

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 19, 2018**

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3	STATEWIDE DEGREE AUDIT AND STUDENT ANALYTICS SYSTEM	Information Item
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SUBJECT

Instruction, Research, and Student Affairs (IRSA) Committee Chairman's Overview

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.2

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION

The IRSA Chair will provide a summary of several key initiatives that are in progress, in cooperation with staff from the eight public higher education institutions and other educational state agencies. IRSA projects include:

- Developing a common course indexing system within General Education Matriculation (GEM) framework that would assist with student transfer to and between postsecondary institutions.
- Ensuring affordable textbook and other learning resource options are available to students, specifically those that serve as an Open Education Resource (OER).
- Expanding and aligning alternative opportunities to earn postsecondary credit through demonstration of knowledge and proficiency, also known as Prior Learning Assessment (PLA).
- Developing system-wide meta major fields, with common disciplines and course milestones assigned within each, that will help students explore their academic and career interests to degree progress.
- Developing flexible plans involving a minimum of 15 dual credit hours students can take to achieve meaningful degree progress and exploration within each meta-major field.
- Developing system-wide student intervention strategies and metrics to assess effectiveness towards promoting positive student decision-making and performance.
- Developing strategies and goals to ensure first-time, full-time students complete 30 hours each academic calendar year.
- Providing students with the opportunity to earn a degree through any combination of means involving: online modality, accelerated courses, block scheduling, evening and weekend availability, as well as through statewide PLA articulation of GEM "core" (common-indexed) courses.

IMPACT

The Chairman's overview will update Board members on efforts underway on projects within the IRSA Committee's area of responsibility.

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STAFF COMMENTS AND RECOMMENDATIONS

Staff will be available to provide additional details on current IRSA initiatives, if needed, in the event the Chairman's update prompts questions.

BOARD ACTION

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

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SUBJECT

Governor's Higher Education Task Force Recommendations – Competency Based System – Prior Learning Assessment

REFERENCE

June 2013	The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning.
October 2013	Board Approved first reading of Board Policy III.L.
December 2013	The Board approved second reading of proposed amendments to Board Policy III.L.
February 2016	The Board approved the second reading of proposed amendments to Board Policy III.L, which provides definitions and administration requirements for prior learning assessment.
September 2017	Board adopted Governor's Higher Education Task Force Recommendations.
December 2017	Board assigns competency-based system recommendation to Instruction, Research, and Student Affairs Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Prior Learning

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (A Well-Educated Citizenry), Objectives B (Adult Learner Re-Integration) and C (Higher Level of Educational Attainment)

BACKGROUND/DISCUSSION

The Idaho State Board of Education (Board) has been committed to providing Idahoans alternative opportunities to earn postsecondary credit through demonstration of knowledge and proficiency. A Prior Learning Assessment (PLA) measures the ability of a student to demonstrate such knowledge. PLA is usually administered in the form of challenge exams, portfolio evaluation, and technical competency credit, as well as locally-recognized workforce training programs.

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PLA provides a bridge for student learning acquired outside the traditional college environment. Prior learning is usually evaluated upon the student's request and is eligible for credit provided there is successful completion of a rigorous assessment.

With institutions adopting a common indexed (common numbered) system for select general education courses beginning in the 2019-20 academic year, the first phase of PLA efforts is to ensure challenge exams and other assessment options are offered across institutions where these courses are offered. Examples of challenge exams include College Level Examination Proficiency (CLEP), DANTES Subject Standardized Tests (DSST), Advanced Placement (AP), International Baccalaureate (IB), Scholastic Aptitude Test (SAT), and American College Testing (ACT). American Council for Education (ACE) also recommends postsecondary credit based on work-based learning and instruction, such as that associated with military experiences. ACE provides transcripts that crosswalks experience-based learning to college course-level equivalencies, which institutions often use to award credit.

The Council for Adult and Experiential Learning (CAEL) has already identified assessments for the Board office that are used nationally for those courses assigned to the common indexed inventory. CAEL is a 501(c)(3) nonprofit organization that pursues efforts with public and private organizations to enhance economic and educational opportunities for adult learners. In order to achieve this mission CAEL conducts research and develops services and tools to expand opportunities for learning, employability, and career success.

Board staff will be coordinating this effort with CAEL, who will be working with institutions to develop alignment across Idaho's public colleges and universities with respect to developing consistent PLA assessment techniques and to ensure that credit awarded for PLA is articulated seamlessly across institutions. The timeline for completion of this effort is December 2018; however, this may change dependent on the effective date of the service agreement to be executed.

IMPACT

Ensuring PLA is available for common indexed courses will provide greater accessibility to this option. In addition to helping achieve higher education task force recommendations, this effort will help ensure that transfer and articulation is seamless for students who are awarded prior learning credit for these courses. This will also assist new and returning adult learners who seek to complete a postsecondary credential in a timely manner.

