKING AND INNOVATION - Objective A: Critical Thinking, Innovation and Creativity

The cooperative nature and undertakings of the ILJLC will provide an environment for the development of new ideas, and practical and theoretical knowledge regarding the law to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative in ways that will benefit society.

Performance Measures: Partnerships with private industry and area institutions.

Description: The ILJLC will allow the College of Law to better coordinate its various economic development activities with area businesses and educational institutions. Currently, the College has a concurrent degree program with Boise State University (the JD/Masters of Accountancy – Taxation), and is in the process of approving a concurrent degree program with BSU for a JD/MBA program. In addition to these in depth concurrent degree programs that will be supported by the ILJLC, the College continues to engage with area agencies and businesses through its three clinical offerings that include the Small Business Legal Clinic (offering assistance to small and start-up businesses, the Economic Development Clinic (offering assistance to local governments in encouraging economic development in their localities), and the grant-funded Low Income Taxpayer Clinic (assisting individuals with taxpayer issues with the IRS).

SBOE GOAL 2: CRITICAL THINKING AND INNOVATION - Objective B: Quality Instruction

The ILJLC will increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of faculty and staff.

Performance Measures: Increase in contact hours between the ILJLC and their respective target and outreach audiences.

Description: The ILJLC will be a center for the delivery of high-quality educational programs for the judiciary, the practicing bar, law students, college students from other institutions, civic organizations, high school students, and the public generally. In addition, the ILJLC will utilize the statewide video delivery system of the Idaho Supreme Court and the University of Idaho to better deliver programs in continuing legal education, with outreach to citizens generally and the practicing bar, resulting in high quality, cost-effective educational programming throughout the State of Idaho as part of their joint outreach and engagement activities.

Questions:

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

   The amount requested is for rental costs in the remodeled Courthouse building located on the Capitol Mall. Total rent for the facility is estimated at $337,800; $90,000 will be covered by the Idaho Supreme Court and the remaining $247,800 is being requested here to cover the University of Idaho portion. The legislature provided partial one-time funding for FY2016 and this request is to transition to full permanent funding.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   c. List any additional operating funds and capital items needed.

   All necessary resources have been funded to allow occupancy of the ILJLC. Note that tenant improvements to the building in the amount of approximately $1.6 million will be funded by the University through private funds that have been secured.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   This request is for on-going State General funds.

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

   The primary beneficiaries of this request will be the students of the College of Law who will be provided a focused opportunity to study law in a location near the seat of government in Idaho. As noted above, additional beneficiaries will include the judiciary, the practicing bar, college students from other institutions, civic organizations, high school students, and the public generally by reason of the various credit, professional, and outreach instruction to be delivered from the ILJLC.

   If the request is not funded, then operating funds from existing and planned educational and outreach programs would need to be utilized to fund the occupancy costs for the building. This would negatively impact the planned programming at the ILJLC and could delay or eliminate some of the efforts.

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

   As mentioned above this request was partially funded on a one-time basis for FY2016.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College & Universities Agency No.:   510   FY 2017 Request

FUNCTION: University of Idaho Function No.:   04   Page 1   of 4 Pages

Original Submission __X__ or

ACTIVITY: Activity No.:   Revision No. ___

A: Decision Unit No: **12.06**		Title: Network Infrastructure			Priority Ranking 6 of 6	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)						
PERSONNEL COSTS:						
1. Salaries						
2. Benefits *						
3. Group Position Funding						
TOTAL PERSONNEL COSTS:						
OPERATING EXPENDITURES **by summary object:**						
1. Network infrastructure upgrades	$500,000				$500,000	
TOTAL OPERATING EXPENDITURES:	$500,000				$500,000	
CAPITAL OUTLAY **by summary object:**						
TOTAL CAPITAL OUTLAY:	$0					
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	$500,000				$500,000	

Supports institution/agency and Board strategic plans:

SBOE Goal 3, Objective A

UI Goal 1, Objectives A & B; UI Goal 2 Objectives A & B; UI Goal 3 Objectives A & B UI Goal 4 Objective C

A robust network infrastructure is required to provide effective and efficient delivery systems and to increase productivity and cost-effectiveness while also enabling collaboration, communication and the sharing of information across the state and across the world. Network infrastructure provides the backbone for activities that will lead to the achievement of performance metrics across many State Board of Education and University of Idaho strategic goals.

Problem Statement: Funding for network infrastructure and Internet connectivity has not kept pace with the needs to scale for increased usage, meet new needs and continually refresh equipment.

Solution Statement: Combining $500,000 annually with currently budgeted funds, and utilizing existing personnel better through newly implemented tools, UI can fill current gaps in its network infrastructure, replace equipment on a supportable schedule and scale to meet current and future needs.

Metrics to Measure Success:
- 90% of Moscow campus building attached to the campus network at speeds of 1 Gbps or more by 2018 (currently 77%).
- Double the number of buildings currently connected to the campus core network at 10 Gbps by 2018 (currently 8) and double again by 2020.
- 90% of non-Moscow building attached to the campus network at speeds of 1 Gbps or more by 2018 (currently 61%).
- Upgrade UI's connection to IRON to 100 Gbps by 2019 (currently 10 Gbps).
- Upgrade Moscow residential facilities to complete wireless coverage by 2018.
- Provide redundant internet connections at five non-Moscow locations by 2018 (currently 0).
- Replace all Moscow campus multimode fiber with single mode fiber by 2019.
- Increase available Internet bandwidth by at least 10% annually (currently done as resources are available).
- Annual measurement: 90% or more of statewide network equipment replaced before vendor-provided end-of-life dates.
- Annual measurement: Accommodate current levels of wireless service for projected student increases
- Annual measurement: Accommodate the continued growth in wireless devices attaching to the network (currently doubling evert two years)
- Additional metrics will be developed, measured and reported upon funding.

Description:

The University of Idaho's statewide data network allows for teaching, learning, research and collaboration across the state, region and the world. Through internal work and its leadership in the Idaho Regional Optical Network (IRON), UI has enabled collaboration and access across many of its locations and has provided availability to computing and data storage resources at the Idaho National Laboratory.

In order to remain competitive, it is critical that UI locations across the state be reliably connected to each other and to the external resources needed for success. UI last conducted a significant upgrade to its network infrastructure in the late 1990's. Incremental improvements in core infrastructure, equipment replacements and the introduction of a wireless network have helped UI meet basic networking needs in the

last decade but the increased reliance on the network, the emergence of wireless, security challenges, requirements for connectivity across the state and the needs of big data research all require a redesign and reimplementation of our wired and wireless networks as well as the funding to continue to provide updated technology to meet demands. UI currently invests approximately $1.245M annually in the operation and support of its network but this number is not sufficient to maintain the necessary scale of the network.

The UI network is extensive. A total of 185 buildings in 14 different locations across Idaho are connected by UI managed network equipment and IRON. On the Moscow campus alone there are 154 buildings connected to the network and new construction and renovations continue to increase the required amount of network equipment. With operations in 42 of 44 Idaho counties, there are existing connectivity needs that are not yet being met, many dealing with the vital research conducted by UI. It is also critical to continue to increase the speed at which locations connect to the Moscow campus and resources on the Internet. Six of the 13 non-Moscow locations connect at less than 1 Gbps speeds, which in the near future will not be acceptable for the work being done at those locations. It will also soon be necessary to connect researchers to computing resources beyond those at INL and network upgrades will be required to connect at speeds of 100 Gbps, the standard for big data research.

Through tools and standardization, UI's network team of 6 FTE manages 1865 network devices across the 14 locations, including 1135 wireless access points. The growth in wireless usage is tremendous – in the Fall 2011 semester a peak of 2988 concurrent wireless devices connected to the University of Idaho network. In the Spring 2015 semester, the concurrent peak reached 7901 devices – a 164% increase. During the first 10 days of the Spring 2015 semester, 14,972 unique wireless devices connected to the network. Students, faculty and staff require high speed wireless coverage for academics and research and reliable, robust connectivity will require continued growth in the number of network devices and the regular upgrading of those devices. With an average life span of 5-7 years on network devices, additional funding is required to ensure that UI can continue to operate the network at the required level of quality.

The growth in utilization of the network has seen a corresponding increase in Internet bandwidth use, from 440Mb to 2290 Mb in four years – a 420% increase. Tools are used to meter bandwidth use, but new uses will continue to fuel the need for additional bandwidth. Bandwidth is used to move dig data between researchers, to accommodate telephone, email and video communications, to enable administrative and academic work and for the myriad of other ways that people utilize the Internet.

The requested annual funds will allow the current team to manage and expand the network in its reach, its speed, its reliability and its security. Over 20 different projects have been identified that will benefit the entire University community.

Questions:

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

   The request is for $500,000 annually to be added to base funding for the support of the maintenance and upgrades to the network infrastructure that supports the statewide operations of the University of Idaho. Funds will be utilized to provide for the maintenance and expansion of network resources to accommodate continued demand for wireless connectivity, growth in Internet use, the growing importance of bid data, the ability to utilize cloud services and the necessity of collaborating across the state, the country and the world.

2. What resources are necessary to implement this request?

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

      No new positions are required. The existing network team is appropriately staffed to implement the technology that would be purchased through the request.

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

      The reoccurring nature of these funds will allow existing human resources to operate more effectively through automated monitoring, service adjustments and security improvements. Existing operations will be improved significantly through the regular implementation of improved technology.

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

      Besides the requested $500,000 annually, no additional operating funds or capital funds are being requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   The request is for $500,000 annually. The University will continue to pursue outside funding for augmentation of services (like the $445,000 NSF grant in FY 2014) and to support specific research projects.

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

   The University's statewide network infrastructure serves students, faculty, staff, researchers, collaborators, affiliates, guests and other constituents on a daily basis.

All people that utilize computing resources affiliated with the University rely on the network to complete academic, research and administrative functions.

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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Lewis-Clark State College   Agency No.:   511   FY 2017 Request

FUNCTION: General Education   Function No.:   Page 1   of 3 Pages
                                                            Original Submission _X_ or
ACTIVITY: Complete College Idaho   Activity No.:   Revision No. ___

A: Decision Unit No: **12.02**		Title: **Complete College Idaho**		Priority Ranking 2 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	9.00				9.0
PERSONNEL COSTS:					
1. Salaries	$499,100				$499,100
2. Benefits	204,400				204,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$703,500				$703,500
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$9,000				$9,000
2. Operating Expense	55,000				55,000
TOTAL OPERATING EXPENDITURES:	$64,000				$64,000
CAPITAL OUTLAY **by summary object:**					
1. PC/workstations (9)	$27,000				$27,000
TOTAL CAPITAL OUTLAY:	$27,000				$27,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$794,500				$794,500

Supports institution/agency and Board strategic plans: This request supports State Board Goal 1 (Well Educated Citizenry), Objective A (Provide opportunities for individual advancement), Objective B (Adult Learning Re-Integration), and Objective C (Higher Level of Educational Attainment) by providing highly qualified faculty to deliver high-demand programming and advisors to support student retention. It also supports Goal 3 (Effective and Efficient Educational System), Objective B (Alignment and Coordination) by supporting the transfer of community college students into LCSC's 4-year programs. LCSC Strategic Plan Goal 1 (Sustain and enhance excellence in teaching and learning) and Goal 2 (Optimize student enrollment and promote student success) are also supported.

Description: The nine (9) positions sought in this line item request directly support Academic and Student Affairs, the strategic initiatives of Lewis-Clark State College, and attainment of the State Board of Education's Complete College Idaho initiative and strategic plan goals. Several of these FY17 requests are those unfunded in the FY16

budgeting cycle. A request for faculty/ staff retention dollars will allow us to hire the most qualified faculty and staff, reduce turnover, and address salary compression.

In the last two budget cycles, Lewis-Clark State has requested funding to meet instructional needs primarily in the general education core areas, which serves both academic and professional-technical students across programs. This year's request focuses on high-performing, high-demand programs identified through the program prioritization initiative, on advising personnel necessary to ensure retention of students, and on retaining quality faculty and staff through salary augmentation.

- **Priority 1.** 1.0 FTE Veterans' Advisor: Currently the college's Veterans' Services consist of educational benefits processing, managed by a staff member who also coordinates the college's scholarship program. By adding a Veterans' Advisor position, and in anticipation of increased numbers of veterans and active-duty personnel accessing educational benefits, the college will be able to provide additional educational support, including specialized PTSD-related counseling, to these students. Total cost of the position including salary, benefits, OE, and CO is $67,500.
- **Priority 2.** 1.0 FTE Assistant Professor, Kinesiology: This is a high growth, high demand program with a limited adjunct pool. All Kinesiology faculty are working overload to accommodate current student enrollment; there are no resources to fully implement the recently approved Exercise Science program. Total cost of salary, benefits, O.E. and C.O. is $105,600.
- **Priority 3**. Faculty Retention Dollars: To retain a highly qualified faculty and staff workforce, the ability to address compression issues is critical. Total cost of salary and benefit is $72,400.
- **Priority 4**. 1.0 FTE Assistant Professor, Business: This is a high growth program with an all online option. Many Business faculty are working overload to accommodate current student enrollment. Total cost of salary, benefits, O.E. and C.O. is $105,600.
- **Priority 5**. Bilingual Advisor/ Recruiter: The State of Idaho has seen an increase in its Hispanic population and census data suggest that an increasing number of students whose families primarily speak Spanish will be remaining in Idaho to seek post-secondary opportunities. A recruiter/advisor who is fluent in Spanish will enable LCSC to facilitate access to post-secondary education for these students and their families. Total cost of the position including salary, benefits, OE, and CO is $72,100.
- **Priority 6**. 1.0 FTE Online Instructor, Interdisciplinary Programs: There is high demand for growth in the online interdisciplinary options. No faculty are currently dedicated solely to online instruction. Total cost of salary, benefits, O.E. and C.O. is $74,600.
- **Priority 7**. 1.0 FTE Humanities/Languages Assistant Professor: There is increasing demand for growth in the Spanish language program, as a stand-alone major and as a complement to existing professional programs such as nursing and business. Total cost of salary, benefits, O.E. and C.O. is $74,100.

- **Priority 8**. 1.0 FTE Assistant Professor, Kinesiology: This is a high growth, high demand program with a limited adjunct pool. All Kinesiology faculty are working overload to accommodate current student enrollment; there are currently no resources to fully implement the recently approved Exercise Science program. Total cost of salary, benefits, O.E. and C.O. is $85,100.
- **Priority 9**. 1.0 FTE Online Instructor, Interdisciplinary Programs: There is high demand for growth in the online interdisciplinary options. There are currently no faculty dedicated solely to online instruction. Total cost of salary, benefits, O.E. and C.O. is $74,600.
- **Priority 10**. 1.0 FTE Program Advisor: Provides additional advising support for high enrollment programs and enhances student retention initiatives. Total cost of salary, benefits, O.E. and C.O. is $62,900.

Questions:

1. What resources are necessary to implement this request?

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

    Positions are as detailed and prioritized above. All positions are 1.0 FTE, benefit-eligible positions, with anticipated hire date of August 2017. Faculty teach 24/30 credit hours/year, and engage in advising, scholarship, service and other duties as assigned by division chairs.

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

    None.

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

    Operating funds include $55,000 for instructional materials and direct program support expenses, and $9,000 total requested travel expenses for the advisor positions.

    Capital Outlay includes $27,000 for one desktop/laptop computer and office set-up for the nine requested positions.

2. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

    With the exception of Capital Outlay, the request is for ongoing State General Funds.

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

    Key high-demand programs will be served by the requested faculty positions. To sustain an upward trajectory in enrollment and meet the demand for online programming, there is need for additional full-time faculty in targeted programs such as Kinesiology, Business, and Interdisciplinary Studies.

If the request for the faculty lines is not funded, we will seek out qualified adjuncts when possible. In some program areas such as Kinesiology, adjuncts are in limited supply. Should sufficiently qualified adjunct faculty not be available, program enrollments will be limited.

Current veterans and military personnel (n = 125) will be served by the Veterans' Advisor position as will increased numbers of veterans and military personnel who are forecasted to seek post-secondary opportunities within the State of Idaho. These students will have better access and better completion rates with proper support.

A significantly increasing sector of Idaho's college-bound, college-age population will be served by the Bilingual Recruiter/Advisor and LCSC stands to increase enrollments by 30 to 50 students with the addition of this position.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Lewis-Clark State College

FUNCTION: General Education
ACTIVITY: Campus Safety, Security,
and Compliance

Agency No.:	511	FY 2017 Request
Function No.:		Page 1 of 3 Pages
		Original Submission __X__ or
Activity No.:		Revision No. ____

A: Decision Unit No: **12.03**		Title: Safety, Security and Compliance			Priority Ranking 3 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)	4.25				4.25	
PERSONNEL COSTS:						
1. Salaries	$137,100				$137,100	
2. Benefits	76,800				76,800	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	$213,900				$213,900	
OPERATING EXPENDITURES **by summary object:**						
1. Operating Expense	$30,000				$30,000	
TOTAL OPERATING EXPENDITURES:	$30,000				$30,000	
CAPITAL OUTLAY **by summary object:**						
1. PC and workstation (4)	$12,000				$12,000	
2. Security cameras/equipment	58,000				58,000	
3. Security vehicles and radios	40,000				40,000	
TOTAL CAPITAL OUTLAY:	$110,000				$110,000	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	$353,900				$353,900	

Supports institution/agency and Board strategic plans: This request supports State Board of Education Strategic Plan Goal 1 ("A Well Educated Citizenry"), Objective A: ("Access") by providing a teaching, learning, and working environment which is safe, secure, and compliant with SBOE, state, and federal policies, laws, and regulations. [Note: the Board has not, to date, established Performance Measures related to campus safety and security within its current strategic plan; nevertheless safety and statutory/regulatory compliance are priorities for state and federal policy makers.]

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? **Answer**: this request consolidates the College's highest priority requirements to improve campus security and safety

and to ensure compliance with Title IX and other federal regulations which have expanded significantly as schools and universities have become a target for violence and domestic terrorism incidents. The nine components of this request (total of $353,900), in priority order, are the following:

- **Priority 1**. Addition of a full-time security officer. Total cost of salary, benefits, O.E. (including training), and C.O. is $53,400. LCSC currently has one security director and three security officers (supported by General Fund) to cover 24/7/365 patrol and response to situations which occur on the main campus and the College's downtown facilities.

- **Priority 2**. Increase funding for LCSC's .75 FTE (three-quarter time) Internal Auditor to full-time (addition of .25 FTE funding). This position was established as a result of a State Board mandate, and internal funds were reallocated to support the function on a half-time basis. The current staffing level is inadequate to ensure oversight of College departments' compliance with state and federal policies and regulations, verify proper internal controls over funds and resources, and adherence to sound accounting/business practices. Total cost of an extra .25 FTE is $19,800.

- **Priority 3**. Hire a full-time Title IX Compliance Coordinator (1.0 FTE) for total cost of $71,100 (including salary, benefits, O.E., and C.O). This area requires a dedicated, trained staff member to ensure compliance, develop/implement training, and submit required reports on Title IX (and related) issues affecting students and employees (e.g., responding to "Dear Colleague" letters and other federal mandates).   The current approach (assigning these high-visibility tasks as extra duties to other full-time staff members) is neither viable nor sustainable.

- **Priority 4**. Deploy additional surveillance camera systems (with associated licenses and data storage capacity) at key external and internal sites. LCSC has self-funded a small number of indoor cameras and currently has negligible coverage of outdoor areas. These systems will be linked with Lewiston Police Department surveillance systems in the event of an emergency or crime incident requiring police response. Total cost for twenty camera systems is $20,000.

- **Priority 5**. Fund student/employee automated emergency notification system— total ongoing cost of $7,000 per year. LCSC has recently tested and deployed an automated notification system which sends emails, phone, and text messages to all students, employees, and local area first responders within minutes. The system has been funded on a stop-gap basis using student fees and reserves. This request would put a rapid, flexible, and sustainable capability in place.

- **Priority 6**. Add 10 additional electronic door access (programmable swipe card entry) systems at key campus locations—total cost of $40,000 (one time). This request would leverage LCSC's internally-funded efforts to replace mechanical key entry systems at critical facilities. This capability results in significant improvements to the institution's ability to monitor entry and exit at all hours, to rapidly reprogram access for specific individuals and facilities/rooms, and to avoid the problems associated with loss or theft of mechanical keys.

- **Priority 7**.   Add an Industrial Hygienist (responsible for coordination of hazardous materials tracking, storage, and disposal) to the LCSC staff—1.0 FTE for total cost of $59,200. This function cannot be adequately performed at the

current time on an "extra duty" basis by instructional staff and Physical Plant personnel.

- **Priority 8**. Funding for a <u>second</u>, additional Security Officer (complementing the request in Priority 1, above). Total cost for this 1.0 FTE addition is estimated at $43,400 (less than the cost of the first position, since some equipment and training costs would be shared). This position would enable five Security Officers to rotate among three shifts, to ensure 24/7/365 coverage of the campus and limited backup capability.

- **Priority 9**. One-time funding of $40,000 to secure an additional shuttle vehicle for Security to respond to off-campus incidents and provide evening shuttle support to students traveling late at night to/from the College's downtown facilities; acquisition of an electric cart to increase on- and near-campus incident mobility and reduce response times and transport mobility-challenged individuals; and upgrade of Security Department radio sets.

2. What resources are necessary to implement this request?

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

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

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

   Answer: These areas were addressed in the answer to Question #1. Also see the accompanying matrix, which provides in spreadsheet format the details on each of the nine components of this request, including salary, benefits, O.E., and C.O. needs.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   Answer: All components of the request <u>except</u> Priority #4 (surveillance cameras), Priority #6 (electronic access swipe card entry upgrades), and Priority #9 (Security vehicles and radio upgrades) are ongoing. See attached matrix.

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

   Answer: This request serves all students, staff, and visitors to LCSC's campus and off-campus facilities. Funding of this request will improve the College's ability to deter incidents, respond to emergencies, and mitigate injuries, loss of life, and damage to state property and resources.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Facility Maintenance

Agency No.:   511

Function No.:

Activity No.:

FY 2017 Request

Page 1   of 3 Pages
Original Submission __X__ or
Revision No. ___

A: Decision Unit No: **12.04**		Title: Maintenance and Custodial Support		Priority Ranking 4 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	6.00				6.00
PERSONNEL COSTS:					
1. Salaries	$163,000				$163,000
2. Benefits	102,700				102,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$265,700				$265,700
OPERATING EXPENDITURES **by summary object:**					
1. Operating Expense	$3,000				$3,000
TOTAL OPERATING EXPENDITURES:	$3,000				$3,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,000				$3,000
2. Tools and equipment	8,000				8,000
TOTAL CAPITAL OUTLAY:	$11,000				$11,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$279,700				$279,700

Supports institution/agency and Board strategic plans: This request supports State Board of Education Strategic Plan Goal 1 ("A Well Educated Citizenry"), Objective A: ("Access") by providing a teaching, learning, and working environment which is safe, secure, and compliant with SBOE, state, and federal policies, laws, and regulations. [Note: the Board has not, to date, established Performance Measures related to campus safety and security within its current strategic plan; nevertheless safety and statutory/regulatory compliance are priorities for state and federal policy makers.]

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? **Answer**: This request addresses long-time under-staffing of maintenance and custodial personnel at LCSC. The requested support will improve the College's ability to protect and maintain its

physical infrastructure in good working order, address deferred maintenance needs, and provide a safe/clean learning and working environment for students and staff. The six components of this request (total request is for $279,700), in priority order, are the following:

- **Priority 1**. Addition of an electrician (1.0 FTE, employed year-round). Currently, LCSC has only one electrician on staff who is responsible for addressing electrical needs of campus facilities comprising .75 million square feet, with the oldest average facility age of the four public four-year colleges in Idaho. The additional electrician would better enable Physical Plant to deal with its maintenance backlog and reduce reliance on outside contractors. Total cost of salary, benefits, O.E. (including recurring training), and C.O. is $64,400.

- **Priority 2.** Hire a full-time plumber. LCSC currently has no plumbers on its maintenance staff. "DYI" maintenance/repairs and excessive reliance on private plumbers are not an efficient working approach for the campus.   Total cost (salary, benefits, O.E., C.O) for an in-house plumber is $59,300.

- **Priority 3**. Hire an additional (day shift) custodian. LCSC's custodial staff is significantly undermanned (by at least 8-10 custodians, based on Occupancy Cost custodial coverage formulas)—this has resulted in sub-standard cleanliness conditions across many areas of campus, and day coverage of restrooms and high traffic areas is a significant issue. This position is the first and highest priority of the three additional custodial positions within this line item request. Total cost of this position is $37,800.

- **Priority 4**. Hire additional painter. There is currently only one painter assigned to LCSC's Physical Plant staff. This manning level is insufficient for dealing with year-round painting requests, and DYI and outside contractor use have resulted in timing, quality, and cost concerns. Total cost of adding this painter is $42,600.

- **Priority 5**. Hire an additional (day shift) custodian. [This is the second of three additional custodian requests within this overall line item.] Rationale for this position is as described in item #3, above. Total cost of this position is $37,800.

- **Priority 6**. Hire an additional (night shift) custodian. [This is the third of three additional custodian requests within this overall line item.] Rationale for this position is as described for item #3 above. If funded, this position could be assigned to either night, or day shift, to meet the greatest need on campus. Total cost of this position is $37,800.

2. What resources are necessary to implement this request?

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

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

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

   Answer: These areas are addressed in the answer to Question #1. Also see also the accompanying matrix which provides details on each of the six components of this line item request, including salary, benefit, O.E., and C.O. needs.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   Answer: All components of this request, <u>except</u> for $11,000 in one-time capital outlay expenses (personal equipment and tools for maintenance personnel and custodians) are ongoing. All six requested positions are 1.0 FTE 12-month positions. The provision of General Fund dollars to fund these priority needs will support our efforts to hold student fees and tuition as low as possible. See detailed matrix.

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

   Answer: This request serves all students, staff, and visitors to LCSC's campus and off-campus facilities. Funding of the request will improve the College's ability to sustain its physical infrastructure and facilities; avoid breakdown and red-tagging of equipment; ameliorate an area which has detracted from employee and student morale; and provide a safe and sanitary learning and working environment for our students, staff, and the members of the public and family members who visit our campus.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho Division of Professional-Technical Education

FUNCTION: State Leadership

ACTIVITY:

Agency No.: 503

Function No.: 01

Activity No.:

FY 2017 Request

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Original Submission __ or Revision No. ___

A: Decision Unit No: 12.01		Title: **Manage Staff Workload**			Priority Ranking 1 of 7	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)	3.00				3.0	
PERSONNEL COSTS:						
1. Salaries	$136,100				$136,100	
2. Benefits	62,300				62,300	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	$198,400				$198,400	
OPERATING EXPENDITURES **by summary object:**						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY **by summary object:**						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	$198,400				$198,400	

Overview:

Since 2006 the Division of Professional- Technical Education has lost 4 positions with no decrease in agency responsibilities. This is a 10.8% decrease in the staffing of PTE. The increased workload had contributed to high turnover in the Department with a number of staff requesting stress related time off. The turnover has left the average tenure within the department at 5.78 years. Nearly one third of the agency has been with the department less than a year with the additional third having under 5 years' experience. This high turnover has contributed to the pressure on employees and perpetuates the high turnover rate as Division employees leave for agencies and areas with a more manageable workload.

Recent changes across the country have increased the expectations of states as they work to make Professional-Technical education more relevant and aligned with the requirements of industry. The Idaho Division of PTE has a number of new initiatives to ensure that Idaho students are able to transition smoothly between schools and receive education necessary to be employed in high wage, high demand jobs. Such changes are necessary to ensure that Idaho's workforce is competitive but these initiatives also place additional demands on current PTE staff. We are asking for an additional 3 positions to help with the workload and decrease the current high turnover rate within the Division.

Questions:

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

We are requesting ongoing funding for 1 full-time benefited data coordinator position, 1 full time benefitted program manager position and 1 Office Specialist II position.

A data coordinator is being requested to assist with the implementation of Skill Stack, an electronic technical competency skills recognition program which will be in full implementation mode by FY 2017 and will require a full-time data analyst to work with secondary and postsecondary institutions to manage the data generated by the new program.

The program manager is required to help the agency with student organizations and redistribution of the current workload. Participation in professional-technical student organizations (PTSOs) has been identified as a critical area of performance for PTE programs and existing program managers have been focused on providing support for these programs throughout the state. With increased requirements for federal Perkins programs, the Division has identified the need for program managers to increase their program responsibility to include Perkins Performance monitoring as well. Providing an additional program manager will help distribute the workload among program managers allowing them to do on-site reviews while continuing to provide support to the PTSOs.

An Office Specialist II position is being requested to support the new program manager in their role with PTSOs and better distribute the workload of other support staff within the division.

2. What resources are necessary to implement this request?
   a. List by position:

   1. Data Coordinator. Non-classified, Full-time with benefits. $71,800
   2. Program Manager, Non-classified, Full-time with benefits. $83,800
   3. Office Specialist 2, Classified Full-time with benefits. $42,800

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

No new operating or capital funds are needed

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This is an on-going request for funding.

4. Who is being served by this request and what are the expected impacts of the funding requested?

If this request is not funded the agency will continue to see ongoing turnover which will limit the agency's ability to meet the needs of local schools and technical colleges throughout the State.

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

This line item was not requested in prior years.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho Division of Professional-Technical Education

FUNCTION: Postsecondary Programs   (EITC)

ACTIVITY:

Agency No.:   503/504

Function No.:   03

Activity No.:

FY 2017 Request

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Original Submission __ or
Revision No. ___

A: Decision Unit No: 12.02		Title: **Colleague Data System**		Priority Ranking 2 of 7	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1. Colleague Data System	$119,600				$119,600
TOTAL OPERATING EXPENDITURES:	$119,600				$119,600
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$119,600				$119,600

Questions:

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

We are requesting funding for the Colleague Data System, which is required by the State. As the only stand-alone technical college in Idaho, EITC does not have other resources to pay for these costs in full or in part. EITC must direct funds needed for programs and maintenance to keep this data system, the cost of which goes up by 6% every year. This data system is where we draw all of our data for State and Federal reports. It is necessary for all reporting to the National Clearing House, and

for the State Longitudinal Data System. This system is also required to do transcripts and collect data to support our Strategic Plan Performance Measures.

2. What resources are necessary to implement this request? We would need funding for the cost of the Colleague Data System as an on-going funding source.

   a. List by position: none

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. No existing human resources will be re-directed

   c. List any additional operating funds and capital items needed. Operating funding of $119,520.00 would be required for the annual licensing fee.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

   This is an on-going request for funding

4. Who is being served by this request and what are the expected impacts of the funding requested?

   The entire campus, faculty, students, staff and other employees all rely on Colleague to collect data for the activities and information we provide to the State and other agencies. All of EITC is served by this funding.

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

   This item has been requested in the past as a priority item and has been a concern for several years. With the continual increase in costs, this line item request becomes an imperative.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Professional Technical Education   Agency No.:   503   FY 2017 Request

FUNCTION: State Leadership   Function No.:   01   Page   of Pages

ACTIVITY: Activity No.:   Original Submission __ or
                                                                              Revision No. ___

A: Decision Unit No: 12.03	Title:	**Horizontal Alignment and Online Courses**		Priority Ranking 3 of 7	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**	$40,000				$40,000
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$40,000				$40,000

Description:

In the 2015 legislative session, amendments to Idaho Code 33-2205 (3) and (4) outline the intent that the Division of Professional Technical Education will coordinate with the Idaho Digital Learning Academy to provide approved online professional-technical education courses and that the division will incentivize Idaho public colleges and universities offering Professional Technical programs to align their foundational courses so as to achieve uniformity and transferability.

These initiatives were started in Fiscal Year 2015 using Division funds available for this purpose. The continuation of this project into FY 2017 will require one-time funds of $20,000 for Horizontal Alignment efforts and $20,000 for PTE Digital.

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AGENCY: Idaho Division of Professional-Technical Education

FUNCTION: Post-Secondary Programs

ACTIVITY:

Agency No.: 503

Function No.: 03

Activity No.:

FY 2017 Request

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Original Submission ___ or
Revision No. ___

A: Decision Unit No: 12.04	Title:	**Post-Secondary Capacity Expansion**			Priority Ranking 4 of 7	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	38				38
PERSONNEL COSTS:					
1. Salaries	$2,617,400				$2,617,400
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** Ongoing	$315,700				$315,700
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:** One-time Capital Outlay	$831,500				$831,500
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$3,764,600				$3,764,600

Overview:

The Division of Professional Technical Education funds programs at the 6 postsecondary institutions throughout the state. Years of flat funding and increased demands on Idaho students to achieve postsecondary education have resulted in long waiting lists for programs across the State and have limited Idaho employers in being able to hire qualified employees. If Idaho can't accommodate these increased educational demands it forces students to seek education out of State and can force employers to look out of state to hire the qualified employees that are needed.

Our focus is on high wage, high skill, in demand jobs, which benefit not only the students seeking the education but help to stimulate the economy by providing the necessary talent pipeline for business and industry to grow and be profitable.

The Division has identified 4 major industry areas (health care, information technology, mechatronics, and transportation) where Idaho technical colleges have student backlogs in programs and where all their graduates are hired in high wage, high skill, high demand jobs. The goal is to expand the student pipelines for these targeted programs to meet demonstrated employer demand.

