

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 11, 2016**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.O. COURSE PLACEMENT- FIRST READING	Motion to Approve
2	FIVE-YEAR PROGRAM PLAN	Motion to Approve
3	ANNUAL PROGRAM PRIORITIZATION REPORT	Motion to Approve
4	BOISE STATE UNIVERSITY – ONLINE GRADUATE CERTIFICATE IN EDUCATIONAL GAMING AND SIMULATION	Motion to Approve
5	EPSCOR ANNUAL REPORT	Information Item
6	CHAIRMAN’S UPDATE	Information Item

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SUBJECT

Board Policy III.O.—Course Placement—First Reading

REFERENCE

June 2015	Board approved Repeal of Board Policy III.O. Equivalency Schedules.
October 2015	Board approved waiver of Board Policy III.Q.4.c, Admissions Placement Scores.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q.4.c

BACKGROUND / DISCUSSION

At its October 2015 meeting, the State Board of Education (Board) waived for a third and final time the placement section of Board policy III.Q.4.c. This section of policy covers placement in entry-level college courses and was waived until the end of the 2016 calendar year to allow for the creation and adoption of new placement mechanisms, especially in the wake of the news that ACT would be discontinuing the widely used COMPASS test at the end of CY2016.

The new placement mechanisms and processes currently under development by the institutions will be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation.

The adoption of this policy will serve two primary purposes. First, it will allow the institutions to design and implement placement processes and mechanisms that allow them to properly place their students. Second, it will serve the Board's desire to ensure each institution's placement processes and expectations are found in a single location (much like the graph in Board Policy III.Q.4.c).

IMPACT

Approval of the proposed amendments would create a separate section of Board Policy regarding course placement and replace the current statewide placement policy.

ATTACHMENTS

Attachment 1 – Section III.O. “Course Placement” – First Reading. Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Given that course placement and college admissions are sufficiently separate areas of operation, CAAP recommends giving placement its own section of Board Policy. The proposed policy would create a new section of policy. CAAP recommends extracting Board Policy III.Q.4.c (currently under waiver) from III.Q and placing it in III.O. Board Policy III.Q is also in the early stage of being revised.

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Currently, Board Policy III.Q.4.c provides one location where current placement related cut scores can be identified. While cut scores are currently waived, CAAP believes it still remains important for all critical placement related information to be located in one place.

This proposed policy was recommended for approval by CAAP at its May 26 meeting and recommended for approval by the Instruction, Research and Student Affairs (IRSA) at its July 21, 2016 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the new section of Board policy III.O. Course Placement, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Five-Year Program Plan

REFERENCE

August 2012	The Board approved the first iteration of the Five-Year Program Plan.
August 2013	The Board approved the Five-Year Program Plan update.
August 2015	The Board approved the Five-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, Section 33-113, Idaho Code.

BACKGROUND/DISCUSSION

Section 33-113, Idaho Code requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

Board Policy III.Z.2.a.ii. requires institutions to create program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a five year period and all programs currently offered. Board staff reviews institution plans for alignment with statutory and policy requirements, program responsibilities, and duplication.

On April 12, 2016, Board staff coordinated a work session with the provosts to review draft institution plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities. This year, Board staff worked with the Division of Career and Technical Education (CTE) to coordinate the work session that would include a section for CTE programs, separate from academic programs.

The Five-Year Program Plan represents proposed programs for Academic Years 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21.

IMPACT

The Five-Year Plan will provide a comprehensive picture of anticipated institutional academic program development. The Five-Year Plan is intended to serve as the foundation for advising and informing the Board in its efforts to

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coordinate educational programs throughout the state. Approval of the Five-Year Plan will provide the institutions with the ability to proceed to a program proposal development stage.

ATTACHMENTS

Attachment 1 – The Five-Year Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Institutions met on April 12, 2016 to review proposed programs, discuss areas of concern, and potential collaboration opportunities. Last year, staff reported that the College of Western Idaho (CWI) is proposing an Associate of Applied Science in Radiologic Technology for the 2019-20 academic year. Boise State University had at that time expressed concerns about the likely competitiveness of clinical sites for its existing B.S., Diagnostic Radiology program if CWI were to offer a Radiologic Technology program in the Treasure Valley. Both institutions reiterated that ongoing discussion is necessary as CWI continues to explore the viability of the proposed program. There were no other programs identified for future discussion.

The following represents a number of partnerships between institutions that are in progress or in the discussion stages.

UI	Computer Science, BS with NIC (Fall 2016)
ISU and CWI	Pharmacy Technology with NIC
BSU	-Joint Master of Public Administration & JD program – with UI (Fall 2018) -Criminal Justice, BS – with CWI (Fall 2017)
LCSC	Athletic Training, MS with UI (3+2) (in progress)
EITC	Medical Technician with ISU (discussion)
NIC	-Cybersecurity, AAS with UI (Fall 2017) -Medical Laboratory Technology, AAS w/5 technical colleges (Fall 2017)

IRSA reviewed the five-year plan at their July 21, 2016 meeting and will be prepared to discuss at the Board's meeting.

Staff recommends approval of the Five-Year Plans as submitted in Attachment 1.

BOARD ACTION

I move to approve the Five-Year Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Program Prioritization – Implementation Update

REFERENCE

May 2013	The Board directed institutions to institute a program prioritization process consistent with Robert 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.
June 2015	The Board was presented with an update on program prioritization implementation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

BACKGROUND/DISCUSSION

In April 2016, Board Policy V.B. was amended. To require “Annual Program Prioritization updates...be submitted to the Board by the college and universities on the date and in a format established by the Executive Director.”

