



STATE BOARD OF EDUCATION MEETING
April 17-18, 2019
University of Idaho
Bruce M. Pitman Center
International Ballroom
Moscow, Idaho

Wednesday, April 17, 2019, 11:00 a.m.

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho – Annual Progress Report – Information Item
2. Idaho Digital Learning Academy – Annual Report – Information Item
3. 2019 Legislative Update – Action Item

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. Emergency Provisional Certificate Process Clarification – Action Item

WORK SESSION

BUSINESS AFFAIRS AND HUMAN RESOURCES

- A. Student Tuition and Fee Rates (Academic Year 2019-2020)
1. University of Idaho – Student Tuition & Fee Rates – Action Item
 2. Boise State University – Student Tuition & Fee Rates – Action Item
 3. Idaho State University – Student Tuition & Fee Rates – Action Item
 4. Lewis-Clark State College – Student Tuition & Fee Rates – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- B. Institution and Agency Strategic Plans – Information Item

EXECUTIVE SESSION – Closed to the public

Office of the State Board of Education

To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.

Thursday April 18, 2019, 8:00 a.m.

OPEN FORUM

CONSENT AGENDA

IRSA

1. General Education Committee Appointments – Action Item
2. Graduate Medical Education Committee Appointments – Action Item

PPGA

3. Alcohol Permits Report – President Approved – Action Item
4. Data Management Council Appointments – Action Item

SDE

5. Professional Standards Commission – Northwest Nazarene University – Mid-Cycle Focus Visit Recommendation – Action Item
6. Emergency Provisional Certificates – Action Item
7. Professional Standards Commission Appointments – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Division of Career Technical Education – Micro-certification Platform Presentation - Information Item
2. Board Policy III.V. – Articulation and Transfer – First Reading - Action Item
3. Board Policy III.E. – Certificates and Degrees – Second Reading – Action Item
4. Board Policy III.G. – Program Approval and Discontinuance – Second Reading – Action Item
5. Open Educational Resources Progress Report – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources –

1. Boise State University - Amendment to Multi-Year Employment Agreement – Cross Country Head Coach - Action Item

Section II – Finance –

1. Board Policy V.E. – Gifts and Affiliated Foundations - First Reading – Action Item
2. Board Policy V.X. –Intercollegiate Athletic Limits - First Reading – Action Item
3. Board Policy V.B. – Budget Policies – Second Reading – Action Item
4. Intercollegiate Athletics - FY2018 Revenue And Expenses Reports – Information Item
5. Intercollegiate Athletics - FY2018 and FY2019 Compensation Reports – Information Item
6. Intercollegiate Athletics - FY2018 Gender Equity Reports – Action Item
7. FY2020 Appropriations – Action Item
8. FY2020 Opportunity Scholarship Educational Costs – Action Item
9. FY2021 Budget Guidelines – Action Item

10. Boise State University – Professional Fee – Computer Science Programs – Action Item
11. Boise State University – Professional Fee – Construction Management Programs – Action Item
12. Idaho State University – Construction Authorization – Davis Field Project – Action Item
13. Idaho State University – Construction Authorization – EAMES Project – Action Item
14. Idaho State University – Construction Authorization – Meridian Parking Lot Project – Action Item
15. Idaho State University – Property Purchase – Meridian Health Sciences Center – Action Item
16. University of Idaho – Update to Six Year Capital Plan – Energy Plant – Action Item
17. University of Idaho – Planning and Design Authorization – Energy Plant Project – Action Item
18. Lewis-Clark State College – Funding and Construction Authorization – Career Technical Education Building Project – Action Item

ELECTION OF OFFICERS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

**BOARDWORK
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1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the February 13-14, 2019 Regular Board meeting, March 13-14, 2019 Special Board meeting, March 20, 2019 Special Board Meeting, and April 4, 2019 Special Board Meeting as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set April 15-16, 2020 as the date and the University of Idaho as the location for the April 2020 regularly scheduled Board meeting.



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

DRAFT

STATE BOARD OF EDUCATION
February 13-14, 2019
Boise State University
Student Union Building
Simplot Ballroom
Boise, Idaho

A regularly scheduled meeting of the State Board of Education was hosted by Boise State University February 13-14, 2019. Board President, Dr. Linda Clark, called the meeting to order at 1:00pm (MST).

Present:

Linda Clark, President
Debbie Critchfield, Vice President
David Hill, Secretary
Emma Atchley*

Andrew Scoggin*
Richard Westerberg
Sherri Ybarra*, State Superintendent

Absent:

Don Soltman

*Except Where Noted

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Wednesday, February 13, 2019

BOARDWORK

A. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the agenda as submitted. The motion carried 7-0. Mr. Soltman was absent from voting.

B. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Westerberg): I move to approve the minutes from the December 19-20, 2018 Regular Board meeting and the January 18, 2019 Special Board meeting as submitted. The motion carried 7-0. Mr. Soltman was absent from voting.

C. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Hill): I move to set February 12-13, 2020 as the date and Boise State University as the location for the February 2020 regularly scheduled Board meeting. The motion carried 7-0. Mr. Soltman was absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Boise State University Annual Progress Report

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and then invited Boise State University (BSU) Interim President, Dr. Martin Schimpf, to present his annual update to the Board.

Dr. Schimpf reported Boise State University (BSU) recently completed a self-study as part of the university's accreditation process from which four (4) core themes were developed; Undergraduate Education, Graduate Education, Research and Creative Activity, and Community Connection. Additionally, BSU has developed four (4) objectives to evaluate the progress of the core themes; Access, Relevance, Quality and Culture.

Dr. Schimpf reported BSU continues to experience significant growth in the student body population, both online and on campus, and increased demand for more graduate programs. BSU's General Fund Appropriation per Enrollment Workload Adjustment (EWA) Weighted Resident Student Credit Hour is the lowest of the state's 4-year college and universities at \$91.84, severely limiting BSU's ability to provide aid to students. In

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response, BSU has started a scholarship campaign that has successfully raised over \$50,000,000 basing awards on need and not just academic merit.

Dr. Schimpf shared with the Board the many student accomplishments over the past five years including a Rhodes Scholar recipient, 13 Fulbright Scholar grant recipients, two Boren Award recipients, two Goldwater Scholar recipients and one Marshall Scholar recipient. Additionally, BSU's student athletes compiled an average grade point average (GPA) of 3.30 and BSU was recognized by the Institute for Ethics and Diversity in Sports as one of four universities, nationally, to have graduated more than 95% of their black athletes. BSU continues to expand the total research and developmental expenditures as reported to the National Science Foundation (NSF) from \$2,600,000 in 1993 to \$34,900,000 in 2017. BSU's retention rate for first-time full-time freshmen and six year graduation rate continue to rise and now exceed the national average as compared to peer institutions.

There were no questions or comments from the Board.

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

A. Educational Attainment Goal

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and reminded Board members the purpose of the work session was for the Board to discuss different methodologies for determining Idaho's future workforce needs and to set credential production targets for Idaho's public colleges and universities. Helping to facilitate the discussion were members of the Board staff, Ms. Tracie Bent, Chief Planning and Policy Officer, Dr. Cathleen McHugh, Chief Research Officer, and Ms. Cate Collins, Senior Research Analyst.

Ms. Bent opened the discussion by reminding Board members the original target, approved in 2010, of 60% was set by the Board based on the Georgetown University's Center on Education and the Workforce State-Level Analysis of Projections of Jobs and Education Requirements through 2018 (published June 2010). The report projected 61% of jobs in Idaho would require some postsecondary training beyond high school in 2018. The original workforce projections used for setting the "60% Goal" in 2010 for 2020 were based on 2018 projections. With the recession and subsequent recovery over the past eight years, Idaho's workforce needs have changed. Conducting a new analysis at this time would allow the Board to set production targets that are up-to-date and meaningful.

Ms. Collins provided to the Board an updated analysis of Idaho's workforce educational attainment needs for entry into the current workforce, projections based on the current workforce for 2026, and a comparison or aspirational educational needs for the state. For

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comparison purposes, the State of Oregon was selected based on a similar combination of agricultural and non-agricultural jobs, and similar challenges with much of the state being rural with areas of high population density. Additionally, Oregon is located within Idaho's region and has a larger science, technology, engineering and math (STEM) economic base. The large proportion of STEM jobs available in Oregon is in alignment with the focus Idaho has had in increasing the STEM workforce and STEM jobs in Idaho.

At the end of Ms. Collins presentation, Board members engaged in a discussion on whether or not to consider a broader age band and setting institutional specific targets based on credential level to meet the state's workforce needs. At the end of the discussion, the Board directed staff to evaluate credential production, based on the status quo, while at the same time engaging stakeholders on what an aspirational goal should be. Institutional specific targets based on credential level will be brought back to the Board at a later Board meeting for formal Board action. Any statewide targets will be incorporated into the K-20 Education Strategic Plan for the Board's consideration as part of the Planning, Policy and Governmental Affairs portion of the agenda during the February 2019 Regular Board meeting.

There were no additional questions or comments from the Board.

The Board recessed for the evening at 2:45pm.

STATE DEPARTMENT OF EDUCATION (SDE) – moved to 9:00am on Feb. 14th

1. Developments in K-12 Education

This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Sherri Ybarra reported State Department of Education (SDE) staff have participated in workgroup discussions to address concerns and issues raised with regard to the Public School Funding Formula draft legislation. Additionally, Superintendent Ybarra reported that SDE staff have presented to the Senate Education and House Education Committees on the topics of the Keep Idaho Students Safe (KISS) initiative, mastery-based education, advanced opportunities, and the new state report card. The Senate Education Committee has requested a presentation on the new Every Student Succeeds Act (ESSA) Plan and the House Education Committee has requested a presentation on student achievement and metrics. The review of mastery based education requested by the Joint Finance and Appropriations Committee (JFAC) during the 2018 legislative session is complete and has been provided to the committee.