Questions:

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

   See attached.

2. What resources are necessary to implement this request?

   a. List by position:

   See attached. The positions are all for direct instruction at the post-secondary institutions.

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

   See attached

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

   This is an on-going request for funding.

4. Who is being served by this request and what are the expected impacts of the funding requested?

   These funds will help address the student backlogs for these in demand programs and provide greater talent pools for industry expansion.

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

   This line item was not requested in prior years.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Post-Secondary Program Capacity Expansion Requests

Requested Amounts

Institution	Description	FTP	PC	OE	CO	Total	Average wait list	Program Graduates (Annual)	Annual Capacity Expansion	Average Annual Job Openings	Median Hourly Wage
Health Care											
CSI	Dental Hygiene Program	0.5	39,600	-	-	39,600	30	10	10	50	34.70
ISU	Health Occupations	1	70,490	3,200	2,500	76,190	a	a	15	300	14.10-25.90
EITC	LPN Program	1	65,461	20,000	-	85,461	100	20	20	140	18.68
ISU	Occupational Therapy Assistant	2	157,920	11,700	5,000	174,620	New	18	18	c	27.15
ISU	Pharmacy Technician	1	76,540	6,500	2,500	85,540	New	10	12	60	14.94
ISU	Physical Therapist Assistant	1	67,465	3,200	2,500	73,165	99	20	10	20	25.90
ISU	Practical Nursing	1	77,145	3,200	2,500	82,845	170	40	10	140	18.68
EITC	RN Program	2	155,400	20,000	-	175,400	60	40	20	360	28.79
EITC	Surgical Tech	0.5	8,502	1,500	-	10,002	42	12	4	30	19.35
NIC	Surgical Technology Program	1	88,240	-	-	88,240	New	18	18	30	19.35
		11	**$ 806,763**	**$ 69,300**	**$ 15,000**	**$ 891,063**	**501**	**188**	**137**	**1,130**	**$ 19.35**
Information Technology											
NIC	B&P Web Design	0.5	30,000	-	-	30,000	New	26	26	30	19.10
CSI	Network System and Security	0	-	12,500	81,000	93,500	New	16	8	40	26.14
CWI	Software Development	2	147,000	10,000		157,000	b	10	10	60	32.84
LCSC	Web Design and Development	1	61,900	8,500	-	70,400	b	14	20	30	19.10
ISU	Health Information Technology	2	143,400	6,400	5,000	154,800	3	20	25	50	15.92
		5.5	**$ 382,300**	**$ 37,400**	**$ 86,000**	**$ 505,700**	**3**	**86**	**89**	**210**	**$ 19.10**
Mechatronics											
EITC	Tool Machining	1	89,226	45,000	85,000	219,226	New	15	15	50	18.68
NIC	Aerospace Technology	5	283,509	-	-	283,509	11	15	15	20	23.26
CSI	Food Processing Technology	1	66,500	-	-	66,500	New	20	20	20	19.90
CWI	Machine Tool	2	147,000	30,000		177,000	b	15	15	50	18.68
ISU	Welding	1	70,490	8,000	5,000	83,490	26	25	15	90	16.44
EITC	Welding	1	67,643	10,000	30,000	107,643	43	15	15	90	16.44
CSI	Welding Program	0	-	8,000	33,500	41,500	6	18	4	90	16.44
CWI	Welding Technology	2	147,000	30,000		177,000	80	25	15	90	16.44
		13	**$ 871,368**	**$ 131,000**	**$ 153,500**	**$ 1,155,868**	**166**	**148**	**114**	**500**	**$ 17.56**
Transportation											
ISU	Aircraft Maintenance Technology	1	71,095	15,000	40,000	126,095	11	15	10	20	23.26
CWI	Automotive	2	147,000	30,000	-	177,000	70	30	15	120	17.87
LCSC	Collision Repair Expansion	1	61,900	2,000	-	63,900	4	5	5	20	18.32
CSI	Diesel Technology	0.5	31,300	-	8,000	39,300	7	22	6	50	19.50
LCSC	Diesel Technology	1	65,000	-	224,000	289,000	12	12	6	50	19.50
ISU	Diesel Technology	1	62,625	9,000	15,000	86,625	51	20	12	50	19.50
CSI	Diesel Technology AG	2	118,000	22,000	290,000	430,000	New	16	16	30	17.99
		9	**$ 556,920**	**$ 78,000**	**$ 577,000**	**$ 1,211,920**	**155**	**120**	**70**	**340**	**$ 19.50**
Grand Total:		**38**	**$ 2,617,351**	**$ 315,700**	**$ 831,500**	**$ 3,764,551**	**825**	**542**	**410**	**2,180**	**$ 19.10**

Comments:
a- This is a core course that feeds multiple healthcare programs
b- Program fills quickly, no wait list maintained.
c- Labor data unavailable. Industry has specifically requested this curriculum at ISU.

AGENCY: Professional Technical Education   Agency No.:   503   FY 2017 Request

FUNCTION: General Programs   Function No.:   02   Page   of   Pages

ACTIVITY: Activity No.:   Original Submission __ or Revision No. ___

DESCRIPTION	General	Dedicated	Federal	Other	Total
A: Decision Unit No: 12.05 Title: **Secondary Performance Based Funding**				Priority Ranking 5 of 7	
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$1,128,200				$1,128,200
LUMP SUM:					
GRAND TOTAL	$1,128,200				$1,128,200

Description:

As one of its major initiatives to improve secondary PTE education across the state, PTE is in the process of proposing new legislation to amend Idaho Code 33-1629 to provide incentive funding for exemplary Professional-Technical Education (PTE) secondary programs. It would provide for incentive-based funding opportunities currently available only for Agricultural and Natural Resources education programs established in 2014 (Idaho Code 33-1629) to all PTE secondary education programs.

The incentive based funding for the PTE Agricultural and Natural Resources education program is driving improvements in the quality of these education programs and this legislation would provide this same type of incentive-based funding for the other five PTE education program areas, which include: Business Management and Marketing,

Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences.

This performance based approach would more clearly demonstrate the return on investment provided by professional-technical education and hold PTE programs more accountable for producing results.

The performance measures and procedures for PTE program incentive based funding would be established by the Idaho Division of Professional-Technical Education.

AGENCY: Professional Technical Education   Agency No.:   503   FY 2017 Request

FUNCTION: General Programs   Function No.:   02   Page _____ of _____ Pages

ACTIVITY: Activity No.:   Original Submission __ or
Revision No. ___

A: Decision Unit No:	Title:	PTS Schools Performance Based Funding		Priority Ranking 6 of 7	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$460,000				$460,000
LUMP SUM:					
GRAND TOTAL	$460,000				$460,000

Description:

The requested funding is for the incentive component of a performance based program for Professional-Technical high schools and is based on the Average Daily Attendance (ADA) model established in Idaho Code 33-1002G.

As one of its major initiatives to improve secondary PTE education across the state by focusing funding on high performing schools, PTE is working to change the current funding formula for professional-technical high schools (Idaho Code 33-1002G) from an (ADA) based model to an enrollment based model plus incentive funding based on performance standards.

An enrollment based funding model would more accurately determine the actual costs of delivering professional technical high school programs and is more easily calculated and administered than the current ADA funding model.

In addition, this legislation would base part of the professional-technical high school's funding on performance metrics established by the Idaho Division of Professional Technical Education. This would incentivize higher quality programs for Idaho students attending these schools.

This performance based approach would more clearly demonstrate the return on investment provided by professional-technical education and hold professional-technical high schools more accountable for producing results.

AGENCY: Idaho Division of Professional Technical Education

FUNCTION: General Programs

ACTIVITY:

Agency No.:   503/504

Function No.:   02

Activity No.:

FY 2017 Request

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Original Submission __ or
Revision No. ___

A: Decision Unit No:	Title:	**Human Resources Senior Position**		Priority Ranking 7 of 7	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$45,800				$45,800
2. Benefits	21,300				21,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$67,100				$67,100
OPERATING EXPENDITURES **by summary object:**					
2. Lab Materials and supplies					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$67,100				$67,100

Questions:

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

    Eastern Idaho Technical College (EITC) is requesting 1 FTE Human Resources Senior. The College currently has one position in HR that is classed at the specialist level and is required to do all of the payroll plus all the employee HR function. Many of these functions are out of the individual's pay grade. It is important that the College provide adequate services for all of our employees and protect their rights. This position would be at the level to work with the other HR professionals in the State.

2. What resources are necessary to implement this request?

EITC would need to hire a HR Senior and use the current position of specialist to do payroll and other functions at the specialist level.

 a. List by position: Human Resources Senior Position, Pay grade M, Full time with benefits. This person would start when funding is approved

 b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. This would be a new position at EITC.

 c. List any additional operating funds and capital items needed. No new operating or capital funds are needed

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This is an on-going request for funding

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

Employees are greatly affected by the service of the HR department. Hiring, firing, retirement, CEC and many other areas need to be covered by a well-educated HR employee. New reporting is now being required for HR departments to meet Federal guidelines. If this request is not funded, employees may not get the information to make decisions that could affect employment and retirement

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

This request will replace some of those requested in previous years. We have re-evaluated some of the priorities on the EITC campus and determined that having a fully functioning HR department is very important to the institution.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College of Southern Idaho   Agency No.:   501   FY 2017 Request

FUNCTION: Education   Function No.:   Page ___   of __ Pages

                                                                        Original Submission _X_ or
ACTIVITY: Board approved category   Activity No.:   Revision No. ___

A: Decision Unit No: **12.01**	Title:	**Supporting Complete College Idaho – Dual Credit Support**		Priority Ranking 1 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	4.00				4.0
PERSONNEL COSTS:					
1. Salaries	$144,000				$144,000
2. Benefits	74,800				74,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$218,800				$218,800
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$15,000				$15,000
2. Operating Supplies	5,000				5,000
3. Faculty Professional Develop.					
TOTAL OPERATING EXPENDITURES:	$20,000				$20,000
CAPITAL OUTLAY **by summary object:**					
1. Capital Outlay	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$238,800				$238,800

Supports institution/agency and Board strategic plans:

Goal 1, Objective B

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

Performance Measure:
   1. To provide services for the goal of serving 25% of the high school students enrolled in dual credit courses each year

   2. Increase dual credits successfully completed by the Fall of 2017. (Percentage projections will be provided.)

Description:

With the original passage of the Fast Forward legislation in Fy 2015 and its expansion in Fy 2016, additional support is needed for dual credit students.

In order to properly support the growing number of dual credit students, CSI needs to revise its support system for both dual credit students and dual credit instructors. We are proposing hiring four student services generalists to assist with the advising, admission, registration, residency and payment process for our 2,200+ dual credit students in over 40 high schools.

Dual Credit Student Service Specialists will have an associate's degree at a minimum, with a bachelor's degree preferred, and be trained in wide range of student service areas. They will be a customer service representative for everything involving CSI with the school districts. The Dual Credit Student Service Specialist will provide support in the following areas:

1. Provide limited on site advising along with serving as a direct resource for dual credit students, faculty and parents
2. Work with high schools, students and faculty concerning timely and accurate testing, admission and registration. This will involve on site assistance at larger schools and being available at spring advising sessions in high schools
3. Assisting high schools, students and faculty with the Fast Forward, scholarships and the process for paying. This will involve meeting with both parents and students
4. Provide training for dual credit faculty concerning the dual credit process in the areas of advising, admission, registration, payment
5. Serve as customer representatives with the technical skills to resolve various procedural and administrative issues.
6. Assist high school counselors with the dual credit process concerning eligibility, prerequisites, test score requirements and advising.
7. Follow up with enrollment and Fast Forward verification with faculty and high schools
8. Assist in calling dual credit students who have not paid or have scholarship issues.
9. In October and March and as available, they will assist Transition Coordinators/Recruiters with recruiting through site visits and student follow up for both PTE and academic students.
10. Serve as a resource for CSI department heads and CSI Dual Credit Faculty Mentors concerning non-instructional issues facing dual credit faculty.
11. Serve as a college resource for dual credit issues for admissions, registration and business office.

Dual credit will continue to be institutionalized in the admissions, records and business offices. The purpose of the Dual Credit Support Services Specialist is for CSI to be proactive in customer service and to do a better job in serving this growing population. This staff will also assist in recruiting all students to CSI since they will have a relationship with high schools.

Questions:

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

   The request is for funding to develop a comprehensive approach to postsecondary dual credit educational services for high school students. The approach involves the investment of resources on the front end of a student's educational experience in order to increase program completion at the most economical price possible.

   The primary purpose of this request is to provide proper support services for our dual credit program.

   The base funding for salaries and benefits for the four Dual Credit Student Service Specialists is $218,800. These four support positions will be in addition to one full time student service specialist and one part time dual credit specialist.

   Currently we have an Associate Dean, a full time Student Service Specialist and a part time Dual Credit Coordinator built into our base budget at a total cost personnel cost of $196,600.

2. What resources are necessary to implement this request?

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

      Dual Credit Student Service Specialist - $36,000 salary with $19,700 in benefits

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

      Dual Credit Coordinators will work with the existing CSI Admission and Recruiting functions to ensure student follow-up is continuous and relevant. They will also coordinate with Advising to make sure students are taking the courses need for their majors.

   c. List any additional operating funds and capital items needed

      These staff members will travel extensively to high schools to provide services on site. Travel funds of $15,000 per year are needed. Operation expenses of $5,000 for supplies and educational materials will also be needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   The entire request is for General Funds.

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

This request is to improve the services we provide to dual credit students to ensure they are successful in their post-secondary experience.   As noted in our Performance Measures, we expect to see more students, to serve them better, improve transition from high school to college and to increase completion rates.

If this request is not funded, we will continue to struggle to provide support for our growing number of dual credit students. Simply put, our existing staffing model is not adequate to address the breadth of this operation. We are deeply concerned students, parents, high schools and college staff will be overwhelmed by the work required to properly serve dual credit students.

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

This is the first year for this request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College of Southern Idaho   Agency No.:   501   FY 2017 Request

FUNCTION: Education   Function No.:   Page ___   of __ Pages

     Original Submission _X_ or

ACTIVITY: Board approved category   Activity No.:   Revision No. ___

A: Decision Unit No: **12.02**		Title: **Student Instructional Support**		Priority Ranking 2 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	$7,900				$7,900
3. Group Position Funding	100,000				100,000
TOTAL PERSONNEL COSTS:	$107,900				$107,900

OPERATING EXPENDITURES **by summary object:**
    4.   Travel
    5.   Software
    6.   Operating Supplies
    7.   Faculty Professional Develop.
	
	$5,000
					
					$5,000

TOTAL OPERATING EXPENDITURES:	$5,000				$5,000
CAPITAL OUTLAY **by summary object:** 2. New Computer Lab					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$112,900				$112,900

Supports institution/agency and Board strategic plans:

Goal 1, Objective B

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

Performance Measure:
3.   Increase graduation rates for the College of Southern Idaho from 18% to 28% by fiscal year 2019 (May of 2019) – IPEDs definition of graduation rate. Fall of 2015 benchmark
4.   Increase retention in degree and certificate programs at the College of Southern Idaho from 50% to 60% by fiscal year 2019 (May 2019) IPEDS definition of Fall to Fall retention utilizing the Fall of 2015 as a benchmark.

5. Increase the number of students earning degrees or certificates by 30% by fiscal year 2019 (May 2019) utilizing the Fall of 2015 as a benchmark.
6. Increase credits successfully completed by 15% by the Fall of 2017 based upon Fall of 2015 credits.

The above performance measures are in support of SBE benchmarks
1. Attain a 75% new full time student return rate for the second year in Idaho community colleges.
2. Attain 20% of head count for post-secondary unduplicated awards for certificates requiring one academic year or more of study.

Description:
The Idaho State Board of Education has set a goal of 60% of all Idahoans between the ages of 25 and 34 receiving post-secondary education or training in order to meet today's needs in the workforce. The JA and Kathryn Albertsons Foundation has also strongly supported post- secondary education through their funding initiatives and "Go On" programs.

Though bachelor's and graduate degrees are important, the community colleges feel very strongly that these goals can only be met through a combination of associate degrees, professional technical education, certificates and customized workforce training.

The proposed model is based upon successful pilot programs funded by short term grants at our institutions and proven programs successfully implemented throughout the nation. This model, based in part on Complete College Idaho, is one of career counseling, guided pathways for success (GPS), mandatory orientation, intensive and intrusive advising, redesigned remedial courses, continuous follow up and expanded tutoring. It is high touch and highly successful. From a student's perspective, it requires a significant amount of effort for a shorter period of time and a much greater probability of success.

This request is to expand resources for post-gateway high risk classes such as Biology, Chemistry, high level math, nursing, etc. based upon success ratio of the courses. This would involve hiring skilled students, part time staff and adjunct faculty to assist in these areas. Instructional coaches will be available during a wide range of open hours for these services will serve to improve completion rates. Faculty referrals to this area would result in phone calls and follow up to proactively seek out struggling students to intervene and develop a plan for success before they fail. The tutors will be housed in our newly created Student Success Center which is supervised by a full time associate dean. We expect to see immediate results in retention and course completion rates with the funding of this request.

Questions:

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

   The primary purpose of this request is to not only increase completion rates for all programs, but also to increase the number of students participating in post-secondary training. This is a direct response to both the Idaho State Board of Education 60% goal and the JA and Kathryn Albertson "Go On" campaign.

   A mix of students, part time and adjunct faculty will be provided to assist students. Full time coordinators and other support staff are already in place for this project.

   CSI currently has a $46,000 budget for part time peer tutors and a one FTE coordinating tutoring with $62,700 in personnel costs.

2. What resources are necessary to implement this request?

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

      We propose staffing the Success Center with a mix of part time staff and adjunct faculty at a cost of approximately $107,900. The center will be open for extended hours to all students.

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

      We currently only have limited tutoring and intervention services available at certain times on campus. We have already invested in a Dean's position to oversee this area with the expectation of a direct impact both on course completion and retention.

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

      We are requesting $5,000 in operating fund for supplies for the Success Center.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   The entire request is for General Funds.

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

   This request is to improve the services we provide to students to ensure they are successful in their post-secondary experience. As noted in our Performance

Measures, we expect to see more students, to serve them better and to increase completion rates.

If this request is not funded, we will continue to run pilot programs serving small groups of students. This will refine the development of programs but it will not have a major effect on increasing enrollments and completion rates.

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

   This is the first year for this request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: **College of Southern Idaho**   Agency No.:   FY 2017 Request

FUNCTION: Education   Function No.:   Page ___   of __ Pages

    Original Submission _X_ or

ACTIVITY: Activity No.:   Revision No. ___

A: Decision Unit No: **12.03**		Title: **Instructional Designer**			Priority Ranking 3 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)	1.00				1.0	
PERSONNEL COSTS:						
1. Salaries	$70,000				$60,000	
2. Benefits	25,800				25,800	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	$95,800				$95,800	
OPERATING EXPENDITURES **by summary object:**						
1. Travel	$6,000				$6,000	
2. Office Supplies, Publications, Dues	5,000				5,000	
TOTAL OPERATING EXPENDITURES:	$11,000				$11,000	
CAPITAL OUTLAY **by summary object:**						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	$106,800				$106,800	

Supports institution/agency and Board strategic plans:

Goal 2, 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 Measure:

1.   The designing a system of training and certification, the implementation and monitoring of this process will result of certified instructors teaching on line and hybrid courses. This will allow us to increase certified faculty by 25% per years.

2. The design and implementation of broad based training and instruction in current best practices in education and pedagogy for all faculty in all disciplines will result in 25% of all faculty participating in formal, on going training.

Description:

This position would not only oversee quality in all of our online and hybrid course offerings, but also would assist faculty (full time and adjunct) in bringing up courses to required levels and monitor all courses for quality. Additionally the goal of this position is to increase success rates in all courses regardless of modality through redesign and utilization of the most successful teaching techniques. Instructors in gateway courses in math and English will be targeted initially.

Through improving instruction across the board, this position will have direct impact on student success, retention and completion.

Questions:

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

   This position is being requested to improve the quality of on line and hybrid course instruction. Currently on line course quality varies significantly due to a lack of standards, training and support.

2. What resources are necessary to implement this request?

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

   1.0 FTE, Instructional Designer, $70,000, Full Time, Full Benefits, Hire Date of July 1, 2016, 12 month contract

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

   The new instructional designer will report to the Associate Dean of Institutional Effectiveness and work closely with instructional deans and faculty to improve the presentation, quality and completion rates for all instruction.

   List any additional operating funds and capital items needed.

   We are requesting $6,000 for travel and $5,000 for office supplies, publications and dues.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds

should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is from the General Fund. The $11,000 of operating expenses are on-going.

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

It is critical that we maintain high quality courses with high completion rates. The instruction designer will assist faculty in the development of all courses as well as develop a quality control protocol for hybrid and on line courses.

If this request is not funded, we will have to make a decision concerning the limiting of on line offerings to the number we can ensure meet the quality and outcomes our students need.

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

This is the second year of this request. The instructional designer was a part of a consolidated top priority item for our Fy 2016 request. It is not prioritized first because of the need to address the support issues for the influx of dual credit students we are experiencing.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: College of Southern Idaho	Agency No.:	FY 2017 Request
FUNCTION: Education	Function No.:	Page ___ of __ Pages
		Original Submission _X_ or
ACTIVITY:	Activity No.:	Revision No. ___

A: Decision Unit No: **12.04**	Title: **Institutional Researcher**			Priority Ranking 4 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$60,000				$60,000
2. Benefits	23,700				23,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$83,700				$83,700
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$5,000				$5,000
2. Office Supplies, Publications, Dues	2,000				2,000
TOTAL OPERATING EXPENDITURES:	$7,000				$7,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$90,700				$90,700

Supports institution/agency and Board strategic plans:

Goal 3, 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 Measure:
1. Through the use of data analysis and continued participation with the Idaho State Board of Education, relevant, reliable, comparable data will be used in making management decisions. CSI will be able to participate in providing reports and data required by various entities.

Description:

The College of Southern Idaho currently has one part time and one full time staff assigned to institutional research and reporting. In addition to traditional on-going ad hoc, IPEDS and administrative management reports, we have added reporting for: the state longitudinal data system, the community college Voluntary Framework for Accountability, Complete College America, new Northwest Accreditation core standards, and the Student Success Initiative. The staff is also responsible for Institutional Profile Report, a 150 page book of current as compared to historical data, charts and graphs specifically for CSI, which is completed every two years.

In addition to reporting, there is a growing emphasis by the Idaho State Board of Education for institutional research staff to participate in state and national conferences. We are also experiencing a movement towards analytics for predictive data and efficiencies.   Analytics can provide valuable data but it is time intensive. This is an expansion of the institutional research function.

One full time and one part time person cannot keep up with this workload.

This request is for funding to hire one full time institutional researcher to assist our existing time staff. This position will provide consistent support to our existing staff along with improving the process of getting needed reports for evaluation and decision making.

Questions:

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

    A full time institutional researcher position is being requested to assist in addressing the overwhelming amount of reporting and data analysis required both internally and externally.

    Currently, we have one full time and one part time staff doing institutional research with personnel costs totaling of $130,000.

2. What resources are necessary to implement this request?

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

    1.0 FTE, Institutional Researcher, $60,000, Full Time, Full Benefits, Hire Date of July 1, 2016, 12 month contract

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

    The new institutional researcher will report to the Assistant Dean of Institutional Effectiveness.   The existing one full time and one part time staff performing

institutional research will share duties with the new position with the work being divided between them.

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

We are requesting $5,000 for travel and $2,000 for office supplies, publications and dues.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is from the General Fund. The $7,000 of operating expenses are on-going.

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

The College is the prime entity being served through the utilization of data to make good decisions to efficiently provide services to students.

If this request is not funded, we will have to prioritize what we can do with the existing staff. This may mean limiting involvement in various programs, data reporting and state sponsored events. This position is critical for us to move forward with predictive analytics which in turn is essential for tracking and monitoring student success.

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

This is the second year of this request. It was our number 3 priority in our Fy 16 budget request. The top prioritized line item – Dual Credit Support - was not a part of a previous year request. Due to the predicted influx of dual credit students as a result of new legislation and the issues experienced in Fy 2015, Dual Credit Support is critical in providing services to these new students.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: **North Idaho College**	Agency No.: 501	FY 2017 Request
FUNCTION: Education	Function No.: 02	Page ___ of __ Pages
ACTIVITY:	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title: **Complete College Idaho**	Priority Ranking 1 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	8.00				8.0
PERSONNEL COSTS:					
1. Salaries	$309,000				$309,000
2. Benefits	108,000				108,000
3. Group Position Funding	50,000				50,000
TOTAL PERSONNEL COSTS:	$467,000				$467,000
OPERATING EXPENDITURES **by summary object:**					
1. Operating Supplies/Travel	$57,000				$57,000
2. Faculty Development	80,000				80,000
TOTAL OPERATING EXPENDITURES:	$137,000				$137,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$4,500				$4,500
TOTAL CAPITAL OUTLAY:	$4,500				$4,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$608,500				$608,500

Supports institution/agency and Board strategic plans:

Goal 1, Objective B
Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation in Idaho's educational system.

Performance Measure:
7. Increase retention in degree and certificate programs at North Idaho College from 54% (the 3 year average of Fall09 to Fall11) to 63%
8. Increase percentage of new students at North Idaho College who are awarded a degree or certificate from the current 20.8%.
9. Increase percentage of career program completers employed in related field from 54.9% to 65%.

The above performance measures are in support of SBE benchmarks
3. Attain a 75% new full time student return rate for the second year in Idaho community colleges.
4. Attain 20% of head count for post-secondary unduplicated awards for certificates requiring one academic year or more of study.

Description:

The Idaho State Board of Education has set a goal of 60% of all Idahoans between the ages of 25 and 34 receiving post-secondary education or training in order to meet today's needs in the workforce. The JA and Kathryn Albertsons Foundation has also strongly supported post- secondary education through their funding initiatives and "Go On" programs.

Though bachelor's and graduate degrees are important, research continues to show these goals can only be met through a combination of associate degrees, professional technical education, certificates and customized workforce training.

The proposed model is based upon successful pilot programs funded by short term grants at our institutions and proven programs successfully implemented throughout the nation. This model, based in part on Complete College Idaho, is one of career counseling, guided pathways for success (GPS), mandatory orientation, intensive and intrusive advising, redesigned remedial courses, continuous follow up and expanded tutoring. It is high touch and highly successful. From a student's perspective, it requires a significant amount of effort for a shorter period of time and a much greater probability of success.

North Idaho College is requesting support for CCI for the following institutional priorities:

1. <u>Coordinator Retention/Completion</u> – 1 FTE $60,000 salary plus $23,696 benefits, $2,500 operating expense and $1,500 equipment. = $87,696

    A Coordinator for Retention/Completion will help to manage, develop and implement retention strategies to support student cohorts, and will help develop measurable goals to enhance student progress to degree completion. In addition to closely tracking student progress, the coordinator will assist with developing reports and will work with campus leaders to plan and provide support for broader campus retention efforts. The Coordinator will support instructional efforts to help sustain several grant-funded programs. This position will assist students with student services needs as they enter programs, track and aid students through their programs, and provide employment assistance as they complete programs.

2. <u>Transition Coordinator</u> – 1 FTE - $45,000 plus $20,572 benefits = $65,572 plus $2,500 operating expenses and $1,500 equipment = $69,572

> A Transition Coordinator position will work closely with recruiting and admissions staff to help students transition from secondary to post-secondary programs. The Transition Coordinator will provide pathways coaching, will assist students in navigating through admissions and financial aid requirements, and will aid students with their education plans. Integrating the sometimes overwhelming admissions process with early advising ensures a smooth transition for students and a clear path toward timely completion of their program of study.

3. <u>Support for Faculty engagement in intrusive advising</u> – 5 FTE (part time and adjunct faculty) plus benefits = $173,989.

> The college has successfully implemented Intrusive Advising for at-risk students but has only been able to implement it on a small scale. Since faculty are often the first and most important point of contact for new students, they are in a position to recognize the early signs of an "at-risk" student such as sudden non-attendance or sudden failure to turn in work. Frequent faculty-student contact in and out of the classroom is the most important factor in student motivation and involvement. By providing support for faculty engagement in intrusive advising, the college can identify at-risk students early in their program thereby moving a greater number of students toward completion.

4. <u>Expansion of Quality Matters</u> – 1 FTE - $60,000 plus $23,696 benefits=$83,696 plus $60,000 in instructional stipends, $52,000 operating expenses and $1,500 in equipment = $197,196.

> The Quality Matters project at NIC is aimed at creating a continuous improvement process for assuring the quality of online instruction. The project will involve faculty, instructional designers, and staff in best practices in instructional design. The project will help to systematically ensure the quality and consistency of NIC's online courses resulting in greater success rates for online students.

5. <u>Faculty Professional Development</u> - $80,000 operating expense

> Several faculty-driven curriculum process changes are underway at NIC as a result of the state-wide General Education Reform (GEM) initiative, and the adoption of the Guided Pathways approach to reducing time to graduation. The need for professional development for faculty is great so that the work continues toward identifying an explicit core with shared

learning outcomes that clearly guides students toward their educational goals. NIC has begun work to review and implement a redesigned core that will not simply generate more degrees, but will generate quality degrees, and to both collect and use assessment data to make core course improvements.

Questions:

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

   The request is for funding to develop a comprehensive approach to postsecondary educational services for all students. The approach involves the investment of resources on the front end of a student's educational experience in order to increase program completion at the most economical price possible. Job coaching, recruitment, orientation, placement, advising, registration and follow up services are all significantly enhanced through this proposal.

   The primary purpose of this request is to not only increase completion rates for all programs, but also to increase the number of students participating in post-secondary training. This is a direct response to both the Idaho State Board of Education 60% goal and the JA and Kathryn Albertson "Go On" campaign.

   The base funding for salaries and benefits for the existing staffing includes six advisors and advising Director totaling is $338,700. This amount is in the NIC general fund. We have also have two positions funded by the Albertson's grant in the amount of $93,000. This is grant funding.

2. What resources are necessary to implement this request?

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

      1.0 FTE – Transition Coordinator $45,000, full time with benefits at $20,572. Anticipated hire date 7/1/16. 12 month employee.

      1.0 FTE Coordinator Retention/Completion $60,000, full time with benefits at $23,696. Anticipated hire date 7/1/16. 12 month employee

      5.0 FTE Faculty/Adjunct Faculty Advisors 150 stipends at $800/credit. Taxes and retirement only benefits. Anticipated hire date 8/15/16

      1.0 FTE Instructional Designer $60,000, full time with benefits at $23,696. Anticipated hire date 7/1/16. 12 month contract.

      0.0 FTE Faculty/Adjunct Faculty Training Stipends, $500/faculty member for 100 faculty, taxes and retirement only. Hire Date of August 1, 2016

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

The existing NIC advising and instructional staff will train with and support these initiatives. There are already staff and faculty interested in and piloting these programs.

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

We are requesting $80,000 in professional development funds for instructional personnel to help the college with general education reform and to design better methods for collecting, utilizing, and sharing student learning outcomes assessment data. This work will guide students toward their educational goals.

We are requesting $4,500 for computers for the new staff in this request as well as for office furniture.

We are requesting $11,000 in travel, $20,000 in supplies and $30,000 for training and professional development for our instructional designer position. The travel is to ensure that our instructional designer and selected lead staff stay current on best practices. The $20,000 is for providing supplies and training materials to the faculty being instructed in the new methods. The $30,000 for professional development is to expose our faculty to innovative instruction. This will involve speakers, travel, webinars and direct instruction.
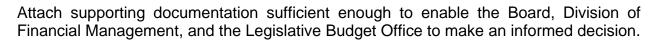
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Funding request is for state general funds. The $4,500 for desktop computers and is a one-time start-up equipment purchase. Replacement computers will be funded from institutional funds.

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

This request is to improve the services we provide to students to ensure they are successful in their post-secondary experience. As noted in our Performance Measures, we expect to see more students, to serve them better and to increase completion rates.

If this request is not funded, we will continue to run pilot programs serving small groups of students. This will refine the development of programs but it will not have a major effect on increasing enrollments and completion rates.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: North Idaho College   Agency No.:   501   FY 2017 Request

FUNCTION: Education   Function No.:   02   Page ___   of __ Pages

   Original Submission _X_ or

ACTIVITY: Activity No.:   Revision No. ___

A: Decision Unit No: **12.02**		Title: **Data System Analyst/Developer**		Priority Ranking 2 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$78,500				$78,500
2. Benefits	27,500				27,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$106,000				$106,000
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$5,000				$5,000
TOTAL OPERATING EXPENDITURES:	$5,000				$5,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000				$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$114,000				$114,000

Supports institution/agency and Board strategic plans:

Goal 3, 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

Description:

The demand for more information to support regulatory compliance, strategic data driven decision making, ad-hoc and operational reporting needs is ever increasing. Renewed emphasis and institutional commitment and priority need to be given in the area of data development. An additional staff position in Information Technology will enable the College to markedly improve reporting and information analytics.

Questions:

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

    This request is for a data analyst/developer. This is a general fund request. This position will provide access to a high need area for data analytics to provide tracking and benchmarking of outcomes and higher evaluation of data for new programs and initiatives.

2. What resources are necessary to implement this request?

    a. 1 FTE Data Analyst/Developer, $78,500 salary full time with benefits at $27,548. Anticipated hired date 7/1/17 12 month contract.

