

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

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>STANDING COMMITTEE REPORT</b> <ul style="list-style-type: none"><li>• <b>HIGHER EDUCATION TASK FORCE RECOMMENDATION PROGRESS</b></li></ul>	Information Item
2	<b>PRIOR LEARNING ASSESSMENT INITIATIVE</b>	Information Item
3	<b>STATEWIDE DEGREE AUDIT AND STUDENT ANALYTICS SYSTEM</b>	Information Item
4	<b>COMPLETE COLLEGE IDAHO LEGISLATIVE REPORT</b>	Information Item
5	<b>IDAHO STATE UNIVERSITY – IDAHO COLLEGE OF OSTEOPATHIC MEDICINE (ICOM) – UPDATE AND ADMISSIONS POLICY</b>	Information Item
6	<b>COMMUNITY COLLEGE BACCALAUREATE DEGREE PROGRAMS</b>	Information Item

---

THIS PAGE INTENTIONALLY LEFT BLANK

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

---

**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.

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

---

**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.

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

---

**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.

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

---

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

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

---

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.

**BOARD ACTION**

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

THIS PAGE LEFT INTENTIONALLY BLANK



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

---

**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.

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

---

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**

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

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

---

**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

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

---

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

Page 3

**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**

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

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

---

**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

Page 3

**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

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

---

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.

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

---

**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

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

---

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



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

---

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.

THIS PAGE LEFT INTENTIONALLY BLANK