

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

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SUBJECT

Complete College America and Complete College Idaho Report

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.

BACKGROUND / DISCUSSION

In 2010, the Board established an attainment goal that 60% of Idaho's 25 to 34 age demographic would have a postsecondary credential by 2020. (The Governor's Higher Education Task Force recommendation has since called for this goal to be revised or extended.) Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, the Complete College Idaho (CCI) Team attended the Complete College America (CCA) Annual Convening and Completion Academy in Austin, Texas to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem

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State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The final version of the CCI Plan was approved by the Board at its June 2012 meeting.

Since that time significant work has commenced on the plan, with collaboration between the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the CCI plan. Additionally, over \$8.5 million was allocated from the Idaho Legislature from 2014-2017 to support CCI initiatives.

IMPACT

The CCI Plan focuses on improving educational attainment that is responsive to workforce needs in Idaho. Increasing the educational attainment of Idahoans will better prepare them for future job needs. A qualified workforce also has the potential to lead to significant gains in industry and business development across the state, thus positively impacting Idaho's future economic development. The state's attainment goal, in addition to the strategies supported by CCA and the CCI Plan, provide an essential framework for the Board when guiding resource allocation to improve postsecondary student success. The CCI Plan sets strategies for implementing the Board's strategic plan, including the Board's educational attainment goals.

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STAFF COMMENTS AND RECOMMENDATIONS

Staff and institutions will provide an update on gains made toward the implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by CCI funding. This will provide an opportunity for the Board to evaluate progress and provide feedback on the work being pursued.

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SUBJECT

Remediation Report

REFERENCE

April 2015	The Board approved the first reading of changes to Board Policy III.S. Remedial Education
June 2015	The Board approved the second reading of changes to Board Policy III.S.
October 2016	Math remediation reports were provided as part of the Performance Measure presentation to the Board.
April 2017	The Board approved the first reading of changes to Board Policy III.Q. Admission Standards, removing statewide placement cut scores
June 2017	The Board approved the second reading of changes to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

The Board approved changes in April 2015 to Board Policy III.S., which outlines the types of delivery models to be utilized for remedial instruction in English and math. Board Policy III.S. identifies three approved remediation models: co-requisite, emporium, and accelerated. Pursuant to Board Policy III.S., an annual report on remediation is provided by Board staff.

The report is intended to review the effectiveness of remedial education at the public institutions. The report is to be used to evaluate the different models being used and provide a resource for the Board to improve delivery of remedial education across institutions. Over the course of the past year, the ability to evaluate the different models and compare across institutions was limited by variations in institutional placement policies.

The Board approved changes in June 2017 to Board Policy III.Q., which removed the placement scores for English and math courses. The placement of students into remedial courses is now handled by each institution individually.

At the October 2016 Board meeting, staff provided the Board with a first look at remediation reform efforts in mathematics. In trying to pull complete data to report in 2017, staff found that differences between institutions in identifying students needing remediation and difficulty in identifying or reporting the particular model of remediation used resulted in limited analytical usefulness.

IMPACT

The institutional differences in identifying the students who need remediation and the difficulty in identifying the models students participate in make an evaluation

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of the effectiveness of distinct remediation models or the success of remedial education across the Idaho system difficult to report.

ATTACHMENTS

Attachment 1 – Remediation Models Used

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STAFF COMMENTS AND RECOMMENDATIONS

The Remediation Report would be of greater use in policy decisions by both the Board and local K-12 districts with improved clarity or definition in the following areas:

1) A statewide view of the population identified as needing remediation is variable since placement into remedial coursework is determined at the institution level. The result is that two students, who otherwise are the same, may have different placement by virtue of the institution the student attends. If the Remediation Report is intended to include information on the number of students who are identified as needing remediation or is intended to provide feedback to the Board and school districts of the college readiness of high school graduates, staff recommends a statewide definition to identify students who are academically less prepared. This identification could be a statewide placement policy or a measure outside of actual remedial placement.