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

    No resources will be redirected. Existing operations will improve quality and availability of reporting to campus and constituents.

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

    $5,000 for travel to training and meetings with other schools. $3,000 one-time funds for a desktop computer and office furniture.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

    Funding request is for state general funds. $3,000 is for one time capital items (computer and office furniture).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
    Since 2006, Information Technology has partnered with the Office of Institutional Effectiveness to develop an institutional reporting capability including a centralized, data mart reporting environment. This environment utilizes Microsoft technologies and reporting tools that came at no additional cost to the institution due to our existing campus license agreement with Microsoft.

    Leveraging the Microsoft Business Intelligence suite of tools will pay great dividends to North Idaho College. The Developer position will not only assist and support the existing Information Center staff and data analysts but will further extend the college's ability to complete current information initiatives and address new analytics initiatives, taking the data mart reporting platform to a new level.

AGENCY: North Idaho College

FUNCTION: Education

ACTIVITY:

Agency No.: 501

Function No.: 02

Activity No.:

FY 2017 Request

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Original Submission _X_ or
Revision No. ___

A: Decision Unit No: **12.03**	Title: **Enhanced Campus Security**			Priority Ranking 3 of 4	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	$64,000				$64,000
2. Benefits	35,700				35,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$99,700				$99,700
OPERATING EXPENDITURES **by summary object:**					
1. Training	$15,000				$15,000
TOTAL OPERATING EXPENDITURES:	$15,000				$15,000
CAPITAL OUTLAY **by summary object:**					
Exterior Campus Surveillance System: Network Storage, ($35,000); Entrance/Exit Cameras, ($84,000); Parking lot Cameras, ($40,000); License, ($10,000); Installation, ($16,000)	$185,000				$185,000
Electronic Access Controls for Departmental/Building Zone Security: 50 doors at $5,000 per door.	250,000				250,000
Internal Electronic Access controls: Upgrade to current system to allow classrooms with electronic locks to be locked down from within.	90,000				90,000
TOTAL CAPITAL OUTLAY:	$525,000				$525,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$620,000				$620,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective A and Objective B: Access and Higher Level of Educational Attainment.
North Idaho College; Goal 3, Objective 4: Enhance access to college facilities.

Description:
Enhancing the capabilities of our campus security by providing an increased visual presence and ability to respond to multiple calls will better serve our students, employees, and visitors.

Questions:

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

    Increased security personnel, campus wide exterior surveillance system, and enhanced electronic access controls. These 3 components will serve to improve the safety of our campus for students, employees, and visitors.

2. What resources are necessary to implement this request?

    a. 2 FTE Security Officers, $64,500 salary full time with benefits at $35,729. Anticipated hired date 7/1/17 12 month contract.

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

    No resources will be redirected. Existing operations will improve quality and availability of reporting to campus and constituents. The college has employed a FT school resource officer through contract with the City of Coeur d' Alene to begin addressing the need for enhanced security and ensure timely response times.

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

    $15,000 for training. $525,000 one-time funds for a upgrading and installing surveillance and access controls

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

    Funding request is for state general funds. $540,000 is for one time capital items).

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

Students, employees, and visitors to the North Idaho College campus will experience a more safe and secure environment. If this request is not funded, we will not be able to provide the enhanced level of safety and security we hope for.

AGENCY: North Idaho College

FUNCTION: Education

ACTIVITY:

Agency No.: 501

Function No.: 02

Activity No.:

FY 2017 Request

Page ___ of __ Pages
Original Submission _X_ or
Revision No. ___

A: Decision Unit No: **12.04**	Title:	**Electronic and Information Technology Coordinator (ADA)**	Priority Ranking 4 of 4		
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$42,000				$42,000
2. Benefits	17,600				17,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$59,600				$59,600
OPERATING EXPENDITURES **by summary object:**					
1. Professional Development	$10,000				$10,000
TOTAL OPERATING EXPENDITURES:	$10,000				$10,000
CAPITAL OUTLAY **by summary object:**					
1. Computer Equipment	$3,000				$3,000
2. Network Software and System Compliance	63,000				63,000
3. Hardware Compliance	54,000				54,000
TOTAL CAPITAL OUTLAY:	$120,000				$120,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$189,600				$189,600

Supports institution/agency and Board strategic plans:

Goal 1, Objective A: Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Description:
The Department of Education, Office for Civil Rights is widely publicizing the recent May 4, 2012 University of Montana Electronic and Information Technology (EIT) compliance

complaint against the institution. The Office for Civil Rights is reminding all post-secondary institutions that the remedial actions against the University of Montana should be viewed as a template to ensure colleges are in compliance with EIT requirements and standards.

After reviewing the Department of Education, Office for Civil Rights Resolution Agreement with the University of Montana, NIC has recognized the need to designate/hire an Electronic and Information Technology (EIT) coordinator, develop an EIT Policy and Procedure, audit all college electronic systems for accessibility compliance, and develop a priority list to begin addressing deficit areas. NIC has already identified several deficit areas through past audit activity including the need to install web content compliance software, purchase a campus wide licensing for text to speech software system, upgrade computer kiosks, information stations, copiers, learning management systems including classroom technology and multimedia, phone systems, and also provide captioning of videos and film content to ensure accessibility for students with disabilities is adequately addressed. Additionally, the EIT Coordinator would be responsible for identifying additional funding sources and grants to ensure continued electronic and information tech compliance across all NIC campuses and platforms.

Questions:

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

It is critical for North Idaho College to fully meet federal EIT compliance and in order to do so, both staff and capital outlay resources must be established and maintained. North Idaho College is requesting funds to expand and further develop its Electronic and Information Technology (EIT) compliance to ensure NIC systems are fully accessible for individuals with disabilities. EIT has taken on a greater emphasis relative to a recent US Department of Education, Office for Civil Rights disability discrimination complaint (OCR Reference No. 10122118), against the University of Montana on May 4, 2012, (resolution agreement attached for reference). In order to meet compliance standards, NIC must develop an EIT Accessibility Policy and Procedures, designate an EIT Coordinator who has the responsibility and commensurate authority to coordinate the College's Accessibility Policy and Procedures, perform an audit of EIT applicable systems at NIC, prioritize deficient systems, and then implement enhancement and corrective action to ensure EIT compliance. In addition to requesting base funding for an EIT coordinator position, several large scale EIT systems expenditures are also being recommended as part of this request.

2. What resources are necessary to implement this request?

   a. 1 FTE Electronic and Information Technology Coordinator, $42,000 salary full time with benefits at $17,460. Anticipated hired date 7/1/16 12 month contract.

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

No resources will be redirected. Existing operations will improve by allowing disability support services to better serve students with a dedicated and appropriate resource.

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

$62,000 for Network Software: HiSoftware Compliance Sheriff for Web Content Compliance Automation, ($32,000); Campus-Wide Speech to Text Software Licensing Software Read/Write Gold ($12,000); Transcription Costs for Video and Film Captioning ($18,000). $54,000 for Hardware Compliance: Access Kiosk Computer Replacements ($18,000); Student Disability Multimedia Computer Stations upgrades for 7 sites ($21,000); Blind and Visually Impaired Assistive Technology Lab to include 3-D printing for Tactile accommodation ($15,000). $12,000 for Professional development and campus education including, training on compliance with OCR Reference No. 10122118 and auditing electronic systems for compliance. In addition the request includes $3,000 one-time funds for a desktop computer and office furniture.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The entire request is from the General fund. $116,000 is one time capital expenditure. Replacement, maintenance and future license renewal would be funded from other sources.

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

Students with documented disabilities (as defined by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, and the regulations that implement those statues at 34 C.F.R. Part 104 and 28 C.F.R. Part 35) from the five northern counties and served by North Idaho College will be legally served through the implementation of the EIT coordinator and applicable systems management and upgrades. If not funded, colleges risk a similar response by the U.S. Department of Education, Office for Civil Rights as was taken against the University of Montana. Preventative and incremental adequately funded EIT adaptation towards compliance, guided by policy and procedures and facilitated by an EIT Coordinator, is preferred as opposed to immediate OCR sanction which may result in costly and immediately intervention.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Community Colleges   Agency No.:   505   FY 2017 Request

FUNCTION: College of Western Idaho   Function No.: 07   Page __1__   of 5_ Pages

ACTIVITY: Strategic Initiative –   Original Submission __X__ or

Program Design   Activity No.:   Revision No. ___

A: Decision Unit No: **12.01**		Title: **Program Design**		Priority Ranking 1 of 5	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	6.00				6.00
PERSONNEL COSTS:					
1. Salaries	282,000				282,000
2. Benefits	127,200				127,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	409,200				409,200
OPERATING EXPENDITURES **by summary object:**					
1. Ongoing professional development	18,000				18,000
TOTAL OPERATING EXPENDITURES:	18,000				18,000
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	427,200				427,200

Supports institution/agency and Board strategic plans:

SBOE Goal 1, Objective B

Idaho SBOE identifies a **well-educated citizenry** as a strategic goal by increasing the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

CWI Institutional Priority 1, Objectives 1 and 2

CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals). **Student success** is College of Western Idaho's first institutional priority with the objective of improving student degree and certificate completion.

Performance Measure:
SBOE: Relevant benchmarks include the percent of high school graduates who enroll in postsecondary institution within 12 months of graduation and the percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

CWI: Relevant performance measure includes granting 750 associate degrees annually by 2019.

Description:

Intent: To employ faculty leads to build degree programs for post-accreditation delivery (2017) with clear 2+2 transfer agreements with four-year institutions and to manage programmatic development, delivery, and assessment.

CWI anticipates reaching full accreditation status by 2017. This will mark a significant milestone for Idaho's newest community college. At that time, CWI will be able to offer its own degree programs, intentionally designed for seamless transfer to its four-year partners. For the next several years, CWI faculty will be engaged in the design process, creating degree pathways for matriculation to the baccalaureate level. Six new degree pathways have been identified for transfer to partnering institutions. These new programs will require a qualified lead faculty in the field:

- Engineering, AS (UI, BSU)
- Sign Language Interpreter, AA (ISU)
- Design—Architectural, AA (UI)
- Health Promotion, AS (BSU, LCSC, ISU)
- Biology—Molecular and Biomedical Sciences, AS (BSU, LCSC, ISU)
- Agriculture, Business, Leadership & Education (UI)

Alignment with Complete College Idaho's Key Strategies and Complete College America's Guided Pathways to Success (GPS) Essential Components

CCI Key Strategy

- ✓ *Structure for Success*
  Communicate strong, clear and guaranteed statewide articulation and transfer options.

GPS Essential Components

- ✓ *Commitment to whole programs of study*

Students make the "big choices" of academic majors or programs — and all the other choices of necessary credits and course sequences are laid out for them. In this way, a clear path to on-time completion is prepared for them, semester by semester, all the way to graduation day.

✓ *Milestone courses (addresses intentional programmatic design)*
Degree pathways contain critical milestone courses that must be completed each semester to certify students are on track. Not only do these courses provide realistic assessments of student progress; milestones give students early signals about their prospects for success in a given field of study. This eliminates the problem of students' putting off challenging courses until the consequences of changing majors become too damaging and costly.

✓ *End-to-end design (addresses intentional programmatic design)*
GPS programs are built with the end goal in mind. Starting with the student's desired career outcome, colleges construct a sequence of relevant courses that leads students, semester by semester, to their chosen goal. Students understand from their first day on campus where their chosen pathway will take them. Aimless wandering is replaced with highly motivating and intentional routes to careers and more learning.

http://www.boardofed.idaho.gov/cci.asp
www.completecollege.org/docs/GPS_Summary_FINAL.pdf

Outcomes:

1. Intentionally designed and fully articulated degree programs (including 2+2 agreements with four-year partners).
2. Increase in the number of majors and graduates in these programs.
3. Increase in the number of transfer students to related four-year programs.

Scalability:

These degree programs represent 6 of 17 transfer programs on CWI's five-year plan. Degree development will be an ongoing process for the college over the next several years pre- and post-accreditation. The number of new degrees is a scalable endeavor, and the programs themselves are scalable and will become more robust with student demand.

Questions:

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

   Six full-time faculty lines are being requested in order to enhance the degree menu at CWI upon receiving accreditation. This will allow the college to serve students more specifically in their degree goals, rather than having to leverage the Liberal Arts degree plan as an alternative major for students. A students' ability to identify

with a major enhances engagement, focus, and retention, as more specific pathways provide greater relevance to students. Currently, CWI does not have full-time faculty with discipline expertise to anchor these degree programs. No base funding currently exists for these positions.

2. What resources are necessary to implement this request?

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

   1.0 FTE Faculty, Engineering; $47,000; FT; benefits $21,200; August 1, 2016; 9 month

   1.0 FTE Faculty, Sign Language; $47,000; FT; benefits $21,200; August 1, 2016; 9 month

   1.0 FTE Faculty, Architectural Design; $47,000; FT; benefits $21,200; August 1, 2016; 9 month

   1.0 FTE Faculty, Health Science; $47,000; FT; benefits $21,200; August 1, 2016; 9 month

   1.0 FTE Faculty, Molecular and Biomedical Sciences; $47,000; FT; benefits $21,200; August 1, 2016; 9 month

   1.0 FTE Faculty, Agriculture; $47,000; FT; benefits $21,200; August 1, 2016; 9 month

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

   No existing human resources will be redirected to this new effort. However, faculty are currently in place to provide General Education requirements related to the above degree programs. Student support services are also in place or are being developed for support of additional AA/AS programs.

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

   $3000 for operating funds related to each new position is being requested for establishment of new faculty lines and ongoing professional development.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

CWI is requesting ongoing funding for six (6) faculty lines for programmatic development in relation to accreditation standing and creating intentional pathways to related baccalaureate programs. Currently students seeking transfer into related four-year programs must declare Liberal Arts as a major at CWI which does not provide a well-articulated pathway. As a result, CWI has difficulty retaining these students through associate degree completion. Recruitment will provide a new customer base, but CWI will also be able to retain and complete more students by offering degree programs and a clearly defined pathway for new and current students. No changes will be made to fee structure; no grant awards are currently being sought for the funding of these programs or faculty lines.

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

    Future students seeking Associate of Arts or Associate of Science degrees in these areas are being served by this request. Baccalaureate programs at Idaho four-year institutions are also being served by this request. If the request is not funded, CWI will rely on internal funding allocation for new full-time faculty positions which will impact the timeline for degree design and delivery.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Community Colleges

FUNCTION: College of Western Idaho
ACTIVITY: Strategic Initiative –
Intentional Advising

Agency No.:	505		FY 2017 Request	
Function No.:	07		Page __1__ of 5_ Pages	
			Original Submission _X_ or	
Activity No.:			Revision No. ___	

A: Decision Unit No: **12.02**		Title: **Intentional Advising**		Priority Ranking 2 of 5	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	13.00				13.00
PERSONNEL COSTS:					
1. Salaries	446,000				446,000
2. Benefits	240,300				240,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	686,300				686,300
OPERATING EXPENDITURES **by summary object:**					
1. Ongoing professional development	39,000				39,000
2. Travel	10,000				10,000
TOTAL OPERATING EXPENDITURES:	49,000				49,000
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	735,300				735,300

Supports institution/agency and Board strategic plans:

SBOE Goal 1, Objective B
Idaho SBOE identifies a **well-educated citizenry** as a strategic goal by increasing the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

CWI Institutional Priority 1, Objectives 1, 2, and 3
CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals). **Student success** is College of Western Idaho's first institutional priority with the objective of improving student retention, persistence (objective 1), and degree completion (objective 2). CWI will provide support services that improve student success (objective 3).

Performance Measure:
SBOE: Relevant benchmarks include the percent of high school graduates who enroll in postsecondary institution within 12 months of graduation and the percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

CWI: Relevant performance measure includes improving course completion rates to 80% by 2019, improving semester-to-semester persistence rates to 80% (77% for first time college students) by 2019, improving annual retention rates to 55% by 2019, and granting 750 associate degrees annually by 2019.

Description:

Intent: To increase Associate of Arts (A.A.) and Associate of Science (A.S.) degree-seeking student retention, degree completion, and transfer.

Advisors for Academic Programs

CWI currently employs eight (8) Advisors, two (2) Sr. Advisors, and one (1) Director to serve over 10,000 A.A. and A.S. students annually. Currently, the advisor to student ratio is conservatively 1:1000. For this reason, many CWI students do not receive individual advising, but are provided large group advising and only as part of the orientation process. Increasing the number of the advising staff by 10 FTE would allow a more manageable ratio of approximately 1:500 and provide students with more intentional and individual advising from the point of admission through degree completion. These additional advisor positions will allow CWI to implement a proactive and engaging advising and intervention model to address student needs, provide just-in-time intervention when support services are needed, and extended support during their academic career.

Coordinator, Behavioral Intervention

This position would specialize in managing cases where students demonstrate behavior that is not conducive to their success or impedes the success of those around them. This position will provide expertise in intervention, assist in development and communication of protocol and processes related to conduct, and act as a liaison and support to instructional faculty.

Licensed Professional Counselor

CWI currently employs one LPC who acts as a crisis counselor for students who need resources and referrals to support agencies outside the college. This staff member currently serves as a resource to all students at the college. In order to provide greater access and immediacy to qualified personnel during, CWI requires an additional, appropriately credentialed staff member in this area.

Student Success Communication Coordinator

Clear operational communication plan and workflow is critical to retaining students. This position would focus on operational communications from Enrollment and Student Services, such as:

- Communication related to students' progress through acquisition funnel
- Communication related to progress through certificate and degree programs
- General advising communications
- Compliance communications related to Title IX, FERPA, etc.
- Ensure accurate information for student navigation in catalog, online, myCWI, and student newsletters.

Alignment with Complete College Idaho's Key Strategies and Complete College America's Guided Pathways to Success (GPS) Essential Components

CCI Key Strategy

✓ *Strengthen the Pipeline*

GPS Essential Components

✓ *Intrusive, on-time advising*
Colleges can more effectively monitor student progress toward completion through a more structured student support system built around guided pathways. Innovations in technology allow student support to be targeted and customized to meet the needs of individual students. Early warning systems make it easy for institutions to track student performance in required courses and target interventions when and where they are most needed. For example, systems can automatically place a student on administrative hold and require a meeting with an advisor if a key milestone course in the student's major is not completed on schedule. Academic advisors can focus their attention almost exclusively on students most in need of services instead of spreading themselves over burdensome caseloads of all students.

http://www.boardofed.idaho.gov/cci.asp
www.completecollege.org/docs/GPS_Summary_FINAL.pdf

Outcomes:

1. Improved persistence and retention rates
2. Improved degree completion
3. Achieve advising caseload ratio of 1:500-600
4. Implement intentional advising model so serve more individual students
5. Decline in number of students who do not meet Satisfactory Academic Progress

6. Provide greater consistency and higher accessibility to support services
7. Increase number of individual student contacts

Scalability:

This request is at scale to serve current student enrollment at CWI. CWI's advising is at base-level staffing and the advising model is currently based on a "do what you can with what you have" approach, which does not serve students as well as community college advising should. Additional personnel would allow us to scale (either incrementally or in leaps) to a model of intentional advising. We can build to this over time and beyond this as enrollment numbers increase.

Questions:

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

2. What resources are necessary to implement this request?

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

      10.0 FTE Advisors, Academic Programs; $33,000; FT; benefits $18,200; July 1, 2016; 12 month

      1.0 FTE Coordinator, Behavioral Intervention; $38,000; FT; benefits $19,300; July 1, 2016; 12 month

      1.0 FTE Licensed Professional Counselor; $40,000; FT; benefits $19,700; July 1, 2016; 12 month

      1.0 FTE Student Success Communication Coordinator; $38,000; FT; benefits $19,300; July 1, 2016; 12 month

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

      Current advising staff (11 FTE) and LPC (1 FTE) will contribute to the new advising model. The positions requested in this line item will augment our advising services and allow the institution to move towards an intentional advising model.

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

      $3000 in ongoing operating funds per FTE will cover initial equipment for these positions and professional development. Due to CWI's distributed campus model and outreach efforts, $1,000 in travel expense is requested to cover ongoing mileage costs.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

These positions will serve current and future CWI students and addresses the college's efforts related to retention and completion which will have a positive revenue impact. CWI is not currently seeking grant funding for this initiative.

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

These positions will serve current and future CWI students and addresses the college's efforts related to retention and completion. If this request is not funded, CWI will continue to create efficiencies in current processes with the staffing the college has available. We feel our current staffing model does not allow us to make a significant positive impact on student support beyond initial intake.

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AGENCY: Community Colleges

FUNCTION: College of Western Idaho
ACTIVITY: Strategic Initiative –
Educational Opportunity Program

Agency No.: 505

Function No.: 07

Activity No.:

FY 2017 Request

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Original Submission __X__ or
Revision No. ____

A: Decision Unit No: **12.03**		Title: **Educational Opportunity Program**			Priority Ranking 3 of 5	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)	9.00				9.00	
PERSONNEL COSTS:						
1. Salaries	342,000				342,000	
2. Benefits	173,700				173,700	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	515,700				515,700	
OPERATING EXPENDITURES **by summary object:**						
1. Ongoing professional development	27,000				27,000	
2. Travel	10,800				10,800	
TOTAL OPERATING EXPENDITURES:	37,800				37,800	
CAPITAL OUTLAY **by summary object:**						
1.						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	553,500				553,500	

Supports institution/agency and Board strategic plans:

SBOE Goal 1, Objective B
Idaho SBOE identifies a **well-educated citizenry** as a strategic goal by increasing the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

CWI Institutional Priority 1, Objectives 1, 2, and 3
CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals). **Student success** is College of Western Idaho's first institutional priority with the objective of improving student retention, persistence (objective 1), and degree completion (objective 2). CWI will provide support services that improve student success (objective 3).

Performance Measure:
SBOE: Relevant benchmarks include the percent of high school graduates who enroll in postsecondary institution within 12 months of graduation and the percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

CWI: Relevant performance measure includes improving prospect to enrolled matriculation rate to meet or exceed 20% by 2019, improving course completion rates to 80% by 2019, improving semester-to-semester persistence rates to 80% (77% for first time college students) by 2019, improving annual retention rates to 55% by 2019, and granting 750 associate degrees annually by 2019.

Description:

Intent: The Educational Opportunity Program (EOP) is designed provide a pathway to college success for specific student populations. The EOP is intentionally designed to improve access, retention, success, and ultimate completion of certificate and degree programs.

Director of Education Opportunity Program

This position will oversee the strategic direction of EOP to include the efforts of the positions listed below, tracking and analysis of data and performance measures, and programmatic assessment, as well as program expansion to include additional special populations.

Coordinators are responsible for the outreach to, intake of, and advising of specific population pathways to success and college completion. Functions of these positions would include:

- Establishing a connection between high schools (or workplace or VA) to the college
- Enlist current CWI populations to create targeted recruiting messages
- Create peer mentor model
- Work closely with communication specialist to create webpage information and to eliminate information barriers
- Create and reward leadership opportunities
- Build an outreach and advising model that addresses the entire student lifecycle, including transfer or work placement preparation
- Supervise a community of advisors who are assigned to a specific pathway

Coordinator, Hispanic Pathway

CWI serves approximately 1400 Hispanic students annually in credit programs, and over 1000 more in Basic Skills Education. CWI will create the first Hispanic

Pathway Coordinator in FY16 to launch this learning community pilot. CWI aspires to become a Hispanic serving institution affiliated with Hispanic Association of Colleges and Universities, which requires members to serve a student population of 25% Hispanic students. These coordinator positions will be integral in expanding Hispanic outreach and support and will have a focused responsibility for recruitment and matriculation of Hispanic students into certificate and degree pathways. Additionally, these positions will help implement educational outreach to the Hispanic community to address cultural attitudes and orientations toward higher education that are specific to this population of future students and their families. These positions will also provide advising and resource guidance necessary for student success along certificate or degree pathway.

http://cwidaho.cc/info/facts-glance

Outcomes:

1. Increase CWI's Hispanic student population to a rate that is more reflective of our service area demographics
2. Address college readiness barriers, and provide intentional advising through students' educational experience to increase retention, persistence, and completion rates
3. Improve completion rate of Hispanic students.

Scalability:

This effort will be implemented on a small scale with pilot school districts before being expanded throughout Canyon County and eventually to CWI's ten-county service area.

Coordinator, First Generation Pathway

Students whose parents never attended college are less likely to take college prep courses in high school, discuss college with their parents, and apply to college at all. According to the National Center for Education Statistics, first-generation students consistently take fewer classes, complete fewer classes, and earn lower grades than their classmates whose parents attended college. As a result, they're less likely to graduate. It is critical to locate these potential students early in their high school career and guide them towards advanced learning opportunities prior to high school graduation, offer them special assistance in applying for college and financial aid, and provide ongoing support services during their college career. This intentional effort has potential to increase student enrollment, retention, and completion. CWI's efforts in this area focus on improving Idaho's go-on rate and 60% goal.

Outcomes:

1. Increase CWI's first generation student population
2. Engage in early, targeted recruitment and provide assistance to first generation students transitioning from high school to college

3. Address college readiness barriers, and provide intentional advising through students' educational experience to increase retention, persistence, and completion rates
4. Improve completion rate of first generation students.

Scalability:

This effort will be implemented on a small scale with pilot school districts before being expanded throughout Canyon County and eventually to CWI's ten-county service area.

Coordinator, Veteran Pathway

> CWI serves over 600 veterans. Veteran assistance is of a specialized nature that requires awareness of veteran benefits, credit load, and course-taking restrictions related to funding. CWI seeks to establish a Veteran Services Center with advising and support services for this specialized population of students.

Outcomes:

1. Establish Veteran Services Center with well-trained staff who specialize in veteran assistance
2. Improve complete rate of veterans.

Coordinator, Workforce-to-College Pathway

> CWI's Voluntary Framework of Accountability reporting reveals 44% of the college's student population is 25 or older; 34% is 30 years or older. Many of these adult students are returning to college with workplace experiences and learning. The Council for Adult and Experiential Learning (CAEL) suggests, "When people receive college credit for what they have learned from life and work experiences, they earn their degrees and credentials faster, saving money on tuition. They also learn the value of their experience, which gives them confidence to complete their degrees." The Coordinator for Prior Learning Assessment (PLA) will lead CWI's efforts to implement a process for assessing prior learning, specifically the portfolio assessment approach. This effort will not only assist in the recruitment of new adult students, but will help bridge non-credit workforce training to credit programs. The PLA initiative also aligns with Idaho's 60% goal.

> *http://vfa.aacc.nche.edu/collegefinder/Pages/Profile.aspx?VFAIID=73298*

> *http://www.cael.org/what-we-do/prior-learning-assessment*

Outcomes:

1. Develop appropriate, competency-based assessments for prior learning.
2. Implement process for assessing prior learning.
3. Create recruitment around workplace-to-college opportunities.
4. Increase number of competency-based credits for prior learning CWI awards.
5. Develop plan for bridging non-credit to credit program matriculation.

Scalability:

Initially, a pilot for PLA might be limited to specific courses or to bridge specific programs and then expanded.

Coordinator, Honors Program

High-level learners should be provided opportunities for intellectual growth and advanced learning that are appropriately aligned with their learning level. An Honors Program addresses this need and further reinforces the mission of the community college: to provide educational access and opportunities for students at all learning levels. As Kisker and Outcalt (2005) point out,

> Honors and developmental courses are significant for two reasons. First, they represent the "bookends" of the community college curriculum and, as such, provide an understanding of the range of courses offered at community colleges. Perhaps even more importantly, developmental and honors programs form highly important links between community colleges and other types of educational institutions. (p. 1)

An Honors Program Coordinator would be responsible for the outreach to, intake of, and advising of Honors students, as well as to direct the programmatic elements related to Honors courses, faculty application and approval process, and programmatic assessment.

Kisker, C. and C. Outcalt. (2005). Community college honors and developmental faculty: Characteristics, practices, and implications for access and educational   equity. *Community College Review, 33 (2),* 1-21.
http://www.boardofed.idaho.gov/cci.asp
www.completecollege.org/docs/GPS_Summary_FINAL.pdf

Outcomes:

1. Establish Honors Program for high-level learners
2. Increase leadership and high profile opportunities for honors students (e.g., conference presentations, coordination of community events, membership in national programs, etc.)
3. Increase completion and transfer rate of honors students to four-year Honors Programs

Educational Opportunity Program Scalability:

CWI has identified the additional populations for which it intends to develop specialized outreach and pathways to college:

- Refugees
- Prior offenders (Criminal Justice Reinvestment)

- Transfer students (to CWI from other higher ed institutions)
- High school students with advanced learning opportunity credits

Questions:

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

2. What resources are necessary to implement this request?

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

      1.0 FTE Director, Educational Opportunities Program; $38,000; FT; benefits $19,300; July 1, 2016; 12 month (total: $57,300)

      2.0 FTE Coordinators, Hispanic Pathway; $38,000; FT; benefits $19,300; July 1, 2016; 12 month (total: $114,600)

      2.0 FTE Coordinators, First Generation Pathway; $38,000; FT; benefits $19,300; July 1, 2016; 12 month (total: $114,600)

      2.0 FTE Coordinators, Veteran Pathway; $38,000; FT; benefits $19,300; July 1, 2016; 12 month (total: $114,600)

      1.0 FTE Coordinator, Prior Learning Assessment; $38,000; FT; benefits $19,300; July 1, 2016; 12 month (total: $57,300)

      1.0 FTE Coordinator, Honors Program; $38,000; FT; benefits $19,300; July 1, 2016; 12 month (total: $57,300)

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

      Hispanic Pathway: one full-time coordinator to launch pilot in FY16 after which CWI hopes to scale this project for higher impact and broader outreach

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

      $3000 in ongoing operating funds per FTE will cover initial equipment for these positions and professional development. Due to CWI's distributed campus model and outreach efforts, $1,200 in travel expense is requested to cover ongoing mileage costs.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   These positions are designed to increase student enrollment and ongoing retention of special populations which will have a positive impact on the College's tuition revenue. CWI is currently seeking grant funding for a Veteran Services Center.

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

These positions are designed to provide specialized support for assisting specific populations of students. Those affected include a large population of Hispanic and first generation students in CWI's service area and throughout Idaho. Also affected are current and future veterans and students returning to college from the workforce. CWI also intends to develop a reputation for programs aimed at serving high level learners and poising itself as an institution that provides transformative learning opportunities for all. Expected impact is an increase in the number of students served in each population group, higher retention, and a higher rate of completion year-over-year.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: **Community Colleges**	Agency No.:	505	FY 2017 Request
FUNCTION: College of Western Idaho	Function No.:	07	Page __1__ of 3 Pages
			Original Submission __X__ or
ACTIVITY: Strategic Initiative – Data	Activity No.:		Revision No. ____

A: Decision Unit No: **12.04**	Title: **Data, IR, CCI and VFA**			Priority Ranking 4 of 5	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	45,000				45,000
2. Benefits	20,700				20,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	65,700				65,700
OPERATING EXPENDITURES **by summary object:**					
1. Ongoing professional development	3,000				3,000
2. Travel	3,000				3,000
TOTAL OPERATING EXPENDITURES:	6,000				6,000
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	71,700				71,700

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan

Goal 1 - Objective 1, 3, & 4; Goal 4 – Objective 1

State Board of Education Strategic Plan
Goal 1 – Objective A, B, & C; Goal 3 – Objective A & B

Description:

This is a position to support data collection, analysis, and reporting in support of the State of Idaho Complete College America/Complete College Idaho initiative, Voluntary Framework of Accountability (VFA), Gainful Employment, Professional Technical data

collection and reporting, Integrated Postsecondary Education Data System, Statewide Longitudinal Data System, and other state and federal data requirements.

Questions:

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

> a. This is a request for a single full-time position to support institutional research/institutional effectiveness functions. This would be a third position in addition to two current full-time filled positions.

2. What resources are necessary to implement this request?

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

>> i. Data & Information Analyst; non-classified (exempt) position; full-time; benefit eligible; anticipated hire date 7/1/2016; permanent position.

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

>> i. No existing resources will be redirected to this effort

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

>> i. $3,000 in ongoing operating funds for basic office needs (e.g. copying, supplies) and training expenses. $3,000 in ongoing travel expense.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

> a. As a new FTE, this position would be state funded (Salary, O&E, Capital)

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

> a. This position would serve the campus community (internal customers) as well as state and federal agencies (e.g. State Board of Education, Division of Professional Technical Education, US Department of Education) through data collection, analysis, and reporting. Given the scope of current and future data requests, not filling this position causes potential delays and/or missed deadlines of time-critical state and federal reporting requirements.

AGENCY: Community Colleges

FUNCTION: College of Western Idaho
ACTIVITY: Strategic Initiative – Prior
Years Unfunded Enrollment

Agency No.:   505

Function No.:   07

Activity No.:

FY 2017 Request

Page __1__   of _4_ Pages
Original Submission __X__ or
Revision No. ____

A: Decision Unit No: **12.05**		Title: **Prior Years Unfunded Enrollment**		Priority Ranking 5 of 5	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	10.00				10.00
PERSONNEL COSTS:					
1. Salaries	500,000				500,000
2. Benefits	217,000				217,000
3. Group Position Funding	632,500				632,500
TOTAL PERSONNEL COSTS:	1,349,500				1,349,500
OPERATING EXPENDITURES **by summary object:**					
1. Ongoing professional development	440,500				440,500
2. Travel	10,000				10,000
TOTAL OPERATING EXPENDITURES:	450,500				450,500
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,800,000				1,800,000

Supports institution/agency and Board strategic plans:

This request is connected to the CWI strategic plan's goals as follows:
Institutional Priority 1: Student Success;
Objective 3: CWI will provide support services that improve student success.