ATTACHMENTS

Attachment 1 – Proposed service agreement and timeline with CAEL Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Expanding and ensuring availability and articulation of PLA is necessary in order to meet the state's attainment goals, which cannot be achieved without adult

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student completion. Currently Board policy is primarily limited to definitions and descriptions for prior learning assessment methods. Upon completion of this work, Board Policy III.L will be expanded to provide course-level expectations of PLA delivery and ensure alignment of transfer articulation across institutions. Furthermore, this effort interfaces with initiatives coordinated by the Workforce Development Council for the National Governors Association Work-Based Learning Academy, as well as that pursued by a statewide workgroup convened in February by the Office of Senator Mike Crapo to improve postsecondary and career opportunities for veterans and transitioning service members.

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Item	Goal	Contingencies	CAEL will provide	State of Idaho will provide	Start date	End date	Cost
Establish Task Force	Build coalition with decision making powers to provide agreements on the GEM learning outcomes	Representatives should include faculty and/or deans from the competency areas, as well as the registrar from each institution and SBOE (40-50 total representatives)	Facilitator	Agreement that at least one (1) representative from each institution will act as leader for their team and they or their designated representative will be on the bi-monthly calls and will attend the subsequent on-site events)	3/15/2018	4/16/2018	
Kick-Off Meeting	Introduce all members of the team, identify the goals, identify the designated leader(s) from each institution, and provide a common understanding of PLA and learning outcomes through workshops	All representatives should attend this two-day training. SBOE members are encouraged to attend this kick-off.	Facilitators Agenda Training Materials	Meeting Space & food	4/16/2018	4/30/2018	
Bi-Monthly Conference /Web-enabled calls	Walk through each GEM course and agree on learning outcomes with inter-institutional agreements created to support transcription, transferable and articulated between the participating institutions	In order to achieve the desired outcomes, each month, one or two course areas be examined. Suggested pairings include Written and Oral Communication (8 credits), Mathematical and Scientific (10 credits),	Facilitator Materials including agenda	At least one (1) representative from each area of study being reviewed institution and/or their designated representative. Available Skype or other interactive audio & video link software	4/16/2018	7/16/2018	

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		Humanistic and Artistic (6 credits), and Social and Behavioral (6 credits)					
Monthly Reports	Report on progress made, possible barriers or challenges identified and present to SBOE	An initial report will be submitted to team members for review five business days before submission to SBOE	CAEL staff to send draft report, review changes from task force members and submit final report to SCOE	Review team members must be identified and be willing to offer a timely review of material (or offer a designee)	3/30/2018	9/28/2018	
Reconvening	Working with leadership from each institution and the SBOE, participants will review the learning outcomes against the statewide prior learning assessment policy to create recommended PLA methods that can be used for the GEM courses. The team will also be tasked with creating scalable options for courses that can be implemented at individual institutions or through a hub institution.	All representatives should attend this two-day training and SBOE leadership	Facilitator Materials including agenda	Meeting Space & food	8/13/2018	8/23/2018	
Leveraging PLA to Enroll More Adult Students Workshop	This on-site workshop can be held on the same day as the Reconvening or at another time/location.	Representatives from each institution's admissions, advising and enrollment management areas	Facilitator Materials including agenda	Meeting room & food Identify key personnel from each institution's admissions, advising and enrollment	8/13/2018	8/30/2018	

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	Participants will gain a deeper understanding of how they can use PLA to attract new adult students, retain current adult students and differentiate themselves in the higher education marketplace			management areas to attend (Maximum of 30)			
Final meeting and Launch	Review of the completed work, identify the next steps necessary to scale the tools and processes across all institutions and all identified programs as well as operationalize the process on a system level.	All representatives should attend this two-day training and SBOE leadership	Facilitator Materials including agenda	Meeting space & food			
Total							

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SUBJECT

Governor's Higher Education Task Force Recommendations – Degree Audit and Student Analytics System

REFERENCE

September 2017

Board adopted Governor's Higher Education Task Force Recommendations. For funding to support these recommendations, the Board amended the proposed system-wide budget line items approved at its August 2017 meeting.

ALIGNMENT WITH STRATEGIC PLAN

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

BACKGROUND/DISCUSSION

The implementation of a statewide Degree Audit and Student Analytics System is a recommendation from the Governor's Higher Education Task Force. Specifically, this was an item identified by the K-20 Pipeline workgroup in its recommendation for the development of an electronic platform that provides support and guidance for students throughout the education pipeline. The degree audit and analytics system is envisioned to strengthen college and career advising and mentoring services provided to educators and students. In addition to other functionality, the system will provide students, parents, college and career counselors, and academic advisors with information as to which postsecondary courses count towards specific degree and technical program requirements at institutions across the state. For this item the legislature approved \$350,000 in ongoing funding requested by the Board in its system-wide budget.