2) Evaluation of the effectiveness of the different models depends on the ability of the institutions to correctly identify the models being used and reported. It is necessary that the definitions of the approved models are clearly identified and the implementation of those models is done with fidelity. The current report looked back before the approved remediation models were defined in Board policy III.S. and this led to confusion on how to define the models being used. While it is expected that greater clarity on models being used at the institutions should come from the definitions approved by the Board in June 2015, additional changes to this Board policy or approved models should be clear as to what is included in each model and how to categorize students who may be taught under a hybrid or blended remedial model.

BOARD ACTION

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SUBJECT

Board Policy III.S. Remedial Education – First Reading

REFERENCE

August 2007	The Board approved second reading of changes to Board Policy III.S.
June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S.
June 2015	The Board approved the second reading of changes to Board Policy III.S.
September 2017	The Board adopts the Governor’s Higher Education Task Force recommendations, which includes co-requisite support strategies for remedial instruction.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

The Board approved changes in April 2015 to Board Policy III.S., Remedial Education. The 2015 amendments updated terminology, removing outdated terminology referencing “development education” and transitioning approved remediation from the traditional remedial course model to three separate approved model in alignment with the three models for remediation adopted with the approval of the Board’s Complete College Idaho plan and work with Complete College America (CCA). Since that time, CCA has redefined the original remediation reform initiative to focus on co-requisite remediation. It has also updated the language used in referring to co-requisite remediation, changing from a single delivery model to a support system that may be implemented through various models or methods. Co-requisite support increases gateway course completion within the first year by enrolling entering students into college-level math and English courses, and then providing students who need additional help with a concurrent course or lab that offers timely academic support. The approved remediation models defined in Board policy are considered best practices, evidence-based, and are recommended by Complete College America. They were adopted to help improve the success rates of students needing remedial support. Since adopted in 2012 and placed in Board policy in 2015 all institutions have fully implemented co-requisite remediation for English, with implementation progressing for Mathematics. Board policy III.S. is being updated to re-define co-requisite support delivery and the models used to support students who are served through this support.

Proposed amendments to the policy will clarify that co-requisite support models are to be credit bearing and will fulfill a gateway course requirement; whereas, remedial courses maintain no college-level content and therefore do not count toward degree requirements. For the purposes of this policy, a gateway course is

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defined as the first English or Math course requirement needed for a student's program of study.

Additional amendments will clarify student eligibility for enrollment in co-requisite support courses and remedial courses. As a result of exceedingly low levels of preparedness, only students whose skills are assessed as necessitating Adult Basic Education or equivalent may be enrolled in traditional remedial courses and all other students identified as needing additional support will default into co-requisite support. The policy also ensures that non-co-requisite remedial sequences will be structured by institutions in a way that will provide students with the opportunity to enroll in the gateway course within the first academic year. The policy also clarifies procedures for student enrollment in remedial courses, piloting non-approved models, and annual Board reporting.

IMPACT

Proposed amendments will update the policy to better align with changes identified by Complete College America to help with implementation and student support. This policy further ensures students are provided an opportunity to complete their academic program in a timely manner.

ATTACHMENTS

Attachment 1 – Board Policy III.S. Remedial Education – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Adoption of this policy would bring this policy into alignment with changes made at the national level and in alignment with what the Board intended for its vision of the delivery of postsecondary remedial education. Proposed amendments will also facilitate full implementation of co-requisite remedial support in alignment with the Governor's Higher Education Task Force recommendation to scale co-requisite remediation. Most importantly, it will help ensure that more students are provided with access to courses that not only have higher success rates, but also count toward degree progress. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.S. Remedial Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – First Reading

REFERENCE

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities.
December 2013	The Board approved the second reading of Board Policy III.Z.
June 18, 2015	The Board approved the first reading of Board Policy III.Z.
August 13, 2015	The Board approved the second reading of Board Policy III.Z.
October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z. that updates institutions statewide program responsibilities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.
Section 33-113, Idaho Code, Limits of Instruction.

BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, "is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination." At the August 10, 2017 meeting, the Board was presented with the updated Five-Year Plan and discussed whether the plan was still meeting its intended goal for program planning.