Objective 4: CWI will develop educational pathways and services to improve accessibility.

Institutional Priority 2: Employee Success;
Objective 1: Employees will have resources, information and other support to be successful in their roles.

Objective 2: CWI will provide employees with professional development, training and learning opportunities.

Institutional Priority 3: Fiscal Stability;
Objective 3: CWI will work to maintain and enhance its facilities and technology and actively plan for future space and technology needs.

Institutional Priority 4: Community Connections;
Objective 2: CWI engages in educational, cultural and organizational activities that enrich our community.

Objective 3: Expand CWI's community connections within its service area.

Having sufficient funding per Academic FTE will allow CWI to achieve these objectives.

Performance Measure:

The College of Western Idaho will have the following outcomes to showcase the performance of each priority/goal with sufficient funding per Academic FTE:

Student Success: Increased completion and retention rates will result if CWI develops those services that will allow students to meet their full potential while also providing pathways to move further in their education and career goals. CWI will be better able to bridge the gap to make transitioning to 4 year institutions more seamless for the students.

Employee Success: Having more resources and training will help CWI employees be more successful in their roles and to facilitate easier access to those resources for all employees, much as CWI has done for the student population.

Fiscal Stability: CWI will be better able to upgrade its facilities and technology in a proactive manner to meet the ever changing needs within the marketplace for higher skills, which in turn, makes CWI the institution that stands out from the crowd and is better equipped to handle the needs of our community. By maintaining and improving the infrastructure, CWI will be prepared for any future growth and needs of the region.

Community Connections: CWI will have the ability (staff and infrastructure) to better engage the community and participate in activities that showcase the value of an education at CWI, which reinforces the need and support for the College with our community partners, both current and potential.

Description:

This request is being submitted to allow CWI to be funded at the same amount per academic full time equivalent (SFTE) student as North Idaho College (NIC) and the College of Southern Idaho (CSI).

Please see attached enrollment calculation spreadsheet for details regarding actual calculation methodology. <u>Note: This request is for only a *portion* of the unfunded enrollment.</u>

Questions:

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

   CWI requests support for prior year (FY 2012, 2013, 2014 & 2015) unfunded enrollment in FY 2017.

2. What resources are necessary to implement this request?

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

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

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

   If this request is approved, CWI would first consider the hiring of instructional faculty and/or staff. The ratio of full- to part-time (adjunct) would be determined based upon the amount appropriated. Remaining funds would be used for Operating Expenses at the college, primarily infrastructure (Facilities, utilities, and information technology) related, as determined by enrollment circumstances.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   All funds requested are Ongoing.

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

   Existing and new students will be served with this request. Not funding this request will cause difficulties in meeting community expectations for an open access community college.

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AGENCY: Health Programs
FUNCTION: WWAMI Medical
Education

ACTIVITY: Strategic Initiative

Agency No.: 515	FY 2017 Request
Function No.: 02	Page 1_ of _3 Pages
	Original Submission _X_ or
Activity No.:	Revision No. ___

A: Decision Unit No: **12.02**		Title: **Year 1 Five Additional Seats**		Priority Ranking 2 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0	0.50			1.50
PERSONNEL COSTS:					
1. Salaries	$108,800	$54,400			$163,200
2. Benefits	34,300	17,100			51,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$143,100	$71,500			$214,600
OPERATING EXPENDITURES **by summary object:**					
1. Operating Expenses	$47,800				$47,800
TOTAL OPERATING EXPENDITURES:	$47,800				$47,800
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$190,900	$71,500			$262,400

Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities and economic means.

Objective A: Access – (SBOE) Set policy and advocate for increasing access; (WWAMI) recruit a strong medical student applicant pool for Idaho.

- *Performance Measure: the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per year, and the ratio of Idaho applicants per funded medical student position.*

Objective B: Transition to Workforce – Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho.

- *Performance Measure: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.*

GOAL 3. EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- *Performance measure:* the number of WWAMI rural summer training placements in Idaho each year.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- *Performance measure:* the number of WWAMI medical students completing clerkships in Idaho each year.

Objective C: Support and maintain interest in primary care medicine for medical career choice.

- *Performance measure:* Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.

Description:

This new program request is for five (5) additional positions for medical students in the Idaho WWAMI program, beginning in FY17. With the transition of twenty WSU-based WWAMI students to Spokane in FY15, the Idaho WWAMI program has capacity for additional students; additionally, because of curriculum renewal, the University of Washington School of Medicine has increased capacity for the total number of medical students. Therefore, in an effort to increase the opportunity of the sons and daughters of Idaho citizens to attend a prestigious, highly ranked medical school and to potentially increase the number of physicians providing medical services in the state of Idaho in a timely manner, this request is to increase the incoming class of WWAMI students in the fall of 2016 to a total of forty (40).

To accomplish these goals and objectives, the Idaho WWAMI program needs to be authorized and funded to admit five additional students (new entering class total of 40 Idaho WWAMI students, fall 2016). This funding would come from general appropriations and dedicated funds derived from WWAMI tuition received by the

University of Idaho. Specifically, new program costs are provided on page 1 of this request and would include:

1. A request to add one and a half (1.5) FTEs for faculty positions to implement curriculum renewal. This would take the form of three 0.5 FTE appointments; 1.0 FTE (two 0.5 FTE appointments) would be funded from general allocation and 0.5 FTE would be derived from dedicated funds.
2. Operating expenses for educating the five additional medical students, including anatomy supplies and equipment, study resources, clinical instruction, and other program costs.

The FTE increase is requested to implement the instruction of additional subject areas of the renewed curriculum. In addition to personnel requirements, an expansion in medical student enrollment would require a modest increase in operating expenses for teaching these additional students.

This request for increased WWAMI medical student positions would be an ongoing request. It requires a commitment to not only increased funding and medical students in year 1 (FY16), but also ongoing commitments in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation. Idaho WWAMI is currently at 35 students per year, or 140 total students in medical school. This request requires the addition of 5 students in the entering classes of FY17, FY18, FY19, and FY20 or 40 students per year, for a total of 160 Idaho WWAMI students enrolled in medical school by FY20 (Fall 2019). This initial request is relatively small. The ongoing commitment to medical education, growing the Idaho WWAMI total medical school enrollment from 140 to 160 students, is necessary for the future of Idaho communities.

This request also supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009; specifically, recommendations #2 (increased WWAMI students), #5 (admissions selection for rural and primary care interests), and #6 (insuring rural training rotations in Idaho as a part of students' program).

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AGENCY: Health Education Programs   Agency No.:   515   FY 2017 Request
FUNCTION: University of Utah
Medical Education Program   Function No.:   Page 1_   of _3 Pages
          Original Submission _X_ or
ACTIVITY: Strategic Initiative   Activity No.:   Revision No. ___

A: Decision Unit No: **12.03**		Title: **Year 1 Two Additional Seats**			Priority Ranking 3 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)						
PERSONNEL COSTS:						
1. Salaries						
2. Benefits						
3. Group Position Funding						
TOTAL PERSONNEL COSTS:						
OPERATING EXPENDITURES **by summary object:**						
1. Operating Expenses						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY **by summary object:**						
1.						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:	$83,000				$83,000	
LUMP SUM:						
GRAND TOTAL	$83,000				$83,000	

Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities and economic means.

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.

Description:

This request is for two (2) additional positions for medical students in the University of Utah School of Medicine (UUSOM) program, beginning in FY17. This request would increase the incoming class of UUSOM students in the fall of 2016 to a total of ten (10).

This request supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009. Specifically, recommendation #3: "Expand the total number of medical seats for Idaho sponsored students to between 60 to 90 per year (an aggregate total of 240 to 360) as soon as practicable through partnerships with WWAMI, WICHE, University of Utah, osteopathic schools and other medical schools."

The last time Idaho UUSOM seats were expanded was in FY2002, with an increase from 6 to 8 seats per year.

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

   This is a request for two additional UUSOM seats in the amount of $83,000 in Trustee & Benefits. It would require a commitment to not only increased funding and medical students in year one (FY17), but also ongoing commitments in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation.

   Idaho's cooperative agreement with UUSOM is currently at 8 students per year or 32 total medical school students. FY16 base funding is $1,356,000 (fund source is 100% General Funds). This request would add two students in the entering classes of FY17, FY18, FY19, and FY20 or 10 students per year, for a total of 40 Idaho UUSOM students enrolled in medical school by FY20 (Fall 2019).

   This initial request is relatively small. The ongoing commitment to medical education, growing the Idaho WWAMI total medical school enrollment from 32 to 40 students, is necessary for the future of Idaho communities.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      No FTE are associated with this budget.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      None.

   c. List any additional operating funds and capital items needed.
      None.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request would require ongoing General Funds.

Each year the contract price for all UUSOM seats increases by an amount which is equal to the increase in the Higher Education Cost Adjustment (HECA) index published for the most recently available preceding academic year.

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

All Idahoans would benefit from increasing the state's physician workforce. Consider the following statistics

Per 100k population, Idaho currently ranks:
• 47th in nation for active primary care physicians
• 49th in nation for total active physicians
Source: *AAMC 2013 State Physician Workforce Data Book*

Idaho has an aging physician workforce
• 24.6% of Idaho physicians are over age 60

96% of Idaho is a federally designated Health Professional Shortage Area for primary care.

In addition, the return on investment in terms of the economic impact of physicians in Idaho is significant:

Table 1: Total Output, Jobs, Wages & Benefits, and State and Local Taxes Supported by Physicians in Idaho, 2012

Economic Measure	Total	Per Physician
Number of Physicians	2,708	-
Output	$3.6 billion	$1,317,291
Jobs	27,095	10.01
Wages & Benefits	$2,086.6 million	$770,524
State and Local Taxes	$132.7 million	$48,997

Source: The Economic Impact of Physicians in Idaho, State Report March 2014
http://www.idmed.org/IDAHO/images/idahodocuments/Home%20Page/IDEconImpactStudy.pdf

Another way to look at ROI is to consider how many UUSOM graduates are practicing in Idaho. As of November 2014, the UUSOM Alumni Office reported the following estimated numbers for graduates practicing medicine in Idaho:

Estimated Idaho Sponsored Students (1953-2014)	267
Medical School Graduates practicing in Idaho	207
Resident Graduates practicing in Idaho	54
Total	261

The national average for active physicians who graduated from an in-state public medical school and are practicing in-state is 46.8%.* Given that Idaho has sponsored a total of approximately 267 students at UUSOM since the inception of the contract in 1953, the fact that there are 261 UUSOM graduates currently practicing in Idaho shows that Idaho is clearly a net importer of UUSOM trained physicians.

* Source: *AAMC 2013 State Physician Workforce Data Book*

If this request is not funded, Idaho will increasingly rely upon the WWAMI program to meet the need for more physicians.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: **Health Programs**		Agency No.:	501	FY 2017 Request	
FUNCTION: Kootenai Health FMR		Function No.:		Page ___ of __ Pages	
				Original Submission _X_ or	
ACTIVITY:		Activity No.:		Revision No. ___	

A: Decision Unit No: **12.01**	Title: **Residency Build-out**			Priority Ranking 1 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$180,000				$180,000
LUMP SUM:					
GRAND TOTAL	$180,000				$180,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective D: Improve the ability of the educational system to meet educational needs and allow efficient and effective transition into the workforce.

Expanding graduate medical education (GME/residency) training in Idaho has been identified as an educational and funding priority in the State of Idaho: the state-funded MGT Medical Education Study (11/1/07), the Idaho Medical Association (8/10/08, 8/1/13), the Legislative Medical Education Interim Committee (11/12/08, 8/1/13), and the State Board of Education (1/26/09). The State Board of Education rank ordered ten recommendations towards expansion of medical education (1/26/09). The first of these recommendations was to "expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice."

Description:
Kootenai Health Family Medicine Coeur d'Alene Residency (KFMR) will be in the continued startup phase of our Family Medicine Residency program, in the 3rdyear operations for FY 2017. The program started-up in July 2014, with 6 R1 first year residents, followed by another 6 R1 first years residents in July 2015. Next year a final six residents will be added to attain the full complement of 6 R1's, 6 R2's and 6 R3's totaling 18 residents, each to complete the full three years residency training program.

The focus of this program is to train rural family physicians for Idaho. Kootenai Health, a community owned and operated health care entity has invested significant resources into this project of developing a family medicine residency program. Kootenai Health is requesting additional support funds, through the Idaho State Board of Education, from the Idaho Legislature.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   The need stated is based upon the additional costs which we will encounter related to training our residents in urban and in rural settings, preparing them to be fully functioning family physicians.

   Residents must be sent to Spokane for more intense pediatric training at Providence Sacred Heart Children's Hospital, due to fact that regionally the more severely ill and injured children are transferred there for the more intense treatment needed. Specific costs encountered relate to the loss of federal Graduate Medical Education support dollars and to revenues lost, in their absence from our clinic patient care operations. Each resident will spend a total of 12 weeks in Spokane.

   In addition, residents are sent to rural communities in North Idaho. Specific costs related to that experience include travel, place of residence in that community for 4 week blocks, and to specific revenues lost in our clinic patient care operations, in the absence of that resident.

2. What resources are necessary to implement this request?

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

      N/A

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

      N/A

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

      N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Projected expenses and revenues for FY 2017

- *Kootenai Health ongoing annual investment:*   *TBD by August Board meeting*
- *Federal Revenues:*   *TBD by August Board meeting*
- *Family Medicine Center clinical revenues:*   *TBD by August Board meeting*
- *State Appropriation (FY16):*   *$380,000 (ongoing)*
- *State Appropriations Request (FY17):*   *$180,000 (ongoing)*

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

KMFR is specifically targeting the primary care physician shortage which exists in North Idaho and secondarily targeting the fact the State of Idaho is experiencing a significant physician manpower shortage, which will definitely become more acute over the next 5 to 10 years. The State of Idaho currently ranks number 49/50 in the state's number of physicians per capita. It is projected that within 5 to 7 years, approximately 20 of the present 30 family physicians in the Kootenai County region will retire. In the state of Idaho it is projected that approximately 50% of the currently practicing family physicians will retire within the next 7 to 10 years. National research projects a 60,000 family physician shortage in the United States by the year 2020.

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

N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: **Special Programs**	Agency No.:	516	FY 2017 Request
FUNCTION: Forest Utilization Research (FUR)	Function No.:	01	Page 1 of 3 Pages

FUNCTION: Forest Utilization Research (FUR)

Original Submission X

ACTIVITY: Strategic Initiatives   Activity No.:   or Revision No. ___

A: Decision Unit No: **12.01**		Title: **FUR- Research Scientist**			Priority Ranking 1 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)	1				1	
PERSONNEL COSTS:						
1. Salaries	$56,400				$56,400	
2. Benefits($11,200 + 20.2% base)	22,600				22,600	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	$79,000				$79,000	
OPERATING EXPENDITURES **by summary object:**						
1. Travel	$3,000				$3,000	
2. Operating	2,000				2,000	
TOTAL OPERATING EXPENDITURES:	$5,000				$5,000	
CAPITAL OUTLAY **by summary object:**						
1. PC and workstation	$3,000				$3,000	
TOTAL CAPITAL OUTLAY:	$3,000				$3,000	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	$87,000				$87,000	

Supports institution/agency and Board strategic plans:

Goal 1, Objective A. One objective of FUR is to provide unbiased data and analysis to natural resource industries statewide through the Policy Analysis Group. The College of Natural Resources has provided analysis for more than 20 years and has proven the worthiness of this resource. But there has been no capacity for economic study nor primary data collection. This was partially rectified in FY16 with creation of and funding for an economist. To further improve PAG's effectiveness, human capital is needed to support the economist with primary data collection and analysis, allowing for PAG to provide the best service possible. By funding a Research Scientist who is tasked with data collection and analysis, disciplinary and interdisciplinary scholarship will be improved—faculty and students will have more resources and more research can be

done by leveraging FUR dollars to access non-FUR dollars. Stakeholder engagement will increase both through research opportunities and tech transfer. Data from research, whether institutional or collaborative, will aid natural resource agencies and industries statewide as management decision are made.

Performance Measure: This will be measurable over time as more current and relevant data collection and analysis improves best management practices and increases natural resource's economic impact on the state. It is also measurable by an increase in non-FUR dollars acquired through leveraging FUR dollars.

Goal 1, Objective B: As a land-grant university, our mission includes providing relevant scholarly activity to the people of the state. In the College, that scholarly activity includes relevant analysis of data as it relates to natural resources. The College does not currently have the capacity to track economic activity and collect economic data in a comprehensive way. With the funding of an economist in FY16, the Policy Analysis Group has the ability to provide better economic information to researchers, stakeholders, legislators and the citizens of the state. Building capacity to provide the economist and other PAG staff with current and meaningful data will improve timeliness and relevancy of this information.

Performance Measure: This is measurable by the number of projects and total research dollars of the College in the period following this request. It is also measured by the number of data collection and analysis requests answered by PAG.

Goal 2, Objective A: PAG provides policy reports to a variety of entities, including the university, private industry and state government. By having a base of relevant economic data, PAG will be a greater resource for scholarly activity across the campus, industry and its related organizations such as the Idaho Forest Products Commission and the Idaho Range Commission, and state government. Stakeholders would benefit from ready access to data and analysis specific to items of high economic interest, including forest management, rangeland, Sage-grouse, wildfires and biofuels. The College can increase its already extensive involvement in all of these natural resource areas by having a Research Scientist in place.

Performance Measure: Stakeholder engagement, requests for data and analysis, volume of workshops and other structured outreach efforts will be the measure.

Goal 3, Objective A: By growing the research capacity and outreach potential of PAG, more opportunities will emerge to leverage FUR dollars for research. Student engagement, opportunities for undergraduate and graduate research and engagement with stakeholders will increase. Research on topics related to wildfire, forest management, rangeland, Sage-grouse, biofuels, oil and natural gas, and other natural resources will impact the economic stability and potential growth of Idaho.

Performance Measure: This is measured by the number of students involved in FUR-based or FUR-leveraged research and the subsequent industry and stakeholder engagement that comes from research partners.

Description:

Advancing natural resource economics research at the University of Idaho by investing in human resources.

Idaho's natural resources provide a wide variety of goods and services including timber, livestock forage, wildlife habitat, water resources, recreation opportunities, open space, as well as ecosystem services such as water purification and carbon sequestration. Forests and rangelands are vital to Idaho's economy, and the ability to serve current and future generations will be influenced by our understanding of and accounting for the contribution of forests and rangelands to our economy. FUR provides research, policy study and teaching beyond the scope of the college's traditional budget. PAG is one element of FUR, and is a state-mandated obligation of the College of Natural Resources. For more than 20 years PAG has provided policy reports to others at the university, stakeholders, industry, agencies and government. While policy papers have proven beneficial, there is no capacity to fully develop this service to include economic tracking and analysis. FY16 brought partial remedy of this shortcoming with funding for an economist. This service can be further enhanced with capacity to collect primary data and analyze natural resource economic value across the state. To date, the PAG's economic analyses have relied on secondary data sources that are typically older than desired. This research scientist position will provide the human capital necessary to systematically track the economic impact of natural resources to Idaho's economy in real time. It is vital to agencies and industries to have reliable estimates of the economic impact of wildfire, timber harvesting, grazing and water yield so they can plan their management and investment activities.

Questions:

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

   The College of Natural Resources is requesting $86,992 in the Forest Utilization Research (FUR) budget to provide salary support, plus travel, operations, and capital equipment, for a new research scientist to enhance research capacity and document the importance of natural resources-based enterprises in Idaho's economy. These resources will enhance the capability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen traditional Idaho industries and rural communities that rely on the jobs from timber harvesting, grazing domestic livestock, and natural resource-based recreation industries. There is currently no capacity for this position.

2. What resources are necessary to implement this request?

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

    The College of Natural Resources is requesting funds sufficient to salary and benefits support for a new research scientist.

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

    There will not be redirection.

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

    The request includes $3,000 for travel, $2,000 for operating expenses, and $3,000 for capital equipment used to process data.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Not applicable.

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

The new Research Scientist will directly serve professional managers and state and private owners of Idaho forest and rangelands. Rural communities and outdoor recreation stakeholders in Idaho will benefit from understanding how economic enterprises generate income (payroll) and taxes and how economic activity will benefit rural communities, both directly (payroll and taxes) and indirectly (support roads, schools, and medical care). The position will also strengthen leverage for non-FUR dollars, benefitting faculty and students.

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

This is our highest priority and is developed from a half-time analyst request not approved last year. It is complementary to FY16's highest priority, an economist, which was approved.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Special Programs
FUNCTION: Forest Utilization
Research (FUR)

ACTIVITY: Strategic Initiatives

Agency No.:   516

Function No.:   01

Activity No.:

FY 2017 Request

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Original Submission X
or Revision No. ___

A: Decision Unit No: **12.02**	Title:	**FUR- Sage-grouse habitat research and outreach initiative**		Priority Ranking 2 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$30,000				$30,000
2. Benefits($11,200 + 20.2% base)	17,300				17,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$47,300				$47,300
OPERATING EXPENDITURES **by summary object:**					
1. Operating	$30,000				$30,000
TOTAL OPERATING EXPENDITURES:	$30,000				$30,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$77,300				$77,300

Supports institution/agency and Board strategic plans:

Goal 1, Objective A. Scholarly activity and constituent engagement are both necessary as the state continues to deal with sage-grouse habitat issues, especially those related directly to grazing. This funding would provide first for faculty and student involvement in field research of grazing impacts on sage-grouse habitat. Secondly, those faculty and students would engage with stakeholders through workshops and education and community engagement to help landowners and rural communities understand options related to conserving sage-grouse habitat.

Performance Measure: This is also measurable by an increase in non-FUR dollars acquired through leveraging FUR dollars. This is also measureable by number of

workshops and community, industry and agency people directly impacted by education and outreach efforts.

Goal 1, Objective B: Engaging communities and statewide stakeholders in range and grazing issues is already an educational component of the Rangeland Center, funded by FUR. This further extension of that effort would engage undergraduate rangeland students in addressing stakeholder needs, giving real-world experience to our academic programming.

Performance Measure: This is measureable by the number of students engaged specifically in sage-grouse research, internships, education and outreach initiatives.

Goal 2, Objective A: Engagement with state agencies and private landowners is imperative to properly address and manage sage-grouse habitat related to rangeland management and grazing. Partnerships have already been established through the Rangeland Center, but enhancement of these, outreach to new stakeholders and specific partnerships relating specifically to the topic will provide the best results for management of our natural resources while considering economic impact.

Performance Measure: Stakeholder engagement, number of workshops and other structured outreach efforts will be the measure.

Goal 3, Objective A: The Rangeland Center is poised for education and outreach to landowners across the state. Its placement with the College of Natural Resources provides a natural link for integrated activities between the Center, landowners and students. This funding would enhance those relationships and provide for students to be involved directly with industry.

Performance Measure: This is measured by the number of students involved in FUR-based or FUR-leveraged research and the subsequent industry and stakeholder engagement that comes from research partners.

Description:

Advancing natural resource economics research at the University of Idaho by investing in human resources.

Sage-grouse could be the biggest influencer of rangeland and grazing management in the next decade. Understanding the relationships between grazing and sage-grouse habitat is vital as management decisions are made. This funding would provide dollars for research, outreach and education that will be leveraged to acquire non-FUR research dollars to study this important economic and environmental issue. This funding would also provide for a person, a communications and outreach assistant, to work directly on community and stakeholder communication, develop relevant written and web materials, video, organize workshops and educational opportunities as they directly relate to sage-grouse and grazing.

Questions:

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

   The College of Natural Resources is requesting $77,260 in the Forest Utilization Research (FUR) budget to provide salary support, benefits and operating expenses (including base research dollars) for research, outreach and communication of Sage-grouse habitat issues, especially those related directly to rangeland grazing and having a direct impact on the economic stability of Idaho's natural resource and agricultural industries.

2. What resources are necessary to implement this request?

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

      The College of Natural Resources is requesting funds sufficient to salary and benefits support a communications assistant.

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

      This position will be under the management of the college's Marketing and Communications Manager, thus providing management assets as well as technical assistance in developing materials and messaging.

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

      This request asks for $30,000 as base research funding, to be leveraged, as well as basic funding for development of outreach assets, including handouts, educational materials and videos.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   Not applicable.

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

   This request is directly impact the rangeland owners of the state. Faculty and students are also primary beneficiaries. Secondarily, all Idaho citizens will be affected by economic factors influenced by Sage-grouse habitat management decisions. If not funded, the College of Natural Resources will not have the capacity to engage stakeholders and conduct research at the level necessary to properly mitigate community and landowner concern and decision making with relevant research.

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

This is our second priority, positioned under an unfunded request from FY16. This is a new position to address current economic and natural resource management issues in the state.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: **Special Programs**	Agency No.:	516	FY 2017 Request
FUNCTION: Forest Utilization			
Research (FUR)	Function No.:	01	Page 1 of 3 Pages
			Original Submission X
ACTIVITY: Strategic Initiatives	Activity No.:		or Revision No. ___

A: Decision Unit No: **12.03**		Title: **FUR-Capital Equipment Request**		Priority Ranking 3 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. Operating					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. CAT 305.5 compact excavator	$88,500				$88,500
TOTAL CAPITAL OUTLAY:	$88,500				$88,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$88,500				$88,500

Supports institution/agency and Board strategic plans:

One of three FUR goals is teaching and learning. The University of Idaho Experimental Forest is a classroom and workplace for the students in the College of Natural Resources. Here they get hands-on field experience learning and working in forestry as part of their undergraduate education. Providing industry-quality machinery is necessary to properly prepare students for employment. The request for a CAT 305.5 compact excavator with a brushing and stumping / reforestation head attachments provides for three important functions for student forestry work:

1. **Reforestation** Clearing brush to successfully regenerate stands and difficult sites in the Forest Regeneration and Silviculture classes, and for research to improve reforestation.

2. **Fire:** Piling slash and digging fireline for the FOR 427 Prescribed Burning Lab class, wildland fire research, and fire suppression on the UI-CNR Experimental Forest.

3. **Best Management Practices:** Improving roads, replacing culverts, and developing new Best Management Practices to protect water quality in forestry activities on the UI-CNR Experimental Forest.

Description:

The University of Idaho Experimental Forest has one tractor with a backhoe mounted, but it is no longer safe nor usable. The excavator used on forest is subcontracted, as are many other activities that require heavy machinery. . To best serve our students and researchers and to manage the forest, it is most effective to build our own inventory of heavy machinery. Teaching current management techniques and logging systems requires modern machinery on site. This hands-on education will help train professionals who will contribute to Idaho's forest products economy.

Questions:

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

   The College of Natural Resources is requesting a one-time capital outlay of $88,477.20 for equipment to aid in relevant and employable training, scholarly activity and on-site sustainability practices.

2. What resources are necessary to implement this request?

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

   None

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

   N/A

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

   The request is for capital equipment in the form of an excavator.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   N/A

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

Students and faculty of CNR directly benefit from this funding through the use of industry-standard equipment for the best training in proper reforestation techniques, site prep and road building and water quality management. Scholarly activity will be enhanced through use of industry-standard equipment. That activity, in turn, benefits the natural resource industry statewide through scientific discovery, tech transfer and applied forest management skills.

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

This is priority three of three.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Special Programs

FUNCTION: Idaho Geological Survey

ACTIVITY: Strategic Initiatives

Agency No.:   516

Function No.:   02

Activity No.:   01

FY 2017 Request

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Original Submission _X_ or
Revision No. ___

A: Decision Unit No: **12.01**	Title:	Geologic Hazard Geologist Position - Landslide inventory and risk assessment and earthquake research program		Priority Ranking 1 of 2	

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$65,000				$65,000
2. Benefits	24,700				24,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$89,700				$89,700
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$5,000				$5,000
2. Software upgrades and maintenance	$2,000				$2,000
TOTAL OPERATING EXPENDITURES:	$7,000				$7,000
CAPITAL OUTLAY **by summary object:**					
1. PC and software	$1,500				$1,500
2. Photogrammetry workstation and NAIP photos	$30,000				$30,000
TOTAL CAPITAL OUTLAY:	$31,500				$31,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$128,200				$128,200

Supports institution/agency and Board strategic plans:

This *GeoHazard Research Program* supports **Goal 1** of the IGS Strategic Plan:

OUTREACH AND ENGAGEMENT (SERVICE)
1) Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and financial sectors, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital

products and compliance with new revision of state documents requirements (Idaho Code 33-2505). Maintain concentrated effort to collect and preserve valuable geologic data at risk.

      <u>Objective A</u>: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements.
         Performance Measure: Number of published reports on geology/hydrogeology/**geologic hazards**/mineral and energy resources.

      <u>Objective B</u>: Build and deliver Web site products and develop user apps and search engines.
         Performance Measure: Number of IGS web site viewers and products used/downloaded.

Description:

The Idaho Geological Survey (IGS) is requesting a total of $128,175 ($96,675 in recurring funds and 31,500 in one time funds) to recruit, hire, and provide key equipment for a Geologic Hazards Geologist. Landslides and earthquakes are a serious geologic hazard common to many states in the United States causing loss of life and significant damage to property each year. Landslides alone cause $3.5 billion in property damage and kill 25 to 50 people each year in the United States, according to Geology.com. The Geologic Hazard Geologist will update, maintain, and provide to the public an inventory of geologic hazards in Idaho allowing business, governmental officials, and the public to more effectively understand and manage the risk associated with earthquakes and landslides. Details of this request are provided below.

The Idaho Geological Survey is the lead state agency charged with collecting, interpreting and disseminating geologic information and mineral resource data for Idaho. The Survey accomplishes its mission through research, service, and outreach activities, with an emphasis on the practical application of geology to benefit Idaho and economic development within the state.

The state of Idaho needs a sustained geohazards program to properly assess and monitor landslides and earthquake hazards in the state and make this information widely known. The 2014 Oso landslide in western Washington resulted in the loss of 43 people, the destruction of 49 homes and dammed a local river that resulted in widespread flooding and highway closures. Idaho shares similar geology and topography as western Washington and thousands of landslides are known to exist in Idaho. Idaho's existing landslide inventory has not been re-assessed or systematically evaluated in the last 24 years. New and recently discovered landslides should be properly inventoried and assigned a risk assessment value which could help reduce the loss of human life and help preserve the state's infrastructure.

We propose a one-time capital outlay of $31,500 to acquire a workstation with complete statewide coverage of air photos from the National Agriculture Imagery Program. This approach permits a fairly rapid methodology to remotely identify landslides throughout the state and to provide recommendations for more detailed ground-based mapping projects that will lead to a comprehensive risk assessment of these hazards.

Landslides can be triggered by earthquakes resulting in a potential complex emergency management scenario due to the overlapping effects of both geologic hazards in the same general vicinity. For example, landslides triggered by an earthquake can move very quickly downslope and cause havoc to residents and infrastructure at the toe of the slope; whereas, an earthquake during the same event could potentially rupture natural gas transmission lines that result in multiple fires, topple electrical transmission towers, and cause significant structural damage to homes and buildings.

Idaho has several active fault systems which require ongoing seismic monitoring, continued maintenance and upgrade of seismic stations and routine analysis and earthquake risk assessments. Idaho lags behind other western states in performing detailed seismic analysis and earthquake risk assessments and lacks a state-funded seismic monitoring program. As a result, seismic monitoring in Idaho is not conducted with the same level of precision and accuracy as in surrounding states. Seismic monitoring and concurrent analysis has the potential to detect small earthquakes that may hold important clues about the nature and timing of potential larger events.

Geologic evidence shows that movement on faults in Idaho can potentially generate earthquakes with magnitudes as great as 7.5 with potentially catastrophic effects. The Challis area experienced a 4.9 Richter scale earthquake in January 2015 resulting in damage to home foundations and local rock falls were reported that blocked county roads and highways. This same fault structure trends southward toward Mackay and was responsible for the 1983 Borah Peak earthquake that registered 6.9 Richter scale and resulted in the deaths of two children in Challis due to falling masonry from buildings. Other regions in Idaho are also seismically actively and warrant sustained monitoring, geologic risk assessment and public outreach to educate the citizens about these potential hazards.

The IGS presently lacks sufficient staff to conduct a sustained, state-wide geohazards program that focuses on landslides and earthquake hazards without jeopardizing existing geologic mapping efforts. The IGS is already obligated to conduct geologic mapping for the US Geological Survey in four regions of the state and also has mapping contracts with the Idaho Transportation Department and industry partners to help identify important economic resources of natural gas, liquid condensates and mineral resources.

Questions:

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

This request seeks funding for one permanent (new FTE) geologist position dedicated to landslide inventory and risk assessment, seismic monitoring and earthquake research. IGS appropriations were drastically reduced in FY10 and staffing levels for essential programs have been cut to below adequate levels for providing necessary services to the public and state government. The agency presently has only one geologist with expertise in geohazards related research such as landslides and earthquakes. This state-supported geologist is heavily involved in externally funded geologic mapping efforts in southeast and southwest Idaho, all of which are critical to fulfilling the IGS mandate. While we recognize sustained geohazard monitoring and risk assessments are both a public safety issue and a necessity to assist with the protection of the State's infrastructure, it is impossible to do so without additional staff.