IMPACT

This degree audit and student analytics system will achieve several key items relative to Board and task force goals:

1. Ensuring all current students enrolled in an Idaho public postsecondary institution have on-demand access to timely and accurate degree progress information.
2. Providing all students, including those enrolled in dual credit programs or have credit for prior learning (CPL), with 'what if' capability to view the requirements that have been completed for any program at any Idaho public institution.
3. Allowing for non-completers to research remaining degree requirements at any Idaho public institution.
4. Offering capability for OSBE and/or institutions to identify current and former students eligible for a credential.

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5. As needed, automating early warning or off-track notifications to students, advisors, etc.
6. Delivering centralized and/or institutional reporting on progress-to-degree metrics and completion rates, and other measures such as those that may be needed to inform a performance- or outcome-based funding process.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be working with the State Division of Purchasing and institutions to ensure a formal request is developed seeking proposals from potential service providers prior to July 1, 2018, when funding becomes available.

BOARD ACTION

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SUBJECT

Complete College Idaho Legislative 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 year old age demographic would have a postsecondary credential by 2020. (The Governor's Higher Education Task Force recommendation 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

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attended the Complete College America (CCA) Annual Convening and Completion Academy 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.

Legislative funding for implementing CCI strategies was allocated to four-year institutions beginning in 2014, and community colleges beginning in 2015. During the 2017 legislative session, intent language was included in institutions' legislation requiring a report be provided by the President of the State Board of Education to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education committee on the implementation and effectiveness of funding appropriated for the CCI initiative. Specifically, the reporting requirement called for information to be provided on key indicators such as degree attainment, course completion, and job placement.

IMPACT

The report illustrates the progress that has been achieved by community colleges and baccalaureate-granting institutions to facilitate success for first-time, full-time student populations since the allocation of CCI funding.

ATTACHMENTS

Attachment 1 – Executive Summary and Findings

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STAFF COMMENTS AND RECOMMENDATIONS

Information provided reflects a consistent comparison within and between institutions in order to demonstrate the impact of funding. This includes metrics for degree completion, Career-Technical Education (CTE) job placement, student credit hour production, academic performance, and completion of English and Mathematics gateway courses. At this time, only job placement data are applicable to CTE program reporting requirements. Four-year degree completion rates are not yet available since CCI funding was first allocated in 2014, however, completion rates for two-year degree programs are reported.

BOARD ACTION

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Annual Report on Complete College Idaho Initiatives

January 2018

Executive Summary and Findings

This report outlines the results of “Complete College Idaho (CCI)” initiatives at institutions, which received funding in FY2015, FY2016, and FY2017. The collective effort of these initiatives have been aimed at improving undergraduate student success, with an eventual goal of helping 60% of Idahoans in the 25-34 age range attain a postsecondary credential.

To achieve this goal, there are a number of different key outcomes that are evaluated. Correspondent to HB 294 enacted in the 2017 legislative session, this includes degree attainment, course completion rates, and job placement. Though some limitations may exist with regard to specific data points, the report provides key indicators such as: degree completion, job placement (CTE), student credit hour production, academic performance, and completion of English and Mathematics gateway courses. As specified in statute, the data is reported in a manner that allows consistent comparison within and between institutions.

There are a couple items to note with respect to reporting limitations. Only career-technical education programs are required to report placement data. Also, only degree completion rates for community colleges are reported, as graduation rates at four-year institutions are not available since the implementation of CCI initiatives in 2014.

CCI projects were funded with the intent to help institutions achieve the aforementioned outcomes through a variety of strategies. Based on the unique mission and student population of each, institutions determined how the greatest impact could be made. For example, some institutions emphasized investments in student outreach, advising, and intervention methods, whereas others focused on providing additional faculty to deliver more high-demand courses.

As the focus of most CCI programs intended to improve degree attainment, retention, degree progress, and completion of critical gateway English and Math courses, there have been consistent gains in most of these areas since implementation of CCI-funded initiatives. However, with results for no more than three freshman cohorts it remains to be seen whether this progress can be buoyed in the coming years. Continued improvement and support in these areas is critical so as to ensure that the postsecondary pipeline is providing to the state a robust completion rate and therefore an educated citizenry and workforce.

As noted in last year’s CCI Executive Summary to the Joint Finance-Appropriations Committee, the appropriations rendered to institutions for these efforts (approximately 1% or less of General Fund support for institutions) are not sufficient to double the graduation rates needed to achieve the 60% goal; however, the cumulative effect of carefully targeting resources can lead to positive results and practices that affect today’s students and those who will pursue a postsecondary education in the future.

A summary of the total appropriated dollars for CCI line items is provided in the tables on the next page. It is important to note that four-year institutions received CCI funding for programs beginning with the Fall 2014 freshman cohort, whereas community colleges received CCI funding beginning with the Fall 2015 cohort.

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College and University CCI Appropriations

The tables below show the total CCI appropriations for the 4-year institutions and accompanying positions where included in the fiscal year appropriation language. Detailed breakouts of how CCI dollars were allocated by each institution in each of the fiscal years are provided in later attachments.

CCI appropriations, which spanned three fiscal years, declined from just under \$2.8M in FY2015 to \$2.0M in FY2017.