At the end of the Superintendent's update, Deputy Superintendent of Communications and Policy for the State Department of Education, Mrs. Marilyn Whitney, provided a legislative update to the Board. Mrs. Whitney reported Senate Bill 1057 (SB1057) amending Section 33-320, Idaho Code, to revise provisions regarding continuous improvement plans for school districts and public charter schools was scheduled for a hearing in front of the Senate Education Committee on February 18, 2019. Senate Bill

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1059 (SB1059) amending Section 33-1632, Idaho Code, to revise provisions regarding mastery-based education and to establish the Idaho Mastery Education Network was scheduled for a hearing in front on the Senate Education Committee on February 20, 2019. Senate Bill 1108 (SB1108) amending Section 33-1807, Idaho Code, to revise provisions regarding reimbursement to school districts from the driver training account and to provide for certain scholarships and grants is scheduled for a hearing in front of the Senate Education Committee on February 20, 2019. Finally, RS26943 would add to existing law to create an incentive program to place teachers in rural schools. Currently a hearing date for this legislation has not been confirmed.

Board member Atchley requested additional information on mastery-based education, and how participating districts and schools educate students who choose not to participate in a mastery-based program. Superintendent Ybarra responded every district handles this situation differently and it is a local decision on how best to determine what fits a student's needs best.

There were no additional questions or comments from the Board.

2. ESSA Consolidated State Plan Amendments

BOARD ACTION

M/S (Ybarra/Atchley): I move to approve the amendments to the Consolidated State Plan as identified in Attachment 2. The motion carried 7-0. Mr. Soltman was absent from voting.

State Superintendent of Public Instruction, Mrs. Sherri Ybarra, introduced the item and reported the US Department of Education (USDOE) approved Idaho's Consolidated State Plan (Plan) in March 2018. Prior to the 2018/2019 school year, the state implemented its new school accountability system for the first time. Since that time, the State Department of Education (SDE) conducted an evaluation of the accountability system to ensure the individual metrics and the system as a whole functioned as intended. The analysis and stakeholder feedback after the system was operationalized identified areas of the plan where additional information or updates were necessary to best serve schools and students in Idaho. The proposed amendments were included in the Accountability Oversight Committee (AOC) Annual Report presented to the Board in December 2018. A public comment period on the proposed amendments was held from January 11 to February 1, 2019.

Superintendent Ybarra invited the Director of Assessment and Accountability for the State Department of Education, Mrs. Karlynn Laraway, to provide an update of the proposed amendments to the Board.

Mrs. Laraway reported the proposed amendments to the Consolidated State Plan include

- Addition of a detailed description of the methodology in which schools not captured in the traditional identification calculations are included in the accountability system;

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- Updated English Language proficiency exit criteria;
- New *Expected Progress Toward English Language Proficiency* based on the new exit criteria;
- Added exit criteria for English learners with disabilities and those taking the ACCESS alternate assessment;
- Updated long-term and interim progress goals for students making progress toward English language proficiency based on the new criteria;
- Establishing a baseline and setting long-term and interim progress goals for a five-year cohort graduation rate for high schools;
- Changing the measure for identifying alternative high schools for Comprehensive Support and Improvement when their graduation rate is less than 67%. The new measure will use a three-year average of the five-year cohort graduation rate.
- Excluding schools from identification for targeted support and improvement when the subgroup(s) meet or exceed interim progress goals for a particular measure;
- Updated interim and long-term goals in Appendix A for five-year cohort graduation rate and students making progress toward English language proficiency;
- Technical corrections throughout the document to align and reflect specific changes above.

Mrs. Laraway walked Board members through the proposed amendments to the English Learner Proficiency and Exit Criteria and reported the revised criteria in no way lower expectations for English Learners, adding the changes have been proposed out of necessity to recognize student performance and overall success as well as the adjustments to cut scores and proficiency levels set by the consortium of states. The SDE has identified a place where Idaho students have met rigorous and acceptable levels of academic English language skills and can be successful in academic content.

Finally, Mrs. Laraway reported approval of the proposed amendments by the Board, as the State Educational Agency (SEA), would allow the amended plan to be submitted to the USDOE by March 1, 2019. If approved, the updates to the Plan would take effect in the 2019-2020 school year, however, Idaho may not implement these changes until the amendment has been approved by the USDOE.

Dr. Clark reported she had received comments from stakeholders and administrators that schools were rated as deficient in student achievement but proficient based on participation in another program measure and asked if any of the proposed amendments corrected this circumstance. Mrs. Laraway responded a schools participation rate is now indicated on the state report card and it is her belief this mitigated the situation to which Dr. Clark was referring to.

Board member Scoggin requested information on the volume of comments received during the public comment period ending February 1, 2019 and if any of the comments drove changes to the proposed Plan amendments. Mrs. Laraway responded the SDE received approximately 22 emails specific to the proposed Plan changes, adding several themes arose from the public comment period, predominantly related to the proposed

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changes to the proficiency for English Learners section. In response to these comments, the SDE improved communication to stakeholders in order to inform them on how the decision was derived.

Board member Critchfield expressed her appreciation of the Plan and specifically the ability to make changes to the Plan as appropriate to meet the State's needs. Dr. Clark added Idaho is unique in its approach to educating at risk students through the creation of alternative schools and the USDOE being responsive to this approach is appreciated. The Plan is also a fairer look at Idaho schools and no longer holds schools accountable based only on a single test on a single day.

At this time the board recessed for 15 minutes, returning at 10:15am MST.

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Scoggin): I move to meet in executive session pursuant to Section 74-206(1)(c), Idaho Code, "to acquire an interest in real property which is not owned by a public agency". A roll call vote was taken and the motion carried 7-0. Mr. Soltman was absent from voting.

Board members entered in to Executive Session at 3:07pm (MST).

M/S (Critchfield/Hill): I move to go out of Executive Session. The motion carried 7-0. Mr. Soltman was absent from voting.

Board members exited Execution Session at 4:05pm (MST) when they recessed for the evening.

Thursday, February 14, 2019 8:00 a.m. (MST), Boise State University, Student Union Building – Simplot Ballroom, Boise, Idaho.

Board President Dr. Linda Clark called the meeting to order at 8:00am (MST) for regularly scheduled business. There was one (1) participant for Open Forum.

OPEN FORUM

Mr. Allen Humble of Boise addressed the Board regarding the Idaho Public Broadcasting System (Idaho Public Television) policy of public debates for statewide office and Boise State University (BSU) and current policies and procedures regarding commercial relationships with the university.

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CONSENT AGENDA

BOARD ACTION

M/S (Critchfield/Westerberg): I move to approve the consent agenda as presented. The motion carried 7-0. Mr. Soltman was absent from voting.

Business Affairs & Human Resources (BAHR) – Section I Human Resources

1. Retirement Plan Committee Appointments

BOARD ACTION

M/S (Critchfield/Westerberg): I move to appoint Shawn Miller as a member of the State Board of Education Retirement Plan Committee. The motion carried 7-0. Mr. Soltman was absent from voting.

Business Affairs & Human Resources (BAHR) Section II Finance

2. University of Idaho – Request for Construction Approval - Pitman Center Exterior Repairs

BOARD ACTION

M/S (Critchfield/Westerberg): I move to approve the request by the University of Idaho to implement the Bid and Construction phases of a Capital Project to replace certain exterior ceramic tile on the Bruce M. Pitman Center, for a total cost of \$1,621,700, as described in Attachment 1. Approval includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement all phases of the project. The motion carried 7-0. Mr. Soltman was absent from voting.

Instruction, Research and Student Affairs (IRSA)

3. Programs and Changes Approved by Executive Director – Quarterly Report
This item was provided in the agenda materials as an information item.

BOARD ACTION

M/S (Critchfield/Westerberg): I move to accept the quarterly report on programs and changes approved by the Executive Director. The motion carried 7-0. Mr. Soltman was absent from voting.

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4. Boise State University – Discontinuance of the Master of Science in Mathematics Education

BOARD ACTION

M/S (Critchfield/Westerberg): I move to approve the request by Boise State University to discontinue the Master of Science in Mathematics Education as presented in Attachment 1. The motion carried 7-0. Mr. Soltman was absent from voting.

5. Idaho State University – Discontinuance of Non-traditional PharmD Program

BOARD ACTION

M/S (Critchfield/Westerberg): I move to approve the request by Idaho State University to discontinue the Non-traditional PharmD Program as presented in Attachment 1. The motion carried 7-0. Mr. Soltman was absent from voting.

Planning, Policy and Governmental Affairs (PPGA)

6. Institution President Approved Alcohol Permits
This item was provided in the agenda materials as an information item.

BOARD ACTION

M/S (Critchfield/Westerberg): I move to accept the report on institution president approved alcohol permits. The motion carried 7-0. Mr. Soltman was absent from voting.

7. Boise State University – Faculty Senate Constitution Amendments

BOARD ACTION

M/S (Critchfield/Westerberg): I move to approve the proposed amendments to the Boise State University Faculty Senate Constitution. The motion carried 7-0. Mr. Soltman was absent from voting.

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State Department of Education (SDE)

8. Professional Standards Commission – College of Idaho – Idaho State Program Approval Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

BOARD ACTION

M/S (Critchfield/Westerberg): I move to accept the recommendation of the Professional Standards Commission to accept the CAEP State Team Report for College of Idaho with the following changes:

Move CAEP Program Approval to Conditional Approval for the unit on Standards 1-5. The motion carried 7-0. Mr. Soltman was absent from voting.

9. Curricular Materials Selection Committee Appointments

BOARD ACTION

M/S (Critchfield/Westerberg): I move to approve the request by the State Department of Education to reappoint Kristi Enger to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing Idaho Career Technical Education. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Critchfield/Westerberg): I move to approve the request by the State Department of Education to reappoint Lisa Olsen to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing certified classroom teachers. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Critchfield/Westerberg): I move to approve the request by the State Department of Education to appoint Dana Johnson to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing higher education. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Critchfield/Westerberg): I move to approve the request by the State Department of Education to appoint Julie Magelky to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing higher education. The motion carried 7-0. Mr. Soltman was absent from voting.

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AND

M/S (Critchfield/Westerberg): I move to approve the request by the State Department of Education to appoint Taylor Raney to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing higher education. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Critchfield/Westerberg): I move to approve the request by the State Department of Education to appoint Bonnie Farmin to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing trustees. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Critchfield/Westerberg): I move to approve the request by the State Department of Education to appoint Aaron McKinnon to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing the State Department of Education. The motion carried 7-0. Mr. Soltman was absent from voting.

