

**WORK SESSION
APRIL 18, 2018**

TAB	DESCRIPTION	ACTION
A	BAHR - INSTITUTION PROCESSING FEES	Information Item
B	BAHR - STUDENT TUITION AND FEE RATES (ACADEMIC YEAR 2018-2019)	Motion to Approve
C	PPGA – SCHOOL SAFETY AND SECURITY	Information Item
D	PPGA – INSTITUTION AND AGENCY STRATEGIC PLANS	Information Item
E	IRSA – OPEN EDUCATIONAL RESOURCE EXPANSION	Information Item

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COLLEGE AND UNIVERSITIES

SUBJECT

Processing Fees for First-Time, Full-Time, Resident Students

REFERENCE

February 2018

Board received overview of Apply Idaho initiative and requested staff to provide additional information on any processing fees associated with the applications.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Sections III.Y., V.R.
Idaho Code § 33-3717A

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (“A Well Educated Citizenry”) Objective A (“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

The February 2018 overview of the Apply Idaho initiative included discussion on two key goals of the program: to simplify the application process to Idaho’s public post-secondary institutions and to reduce cost barriers in order to encourage additional students to submit applications. Feedback to Board staff from site coordinators has indicated that the simpler, streamlined process and (in some cases) the elimination of application fees has led to increased applications by students who were “on the fence” and who might have been intimidated by the application procedures in place prior to Apply Idaho.

The Board has promoted Apply Idaho as a “no fee” application process, but feedback from the field indicates that institutions may have other processing fees in place that are directly related to the application process and are used to address the costs of processing additional applicants. The Board asked staff to provide additional information on these fees for consideration at the April Board meeting as part of the student tuition/fee setting discussion. Attached, for information, are the processing fees currently in place at the four year institutions and the community colleges. Board Policy V.R.3.c.iv. addresses these “processing fees, permits and fines” as within the fee categories which have been delegated to the Chief Executive Officers.

IMPACT

Staff worked with the institutions to summarize their respective processing fees charged to first-time, full-time resident students, and when those fees are collected. In response to a request from the Business Affairs and Human Resources (BAHR) Committee, the attached summaries also show (at the bottom

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of each sheet) the impact of the fees directly related to application/enrollment in addition to the Board's approved tuition and mandatory fees (activity, technology, and facility fees), to give a clearer picture of the total package of mandatory tuition and fees at each institution.

ATTACHMENTS

Attachment 1: Boise State University Processing Fees	Page 5
Attachment 2: Idaho State University Processing Fees	Page 6
Attachment 3: University of Idaho Processing Fees	Page 7
Attachment 4: Lewis-Clark State College Processing Fees	Page 9
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Attachment 7: College of Western Idaho Processing Fees	Page 12
Attachment 8: North Idaho College Processing Fees	Page 13

STAFF COMMENTS

The Board will note variations in the number and types of processing fees among the institutions. For example, Boise State University and University of Idaho charge an intent to enroll or enrollment confirmation fee. The University of Idaho allows the student to apply their enrollment confirmation fee to tuition, room and board, or other charges, following enrollment. Idaho State University (ISU) charges an application fee for those students who do not utilize Apply Idaho or who do not attend an application day workshop held at Idaho high schools. ISU waives this fee in some circumstances, such as for students receiving government assistance or facing financial hardship. ISU charges an application fee for their College of Technology students unless they also meet the criteria above or they work with the Center for New Directions and START programs.

Staff has received comments from the field that the number and timing of the various fees can also impact student perceptions. Information on how these processing fees can be waived needs to be highly visible to students. Out-of-pocket financial pressures can be lessened when collection of fees can be made following distribution of student financial aid. Board staff was also asked by the members of the Indian Education Committee to relay that the number of unbundled administrative and processing fees has been a source of discouragement for some tribal members.

Differential growth rates for enrollment at the institutions result in greater administrative processing burdens for some institutions; however, institutions may wish to reflect upon the number, size, timing, and transparency of their various processing fees (and conditions under which those fees might be waived) to complement the Board's efforts to promote a user-friendly and free application process.