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This was further discussed at the Instruction, Research, and Student Affairs (IRSA) committee on October 5, 2017 including whether changes to the process for the next update were necessary. In an effort to provide the Board with a better understanding where institutions are aligning their focus with regard to postsecondary programs, a proposed amendment is before the Board to move the planning document from five years to three years. The proposed change would provide the Board with more relevant and time-sensitive information about an institution's program goals and how they align with their mission and state or regional education workforce needs. Furthermore, the three-year planning process would offer added flexibility to institutions with respect to program planning and proposal processes, doing so without expense to Board oversight of program delivery, institutional accountability for resource allocation, and, collaborative efforts across postsecondary institutions.

IMPACT

Proposed changes would simplify the information collected and reported, streamline the planning process, and improve the applicability of information provided to the Board.

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Attachment 1 – Proposed Amendments to Board Policy III.Z Page 3
Planning and Delivery of Postsecondary Programs and Courses

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs (CAAP) also discussed the five-year plan at their August 24, 2017 and November 16, 2017 meetings. CAAP supports maintaining the planning process and changing the period from five years to three years. While CAAP believes it is a useful tool; a more concise report about the institution's goals and mission with programs would be more valuable to the Board.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Board Policy III.P Students – Second Reading

REFERENCE

February 2016	Board approved first reading of amendment to Board Policy III.P.16. Student Health Insurance.
April 2016	The Board approved the second reading of proposed amendments to III.P Students Student Health Insurance.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P regarding Title IX and student appeals.
June 2017	Board approved first reading of proposed amendments to III.P. regarding student appeals
August 2017	Board approved second reading of proposed amendments to III.P. regarding student appeals.
October 2017	Board approved first reading of proposed amendments to III.P. regarding immunizations.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, III.P.

BACKGROUND/DISCUSSION

The Center for Disease Control and Prevention (CDC) reports college students, specifically freshmen living in residence halls or other forms of group housing, are at a higher risk of contracting bacterial meningitis as well as other vaccine-preventable diseases than the general population. The American College Health Association (ACHA) and the CDC recommend that college students, especially college freshmen, and their parents be educated about the benefits of vaccination against vaccine-preventable diseases and vaccines commonly recommended for college students. The ACHA recommends postsecondary institutions, at a minimum, make an effort to provide access to immunizations against meningococcal disease for those who would like to reduce their chances of contracting the disease.

The National Council of State Legislatures reports 37 states currently have some form of state law regarding postsecondary institutions and vaccination requirements. These laws range from requiring information be provided to freshmen students regarding the danger of vaccine preventable diseases and the benefits of being vaccinated to requirements that all students in student housing be vaccinated or sign a waiver or exemption form. During the 2017 Legislative Session Senator Martin, working with the Idaho Immunization Coalition, considered running legislation requiring all postsecondary institution that provide on-campus or group housing to provide current information about vaccine-preventable disease to each student at the time of admissions. After discussing

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further with Board and institution staff Senator Martin chose instead to ask the Board to consider, through Board policy, requiring institutions to provide information to students at the time of admission regarding vaccine preventable diseases and the benefits of vaccinations.

IMPACT

Approval of the proposed amendments would require the four year institutions to provide informational material regarding vaccine's to students at the time of admissions and eliminate the need for any legislative changes requiring the institutions to provide the informational material. The Center for Disease Control currently provides material the institutions could use, resulting in no additional cost to the institution other than those related to the distribution of the information. The information could be distributed to students in an electronic format.

ATTACHMENTS

Attachment 1 – Board Policy, III.P Students

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Center for Disease Control and Prevention provides recommendations divided into two categories. Category A recommendations are made for all persons in an age or risk factor based group and Category B recommendations are made for individual clinical decision making. A Category A recommendation means a vaccine is recommended for everyone in an age-group or risk factor group. A Category B recommendation means a vaccine is recommended based on an individual clinical situation. Vaccines commonly recommended for college students include: Meningococcal conjugate, Tdap (tetanus, diphtheria, and acellular pertussis), Human Papillomavirus (HPV), and seasonal influenza.

