

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 15, 2018**

TAB	DESCRIPTION	ACTION
1	HIGHER EDUCATION RESEARCH COUNCIL ANNUAL REPORT	Information Item
2	NATIONAL GOVERNORS ASSOCIATION WORK-BASED LEARNING POLICY ACADEMY	Information Item
3	COMMON COURSE INDEXING	Information Item
4	POSTSECONDARY GUIDED PATHWAYS PLANNING REPORT	Information Item
5	BOISE STATE UNIVERSITY – ONLINE, BACHELOR OF ARTS IN PUBLIC HEALTH	Motion to Approve
6	BOARD POLICY III.S. REMEDIAL EDUCATION – SECOND READING	Motion to Approve
7	BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES– SECOND READING	Motion to Approve

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SUBJECT

Higher Education Research Council Annual Update

REFERENCE

February 2015	The Board approved changes to the Higher Education Research Strategic Plan.
October 2015	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan.
December 2016	The Board approved changes to the Higher Education Research Strategic Plan.
February 2017	The Board was provided the annual update of the Higher Education Research Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Idaho K-20 Public Education Strategic Plan Goal 2, Innovation and Economic Development, Objective B, Innovation and Creativity

BACKGROUND/DISCUSSION

Board Policy III.W, Higher Education Research, recognizes the significant role research plays in innovation, economic development and enhanced quality of educational programs. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities and college serve as catalyst to spur the creation of new knowledge, technologies, products and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State.

The Statewide Strategic Plan for research assists in the identification of research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and government and are in alignment with identified areas of strength at our public universities. Changes to the strategic plan were approved by the Board in December 2016.

The plan represents the role Idaho's research universities play in driving innovation, economic development, and enhancing the quality of educational programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing the universities;

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research opportunities Idaho should capitalize upon to further build its research base, goals to build the research pipeline through engaging undergraduate students, and steps for achieving the research vision for Idaho's universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC IGEM Fund programs, disbursement of Infrastructure Funds and the matching funds for our Idaho EPSCoR Track 1 project (Managing Idaho's Landscapes for Ecosystem Services). Additional responsibilities include receiving annual reporting on the institutions activities in relation to the Center for Advanced Energy Studies (CAES).

Incubation Fund projects are single-year projects that are at the proof-of-concept stage. Through a competitive process, HERC awards funds to those projects where the principal investigator can rapidly move their project into the development stage. IGEM Fund projects are those that are designed to develop spin-off companies. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

CAES is a research and education consortium between the Idaho National Laboratory, the University of Wyoming, and the three Idaho public research institutions: Boise State University, Idaho State University, and the University of Idaho.

Dr. Mark Rudin, the current chair of HERC, will provide the Board with the Council's annual update.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide HERC, through the Council's Chair, input on areas of focus or strategic direction.

ATTACHMENTS

Attachment 1 - Statewide Strategic Plan for Higher Education Research	Page 5
Attachment 2 - FY17 Performance Measure Report	Page 17
Attachment 3 - FY17 Research Activity Report	Page 21
Attachment 4 - FY17 Infrastructure Summary Report	Page 29
Attachment 5 - HERC FY18 Budget Allocation	Page 41
Attachment 6 - FY18 Incubation Fund Summaries	Page 43
Attachment 7 - FY18 IGEM Fund Summaries	Page 79
Attachment 8 - CAES Annual Report	Page 109

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the responsibility for the creation of the state's Higher Education Research Strategic plan HERC is responsible for approximately \$4.1M in funds used for the mission of HERC and to incentivize industry and institution research

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partnerships. Attachment 2 is the October 2017 performance measure report, Attachment 3, is the research institutions' annual research activity reports, Attachment 4 summarizes the infrastructure funding in FY17, Attachment 5 outlines HERC's FY18 budget allocation, and Attachments 6 and 7 are summaries of the projects funded by HERC in FY18. Attachment 8 is the annual report for the Center for Advanced Energy Studies (CAES).

The strategic plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. HERC uses a competitive process for distributing funds from the Incubation Fund category and the HERC IGEM Fund category. All proposals that are considered must be in alignment with the Board's Higher Education Research Strategic Plan.

BOARD ACTION

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WORK-BASED LEARNING INITIATIVE

SUBJECT

National Governors Association Work-Based Learning Policy Academy

REFERENCE

September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes incorporation of the recommendations submitted by the Governor's Workforce Development Task Force.
December 2017	Report from Workforce Development Council included discussion of the National Governors Association grant.