FY2015 (total CCI appropriation = \$2,759,700)

Institution	Appropriation	Specified FTE
BSU	\$1,379,000	N/A
ISU	\$610,800	N/A
UI	\$573,200	N/A
LCSC	\$196, 700	N/A

FY2016 (total CCI appropriation = \$2,033,800 FTE = 17.0)

Institution	Appropriation	Specified FTE
BSU	\$546,500	7.0
ISU	\$6630,600	1.0
UI	\$557,100	8.0
LCSC	299,600	1.0

FY2017 (total CCI appropriation = \$2,000,000 FTE = 34.5)

Institution	Appropriation	Specified FTE
BSU	\$962,400	17.8
ISU	\$208,700	3.7
UI	\$538,700	9.5
LCSC	\$290,000	3.5

Community College CCI Appropriations

The tables below summarize CCI appropriations for the three community colleges. In the case of the community colleges, CCI initiatives covered only two years (FY2016 and FY2017). Detailed breakouts on the use of CCI dollars by each institution for each year are provided in later attachments.

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As was the case for four-year institutions, overall CCI appropriations decreased from the first year (FY2016) to last year—a reduction of approximately 50% in appropriated dollars.

FY2016 (total CCI appropriation = \$1,227,400)

Institution	Appropriation	Specified FTE
CSI	\$393,200	N/A
CWI	\$416,900	N/A
NIC	\$417,300	N/A

FY2017 (total CCI/Student Success appropriation = \$575,500)

Institution	Appropriation	Specified FTE
CSI	\$242,500	N/A
CWI	\$200,000	N/A
NIC	\$133,000	N/A

Impact of CCI Initiatives

- Since implementation for the 2015 cohort (FY2016), approximately 3% increase has been achieved for two-year graduation rates and 4% in three-year graduation rates at community colleges (Associates Degrees).
- Steady increase accomplished in average credit hours earned by freshman cohorts at universities from 2013-2016 (24.2 to 25, almost a full credit hour).
- Average freshman GPA has increased from 2.74 to 2.87 at Idaho's universities.
- Retention rates at four-year institutions have increased by 8% since CCI funding was allocated.
- Since the 2013 cohort, 4% more students are continuing on to a second year of study.
- Gateway English completion for first-time, full-time freshmen on first attempt with a "C" grade or higher has steadily increased at four-year institutions and community colleges since 2014.
- State average for gateway math course completion for first-time, full-time freshmen on first attempt with a "C" grade or higher has increased in two of the three most common gateway courses.
- Since implementation for the 2015 cohort, completion of College Algebra on the first attempt by first-time, full-time freshman with a "C" or higher has increased by 5.8% at community colleges, and 2.5% for four-year institution cohorts beginning in 2014.
- Four-year institutions have seen gains for job-related and non-job related placement reported by CTE completers since FY2015, though room for improvement remains across the state.

GRADUATION RATES (COMMUNITY COLLEGES)

(BACCALAUREATE RATES NOT AVAILABLE YET SINCE INITIAL CCI FUNDING ALLOCATION)

% of First-Time, Full-Time Freshman Cohort (Adjusted) at Community Colleges Earning an Associate's Degree in Two Years and Three Years

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(Bolded years and rates in table reflect implementation of CCI funded initiatives.)

	2011*	2012	2013	2014	2015	2016
2 Years	11.0	8.6	7.6	7.6	10.3	9.6
3 Years	19.5	17.6	17.0	15.6	19.6	19.6

*No cohort data applicable to College of Western Idaho in Fall 2011.

% of First-Time, Full-Time Freshman Cohort (Adjusted) by Institution Earning an Associate's Degree in Two Years (100% of time)

(Bolded years and rates in table reflect implementation of CCI funded initiatives.)

	2011	2012	2013	2014	2015	2016
CSI	10%	9%	7%	8%	9%	10%
CWI	N/A	4%	4%	3%	6%	3%
NIC	12%	13%	12%	12%	16%	16%

% of First-Time, Full-Time Freshman Cohort (Adjusted) by Institution Earning an Associate's Degree in Three Years (150% of time)

(Bolded years and rates in table reflect implementation of CCI funded initiatives.)

	2011	2012	2013	2014	2015	2016
CSI	17%	19%	18%	19%	20%	21%
CWI	N/A	14%	10%	9%	7%	13%
NIC	22%	20%	23%	19%	22%	25%

SUMMARY: Since CCI funding was received for implementation for first-time, full-time student cohorts beginning in 2015, considerable gains have been made overall with two-year and three-year graduation rates at state community colleges. For 2015 and 2016, the state realized its highest completion rates in successive cohort groups throughout the last six years, with marked improvement. It is relevant to note that the College of Western Idaho did not enroll a freshman cohort until the 2012-13 academic year.