No comments were received and there were no changes between the first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy III.P. Students creating a new subsection 17. Student Vaccine Informational Materials as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Program Enrollment Summary

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8, Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.8.b, institutions are required to provide an initial progress report on all graduate programs approved by the State Board of Education. Consistent with this policy, and with input from the Council on Academic Affairs and Programs, the Chief Academic Officer developed a template and timeline for reports to be submitted to the Board office.

The reporting requirement pertained to graduate programs that were approved by the Board and implemented on or after **January 1, 2007**. Those programs included:

Boise State University

- EdD in Educational Technology
- PhD in Biomolecular Sciences
- PhD in Material Science Engineering
- Master of Adult Gerontology (Nurse Practitioner)

Idaho State University

- PhD in Microbiology
- PhD in Experimental Psychology
- Master of Accountancy
- Master of Athletic Training

University of Idaho

- Juris Doctorate (Third Year, Law Program in Boise)
- PSM, Professional Science Masters, Natural Resources & Environmental Science
- Doctor of Athletic Training
- MS in Athletic Training
- MEd/MS in Rehabilitation Counseling/Human Services & School Counseling

IMPACT

Progress reports will provide the Board with updates on new graduate programs and whether institutions met intended goals and benchmarks.

ATTACHMENTS

Attachment 1 – Summary

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STAFF COMMENTS

A provision was added to Board Policy III.G. Subsection 8 requiring institutions to provide an initial progress report on graduate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new graduate programs and whether institutions met their projected enrollments from initial proposal submission. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Staff compiled reports from each institution into a summary, which provides: a listing of programs proposed in 2010-11; year implemented; and, projected and actual enrollments for each. This information should help provide the Board with an assessment of the progress that has been achieved towards meeting enrollment goals for these programs.

Projected graduation rates were not requested by the Board office in 2010-11; however, projected graduation rates have been recorded as part of the proposal process since then. Actual and projected rates for enrollment and graduation will be provided for both graduate and undergraduate programs in future reporting cycles. Data for undergraduate programs will be included in light of the Board's focus on meeting state attainment goals. (There were no new undergraduate programs proposed in 2010-11.) Program proposals, which capture enrollment and graduation data, are housed in the Board office.

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

Approval of a new, online program that awards a Master of Science in Respiratory Care

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G and Section V.R.3.a.x.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a program that awards a Master of Science in Respiratory Care. The program will be wholly online and will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

BSU's program will help to meet the workforce need for more technically competent leaders who are trained to lead in both organizational and institutional settings. Need for master's-level trained respiratory therapists fall into two main categories, those employed in the field of education and those in clinical settings, each with substantial needs for an increased workforce:

- According to the American Association for Respiratory Care (AARC) approximately 50% of leading researchers and academic instructors throughout the field of Respiratory Care plan to retire by 2020. In the Intermountain region, that is approximately 37 retirements.
- A 2003 white paper estimated that 11% of the respiratory care workforce is employed in management and supervision (approximately 11,685 FTE's in the year 2000) in clinical settings, and that number was expected to increase exponentially.

The program is designed specifically to serve practicing clinicians who are looking to advance in the fields of academia, health care organizational leaderships, and health administration. Offering the degree online affords students with the opportunity for quality graduate education without having to relocate, or interrupting employment. Currently, of the available Master's of Science in Respiratory Care, very few are offered exclusively online.

The proposed program is one of several being created via the eCampus Initiative at BSU. BSU's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes, and uses a multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer.

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The proposed program will apply for Degree Advancement accreditation through the Commission on Accreditation for Respiratory Care (CoARC), it is anticipated that this will be in place by Spring 2017. The standards for this accreditation status provided the framework for the development of the proposed program.

IMPACT

The program will operate under Board Policy V.R.3.a.x. as it pertains to wholly online programs. Students will be charged \$500 per credit hour. For the 36 credits required for completion of the proposed program, the total cost will be \$18,000. A review of five institutions offering similar online degrees found that the cost for in-state residents varied from \$13,497 to \$45,990 with the average cost at \$25,250. For out-of-state students, the cost varied between \$24,370 and \$45,990. The nearest face to face program is offered at Weber State; cost for an Idaho resident would be \$34,385, nearly twice that of BSU's program.