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BOARD ACTION

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COLLEGE AND UNIVERSITIES

SUBJECT

FY 2019 Student Tuition & Fee Rates (Academic Year 2018-2019)

REFERENCE

February 2013	Board approved second reading for V.R. Policies regarding Board approval for New Student Orientation fees
February 2014	Board approved second reading for V.R. Policies regarding Board approval for Senior Citizen Fee with eligibility determined by each institution
December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees
December 2015	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee
April 2016	Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.Y., V.R.
Idaho Code § 33-3717A

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (“A Well Educated Citizenry”) Objective A (“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

Board policy V.R. defines fees and the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The policy provides in part:

“In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change.”

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Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), and Lewis-Clark State College (LCSC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2019.

Reference Documents

Page 9 displays information from the *2018 Sine Die Report* showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 24 years compared to other state budgeted programs. Since 1996, the portion allocated to College & Universities (CU) has decreased from 12.7% to 8.1%. However looking at the longer term, in 1975 the portion was 20.8%.

Page 10 shows the percentage of total appropriation for General Funds, endowment funds and tuition and fees since 1980.

Page 11 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2017-18, 2016-17, 2012-13 and 2007-08 for undergraduate/graduate and resident/non-resident students.

Page 12 shows a summary of FY 2019 annual requested tuition and fees.

Staff has prepared charts similar to those included in each institution's tab by aggregating the data for the 4-year institutions. The charts are described below:

Page 13 – Cost of Attending College vs. Per Capita Income

The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2007 to 2017. Each institution has a chart showing similar information. The “cost” of attendance reflects full tuition and fees, which differs from the actual “price” of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho's 4-year institutions has grown from \$14,578 in 2007 to \$19,401 in 2017, or 33%, while the Idaho per capita income has increased from \$32,580 to \$40,444, or 24%. The increases in the cost to attend college from 2007 to 2017 are as follows:

Tuition & Fees	67%
Books and Supplies	5%
Room and Board	43%
Personal and Transportation *	-5%
Total Cost to Attend	33%

* Boise State University moved some personal and transportation costs to room and board in FY 2017.

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Page 14: Cost to Deliver College

The purpose of this chart is to show the costs to deliver college, changes in student enrollment and cost per student full time equivalent (FTE.) The increases in the cost to deliver college (by major expenditure functional categories) from 2007 to 2017 are as follows:

Instruction	20%
Academic Support	51%
Student Services	65%
Library Services	24%
Athletics & Auxiliaries	29%
Plant and Depreciation	37%
Institutional Support	71%
Financial Aid	<u>126%</u>
Total Increase in Cost to Deliver College	35%

At the same time, student FTE (horizontal red line page 14) has increased by 2.1%.

Page 15: Resident Tuition & Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2007 to 2018 for resident tuition & fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically, when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate. This trend changed starting in FY 2011.

Page 16: Average CU Full-time Resident Fees as a % of Per Capita Income

The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 17.5% in 2018.

Page 17: Percentage of CU Total Appropriation by Source

The purpose of this chart is to show the percentage of the total appropriation for the College and Universities from General Account, Student Fees and Endowment funds.

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Pages 18-19: Tuition/Fee Waivers and Discounts and Chart

The purpose of this report is to show the dollar value of tuition & fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounts such as staff, spouse, dependent, and senior citizen fees which are not waivers.

The Chart shows the amount of discounts and waivers as a percentage of gross student fees.

Institution Fee Proposals

The detailed fee proposals for each institution are contained in separate tabs (LCSC, UI, BSU and ISU), and each section includes the following:

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule showing expenditures which will be covered by revenues from tuition and fee increases
- Schedule displaying a 4-year history of Board-approved fees and the FY 2019 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
 - Chart: Cost of Attending College vs. Per Capita Income
 - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
 - Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers.