In a guidance memo from the Board’s Chief Financial and Academic Officers, dated May 11, 2016, the institutions’ financial and academic Vice Presidents were notified that Executive Director Freeman had selected August as an ideal time for the institutions to provide these reports. The guidance memo also instructed the institutions that at minimum, their “presentations should touch upon the following areas:

- Brief description of significant programmatic actions which have been taken, if any, subsequent to the 2015 Program Prioritization update (discontinued, merged, re-sized programs, etc.)
- Any significant challenges/issues which will be worked in FY2017.

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- Brief description of how Program Prioritization is integrated into the institution's strategic planning, programming, and budgeting process.
- Relationship of Program Prioritization process/decisions to the FY2018 budget request, as applicable."

IMPACT

Program prioritization requires 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 provides 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."

The impact of implementing program prioritization will ensure that guiding principles are carried forward as standard aspects of institutional administration.

ATTACHMENTS

Attachment 1 – May 2016 Guidance Memo	Page 3
Attachment 2 – BSU Program Prioritization Presentation	Page 5
Attachment 3 – ISU Program Prioritization Presentation	Page 31
Attachment 4 – UI Program Prioritization Presentation	Page 51
Attachment 5 – LCSC Program Prioritization Presentation	Page 65

STAFF COMMENTS AND RECOMMENDATIONS

These presentations are an opportunity for the Board and the institutions to glimpse into the institutionalization of program prioritization on the four-year campuses, and to see how the institutions are assimilating the principles of program prioritization into the planning, programming, budgeting, and performance tracking processes.

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 agenda item.

BOARD ACTION

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

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BOISE STATE UNIVERSITY

SUBJECT

New self-support, online Graduate Certificate in Educational Gaming and Simulation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes the creation of an online, self-support 15-credit graduate certificate program in Educational Games and Simulations, to be offered by the Department of Educational Technology. The new program will add to the array of self-support programs offered by the department: a Master of Educational Technology degree, an Ed.D. in Educational Technology, an Education Specialist degree (Ed.S.) in Educational Technology, and three graduate certificates.

The courses of study leading to these graduate certificates can be taken as specializations within the master's or Ed.S. programs or as stand-alone programs. The proposed program will provide students in this set of self-support programs with a broader set of choices; curricular choice plays a key role in student recruitment for self-support programs.

The coursework in the proposed program will produce graduates who will be able to (i) improve individualized learning by custom-designing and programming games and simulations for specific instructional needs and (ii) expertly gamify entire curricula at all levels and in all academic disciplines.

IMPACT

Students who will enroll in the proposed program will be from the same population of students presently served by our other self-support programs in Educational Technology. The population served is fully distinct from students enrolled in our traditionally-funded programs, and instead of paying traditional tuition and fees will pay separate fees of a self-support program. The program therefore meets the criteria for a self-support program as provided in Board Policy V.R., subsection 3.b.v.(a)(2).

Students in the proposed program will be in many of the same classes as students in the existing self-support, online programs offered by the department. Similarly, students in the existing programs will enroll in the three new classes that are being created for the proposed program.

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The cost to a student of completing the proposed certificate program can be calculated as 15 credits times \$379.33 per credit (the cost to students for master's level courses) for a total of \$5,689.95.

The program will not require the use of any new state appropriated funds.

ATTACHMENTS

Attachment 1 – Graduate Certificate in Educational Gaming and Simulation, Self-Support Program Proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.Z, no institution has the statewide program responsibility for educational technology programs at the certificate level. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

BSU also requests approval to assess a self-support program fee consistent with Board Policy V.R.3.b.v.(a) (2). Based on the information for the self-support program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on July 11, 2016 and to the Boards on Instruction, Research, and Student Affairs (IRSA) committee on July 21, 2016.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, self-support program that will award a Graduate Certificate in Educational Gaming and Simulation in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support program fee for the Graduate Certificate in Educational Gaming and Simulation in the amount of \$379.33 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO EPSCOR

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2013	EPSCoR provided their annual report to the Board
April 2014	EPSCoR provided their annual report to the Board
April 2015	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University including participation of Idaho's 2-year and 4-year colleges.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Idaho has three active NSF EPSCoR Research Infrastructure Improvement (RII) awards:

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- Track-1 RII; 2013-2018 - \$20 million, “Managing Idaho’s Landscapes for Ecosystem Services (MILES)”
- Track-2 RII Focused EPSCoR Collaborations; 2013-2017 - \$6 million, “Western Consortium for Watershed Analysis and Visualization (WC-WAVE)”
- Track-3 RII Building Diverse Communities; 2014-2019 - \$750,000 (up to five years), “Indigenous Program for STEM Research”, and “Regional Native Network of Graduate Education: A National Research and Educational Model”

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – Annual Report Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho EPSCoR was awarded a new Track-1 grant NSF-EPSCoR award in 2013 entitled, “Managing Idaho’s Landscapes for Ecosystem Services”, for \$20M between the 2013-2018 periods. NSF-EPSCoR grants require a state matching component, these funds are paid out of a portion of the funds allocated for use by the Board’s Higher Education Research Council (HERC). The state match for the current award is \$800,000 for fiscal year 2017.

BOARD ACTION

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SUBJECT

Instruction, Research and Student Affairs (IRSA) Chairman, Dave Hill, update to the State Board of Education on IRSA committee work.

BACKGROUND/DISCUSSION

Board Member Hill will provide a brief update on the committee and activities it is currently discussing. The update will include:

1. Dual Credit Workgroup
2. Math working group

BOARD ACTION

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