A gradual increase to the maximum number of students per cohort is anticipated. In the "ramp up" period, there will be two cohorts of 16 students accepted to the program. The anticipated enrollment over time is enough to provide the high-quality, highly-interactive classes needed for a high quality program and it is large enough to make the program fiscally sustainable. The program will not require the use of any new state appropriated funds.

Sunset clause: Because the program will be utilizing the online fee model, it is best to put the minimum enrollment in terms of credits and student FTEs, which are what translates to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of credits and student FTEs to achieve breakeven by year four is 714 annual student credit hours, which equates to approximately 30 student FTE. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. However, if program revenues do not cover expenses, possible discontinuation of the program will be addressed.

ATTACHMENTS

Attachment 1 – BSU Online Programs as of October 2017	Page 5
Attachment 2 – Master of Science in Respiratory Care proposal	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes the creation of a program offered completely online, that awards a Master of Science in Respiratory Care. BSU's proposed MS in Respiratory Care is consistent with their service Region Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs in Region III. The program will also help meet the growing demand for health service professionals in the region and state. As provided in Board Policy III.Z, no institution has the statewide program responsibility for respiratory care programs.

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Fiscal assessment: The proposed on-line program fee for this Master's Degree program should be market-competitive with similar programs offered in other states, providing a price break for Idaho students who seek out this degree as well as for many out-of-state students who may choose to participate in BSU's program cohort.

The program will operate under Board Policy V.R as it pertains to online programs. Such programs are allowed to charge a per-credit rate that reflects market conditions, and BSU plans to charge \$500 per credit, which translates to a total program cost of \$18,000 for the 36 required credits.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on November 16, 2017; to the Committee on Instruction, Research, and Student Affairs (IRSA) on December 7, 2017; and to the Business Affairs and Human Resources (BAHR) Committee on December 8, 2017.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program.

BOARD ACTION

I move to approve the request by Boise State University to create a new online program that will award a Master of Science in Respiratory Care in substantial conformance to the program proposal submitted as Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate an online program fee for the Master of Science in Respiratory Care in the amount of \$500 per credit in conformance with the program budget submitted to the Board in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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COLLEGE OF EASTERN IDAHO

SUBJECT

Associate of Science Degree

REFERENCE

July 2017 The Board approved Associate of Arts Degree program.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G. and III.N.

BACKGROUND/DISCUSSION

College of Eastern Idaho (CEI) is proposing a new Associate of Science degree program. The proposed program is designed to allow students to develop a pathway to completion of an associates and baccalaureate program, depending on each student's goals. Students will be required to complete 60 credit hours consisting of 12-24 college-level credits in the program of study of their choice and any electives that relate to the program. In addition, students will complete the minimum 36 hours of General Education Matriculation (GEM) curriculum prescribed in Board Policy III.N. General Education.

The proposed associate's program will build upon existing partnerships with Idaho's public four-year institutions and will provide for improved curriculum alignment and seamless transfer, thus enabling students to enter baccalaureate programs at "junior" status.

IMPACT

Approval of the academic program will allow CEI students to enroll in the Associate of Science Degree program as degree-seeking undergraduates beginning in Spring 2018. Academic coursework completed will be transferable to other two-year and four-year institutions in Idaho, and will enable students to have another option in the state through which their educational goals can be completed. The curriculum to be offered is consistent with Associate of Science programs offered across the state, and instructional resources will be provided through a one-time legislative appropriation, community college district tax revenue, and tuition and fees. Furthermore, students will be eligible to receive financial aid as a result of having degree-seeking status.

ATTACHMENTS

Attachment 1 – Program Proposal

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Northwest Commission on Colleges and Universities (NWCCU) has reviewed and processed the Associate of Science degree as a minor change under the NWCCU policies on June 28, 2017. Additionally, the Board of Trustees of the

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College of Eastern Idaho formally approved the Associate of Science degree at their meeting held on November 15, 2017.