10. Emergency Provisional Certificates

BOARD ACTION

M/S (Critchfield/Westerberg): I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificates for Robert Crompton, Derek Peterson, Sarah Wilson, Sarah Helmick, Emily Kamphaus, Adam Hanson, Larry Stocking, Angela Lucas, Lindsey Lee, Benjamin Davis, Kimberly Koepnick, Ernie Martinez, Alton Arnold, Sara Summers, Tanner Baumann, Anthony Croasmun, Logan Godfrey, Gillian Boal-Thowson, Melissa Hagler, BreAnn Luker, Allyson Abarca Serrano, Megan Patterson, Samuel Phillips, Maria Rodriguez-Madin, Julia Sharkey, Jill Angle, Ezra Stafford, Melissa Tabor, Mark Murdock, Dallas Estudillo, Mary Prince, Daniel Erikson, Kimberly Mullins, Samantha Bessire, Robert Ryan, Hailey Hatch, Nicole Jenkins, Heather Stockton, Michelle Studer, Bryan Chase, Tanya Batdorff, Martin Kokol, Jacob Garling, Victoria Watkins, Jeremy Reeves, Karlie Sudweeks, Joshua Wells and William McGhee to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year. The motion carried 7-0. Mr. Soltman was absent from voting.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. Idaho Bureau of Educational Services for the Deaf and the Blind - Annual Report

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and invited Administrator for the Idaho Educational Services for the Deaf and the Blind (IESDB) Mr. Brian Darcy to provide his annual report to the Board.

Mr. Darcy reported IESDB provides services statewide through the main campus located in Gooding, Idaho and seven regional education centers. Currently IESDB serves 2,134 students, up from 2,039 in 2017, with the greatest growth in the area of early intervention. In 2019 IESDB served 240 deaf and hard of hearing babies, compared to 75 in 2009 and 114 blind visually impaired babies, compared to 25 in 2009.

One of the greatest needs encountered by IESDB is a lack of certified instructors and capable staff for both the main campus and outreach programs. Mr. Darcy expressed his appreciation of the work by legislatures and the governor to build the career ladder and increase teacher pay, however finding qualified teachers and staff who possess the unique skill sets required to teach IESDB's students is a challenge.

Board member Scoggin commented on the work of IESDB staff and school and thanked Mr. Darcy for his service.

There were no additional questions or comments from the Board.

3. Idaho Commission on Hispanic Affairs – Educational Achievement and Attainment Update

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and invited Executive Director for the Idaho Commission on Hispanic Affairs (ICHA), Mrs. Margie Gonzalez, to provide an update to the Board.

Mrs. Gonzalez reported Idaho's Hispanic population is growing and Hispanic students make up a growing share of enrollment in Idaho's schools and universities. During the 2015-2016 school year Hispanic students made up 18% of the total public K-12 enrollment, an increase from the 2010-2011 school year when Hispanic students made up 16% of total enrollment. During the 2017-2018 school year, Hispanic students made up 12% of Idaho's total postsecondary enrollment, an increase from 2009 when Hispanic students made up 6% of total enrollment.

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The growth of Idaho's Hispanic population comes with challenges including a disproportional representation of personnel in schools (K-12), lower proficiency rates, students dropping out of school to enter the workforce, higher rates of absenteeism and lower go-on rates. Non-Hispanic Students continue to outperform Hispanic students on K-12 Achievement tests and 44% of Hispanic students enter Kindergarten reading below grade level.

There were no questions or comments from the Board.

4. Idaho Association for the Education of Young Children – School Readiness
This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and then invited Executive Director for the Idaho Association for the Education of Young Children (Idaho AEYC), Ms. Beth Oppenheimer, to discuss potential policies and strategies around school readiness initiatives with the Board. Joining Mrs. Oppenheimer was Mr. Rod Gramer, President and CEO of Idaho Business for Education (IBE).

Ms. Oppenheimer reported for the 2017-2018 school year, less than 51% of Idaho students entered kindergarten with grade-level reading skills, 68% of Idaho's 3 and 4 year old's are not enrolled in any sort of preschool or early education program and 56.6% of children in Idaho under the age of 6 live in households where all available parents are in the workforce. In Idaho, the average cost of private child care or preschool for a four year old child is \$6,430 per year and Idaho is one of six states that does not invest in publically funded preschool.

One of the barriers to early childhood education programs has been the statutory sections of Idaho Code defining school age as residents of Idaho between the age of 5 and 21 and that assign local Boards of Trustees the duty to exclude from school, children not of school age and prohibit the use of state public school funds to educate children who are not of school age. Ms. Oppenheimer reported the Idaho School Boards Association (ISBA) has submitted a resolution amending the school age in Idaho Code from five (5) to four (4) and allow flexibility for local districts and charter schools to use state dollars in supporting children entering kindergarten to help address these issues of access.

Finally, Ms. Oppenheimer reported Idaho AEYC will soon be launching Preschool the Idaho Way, a local early learning collaborative approach designed to assist communities with developing a preschool program to fit the needs of their local community.

Mr. Gramer provided to the Board an update on the Idaho School Readiness Act (Act) designed to provide choices to parents and create a partnership between the state, local communities and parents to prepare Idaho's children for kindergarten. The program would include both an Out of Home Option whose standards would be set by the Board, with 50% of the funding, per child, provided through the state and 50% provided through a local funding match, and an In-Home Option that would include both home based

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educational technology and a home visitation program. Participation would be voluntary, based on parent choice, and would not be a top down approach. Finally, Mr. Grammar reported Representative Paul Amador (R), Coeur d'Alene has agreed to sponsor the legislation and House Education Committee Chair, Representative Lance Clow (R), Twin Falls, has committed to giving the bill an introduction in the House Education Committee.

Board member Scoggin asked what the fiscal impact of the proposed legislation would be to which Mr. Grammar responded the act has been drafted in a manner that would allow the program to grow organically using whatever funds the state could contribute.

Finally, Mr. Scoggin thanked Ms. Oppenheimer for her work and service to the State of Idaho.

There were no additional questions or comments from the Board.

5. Idaho PTECH – Lessons Learned

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and then invited Executive Director for the Idaho Pathways in Technology Early College High Schools (PTECH) Network, Mrs. Stephanie Childress, to share with the Board Idaho PTECH's final report.

6. K-20 Public Education Strategic Plan

BOARD ACTION

M/S (Westerberg/Atchley): I move to approve the 2020-2025 K-20 Education Strategic plan as amended. The motion carried 7-0. Mr. Soltman was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, to present the amendments to the Board.

Ms. Bent reported during the December 2018 Regular Board meeting the Board discussed the establishment of postsecondary credential performance targets for each of the institutions being incorporated into the Board's K-20 Education Strategic Plan. As part of that discussion it was determined additional work needed to be done on updating the projections for Idaho's work force needs prior to setting performance targets. As part of the review of the proposed amendments to the strategic plan, it was noted that in developing a strategic plan that focused more on end of the pipeline outcomes it now included very few K-12 performance measures. Staff were asked during the December 2018 Board meeting to include additional amendments for Board consideration that would capture the importance of the K-12 portion of the education pipeline in preparing students for college and career.

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The additional amendments incorporated in Attachment 1 include the creation of a fourth goal in the plan. A new Goal 2 has been added focusing on student readiness. Two options were proposed for the Board's consideration:

GOAL 2: QUALITY EDUCATION. Ensure inclusive and equitable quality education that imparts the knowledge and skills needed to be ready for postsecondary education, career and the responsibilities of citizenship, and promote lifelong learning characteristics.

OR

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities

Board member Atchley asked if, based upon numerous studies supporting the positive impact of pre-K education, the Board's K-20 Education Strategic Plan should include pre-K education. Ms. Bent responded the Board did take a position regarding full day kindergarten more than a decade prior, however, in the intervening time has not taken a position on pre-K education.

Board member Critchfield expressed her support for Goal 2: Education Readiness. Superintendent Ybarra suggested adding an objective to Goal 2 to explore early learning opportunities and then add metrics supporting early learning opportunities at a later date. Dr. Clark suggested the objective include "*opportunities to enhance school readiness*" to more accurately reflect the Board's education pipeline.

After additional discussion, Board members supported amending the 2020-2025 K-20 Education Strategic plan to include the following goal and accompanying objectives;

Goal 2: Educational Readiness – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.

- o Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- o Objective B: School Readiness – Explore opportunities to enhance school readiness.

There were no additional questions or comments from the Board.

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7. College of Eastern Idaho – Community College District Expansion – Lemhi County

BOARD ACTION

M/S (Westerberg/Crtichfield): I move to approve the Resolution set forth in Attachment 1 recommending the addition of territory made up of the boundaries of Lemhi County to the current territory of the College of Eastern Idaho community college district. The motion carried 7-0. Mr. Soltman was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and reported approval of the resolution would allow for an election to be called in Lemhi County for a creation of a community college district pursuant to the requirements of Sections 33-2105 and 34-106, Idaho Code.

There were no questions or comments from the Board.

8. Division of Career Technical Education – State Plan
This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and then invited Administrator for Idaho Career Technical Education (ICTE) Mr. Dwight Johnson, to provide an update to the Board on the new Strengthening Career and Technical Education for the 21st Century Act, commonly referred to as Perkins V (Perkins V).

Mr. Johnson reported Perkins V was signed into law on July 31, 2018 and requires submittal of a new state plan following new federal guidelines. The new state plan would be developed in consultation with stakeholders and the public and provided to the Board for approval before final submission to the federal government. Additionally, Perkins V requires federal dollars be focused on programs of study or career pathways that have a sequence of related courses culminating in a capstone course and connect to a like postsecondary program. ICTE will continue to fund cluster and a la carte programs using state funds. ICTE has established regional meetings in the months of March and April 2019 to solicit stakeholder and public feedback. Additionally, at the close of the public comment period the plan will be brought back to the Board for approval prior to submittal to the federal government.

Board member Clark requested confirmation Perkins V regulations will no longer allow federal funds to be spent on exploratory courses to which Mr. Johnson responded in the affirmative. Board member Critchfield requested confirmation ICTE will be educating school districts on this requirement to which Mr. Johnson responded in the affirmative.

