

**WORK SESSION  
OCTOBER 19, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
A	<b>IRSA – NWCCU DISCUSSION</b>	Information Item
B	<b>PPGA – TRIBAL GOVERNANCE STRUCTURE DISCUSSION</b>	Information Item
C	<b>PPGA – PERFORMANCE MEASURE REPORTING</b>	Information Item

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**SUBJECT**

Accreditation Process Discussion with NWCCU President, Dr. Elman

**REFERENCE**

August 2013	The Board was provided with an update of the accreditation process and the status of where each institution is in the process.
August 2014	The Board was provided with an overview of the accreditation process and the status of where each institution is in the process.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.M.

**BACKGROUND/DISCUSSION**

Idaho's public and private colleges and universities are accredited by the Northwest Commission on Colleges and Universities (NWCCU). In 2010, NWCCU implemented changes to the accreditation review process from a five and ten-year review cycle to a seven-year cycle. The seven-year cycle includes five standards and three separate reporting requirements. Accreditation requires institutions to conduct a thorough self-evaluations at year one, mid-cycle (year three), and year seven to address NWCCU Standards for Accreditation.

Standard 2.A, Governance, requires "that institutions demonstrate the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises as necessary, policies and procedures that promote effective management and operation of the institution."

Central to institutional accreditation is Standard 5, Mission Fulfillment, Adaptation, and Sustainability. Based on an institution's definition of Mission Fulfillment, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. Institutions are required to regularly monitor internal and external environments to determine how, and to what degree, changing circumstances may impact its mission and its ability to fulfill that mission. Further, Standard 5 requires that institutions demonstrate they are capable of adapting, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability as necessary.

Given the depth and breadth of the NWCCU standards, there are opportunities for the Board to take advantage of the reporting requirements affiliated with accreditation, in a way that also supports the Board's goals' and objectives for the institutions. Affiliated with Standard 5, one of these ways requires that

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institutions engage in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment to communicate its conclusions to appropriate constituencies and the public.

**IMPACT**

This information will provide an update to the Board on changes to the accreditation process and where the institutions currently are in that process.

**STAFF COMMENTS AND RECOMMENDATIONS**

In order to provide an opportunity for new Board members to have a greater understanding of the role regional accreditation plays in institutional operations, Dr. Sandra Elman, President of NWCCU will facilitate a discussion and provide an opportunity for more detailed questions and answers.

**BOARD ACTION**

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**SUBJECT**

Tribal Governance and Relations

**REFERENCE**

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.
February 21, 2013	The Board approved the first reading of Board Policy I.P.
April 18, 2013	The Board approved the second reading of Board Policy I.P.

**BACKGROUND/DISCUSSION**

The State Board of Education (Board) formally established the Idaho Indian Education Committee (Committee) to serve as an advisory committee to the Board and the State Department of Education (Department). The committee also serves as a vital communication connection between Idaho's tribes, the Board, and the Department regarding the education of American Indian Students.

In order to effectively support the work of the Committee and the tribes in their unique role in conjunction with the Board and the Department, it is necessary to understand the historical and legal foundation for tribal sovereign governments.

There are over five hundred (500) agreements and treaties that remain valid and "form the baseline parameters of the political relationship between tribes and the United States" (Wilkins, 2002, pp. 42-44). These treaties and agreements guaranteed tribes "all the rights and resources (e.g., rights to water and lands; to hunt, fish and gather; to exercise criminal and civil jurisdiction; to tax) they had not ceded to the federal government when they sold or exchanged the majority of their land – most of North America – were contractual rights that were also protected by the trust doctrine" (Wilkins, 2002, p. 44). Through the trust doctrine, the federal government does not have the same relationship with states as they do with tribal governments. Much of this difference is primarily as a result of the recognition that tribes were sovereign nations continuing to reside within the new boundaries of the United States that required some level of obligation to American Indians and protection from states. Sovereignty is an important element of the relationship between tribal governments, states, and the federal government.

The principles of sovereignty shape not only the relationship between states and the federal government, but the rights of tribal governments in these relationships. Sovereign immunity has been linked to the constitutional doctrine of separation of powers concluding that sovereign immunity is meant to protect the official actions

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of the government from undue judicial interference. While the federal and state governments retain some level of sovereignty, tribal governments were recognized by the federal government as having unique, independent responsibility for the political, cultural, and health and well-being of their members.

The 1975 Indian Self-Determination and Education Act provided tribes more direct control in the management and implementation of social programs and services (e.g. healthcare, education, and housing) within their communities (Deloria & Wilkins, 1999; Conner, 2014; Calloway, 2016). This allowed tribal governments the ability to determine whether or not to allow the federal government to continue managing these services through the Bureau of Indian Affairs, or whether to contract these services more at the local level. This gave tribal government's explicit authority to work with local school boards and state education agencies (Conner, 2014; Wilkins & Lomawaima 2001).

With the federal and tribal resources supporting the education of American Indian students, states and tribal governments have been slow to develop clear policies or partnerships. Idaho has seen some activity as it relates to American Indian education from a policy perspective.

The Board has identified a gap in the educational attainment of American Indian students in Idaho public schools and the need to advocate for and provide access to educational services for Idaho's American Indian students. To that end, they established the Committee in 2013 as a formal committee of the Board. In June 2015 the Board approved the first ever Idaho Indian Education Strategic Plan. The two goals of the Indian Education Strategic Plan are 1) American Indian Academic Excellence, and 2) Culturally Relevant Pedagogy. Associated with those goals the Committee identified performance measures to increase Idaho's educational standards to include tribal culture, history, and government.