The proposed degree is modeled after other existing associate degree programs offered by Idaho community colleges. CEI is committed to working on creating clear pathways and 2+2 options with Idaho four-year institutions. Currently, CEI has established three pathways with the University of Idaho to include Environmental Science, Industrial Technology, and Agriculture. Efforts are underway to create potential options with Idaho State University.

Instead of establishing multiple A.S. degree programs, CEI has indicated it will strive to utilize the existing curriculum structure to designate pathway opportunities for students based on academic and career goals.

CEI projects initial enrollment for the proposed Associates of Science degree to be 350 students in its first year of implementation and anticipates enrollment will continue to increase as the college actively increase recruitment efforts. CEI indicates existing facility capacity will allow for an enrollment of approximately 4,000 students.

The proposed Associates of Science degree is not currently listed on Eastern Idaho Technical College's (EITC) five-year plan due to the prior uncertainty of the outcome of establishing the community college district. EITC/CEI will be working on transitioning and updating their plan this academic year to include other potential academic programs. Once fully transitioned to CEI, the institution will be establishing its own plan.

The proposal was reviewed by the Council on Academic Affairs and Programs and was recommended for approval by the Instruction, Research, and Student Affairs committee on December 7, 2017.

Staff recommends approval.

BOARD ACTION

I move to approve the request by College of Eastern Idaho to create a new Associate of Science degree as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE UNIVERSITY

SUBJECT

Doctor of Physical Therapy Program Expansion to Meridian Health Sciences Center

REFERENCE

August 2016 The Board approved the budget line item request to expand the Doctor Physical Therapy program to Meridian.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes to expand their existing Doctor of Physical Therapy (DPT) Program in Pocatello to include a cohort of students at the Meridian Health Sciences Center (MHSC). The current DPT Program in Pocatello admits 24 students each year into the 3-year graduate program and is proposing to add an additional cohort of 24 students at the MHSC beginning Fall Semester, 2018.

The requested expansion will be tied to the existing DPT Program in Pocatello as the students will receive the same academic curriculum through distance learning technology. This request will not replace any existing programs. The ISU DPT Program is the only one in the state of Idaho and ISU has the statewide responsibility for the program.

IMPACT

Adding an additional cohort of 24 DPT students at the MHSC in 2018 will double the number of graduates in 2021 and therefore increase the number of graduates eligible to be licensed as a physical therapist in the state of Idaho. There is a large, unmet demand for physical therapists in the state that is only projected to increase over time as the percentage of the population over the age of 65 years expands and the state population grows.

Expanding the DPT Program to the MHSC requires building three specialized labs and a classroom all with distance learning technology (to be completed November 2017), interprofessional clinic treatment areas, and adding four new faculty members (two already hired), and one staff position with the office space to support their functions. In addition, 4-6 additional cadavers will need to be purchased by the Treasure Valley Anatomy and Physiology Lab each fall semester. A remodel of the Pocatello campus Garrison 2nd and 3rd floors to add distance learning technology to the existing DPT Program space is also needed (to be completed by June 2018). No new courses will be created for the

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proposed expansion but additional sections and adjunct faculty may need to be added to and for courses taught by the Department of Biological Sciences at their discretion. Two new classified video instruction managers will be hired to ensure distance learning staffing is sufficient to handle the increased number of classrooms/labs regularly using technology.

ATTACHMENTS

Attachment 1 – Proposal for expansion of the DPT program to Meridian Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU provides the foundation for the expansion of the Doctor of Physical Therapy and a clear need for additional physical therapy professionals. ISU's proposed program expansion to Meridian is consistent with their Statewide Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs.

ISU's Physical Therapy program already charges a professional fee each semester to cover ongoing costs of providing the program consistent with Board Policy V.R. The charge of \$880 remains unchanged and will be the same for Pocatello and Meridian cohorts.

The proposal went through the program review process with the Council on Academic Affairs and Programs (CAAP) and was presented to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 7, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to approve the Doctor of Physical Therapy Program Expansion to Meridian as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____