There were no additional questions or comments from the Board.

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9. 2019 Legislative Update

BOARD ACTION

M/S (Westerberg/Hill): I move to support House Concurrent Resolution 6, Music in our Schools Month, Senate Bill 1029 School Turnaround Act, Senate Bill 1057 Continuous Improvement Plans, Senate Bill 1059 Mastery-based Education Network Expansion, House Bill 153 Career Ladder, and RS26561 Rural Educator Loan Repayment Program. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Westerberg/Atchley): I move to oppose Senate Bill 1058, Charter School Administrator Certificate. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Westerberg/Critchfield): I move to support the teacher education pipeline initiative legislation contingent upon review of the Executive Director for the State Board of Education. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Westerberg/Scoggin): I move to authorize the Executive Director to submit resident tuition waiver legislation in substantial conformance to the draft provided in Attachment 7. The motion carried 7-0. Mr. Soltman was absent from voting.

AND

M/S (Westerberg/Critchfield): I move to support the Governor's budget recommendations as provided in Attachment 10. The motion carried 7-0. Mr. Soltman was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee member, Mr. Richard Westerberg, introduced the item and invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, and Chief Legislative and Communications Officer, Mr. Mike Keckler, to provide an update on education related legislation introduced during the 2019 Legislative Session.

Ms. Bent reported, to date, the Board's proposed rules for the 2019 Legislative Session, had not fully completed the legislative process. The Senate Education Committee had accepted each of the proposed rules as they came before the committee, with the one exception being proposed amendments to rule 47-0102-1801 Extended Employment Services. The Senate Education Committee rejected the section of proposed rule 47-0102-1801 pertaining to the provision that extended employment services dollars be last

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dollars. The House Education Committee had also acted on this rule and also rejected the same section.

The Senate Education Committee accepted the proposed amendments to rule 08-0203-1803 Graduation Requirements, however, the House Education Committee rejected the proposed changes to the senior math requirement and senior project and were taking action to open the codified language in the rule to reject the senior math requirement entirely. In order for this action to take effect, the House would have to submit a concurrent resolution that would need to also be concurred by the Senate.

After the agenda for the February Regular Board meeting was prepared, eleven (11) additional education related bills were introduced, including Senate Bill 1108 (SB1108) amending Section 33-1707, Idaho Code, to revise provisions regarding reimbursement to school districts from the driver training account and House Bill 153 (HB153) amending Section 33-1004B, Idaho Code, to revise the residency compensation rung on the Career Ladder. The proposed amendments to SB1108 would increase the amount paid to districts from the driver training account from one hundred twenty-five dollars (\$125) per pupil to one hundred fifty dollars (\$150) per pupil and create student scholarships and grant opportunities administered from the driver training account. The proposed amendments to HB153 would revise the residency compensation rung on the career ladder, increasing the amount over two years resulting in a minimum starting salary of \$40,000.

Board member Atchley asked if the changes to administrative rule 08-0203-1803 Graduation Requirements being considered by the House Education Committee would prohibit school districts from offering math during the senior year. Ms. Bent responded, the requirements established in administrative rule are the minimum requirements. School districts could still choose to offer math during the senior year, however, this would no longer be a minimum state requirement. Ms. Bent then shared with Board members that since the senior math requirement has been in place, data has shown that more students have taken four years of math and of those students who took math during the senior year, regardless of the level of math, were less likely to need remediation. The Board's Executive Director, Mr. Matt Freeman, shared with Board members the process for a concurrent resolution would still require the bill to be introduced in committee and pass both the House and Senate at which point it would go into full force and effect of law and would not be signed by the Governor.

Mr. Westerberg reminded Board members of the Staff recommendation to oppose Senate Bill 1058 (SB1058) Charter School Administrator Certificate and requested Ms. Bent provide additional information on the Staff recommendation. Ms. Bent reported SB1058 is substantially similar to House Bill 550 introduced during the 2018 Legislative session that was also opposed by the Board and vetoed by then Governor C. L. "Butch" Otter. SB1058, introduced by Senator Lori Den Hartog (R), Meridian, amends Section 33-526, Idaho Code, Requirements and Prohibitions of a Public Charter School, by creating a standalone charter school administrator certificate that would bypass the current certification process and circumvent the Board approved state standards for administrator

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certification. Board member Scoggin asked why the bill's author would put forth legislation circumventing the checks and balances that currently exist. Ms. Bent responded the reasoning behind the proposed Charter School Administrator Certificate is that charter schools are designed for innovation and the current certification process creates too many barriers for charter schools who wish to hire individuals who do not necessarily have an education background to run their schools. During the negotiated rulemaking process, Board staff worked to come up with a compromise between stakeholder groups and the Charter School Network that would allow administrators to apply for an interim certificate based on an alternate route, however, a compromise could not be reached on the requirement for administrators to possess a minimum of five years of classroom experience.

There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Evaluation Process for Presidents Appointed by the Idaho State Board of Education

This item was provided in the agenda materials as an information item.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley introduced the item and invited the Board's Executive Director, Mr. Matt Freeman, to provide an overview to the Board.

Mr. Freeman reported the item was developed in conjunction with the Board Officers; President Clark, Vice-President Critchfield, and Secretary Hill. Mr. Freeman reminded Board members Board Policy I.E. provides that the Presidents and Executive Director are evaluated by the Board annually, during the May retreat. Given the Board's focus on operating as a system, it may be helpful to develop goals at a system level that are mutually compatible with and supportive of, each individual institution.

Board member Hill commented president evaluations are one of, if not the most, important actives of the Board in its role as the Trustees of an institution and should include two elements – goals which a president might set for themselves in respect to issues they perceive at their institution, and larger goals the Board sets for the institution as a whole. The goals the Board sets for the institution as a whole should be embedded in the presidential goals and assessed at the end of the year for their contribution. Mrs. Atchley suggested the goals be tied to the Board's Strategic Plan and memorialized in a president's employment agreement.

Development of Board level identifiable objections for the president evaluations was assigned to the Business Affairs and Human Resource Committee (BAHR).

There were no additional questions or comments from the Board.

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At the time the Board recessed for 30 minutes, returning at 12:15pm.

2. Board Policy II.H. – Coaches and Athletic Directors – Second Reading

BOARD ACTION

M/S (Atchley/Scoggin): I move to approve the second reading of Board Governing Policy and Procedures II.H., Coaches and Athletic Directors, as presented in Attachment 1. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and shared with Board members between the first and second readings, there was a change in the approval threshold. The amount was increased from \$200,000 to \$350,000 which required the Board to take action on the contract approval.

There were no questions or comments from the Board.

3. Boise State University – Amendments to Employment Agreements – Seven Men’s Assistant Football Coaches

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the request by Boise State University to enter into employment agreements with the following assistant football coaches: Andrew Avalos, Defensive Coordinator; Eric Kiesau, Co-Offensive Coordinator; Kent Riddle, Assistant Coach; Bradley Bedell, Assistant Coach; Gabriel Franklin, Assistant Coach; Lee Marks, Jr., Assistant Coach; and Jeff Schmedding, Assistant Coach; as presented in Attachments 3, 9, 14, 19, 23, 27, and 31. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and shared with Board members Boise State University (BSU) is seeking to renew or enter into new contracts for the football assistant coaching staff. Seven of the contracts meet the threshold for Board approval because they would provide annual compensation over \$200,000.

There were no questions or comments from the Board.

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4. Boise State University – Amendments to Employment Agreements – Contract Extension – Athletic Director

BOARD ACTION

M/S (Atchley/Scoggin): I move to approve the request by Boise State University to enter into a one year extension of Athletic Director Curt Apsey’s employment contract as presented in Attachment 1. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and shared with Board members Boise State University (BSU) requested approval of a one year extension to Athletic Director Curt Apsey’s employment contract. Mr. Apsey’s current contract was approved by the Board in June of 2015 and is set to expire in July 2020. The extension would extend the term of the agreement through July of 2021.

There were no questions or comments from the Board.

5. University of Idaho – Academic Transitional Leave – President Chuck Staben

BOARD ACTION

M/S (Atchley/Crtichfield):I move to approve the request by Dr. Chuck Staben for academic transitional leave for the Fall 2019 semester, provided such leave is also approved by the provost. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and shared with Board members President Staben’s employment agreement provides that he “shall be tenured at the Institution at the rank of full professor, and entitled to a position in a department within a college at the Institution where the President has competence and knowledge to teach”. Dr. Staben’s employment agreement as president terminates on June 15, 2019.

Dr. Staben has requested academic transitional leave during the fall 2019 to prepare for a teaching assignment in January 2020 and beyond, and to consider the research he might resume or originate as a faculty member. Dr. Staben cannot approve his own academic transitional leave, therefor this request was brought to the Board for consideration.

There were no questions or comments from the Board.

Section II – Finance

1. Board Policy V.B. – Budget Policies – First Reading

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the first reading of Board Governing Policy and Procedures V.B., Budget Policies, as presented in Attachment 1. The motion carried 5-0. Mr. Soltman, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and then invited the Board's Chief Fiscal Officer, Dr. Carson Howell to provide an overview of the proposed changes to the Board.

Dr. Howell reported the proposed amendments are in response to the discussion during the December 2018 Regular Board meeting with the college and university Presidents regarding student health services and the request from Idaho State University President Kevin Satterlee to change Board Policy V.B. to allow institutions to request and use state appropriated funds for student health services. The changed also provides consistency regarding state appropriated funds for athletics between Board Policy V.B. and Board Policy V.X.

There were no questions or comments from the Board.

2. Idaho State University – Davis Field – Davis Field Renovation and Amendment for the Six-Year Capital Improvement Plan to Include the Davis Field Renovation Project

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the request from Idaho State University to amend their Six-Year Capital Improvement Plan as provided in Attachment 3. The motion carried 5-0. Mr. Soltman, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Atchley/Westerberg): I move to approve the request from Idaho State University to proceed with planning and design for the Davis Field Renovation at an amount not to exceed \$450,000, as described in Attachment 1. The motion carried 5-0. Mr. Soltman, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited Vice President of Finance and Business Affairs for Idaho State University (ISU), Mr. Glen Nelson, to provide an overview of the request with the Board.