JOB PLACEMENT RATES (AS REQUIRED FOR CAREER-TECHNICAL EDUCATION)

% of Career-Technical Education Students with Job Related and Non-Job Related Positive Job Placement (by Fiscal Year)

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	FY2014	FY2015	FY2016	FY2017
CSI	60.6	77.3	72.0	71.6
CWI	59.4	83.8	79.1	59.8
ISU	58.1	76.5	82.6	78.4
LCSC	82.6	73.4	70.7	78.2
NIC	82.6	76.7	64.3	62.3
Total	75.0	78.6	75.1	70.9

% of Career-Technical Education Students with Job Related Positive Job Placement Only (by Fiscal Year)

	FY2014	FY2015	FY2016	FY2017
CSI	49.9	66.9	65.6	58.7
CWI	59.4	83.8	79.1	59.8
ISU	58.1	76.5	82.6	78.4
LCSC	82.6	73.4	70.7	78.2
NIC	56.8	76.7	64.3	62.3
Job-Related Total	56.2	68.2	64.1	60.5

% of Career-Technical Education Students with Non-Job Related Positive Job Placement Only (by Fiscal Year)

	FY2014	FY2015	FY2016	FY2017
CSI	10.8	10.5	6.4	12.9
CWI	17.1	18.7	20.9	3.5
ISU	8.2	7.0	14.0	9.7
LCSC	18.7	10.4	9.3	19.0
NIC	4.1	7.6	5.8	9.4
Job Not Related Total	10.8	10.4	11.1	10.4

SUMMARY: Career-Technical Education (CTE) programs are required to survey program completers concerning job placement. Although some CTE programs can encompass academic coursework (e.g., Associate of Applied Science degrees), it is limited nonetheless. CCI funding has primarily been focused on completion of two-year and four-year academic programs. Inasmuch, it is unclear as to the extent that CCI-funded initiatives have had a peripheral impact on CTE job placement.

STUDENT RETENTION

First time, full-time students (excluding dual credit) who continued from first to second year.

(Bolded rates in tables reflect implementation of CCI funded initiatives.)

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Continued at Same Institution			
	2013-14	2014-15	2015-16
BSU	62%	67%	65%
CSI	57%	51%	43%
CWI	52%	51%	55%
ISU	73%	72%	70%
LCSC	31%	42%	60%
NIC	46%	50%	47%
UI	66%	62%	69%
Four-Year Institutions	58%	61%	66%
Community Colleges	52%	51%	48%
Overall	55%	56%	58%

Continued at Other Idaho Public Institution			
	2013-14	2014-15	2015-16
BSU	9%	7%	7%
CSI	8%	10%	23%
CWI	12%	12%	11%
ISU	6%	7%	7%
LCSC	18%	18%	9%
NIC	4%	3%	4%
UI	10%	9%	9%
Four-Year Institutions	11%	10%	8%
Community Colleges	8%	8%	13%
Overall	10%	9%	10%

Continued at Private or Out-of-State Institution			
	2013-14	2014-15	2015-16
BSU	1%	1%	1%
CSI	1%	2%	3%
CWI	2%	3%	2%
ISU	1%	1%	2%
LCSC	3%	2%	1%
NIC	2%	2%	2%
UI	1%	1%	1%
Four-Year Institutions	.9%	.7%	.7%
Community Colleges	.7%	1%	1%
Overall	2%	2%	2%
Not Retained (Did Not Continue to the Second Year at any Institution)			
	2013-14	2014-15	2015-16
BSU	27%	25%	27%
CSI	35%	37%	32%

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CWI	33%	34%	32%
ISU	20%	20%	22%
LCSC	49%	38%	30%
NIC	48%	44%	47%
UI	23%	28%	21%
Four-Year Institutions	30%	28%	25%
Community Colleges	39%	38%	37%
Overall	34%	32%	30%

SUMMARY: Since CCI funding was received by baccalaureate-granting institutions, retention rates for first-time, full-time students have climbed steadily. Students continuing at the same four-year institution they started with increased 8%. Community colleges experienced a 5% increase in the number of first-year students who transferred to another Idaho public institution.

The rate of students who did not continue with a second year of study at any postsecondary institution has decreased 5% at four-year institutions since CCI funding was allocated, and community colleges have seen a 2% decrease. In sum, the state has seen a 4% decrease in discontinued enrollment since the implementation of CCI initiatives.

ACADEMIC PERFORMANCE IN THE FIRST YEAR

Cumulative Grade Point Average of First-Time, Full-Time Freshman Cohort in First Academic Year

(Bolded rates in table reflect implementation of CCI funded initiatives.)

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	2013	2014	2015	2016
BSU	2.70	2.72	2.92	2.99
CSI	2.60	2.50	2.40	2.40
CWI	2.48	2.64	2.64	2.73
ISU	2.74	2.67	2.70	2.70
LCSC	2.57	2.59	2.58	2.58
NIC	2.27	2.44	2.39	2.48
UI	2.8	2.89	2.87	2.94
Four-Year Institutions	2.70	2.72	2.77	2.80
Community Colleges	2.45	2.53	2.48	2.54
Overall	2.59	2.64	2.64	2.69

SUMMARY: The average GPA first-time, full-time students completed their first year with has seen considerable gains at four-year institutions and community colleges. The average GPA increased by a full tenth of a point since the year prior to CCI allocations, and community colleges achieved the highest average GPA in the last four cohorts. Overall, the state average GPA has increased from 2.59 to 2.69 since 2013.