IMPACT

Full-time resident tuition and fee increases being requested by the institutions for FY 2019 (academic year 2018-2019) are as follows (in the order they will be presented):

	<u>FY18</u>	<u>FY19</u>	<u>% Inc.</u>
Lewis-Clark State College	\$6,334	\$6,618	4.5%
University of Idaho	\$7,488	\$7,940	6.0%
Boise State University	\$7,326	\$7,700	5.1%
Idaho State University	\$7,166	\$7,420	3.5%

STAFF COMMENTS

At the request of staff, each of the above four institutions conducted a tuition/fee analysis of the impact of unfunded “must pay” items that resulted from the FY2019 Legislative appropriation. Health benefits actually decreased by \$1,450 per FTP

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for all four institutions. The University of Idaho is not on the state health insurance plan, so a loss in state funding would affect their ability to pay health benefits for their employees funded on the general fund. Consequently, the Legislature appropriated one-time general funds to offset this reduction in health benefits funding. There was no “fund shift” action taken during this Legislative session to cover fully the cost of Change in Employee Compensation (CEC). That funding gap puts pressure on student tuition and (as applicable) endowment funds if college and university employees are to receive the same compensation directed by lawmakers for other state employees.

The Business Affairs and Human Resources (BAHR) Committee has reviewed the institutions’ analyses of how much additional revenue would be generated by their proposed tuition/fee increases and how those dollars would be used to cover CEC and other key needs. Meanwhile, Board staff worked behind the scenes during the session to educate legislators on the rationale behind the level of annually reappropriated dollars for the college and universities, and the mechanics of the one-time “reserve” balances maintained by the institutions to cover unfunded infrastructure needs and other initiatives.

Representatives from the institutions will be prepared to answer questions during this agenda item regarding their tuition/fee requests and describe the rationale and proposed uses of funds generated by their respective requests. At the request of BAHR, institutions have considered tuition/fee options which would, where possible, minimize the adverse impacts on resident, full-time, undergraduate students. Motion sheets also address percentage and dollar increases for non-resident full-time students and other fees for other categories of students as presented by the institutions.

Motions are provided, in accordance with Board policy, to enable the Board to approve FY2019 fees for dual credit courses delivered at secondary schools, bridge program fees, and transcription fees.

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BOARD ACTION

LEWIS-CLARK STATE COLLEGE:

I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Lewis-Clark State College by ____% (\$____) for a total dollar amount of \$____; and to increase the annual full-time tuition for nonresident undergraduate students by ____% (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

UNIVERSITY OF IDAHO:

I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at University of Idaho by ____% (\$____) for a total dollar amount of \$____; and to increase the annual full-time tuition for nonresident undergraduate students by ____% (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 University of Idaho tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:

I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Boise State University by ____% (\$____) for a total dollar amount of \$____; and to increase the annual full-time tuition for nonresident undergraduate students by ____% (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 Boise State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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IDAHO STATE UNIVERSITY:

I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Idaho State University by ____% (\$____) for a total dollar amount of \$____; to authorize the University to establish the tuition portion of this total dollar amount (\$5,645.00) as the base tuition for eligible students in the FY 2019 cohort for the University's "Tuition Lock" initiative; and to increase the annual full-time tuition for nonresident undergraduate students by ____ % (\$____) for a total dollar amount of \$_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Dual Credit Fee

I move to set the statewide dual credit fee at \$65 per credit for courses delivered at secondary schools, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Transcript Fee

I move to set the statewide transcript fee at \$10 per credit for fiscal year 2019 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Summer Bridge Program Fee

I move to set the statewide summer bridge program fee at \$65 per credit for fiscal year 2019 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Honors College Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective A: Higher Level of Educational Achievement.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to establish an Honors College Program Fee which will be charged only to students participating in the Honors College Program. The fee will be charged on a per semester basis in the amount of fifty dollars (\$50) beginning fall 2018. BSU estimates annual revenue from this fee at \$100,000 which will be used specifically to fund expanded student co-curricular programming to match the 104% growth in students since 2014, as well as funding support staff to ensure BSU's record of student success continues at scale.