BACKGROUND/DISCUSSION

Idaho is one of six states competitively selected to participate in the National Governors Association (NGA) Center for Best Practices Policy Academy on Work-Based Learning. Each selected state receives a grant of \$80,000.00 for its participation in the policy academy. The grant is provided to support the commitment shared by education, workforce, and legislative stakeholders to strengthen and scale work-based learning as part of the state's strategy to build a skilled workforce aligned with industry needs. A team of interagency and industry representatives serving on a workgroup led by the Idaho Workforce Development Council will collaborate to move forward this effort. Participating agencies include the State Department of Education (SDE), Office of the State Board of Education, Idaho Career-Technical Education, Division of Vocational Rehabilitation, STEM Action Center, Department of Labor, and Department of Commerce among others.

The following goals for this initiative include: 1.) Adopting a framework for high-quality work-based learning; 2.) Designing and implementing a statewide internship/externship program; 3.) Identifying and implementing opportunities to integrate the co-op model for middle-skill STEM occupations; 4.) Identifying best practices in scaling registered apprenticeships; 5.) Examining and adopting policies and incentives and incentives to encourage work-based learning; and 6.) building a toolkit for local school districts to expand work-based learning.

STAFF COMMENTS AND RECOMMENDATIONS

The goals pursued through this initiative aligns with the Board's and Governor's goals to increase work-based learning opportunities, and in doing so assist with efforts to help the state meet its goal of having 60 percent of Idahoans between 25 and 34 attain a postsecondary certificate or degree by 2025. Board staff will be working with institutions, the Department of Education, and across agencies to achieve the desired goals of this initiative.

BOARD ACTION

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SUBJECT

Common Course Indexing

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations to include employing a Common Course numbering system.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Idaho K-20 Public Education Strategic Plan goal 4, Effective and Efficient Educational System, Objective B, Alignment and Coordination

BACKGROUND/DISCUSSION

On January 6, 2017, Governor C.L. "Butch" Otter created a Higher Education Task Force and charged them with studying the state of higher education in Idaho and making recommendations that focus on postsecondary access and completion.

Among the recommendations, under access and affordability, included the need to develop a common course numbering system within the General Education Matriculation (GEM) framework that would assist students in transferring to and between postsecondary institutions. This included assisting with the transferability of courses taken in high school for postsecondary credit. Since the adoption of the task force recommendations, Board staff has worked with GEM discipline groups and the Council on Academic Affairs and Programs to develop a common indexing convention for a core set of curricula within the GEM framework. Common course indexing includes three elements: common course number, common course title, and common GEM area designation.

IMPACT

Development of a common course numbering system will provide greater transparency of course articulation and seamless transfer for Idaho's students. It will also provide greater consistency for equivalent courses to be recognized with similar GEM designation across all institutions.

ATTACHMENTS

Attachment 1 – Common Course Index

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STAFF COMMENTS AND RECOMMENDATIONS

A list of courses has been compiled by Board staff with feedback from the GEM discipline groups, state General Education committee, and the Council on Academic Affairs and Programs. The list identifies courses that are available to students across most Idaho public institutions and reflects the most commonly utilized course numbers and titles across institutions. Courses are designated at the 100 or 200 level; GEM stamped at most institutions; and, maintain equivalencies across institutions consistent with the Course Transfer website. It is important to note that in June 1996 the Board approved a similar list for general education core to ease the transfer of students between public institutions. While the new list is consistent across institutions, it is not as extensive as those identified in 1996.

Efforts are underway by institutions to implement common course indexing for the attached list of courses no later than the 2019-20 academic year. Board staff will provide regular updates to the Board throughout the 2018 calendar year. It is anticipated that Board Policy III.N will be amended to provide Board guidance on adoption and maintenance of common course listings.