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Mr. Nelson reported ISU has requested permission to proceed with planning and design for renovation of Davis Field. The venue was built in 1936 and has not had any substantial renovations since that time. The bleachers on the East side are unusable and have been condemned, while the bleachers on the West side continue to deteriorate. The planned renovation will allow ISU track and field to host home meets and women's soccer to play at prime times for fan and student attendance, however, most importantly, the renovation would eliminate significant safety hazards placing student athletes and other users at risk.

Additionally the request included permission for ISU to amend their FY19 Six-Year Capital Improvement Plan to include a project for renovation of the Davis Field.

The Board's Executive Director, Mr. Matt Freeman, reported he discussed this request with President Satterlee and that Mr. Satterlee recognizes this is the third request from ISU, during his tenure, to amend the six year capital improvement plan. While it has not been Mr. Satterlee's preference to make so many amendments to the plan, the requests are necessary until a formal master plan is developed.

There were no questions or comments from the Board.

3. University of Idaho – Acquisition of Real Property – Minidoka County

BOARD ACTION

M/S (Atchley/Scoggin): I move to approve the request by the University of Idaho for authority to acquire certain real property located in Minidoka County for a purchase price of \$2.5 million, under terms in substantial conformance to the Purchase and Gift Agreement submitted as Attachment 1; and to enter into the Commitment to Gift Agreement with the IDA foundation in substantial conformance to Attachment 2 submitted to the Board. This includes authority for the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents as contemplated in the Purchase and Gift Agreement and the Commitment to Gift Agreement. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and shared with Board members the request from the University of Idaho (UI) seeks Board approval for the acquisition of approximately 640 contiguous acres for the UI's College of Agricultural and Life Sciences (CALs) projected 1000-cow research dairy that would be a main component of UI's planned Center for Agriculture, Food and the Environment (CAFÉ). The full parcel has been appraised at \$5.4 million and portions of the site will be acquired separately by the Idaho Dairyman's Association (IDA) Foundation and the University of Idaho.

There were no questions or comments from the Board.

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4. University of Idaho – Updated Six-Year Capital Plan (FY2020-2025) – Include Horse Arena and Greenhouse Improvements

BOARD ACTION

M/S (Atchley/Critchfield): I move to approve the revision to the FY2020-2025 University of Idaho’s six-year capital plan as submitted in Attachment 1. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and shared with Board members the request from University of Idaho (UI) to update their Six-Year Capital Plan to reflect the addition of two projects – 6th Street Greenhouses Expansion and Improvements and an Equine Pavilion and Display Arena.

There is no material financial impact from approval of the updated Six-Year Capital Plan and, if approved, UI would seek approval of the individual construction projects in compliance with Board policy.

There were no questions or comments from the Board.

5. University of Idaho – Lease Option Agreement – Revised Transaction – Rinker Rock Creek Ranch

BOARD ACTION

M/S (Atchley/Hill): I move to approve the request by the University of Idaho to enter into a 99 year Lease/Option Agreement for the Rinker Rock Creek Ranch Property in substantial conformance with the terms set out in Attachment 1 submitted to the Board. This approval includes authorization for the Vice President of Finance and Administration of the University of Idaho to execute and deliver all necessary documents contemplated thereby. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reminded Board members during the October 2018 Regular meeting, the Board approved a direct purchase of this property for \$1,252,388. However, in the interim, a change in circumstance has resulted in the need to restructure the UI’s acquisition of the Rock Creek Ranch. The original purchase agreement was met with resistance from the U.S. Department of Agriculture regarding the easements surrounding the Rock Creek Ranch and in order to move forward with this project, the purchase needs to be changed to a long-term lease option of 99 years with an option to purchase full title to the property for an additional \$100. There is no difference between the long-term lease and the previously approved purchase price and staff recommends approval.

There were no questions or comments from the Board.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)

1. Boise State University – Master of Science in Program Evaluation, Statistics, Measurement

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the request by Boise State University to create a Master of Science in Program Evaluation, Statistics, and Measurement as presented in Attachment 1. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield introduced the proposal from Boise State University (BSU) to create a new Master of Science in Program Evaluation, Statistics and Measurement.

There were no questions or comments from the Board.

2. Boise State University – Online – Bachelor of Arts in Public Relations

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the request by Boise State University to create an online, Bachelor of Arts in Public Relations, as presented in Attachment 1. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

AND

M/S (Critchfield/Hill): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit, in conformance with the program budge submitted to the Board in Attachment 1. The motion carried 6-0. Mr. Soltman and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield introduced the proposal from Boise State University (BSU) to create a new, online, Bachelor of Arts in Public Relations. Mrs. Critchfield reported the proposed program would be offered wholly online, requiring Board approval in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x.

Board member Scoggin requested information from BSU on the criteria used to set the \$350 per credit hour fee. Vice Provost for Academic Planning for Boise State University, Dr. James Munger, reported the proposed fee is the same as for a part-time student to attend on campus. Mr. Scoggin asked if a student were to enroll in the course as a full-time student would the fee be higher to which Dr. Munger responded in the affirmative, noting expenses for online programs are calculated per class based upon an incremental cost to add the section and then directly mapped to the student. Mr. Scoggin stated the Board must consider this issue and whether the cost to students to take a course online

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should be 20%-30% more than to take a course on campus. Board member Westerberg added a subsidy should be offered to students who are Idaho residents and elect to take a course online.

There were no additional questions or comments from the Board.

3. Idaho State University – Certificate in Diagnostic Medical Sonography

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the request by Idaho State University to add a certificate in Medical Diagnostic Sonography Program as presented in Attachment 1. The motion carried 5-0. Mr. Soltman, Mrs. Atchley and Superintendent Ybarra were absent from voting.

AND

M/S (Critchfield/Hill): I move to approve the request by Idaho State University to charge a self-support program fee of \$277.09 per credit, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 5-0. Mr. Soltman, Mrs. Atchley and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield introduced the proposal from Idaho State University (ISU) to create a new undergraduate certificate in Diagnostic Medical Sonography.

There were no questions or comments from the Board.

4. Board Policy III.E. – Certificates and Degrees – First Reading

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the first reading of proposed amendments to Board policy III.E. Certificates and Degrees as submitted in Attachment 1. The motion carried 5-0. Mr. Soltman, Mrs. Atchley and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield introduced the item and reported proposed amendments include the definition of an applied baccalaureate degree and minimum credits required, proposed definition for a graduate certificate and micro-certifications.

Board member Clark added during the IRSA Committee review of the proposed amendments there was a request from the committee for Administrator of Idaho Career Technical Education, Mr. Dwight Johnson, to provide additional information on the Idaho SkillStack program prior to the second reading of the policy.

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Board member Hill added the staff comments provided in the agenda materials contain the phrase “*and micro-certifications (badges)*”, however, the policy language does not contain the phrase “*badges*” and this should be clarified prior to the second reading of the policy.

There were no questions or comments from the Board.

5. Board Policy III.G. – Postsecondary Program Approval and Discontinuance – First Reading

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the first reading of proposed amendments to Board policy III.G. Postsecondary Program Approval and Discontinuance as submitted in Attachment 1. The motion carried 5-0. Mr. Soltman, Mrs. Atchley and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield introduced the item and reported the proposed amendments would add procedures for review and approval of academic and career technical microcertifications and add a new provision regarding proposal submission and approval procedures for applied baccalaureate degree programs proposed by community colleges.

There were no questions or comments from the Board.

6. Statewide Program Responsibility – Needs Assessment

This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield introduced the item, reminding Board members of the statewide program responsibilities for the University of Idaho, Idaho State University, and Boise State University as established in Board Policy III.Z. Mrs. Critchfield then invited representatives from the three institutions to provide their assessment to the Board.

Representing Idaho State University (ISU) was Vice Provost for Academic Strategy and Institutional Effectiveness, Mrs. Selena Grace. Representing the University of Idaho (UI) was Vice Provost for Academic Initiatives, Dr. Cher Hendricks. Representing Boise State University (BSU) was Dr. James Munger, Vice Provost for Academic Planning.

Dr.’s Hendricks and Munger reported UI and BSU utilized similar methods to conduct their analysis through EMSI, Inc. Dr. Munger also reported BSU had three programs on the statewide program responsibility needs assessment, Public Policy, Community and Regional Planning, and Social Work, and the Community and Regional Planning program was discontinued due to low enrollment and graduation.

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Mrs. Grace reported ISU utilized internal methods for assessing programs and that due to limited seat capacity based upon their accreditation requirements the demand for their programs exceeds capacity.

There were no additional questions or comments from the Board.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

The Board convened in Executive Session to consider an exempt matter, which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(c). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law.

BOARD ACTION

M/S (Westerberg/Hill): To adjourn the meeting at 12:57pm (MST). The motion carried 5-0. Mr. Soltman, Mrs. Atchley and Superintendent Ybarra were absent from voting.



DRAFT MINUTES

STATE BOARD OF EDUCATION
March 13-14, 2019
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held March 13-14, 2019 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 8:00 am MST. A roll call of members was taken.

Present:

Dr. Linda Clark, President
Debbie Critchfield, Vice President
Dr. David Hill, Secretary
Emma Atchley

Andrew Scoggin
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

Wednesday, March 13, 2019

EXECUTIVE SESSION (Closed to the Public)

1. Boise State University

M/S (Critchfield/Atchley): I move to go into Executive Session pursuant to Section 74-206(a), Idaho Code, to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

Board members entered in to Executive Session at 8:00 am MST.

Board member Scoggin joined the meeting at 8:05 am MST.

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Superintendent Ybarra joined the meeting at 8:35 am MST.

The Board recessed at 12:45 pm MST, returning at 5:00pm MST.

The Board recessed for the evening at 7:00 pm MST.

Thursday, March 14, 2019, Office of the State Board of Education, Len B. Jordan Building, Boise, Idaho

The Board reconvened Thursday, March 14, 2019. Board President Dr. Linda Clark presided and called the meeting to order at 8:00am MST.

EXECUTIVE SESSION (Closed to the Public)

2. University of Idaho

M/S (Critchfield/Atchley): I move to go into Executive Session pursuant to Section 74-206(a), Idaho Code, to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Superintendent Ybarra joined the meeting at 8:30am MST.