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DEGREE PROGRESSION

Credit Hours Earned by First-Time, Full-Time Freshman Cohort in First Academic Year

(Bolded rates in table reflect implementation of CCI funded initiatives.)

	2013	2014	2015	2016
BSU	24.6	24.7	25.8	25.7
CSI	19.6	19.9	19.0	18.5
CWI	15.1	16.5	16.1	16.8
ISU	21.7	21.5	22.1	22.7
LCSC	21.4	21.6	21.1	21.1
NIC	22.5	22.2	21.0	21.9
UI	26.3	26.9	25.7	26.7
Four-Year Institutions	23.5	23.7	23.7	24.1
Community Colleges	19.1	19.5	18.7	19.1
Overall	21.6	21.9	22.0	22.0

SUMMARY: With thirty (30) semester hours needed for timely completion of two-year and four-year academic degrees, steady progress has been achieved the last four years with the number of credit hours first-time, full-time students complete in the first year. In particular, four-year institutions saw their 2016 cohort complete over twenty-four (24) hours in the first year, whereas from 2013-2015 students were completing credits at a rate below this.

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COURSE COMPLETION RATES

% of First-Time, Full-Time Freshman Cohort Earning a “D”, “F,” or “W” (Withdrawal) in Freshman English and Math Gateway Courses in First Attempt

(Bolded rates in tables reflect implementation of CCI funded initiatives.)

(Average % of cohorts enrolled for course from 2013-2016 is located in parentheses. For example, 52.9% of full-time, first time freshman at four-year institutions enrolled in English 101 between 2013 and 2016.)

1.) English Composition (e.g., English 101)

	2013	2014	2015	2016
BSU	10.3	12.4	11.0	8.80
CSI	25.2	27.8	28.2	31.7
CWI	30.9	27.8	25.8	24.6
ISU	26.1	26.4	20.3	23.6
LCSC	24.8	24.1	28.0	26.5
NIC	28.0	34.1	34.5	31.0
UI	16.9	11.2	15.5	14.6
Four-Year Institutions (52.9%)	19.5	18.5	18.7	18.4
Community College (49.6%)	28.0	29.9	29.5	29.1
Overall (51.2%)	23.2	23.4	23.3	23.0

2.) Quantitative Reasoning Mathematics (e.g., Math in Modern Society)

	2013	2014	2015	2016
BSU	19.5	20.1	18.2	12.6
CSI	38.6	22.9	26.4	34.5
CWI	35.2	39.1	37.7	42.3
ISU	37.1	32.0	27.6	40.4
LCSC	28.1	29.8	28.9	31.4
NIC	37.0	30.0	33.8	22.2
UI	22.5	27.2	18.5	28.7
Four-Year Institutions (7.7%)	26.8	27.3	23.3	28.3
Community College (9.4%)	36.9	30.6	32.6	33
Overall (8.55%)	31.2	28.7	27.6	30.3

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3.) College Algebra

	2013	2014	2015	2016
BSU	23.9	20.9	20.4	17.2
CSI	37.5	48.5	40.1	45.1
CWI	41	42	51.3	29.8
ISU	39.4	49.2	39.6	28.4
LCSC	47.6	43.8	36.8	55.6
NIC	42.7	45.4	40	43.7
UI	27.6	31.1	34.0	34.0
Four-Year Institutions (28.4%)	34.6	36.3	32.7	33.8
Community Colleges (10.7%)	40.4	45.3	43.8	39.5
Overall (19.5%)	37.1	40.1	37.5	36.3

4.) Statistics

	2013	2014	2015	2016
BSU	19.6	30.8	16.5	12.2
CSI	12.5	25	41.2	46.2
CWI	N/A	N/A	13.3	55.6
ISU	20.2	25.3	28.4	31.2
LCSC	0.0	25.0	0.0	0.0
NIC	10.0	38.1	50.0	25.0
UI	18	16.7	18.8	18.8
Four-Year Institutions (11.0%)	19.2	24.5	21.2	20.7
Community Colleges* (2.8%)	11.3	31.6	34.8	42.3
Overall (6.9%)	16.0	26.8	28.0	31.5

*No enrollment reported for College of Western Idaho for 2013 and 2014 cohorts.

**Due to significant lower enrollment for statistics at LCSC, data were not calculated.

SUMMARY: Four courses are identified as the primary gateway courses for English and Math. These courses are required for degree completion, and are sometimes the first in a sequence of courses needed by students to meet major-specific degree requirements. CCI funding has helped support the delivery of remedial and developmental instruction needed by students to be successful in the aforementioned gateway courses.