2. What resources are necessary to implement this request?

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

    Full-time state funding for a Senior Geologist (Geohazards) position at a salary of $65,000. With anticipated approval of this request, we anticipate hiring a permanent, full-time, benefit-eligible Geohazards Geologist by August 2016.

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

    Research Geologist, a current IGS employee whose salary is covered by state funds, will reduce his geologic mapping effort to devote 5 weeks/year to landslide and seismic and earthquake related responsibilities.

    GIS Analyst and Data Manager, a current IGS employee whose salary is partially covered by state funds, will reduce his GIS management effort to devote 5 weeks/year to landslide and seismic monitoring, analysis and web delivery of pertinent information.

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

    - PC and geohazards software for the new Geohazards Geologist

    - High-precision 3D photogrammetry workstation and state-wide digital, aerial images from existing National Agricultural Inspection Program (NAIP)

    - Travel expenses in support of field work and outreach/education activities.

    - Software and hardware upgrades and maintenance for photogrammetry and seismic monitoring workstation

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

    Personnel costs and travel are ongoing. Capital outlay is one time.

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

Idaho's infrastructure, particularly roads, railroads, and water canals, are susceptible to expensive landslide damage. Both landslides and earthquakes also have the potential for catastrophic losses that could result in the deaths of Idaho's citizens, potential isolation of communities whereby ingress and egress is restricted, damaged homes, and disruption of vital economic activities. Landslide risk in Idaho is increasing because of greater incidence of wildfires and relocation of human population centers and infrastructure to landslide-prone landscapes. Earthquake hazards are impossible to predict, but high precision monitoring and analysis of micro-seismic events can assist with the identification of active fault systems in the state. Precise locations of micro-seismic events that occur along the length of a fault plane are commonly used as an important measure of the potential magnitude of maximum failure on a given fault. Public awareness of micro-seismic activity and education about earthquake preparedness is an important responsibility the State has to its citizens.

Reduction of risks from both landslides and earthquake hazards begins with a comprehensive inventory of landslides and active fault systems in the state. The last statewide inventory of landslides was completed by the IGS in 1991 and it is out-of-date and lacks sufficient detail to assist with the protection of human life and infrastructure. The existing seismic network in Idaho is sparse and largely captures information associated with large events. Existing seismic monitoring of Idaho fault systems is largely done by a collaboration of neighboring states, the Idaho National Laboratory (INL) and the U.S. Geological Survey. More seismic monitoring stations are needed in strategic areas of Idaho to accurately record micro-seismic events that are too small to be felt by humans. These events are often an important indicator to document active fault systems at depth and these features could potentially pose a serious threat to the citizens of the state.

Beneficiaries of landslide and seismic monitoring and research will include county and municipal governments, state agencies (Idaho Bureau of Homeland Security, Idaho Transportation Department, The Idaho Department of Lands), and the public at large.

Impacts if funding not provided

The deadly Oso, Washington landslide disaster of March 22, 2014 underscored the need for accurate, up-to-date landslide inventories that are easily accessed and understood by the public and local jurisdictions. Sustained action over a period of years that reduces or eliminates the risk of landslide losses is needed and cost effective. As noted by the Idaho Bureau of Homeland Security "For every $1 spent [on mitigation], $4 in losses is prevented…..."

The existing seismic network in Idaho is sparsely distributed throughout the state and does not provide adequate statewide coverage to monitor micro-seismicity on all active fault systems. Idaho is one of few western states that do not employ a full-time dedicated person in state government devoted to the research, monitoring, analysis, risk assessment and data delivery of information from the State's seismic network. The state currently relies on dissemination of seismic hazard information and earthquakes from the US Geological Survey, the Idaho National Laboratory and a consortium of surrounding state agencies. Idaho citizens and the State's infrastructure are vulnerable by not having adequate coverage of seismic monitoring stations and a thorough and ongoing analysis of earthquake hazards.

Routine dissemination and interpretation of seismic information and public outreach and education about earthquake prone areas in the state could be improved immensely with a full-time geoscientist. This approach will permit our state's representatives to access good scientific data and recommendations so that sound public policy and safe guards can be implemented.

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

   This request was submitted and not funded for FY 2016 and remains the highest priority request for IGS.

AGENCY: Special Programs   Agency No.:   516   FY 2017 Request

FUNCTION: Idaho Geological Survey   Function No.:   02   Page ___   of __ Pages

     Original Submission _X_ or

ACTIVITY: Strategic Initiatives   Activity No.:   01   Revision No. ___

A: Decision Unit No: **12.02**	Title:	**GIS Analyst Position**		Priority Ranking 2 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$60,000				$60,000
2. Benefits	23,500				$23,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$83,500				$83,500
OPERATING EXPENDITURES **by summary object:** 1. Software Training & Refresher Courses (two ESRI classes)	$2,000				$2,000 $2,000
2. Travel Costs for Training	2,000				
TOTAL OPERATING EXPENDITURES:	$4,000				$4,000
CAPITAL OUTLAY **by summary object:** 1. PC and software	$2,900				$2,900
TOTAL CAPITAL OUTLAY:	$2,900				$2,900
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$90,400				$90,400

Supports institution/agency and Board strategic plans:

This GIS Analyst Position supports **Goal 1** of the IGS Strategic Plan:

OUTREACH AND ENGAGEMENT (SERVICE)
1) Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and financial sectors, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital products and compliance with new revision of state documents requirements (Idaho

Code 33-2505). Maintain concentrated effort to collect and preserve valuable geologic data at risk.

Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements.
   Performance Measure: Number of published reports on geology/hydrogeology/geologic hazards/mineral and energy resources.

Objective B: Build and deliver Web site products and develop user apps and search engines.
   Performance Measure: Number of IGS web site viewers and products used/downloaded.

Description:

The Idaho Geological Survey (IGS) is requesting a total of $90,360 ($87,500 in recurring funds and $2,860 in one time funds) to recruit, hire, and provide key equipment for a Geographic Information System (GIS) Analyst. Over the past 5 years the IGS has experienced 76% increase in the number of downloaded products from the survey's web site. In addition the number of visitors to the website has increased by 111%. An additional GIS Analyst is need to ensure that IGS continues to provide timely and high quality digital geologic map data and products, geologic and technical reports, publications and geodatabases to local, state, and federal governmental entities, industry, and the public. Details of this request are provided below.

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic information and mineral resource data for Idaho. The Survey accomplishes its mission through geological research, mapping and resource identification, and outreach service activities, with an emphasis on the practical application of geology to benefit Idaho and economic development within the state. Information and services that IGS provides assists with providing a strong foundation for economic development of geologic commodities such as natural gas, condensates, metallic and industrial minerals and aggregates for road construction.

The IGS is requesting a GIS Analyst position due to an increasing demand by state and federal agencies, county agencies and local municipalities, industry, the Idaho legislature and the general public for digital geologic map data and products, geologic and technical reports, publications and geodatabases. Table 1 illustrates the sharp increase in both the number of visitors and download of digital products over the last five years from the IGS website. This demand for digital products and agency services through web delivery is projected to increase over time.

Table 1   Idaho Geological Survey Website

Fiscal Year	IGS downloads from agency	IGS visitors to agency website

	website	
2010	75,217	205,519
2014	132,454	434,076

Currently, the IGS employs <u>one</u> GIS Manager that provides digital mapping assistance for staff geologists in at all three IGS offices in Moscow, Boise and Pocatello. This manager is also responsible for completion and delivery of all finished geologic map products for grant deliverables, agency publications, database design and implementation, creation of web applications for data delivery through the agency website, securing and backup of all agency files and assistance to staff with computer hardware setup and software problems. In addition to providing data and information through the agency website, the IGS is also obligated to fulfilling GIS deliverables and map products to the U.S. Geological Survey, the Idaho Transportation Department and the Idaho Bureau of Homeland Security on a routine basis.

Questions:

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

   This request seeks funding for one permanent (new FTE) GIS Analyst position to provide high quality geologic information for state and federal agencies, county agencies and local municipalities, industry, policy makers in the Idaho legislature and the public. IGS appropriations were drastically reduced in FY10 and staffing levels for essential programs have been cut to below adequate levels for providing necessary services to the public and state government. The IGS has only one GIS Analyst that serves three agency offices across Idaho. Due to increasing demands for digital geologic map products and delivery of geologic information through web applications these critical services are in jeopardy due to inadequate staffing levels at the IGS. While we recognize dissemination of geologic information is a critical part of the agencies mission for the orderly development and stewardship of the state's resources, it is impossible to provide increasing amounts of geologic data and information over time without additional staff.

2. What resources are necessary to implement this request?

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

   Full-time state funding for a GIS analyst position at a salary of $60,000. With anticipated approval of this request, we anticipate hiring a permanent, full-time, benefit-eligible GIS Analyst by August 2016.

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

   The GIS Manager, a current IGS employee whose salary is covered by state funds, will provide "in house" training and supervision for the new GIS Analyst to ensure that increasing public demands for geologic information is made available through the IGS website. The GIS Manager will also provide "in house" training

for the GIS Analyst to ensure that grant deliverable geologic map products and reports are provided to state and federal agencies and industry partners for review and analysis in a timely manner.

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

- PC and software for the new GIS Analyst
- Travel expenses in support of annual GIS training for ESRI software updates

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Personnel costs and travel are ongoing. Capital outlay is one time.

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

The general public, state and federal agencies, county agencies and local municipalities, industry and policy makers in the Idaho legislature are all served by this request. Sound and unbiased geologic information about the state's geologic resources provides the foundation for economic development and growth in the state. From a public safety perspective, the IGS also provides limited information and analysis on geohazards such as landslides and earthquakes in Idaho. In order to provide increasing amounts of geohazard data and risk assessment information for Idaho's citizens an additional GIS staff person will be required to assist with the dissemination of information from staff geologists.

Beneficiaries of high quality geologic data and GIS products include county and municipal governments, state agencies (Idaho Bureau of Homeland Security, Idaho Transportation Department, The Idaho Department of Lands), federal agencies (US Geological Survey and Department of Energy) and the public at large.

Impacts if funding not provided

If funding is not provided and demand for geologic data and services continues to increase over time as projected, then a "short-fall" of geologic information to the public is inevitable. High quality and unbiased scientific information from the IGS is routinely provided to Idaho legislators to assist with policy decisions and to provide direction for economic development and protection of the state's resources. Yet in other circumstances, Idaho citizens may need timely and accurate geologic information to assist with placement of a water well, mineral rights and commodity questions or information about earthquakes and landslide hazards which could threaten life and

property. These are but a few examples of public demand for geologic information that our agency should be delivering on a continual basis. We know how to analyze and deliver the data, but we do need adequate staffing to get the job done.

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

This is a new request and is the second priority of IGS.

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AGENCY: **Special Programs**	Agency No.:	516	FY 2017 Request
FUNCTION: Scholarships and Grants	Function No.:	03	Page ___ of __ Pages
ACTIVITY:	Activity No.:		Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title:	**Opportunity Scholarship**			Priority Ranking 1 of 1	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)	0.00				0.0	
PERSONNEL COSTS:						
1. Salaries						
2. Benefits						
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	0				0	
OPERATING EXPENDITURES **by summary object:**						
1. Travel						
TOTAL OPERATING EXPENDITURES:	0				0	
CAPITAL OUTLAY **by summary object:**						
1. PC and workstation						
TOTAL CAPITAL OUTLAY:	0				0	
T/B PAYMENTS:	$5,000,000				$5,000,000	
LUMP SUM:						
GRAND TOTAL	$5,000,000				$5,000,000	

Supports institution/agency and Board strategic plans:

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:
- o Annual number of state funded scholarships awarded and total dollar amount.
  - **Benchmark:** 20,000, $16M
- o Amount of need-based aid per student.
  - **Benchmark:** undergraduate FTE WICHE Average

Description:
The Opportunity Scholarship is Idaho's signature hybrid scholarship which factors awards based on merit and need. It is designed on a shared responsibility model with

state dollars being the "last dollars". This means that a student must apply for federal aid, have a self or family contribution element before they would be eligible for the Opportunity Scholarship. In FY07 and FY08, the initial years of this program, $20 million dollars was put into an endowment fund and $1.925 million was designated to fund scholarships for the 2007-2008 and 2008-2009 academic years. As a result of the economic downturn during fiscal years 2010 - 2012, funds were not available to augment the endowment nor fund the ongoing scholarships. However, the Board was permitted to use the earnings from the endowment and $1,000,000 from the corpus in those years. This allowed us to fund qualifying renewals, but new awards were limited. In FY13, the discontinuance of the federal LEAP and SLEAP scholarships freed up the state match of $550,800 in state General Fund dollars which was reallocated to the Opportunity Scholarship. This amount combined with $449,200 from the corpus provided a total of $1,000,000 available for scholarships.

In FY14, Senate Bill 1027 consolidated several existing scholarships into a reconstituted Opportunity Scholarship resulting in $1,045,800 set aside for scholarships out of the General Fund with no planned reductions to the corpus. For FY15, there was a consolidation of most scholarship funding into the Opportunity Scholarship program resulting in a total of $5,044,800. As of June 1, 2015, there were 4,069 eligible applicants for FY16 awards. If each of those students were to receive the maximum award of amount of $3,000 it would cost $12.2M. There is is only enough funding for approximately 1,680 students (assuming each student received the maximum $3,000 award). As a reference point, in FY15 the average award amount was $2,740.

This request is for $5,000,000 from the state General Fund will leave the amount at $3,000 per student for FY 2017. This would provide funding for $3,000 awards 1,825 new scholarships and enough funding for an expected rate of 55% renewals for returning students.

Questions:

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

   $5,000,000 is requested to bring the total General Fund Opportunity Scholarship to $10,044,800 in order to award over 1,600 new scholarships.

2. What resources are necessary to implement this request?

   No additional resources are required as current staffing levels are sufficient.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   $5,000,000 in ongoing General Funds

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

The State Board of Education has set an ambitious goal that 60% of Idahoans ages 25-34 will have a college degree or certificate by the year 2020. It is estimated that postsecondary education attainment for this adult population is approximately 41% in Idaho. One of the key drivers for meeting this goal is access. The Opportunity Scholarship is Idaho's primary scholarship for helping students afford a postsecondary education.

The value of a four-year degree is at an all-time high. The wage premium for employees with a college degree has grown significantly over the last thirty years and is higher than at any time in the past 70 years. Thus, if this request is not funded, not only could it impact the earning power of thousands of Idahoans, it will also ultimately impact the state's tax base.

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

   N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Office of the State Board of Education   Agency No.:   501   FY 2017 Request

FUNCTION: OSBE Administration   Function No.: 02   Page ___   of __ Pages
                                                                          Original Submission _X_ or
ACTIVITY: Board approved category   Activity No.:   Revision No. ___

A: Decision Unit No: **12.01**	Title:	**Human Resource Specialist**		Priority Ranking 1 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	51,300				51,300
2. Benefits	16,900				16,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	68,200				68,200
OPERATING EXPENDITURES **by summary object:**					
1. Training & Travel	3,000				3,000
TOTAL OPERATING EXPENDITURES:	3,000				3,000
CAPITAL OUTLAY **by summary object:**					
1. Computer & Monitor	1,000				1,000
TOTAL CAPITAL OUTLAY:	1,000				1,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	72,200				72,200

Description:

The Office of the State Board of Education (OSBE) is comprised of 25.75 FTEs (only three of which are classified positions). A HR Specialist position would meet a critical unmet need of having a trained professional serve as the primary administrative support for human resource functions. Duties would include:

- Manage recruitment, hiring and orientation of new staff
- Manage employee benefits administration
- Manage annual employee performance evaluations
- Coordinate and conduct and HR training
- Advise management on HR issues and problems
- Manage the Board's defined contribution retirement plans

OSBE would like to job share this position with the Division of Professional-Technical Education (PTE), which also lacks a trained position dedicated to handling HR matters.

Questions:

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

    The Office of the State Board of Education (OSBE) is requesting 1.0 FTE in the form of a Human Resource Specialist position. Currently, OSBE's Deputy Director & CFO also manages human resources on the side for the office. This is a very time-consuming activity which diverts attention away from other pressing management responsibilities. In order to spread the workload, fiscal staff and the executive director's executive assistant also assist with recruitment activities on an ad hoc basis. This is an inefficient use of time for these staff and takes them away from their primary job responsibilities.

    As referenced above, this position would be housed in OSBE but shared with PTE because PTE has no HR staff either. Currently, PTE provides IT help desk support for OSBE at no cost, because OSBE has no dedicated IT support staff. This request would reciprocate this cost-sharing arrangement by providing HR support at no cost to PTE. OSBE and PTE believe this is a fiscally prudent and appropriate approach to meet a pressing need for HR expertise and support in both agencies.

2. What resources are necessary to implement this request?

    a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
        Human Resource Specialist (1 FTE), Pay Grade K, full-time, non-classified, benefit eligible, hire date: July 1, 2016

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

        Existing human resources are currently being redirected on an ad hoc basis to address this unmet need. Currently OSBE's Deputy Director & CFO also has a HR officer responsibility. Likewise, PTE has divvied up the HR responsibilities among several of its staff. If this position were approved and funded, existing operations and staff morale would be greatly impacted because it would allow current agency staff to spend 100% of their time on their primary duties and responsibilities.

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

        $3,000 for training and travel; $1,000 for a computer & monitor

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   $71,200 ongoing

   $1,000 one-time

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

   The agencies of OSBE and PTE (with a combined FTE of almost 60) would be served by this request. In addition, all public postsecondary institutions would benefit because the Board sponsors and administers three separate defined contribution plans for institution employees. The OSBE CFO is the designated plan administrator for these retirement plans, but this activity needs and deserves someone who can dedicate more time and expertise to plan management.

   If the position is not funded, both agencies will continue to rely internally on their own staff to pick up HR responsibilities on an as needed basis. This is an inefficient use of resources, creates moral problems due to limited new employee orientation and employee development, and carries some risk of exposure to the state when untrained staff are handling sensitive personnel matters.

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

   Not Applicable

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Office of the State Board of Education

FUNCTION:	Agency No.: 501	FY 2017 Request
	Function No.: 02	Page ___ of __ Pages
ACTIVITY: Board approved category	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: 12.02		Title: **Teacher Effectiveness Pgm Mgr**		Priority Ranking 2 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$60,000				$60,000
2. Benefits	19,800				19,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$79,800				$79,800
OPERATING EXPENDITURES **by summary object:**					
1. Office Equipment (PC/Phone)	$2,000				$2,000
2. Misc Office Supplies/Use	1,000				1,000
3. Travel Expenses	2,000				2,000
TOTAL OPERATING EXPENDITURES:	$5,000				$5,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$84,800				$84,800

Supports institution/agency and Board strategic plans:

This request supports the following areas in the State Board of Education's Strategic Plan:

GOAL 1: A WELL EDUCATED CITIZENRY
Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective D: Quality Education – Deliver quality programs that *foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.*

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
  Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
  Benchmark: ACT – 24
  Benchmark: SAT – 1500
- Percent of elementary and secondary schools rated as four star schools or above.
  Benchmark: 100%
- Percent of students meeting college readiness benchmark on SAT in Mathematics.
  Benchmark: 60%
- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

GOAL 3: Effective and Efficient Educational System – *Ensure educational resources are coordinated throughout the state and used effectively.*

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

- SAT/ACT scores of students in public institution teacher training programs.
  Benchmark: ACT – 24
  Benchmark: SAT – 1500
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
  Benchmark: 90%

Description:

This request is to create a position within the Office of the State Board of Education who will focus on K-12 Teacher Effectiveness in the state. Research has identified teachers as the number one contributors to whether or not a student is successful in their education career. In Idaho the effectiveness of our teachers is impacted by the quality of the teacher preparation programs they graduate from, our certification requirements, and the ongoing professional development and other resources provided to them once they are in the classroom. The State Board of Education not only sets the standards for all Idaho teacher preparation programs, but also approves those programs and sets the review and accountability requirements for them. The State is also responsible for establishing the certification requirements, and approves additional programs at our public universities that provide professional development and curriculum resources for our practicing teachers. To accomplish the oversight of this work a full time position

needed. This position would work with the approved teacher preparations programs to assure we have the best programs available as well as work with the Department of Education's staff who process applications for teacher certification and work with the Professional Standards Commission.

Questions:

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

   The Board is requesting one FTP and associated operating costs to provide additional resources and oversight towards the end of improving the effectiveness of the teachers in our public school system. New data available regarding our public school system and the performance of our students makes it increasingly critical that we takes steps now to improve the effectiveness of our new as well as existing teachers in our states K-12 system. To accomplish this will take these additional resources.

1. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      Teacher Effectiveness Program Manager (1 FTE), Pay Grade N, full-time, non-classified, benefit eligible, hire date: July 1, 2016

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      We currently have one position that must cover these responsibilities as well as K-12 Accountability Issues, public school data security and strategic planning issues, STEM education initiatives and other K-12 Projects. A new position would allow us to split the duties of this current position so that all of the various areas can be given the attention they require.

   c. List any additional operating funds and capital items needed.
      The new position would require a computer as well as general office supplies and travel expenses.

2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   Source of funds would be on-going General Funds.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   This position would provide the needed oversight and coordination of our teacher preparation programs, teacher certification requirements, and available professional development being offered by our public institutions. In doing so it would serve all of

our teacher candidates going through the teacher preparation programs, existing teachers and administrators, and all of the students and parents they serve. Should the position not be funded we risk increasing the time it takes to improve the effectiveness of teachers serving our students.

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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Office of the State Board of Education   Agency No.:   501   FY 2017 Request

FUNCTION: OSBE Administration   Function No.:   02   Page ___   of __ Pages

ACTIVITY: Board approved category   Activity No.:   Original Submission _X_ or
Revision No. ___

A: Decision Unit No: **12.03**	Title:	**SLDS Analyst position**		Priority Ranking 3 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	70,000				70,000
2. Benefits	23,100				23,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	93,100				93,100
OPERATING EXPENDITURES **by summary object:**					
1. Training & Travel	2,000				2,000
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY **by summary object:**					
1. Computer	1,500				1,500
TOTAL CAPITAL OUTLAY:	1,500				1,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	96,600				96,600

Supports institution/agency and Board strategic plans:

GOAL 3: Effective and Efficient Educational System – *Ensure educational resources are coordinated throughout the state and used effectively.*

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

Description:
Idaho is in the process of implementing a P-20 to Workforce Statewide Longitudinal Data System (P-20W SLDS). The K-12 SLDS started collecting data in October 2010. The database for collecting postsecondary data was developed in the fall of 2011. Idaho

is now in the process of loading postsecondary data against the data elements approved by the Data Management Council.

Questions:

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

    The Office of the State Board of Education (OSBE) is requesting 1.0 FTE in the form of a SLDS Analyst position. For the past 2 ½ years OSBE has contracted with Boise State University (BSU) to provide an analyst on loan to perform SLDS analytics, including but not limited to:
    • Working with the postsecondary institutions to address data issues with Extract, Transform, and Load (ETL) process
       o Resolve data issues
       o Determine ETL changes to improve data accuracy
       o Determine missing lookup data
       o Document system changes necessary to correctly load submitted files
       o Specify program modifications to improve load process
       o Obtain final approval on each data load
       o Write SQL code and modify stored procedures as necessary
       o Develop SQL Services Reporting Services reports
    • Obtain and load additional data to populate lookup tables and provide reporting variables.
    • Perform initial data loads.
    • Create a change management process to address agreements, policies, etc.
    • Work with the Data Management Council to create and document processes and procedures for managing SLDS data and data requests.
    • Participate in the design of reports and the extraction of aggregate data.
    • Manage the online data dictionary and ensure that all data elements, business rules, and collections are loaded and maintained.

    Work continues on building-out the SLDS, and OSBE management has determined that for purposes of project management and continuity it would be preferable to simply build a SLDS analyst position into the base budget.

2. What resources are necessary to implement this request?

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

        SLDS Analyst (1 FTE), Pay Grade M, full-time, non-classified, benefit eligible, hire date: July 1, 2016

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

        The incumbent on-loan employee would be transferred into this position.

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

   $2,000 for training and travel

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

  On-going General Funds. This position is currently being funded from the College & Universities Systemwide Needs. This funding could be transferred to the OSBE budget for a net zero fiscal impact to the General Fund.

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

  This position is critical to the SLDS ETL process. There are no other internal resources available to perform this work. Without this position we would need to continue to work through an on-loan arrangement or engage a contractor (at a greatly increased cost). The current SLDS staff of one does not have the time available to perform these functions.

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

  Not Applicable

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho Public Television Agency No.: 520 FY 2017 Request

FUNCTION: Idaho Public Television Function No.: 01 Page 213 of 2 Pages

Original Submission X or

ACTIVITY: N/A Activity No.: N/A Revision No. _____

A: Decision Unit No: **12.01**	Title:	**Personnel Sustainability**		Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	6.0	(6.0)	0	0	0.0
PART-TIME POSITIONS (FTE)		3.78			3.78
PERSONNEL COSTS					
1. Salaries	300,500	(300,500)			0
2. Benefits	133,300	(133,300)			0
3. From Group Positions		(135,100)			(135,100)
To P/T Classified (No Net $; FTE Only)		135,100			135,100
TOTAL PERSONNEL COSTS	433,800	(433,800)	0	0	0
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES	0	0	0	0	0
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY	0	0	0	0	0
T/B PAYMENTS					
LUMP SUM					
GRAND TOTAL	433,800	(433,800)	0	0	0

Supports institution/agency and Board strategic plans:

Description:

All existing labor is required to fulfill IdahoPTV's mission and performance measures under the State Board of Education.

Fund Shift – (Priority 1)

This fund shift works to ensure the sustainability of the statewide delivery system that provides a broadcast signal to nearly all regions of the entire state through highly effective funding of administrative and maintenance labor. This request shifts funding and FTPs of existing labor from dedicated funds to the general fund.

Temporary Appointment to Classified Part-Time (non-benefited) Positions – (Priority 2)

IdahoPTV does not currently have any classified part-time positions. This portion of the request converts existing non-benefited temporary appointment positions to non-benefited classified positions to comply with definition of statute 67-5302(33) as these positions should be considered "permanent in nature." This request does not require additional funding as it is a zero sum within the dedicated fund. However, it does require nine non-benefited part-time, .42 each, classified positions (or 3.78 total FTE).

Questions:

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

   Both priorities within this request restructure existing personnel costs. Priority 1 includes a fund shift of existing FTPs. Priority 2 requests nine, .42 each, classified positions (or 3.78 total FTE). All funds are currently included in the base in total.

2. What resources are necessary to implement this request?

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

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

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

   See attached schedule (DFM Template) for details by fund.

   This request impacts personnel costs only. No operating or capital expenditures exist with this line item.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   These personnel costs and requested part-time classified positions are ongoing.

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

   This request maintains existing operations and level of service to residents of Idaho. As personnel costs have continued to increase (PERSI, health premiums and CEC), there is a direct impact to operational funding in the absence of new sources of revenue. At the same time, operational expenses continue to increase. These trends continue to widen the gap from a sustainable level of operations.

   Fund Shift – (Priority 1)

This helps ensure the sustainability of the administration and maintenance of the statewide delivery service that provides educational content to nearly every household in Idaho. Dedicated funds are less predictable, are not increasing, and cannot sufficiently provide for ongoing personnel cost increases.

Temporary Appointment to Part-Time Classified Positions – (Priority 2)

This is to comply with statute within the dedicated fund.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

DFM Template with position details by fund is attached.

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AGENCY: Office of the State Board of Education Agency No.: 523 FY 2017 -Request

FUNCTION: Vocational Rehabilitation Function No.: 02 Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Basic Grant Activity No.: 02 Revision No. ___

A: Decision Unit No: **12.01**		Title:	**Additional Grant and Match Funds**		Priority Ranking 1 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)						
PERSONNEL COSTS:						
1. Salaries						
2. Benefits						
3. Group Position Funding						
TOTAL PERSONNEL COSTS:						
OPERATING EXPENDITURES **by summary object:**						
1. Travel						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY **by summary object:**						
1. PC and workstation						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:	$270,600		$1,000,000		$1,270,600	
LUMP SUM:						
GRAND TOTAL	$270,600		$1,000,000		$1,270,600	

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.

Description:

Vocational Rehabilitation (VR) is requesting an additional $270,600 in State funds and $1,000,000 in Federal funds to have a sufficient amount of funds available to pay for assessment, training, tools, education, supplies, transportation, medical and other items to assist youth with disabilities prepare for and/or secure employment. VR is a ticket to self-sufficiency for Idahoans with disabilities. It is not another welfare program. VR services for eligible Idahoans with disabilities are the enabling tools to transition from unemployment to gainful employment; from dependence to independence. For Federal fiscal year 2014, 83% of VR customers who achieved or maintained employment reported their wages as their primary means of support instead of depending on public support and family support. Not only does an investment in VR reduce the amount of public support required, it also returns funds to the State of Idaho. Based on Federal Fiscal Year 2014 data it is estimated that a State investment of $270,600 will return over $800,000 in direct sales tax to the State. In addition, it will increase Idaho's other taxes, such as income and gas tax, and reduce the amount of public assistance to those individuals served.   This is a good investment for Idaho and unlike many other government programs it returns more dollars than are invested by the State.

The addition of $1,270,600 in appropriations will allow Idaho to capture all of the funds allotted to it by the Federal Government. Without the State General Fund match of $270,600, Idaho will lose $1,000,000 in Federal funds set aside for Idaho. It will also allow VR to help more Idahoans with disabilities move into the workforce. The emphasis will be on helping students with disabilities transition into the workforce, which will provide the biggest benefit to Idaho. Currently the average age of a VR customer is 38 and ½. Involving those with disabilities at a younger age means that independence for those with disabilities will start earlier and reduce the amount of public assistance needed by them. Transitioning students to the workforce has an even bigger return on investment to the State of Idaho than mentioned above. The additional funds not only assist those in need, but also has a great return on investment for Idaho.

Questions:

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

IDVR is requesting additional Federal funds to be able to meet the requirements of the Federal vocational rehabilitation program. Without this increase the Division may not be able to meet the current requirements of the Vocational Rehabilitation program. If that was the case then IDVR would need to adjust how the program operates in Idaho and would not be able to serve all those who need service.

2. What resources are necessary to implement this request?

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

None

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

None

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

None

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

VR has not been using all of the Federal funds allocated to the State. The $270,600 in General Fund appropriations will allow Idaho to capture an additional $1 million of Federal Funds. Idaho has been remitting a portion of its allotment to other states in past years. This will allow Idaho to invest its full Federal allotment of over $16 million in Idaho; where Idaho will receive a return on the investment. The grant funds are ongoing in subsequent years.

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

This request will allow VR to continue to serve all of our customers without limiting available services. It will also allow Idaho to invest it share of this Federal grant in Idaho, where it has been returning in excess of $3 in sales tax alone for every $1 invested by the State.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Office of the State Board of Education   Agency No.:   523   FY 2017 Request

FUNCTION: Extended Employment

Services   Function No.:   05   Page ___   of __ Pages

                                                                                                                 Original Submission _X_ or

ACTIVITY: Activity No.:   Revision No. ___

A: Decision Unit No: 12.02	Title:	Additional Extended Employment Program Funds		Priority Ranking 2 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$340,000				$340,000
LUMP SUM:					
GRAND TOTAL	$340,000				$340,000

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To assist the agency in meeting the demand for services under the Extended Employment Services Program.

Performance Measure: Increase the number of customers being served in employment and training through the Extended Employment Services Program.

Description:

Vocational Rehabilitation (VR) is requesting an additional $340,000 in General Fund appropriations for the Extended Employment Services (EES) program. Idahoans with

significant disabilities are some of the State's most vulnerable citizens. The EES program provides people with most significant disabilities employment opportunities in both non-integrated settings or with a competitive job in the community. This amount of additional funding would restore appropriations for Trustee & Benefits payments (T&B) back to 90% of the program's 2009 T&B appropriation level. As the EES program is a commitment to long-term services, when a client is eligible and approved for EES funding, the State is obligating support to the client for the long-term. In most instances these services are required for a considerable number of years, and in some instances for the entire working lifetime of the individual. Without an increase in funding, almost all current Trust and Benefit funds are being spent on maintaining those we have already committed to funding during previous years. The waiting list continues to grow with new clients. Currently, individuals can be on the wait list anywhere from 4 to 5 years. Without additional funding, current clients on the waiting list will be asked to continue to wait for much needed job training and placement services. Currently the wait list is over 300 people.

Questions:

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

IDVR is requesting that the EES program funding be increased to 90% of the FY 2009 level. The increase funding will reduce the number of Idahoans with significant disabilities waiting for service.

2. What resources are necessary to implement this request?

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

   None

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

   None

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

   None

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   This is a request for ongoing additional EES program T&B funds to directly benefit those with most significant disabilities. The funding is 100% from the General Fund for this program. There is no additional revenue associated with this request.

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

   This request will enable employment supports for Idaho's most severely diabled citizens. At the current level of funding, all new clients are being placed on long term waiting list. This proposal will enable EES to once again begin serving new clients.