The Board recessed at 3:00pm MST, returning at 3:30pm MST.

OPEN MEETING

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho – Idaho Central Credit Union Arena Project – Bidding and Construction

M/S (Atchley/Westerberg): I move to approve the request by the University of Idaho to commence with the bidding and construction phase of the proposed Idaho Central Credit Union Arena, for a total cost not to exceed \$46,000,000 as described in Attachment 1, contingent upon approval of the project by the new President of the University of Idaho once appointed by the Board. Final approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project. The motion was withdrawn prior to the roll call vote.

Board President Dr. Linda Clark introduced the request from the University of Idaho (UI) to commence with the bidding and construction phase for the proposed Idaho Central Credit Union Arena (Arena). Representing the University of Idaho were President Chuck

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Staben, Vice President for Finance and Administration, Mr. Brian Foisy, and Special Assistant to the President-Government Relations, Mr. Joe Stegner.

President Staben reported the Board approved an updated University of Idaho Six-Year Plan featuring the proposed Arena in December 2016 and authorized the Planning and Design phase in February 2017. The project has the strong support of the campus community as evidenced by the student body voting to increase the facility fee to help cover the cost of the Arena and, typical of any fee and donor supported project, UI will need to seek financing for the project, as the funds are not immediately available, but will accumulate over time.

Board member Critchfield noted the square footage and finishes for the Arena appear paired down since the project was originally submitted to the Board for consideration. President Staben confirmed the total square footage and finishes were scaled back in order to keep the project costs within budget. Mrs. Critchfield asked if the seating capacity was also reduced. Dr. Staben responded in the affirmative, adding that after consultation with the project architect it became clear the original 6,000-seat capacity was not realistic and, upon the advice of the design team, the seating capacity was reduced to 4,200. Mr. Foisy added it was necessary for the university to give way to costs it knew it could not fund. Dr. Clark requested information on the average attendance for UI basketball events. President Staben responded 2,400 for Men's Basketball and 900 for Women's Basketball. There have been occasions where attendance exceed 5,000, however, this is not common and the Kibbie Dome is still an option for events with greater attendance. Dr. Clark asked if the fixed seating for the Arena is 4,200 to which Dr. Staben responded the fixed seating for the Arena is 4,000. Mrs. Critchfield asked if the occupancy rating for the Arena was also 4,000. President Staben responded the Arena design would support up to 4,200 spectators for athletic events; however, there is no firm estimate from the design team on the occupancy rating for concert attendance.

Mrs. Critchfield asked if the design provided a dedicated space for Women's Volleyball to which Dr. Staben responded the original design included dedicated space for volleyball, however, this was eliminated due to budget restraints. The roof slope of the Arena would allow UI to host intercollegiate volleyball tournaments; however, there will not be a designated space within the Arena for this program. This was discussed with the coaching staff and others who agreed Memorial Gym was a good space for the volleyball program and once the Arena is constructed, Memorial Gym would become an almost dedicated space for volleyball. Mrs. Critchfield asked if UI has in place a long-term commitment for investing in Memorial Gym to maintain the space for the volleyball program. Mr. Foisy responded Memorial Gym is included on the deferred maintenance schedule for all buildings on campus and it is not anticipated the building will become unavailable anytime soon.

Board member Atchley requested the cost per square foot (sf) for the project to which President Staben responded \$722 per sf. Mr. Foisy added the total project cost includes \$3,000,000 for Furniture, Fixtures and Equipment (FFE) and \$3,500,000 for Architecture and Design fees.

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Mr. Foisy reported for projects, like the Arena, funded by revenue streams generating cash over time; such as gifts, donations, sponsorships, pledges and student fees; require some form of financing to construct and the financing options available for the Arena would be to borrow the funds internally, or through traditional debt financing. With either option, the university would still be compelled to identify revenue streams to generate \$46,000,000. UI has identified revenue streams to generate \$43,000,000; leaving the UI \$3,000,000 short of the fundraising goal. Fundraising efforts for the Arena continue, however, if the university were not able to secure the remaining funds, then internal funds would be utilized to complete the project. President Staben added UI has received significant, but difficult to value, in-kind contributions from the wood products industry that, depending on how the project is bid and the products utilized, total \$1,000,000 - \$2,000,000 that has yet to be counted towards the funds raised.

Mr. Foisy shared with the Board UI had recently learned that Moody's, not taking into consideration the Arena project, had recently changed UI's outlook from stable to negative which would indicate Moody's sees a downgrade in UI's issuer rating as likely in the near future. Two scenarios that would contribute to the downgrade would be any material deterioration of the university's liquidity and any material issuance of new debt. Discussions with the Moody's analyst and financial advisors from PFM Financial Advising Firm have confirmed the institution's issuer rating would most likely slide from an AA3 to an A1. This would be a guaranteed outcome if the university were to move forward with the Arena under either financing option (internal vs. traditional). A rating of A1 would still be considered "investment grade" however, the institution would pay more in the refunding of debt and interest rates would be less favorable than for a rating of AA3.

Mr. Foisy reported there would be very few differences between the two financing options (internal vs. traditional) and under either scenario, the institution would still have to identify revenue streams to generate cash, over time, to pay the debt. Mr. Foisy defined the timeframe to repay the loan, under either scenario, as 30 - 40 years. The revenue stream generated by student fees assumes the same 35-year period as what Idaho Central Credit Union (ICCU) requested in the sponsorship agreement. The current facility fee of \$15 per semester or \$30 per year generates approximately \$250,000 per year. If the Board were to take action during the April 2019 Regular meeting to double the facility fee, \$30 per semester or \$60 per year, the increase would generate approximately \$500,000 per year totaling \$18,000,000 over 35-years. Mr. Foisy stated facility fees are a commonly used mechanism for institutions, specifically Boise State University, to generate revenue over time and use the revenue to issue debt, construct a building and pay the debt over time. The University of Idaho could utilize this approach for the Arena project with the only fall out being a slip by one notch down in debt rating and making interest payments in connection with the annual or semi-annual debt service. Mr. Foisy reported UI could utilize this mechanism under either financing option. If the institution were to select internal financing, it would cost UI approximately \$800,000 per year in lost interest earnings if the institution were to pull \$29,000,000 from the short-term investment balance. The status of the debt service account is such that it could absorb a loss of \$800,000 without cutting somewhere else.

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Mr. Foisy estimated the external borrowing option would have a cost of capitol estimated to be \$15,000,000 - \$18,000,000 over a 30 to 40 year period and reported this is a financing mechanism the market and average taxpayer are familiar with as a way for institutions to construct buildings after levying a fee for the construction of a new building. Mr. Foisy stated he had no concerns with the traditional debt financing option affecting the status of the project and would expect the project to meet the same ground breaking and completion deadlines listed in the Board agenda materials. The institution would have until the end of the coming fiscal year before needing to close on issuing debt in order to generate enough cash to begin paying for the project. Mr. Foisy stated that currently, UI has \$17,000,000 in cash on hand that could provide the institution with some ability to float the project through the end of the next fiscal year before the institution's cash balances are low enough to require the issuance of debt to collect the capitol needed to cover the project costs.

Board member Soltman asked if UI had given any thought to the optics of choosing the internal financing option, especially so shortly after the announcement in January 2019 of the institution's plan to implement a cut of \$5,000,000 in expenditures.

Board member Scoggin stated the cost of capitol if the Arena were to be funded using external financing would be more expensive than the cost of the interest on the money the university would spend down through the internal financing option. From a purely financial standpoint, the extent to which the Arena could be internally funded would be a less expensive approach. Mr. Foisy responded in the affirmative, adding the university's current interest rate on short term investments is between 2% – 3% and the expected interest rate associated with long term debt is between 5 ½% - 6% . President Staben added the costs for either financing option are fairly similar and that originally, Mr. Foisy had felt internal financing would be the better option and that this is what was presented to the Business Affairs and Human Resources (BAHR) Committee and the Board. If the optics or any other aspect were such that the Board would prefer the external financing option than the university would have no objection. Mr. Foisy assured the Board the Arena could be financed and the debt repaid under either scenario (internal vs. traditional) and he would commit the \$800,000 of lost interest earnings, if the university were to choose the external financing option, to the project as a revenue stream. Mr. Foisy added the underwriters and bond council would require UI to identify revenue streams and under a typical debt financing option, the university would be legally committed to use those sources to make the debt service payments. Finally, Mr. Foisy assured the Board of his ability to finance the project under either scenario, and cash flow the project, including debt service payments, through the end of 30, 35, or 40 years (the most likely bond terms) and fund every cent of the expense under either scenario.

After making the original motion, Board member Atchley asked how approval of the motion would affect the search process for the new University of Idaho president and the ability for the new president to provide input on the Arena project. Dr. Clark responded the intent of the motion was for the president, once named, to approve the project. Dr. Hill asked if the new president is named but not under contract, would their approval be binding. Dr. Clark responded the intent is to empower the new president through the

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motion. The Board's legal counsel, Ms. Jenifer Marcus, responded it would preferable for the Board to wait until the new president is under contract. Dr. Clark responded the concern, as expressed by the institution, with waiting until the new president is under contract is that it could delay the project by as much as one year. President Staben reported the bidding process would take 90 days and that for the project to stay on the current timeline; the university would need to proceed with the bidding process immediately. Dr. Hill asked if the bidding process would obligate the university, to which Dr. Staben responded the process would not commit the university, but the awarding of bids would. Dr. Staben added it is anticipated the end of the bidding process would coincide with when the new president would be under contract. Ms. Marcus asked if general counsel for the University of Idaho, Mr. Kent Nelson, understood this to be the process followed by the institution. Mr. Nelson responded the institution would not be bound until the bids were awarded and that the institution can set the time to announce when the bids would be opened. Mr. Foisy reported the project Architect has indicated onsite excavation work must start in June of 2019 in order to prepare the site for footings, foundations, floors and other structural concrete necessary to begin fabrication and erection of the wood super structure in March 2020 and the building enclosed or "dried in" by September 2020. The earth, concrete and structural phase is planned at nine (9) months. If the project start were delayed by two (2) months, the project would lose 22% of the performance period, making it critical for excavation work to begin in June of 2019.