For English Composition, public institutions have seen steady decreases in the overall number of students who receive a “D”, “F”, or “W” (Withdrawal) in the class since the implementation of CCI funding. The same holds true for College Algebra, which has seen significant declines in D/F/W rates. The rates at four-year institutions for Statistics have also dropped, though further examination is necessary in order to render assessment of instructional delivery for Quantitative Reasoning courses.

End of report.

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IDAHO STATE UNIVERSITY

SUBJECT

ICOM Guaranteed Interview Program

REFERENCE

February 2016 The Governor's Office and the Department of Commerce negotiated a full proposal and affiliation agreement between Idaho State University (ISU) and Idaho College of Osteopathic Medicine. The Board approved the Collaborative Affiliation Agreement on February 25, 2016.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The proposal aligns with the State Board of Education Strategic Plan Goal 2: Innovation and Economic Development. The corresponding objectives are: Objective A: Workforce Readiness; Objective B: Innovation and Creativity; Objective C: Economic Growth; and Objective D: Education to Workforce Alignment.

BACKGROUND/DISCUSSION

Idaho State University (ISU) offers higher education programs and degrees that prepare students in pre-medical studies. The Idaho College of Osteopathic Medicine (ICOM) is a private, for-profit osteopathic medical college offering a four-year program resulting in a Doctor of Osteopathic Medicine (DO) degree. Idaho and surrounding states have a severe shortage of primary care physicians especially in underserved populations and in rural communities. ISU and ICOM wish to create a guaranteed interview program by which qualified students are offered interviews in connection with possible admission to ICOM. The program will allow up to twenty (20) ISU undergraduate or post-baccalaureate students each year a guaranteed interview if certain predefined academic criteria are met.

IMPACT

The program would provide ISU students more opportunity to compete for admission to a DO program.

ATTACHMENTS

Attachment 1 – Guaranteed Interview Program Agreement

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STAFF COMMENTS AND RECOMMENDATIONS

Allowing for guaranteed interviews does not necessarily guarantee admission; however, it does allow for greater representation of qualified students from Idaho

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State University to be represented in the selection process. Board staff is supportive of this practice.

BOARD ACTION

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

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AGREEMENT

THIS AGREEMENT is made and entered into this ____ day of _____, 2018, by and between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM).

RECITALS

- A. ISU offers higher-education programs and degrees which prepare the student in pre-medical studies.
- B. ICOM is an osteopathic medical college requiring four years of education, the completion of which earns a student the Doctor of Osteopathic Medicine degree (“DO”).
- C. Due to the diminished opportunities for medical training in the United States, the chronic shortages of physicians in the rural areas of Idaho, Montana, Wyoming, North Dakota, South Dakota, and beyond, the shortage of primary care physicians, and the shortage of physicians providing care for underserved populations and medical missions, ISU and ICOM desire to create and to cooperate in a guaranteed interview program (the “Guaranteed Interview Program”) by which qualified students are offered interviews in connection with possible admission to ICOM by following a distinct academic protocol and demonstrating high achievement.
- D. The Guaranteed Interview Program acknowledges that certain undergraduate institutions offer particularly challenging pre-medical programs. Candidates who perform well at the undergraduate level will be better-prepared to succeed in a rigorous medical curriculum.

NOW, THEREFORE, in consideration of the mutual covenants by each party to be kept and performed, it is agreed as follows:

SECTION 1: GUARANTEED INTERVIEW PROGRAM

- 1. The Guaranteed Interview Program shall be made available for up to a total of twenty (20) ISU undergraduate or post-baccalaureate students each year who:
 - a) meet all general admission requirements, including minimum MCAT and GPA as published on ICOM’s website at the time of application;
 - b) are nominated for the Guaranteed Interview Program by the Premedical Office at ISU; and
 - c) complete all required prerequisite courses as published on ICOM’s website at the time of application.

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SECTION 2: GENERAL PROVISIONS

1. ISU expressly agrees that ICOM retains the right to deny admission to any candidate, regardless of qualifications.
2. Neither ISU nor ICOM shall unlawfully discriminate against any candidate on the basis of race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disabilities, genetic information, protected veteran status, or any other status protected by state or local law.
3. The Guaranteed Interview Program shall at all times be subject to ICOM's current and applicable policies and procedures.
4. Nothing in this Agreement or the programs shall be construed as transferring financial responsibility from one party to another. Tuition and fees will be paid to and collected by the institution the candidate is actually attending.
5. This Agreement shall be effective upon its execution and shall continue for one (1) year and will automatically renew for an unlimited number of one-year periods thereafter, unless this Agreement is terminated for any reason by either party.
6. Either party may terminate this Agreement without cause with ninety (90) days written notice. Any termination will apply prospectively.
7. Either party may terminate this Agreement for cause, and such termination shall be effective upon receipt of written notice from the terminating party.

[SIGNATURE PAGE TO FOLLOW]

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IN WITNESS WHEREOF, the undersigned have executed this Agreement under seal as of the day and year first above written.