The Honors College is a voluntary program that recruits top students from Idaho and the region to enhance BSU's academic reputation. It is designed to strengthen the experience of these qualified applicants through Honors courses and activities. For the past several years, two-thirds of BSU's new students reported Honors was a critical factor in their choice of BSU. Co-curricular activities are a central feature of Honors Colleges nationally.

Additionally, regional Honors Colleges at University of Utah, Oregon State, and University of Oregon charge fees (ranging from \$150-\$400 per year) that allow the institutions to offer additional programming and support for their students. Without a fee, BSU is at a competitive disadvantage to these programs.

IMPACT

The Honors College Program Fee would allow the program to meet the accelerated demand for services BSU provides to these high-achieving students. In fall 2018, BSU projects its student population to grow an additional 10-15%. BSU has had a record-breaking application cycle with a 20% increase in applications over the last year.

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STAFF COMMENTS AND RECOMMENDATIONS

Representatives from BSU will be available to discuss the additional programming and enhanced support that could be provided to Honors College students with funding from the proposed mandatory \$50 per semester fee, and whether the fee would be an eligible expense for student financial aid.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to establish an Honors College Program Fee in the amount of fifty dollars (\$50) per semester, effective fall 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BOISE STATE UNIVERSITY

SUBJECT

Senior Citizen Fee Adjustment

REFERENCE

February 2014

The Board revised the senior citizen fee in policy V.R. to remove specific requirements that Idaho residents 60 years of age or older be charged a \$20 registration fee and \$5 per credit hour, and delegated authority to the institutions to determine eligibility for the fee and to set the fee, subject to Board approval.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R. "Establishment of Fees"

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access—Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to charge standard tuition and fee rates to Idaho residents aged 60 and older who take courses in pursuit of a degree. Currently, BSU's senior citizen policy is based on the Board's earlier policy prior to February 2014 (a \$20 registration fee and \$5 per credit charge for persons aged 60 and over). BSU offers this fee on a space-available basis, including those senior citizens who are seeking a degree.

Boise State would like to adjust its current practice and, instead, require that standard tuition and fees apply to all students who are pursuing degrees regardless of their age. However, Idaho residents aged 60 and older will be able to audit courses on a space available basis at no charge.

All students who attend the university in pursuit of a degree require the commitment of institutional resources – both instructional and support. Currently, students under age 60 who are pursuing degrees are subsidizing the cost for those above age 60 who are receiving the \$5 per credit hour benefit. The proposed change corrects this inequity by charging all degree-seekers the standard tuition and fees. The University will focus its efforts for lifelong learning through course auditing and the Osher Lifelong Learning Institute (Osher).

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IMPACT

Boise State serves seasoned adults through the Osher, Idaho's only lifelong learning program, which offers college-level short courses, lectures and other special learning opportunities for intellectually curious adults over age 50. Membership is \$70 per year and scholarships are available. Osher's membership has increased over 70% in the last five years and now serves 1,586 individuals.

Providing University services to this audience through the Osher and through free access to auditing courses will ensure seniors have the opportunity to stay actively engaged in learning without impacting the progress of degree-seeking students who are taking courses for credit. Allowing seniors free to no cost opportunities to audit classes is not uncommon; for example, Portland State University and the University of Washington use this model.

Boise State will allow students aged 60 and above who are currently enrolled in a program as degree seeking students to complete their program at the previous level of \$5 per credit hour. For all others, this new fee plan will go into effect in fall 2019.

STAFF COMMENTS AND RECOMMENDATIONS

With grandfathering provisions for senior citizens who are currently seeking degrees and a one year delay in the implementation date for all other seniors, the BSU proposal will help to minimize concerns/complaints from eligible students already pursuing degrees under the previous BSU senior citizen fee policy. The continuing "space available" criterion will help provide access to regular degree-seeking students who pay normal tuition and fees. Staff presumes that, under the new policy, special course fees might still be applicable for auditing seniors who participate in all aspects (labs, etc.) of courses that have approved course fees.