Board member Critchfield commented on the importance for the Board to recognize and be sensitive to the timing of the transition for the new president upon which would fall the burden of fundraising, communication and oversight of the project. Mrs. Critchfield asked if the bid package and project specifications had been prepared to which Mr. Foisy responded in the affirmative, adding the university is able to move immediately to begin the bidding process. Board member Westerberg commented the intent of the motion is not to stop the project, but to allow an opportunity for the new president to provide input on the project.

Ms. Atchley made a request to withdraw the original motion. Mr. Westerberg seconded the request.

Mr. Foisy asked for the Board's preference for the financing mechanism of the project. The consensus of the Board was for the institution to select the financing option; however, the mechanism selected would need to be clearly relayed to the Board and communicated to the UI students, faculty and community.

M/S (Atchley/Westerberg): I move to approve the request by the University of Idaho to commence with the bidding and construction phase for the proposed Idaho Central Credit Union Arena, for a total cost not to exceed \$46,000,000 as described in Attachment 1, contingent on approval of the project by the Executive Director in consultation with the new President of the University of Idaho, once named by the Board. Final approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project. The motion carried 8-0.

**BOARDWORK
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DRAFT MINUTES - March 13-14, 2019

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Westerberg): I move to go into Executive Session pursuant to Section 74-206(a), Idaho Code, to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. The motion carried 8-0.

Board members entered in to Executive Session at 4:25pm (MST).

M/S (Westerberg/Critchfield): I move to go out of Executive Session. The motion carried 8-0.

Board members exited Executive Session at 4:28pm (MST).

The Board convened in Executive Session to consider an exempt matter, which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(a). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Critchfield/Soltman): To adjourn the meeting at 4:30 pm MST. The motion carried 8-0.



DRAFT MINUTES

STATE BOARD OF EDUCATION
March 20, 2019
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held March 20, 2019 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 1:00 pm MST. A roll call of members was taken.

Present:

Dr. Linda Clark, President
Debbie Critchfield, Vice President
Dr. David Hill, Secretary
Emma Atchley

Andrew Scoggin
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Westerberg): I move to go into Executive Session pursuant to Section 74-206(a), Idaho Code, to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. The motion carried 7-0. Dr. Hill was absent from voting.

Board members entered in to Executive Session at 1:00 pm MST.

Dr. Hill joined the meeting at 1:07pm MST.

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DRAFT MINUTES – March 20, 2019

M/S (Westerberg/Critchfield): I move to go out of Executive Session. The motion carried 8-0.

Board members exited Executive Session at 1:28pm (MST).

The Board convened in Executive Session to consider an exempt matter, which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(a). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Hill/Atchley): To adjourn the meeting at 1:30 pm MST. The motion carried 8-0.



DRAFT MINUTES

STATE BOARD OF EDUCATION
April 4, 2019
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held April 4, 2019 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 2:00pm MST. A roll call of members was taken.

Present:

Dr. Linda Clark, President

Debbie Critchfield, Vice President

Dr. David Hill, Secretary

Emma Atchley

Andrew Scoggin

Don Soltman

Richard Westerberg

Absent:

Sherri Ybarra, State Superintendent

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Hill): I move to go into Executive Session pursuant to Section 74-206(1)(a), Idaho Code, to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Board members entered in to Executive Session at 2:00 pm MST.

**BOARDWORK
APRIL 17, 2019**

DRAFT MINUTES – April 4, 2019

M/S (Hill/Scoggin): I move to go out of Executive Session. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Board members exited Executive Session at 2:42pm (MST).

The Board convened in Executive Session to consider an exempt matter, which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(a). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Hill/Scoggin): To adjourn the meeting at 2:43 pm MST. The motion carried 7-0. Superintendent Ybarra was absent from voting.

	FY2015	FY2016	FY2017	FY2018	FY2019	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.						
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.						
Development of a single K-20 data dashboard and timeline for implementation						FY2018
Objective B: Alignment and Coordination - Ensure the articulation and transfer of students throughout the education pipeline.						
Percent of Idaho community college transfers who graduate from four-year institutions	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	25% or more
On-time (4 years) - Full-time students	26%	26%	18%	22%	October	
Extended time (6 years) - Full time students	52%	63%	NA	NA	October	
Extended time (8 years) - Part time students	NA	NA	NA	2010-11 cohort 57%	2011-12 cohort October	
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Two-year institutions	64%	71%	60%	59%	October	Less than 55%
Four-year institutions	25%	25%	25%	25%	October	Less than 20%
Goal 2: EDUCATIONAL ATTAINMENT - Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.						
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.						
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	2014 cohort	2015 cohort	2016 cohort	2017 cohort	2018 cohort	
	40%	42%	42%	42%	December	At least 60%
High School Cohort Graduation Rate	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
	77.3%	78.9%	79.7%	79.7%	80.6%	At least 95%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	
Two-year institutions						
New student	54%	55%	55%	59%	October	At least 75%
Transfer	NA	NA	NA	NA	October	At least 75%
Four-year institutions						
New student	75%	74%	74%	75%	October	At least 85%
Transfer	76%	75%	75%	75%	October	At least 85%
Percent of full-time, first-time freshman graduating within 150% of time or less	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	

	FY2015	FY2016	FY2017	FY2018	FY2019	Benchmark
Two-year institutions	18%	20%	22%	25%	April	At least 50%
Four-year institutions	42%	41%	42%	46%	April	At least 50%
Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion.						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting ³	20% to 24%	21% to 24%	22% to 25%	22% to 25%	October	TBD
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	Remedial cohort 2013-14	Remedial cohort 2014-15	Remedial cohort 2015-16	Remedial cohort 2016-17	Remedial cohort 2017-18	
English	44%	55%	65%	63%	October	TBD
Math	22%	23%	27%	30%	October	TBD
Percent of new degree-seeking freshmen completing a gateway math course within two years	2012-13 cohort 35%	2013-14 cohort 37%	2014-15 cohort 40%	2015-16 cohort 43%	2016-17 cohort October	TBD
Number of programs offering structured schedules	Measure dropped during October board meeting.					
Median number of credits earned at completion of Associate's or Baccalaureate degree program						
Transfer students						
Associate	86	88	90	94	October	69
Baccalaureate	140	138	138	138	October	138
Non-transfer students						
Associate	79	78	75	69	October	69
Baccalaureate	130	129	128	129	October	138
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.						
Annual number of state-funded scholarships awarded and total dollar amount						
Total Scholarships Awarded	1,787	1,798	3,491	4,543	October	At least 3,000
Armed Forces and Public Safety Officer Scholarship	5	10	10	11	October	
GEAR UP Idaho Scholarship 2	0	0	0	748	October	
Idaho Promise Scholarship – A	112	24	4	0	October	
Idaho Promise Scholarship – B	150	0	0	0	October	
Opportunity Scholarship	1,520	1,764	3,461	3,739	October	
Postsecondary Credit Scholarship	0	0	16	45	October	
Total Dollar Amount of Scholarships Awarded	\$5,179,849	\$5,339,800	\$10,104,337	\$11,509,400	October	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$63,814	\$176,000	\$152,038	\$174,497	October	
GEAR UP Idaho Scholarship 2	\$0	\$0	\$0	\$969,250	October	

	FY2015	FY2016	FY2017	FY2018	FY2019	Benchmark
Idaho Promise Scholarship – A	\$159,000	\$72,000	\$12,000	\$0	October	
Idaho Promise Scholarship – B	\$67,500	\$0	\$0	\$0	October	
Opportunity Scholarship	\$4,889,535	\$5,091,800	\$9,919,549	\$10,302,803	October	
Postsecondary Credit Scholarship	\$0	\$0	\$20,750	\$62,850	October	
Proportion of postsecondary graduates with student loan debt	2013-14 graduates 71%	2014-15 graduates 66%	2015-16 graduates 66%	2016-17 graduates 60%	2017-18 graduates October	Less than 50%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
ACT	36%	36%	33%	34%	December	At least 60%
SAT	25%	Test changed	34%	33%	December	At least 60%
Percent of high school graduates who participated in one or more advanced opportunities ¹	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Any Advanced Opportunities	84%	88%	90%	90%	October	At least 80%
Specific Advanced Opportunities						
Advanced Placement	41%	40%	39%	40%	October	
International Baccalaureate	8%	7%	3%	2%	October	
Dual Credit	43%	46%	53%	55%	October	
Tech Prep	40%	55%	62%	59%	October	
Industry Certification	NA	NA	NA	2%	October	
Percent of dual credit students who graduate high school with an Associate's Degree	1%	1%	1%	NA	October	At least 3%
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)	NA	NA	45%	43%	June	TBD
Percent of high school graduates who enroll in a postsecondary institution	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Within 12 months of high school graduation	53%	53%	53%	50%	February	At least 60%
Within 36 months of high school graduation	NA	NA	64%	64%	February	At least 80%
Percent cost of attendance (to the student)	3%	1%	3%	-1%	October	Less than 4%
Average net cost to attend public institution. Four-year institutions	FY2014 108%	FY2015 101%	FY2016 93%	FY2017 96%	FY2018 February	90% of peers
Expense per student FTE	FY2014 \$24,512	FY2015 \$23,758	FY2016 \$22,140	FY2017 \$21,187	FY2018 April	Less than \$20,000
Number of degrees produced	14,026	14,409	14,725	15,234	October	At least 15,000
Goal 3: WORKFOCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.						