   The impact is statewide. Idaho benefits when the unemployed go to work and become taxpayers and contributors to the State's economy. Without additional funds fewer Idahoans with disabilities will be able to obtain employment.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho State Council for the Deaf and Hard of Hearing (CDHH)

FUNCTION: CDHH Administration

ACTIVITY: CDHH

Agency No.:   523

Function No.:   01

Activity No.:

FY 2017 Request

Page 1   of 4 Pages

Original Submission _X_ or Revision No. ___

A: Decision Unit No: 12.03		Title: **Communication/Outreach**			Priority Ranking 3 of 3	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**	
FULL TIME POSITIONS (FTP)	1.00				1.0	
PERSONNEL COSTS:						
1. Salaries	$52,300				$52,300	
2. Benefits	22,700				22,700	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	$75,000				$75,000	
OPERATING EXPENDITURES **by summary object:**						
1. Travel	$2,300				$2,300	
2. Communication Accommodations	10,000				10,000	
3. Cell phone	1,200				1,200	
4. Office lease	2,400				2,400	
TOTAL OPERATING EXPENDITURES:	$15,900				$15,900	
CAPITAL OUTLAY **by summary object:**						
1. PC and workstation set-up	$3,400				$3,400	
TOTAL CAPITAL OUTLAY:	$3,400				$3,400	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	$94,300				$94,300	

Questions:

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

The Council for the Deaf and Hard of Hearing is requesting one (1) additional Full Time Employee (FTE) identified as Communication and Outreach Coordinator. The Council for the Deaf and Hard of Hearing is a unique state agency following its mission of being "*Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.*" Using the formula of 13%

provided by the Gallaudet Research Institute, an estimated 203,785 people in Idaho have hearing loss:

Total Idaho Population   1,567,582
Total Hearing Loss   203,785 (13%)
Severe Hearing Loss   34,486 (2.2%)
Profound Hearing Loss (deaf)   3,448 (.22%)

Currently, there are only **2** FTE's working for the Council, the Executive Director and an Administrative Assistant. With the establishment of Idaho Sound Beginnings (newborn hearing screening) children who have hearing loss are being identified earlier, baby-boomers are increasing and veterans are returning to civilian life. The aforementioned causes the need for an additional staff member to provide specific functions for the Council. The role of the Communication and Outreach Coordinator would be to increase awareness of the Council's role, services and programs throughout the state of Idaho. Strategies may include developing collaborations with community organizations, staffing exhibit tables at expos, providing training sessions, developing and disseminating information and resources, and managing external and internal communications.

One-time funds for initial office set up as desk, chair, desktop/laptop computers, monitors, warranties, and docking station is also being requested.

A one-time fund for a new laptop replacement as the current laptop is 5 years old and has shown limited functionality.

Currently there is no agency staffing for this position and no funding by source is in the base.

2. What resources are necessary to implement this request?

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

    The title of this position is: Communications and Outreach Coordinator
    Pay Grade: K
    Full Time Status
    Full Benefits
    Anticipated Date of Hire: July 1, 2017
    Terms of Service: NA

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

Existing Human Resources would be redirected to hire candidate. If this position were approved and funded, it would allow the two current staff members to spend 100% of their time on their assigned duties.

Currently the Executive Director and Administrative Assistant are the only staff involved in providing information, workshops, presentations, and everyday operations of the Council. This position would relieve some of the burdens of the current staff to provide the necessary services dictated by Idaho Code Chapter 13, Title 33

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

Additional operating funds:

Office lease $200/mo	$2,400.00 annually
Cell Phone	$1,200.00 annually
Overnight travel ~ 10 x ~ 80	$ 800.00 annually
Per Diem ~ 20 x 33.00	$ 660.00 annually
Flights ~ 2 @ $400	$ 800.00 annually
Communication/accommodation svs	$10,000.00 annually
TOTAL Additional Operating Funds	**$15,860.00**

Capital Items

Desk	$740.00
Chair	$570.00
Desktop	$650.00
Desktop Warranty	$ 60.00
Laptop	$970.00
Laptop Warranty	$100.00
Docking Station	$160.00
Monitors	$156.00 Each
Laptop Replacement	$1,400
Total Capital Funds	**$4,806.00**

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Ongoing request	$ 90,935
One Time request	$ 4,800.00

All funds will be from General Funds. There are no expectations of additional grant monies or federal monies. There are no external funding available that is in line with the objectives, mission and responsibilities/duties of the Council.

If the request is not funded, CDHH will be unable to fully utilize the collaborative relationship with community organizations, local and state governmental entities, and proactively develop a presence for our Council and the programs and services provided.

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

Idaho policymakers, the legislators, local, state agencies, businesses, and the 203,785 deaf and hard of hearing citizens will be served by this request. We anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

It has been over 24 years, since the inception of the Council, without any significant increase in FTE that serves the constituents and/or stakeholders directly. For the past two decade the deaf and hard of hearing population grew and assimilated much more deeply into the society more than ever before which demands more information and resources. The current staff finds it very difficult meeting the growing demands.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

SUBJECT
    Program Prioritization – Implementation Update

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.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the final results of program prioritization.

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Governing Policies & Procedures, Section III.H., Governor Otter's Zero Base Budgeting (ZBB) Mandate

BACKGROUND/DISCUSSION
    At the Board's August 2014 meeting, the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College (the Institutions) presented the final results of their program prioritization exercises. At that time, Staff recommended the Board request institutions provide a one-year follow-up report on implementation.

    In March 2015, the Institutions submitted to the Board Office, brief written reports on the status of implementation.

    On May 1, 2015, Matt Freeman and Christopher Mathias sent the Institutions a guidance memo that outlined the framework for presenting program prioritization implementation updates to the Board. Four key areas were identified.

- Brief highlight of the Institution's August 2014 outcomes and Plan
- Expansion on the March 2015 report topics, including: an outline of implementation progress since August 2014; whether any programs that

were excluded from the original program prioritization process been reviewed; an outline of challenges encountered during implementation; and a list of opportunities that have presented themselves as a result of implementation.

- Impact on reaccreditation process (e.g. a resource used or leveraged during reaccreditation, source of commendation from accreditor, etc.).
- Normalizing/sustaining program prioritization in the institution's budgeting and program review process.

IMPACT

Program prioritization required the institutions to conduct an evaluation of programs and services with specific and tangible objectives (goals), and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. Implementation of program prioritization based on Dickeson's framework provides the Board with assurances of consistency and presents the institutions with a unique opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans. The process provided 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."[1]

Also, program prioritization served a critical dual purpose by fulfilling the requirements of the Governor's ZBB mandate.

Lastly, the impact of implementing program prioritization will ensure its guiding principles are carried forward as standard aspects of institutional administration.

ATTACHMENTS
Attachment 1 – May 2015 Guidance Memorandum   Page 7
Attachment 2 – BSU Program Prioritization Results   Page 9
Attachment 3 – ISU Program Prioritization Implementation   Page 18
Attachment 4a – UI Program Prioritization (Academic)   Page 41
Attachment 4b – UI Program Prioritization (Non-Academic)   Page 65
Attachment 5 – LCSC Program Prioritization Implementation Pres. Page 68

STAFF COMMENTS AND RECOMMENDATIONS

From August 2014 until the March 2015 reports were submitted, program prioritization implementation was a standing agenda item for the Council on Academic Affairs and Programs (CAAP), where ongoing issues of mutual interest were discussed. Additionally, at their April meetings, the Institution, Research, and Student Affairs and Business Affairs and Human Resources committees reviewed and discussed the March 2015 interim updates.

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[1] Dickeson, R.C. *Making Metrics Matter: How to Use Indicators to Govern Effectively,* 2013

Each institution has prepared a written report per the Guidance Memo referenced above and included as Attachment 1 (the institutions will also provide an oral report to the Board as part of the Work Session). The following are some general observations and highlights of the institutions' reports.

Boise State University (BSU)
As part of the accreditation process, BSU currently uses four Core Themes to characterize its primary responsibilities. As a result of the program prioritization process, however, BSU concluded that none of the Core Themes capture the key areas of productivity and efficiency. Thus, BSU is considering the "development and adoption of a fifth Core Theme that is focused on responsible stewardship of resources." Staff observes that this type of activity is illustrative of BSU management embracing and institutionalizing the principles of program prioritization. Another anecdotal example of this is seen in how BSU reacted to a projected budget shortfall for FY16. "Academic Affairs was asked for an overall budget reduction of 1% or slightly more than $1 million. Other divisions were asked to cut by 3%. … The divisions were asked to make strategic decisions to reduce expenses while maintaining the relevance, quality, productivity, and efficiency of their programs." Overall, BSU's report demonstrates a strong commitment by the institution to implement and sustain program prioritization processes across all sectors of the enterprise.

Idaho State University (ISU)
Perhaps one of the most tangible and impactful by-products of program prioritization at ISU is the in-house development of the Program Viability web application. This robust database and data mining application enables "on-going assessment of program productivity, demand, and highlight areas of need. In addition, the Program Viability data system will be used to support strategic and core theme planning and budget decisions." For example, the Program Viability System enables the "entire set of strategic plan indicators [to be] continuously tracked by Institutional Research and updated as new data become available." On the finance side, the application now also produces financial reports such as "the tuition and fee revenue (net of waivers and scholarships) by course…." "Refinement of the budgeting process continues with a move toward linking budgets to the University Strategic Plan and Program Prioritization." Ultimately, there is clear and convincing evidence that program prioritization has been purposefully and thoughtfully inculcated into ISU's programming and business processes.

University of Idaho (UI)
The following are some salient excerpts from UI's academic affairs report:
- "This Spring, all (not just low-quintile) programs completed an Action Plan intended to target efforts towards student enrollment/retention and increased support for scholarly and creative activities of [UI] faculty, staff and students. All programs also completed metrics reports which added a

year of data to the reports filed last year, and included questions to prompt review of the data for trends, and indicators that could inform future actions." Completion of the updated metrics reports was tied to the performance evaluation process for unit administrators.

- "Program prioritization principles will be prominent in the next strategic plan and the next NWCCU Accreditation cycle starting this Fall."
- "There is a commitment by the UI administration to employing process improvement ideals in all aspects of the university that will inform decisions about where our resources, both financial and otherwise, are invested to best serve the citizens of the State of Idaho."

Since the August 2014 summative program prioritization report, UI has made a number of academic program changes including the discontinuation of 19 degree and certificate programs. There appears to be processes in place for ongoing scrutiny of program relevancy and efficiency. The reports are largely silent, however, on maintaining the momentum and effectiveness of program prioritization by the linking program prioritization to the budgeting process.

Lewis-Clark State College (LCSC)
LCSC leveraged its existing annual program assessment processes to implement program prioritization on campus. "Prior to initiation of the program prioritization process, 163 programs participated in the annual assessment review process at LCSC. … In total, [only] 115 programs were quintiled. This reduction in programs resulted in several gains for the institution, including stronger collaboration within units, enabling programs to evaluate themselves as a whole rather than as a set of independent parts, more useful and informative data comparisons, and time savings for program managers and others across campus who are integral to the institutional assessment and planning processes." In addition, "current program assessment parameters which focus primarily on student outcomes and program quality indicators will be expanded to include an additional mandatory component addressing ongoing program viability." LCSC also plans to refine its "planning/budgeting processes with focus on both program quality and viability." LCSC has recently hired a new director of institutional research who will fulfill the critical role of collecting and reporting the appropriate viability data.

"During early fall 2014, based on quintile, program managers set aspirational goals or crafted resource plans, action plans, or established objectives/outcomes for the major review process [of programs]." In addition, six degrees, certificates or endorsements have been discontinued.

LCSC has operationalized the "requirements" as identified for each quintile with a focus on program quality and efficiency. Management commitment to sustainability of the process is evident.

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
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To: Provosts
                Vice Presidents for Finance & Administration

From: Chris Mathias and Matt Freeman

Date: May 1, 2015

Re: Program Prioritization – June 2015 reports

On October 15, 2014, the Provosts and Financial Vice Presidents held a joint meeting to discuss how the implementation of program prioritization would be reported to the Board. It was agreed that the participating institutions would submit a one page mid-year report in March 2015 to the IRSA/BAHR committees with a summative presentation to the full Board at its June 2015 meeting. This memo provides guidance for the June 2015 report.

The June report will be presented to the Board in written and oral form during the Work Session on June 17. Both reports should address the following:

1. Brief highlight of the institution's August 2014 outcomes and plan.
2. Expansion on the March 2015 report topics:
   a. An outline of implementation progress since August 2014. (Have any programs that were excluded from the original program prioritization process been reviewed?)
   b. An outline of challenges encountered during implementation.
   c. A list of opportunities that have presented themselves as a result of implementation.
3. Impact on reaccreditation process (e.g. a resource used or leveraged during reaccreditation, source of commendation from accreditor, etc.).
4. Normalizing/sustaining program prioritization in the institution's budgeting and program review process.

The written report (not including presentation slides) is due to the Board office on May 18, 2015. Oral reports should be up to 15 minutes in length (not including Q&A).

The program prioritization process, while not intended as purely a budgetary exercise, has generated questions from policymakers and the media about the amount of savings achieved. Board staff believes it would be worth the effort for each individual institution

to quantify the fiscal impact. This will require, however, the development of defined terms (e.g. net savings vs. reallocation of resources) so the quantification methodology is consistent across campuses. Depending on project complexity and scheduling pressures, the report would be due to the Board for the August or October meeting. As such, the June report should not include data on process fiscal impact. This project will be discussed at the upcoming BAHR and IRSA meetings.

B

BOISE STATE UNIVERSITY

Update to the
Idaho State Board of Education
on

Program Prioritization
Submitted May, 2015

Overview

During the year since our report to the Board in August, 2014, we have made substantial progress in implementing actions identified during Program Prioritization, ranging from performance improvement within individual units to large-scale reorganization.

The best measure of the value of Program Prioritization is the degree to which we have broadly integrated the processes in assessment and business practices. Two recent occurrences provide specific opportunities in this regard: (i) our mid-cycle accreditation visit and (ii) a FY16 budget shortfall.

- We underwent our mid-cycle accreditation visit in October, 2014. In preparation for the visit, we solidified the conceptual integration of program prioritization with the accreditation process.
- A recent budget shortfall required that we make substantial reductions in expenditures, and we chose to apply the principles and mind-set of program prioritization in doing so. Because the decisions made in that process used program prioritization as a foundation, we present several examples in this report.

Recap of Process and Results to August 2014

During the 2013-14 year, Boise State evaluated instructional programs, academic departments, and administrative and support programs based on four criteria: relevance, quality, productivity, and efficiency.

For administrative and support programs the process required each program to develop measures of relevance, quality, productivity and efficiency, so that we could evaluate the direct and indirect contribution of units to the university's mission. The wide variation in activities among units led to a wide variation in the metrics used to assess each criterion. For a number of administrative and support programs, this was the first time they had developed metrics for evaluating unit performance.
We identified 651 programs at the university: 242 administrative and support programs, 163 degree and graduate certificate programs; 198 minors, emphases, options, and alternate degrees; and 45 academic departments. A total of 70 programs were excluded from evaluation, primarily instructional programs that were less than three years old. Of the 242 administrative and support programs evaluated, 47 (19.4%) were placed in the fifth quintile, requiring them to make substantive changes. Of the 135

degree and graduate certificate programs evaluated, 29 (21.5%) were placed in the fifth quintile, requiring them to make substantive changes. Another 22 degree and graduate certificate programs were flagged for a low number of graduates, requiring them to increase productivity. Progress of instructional programs will be re-assessed in spring, 2017.

Progress in Implementation of Actions through May 2015

The following table provides a tally, for each division of the university, of the progress on implementation of actions proposed by the administrative and support programs of those divisions.

Division	*As of August, 2014*		*As of May, 2015*			
	Number of Programs*	Number of Actions Proposed	Action completed	Action partially completed and/or in progress	Action no longer desirable or relevant	Action not yet initiated
Academic Affairs: Administrative and Support programs	25	67	30	36	1	
Advancement and University Foundation	12	32	32			
Campus Operations and General Counsel	36	26	15	9	0	2
Centers and Institutes	33	42	4	9	1	28
Finance and Administration	55	82	21	50	2	9
President's Office	15	33	12	19	2	
Research and Economic Development	7	12	7	5		
Student Affairs	57	62	21	29	1	11
Totals	**240**	**356**	**142** (40%)	**157** (44%)	**7** (2%)	**50** (14%)

Re-delineation of several programs resulted in a reduction of the total number of administrative and support programs to 240.

The University also implemented the following major changes to organizational structure in the Division of Academic Affairs:
- Dissolution of the College of Social Sciences and Public Affairs (SSPA)
- Creation of the School of Public Service (SPS) and movement of 5 departments from SSPA to SPS
- Movement of five departments from SSPA to the College of Arts and Sciences
- Movement of two departments and University Health Services to the College of Health Sciences
- Creation of the College of Innovation and Design

Two groups of programs were not reviewed initially:

- Programs less than 3 years old were excluded because they might not have had enough time to fully mature. Those excluded programs, along with all other academic programs, will be reviewed in an annual report that will include information on annual number of graduates, graduates per budget dollar, student credit hours and sections taught per faculty FTE, and measures of progression of students.

- A group of 8 secondary education programs in the social sciences and humanities suffer, in general, from low enrollments. Discontinuation would have served little purpose given that they share most of curriculum with subject area majors. Instead of considering them individually during Program Prioritization, we opted to address them *en masse* during 2014-15. We are considering several options as possible avenues of action: (i) Use recently-created IDoTeach program as a model, which would involve substantial incorporation of teaching curriculum into the subject matter curriculum. The IDoTeach program completely revamped our science secondary education programs and created a set of engineering secondary education program. (ii) Centralize the oversight of the secondary education programs in the College of Education, thereby ensuring more comprehensive focus on secondary teaching methods.

Challenges Encountered during Implementation

Sustaining the process: The primary challenge we face going forward is to ensure we sustain the value of program prioritization. Below we discuss the importance of accreditation and a budget shortfall in helping us to sustain the value of program prioritization.

Oversimplification by outside entities: There is a natural tendency for outside entities to ask for a simple version of the results of program prioritization: what were the scores? What were the rankings? What programs were cut? Release of such information potentially ignores the complexities of the process. Interpretation of rankings must be done with full sensitivity to the robustness of the data that informed those rankings and with full understanding of the context of the programs. If the rankings were publicized, the complexities of the metrics and context would be overshadowed by the rankings themselves. During the 2015 Legislative Session, for example, BSU received a request for the Program Prioritization rankings associated with programs within the Department of Art. We were able to comply with the request, but only with a comprehensive explanation of the complexities of the metrics and context, and without revealing the original (raw) rankings; instead we supplied the rankings after consideration of metrics and context.

Quantifying Impact: Outside entities also ask for information on the fiscal impact of the process, even though a truly accurate accounting of that impact is difficult, if not impossible. For example, the actual impact of discontinuing an academic program can range from freeing up substantial resources (as would result from discontinuation of a program and the faculty lines associated with it) to no impact at all (as would result from a simple reorientation and/or modernization of a degree program). Furthermore, it is important to distinguish between direct fiscal impacts, such as those that occur when one activity is terminated resulting in direct savings, and indirect fiscal impacts such as savings that occur because of an organizational realignment or an improvement of business processes.

Opportunities that have been presented

Two key occurrences (accreditation review and budget shortfall) can be interpreted as opportunities during this last year are discussed below.

Regional Accreditation Process

The NWCCU accreditation standards focus on determining how well the institution fulfills its mission. We interpret these standards broadly, in order to form a basis for evaluating the effectiveness of the contributions to institutional mission of the many units that comprise the university. Thus, our reporting to the NWCCU has three perspectives: (i) University-level mission fulfillment; (ii) contribution to institutional mission fulfillment by academic departments and their instructional programs; and (iii) contribution to institutional mission fulfillment by administrative and support programs.

By broadening the focus of accreditation to include the evaluation of administrative and support units, instructional programs, and academic departments (all of which are "programs" in the context of program prioritization), we have created a strong conceptual integration between accreditation and program prioritization. Thus, by addressing our accreditation standards we also sustain the process of program prioritization.

Our evaluation of mission fulfillment for accreditation includes three components: (i) Is the mission clarified so that that evaluation of its fulfillment is possible? (ii) Is the mission being fulfilled (based on evaluation via metrics)? (iii) What action has been taken based on outcomes of the evaluation? Our emphasis is on evaluation that results in action. These components align with the process of program prioritization, which focuses on evaluation of performance using metrics and resulting actions taken. Boise State's mid-cycle NWCCU accreditation review visit occurred in October 2014. Program Prioritization was used as evidence that we assess fulfillment of the institutional mission and make improvements as a result. The following direct quote from the report of the external review team shows the strong connection at Boise State (note the use of "P³" as an abbreviation for "Program Prioritization Process").

> *The P³ initiative recently undertaken by BSU was, by all indicators, a comprehensive process that required all the constituent components of the campus go through a thorough assessment. An upper level administrator indicated that "the P³ process has changed the culture in a number of areas on campus" while an Academic Dean characterized the P³ process as being "one of the best things to have happened to this campus in the past 20 years." And BSU personnel shared with the visitation team examples of how the "feedback" of assessment results has resulted in tangible changes to the campus. There are many examples of the breadth of its impact: faculty lines have been moved within colleges, programs have been consolidated, facilities no longer charges departments for painting and recarpeting, and the bowling alley - initially slated for removal from the Student Union Building - was "saved" after analyzing the results of both quantitative and qualitative assessments. One Dean indicated that the process has resulted in "a massive overhaul of the curriculum within [his] college."*

As part of the accreditation process, Boise State previously defined four Core Themes to characterize its primary responsibilities: Undergraduate Education, Graduate Education, Research and Creative Activity, and Community Engagement. During program prioritization, however, it became evident that we do not have a Core Theme that (i) aligns with two of our program prioritization criteria, productivity and efficiency, and (ii) is aligned with the basic notion of program prioritization that the institution should work to ensure its resources are best aligned with the mission. Institutional productivity and efficiency are foundational to our ability to carry out our mission, therefore, we will consider development and adoption of a fifth Core Theme that is focused on responsible stewardship of resources.

Sustainment in our Budget Processes

Boise State recently had the opportunity to apply the principles of program prioritization to tough decisions regarding expenditure reductions. FY2014 financial ratios indicated that a large increase in personnel and other expenditures had a negative impact on the University's net income and net assets financial ratios.

In response, we immediately began implementation of strategies to reduce expenditures for FY15 and to plan for permanent reductions for FY16 and beyond. Each division was given a target for permanent reduction of appropriated budgets: Academic Affairs was asked for an overall budget reduction of 1 percent or slightly more than $1 million. Other divisions were asked to cut by 3%. Each division was then given the flexibility to determine how best to achieve expense reductions. The divisions were asked to make strategic decisions to reduce expenses while maintaining the relevance, quality, productivity, and efficiency of their programs.

The following sections provide some high points of the decisions made by the divisions, and illustrate how the principles of Program Prioritization have informed those decisions.

Division of Campus Operations and General Counsel
This past year, the division focused on reorganization and renegotiating contracts to implement service improvements and create cost savings. In line with best practices in the industry, the facilities, operations, and maintenance (FOAM) department is being restructured to implement a zoned services approach for delivery of general custodial, maintenance and landscaping services. Zones will also provide a framework that can be used campus-wide to fully integrate and coordinate operations including emergency preparedness. This fully-integrated approach will improve responsiveness, efficiency, and quality of service. Based on this approach, the Division was able to eliminate 7 current vacant positions and reduce operating expenses, saving nearly $350,000.

The Division is also charged with the creation of a University Public Safety Office and is reorganizing to lay the groundwork. While this will require an investment in professional staff and safety officers, the cost will be partially offset by reducing reliance on a contract with the Boise City Police.

Division of Finance and Administration
Finance and Administration initiated two major reorganizations based on Program Prioritization results. Human Resources (HR), which scored in the lowest quintile, now has new leadership and is focusing its reorganization on improving service delivery to the campus by implementing the use of HR business partners, who serve as HR generalists assigned to areas of campus who will work directly with staff and faculty to meet their HR needs. The business partners and functional experts work together to help solve customer issues and reduce errors and work-arounds. In addition, major system improvements were initiated to help streamline the multiple processes that the campus utilizes on a daily basis to recruit, hire, compensate and evaluate and promote faculty and staff. Finally, in addition to reorganization, new position descriptions and responsibilities are being developed for many job positions in HR. Importantly, this reorganization has occurred without increasing the budget, and the realignment of responsibilities has created greater opportunities for interaction both within HR and across the campus.

The Office of Information Technology (OIT) was reorganized so as to reduce one-time and long term operational costs. Program Prioritization determined that cost efficiencies could occur if we further centralized IT, thereby reducing redundancy across campus. We did an organizational assessment using best practice business cases from our professional organizations (EDUCAUSE and the Education Advisory

Board). One outcome was a reduction in software licensing and maintenance costs based on a review of terms and conditions of, and the need for, each contract. As a result, 14 agreements were renegotiated or non-renewed, resulting in permanent annual savings of nearly $300k. Additional savings will be realized in future years as a result of our transition to cloud-based subscription services.

OIT's organizational realignment took advantage of staff turnover to merge organizational units. In addition, to help counteract the high rate of turnover in OIT technology staff that results from high local demand, OIT worked with HR to create a career progression series for each area. Current staff members were placed in positions based on work experience and expertise and a path for promotional opportunities is outlined. OIT has also created significant opportunities for student employees to work on key IT projects. Student employees were key contributors to our student success dashboards project, and in a number of cases, these students become full time employees upon graduation, and continue to develop their skills and project work. The OIT contract savings and reorganization resulted in a permanent budget reduction of over $440,000.

Division of University Advancement and the University Foundation

The Program Prioritization report created by University Advancement and the Boise State University Foundation's highlighted the opportunity to raise $7.2 million as a result of an investment of approximately $500,000. To accomplish this return, the division proposed 7 changes to organizational structure, 21 improvements within programs, and five actions involving resource reallocation. To date, 22 action steps have been accomplished, and as of March 31, 2015, the investment and/or reallocation of approximately $156,000 has resulted in new gift income of more than $2.4M for FY15.

Of the remaining action steps left to implement, five involve Foundation reporting, metrics and organization; two involve identification and solicitation of new corporate/foundation prospects; one restores the ability of the planned giving gift officer to focus on highly productive planned giving; and three involve the addition of gift officers to increase income in FY16-20. The remaining action steps are projected to account for more than $4 million of anticipated income growth.

Division of Academic Affairs

The Division of Academic Affairs was required to reduce annual expenditures by $1.03M. A substantial portion of this reduction was achieved by phasing out programs in the Department of Community and Regional Planning. Importantly, those programs scored low in metrics associated with productivity and efficiency. This action will reduce expenditures by more than $500,000.

In addition to reducing appropriated budgets by $1.03M, each college in Academic Affairs was asked to develop strategies to increase revenue. Attrition of students reduces tuition revenue to the university; therefore, increasing retention has a substantial impact on revenues generated, as well as increasing student success. Recruitment also emerged as an important strategy, and is especially effective when it involves programs that have capacity and can therefore accommodate increased numbers of students with no additional instructional cost.

The College of Arts and Sciences proposed actions that include the following:
* Biological Sciences and Anthropology proposed an omnibus set of actions that have at their foundation the creation of a new PhD in Ecology, Evolution, and Behavior. The actions proposed would (i) remove the need for restrictions on enrollments of biology majors, (ii) increase the ability to provide service courses to meet the needs of majors in the health fields, (iii) streamline and improve the quality of the undergraduate curricula of both departments, and (iv) substantially increase the research output of both departments, while providing research and doctoral graduates in the area of human-environmental interaction.

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- Chemistry proposed actions that will increase the success of non-chemistry majors in its General Chemistry and Organic Chemistry courses; success would translate into increased retention of students.
- Communication will develop a non-thesis track within its MA program, making it more appealing to working professionals and increasing enrollment in classes within existing capacity.
- English proposed the creation of two new minors (Professional Writing and Linguistics) and Music will increase recruitment into its minor; these actions will enhance the educational experience of students in other majors, increasing both quality and retention.
- All departments proposed plans to increase the connection between first and second year students and the faculty, thereby increasing retention.

The College of Business and Economics proposed actions that include the following:
- Strengthen advising by investing in additional professional advisors. This action will result in the ability to shift faculty workload from advising to teaching and research, substantially increasing both quality and student retention.
- Create a "Bridge to Career" program and a new minor in Business that will provide non-business majors with skills that will increase their success after graduation. Potential students who know of the program are more likely to be recruited, while students with more confidence in their post-graduate success are more likely to be retained. An additional benefit of the program is the elective coursework made available to non-business majors at relatively low cost.
- Examine the undergraduate curricula with a focus on streamlining to facilitate student progression. Students better able to make progress are more likely to be retained and graduate.

The College of Education proposed actions that include the following:
- Enhance recruitment and retention in those programs with unused capacity.
- Focus substantial effort on securing research grants.

The College of Engineering proposed actions that include the following:
- Enhance recruitment into its professional graduate engineering programs, thereby increasing enrollments in courses with unused capacity. The effort will include the creation of new graduate certificates using existing resources.
- Create a BS in General Engineering, which will provide the option of a generic engineering degree for students who are interested in pre-professional programs (e.g., medical school), entrepreneurship, and secondary-level teaching.

The College of Health Sciences proposed actions that include the following:
- Create a new BS in Public Health that will focus on individual and population-based factors that positively affect the adoption and maintenance of optimal health, which coincides with the goal of the Affordable Care Act. The new degree will provide a more focused and professionally valuable degree option for students who major in Health Sciences Studies, and will therefore increase both recruitment and retention.
- Increase the capacity of the BS in Kinesiology program and enhance advising throughout the department. The result will be increased recruitment and retention.

The newly-created School of Public Service proposed actions that include the following:
- The Departments of Political Science and Criminal Justice will undertake activities to better engage students with their major departments, thereby increasing retention.

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- The Department of Policy and Public Administration will create an Executive Master of Public Administration degree to serve working professionals in a wide variety of organizations.

Undergraduate Studies proposed an initiative that would double the capacity of a highly-successful Learning Assistant program, which provides peer tutors in key lower division courses. The expansion would enable the program to provide assistance to an estimated 9,000 students per year, many of them freshmen in early-career courses. Research has shown that success in early-career courses has substantial impact on retention.

The Graduate College proposed an initiative to increase its capacity for recruiting students to the university's graduate programs. Existing recruiting efforts have been highly successful in actively recruiting students to programs that have in the past relied wholly on passive recruiting. Increased recruiting efforts will increase utilization of graduate program capacities.

The Division of Extended Studies is continuing implementation of its eCampus initiative, which aims to create ten new fully-online undergraduate and graduate degree and certificate programs over the next three years, thereby increasing access while generating revenue.

Sustainment in our Program Review processes
During program prioritization, we measured the performance of instructional programs and the departments in which they are housed using a much broader array of metrics than ever before. In addition, many metrics that had previously received little attention gained substantial import because they were used in scoring programs and for subsequent assignment into quintiles. The following are modifications to our Periodic Review process that emerged from program prioritization:

1. A more extensive but focused set of metrics will be used, which combines those historically used in our annual planning and budget process with those identified in program prioritization. The metrics will continue to be organized using four criteria: relevance, quality, productivity, efficiency. Further work will be done to ensure we have effective metrics for relevance and quality. The data will also (i) provide trends over time, (ii) include student survey data, and (iii) include peer comparisons from the Delaware Study. Finally, we will attempt to create composite measures that show the balance in the department among its various functions using relatively few dimensions (e.g., research & creative activity, student credit hour production, graduate production, and student satisfaction).
2. The metrics will be reviewed by departments, the dean, and the provost on an annual basis, as well as presented in the self-study for Periodic Review of academic departments and their programs, which occurs every five years. Annual review of data will ensure that there are no surprises at the time of Periodic Review and will increase opportunities for departments to continually improve their operations.
- We will strengthen the focus on assessment of Program Learning Outcomes and the subsequent improvement of curricula. The strength of a department's assessment process is a reasonable proxy for the quality of its programs.

Sustainment in our Analytic Capacity
An important aspect of Program Prioritization has been the expansion of our capability to analyze and make use of data on unit and organizational performance. Our accomplishments in this realm include the following:
- In developing our report to the NWCCU, we made progress in simplifying and creating consistency among the key performance indicators for various purposes: strategic planning,

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performance reporting to the SBOE, strategic enrollment planning, and accreditation. We have identified a set of "important key performance indicators" that have been used as the basis for major initiatives at the university. Those metrics include the following:

- o Annual number of baccalaureate graduates, which is an important focus of the SBOE and Complete College Idaho and a driving force for many of our actions and budget requests.
- o Graduation and first year retention rates are the focus of a wide range of initiatives that address one of the goals of our strategic plan.
- o Research expenditures and annual number of doctoral graduates are emblematic of our emergence as a research institution.
- o Performance of students in mastering the University Learning Outcomes is indicative of the quality and success of our Foundational Studies Program, which we regard as a signature experience for undergraduates.

- We are making substantial progress in enhancing data integrity and quality. First, data held within core systems is presently being scrutinized, and in some cases converted to new structures, in order to provide a better foundational base for reporting. Second, the University recently created a Data Quality Council that has the charge "to improve data quality and promote consistency in the definition and use of data at Boise State University." Finally, we have begun implementation of the software package "Data Cookbook," which will enhance our consistency in data definitions and help ensure that those developing and using data warehouse reports make use of appropriate data elements.