BSU representatives will be available to discuss the estimated impact in terms of numbers of affected students and feedback that may have been received to date from students on the proposed policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge standard tuition and fee rates to Idaho residents 60 years of age and older who take courses in pursuit of a degree, and to offer senior citizens the opportunity to audit courses at no charge, on a space available basis.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Idaho Office of School Safety and Security (IOSSS)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-5901, Idaho Code

BACKGROUND/DISCUSSION

The IOSSS was created by the legislature in 2016 to promote the safety and security of the students attending any and all public educational schools and institutions in the state. The goals of the IOSSS, as derived from legislative intent, are as follows:

1. Develop and employ a comprehensive process and instrument for triennial school assessments and reports.
2. Maintain accurate information on school locations and conditions, tracking facility additions and changes.
3. Identify and implement multiple modes of support for the improvement of safety and security within schools.
4. Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment.
5. Identify incidents, conditions and trends that threaten schools. Research and develop effective practices for the purpose of distributing information and providing training as needed. Research and evaluate the efficacy of technological security solutions, advising school on possible implementation.

The IOSSS has an advisory board consisting of thirteen (13) members as follows: four (4) members appointed by the governor; one (1) representative from the State Department of Education; one (1) representative from the state board of education; one (1) representative from the Idaho state police; one (1) representative from the Idaho chiefs of police association; one (1) representative from the Idaho sheriffs' association; one (1) representative from the Idaho office of emergency management; one (1) representative from the Idaho fire chiefs association; and two (2) representatives from the state legislature. The primary purpose of the advisory board is to develop school safety and security guidelines.

IMPACT

This work session will provide the State Board of Education an opportunity to discuss the work of the IOSSS around supporting safe and secure campuses at Idaho's public schools, charter schools and institutions.

ATTACHMENTS

Attachment 1 – 2018 Legislative Report

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STAFF COMMENTS AND RECOMMENDATIONS

In light of recent events involving school shootings around the country, during the February 2018 regular Board meeting, the Board president asked to have a work session on school safety and security.

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SUBJECT

Institution and Agency Strategic Plan

REFERENCE

April 2017	The Board reviewed the institution, agency, and special/health programs strategic plans and requested the plans be submitted using a consistent template.
June 2017	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2017	The Board approved new system-wide performance measures for the institutions focused on outcomes from the CCA Game Changers.
February 2018	The Board approved the State K-20 Education Strategic Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

ALIGNMENT WITH STRATEGIC PLAN

Goals 1 through 3: Institution and agency strategic plans are required to be in alignment with the Board's K-20 Strategic Plan.

BACKGROUND/ DISCUSSION

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations

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- interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
 - ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - iii. Each objective must include at a minimum one performance measure with a benchmark.
 3. Performance measures must be quantifiable indicators of progress.
 4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
 5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
 6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
 7. Institutions and agencies may include strategies at their discretion.

In addition to the required components and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established a template for strategic plan submittal that has been in place since April 2017.

At the December 2017 Regular Board meeting the Board discussed and approved new "System-wide Performance Measures." The new system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The institutions' directors of institutional research were provided the opportunity to give feedback on how each performance measure could be consistently counted across

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institutions. The plans provided by the institutions with this agenda item are the first plans that use the new system-wide performance measures. While each institution is required to use the system-wide performance measures, each institution sets their own benchmarks. The institutional research directors met and discussed the system-wide performance measures and how they could be collected and reported consistently between institutions prior to Board consideration.

The new system-wide performance measures are:

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees
 - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees
 - c) Baccalaureate degrees

Reform Remediation

- V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

Math Pathways

- VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

Structured Schedules

- VII. Number of programs offering structured schedules.

Guided Pathways

- VIII. Percent of first-time, full-time freshmen graduating within 100% of time

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

All of the strategic plans are required to be in alignment with the Board's system-wide strategic plans; these include the Board's overarching K-20 education strategic plan (approved at the February Board meeting), the Science, Technology,

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Engineering and Math (STEM) Education Strategic Plan, the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

Additionally, Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agency's strategic plan. The institutions and agencies have the option of imbedding this into their strategic plans or providing it as an addendum to the strategic plan.

IMPACT

Review will provide the Board with the opportunity to give the institutions and agencies direction on any final changes prior to consideration for approval at the June Board meeting.