BOARD ACTION

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

Idaho State Board of Education Common Course Index (Numbering/Titling/GEM Designation)

Written Communications

ENGL 101: English Composition I
ENGL 102: English Composition II

Oral Communications

COMM 101: Fundamentals of Oral Communications

Mathematical Ways of Knowing

MATH 123: Math in Modern Society
MATH 130: Finite Mathematics*
MATH 143: College Algebra (or Precalculus A)
MATH 144: Trigonometry (or Precalculus B)
MATH 147: College Algebra and Trigonometry (or Precalculus A and B)
MATH 160: Survey of Calculus
MATH 170: Calculus I
MATH 153: Statistical Methods
MATH 257: Math for Elementary Teachers 2

Scientific Ways of Knowing

BIOL 100: Concepts of Biology
BIOL 227: Human Anatomy and Physiology I
CHEM 100: Concepts of Chemistry
CHEM 101: Introduction to Chemistry
CHEM 102: Essentials of Organic and Biochemistry
CHEM 111: General Chemistry I
PHYS 111: General Physics I
PHYS 112: General Physics II
GEOL 101: Physical Geology
GEOL 102: Historical Geology

Social and Behavioral Ways of Knowing

ANTH 101: Physical Anthropology
ANTH102: Cultural Anthropology
ECON 201: Principles of Macroeconomics
ECON 202: Principles of Microeconomics
HIST 101: Western Civilization I
HIST 102: Western Civilization II
HIST 111: United States (U.S.) History I
HIST 112: United States (U.S.) History II
POLS 101: American National Government
PSYC 101: Introduction to General Psychology
SOC 101: Introduction to Sociology
SOC 102: Social Problems

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Humanistic and Artistic Ways of Knowing

MUSI 100: Introduction to Music

PHIL 101: Introduction to Philosophy

PHIL 103: Ethics

ENGL 175: Introduction to Literature

All Foreign Language at the first and second level to be titled “Elementary [Language] I” and “Elementary [Language] II”, numbered as 101 and 102 (respectively), and GEM-stamped in Humanistic and Artistic Ways of Knowing. The first four letters of the language should be used in the course prefix (e.g., SPAN, FREN, GERM, etc.).

ART 100 (Survey of Art/Intro to Art/World Art and Culture) is offered at all institutions with the exception of College of Southern Idaho and College of Western Idaho. ART 101 (Art History I/History of Western Art I) is offered as Art History I/History of Western Art I at all institutions with the exception of Lewis-Clark State College and the University of Idaho, which offer it as Visual Art. In light of these circumstances, institutions are to consider an art course across the system sharing a common title and number.

*Course offered as MATH 130 at all institutions except Boise State University, which counts the course as an elective upon receipt of transfer credit.

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SUBJECT

Postsecondary Guided Pathways Planning 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.
December 2017	Board received an update on implementation of Complete College America 'Game Changer' strategies from institutions.

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

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

On January 31, 2018, chief academic officers, Complete College America, and two Board members convened at Boise State University to develop a statewide action plan for moving forward with strategies outlined in the Guided Pathways recommendation approved by the Governor's Higher Education Task Force and adopted by the Board. Some of the outcomes sought from CCI and CCA strategies are to be achieved through this plan.

IMPACT

The plans developed by the chief academic officers address five key goals, which include the development of: system-wide meta-major fields and milestone courses; flexible plans for dual credit that lead to degree progress and postsecondary exploration; consistent system-wide intervention strategies for academically distressed students; consistent system-wide strategies for achieving completion of thirty semester hours a year by full-time students; and instruction that can lead to the equivalent of an Associate's Degree through a delivery model that is external to the traditional classroom environment. Once implemented, the outcomes will strengthen the P-20 pipeline, increase accessibility for postsecondary learning and credential completion, and contribute to the Board's attainment goals and the workforce needs in Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

Staff and institutions will provide regular updates on progress toward the implementation of Guided Pathway strategies. This will provide an opportunity for the Board to track progress and provide feedback.

BOARD ACTION

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

BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Arts in Public Health

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The proposed online, Bachelor of Arts in Public Health aligns with the State Board of Education's Idaho K-20 Public Education Strategic Plan Goal 1, Objectives A, B, and C. The wholly online format of the proposed Bachelor of Arts in Public Health is accessible to Idaho students (Objective A), regardless of socioeconomic status, age, and geographic location. The proposed degree effectively allows the re-integration of adult learners into the educational system (Objective B) because adult learners can balance work/personal life responsibilities while pursuing a degree due to the online format. The online format of the program and the flexibility it affords a student who may have family responsibilities, or live in a rural county, contribute to a higher level of educational attainment (Objective C) for Idaho residents as they can take advantage of a degree program despite these factors.