Additional Steps

1. We will solidify an ongoing evaluation process for administrative and support programs. Doing so is necessary for accreditation and an important step toward sustaining the value of program prioritization. Two key components of this step are:
   a. All programs need to revisit the metrics they developed during program prioritization, with the goal of ensuring that they truly measure unit effectiveness.
   b. The university will develop a protocol for review of units to ensure that the metrics developed are systematically evaluated on a regular basis and that improvements are subsequently made.
2. We will systematically examine the centralization of services in several areas, including: (i) custodial services, (ii) employee training, (ii) facilities maintenance, (iv) information technology, and (v) travel arrangements. A separate but related issue is whether to outsource centralized service functions, generally.

Idaho State
U N I V E R S I T Y

Academic Programs

Program Prioritization Update

June 2015

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Highlights of Idaho State University's August 2014 Outcomes & Plan

Idaho State University evaluated 270 academic programs. All programs were evaluated and none were held harmless. As part of the program review and analysis process, academic programs were combined into 177 individual program-level evaluations. This resulted in programs being divided into the following five quintiles: Q1) 36, Q2) 35, Q3) 35, Q4) 35, and Q5) 36. Quintiling results were based on the quantitative and qualitative assessments conducted by the colleges. The academic programs utilized a scoring matrix that included the following categories and weighting: Demand (30%), Quality (30%), Revenue and Cost (20%), and Impact & History (20%), which resulted in a final score (for a total amount possible 100%). The descriptors for each of the categories in the matrix can be found in Appendix A.

Academic Affairs also evaluated its non-academic programs, which included the Office of Institutional Research, Office of the Registrar, Library, Graduate School, Early College, Idaho Museum of Natural History, Wellness Center, and the Student Success Center (University Honors Program, TRIO, University Tutoring, Disability Services, and Central Academic Advising). These units used the ISU Non-Academic Programs Analysis Template, and made recommendations for changes to Academic Affairs.

The final analysis and recommendations for academic programs included identification of 75 low-quintile programs with required Action Plans (program consolidations, restructures, or eliminations), and four Improvement Plans for low quintile programs. In addition, there were eight expansions identified, and the creation of four new programs with an additional 29 program changes identified and requested after the initial deadline, bringing the current total to 104 programmatic changes. ISU's timeline and next steps follow a three-phased approach to accomplish the results and recommendations of Program Prioritization.

The Office of Academic Affairs hired a consultant to assist with implementation of the Program Prioritization recommendations. This work began with the Deans' Retreat in July 2014. As part of that retreat, there were three areas of focus: Session I: Exploring Program Prioritization- ISU & WSU, Session II: Framing the Future, and Session III: Leading ISU Forward. The results of the retreat provided a framework for moving forward with proposed changes at the campus, college, and program level. These efforts formed the basis for Idaho State University's strategic planning process for its revised strategic, which began January 2015.

Expansion of March 2015 Report

An Outline of Implementation Progress Since the August 2014 Presentations
- Have any programs that were excluded from the original program prioritization process been reviewed?

Prior to the August 2014 presentation to the State Board of Education, Idaho State University's (ISU) Office of Academic Affairs evaluated 270 programs with 177 individual program-level evaluations. This analysis resulted in 75 programs requiring some form of Action Plan (these consisted of consolidations, restructures, or eliminations), and an overall total of 104 programmatic changes. No programs were excluded from this process. All programmatic changes were proposed in a three-phased implementation that will take place over the 2015-2018 academic and catalog years. As of May 7, 2015, ISU had taken action on and received approval from the State Board of Education for 65 of the 104 programmatic changes.

An Outline of Challenges Encountered During Implementation

Due to the inclusive and comprehensive process take by the Office of Academic Affairs, the challenges have been minimal, and included issues such as managing the processes and actions required for 104 programmatic changes over three academic years; managing relocations and reorganizations within the required SBOE and NWCCU policies; and continuing to maintain open communication processes across campus.

A List of Opportunities That Have Presented Themselves as a Result of Implementation

The Office of Institutional Research developed the Program Viability web application for colleges to utilize during the program prioritization process. There are more than 18 reports as part of the Program Viability web application. In Spring of 2015, version 2.1.0 was released, incorporating additional financial reports for use by the deans of each college. For example, a report that shows the tuition and fee revenue (net of waivers and scholarships) by course provides important financial data.

A feature has been added to the web application to allow individuals the ability to export the data into an Excel file with just the click of a button. Another feature added to some reports is "drill-down" capability to allow users the ability to drill-down to see the detail level data that comprises a metric.

The Office of Academic Affairs has also integrated the use of data contained in the Program Viability web application for purposes of external program review for programs that do not undergo specialized accreditation.

In addition, the Program Prioritization process at Idaho State has afforded Academic Affairs the ability to utilize program data to support program planning that will ensure that ISU is meeting the needs of its constituents throughout its geographic footprint (including Meridian, Twin Falls and Idaho Falls). Program changes related to this effort have been integrated into the State Board of Education's Five Year Plan for academic program changes.

Impact on Reaccreditation Process

The impact of Program Prioritization on our recent reaccreditation process was significant. The process of Program Prioritization was explained in detail to the NWCCU evaluation committee. A demonstration of the web application was provided to the committee, and the committee was given access to the entire web application so they could review the data for themselves. One of the commendations Idaho State University received from the Northwest Commission on Colleges and Universities (NWCCU) during our Year 7 Comprehensive Self-Evaluation included the following:

> [T]he Commission applauds the University on its process of program prioritization which engages faculty, department heads, professional staff, and administrators in a thoughtful, comprehensive, and inclusive process, yielding information that appears to be guiding planning, budgeting, and strategic reallocation, potentially serving as a model for continuous improvement and achievement of mission fulfillment.

Normalizing/Sustaining Program Prioritization in the Institution's Budgeting and Program Review Process

The Program Viability System assists colleges and Academic Affairs in conducting on-going assessment of program productivity, demand, and highlight areas of need. In addition, the Program Viability data system will be used to support strategic and core theme planning and budget decisions. This is one of the ongoing benefits of Program Prioritization at ISU. One central aspect of this analysis includes an assessment of how the programs align with the University Core Themes. As part of its ongoing strategic planning process, ISU articulates and reviews measurable indicators by which it evaluates adherence to its mission and progress toward fulfillment of core themes. The entire set of strategic plan indicators is continuously tracked by Institutional Research and updated as new data become available.

Normalizing and sustaining program prioritization in the institution's budgeting and program review process has been accomplished by incorporating the web application's data into the process. The Office of Institutional Research created the web application and supporting databases and infrastructure to be an on-going activity. The data is refreshed on a regular schedule to provide users the most current data available. Future enhancements include the addition of dashboards to provide a summary view of specific metrics.

Idaho State
UNIVERSITY

Non-Academic Programs

Program Prioritization Update

June 2015

Highlights of the August 2014 Outcomes and Plan:

Non-Academic programs were assessed based upon the following six major areas aiding in the determination of the programs alignment with the goals and strategies of Idaho State University.

1. Key Goals and Objectives
2. Key Services Provided to Customers
3. Key Processes
4. Organization Review
5. Budgeting/Planning
6. Opportunity for Savings or Additional Investments

Criteria used to evaluate the effectiveness and importance of the program to the institution aiding in the assignment to quintiles were based upon five key factors, which were weighted as follows for ranking.

1. Cost-effectiveness (budget vs actual, productivity, performance) – 25%
2. Importance to the institution (mission, vision, core themes, strategic plan, mandates) – 20%
3. Demand (internal, external) – 20%
4. Quality (input, outcomes, how well delivered) – 20%
5. Opportunity (collaboration, resource sharing, savings, process improvements) - 15%

One hundred and seventy four non-academic programs were evaluated and placed into five quintiles. Quintile one reflects the highest priority programs which are those essential to the University's mission, required by NWCCU, federal, state, SBOE policy or local mandates, are cost effective, and are those programs in high demand. Quintile five represents those programs with the lowest priority, which are programs considered non-essential to the University's mission, not required by NWCCU, federal, state or SBOE mandates, are in low demand, are not cost effective and whose responsibilities could be shifted to other programs to eliminate redundancy, duplication, or to achieve operational efficiencies. Comprehensive reviews were conducted by the program directors and reviewed at each level of management – including peer reviews – until receiving final approval by the appropriate vice president and ultimately, the President. For each program identified in quintile five, the responsible vice-presidential unit(s) created action plans including strategies to reduce resources in, consolidate, or eliminate those programs. They then quantified cost savings identified for each action. Programs were reviewed and evaluated identifying opportunities to reallocate resources from lower priority programs to those with higher priority. Fourteen non-academic programs were identified for program prioritization action plans.

Implementation Progress Since August 2014:

Action Plans which have been implemented:

In *Finance and Administration*, the Assistant Director of Financial Aid position in Idaho Falls has been eliminated and the person that held that position has retired. The Idaho Falls reporting structure has been realigned with financial aid staff now reporting directly to the Director of Student Services, and professional coverage is being provided once per week by a staff member from Pocatello. Information Technology eliminated three vacant ERP training positions. Electronic Repair and Service's telecommunications responsibilities have been shifted to NeTel and Electronic Repair and Services has been merged with the Total Copy Center. The intercampus mail service and Total Copy Center responsibilities have been merged and are now under one manager. The Diversity Resource Center and Gender Resource Center merger is complete. The Gender Resource Center has relocated to the Rendezvous building so that it is physically closer to the Diversity Resource Center (DRC) and the main EO/AA and Diversity office. The staff of both centers collaborate on events, activities, training, and grant proposals enhancing their efficiency and effectiveness.

Legacy software systems (particularly HP1) will be phased out by June 2015. The Campus Cable infrastructure in IT is no longer being actively supported. When equipment is no longer operational, it is not planned for replacement. The proposal to close down the Twin Falls video classrooms and computer lab was not implemented as it was determined that Twin Falls is an essential market for the University's plans to increase enrollment and expanded educational offerings in that location. The IT security awareness program had been slated for discontinuation, and after further evaluation of the training and education benefits it provides, a decision was made to remove it from the implementation plan.

The proposed storekeeper merger of Purchasing Services and Facilities Services implementation was deferred as hard dollar savings were not evident, however the proposal continues to be evaluated to determine if the reorganization will yield improvements in efficiency and effectiveness. The *Facilities Services* energy and sustainability program, while not performing at the desired level, was identified as necessary. The program will continue to be revisited and expanded to a level that will enable the program to achieve the desired results when resources become available.

University Advancement implemented a detailed labor analysis to help control special event staffing and adjust overall staff responsibilities. The Golden Bengals program was not originally identified in the action plan, although upon further review of the utilization and benefit, a decision was made to eliminate the program and reallocate the savings to other programs within Alumni Affairs. The remaining advancement programs identified for action plans were determined to present a greater benefit to ISU and the community, and thereby a decision was made to not implement the originally proposed action plans.

As a result of program prioritization, *Student Affairs* is now more closely monitoring attendance at University sponsored community events for the public to determine the need and interest for these events. Student Affairs also has established revenue-generating goals for its quintile five programs.

Implementation Challenges and Opportunities:

In general, there seems to be a cultural resistance to eliminating programs that, while interesting or useful, are not key drivers of the overall success of the institution. The program prioritization process is a beneficial tool for continued evaluation of programs enabling the realignment of resources in institutional budgeting decisions. It provides a means to allow the University to make its programs self-supporting and to adjust funding levels as demand increases or decreases for the programs. While some units looked at Program Prioritization as a cost cutting exercise, others viewed it as a review to reallocate current programs without cost cutting. The Program Prioritization evaluation provides a constructive and consistent method of assessing the effectiveness and efficiency of programs across department and division boundaries. The continued use of Program Prioritization enforces the need to continually assess the quality and necessity of University programs for the benefit of the students, the community, the State of Idaho and its citizens.

Impact on Reaccreditation Process:

Idaho State University received a commendation from the Northwest Commission on Colleges and Universities (NWCUU) during our Year Seven Comprehensive Self-Evaluation, applauding the University on its process of program prioritization. The Academic report completed by the Provost office will provide a more in-depth update on the impact program prioritization had on the reaccreditation process.

Sustaining Program Prioritization in the Budgeting and Program Review Process:

Refinement of the budgeting process continues with a move toward linking budgets to the University Strategic Plan and Program Prioritization. In an effort to maintain the momentum and enhance the effectiveness of the budget process, continued improvements are planned to ensure transparency and openness, facilitate budget to actual reconciliations, enhance budget management, and financial control, and also ensure related training and budget monitoring through the go / no-go meetings.

Appendix A:

Program Prioritization
Definition & Instructions
Academic Programs

Template

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Program Prioritization
Definition & Instructions
Academic Programs

</div>

College:
Department
Program:
Name:
Email address:

I. Overview

Many institutions and state systems have launched program prioritization plans under the guidance or influence of Robert Dickeson's model as represented in his book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (Jossey-Bass, 2010). Robert Dickeson presented a workshop to the Idaho State Board of Education on May 15, 2013. On May 16, 2013, the Idaho State Board of Education approved a motion to direct the four-year Idaho institutions "to institute a prioritization of programs process consistent with Dickeson's prioritization principles and … to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses" (Office of the Idaho State Board of Education Memo, May 17, 2013). Academic Affairs has implemented a campus-wide process that aligns the Idaho State University Viability Report and the ISU Strategic Plan with a program prioritization model based on the Dickeson framework.

II. Instructions for Program Prioritization

The following criteria and viability indicators will be used to create the Academic Program Prioritization & Weighting Analysis Criteria table below. The numbers in each cell match the description below.

Enter your responses for the Program Prioritization criteria in the boxes below.

Demand Row

#1-Demand (row) & ISU Viability Indicator (column)

ISU Viability Indicator definition – *Internal & External Demand* – The criterion of internal demand can be accomplished by rating the relative dependence the campus has on the program (Dickeson, 2010-p.74-75). The external demand criterion seeks to assess the need for and attractiveness of the program, usually driven by national statistics (Dickeson, 2010-p.72-74). The Georgetown study of Idaho jobs is one such national statistic.

> **Georgetown Study Idaho Jobs**
> This report uses data provided by Georgetown University's Georgetown Public Policy Institute Center on Education and the Workforce which projects the number of job openings in Idaho. The Office of Institutional Research at Idaho State University mapped specific jobs from the raw data from Georgetown University to programs/departments. The complete report can be found at http://cew.georgetown.edu/recovery2020/

[Type your response here]

#2 – Demand (row) & Opportunity Analysis (column)

> **2** Demand: Opportunity Analysis (Narrative)
>
> • Qualitative Indicators

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university's future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#3 – Demand (row) & Size, Scope, Productivity (column)

> **3** Demand: Size, Scope, Productivity (Narrative)
>
> • Qualitative Indicators

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#4 – Demand (row) & Core Themes (column)

> **4** Demand: Core Themes (Popup window)
>
> 1. Check which of the ISU Mission Statement and Core Themes 1-4 apply.
>
> 2. Enter narrative text which defines the key linkages between the program and the university's mission and core themes that you checked.

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University's mission and Core Themes.

Yes □/No □   ISU Mission Statement: 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 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.

Yes □/No □   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.

Yes □/No □   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.

Yes □/No □   CORE THEME THREE: **LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide 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.

Yes □/No □   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.

[What are the key linkages between your program and the University's Mission & Core Themes?]

#18 – DEMAND Points (column)

18   Points Value   (User Input)

'* Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight
* Range: 0-100

*[Type your response for the **DEMAND** points value here]*

Quality

#5 – Quality (row) & ISU Viability Indicator (column)

Quality definition – *Quality of Outcomes and Quality of Inputs* – The inputs criterion seeks to address the quality of the program's contributions and evaluate the processes in place to take advantage of the following resources: faculty and staff, percentage of instruction offered by full-time faculty, students, curriculum, and adaptability to technology. Quality outcomes are based on the resources it will take to make a viable program that produces well-rounded graduates ready for the job market (Dickeson, 2010-p.75-79).

[Type your response here]

#6 – Quality (row) & Opportunity Analysis (column)

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university's future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#7 – Quality (row) & Size, Scope, Productivity (column)

> ⑦ Quality: Size, Scope, Productivity (Narrative)
>
> • Qualitative Indicators

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#8 – Quality (row) & Core Themes (column)

> ⑧ Quality: Core Themes (Popup window)
>
> 1. Check which of the ISU Mission Statement and Core Themes 1-4 apply.
> 2. Enter narrative text which defines the key linkages between the program and the university's mission and core themes that you checked.

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University's mission and Core Themes.

Yes □/No □   ISU Mission Statement: 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 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.

Yes □/No □   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.

Yes □/No □   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.

Yes □/No □   CORE THEME THREE: **LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide 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.

Yes □/No □   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.

[What are the key linkages between your program and the University's Mission & Core Themes?]
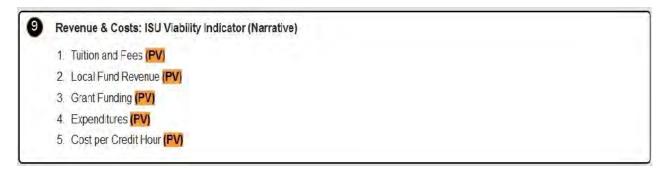
#18 – QUALITY Points (column)

⑱ Points Value   (User Input)

‘* Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight
* Range: 0-100

*[Type your percentage response for the **QUALITY points value** here]*

Revenue & Cost

#9 – Revenue & Cost (row) & ISU Viability Indicator (column)

⑨ Revenue & Costs: ISU Viability Indicator (Narrative)

1. Tuition and Fees **(PV)**
2. Local Fund Revenue **(PV)**
3. Grant Funding **(PV)**
4. Expenditures **(PV)**
5. Cost per Credit Hour **(PV)**

Revenue & Costs definition – Resources can be generated from enrollment, research grants, fundraising, equipment grants, other sources and potential revenue. Relationships (program-specific, university-corporate, economic development, joint ventures, etc.), for example, may yield many community, state

and world benefits that cannot be measured with money, but benefit students greatly. Resources are sometimes more important than money (Dickeson, 2010-p.81-84).

[Type your response here]

#10 – Revenue & Cost (row) & Opportunity Analysis (column)

⑩ Revenue & Costs: Opportunity Analysis (Narrative)

• Qualitative Indicators

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university's future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#11 – Revenue & Cost (row) & Size, Scope, Productivity (column)

⑪ Revenue & Costs: Size, Scope, Productivity (Narrative)

• Qualitative Indicators

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#12 – Revenue & Cost (row) & Core Themes (column)

⑫ Revenue & Costs: Core Themes (Popup window)

1. Check which of the ISU Mission Statement and Core Themes 1-4 apply.
2. Enter narrative text which defines the key linkages between the program and the university's mission and core themes that you checked.

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University's mission and Core Themes.

Yes □/No □   ISU Mission Statement: 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 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.

Yes □/No □   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.

Yes □/No □   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.

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Yes □/No □   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.

[What are the key linkages between your program and the University's Mission & Core Themes?]
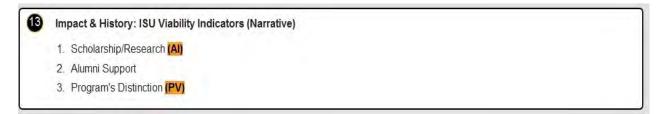
#18 – REVENUE & COST Points (column)

⑱ Points Value (User Input)

'* Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight
* Range: 0-100

*[Type your response for the **REVENUE & COST** points value here]*

Impact & History

#13 – Impact & History (row) & ISU Viability Indicator (column)

(13) Impact & History: ISU Viability Indicators (Narrative)

1. Scholarship/Research **(AI)**
2. Alumni Support
3. Program's Distinction **(PV)**

Impact & History definition – Consider why the program was established and what were the institution's original expectations? Has the program adapted to meet changing demands: locally, regionally, and nationally since its inception? Is the program still able to produce well rounded students according to today's job market and expectations? (Dickeson, 2010-p.71-72) and (Dickeson, 2010-p.84-85)

[Type your response here]

#14 – Impact & History (row) & Opportunity Analysis (column)

(14) Impact & History: Opportunity Analysis (Narrative)

• Qualitative Indicators

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university's future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#15 – Impact & History (row) & Size, Scope, Productivity (column)

> **⑮ Impact & History: Size, Scope, Productivity (Narrative)**
> • Qualitative Indicators

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#16 – Impact & History (row) & Core Themes (column)

> **⑯ Impact & History: Core Themes (Popup window)**
> 1. Check which of the ISU Mission Statement and Core Themes 1-4 apply.
> 2. Enter narrative text which defines the key linkages between the program and the university's mission and core themes that you checked.

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University's mission and Core Themes.

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Yes □/No □   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.

Yes □/No □   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.

Yes □/No □   CORE THEME THREE: **LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide 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

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Yes ☐/No ☐   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.

> *[What are the key linkages between your program and the University's Mission & Core Themes?]*

#18 – IMPACT & HISTORY Points (column)

⑱ Points Value   (User Input)

* Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight
* Range: 0-100

> *[Type your response for the **REVENUE & COST** points value here]*

References

Dickeson, R. C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance.*

University of Idaho, Program Prioritization Report
June 2015 Update – Academic Affairs

Highlights from original plan:

The University of Idaho Program prioritization August 2014 plan included closure of the Office of Community Partnership, a total re-organization of interdisciplinary programs, the re-structuring of several degree programs, and the closure of programs with low enrollment.

Compliance was identified as an area of institutional risk in need of additional funding. The areas of Enrollment Management and University Marketing were identified for further attention by way of development of a business plan and possible additional financial investment.

The University of Idaho plan included development of action plans for lower-quartile programs.

Expansion on the March 2015 report topics:

A. Progress since August 2014:

The University of Idaho completed the following academic program changes:

Moved	• Biological and Ag Engineering degrees from the College of Ag and Life Sciences to Engineering • Bioinformatics and Computational Biology program and degree into the College of Science • Bioregional Planning program and degree into the College of Art and Architecture • Neuroscience program and degree to the Dept. of Biology, College of Science • Environmental Science program and degree to the College of Natural Resources • Water Resources program and degrees to the College of Ag and Life Sciences
Program Component Changes	• B.S. Ag Econ.: consolidated two degrees into one with areas of emphasis • B. Music Education: consolidated three degrees into one with areas of emphasis • B. Music: consolidated two degrees into one with areas of emphasis • B.A./B.S. Music: consolidated three degrees into one with areas of emphasis • B.F.A. Music Theatre: discontinued major & degree, added as minor
Name Changes	• Conservation Social Sciences to Natural Resources and Society Faculty are discussing structural changes, with submission of a future program proposal if applicable.

<table>
<tr><td rowspan="1">Discontinued</td><td>

- Medical Technology B.S.
- American Studies B.A. and B.S.
- Art Education B.S. Art Ed.
- Adult/Organizational Learning and Leadership Ed.S.A.O.L.L.
- Hydrology M.S.
- Microbiology, Molecular Biology & Biochemistry M.S.
- English M.A.T.
- Art M.A.T
- Environmental Engineering M.S. and M.Eng.
- Adult Basic Ed/GED Instructor Certificate
- Heating, Ventilation, Air Conditioning Certificate
- Adv. Materials Design Certificate
- Semiconductor Theory and Devices Certificate
- Water Resources Eng. Certificate
- Electric Machines Certificate
- Communications and Control Certificate
- Structural Engineering Certificate
- Applied Geotechnics Certificate
- UI Leadership Undergraduate Academic Certificate

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</table>

Compliance: The University allocated resources to strengthen Compliance functions.

Enrollment Management: A Vice Provost for Student Affairs and Enrollment Management was hired mid-fiscal year, and she is in the process of assessing enrollment management operations and formulating a business plan which will include an overall budget and request for additional ongoing resources.

Marketing: The Vice President for Advancement responsible for both Advancement/Alumni Relations function as well as Communications and Marketing. At vacancy, the two roles were bifurcated, and an Executive Director for Communications and Marketing was appointed with a direct reporting line to the President separately from the next Vice President for Advancement.

No programs were excluded from the initial exercise.

This Spring, all (not just low-quintile) programs completed an Action Plan intended to target efforts towards student enrollment/retention and increased support for scholarly and creative activities of our faculty, staff and students. All programs also completed metrics reports which added a year of data to the reports filed last year, and included questions to prompt review of the data for trends, and indicators that could inform future actions.

B. Outline of challenges encountered during implementation:
There were two implementation challenges. It was sometimes difficult to move the shared governance approval process at the same pace as the program prioritization process. As a result, the program prioritization process was sometimes ahead of shared government approvals. Second, changes in the processes at the Northwest Commission on Colleges and Universities did not always align with the program prioritization process that the State Board of Education office and especially that CAAP agreed to follow.

C. List of opportunities:
• Able to invest in the James A. and Louise McClure Center for Public Policy Research which has done an important survey on Idahoans' attitudes related to the state highway system; partnered with the Boise State University Andrus Center on a significant conference dealing with educational issues; and is conducting a comprehensive study of "go-on" rates in Idaho that will be important to all of higher education and to the state as a whole.

• Opportunity to make targeted hires in areas of importance to the state and to the University of Idaho—specifically indigenous STEM education and fish research at Hagerman.

• Opportunity to streamline degree programs

• The University of Idaho was able to tie plans for enrollment growth to capacity

Impact on reaccreditation process:

The Program Prioritization Process (Focus for the Future at the University of Idaho) allowed the institution to demonstrate to accreditors that the institution was making an effort to tie resources to strategic planning and was uses data to make decisions. A number of external program reviews referred to the process—Environmental Science, Food Science, Water Resources, Master of Natural Resources, Art & Architecture.

Normalizing/sustaining program prioritization in the budget and program review process:

All of the units at the University of Idaho updated the Program Prioritization templates. This update provided an opportunity to do more than collect data. It allowed units to analyze trends and to track improvements. The institution tied the completion of this exercise to the performance evaluation process for unit administrators. They will provide Provost John Wiencek with a valuable planning and decision-making tool. Program prioritization principles will be prominent the next strategic plan and the next NWCCU Accreditation cycle starting this Fall. The University of Idaho has hired a new Director for Institutional Research and Assessment, reporting to the Provost and Executive View President. This will ensure "closing the loop" on program assessment as a means of informing future actions. There is a commitment by the UI administration to employing process improvement ideals in all aspects of the university that will inform decisions about where our resources, both financial and otherwise, are invested to best serve the citizens of the State of Idaho.

Attachments:

August 2014 Report and March 2015 Mid-Year Academic Affairs Update

University *of* **Idaho**
A LEGACY OF LEADING

Program Prioritization Report to the Idaho State Board of Education
August 6, 2014

The below report summarizing the results of program prioritization activities over the last year in responding to guidelines distributed May 15, 2014 and subsequent instruction at the July IRSA meeting in preparation for the August Board Work Session.

1. ## The institution's overarching goals (i.e. desired outcomes).

   The three institutional goals established for this program prioritization process, which the University of Idaho internally referred to as Focus for the Future, were:

   Prioritized Faculty Hiring. All new and vacated full-time faculty positions would be invested in high-level University strategic priorities, including "cluster hires" that advance select disciplinary and interdisciplinary efforts, student success, research revenue opportunities, accreditation achievement, and solutions to the most important societal problems. All academic units, including academic units in which the new or vacated faculty positions originate, would be required to make investment proposals according to priority areas identified by the Dickeson-based prioritization process for academic programs. No faculty investments would be made in low priority areas. Faculty resources would be used strategically to advance higher University and State of Idaho priorities. Investments would reflect all dimensions of the University of Idaho's mission: teaching, scholarship, outreach, and engagement.

   Program Review. A rigorous review would be conducted of programs placed on a "watch" list during the University's previous prioritization process, as well as other programs found to be low priorities according to the criteria used in the current prioritization process. Such programs would be considered for remediation if they are indispensable to a core mission, and if specific remediation steps can be taken cost-effectively; otherwise, they would be considered for closure or consolidation, and resources will be aligned with higher priorities.

   Enhanced Operational Efficiency. We would review the efficiency in administrative units and "programs" as defined in the State Board's directive (and accompanying staff memorandum). These units and "programs" would be evaluated according to the same process and criteria used in the academic unit prioritization process, to the extent they are applicable directly or by analogy. Particular attention would be paid to opportunities for University-wide centralization or decentralization and standardization of equipment and procedures (e.g., information technology, personnel administration, and fiscal management). The timing of the evaluation of nonacademic units and "programs" might have been affected by the pace at which the academic programs were evaluated, because the academic program array would determine in part the distribution of administrative support for the academic programs.

2. The measurement criteria and the units of program analysis.

As was described in the June 2013 report to the State Board of Education/University of Idaho Board of Regents, the University of Idaho implemented, and has been using Dickeson's concept of program prioritization since 2008 – 2009 when all of our academic programs were assessed as part of our ongoing assessment and continuous improvement efforts. To be clear, our process was not solely his evaluation scheme, but the concepts were foundational.   In order to apply a common set of criteria to all academic and non-academic programs as well as administrative and operating units, we refined our understanding of the criteria and adopted the following definitions for our review:

- **Centrality.** The program is central to the mission and future of the University of Idaho as a land-grant, national, research institution. The program is responsive to the vision and strategic plan of the University and to important stakeholders throughout Idaho.
- **External Demand.** The current and future demand for program graduates, research, scholarship, and outreach is strong; the program plays a unique role in the state and stakeholders seek the expertise of the program faculty.
- **Internal Demand.** The program is relied upon by other programs outside the department for coursework, scholarly collaborations, grant collaborations, or core services.
- **Quality.** The program contributes to the national and international reputation of the University, and the work of the faculty is nationally and internationally recognized as significant. Faculty achievements in teaching, research, professional service, and outreach are nationally recognized. The program enables student success through the demonstrated achievement of established UI learning outcomes. It provides students with high quality learning experiences that offer integrated learning opportunities and skill building for addressing complex problems.   The program enhances the quality of the learning experience through diversity of students, faculty, and staff.
- **Size and Scope.** The program includes a critical mass of faculty and provides a program to a significant number of students.
- **Productivity**. On a per FTE basis, the program produces significant numbers (when compared to appropriate peers) of graduates, student credit hours, scholarly products or performances, and outreach events and participants.
- **Cost Effectiveness.** The program expenditures relative to the various productivity measures are comparable to similar programs at other national research institutions. Evidence indicates that the funds invested in the program produce a healthy mix of student enrollment, research activity and funding, and other income.
- **Impact.** The outreach work of the program has produced significant changes in the practices or conditions of key stakeholder audiences. The program's research, teaching, and outreach components contain mutually-beneficial outcomes. The program is responsive to the vision and strategic plan of the University and to relevant stakeholders throughout Idaho.
- **Synergies**. The program is engaged in cooperative interactions across departments or other administrative units both within the University of Idaho and/or with groups outside the UI that enhance quality and/or productivity providing clear benefits to students and/or faculty. Complex problems are addressed with interdisciplinary strength.

The above criteria were weighted, and the following definitions were developed for scoring:

1 – Poor Alignment. The program does not effectively support the criterion statement

2 – Moderate Alignment. The program moderately supports some of the characteristics in the criterion statement

3 – Good Alignment. The program generally supports the characteristics of the criterion statement

4 – Strong Alignment. The program strongly supports nearly all of the characteristics of the criterion statement

5 – Highest Alignment. The program convincingly supports all of the characteristics of the criterion statement

3. **How many programs were evaluated and how many programs were placed in each quintile.**

The University of Idaho applied the criteria and evaluation metrics to 358 programs. Scores to two decimals ranged from 1.00 to 5.00. Leadership initially placed programs in quintiles based upon those scores then academic degree programs with the lowest enrollment were assigned to the 5th quintile.

Number of programs by type	Preliminary /Absolute Quintiles (reverse of scoring)					
	1st	2nd	3rd	4th	5th	Total
Academic Programs (degrees, certificates & majors)	46	100	14	9	41	**210**
Academic and Student Support Programs/Units	17	57	13	1	0	**88**
Non-Academic Programs/Units	15	15	10	16	4	**60**
Total	**78**	**172**	**37**	**26**	**45**	**358**

The data was then re-examined and leadership assigned quintiles based on a combination of rubric scores and the qualitative components of the review. These final/relative quintiles normalized the data and created five distinct groups that were representative of the rubric scores, metrics such as enrollment and expenditures, and extensive qualitative data.

Number of programs by type	Final/Relative Quintiles					
	1st	2nd	3rd	4th	5th	Total
Academic Programs (degrees, certificates & majors)	30	44	44	51	41	**210**
Academic and Student Support Programs/Units	17	15	15	27	14	**88**
Non-Academic Programs/Units	15	9	11	14	11	**60**
Total	**62**	**68**	**70**	**92**	**66**	**358**

4. **For those programs in either the top or bottom quintile, please generally explain the common factors that led to their current placement.**

Our application of the weighted criteria informed quintile placement. *Centrality*, or lack thereof, in terms of the University of Idaho's historic land grant mission and the institution's position as a comprehensive research institution were clearly a major factor. The other emphasis was on program *quality*. This aligns well with the State Board of Education/University of Idaho Board of Regents intention related to program prioritization, that it fulfills the requirements of zero based budgeting. Certainly the allocation of resources to programs and conversely the decision to not do so were major contributing factors to quintile placement.