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STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board's constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans; this includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total, the Board considers and approves 24 updated strategic plans annually, inclusive of the K-20 Education Strategic Plan approved in February. Approved plans must meet the strategic planning requirements in Idaho Code, Board Policy, and any Executive Orders that impact strategic planning. Review and approval of the strategic plans gives the Board the opportunity at the broader policy level to affect the long-term direction of public education in the state as well as measure the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board's goals and objectives.

As part of this year's Work Session review of the strategic plans the Planning, Policy and Governmental Affairs Committee of the Board would like to focus work on understanding the institution and agency plan alignment, how the goals and objectives will impact or move the needle on the Board's 60% Educational Attainment Goal, and how the plans promote greater educational system alignment and coordination. The institutions and agencies were requested to submit their plans showing amendments to goals, objectives, and performance measures. Amendments that only updated performance measure data did not need to be shown as changes. For the June Regular Board meeting clean versions of the plans will be provided for approval.

BOARD ACTION

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

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SUBJECT

Integration of Open Education Resources

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

According to a 2014 report released by the U.S. Center for Public Interest Research, the average college student spends \$1200 each year on textbooks and other course materials. In some cases, perhaps more prevalent in community colleges, the cost of textbooks can exceed the cost of tuition. The research indicates that a majority of students base course selection decisions on textbook prices and seek to avoid courses with expensive content. Other students may not purchase required textbooks or attend classes early in the term until the more affordable used textbook found online has been delivered.

Legislative action at the federal level has been taken to address affordability issues associated with textbooks. Most notably, the Higher Education Opportunity Act of 2008 requires publishers to disclose prices to professors during the marketing process, and for institutions to allow students to see textbook prices during course registration.

Open Education Resources is defined by The Hewlett Foundation as “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. [They] include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”

An example of OER is open-source textbooks, which are free online and affordable in print. Open-source textbooks have gained considerable momentum as a cost-effective alternative for traditional hard copy textbooks and fee-based online learning content. As the cost of textbooks outpaces the rate of inflation (the General Accountability Office reported in 2013 that new textbook prices increased 82 percent between 2002 and 2012), it is the only product in the marketplace that can directly compete with the more expensive price charged by publishers for new editions.

In order for Idaho to capitalize on the benefits of OER, the Board must (a) establish a comprehensive vision for the meaningful adoption of OER and (b) promote and support the need for OER development, adoption, and maintenance.

IMPACT

The low cost of OER reduces some of the inequity faced by Idaho’s low-income and underserved student populations pursuing postsecondary study. This also

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includes financial hardships faced by adult learner populations seeking to complete a postsecondary credential. Providing affordable textbook and other learning resource options will help improve timely completion rates by reducing the costs associated with enrollment in additional required courses. Furthermore, offering OER as a means for instruction in dual credit courses will reduce the costs often encumbered by local K-12 school districts and students. Summarily, adopting a scale approach to OER promotes college completion and progress towards achieving the Board's attainment goals.

For faculty and instructors at the postsecondary level, the adoption of OER often requires a number of commitments. Among others, this includes undertaking the professional development necessary to learn how to effectively utilize OER, in addition to the work effort necessary for aligning OER to pedagogical preferences and desired course content. These items traditionally require additional time and/or resources to be allocated to faculty for taking on additional duties and responsibilities associated with transitioning to OER. At some Idaho institutions, there is not a sufficient instructional technology support staff to assist with professional development needs, nor is there specific incentive in institutional policies for faculty to consider the development and delivery of OER in their courses. Any expectation for the adoption of open education resources will need to bear in mind the need for these items to be addressed.

ATTACHMENTS

Attachment 1 – Open Education Fact Sheet

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff is supportive of pursuing OER adoption, at minimum, for the courses to be adopted in the 2019-20 academic year for common-course indexing (also commonly referred to as common-course numbering). However, for both Board staff and institutions, developing an understanding of the Board's vision for the scope and scale of OER adoption would help shape planning and implementation processes.

BOARD ACTION

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