The mission of the Committee is to create conditions for and support the efforts of raising the bar and eliminating the gap of academic achievement. Four of the seven key responsibilities of the Committee, identified in Board Governing Policies & Procedures, relate to making recommendations on American Indian achievement and overall pedagogy. Specifically the relevant responsibilities are as follows: 1) making recommendations for educational policy for American Indian student access, retention, graduation and achievement; 2) making recommendations on instructional materials to ensure inclusion of cultural knowledge and tribal context at the elementary, middle/junior high, and high school, and postsecondary level; 3) making recommendations to ensure integration and use of cultural knowledge and tribal context as a component of instructional practice in schools that serve predominantly American Indian students; and 4) reviewing American Indian student achievement data for purposes of making formal recommendations to the Board to raise the bar and eliminate achievement gaps.

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**IMPACT**

To support the necessary educational policy work, staff and the Committee believe it is important to provide historical policy and regarding the sovereign nature and unique role of tribal communities to and with the Board.

**ATTACHMENTS**

Attachment 1 – Example - Coeur d’Alene Tribe Information

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**STAFF COMMENTS AND RECOMMENDATIONS**

A presentation will be led by committee members and Helo Hancock, Legislative Director for the Coeur d’Alene Tribe that will cover federal, state and tribal roles, sovereign status, federal trust responsibility, and the history of Indian Education in Idaho. Committee members will also speak to the unique role the tribes have with the Board’s Indian Education Committee.

The presentation is intended to engender conversation about what role the Board can play with the Tribes to help meet the unique needs of American Indian students enrolled in the state’s public schools and institutions.

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**SUBJECT**

Performance Reporting

**REFERENCE**

June 2014	Board approved the institutions updated strategic plans, including performance measures for the next four years.
October 2014	Board reviewed performance measures for the period from FY 2015 – FY 2019.
December 2014	Board discussed amendments to its statewide K-20 Education Strategic Plan
February 2015	Board approved amendments to its statewide K-20 Education Strategic Plan
June 2015	Board approved the institutions updated strategic plans, including performance measures for the next four years.
October 2015	Board reviewed performance measures for the period from FY 2016 – FY 2020
June 2016	Board approved the institutions updated strategic plans, including performance measures for the next four years.
August 2016	Board members requested information on Career Technical teacher preparation program completers.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

The performance measure data are presented annually to provide a general overview of the progress the state public education system is making toward the Board's strategic plan goals as well as the agencies' and institutions' strategic plan goals. This presentation is meant generate a discussion regarding the overall cumulative progress being made toward the Board's goals and objectives as well as the institutions specific goals and objectives and any changes the Board may want to make in December to it is K-20 system wide strategic plan, including performance measures. In addition to the annual performance measure report Board staff will provide the Board with an update on the implementation the Board approved remedial education models and remedial education success rates pursuant to Board Policy III.S, and career technical teacher preparation program completers.

During the October 2011 Board meeting the Board requested that the institutions' strategic plans contain six performance measures that are consistent across the

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public postsecondary educational system. The six system-wide performance measures look at:

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

**IMPACT**

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

**ATTACHMENTS**

**Performance Measure Reports**

**Agencies**

Attachment 1 – State Board of Education	Page 5
Attachment 2 – State Department of Education/Public Schools	Page 15
Attachment 3 – Idaho Division of Career Technical Education	Page 19
Attachment 4 – Idaho Division of Vocational Rehabilitation	Page 23
Attachment 5 – Idaho Public Television	Page 27

**Institutions**

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Attachment 7 – University of Idaho	Page 35
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Attachment 10 – Lewis-Clark State College	Page 59

**Community Colleges**

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Attachment 13 – North Idaho College	Page 75

**Special and Health Programs**

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Attachment 16 – Boise Family Medical Residency	Page 89
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Attachment 18 – Idaho Dental Education Program	Page 101
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Attachment 20 – Idaho Museum of Natural History	Page 109
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Attachment 22 – TechHelp	Page 117
Attachment 23 – WIMU (WI) Veterinary Medicine	Page 121
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**Research Specific Reports**

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<b>Other Board Strategic Plan Performance Reports</b>	
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<b>Math Remediation Reports</b>	
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<b>Career Technical Teachers Data</b>	
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**STAFF COMMENTS AND RECOMMENDATIONS**

The Board approved the institutions' and agencies' strategic plans at the June 2016 Board meeting. The strategic plans include performance measures and benchmarks, by approving the strategic plans the Board is also approving the included performance measures and benchmarks. In September of each year the institutions and agencies are required to select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). DFM then provides the report to the Governor and the legislature as well as posting them on its website. The performance measures provided in the attached Performance Measure Reports are performance measures approved by the Board through the agencies and institutions strategic plans, the institutions reports include the six (6) system-wide measures in addition to self-selected performance measures out of their approved strategic plans.

This year's presentation will focus on the six (6) system-wide performance measures as well as selected performance measures from the educational pipeline out of the Board's strategic plan; remedial education reform implementation; and career technical teacher preparation. The measures selected out of the Board's strategic plan were selected as viewpoints into the education pipeline that have been identified as critical points where students leave the pipeline. The presentation is formatted to allow for discussion specific to the individual institutions as well as the system as a whole throughout the presentation. The data on all of the performance measures included in the Board's strategic plan are included as part of Attachment 1. Following the presentation, time has been allotted for Board members to discuss and give direction regarding any changes the Board would like to see in either the institution and agencies performance

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measures and strategic plans or the Board's strategic plan and performance measures. The Board's strategic plan will be updated and brought back to the Board for consideration at the December 2016 Board meeting. Additional time has also been allocated to continue the discussion of the proposed data dashboard.

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