Idaho State University

By: _____

Name: _____

Title: _____

Idaho College of Osteopathic Medicine

By: _____

Name: Robert Hasty, DO, FACOI, FACP

Title: Founding Dean & Chief Academic Officer

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SUBJECT

Community College Baccalaureate Degree Programs

REFERENCE

June 2016	Board approved a legislative idea proposing amendments to Sections 33-2107A and 33-2107B, Idaho Code, updating language regarding the establishment and operation of third and fourth year college curriculum in community college districts.
September 23, 2016	Board approved legislation amending Sections 33-2107A through 33-2107C, Idaho Code, including the amendment specifying the district used for determining market value and population for operating third and fourth year college curriculum is the taxing district rather than the county the community college resides in.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G., Postsecondary Program Approval and Discontinuance and Section III.Z., Planning and Delivery of Postsecondary Programs and Courses
Section 33-107(8), 33-2107A, 33-2107B, and 33-2107C, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1, Objective A (A Well Educated Citizenry, Access): Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND/DISCUSSION

Section 33-2107A, Idaho Code, authorizes community colleges established pursuant to Chapter 21, Title 33 to "grant baccalaureate degrees in liberal arts and sciences, business, and education" if they meet the population and market value requirements established in Section 33-2107C. Should a community college meet such requirements they are required to give notice to the State Board of Education of their intent. Pursuant to Section 33-107(8), Idaho Code, the Board is responsible for approving all academic courses and programs of study offered at community colleges when such courses or programs of study are academic in nature. Community Colleges have been authorized by the legislature to operate third and fourth year college curriculum since 1965, subject to the provisions established in Section 33-2107C. To date, there is no record of requests on file in the Board office that relates to a community college seeking approval of upper division courses or programs from the State Board of Education.

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses assigns responsibility for the delivery of programs necessary to meet the educational and workforce needs with assigned service regions. Board policy

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requires institutions to develop a rolling three-year academic plan comprised of proposed new programs that are consistent with the institution's assigned service region and statewide program responsibilities. Service regions are based on the six geographic areas identified in Section 33-2101, Idaho Code. Board Policy III.Z.2.b.ii, designates the specific academic service regions assigned to the four-year institutions and career technical service regions assigned to the six institutions that maintain technical education programs as part of their mission. 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."

All academic program proposals, including proposals for program changes, modifications, or discontinuation approved by institutions are submitted to the Board office for review and action. Currently, all proposals for graduate programs are required to be reviewed and acted on by the Board. Additionally, any action requested for a graduate or undergraduate program with a financial impact exceeding \$250,000 is required to be reviewed by the Board. All other program proposals are reviewed by Board staff, which includes the majority of undergraduate program proposals submitted by institutions. However, the Executive Director may refer any proposal to the Board or germane subcommittee for review and action.

All proposals for new academic programs require institutions to report how the program would meet workforce, student, economic, and societal needs. Proposals also require institutions to identify enrollment and graduation projections, as well as to provide information on physical, library, and personnel resources needed for implementation, including any additional revenue sources such as reallocations, new appropriations, non-ongoing sources, and student fees.

IMPACT

The approval of academic baccalaureate degree programs at community colleges would expand the types of degree programs offered beyond that of technical baccalaureate degrees and Associate Degrees.

This may also affect Board policy regarding the expectations for the delivery of academic programs by four-year institutions as outlined in service region responsibility within Board Policy III.Z. Program approval requirements and standards established in Board Policy III.G. may need to be amended to consider the standards necessary for approving baccalaureate programs at four-year institutions if programs are also to be offered by community colleges. As Board Policy III.Z. applies only to service delivery responsibilities for academic programs offered by four-year institutions, this section of policy may need to be expanded to include community colleges as it pertains to the delivery of baccalaureate programs. Additionally, Board Policy III.E. Certificates and Degrees will likely

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necessitate amendments that provide a definition for applied baccalaureate programs.

STAFF COMMENTS AND RECOMMENDATIONS

As a result of the current Three-Year Planning process a select number of community colleges have notified the Board of their intent to deliver academic baccalaureate programs. Requests for review and approval of these programs will come forward to the Board based on the program approval requirements outlined in Board policy. These will be the first baccalaureate programs brought forward by community colleges for Board consideration.

Currently, Board Policy III.Z. does not contemplate the delivery of baccalaureate programs from community colleges; therefore, it would be helpful to the review process to define in Board Policy III.Z the specific disciplines that correspond within the areas of “liberal arts and sciences, business, and education” as referenced in statute. Furthermore, it would be helpful for Board staff to ascertain any additional advisement the Board may offer for Board Policy III.G, with respect to processing academic baccalaureate program proposals submitted by any public postsecondary institution.

Any change in policy desired by the Board can be pursued by the Instructional, Research, and Student Affairs Committee at its next meeting scheduled June 7, 2018.

BOARD ACTION

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

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