BACKGROUND/DISCUSSION

Boise State University's (BSU) proposed online Bachelor of Arts in Public Health will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. Boise State University currently offers a Bachelor of Science in Public Health in a traditional format. The proposed program will complement the existing program by providing an additional option for students who want to enhance their professional careers or begin a new career. Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

Many of the students who enter the program will be working adults with some prior college experience who want to enhance their careers in the health sector. The program will focus on skills in collaborative leadership, quantitative literacy, and public health analysis. Graduates will develop the knowledge base, analytic abilities, catalyst thinking, and interpersonal skills needed to become a promoter of positive social change.

The following quote from <http://www.careersinpublichealth.net/careers/> provides an overview of the careers that can be pursued with a BA in Public Health: *"Graduates of public health can find careers suited to a wide variety of interests and skills, in both traditional public health and service-focused organizations as well as new practice settings and non-profit organizations. Public health graduates*

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can look forward to a wealth of opportunities in each state and city around the country and even the world. Common areas of employment include federal, state and local health agencies (e.g. Centers for Disease Control and Prevention, EPA), consulting firms, consumer advocacy organizations, hospitals and integrated health care systems, and private business and industry.”

A similar program offered by Idaho institutions includes Idaho State University's (ISU) Bachelor of Arts and Bachelor of Science in Health Education. While ISU's program is not fully online, some Health Education courses are available online to students.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects the program will reach a size of 292 students by the sixth year, graduating approximately 78 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. BSU will initially charge \$344 per credit hour, which aligns with a reasonable estimate of Boise State's undergraduate 2018-2019 per-credit estimate of \$314 per credit, plus the \$30 per credit online fee, for a total of \$344 per credit.

BSU anticipates that students entering the program will typically have at a minimum an AA or AS degree, or 60 credits of coursework. For the 60 credits required for completion of the proposed program, students will pay \$344 per credit; the total cost of those 60 credits totals \$20,640.

ATTACHMENTS

Attachment 1 – Proposal - Bachelor of Arts in Public Health

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's proposed BA in Public Health is consistent with their Service Region Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, no institution has the statewide program responsibility for Public Health at the undergraduate level. Idaho State University currently has the statewide program responsibility for the Master's in Public Health.

The proposed fee for the fully-online BA in Public Health is comparable to the fees that would be paid for students seeking the final 60 credit hours for this degree in a traditional delivery mode (\$344 per credit hour).

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on January 17, 2018; to the Committee on Instruction, Research, and Student Affairs (IRSA) on February 2, 2018; and to the Business Affairs and Human Resources (BAHR) Committee on February 2, 2018.

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Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new online program that will award Bachelor of Arts in Public Health 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 Bachelor of Arts in Public Health in the amount of \$344 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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SUBJECT

Board Policy III.S. Remedial Education – Second 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.
December 2017	The Board approved the first reading of changes to Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 4, Effective and Efficient Educational System, Objective B, Alignment and Coordination

BACKGROUND/DISCUSSION

In April 2015, the Board approved changes to Board Policy III.S., Remedial Education. Specific amendments included updating terminology, removing outdated terminology referencing “developmental education”, and transitioning approved remediation from the traditional remedial course model to three separate approved models 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). CCA has since 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.

Proposed policy amendments 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 defined as the first English or Math course requirement needed for a student’s program of study.

Additional amendments include clarifying student eligibility for enrollment in co-requisite support courses and remedial courses and ensuring that non-co-requisite remedial sequences will be structured by institutions in a way that will provide

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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-Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Adoption of this policy will 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.

There were no changes between first and second reading. Board Staff recommends approval.

BOARD ACTION

I move to approve the second 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

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – Second 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.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z that changes the planning timeframe from five years to three years.

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.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2, Innovation and Economic Development, Objective D, Education to Workforce Alignment

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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.” The purpose is to also meet the statutory requirement to “as far as practicable prevent wasteful duplication of effort” by the institutions.

The proposed amendments changes the planning timeframe from five years to three years to provide the Board with a better understanding where institutions are aligning their focus with program delivery by offering more relevant information about an institution’s program goals and how those align with institution mission and state or regional education workforce needs. The three-year planning process also aims to offer added flexibility to institutions with respect to program planning and proposal processes, without expense to Board oversight of program delivery, institutional accountability for resource allocation, and collaborative efforts across postsecondary institutions.

IMPACT

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

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs (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.

There were no changes between the first and second reading. Board staff recommends approval.

BOARD ACTION

I move to approve the second 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 _____