5. **What lessons were learned (e.g. implications to the institution, future application, etc.) and what actions are being taken, including considerations of sustainability.**

The process resulted in several key conclusions. First, despite reduced state allocations over the last several years the University continues to fulfill its historic land grant mission and quality remains high. While this rigorous process did highlight some programs that were under-performing and/or no longer of central importance—the most noteworthy conclusion for various constituencies was a recognition of a deep commitment to quality and a higher level of accomplishment than community members hypothesized prior to completion of the process. Consequently, one implication for the University is a widespread dedication to purposeful communication regarding the University of Idaho's people and programs and their considerable

positive impact upon Idaho, the nation, and the world. A second lesson learned was that forward-looking leadership demands that the institution stay the course in terms of making changes that enhance the quality of our programs and ensure that they align strongly with our mission as a land-grant, national, research institution. Third, the University of Idaho community must own its own destiny if the institution's second 125 years is to continue the impressive trajectory of the previous 125 years. Fourth, the Focus for the Future program prioritization work at the University of Idaho pointed to a number of crucial areas that cross or transcend "programs" but are nonetheless areas that demand attention. These include compliance, information technology, interdisciplinary programs, financial aid, and procurement.

Since 2008 the University of Idaho has been committed to program prioritization as a means of assessing and continually aligning programs, activities and resources with the mission and goals of the institution. Focused program prioritization efforts over the last year strengthen and build upon our institutional process. President Chuck Staben's arrival, the launch of a national search for a permanent provost and executive vice president, and the restructuring of our Institutional Research Office provide an opportunity for implementing a long-term strategy for ongoing review of both academic and non-academic programs. We will continue to use the shared governance approved criteria in place since 2008 and the weighting established as part of the current program prioritization process, and we will continue to refine the data sets required for program prioritization.

6. A narrative of the process explaining the level of rigor applied.

This comprehensive review of all programs advanced the work accomplished in 2008 as it tested the effectiveness of earlier program review and expanded it through inclusion of non-academic programs in addition to a thorough and rigorous review of our academic programs.

The University of Idaho's shared governance tradition dictated the institution's program prioritization process. The year-long program prioritization process—Focus for the Future—therefore included broad participation from various constituencies and representing the more than 70 University locations around the state of Idaho. A session that included more than 100 University leaders resulted in definitions of the program prioritization criteria and consensus regarding the weight of each of the criteria (centrality, external demand, internal demand, quality, size and scope, productivity, cost effectiveness, impact, and synergies). Various units worked for approximately one month in order to compile a working list of programs. University leadership assessed this list and compiled a list of 358 programs and units for evaluation. Program stakeholders engaged in comprehensive conversations regarding appropriate metrics. Although not apparent at the outset, these activities turned out to be incredibly valuable as units reflected upon their work, evaluation methodology, and national best practices and benchmarks. Gathering the data at a complex institution demanded significant effort from the entire University of Idaho community. Program leaders then compiled complete program reports using the nine established criteria. Unit leaders conducted their own assessments that included evaluating the data, metrics, and conclusions from program leader reports. Vice presidents reviewed this work. A January 13-14, 2014 retreat allowed leadership to consider all of the reports. Following considerable discussion, the retreat resulted in the formation of 6

work groups tasked with further fine-tuning of the data and reports, providing a more holistic consideration of both. Incorporating the results of these parallel efforts, the Interim Provost and Executive Vice President communicated proposed actions to the university community on April 23, 2014. Colleges and other units conducted all inclusive meetings to discuss the April 23 proposals and provided minutes of these meetings to the executive leadership. Approximately 350 people provided comments on the Focus for the Future website. President Chuck Staben met with stakeholder groups that requested a meeting and conducted in depth conversation with his leadership team. President Staben issued final Focus for the Future/Program Prioritization decisions on July 1, 2014.

7. **Key process documents including templates and surveys used to collect the data. If applicable, please include a link to the web application.**

   Attached are seven documents developed for this process:
   1. Program Scoring Rubric
   2. Summary Report for Academic Departments
   3. Summary Report for Academic Programs
   4. Summary Report for All Colleges
   5. Summary Report for All Programs
   6. Summary Report for Sub-Units
   7. Summary Report for All Units

8. **Key milestones and dates throughout the process.**

Phase 1	Process Overview
5/28/13	Interim President Burnett held meetings with senior leadership and Faculty Senate leadership to discuss the continued use of UI criteria that had initial discussion and approval in 2008 process
6/19/13	Board approved proposed criteria at SBOE meeting
7/22/13	Community-wide communication about Focus for the Future sent from Provost and Executive Vice President Katherine Aiken
9/16/13	Presented and collected input at President's Breakfast
10/14/13	Provost/EVP appointed the Phase 1 Task Force
10/25/13	All Unit Leads submitted list of programs to Provost/EVP for approval
10/29/13	Provost/EVP approved or required changes to program list
10/30/13	Focus for the Future Open Forum: Final program template, rubric, and review process materials distributed to Unit Leads
10/30/13 – 11/30/13	One month feedback period

12/2/13	All Unit Preliminary Reports submitted to supervising VP/EVP
12/3/13	Status report provided to the Faculty Senate
12/3/13 – 12/9/13	VP/EVP reviewed and provided feedback on Preliminary Unit Reports
12/10/13	Unit Leads submitted final Unit Reports to Provost/EVP and supervising VP

Phase 2	**University-Wide Prioritization**
11/1/13	Provost/EVP appointed Phase 2 Task Force
1/13/14 – 1/14/14	Focus For the Future Retreat (Provost's Council)
1/15-14 – 2/28/14	Focus groups meet
2/3/14	Focus groups reported out
2/10/14	Executive Leadership discussed focus group data
3/10/14	Focus For the Future planning meeting
3/24/14	Focus For the Future package and communication plan discussed
3/24/14 – 4/23/14	Colleges identified unit meeting dates to discuss FFF proposals and report to Provost/EVP
4/11/14	Status report submitted to the State Board of Education
4/23/14	University-wide communication sent regarding Focus For the Future proposals
4/24/14 – 4/30/14	Unit meetings held to discuss proposals
4/23/14 – 5/7/14	Two week comment period for suggestions to Provost Council and other groups for consideration and recommendations to President Staben
5/23/14	University-wide communication sent regarding Focus For the Future Feedback responses received
7/1/14	University-wide communication regarding final decisions on the Focus For the Future proposals

9. The aggregate number of programs ln each quintile.

Of the 358 programs reviewed, 62 were placed in the first (top) quintile, 68 were placed in the second quintile, 70 were placed in the third quintile, 92 were placed in the fourth quintile, and 66 were placed in the fifth (lowest) quintile.

10. Was there a hold harmless predetermination for any program(s), and if so, why?

In an effort to honor the principles of zero-based budgeting, nothing was exempt from this process. All divisions and all programs (academic and non-academic) statewide were included in the review with the exception of externally-funded programs such as grants and contracts.

11. Key outcomes and recommendations.

Below is a summary of the findings and plans we have as a result of this review. Several recommendations have already been implemented. Others require further consideration or time for implementation. Many of the proposed changes will generate savings, while some are efficiencies whose impact is difficult to assess directly. One is a significant investment essential to enhance safety and to minimize institutional risk. We expect that financial effects of these changes will occur primarily in the next fiscal year and later.

Non-Academic Programs:
- Create greater efficiencies in administrative personnel processes such as payroll, worker's compensation self-insurance, hiring (implemented People Admin), and revised classification system
- Assess electronic purchasing practices for potential resource savings
- Close or change selected auxiliary operations such as the campus pharmacy (closed-services available locally)
- Consolidate select IT functions including technology/electronics purchases. Plan to be developed in 2014-15
- Reorganize and invest in University compliance functions
- Evaluate institutionally based financial aid for net tuition savings
- Fully fund the Vandal Scholarship Fund (Athletic Scholarships) through fundraising
- Close the Office of Community Partnerships
- Transfer Student Sustainability Center to Facilities
- Assess assignments of Development Officers
- Invest in Enrollment Management and Marketing

Academic Programs:
- Evaluate vacant faculty lines for strategic hiring; evaluate affiliate faculty assignments
- Move interdisciplinary programs to colleges
  - Bioinformatics and Computational Biology to the College of Science
  - Bioregional Planning to the College of Art & Architecture
  - Environmental Science and Waters of the West to the College of Natural Resources (continue consultation in Fall 2014)
  - Neuroscience to the Department of Biology, College of Science
- Move the Biological and Agricultural Engineering degree programs to the College of Engineering
- Close Bio-energy unit in Boise
- Restructure Department of Conservation Social Sciences in College of Natural Resources

Academic Degree Programs and proposed actions:

Bachelors	
Degree	**Recommendation**
Biochemistry - B.S.Biochem.	No action
Renewable Materials - B.S.Renew.Mat.	Watch list
Dance - B.S.Dan.	Watch list
Music Degree Programs Applied – B.A., B.S. Vocal Performance – B. Mus. Education: Vocal-Instrumental – B. Mus. Theory – B.A., B.S. Education: Vocal – B. Mus. History and Literature – B.A., B.S. Business – B. Mus.	Restructure
Art Education - B.S.Art Ed.	Consolidate in B.S. Art
Interdisciplinary Studies - B.A., B.S.	Watch list
Musical Theatre - B.F.A.	Eliminate
Agricultural Economics - B.S.Ag.Econ.	Ag Econ programs consolidated
Latin-American Studies - B.A.	Consolidate with Modern Languages
American Studies - B.A., B.S.	Eliminate
French - B.A.	Restructure
Medical Technology - B.S.	Eliminate
Masters	
Degree	**Recommendation**
Computer Engineering - M.S., M.Engr.	No action
Geological Engineering - M.S.	No action
Hydrology - M.S.	Consolidate with Geology
Interdisciplinary Studies - M.A., M.S.	Watch list
Food Science - M.S.	Invest
Biology - M.S.	No action
Political Science - M.A.	Watch list
Biological and Agricultural Engineering - M.S., M. Engr.	Move program to College of Engineering (organizational restructure)
Bioinformatics and Computational Biology - M.S.	See UWP recommendation
Environmental Engineering - M.S., M.Engr.	Eliminate
Art - M.A.T.	Eliminate
Microbiology, Molecular Biology and Biochemistry - M.S.	Consolidate with Biology
English - M.A.T.	Eliminate

Neuroscience - M.S.	Move program to Biology (organizational restructure); see interdisciplinary program recommendation
PhD	
Degree	**Recommendation**
Chemical Engineering - Ph.D.	Watch list
Materials Science and Engineering - Ph.D.	Watch list
Neuroscience - Ph.D.	Move program to Biology (organizational restructure); see interdisciplinary program recommendation
Food Science - Ph.D.	Invest
History - Ph.D.	Watch list and consider social sciences doctoral program
Soil and Land Resources - Ph.D.	Consolidate in single PSES degree

12. Timelines for next steps. This should delineate:

a. What immediate steps have already been taken, if any?

The University of Idaho has completed the following:
- Instituted new employee classification system designed to address salary compression and fairness issues
- Implemented the PeopleAdmin talent management system
- Closed the campus pharmacy ($260,000)
- Closed the Office of Community Partnerships ($480,000)
- Transferred the Student Sustainability Center to Facilities
- Moved Bioinformatics and Computational Biology to the College of Science
- Moved Bioregional Planning to the College of Art & Architecture
- Reexamined our options for funding our Other Post-Employment Benefits (OPEB) ($1,300,000)

b. What steps will occur in the future (i.e. phased or out-year changes)? This may require an overview of what steps are co-dependent on the actions of others, such as the Board or NWCCU, or what steps are contingent upon further analysis and review by the institution.

Many of the below initiatives require faculty participation in planning and implementing the changes. Some may require the letter to the State Board of Education Office and

communication with NWCCU. We anticipate notifications to be complete by December 31, 2014.

Action	Timeline
Move/restructure administration of degree programs	• Action plans due September 30, 2014
Consolidate degree programs	• Action plans due September 30, 2014
Eliminate degree programs	• Action plans due September 30, 2014
Conservation Social Sciences	• Action plans due September 30, 2014
Benefit reviews (beyond OPEB mentioned above)	• Compile a list of programs for review and prioritize by September 1, 2014 • Complete reviews by February 1, 2015 • Implement changes as allowable depending on the restrictions of each program.
Invest in Compliance Functions	• Establish operating budgets and transfer funds by September 15, 2014 • Make staff hires by December 31, 2014
Enrollment Management	• Develop an annual business plan and transfer of funds by December 31, 2014
Marketing	• Develop an annual business plan and transfer of funds by December 31, 2014
Degree programs on the watch list	• Develop action plans for approval by the Provost no later than December 1, 2014 • Report on implementation of action plan by June 15, 2015
All programs in the 4th final/relative quintile	• Develop action plans for improvement no later than December 1, 2014 for Provost's approval • Report on implementation of action plan by June 15, 2015

c. Process improvements (e.g. eliminate duplication, outsource, centralize services, etc.)

The University of Idaho has launched initiatives to examine and refine various processes. The anticipated completion date for this work in June 30, 2015.
- Assess electronic purchasing/procurement practices for potential savings
- Consolidate selected IT functions including technology/electronics purchases
- Evaluate institutionally based financial aid
- Develop a plan to fully fund the Vandal Scholarship Fund through private sources

Focus for the Future Program Scoring Rubric

Poor Alignment	Moderate Alignment	Good Alignment	Strong Alignment	Highest Alignment
1	2	3	4	5
The program **does not effectively support** the criterion statement	The program **moderately supports some** of the characteristics in the criterion statement	The program **generally supports** the characteristics of the criterion statement	The program **strongly supports nearly all** of the characteristics of the criterion statement	The program **convincingly supports all** of the characteristics of the criterion statement

	Criteria	Wt	Data and Program Comments Supporting the Score (150 words max per criterion)	Program Self Review	Unit Lead Review	% Wt	Program Weighted Score	Unit Lead Weighted Score
1	Centrality	5	Program Comments: Unit Lead Comments:			13.9%	0	0
2	External Demand	4	Program Comments: Unit Lead Comments:			11.1%	0	0
3	Internal Demand	4	Program Comments: Unit Lead Comments:			11.1%	0	0
4	Quality	5	Program Comments: Unit Lead Comments:			13.9%	0	0
5	Size & Scope	3	Program Comments: Unit Lead Comments:			8.3%	0	0
6	Productivity	3	Program Comments: Unit Lead Comments:			8.3%	0	0
7	Cost Effectiveness	4	Program Comments: Unit Lead Comments:			11.1%	0	0
8	Impact	4	Program Comments: Unit Lead Comments:			11.1%	0	0
9	Synergies	4	Program Comments: Unit Lead Comments:			11.1%	0	0
						100.0%	0	0
							Program Score	Unit Score

Focus for the Future Academic Department Report

Academic Department _____

College Containing Department _____

Department Lead _____

Summary
Overview of the academic department describing programs, facilities, etc. (75 words max)
How the department promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for Programs in the Department					
Program1				**Program Criteria Score**	
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**	**Self**	**Dean**
Number of Students					
FTE in Major					
Program2					
Number of Students					
FTE in Major					
Program3					
Number of Students					
FTE in Major					
Program4					
Number of Students					
FTE in Major					

Metrics for the Academic Department	Academic Yr	Academic Yr	Academic Yr
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**
Total Number of Undergraduate Students			
Total Number of Undergraduate Credits			
Total Number of Master's Students			
Total Number of Certificate Students			
Total Number of Ph.D. Students			
Total Number of Graduate Credits			
Total Credit Hour Production – Department wide			
Number Tenure Track Faculty			
Total Tenure Track Faculty FTE			
Number non-Tenure Track Faculty (including instructors)			
Total non-Tenure Track Faculty FTE (including instructors)			
Student to Tenure Track Faculty Ratio			

Student to Total Faculty Ratio			
Number of TA's			
Total Number of Technical Personnel (scientist, engineers, etc.)			
Total Number Publications			
Expenditures - Salaries			
Expenditures – Instruction			
Expenditures – Research			
Expenditures – Public Service			
Total Department Expenditures			
Instruction Expenditures per Tenure Track Faculty FTE			
Research Expenditures per Tenure Track Faculty FTE			
Public Service Expenditures per Tenure Track Faculty FTE			
Optional Department Metrics			

<Insert Excel File Here: *Program Scoring Rubric >*

Focus for the Future Program Report

Program _____
Department Containing Program _____
Program Lead _____

Summary
Overview of the program describing purpose, stakeholders, etc. (50 words max)
Summary of how the program promotes the 9 criteria (200 words max)

Metrics for the Program			
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**
Number of Students			
FTE in Major			
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric >*

Focus for the Future Academic College Report

Academic College _____
Dean _____

Summary
Overview of the college describing departments, programs, facilities, etc. (100 words max)
How the college promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

College of **Metrics**	Academic Yr **2010 – 2011**	Academic Yr **2011 – 2012**	Academic Yr **2012 – 2013**
Total Number of Undergraduate Students			
Total Number of Undergraduate Credits			
Total Number of Master's Students			
Total Number of Certificate Students			
Total Number of Ph.D. Students			
Total Number of Graduate Credits			
Total Credit Hour Production – College wide			
Number Tenure Track Faculty			
Total Tenure Track Faculty FTE			
Number non-Tenure Track Faculty (including instructors)			
Total non-Tenure Track Faculty FTE (including instructors)			
Student to Tenure Track Faculty Ratio			
Student to Total Faculty Ratio			
Number of TA's			
Total Number of Technical Personnel (scientist, engineers, etc)			
Total Number Publications			
Expenditures - Salaries			
Expenditures – Instruction			
Expenditures – Research			
Expenditures – Public Service			
Total College Expenditures			
Effective F&A Rate, %			
F&A recovered, $			
Instruction Expenditures per Tenure Track Faculty FTE			
Research Expenditures per Tenure Track Faculty FTE			
Public Service Expenditures per Tenure Track Faculty FTE			
Optional College Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

Focus for the Future Program Report

Program _____
Unit or Sub-unit Containing Program _____
Program Lead _____

Summary
Overview of the program describing purpose, stakeholders, etc. (50 words max)
Summary of how the program promotes the 9 criteria (200 words max)

Metrics for the Program			
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric >*

Focus for the Future Sub-unit Report

Sub-unit _____

Unit Containing Sub-unit _____

Sub-unit Lead _____

Summary

Overview of the sub-unit describing services, facilities, etc. (75 words max)

How the sub-unit promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for Programs in the Sub-unit					
Program1				**Program Criteria Score**	
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**	**Self**	**Unit Lead**
Program2					
Program3					
Program4					

Metrics for the Sub-unit	Academic Yr	Academic Yr	Academic Yr
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

Focus for the Future Unit Report

Unit _____
Unit Lead _____

Summary
Overview of the unit describing sub-units, programs, facilities, etc. (100 words max)
How the unit promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for the Unit	Academic Yr	Academic Yr	Academic Yr
Common Metrics	**2010 – 2011**	**2011 – 2012**	**2012 – 2013**
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric >*

Implementation progress since the August 2014 presentations:

- Finalized closure of the University Pharmacy and made severance agreement with pharmacist
- Finalized closure of the Office of Community Partnership (staff filled vacancies available in other units)
- Moved Sustainability Center to Facilities
- Moved Environmental Sciences to College of Natural Resources
- Moved Water Resources to College of Agriculture and Life Sciences
- Moved Professional Science Masters' degree to College of Agriculture and Life Sciences
- Moved Bioinformatics and Computational Biology to College of Science
- Moved Neuroscience to Department of Biological Sciences
- Moved Bioregional Planning to the College of Art & Architecture
- Restructured degree programs in the Lionel Hampton school of Music

No programs were excluded from the original program prioritization process

Challenges encountered during implementation:

- Implementation required a by-pass of the Shared Governance process at the University of Idaho
- Movement of the Biological and Agricultural Engineering degree to the College of Engineering created consequences for the College of Agriculture and Life Sciences
- Water Resources, Environmental Science, and the Professional Science Masters shared one administrator—splitting those created leadership challenges in terms of identifying three leaders, determining assignments, and providing compensation

Opportunities that have presented themselves as a result of the implementation:

- Pharmacy Space re-allocated to Student Health and to Department of Psychology and Communication studies—largest academic unit on UI campus
- Neuroscience program director salary re-allocated to Recruitment/Retention specialist in the College of Science
- Office of Community Partnership salary re-allocated to James A. and Louise McClure Center for Public Policy Research for research assistant and partial director's salary
- Office of Community Partnership salary re-allocated to American Indian Studies targeted hire
- Office of Community Partnership space re-allocated to STEM Director
- Environmental Sciences/Water Resources staff salary re-allocated to College of Natural Resources recruitment/retention and to faculty line
- College of Science combined departmental administrators and used salary savings to permanently fund Mathematics Education professor
- Updated the Focus for the Future/Program Prioritization data for 2014 to determine impact of action plans and create action plans for 2015

University of Idaho, Program Prioritization Report
June 2015 Update – Finance and Administration

Highlights from original plan:

Increased awareness on process and continuous improvement. The prioritization exercise and on-going monitoring has brought a sense of awareness in the daily functions and processes directed at efficiency. The highlights from the August 2014 plan include the following:

- Self-Insured Worker's Compensation Program that has provided a reduction in cost to the institution of $700K annually.

- An E-procurement Solution is in the final stages for decision making. Up to this point a team has sent out an RFP for a vendor and has chosen an external partner for the project. A careful analysis is being completed to identify the necessary upfront costs of implementation, functionality to the end user, and computation of the expected return on investment to be realized by implementation.

- The Rebalancing of Technology Investments project is on-going. Planning and analysis has been completed for the College of Agriculture, Facilities and Student Affairs. Recommendations are being developed at the unit and university level, and the implementation has begun to streamline job descriptions and remove duplicative technologies. More information is available at http://www.uidaho.edu/its/rebalancing.

- A review and cost/benefit analyses of outsourcing the campus bookstore operations has been completed. The current operation is improving and providing comparable financial results and superior student service in comparison to the outsourcing option. This project is completed, but is scheduled for periodic review.

Expansion on the March 2015 report topics:

A recent study indicated a cost benefit in efficiency of operations resulting from a consolidated fringe rate to be used for charging out employee benefit obligations. A proposal has been completed and is part of an Indirect Cost Proposal presented to the Federal Department of Health and Human Sciences now being negotiated. This has the potential to simplify the reimbursement from grants and contracts for benefit costs that will result in reducing one (1) FTE to be redeployed to other strategic functions or eliminates.

Additional areas that are have been identified since the original plan include:

- A Debt Management program review that has resulted in over $2million in one-time savings to be used strategically on improvement needs of the Integrated Research and Innovation Center, and provide $240K in reduction debt service. A process has been implemented to review the institution's debt structure and opportunities for savings, which includes the use of a Financial Advisor recently hired.

- A review of cash management practices has resulted in the hiring of two (instead of one) investment manager to provide a spectrum of ideas for increasing return with very little increase in risk. This strategy has resulted in recommendations that have resulted in an increase in the annual investment income of $500K from two years ago.

- The university has reviewed possible improvements to safety on campus, including emergency response procedures, changes in notification protocol and additional electronic surveillance capabilities. This has resulted in a more efficient process and the identification of hardware, software and personnel needs to improve campus safety. The university has identified one-time resources to invest for the initial stages of the surveillance system with the hope of expansion in the future.

The Prioritization initiative was a familiar topic when talking with the accreditation team this past month and the institution received an accommodation for its expansion and improvement to campus safety.

Attachment:

March 2015 Mid-Year Finance and Administration Update

Implementation progress since the August 2014 presentations:

- Evaluation of E Procurement Solution: Fall of 2014 an RFP was sent out and evaluated with four firms responding. ESM was selected as the top vendor. A careful analysis is being done of initial capital needed to implement, sources to meet the initial need and overall savings expected in the first five years. (Cost Benefit Analysis).
- Reviewed the cost / benefit of a consolidated fringe rate approach to benefit rates for employees, including reimbursement charges to grants and contracts. A proposal has been completed and is part of an Indirect Cost proposal to The Federal Department of Health and Human Science now being negotiated.
- Reviewed and adjusted benefit account reserves and established on going surveillance procedures. Project is on-going, but has currently increased unrestricted net assets. This project is completed.
- Implemented a self – insured Workers Compensation Plan. First year savings is estimated at $700,000. This project is completed.
- Rebalancing Technology Investments: Planning has been completed and as of February 2015 analyses have begun in the College of Agriculture, Facilities and Student Affairs, with more units to follow. Recommendations are being developed at unit and UI levels, and the implementation of recommendations has begun to streamline job descriptions and remove duplicative technology. More information is available at http://www.uidaho.edu/its/rebalancing.
- Review and cost/benefit analysis of outsourcing the campus bookstore operations. The analysis showed the current operation is improving and providing comparable financial and superior student service to outsourcing options. This project is complete, but is scheduled for periodic review.

Programs that were excluded from the original program prioritization process:

- Debt Management Program
- Cash investment Program
- Security structure including existing security and safety contracts and additional electronic surveillance capabilities.

Improvements and adjustments have been made or proposed to improve performance in areas:
Identified above

Challenges encountered during implementation:

The University work culture of decentralized operations.
Turnover of key personnel.

Opportunities that have presented themselves as a result of the implementation:

Redirecting the continuous improvement program created in DFA and establishing a campus-wide continuous improvement program.

Lewis-Clark State College

Program Prioritization Update June 2015

Lewis-Clark State College continues to focus on implementation of the action plans resulting from the 2013-2014 program prioritization initiative. As noted later in this document, tracking of the initiatives occurs simultaneously with LCSC's annual program assessment processes.

1. **Brief highlight of the institution's August 2014 outcomes and plan**

Lewis-Clark State College identified four (4) over-arching goals/ outcomes of the program prioritization process which align with the goals of our Strategic Plan.

- *Sustain and enhance excellence in teaching and learning.*
- *Optimize student enrollment and promote student success.*
- *Strengthen and expand collaborative relationships and partnerships.*
- *Leverage resources to maximize institution strength and efficiency.*

The focus of the initiative was on identifying efficiencies in processes and opportunities for restructuring, which ensure the continued quality and integrity of programs.

LCSC's 115 programs were quintiled, applying the five (5) criteria of 1) impact, justification, and overall essentiality; 2) quality of program outcomes; 3) external demand; 4) internal demand; and, 5) net revenue. Expected actions for AY 2014-2015 were assigned to each quintile.

Q	Expected Action	N=115	Requirement
1	Highly successful: Seek additional resources	23	Resource plan
2	Highly successful: Sustain current support	23	Aspirational goals
3	Successful: Areas for enhancement identified	23	Action Steps / Plan
4	Multiple elements needing improvement	23	Action Plan
5	Needs or is undergoing major review/ restructure	23	Review → Action Plan, Restructure

2. **Expansion of the March 2015 Report topics:**
   a. Implementation progress since August 2014. Have any programs that were excluded from the original program prioritization process been reviewed?

During early fall 2014, based on quintile, program managers set aspirational goals or crafted resource plans, action plans, or established objectives/ outcomes for the major review process. These steps/ plans/ reviews were noted in each program's Unit Assessment Document for ease of tracking and to ensure follow-up.

All Programs

- No programs at LCSC were excluded from the original program prioritization process. All programs were reviewed and follow-up actions are in process.
- All Q1 programs have submitted resource plans with growth targets. These have been reviewed by administration and are currently under consideration for FY16 funding and FY17 line item requests.
- All Q2 programs have submitted aspirational (intermediate and long term growth) plans. The plans have been reviewed and approved by supervisors for potential future resource allocation in FY 2017 and beyond.
- All Q3 programs have identified, initiated, and in some cases completed action steps. Progress and results from the steps will be tracked in the annual Unit Assessment documents.
- All Q4 and Q5 programs have initiated either an action plan or a plan for major review. Initial results are noted below; implementation of plans is in progress and is tracked in the annual Unit Assessment and Unit Action planning processes over the next two years. Actions resulting from major reviews will be phased in over the next several fiscal years. It is anticipated new programming will be recommended as well as refinements to and restructuring of existing programs.

Instructional Programs

- Discontinuations: 1 minor/ teaching endorsement; 3 academic degrees; 2 professional-technical intermediate certificates.
- Reorganization/ restructuring: 1 academic program; 2 professional-technical programs; 1 teaching lab (with 1.0 FTE reallocated to Information Technology).

Non-instructional Programs

- Discontinuations: none to date.
- Reorganization/ restructuring: 2 student support programs (in each, 2 programs were combined - FTE reallocated within student support services area to reach more students); 1 consolidated Testing Center created from existing personnel/resources.
- Note: Athletics and all auxiliary programs were reviewed in the prioritization process.

b. Challenges encountered during implementation.
- Pursuing program prioritization action plans simultaneously with strategic enrollment initiatives:
  o LCSC has ambitious enrollment targets over the next 5-year time period. Expansion of the academic and professional-technical program menu is one piece of a strategic enrollment planning to be developed over the next academic year.
  o Low enrollment programs often meet a regional need. Seeking alternative delivery methods or cycles to better utilize institutional resources while ensuring employer/ industry needs are met is a challenge.

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- Melding program prioritization initiatives into accreditation and college/program level tracking/ assessment to ensure maximum short and long term benefits:
  - To realize the full benefit of the program prioritization process, careful tracking of action steps, action plans, and major reviews is ongoing. The annual assessment process provides one mechanism for such tracking – but the details need to be worked out as noted in #4 below. A comparable initiative for ongoing tracking of elements impacting college level assessment is a next step.
- Turnover of key personnel critical to the ongoing process.

c. Opportunities that have presented themselves as a result of implementation.
- Robust interdisciplinary, cross-campus dialogue and collaboration regarding resource sharing and opportunities for program improvement.
- Resources reallocated within strategic growth/ high need areas through reorganization and streamlining of processes.
- Campus forums for faculty and staff to discuss program prioritization.
- Physical relocation and realignment of departments and staff to better serve students.
- Refinement of ongoing assessment and planning/ budgeting processes with focus on both program quality and viability.
- Reconceptualization of institutional research/ planning with increased focus on high quality, accessible data for decision-making.
- Clearer mechanism for allocation of resources during budgeting / planning cycles.

3. **Impact on reaccreditation process.**
Prior to initiation of the program prioritization process, 163 programs participated in the annual assessment review process at LCSC. A program was defined as any activity or collection of activities that used resources and engaged in the college unit assessment process. Program prioritization and preparation for the Northwest Commission on Colleges and Universities (NWCCU) Mid-Cycle report and visit in Fall 2014 provided the opportunity to review the various units previously identified as 'programs' and make refinements. In total, 115 programs were quintiled. This reduction in programs resulted in several gains for the institution, including stronger collaboration within units, enabling programs to evaluate themselves as a whole rather than as a set of independent parts, more useful and informative data comparisons, and time savings for program managers and others across campus who are integral to the institutional assessment and planning processes.

As we plan for the next NWCCU seven-year review, we will use elements of the program prioritization criteria to refine the institutional definition of mission fulfillment. To that end, our "College Assessment Rubric: will be revised to include a blend of viability and quality indicators as determinants of mission fulfillment [the College Assessment Rubric documents benchmarks, progress toward benchmarks, action plans and evaluation or result of the action plan]. Preparation for an accreditation visit requires the active engagement of the

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entire campus community; thus faculty, staff and all administrative levels will participate in ongoing use of the program prioritization principles. This process reinforces a culture that bases change and continuous quality improvement on clear, relevant data parameters and thoughtful data analysis.

4. **Normalizing/ sustaining program prioritization in the institution's budgeting and program review process**

To ensure sustainability and institutionalization of the program prioritization process, the President formed a cross-campus Presidential / Program Guidance (PG) Initiative group for AY 2014-2015. This group was charged with assessing the effectiveness of this approach and with identifying necessary strategies for sustainability and follow-up.

The ongoing assessment process at Lewis-Clark State College includes the identification of meaningful goals, objectives and indicators by program faculty and staff, with input and guidance from the director or the division chair and dean. Programs gather relevant data, compare data to established benchmarks, and analyze the overall results. The results inform changes to the objectives, benchmarks, and measurement tools. Findings also serve as the basis for a work plan, which specifies work elements resulting from the data analysis. Examples of work plan elements include revisions to curriculum, re-sequencing of courses, change in admission criteria, organizational restructuring, etc. The assessment plans are reviewed at multiple levels within the institution, and eventually serve as the basis for program and department level budget requests.

The PG group, comprised of faculty, staff, directors, and deans, identified elements critical to sustain components of the program prioritization process. The team found that embedding the tracking of program prioritization expected actions within the unit assessment documents distracted program faculty and staff from conducting reflective program assessment. However, the group recognized assessment and program prioritization tracking are parallel processes and must occur in tandem.

To this end, several modifications are being made to the current assessment forms and processes. First, the program prioritization tracking will be appended to Unit Assessment Document. Completion and follow-up related to the expected actions will follow the same timeline and receive the same review and scrutiny as the program assessment documents. Second, current program assessment parameters which focus primarily on student outcomes and program quality indicators, will be expanded to include an additional mandatory component addressing ongoing program viability. Our new Institutional Research Director is charged with compilation of the necessary viability data and with presenting it in an easily consumable format for faculty and staff users. It is anticipated this approach will mitigate ongoing historical concerns regarding data inaccuracies or discrepancies on the selected viability indicators.

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Lewis-Clark State College will continue to apply key elements of the program prioritization process. We expect increased institutional effectiveness as action plans and major reviews are implemented and evaluated. Program prioritization results will inform future budget requests and strategic resource allocation decisions.

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