	FY2015	FY2016	FY2017	FY2018	FY2019	Benchmark
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.						
Percentage of students participating in internships	5%	5%	5%	5%	October	At least 10%
Percentage of undergraduate students participating in undergraduate research.						
BSU	29%	35%	37%	37%	October	Greater than 40%
ISU	41%	45%	45%	45%	October	Greater than 50%
UI	61%	59%	65%	61%	October	Greater than 60%
Increase in postsecondary programs tied to workforce needs	6	16	11	14	October	10
Objective C: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	October	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho ²	NA	NA	50%	51%	October	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho						
Boise	43%	47%	56%	53%	October	At least 60%
ISU	86%	43%	71%	29%	October	At least 60%
CDA	NA	NA	50%	83%	October	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	October	At least 50%
Medical related postsecondary programs (other than nursing)	NA	85	102	108	October	100
<p>Notes: (1) The Department of Education calculates the overall participation rate as well as the participation rates for Advanced Placement, International Baccalaureate, Tech Prep, and Industry Certification. The State Board of Education calculates the participation rate for Dual Credit. (2) At this time, this only includes WWAMI graduates. (3) A range is given as there were issues with one institution's data submission.</p>						

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 17, 2019**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO – ANNUAL PROGRESS REPORT	Information Item
2	IDAHO DIGITAL LEARNING ACADEMY – ANNUAL REPORT	Information Item
3	2019 LEGISLATIVE UPDATE	Information Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 17, 2019

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report Presentation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.4

ALIGNMENT WITH STRATEGIC PLAN

SBOE Strategic Plan; Goal 3: Data-Informed Decision Making; Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the president to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. The university's annual published progress report is attached; updates will be provided through the presentation. Performance Measure Report information will be presented by the provosts separately in the appropriate section of the agenda set by Board staff.

IMPACT

The University of Idaho's strategic plan drives the University's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Annual Report (published in fall 2018)

STAFF COMMENTS AND RECOMMENDATIONS

The institution annual report gives the Board the opportunity to discuss progress towards the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, and progress toward State educational system initiatives.

BOARD ACTION

This item is for informational purposes only.

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Annual Report with Strategic Plan Focus

Priority Institutional Metrics

Each of the university’s major Strategic Plan goals has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level but also several other key metrics including relevant metrics contained within the State Board of Education strategic plan. The key institutional metrics and progress to date include:

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
Terminal Degrees (PhD, MFA, etc.)	Target		285	300	325	380	425
	Actual	275	236	230			
Societal Impact (Go-on)	Target		35%	40%	42%	43%	45%
	Actual	NA	35%	40.6%			
Enrollment	Target		12,000	12,500	13,000	15,000	17,000
	Actual	11,372	11,780	12,072	11,841		
Equity Metric: First-term GPA and credits	Target		80% 80%	85% 85%	90% 90%	95% 95%	100% 100%
	Actual	75% 75%	62.5% 87.5%	75% 75%			
“Great Colleges to Work For” Survey	Target		Survey Avg in 3 rd Group (of 5) (56%)	Survey Avg in 3 rd Group (of 5)(62%)	Survey Avg in 4 th Group (of 5)(66%)	Survey Avg in 4 th Group (of 5)(70%)	Survey Avg in 4 th Group (of 5)(73%)
	Actual	NA	Avg in 3 rd Group (of 5)(56%)	Avg in 3 rd Group (of 5)(56%)			

GOAL 1: Innovate – Scholarly and Creative Work with Impact

- **Grew the university’s research enterprise to \$109.5 million in annual expenditures for FY17.**
- Received recognition for excellence in research and scholarship:
 - Christine Parent and Eric Mittelstaedt, both in the U of I College of Science, earned National Science Foundation Faculty Early Career

- Development (CAREER) awards, along with a combined \$1.7 million in research funding.
- Greg Moller, College of Agricultural and Life Sciences faculty researcher, was elected a fellow in the National Academy of Inventors for innovative work cleaning wastewater in Idaho and worldwide.
 - Lisette Waits, College of Natural Resources faculty member and a university distinguished professor, was named a 2017 fellow of the American Association for the Advancement of Science for internationally recognized molecular ecology research.
 - Lee Ostrom, in the College of Engineering, received a Fulbright Specialist award to Aalto University in Helsinki, Finland, working to improve safety in physics and chemistry laboratories.
 - Janet Nelson, vice president for research and economic development, was named a 2018 fellow of the American Association for the Advancement of Science for excellence in higher education research administration.
- Showcased thought-provoking work at the U of I Prichard Art Gallery, including a National Endowment for the Arts and Idaho Commission for the Arts-funded exhibit highlighting wildland firefighters, a collaboration with the College of Natural Resources Forest, Rangeland and Fire Science program.
 - Celebrated the naming of the Rinker Rock Creek Ranch, a 10,000-acre rangeland property in Blaine County, where research at the intersection of conservation, grazing and recreation is underway. The university joined a 99-year lease on the property in spring 2019.
 - Advanced the science on biofuel sustainability with the awarding of a \$750,000 Department of Energy grant to College of Natural Resources Assistant Professor Tara Hudiburg.
 - Earned \$5 million in National Institutes of Health funding to study antibiotic drug resistance, vaccine production and malaria treatment – the multiyear awards went to Eva Top, Craig Miller and Holly Wichman in the College of Science and Shirley Luckhart in the colleges of Science and Agricultural and Life Sciences.
 - Continued to produce impact for Idaho and the world through an exemplary research enterprise. Recent success includes:
 - A University of Idaho team led by environmental chemist Greg Moller, soil scientist Dan Strawn and mechanical engineer Martin Baker became one of four finalists for the \$10 million George Barley Water Prize for producing clean water by removing phosphorus.
 - U of I researchers are contributing to the advancement of clean energy, earning \$2.6 million from the U.S. Department of Energy's Nuclear Energy University Program in fall 2018 to develop nuclear energy innovations for changing energy needs across the globe.

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- In fall 2018 U of I astrophysicist Jason Barnes was part of a team whose published research based on data from the international spacecraft Cassini revealed giant dust storms on Titan, Saturn’s largest moon.
- U of I shares a \$20 million award from the National Science Foundation (NSF) Established Program to Stimulate Competitive Research (EPSCoR) Research Infrastructure Improvement (RII) program to support research aimed at uncovering and predicting how rainbow trout and sagebrush adjust to changing environments. The award is shared with Idaho EPSCoR partners at Boise State University and Idaho State University and may help inform natural resource policies and management decisions throughout the American West. Idaho’s Higher Education Research Council contributes \$4 million in matching funds.
- In spring 2019, the proposed Center for Agriculture, Food and the Environment moved forward with state board approval of the university’s purchase of a research dairy in Minidoka County. Research will include animal agriculture, water use, nutrient management and food processing, with an emphasis on undergraduate and graduate learning opportunities. A food processing site and an outreach and engagement center are also being developed as components of the project.
- **Increased invention disclosures from 21 in 2016-2017 to 24 in 2017-2018.**

INNOVATE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
1.1 Terminal Degrees in given field (PhD, MFA, etc.)	Goal		285	300	325	380	425
	Actual	275	236	230			
1.2 Number of Postdocs, and Non-faculty Research Staff with Doctorates	Goal		70	75	80	100	120
	Actual	66	102	92			
1.3 Research Expenditures (\$ million)	Goal		100	105	115	135	160
	Actual	96	102	109			
1.4 Invention Disclosures	Goal		20	25	30	40	50
	Actual	17	21	24			

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1.5 Number of undergraduate and graduate students paid from sponsored projects (PMR)	Goal		598 (UG) & 597 (GR) 1,195 Total	610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	660 (UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373 Total
	Actual	575 (UG) & 574 (GR) 1,149 Total	598 (UG) & 597 (GR) 1,195 Total	765 (UG) & 500 (GR) 1,265 Total			
1.6 % of students involved in undergraduate research (PMR)	Goal		68%	69%	71%	74%	75%
	Actual	66%	65%	61%			

GOAL 2: Engage – Outreach That Inspires Innovation and Culture

- Launched the 2017-18 Vandal Ideas Project: Engage initiative, funding seven proposals that split \$300,000. The interdisciplinary projects addressed improving Idaho’s college-going culture.
- Joined the State Board of Education’s Apply Idaho common application initiative, part of the Next Steps program. Apply Idaho allows Idaho students to submit applications to all Idaho colleges and universities at one time, without paying any application fees.
- Embraced a “durable admissions” policy to allow students to defer admissions to U of I for up to four years. Students can now complete a religious mission, military service, a gap year or other life experience before seamlessly returning to their college plans.
- Achieved a new record for donor support – 10,437 donors gave \$42,666,652 for U of I scholarships, research opportunities, programs and initiatives. Vandal Giving Day success totaled \$483,207 from 1,359 gifts, including \$50,000 in U of I Foundation support.
- Expanded the Western Undergraduate Exchange (WUE) program to students in 16 Western states and territories. Beginning in fall 2018, newly admitted students from those states may qualify for the WUE rate of 1.5 times the in-state rate, a savings of \$12,500 per year, per student over out-of-state rates, and renewable for four years.
- Initiated Project ECHO, facilitated by the Idaho WWAMI Medical Education Program, to empower primary care providers in remote or underserved communities in Idaho to treat issues requiring specialist expertise. Connecting

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with a panel of experts in bi-weekly one-hour video conferences, through fall 2018 the program offered more than 150 providers from nearly 80 sites in three dozen communities a chance to learn tools and techniques that can improve health and even save lives in our communities. Project ECHO added a focus on behavioral health in fall 2018.

ENGAGE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
2.1 Go-On Impact	Target		35%	40%	42%	43%	45%
	Actual	NA	35%	40.6%			
2.2 Number of Direct U of I Extension Contacts	Target		348,000	359,000	370,000	375,000	380,000
	Actual	338,261	360,258	405,739			
2.3 % Faculty Collaboration with Communities (HERI)	Target		61%	63%	65%	68%	70%
	Actual	57%	57%	57%			
2.4 NSSE Mean Service Learning, Field Placement or Study Abroad	Target		56%	58%	60%	66%	72%
	Actual	52%	52%	52%			
2.5 Alumni Participation Rate	Target		9%	10%	11%	13%	15%
	Actual	9%	10%	10.3%			
2.6 Economic Impact (\$ Billion)	Target		1.1	1.2	1.3	1.7	2
	Actual	1.1	1.1	1.1			
2.7 Dual Credit (PMR) a) Total Credit Hours b) Unduplicated Headcount	Target		a. 6,500 b. 1,200	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 10,170 b. 2,251	a. 12,004 b. 2,755			

GOAL 3: Transform – Educational Experiences That Improve Lives

- Grew enrollment past 12,000 students in fall 2017, U of I's second consecutive increase. International student enrollment increased. Dual-credit participation increased 23 percent from 2016 to 2017. **In fall 2018, enrollment declined to 11,841, while dual-credit enrollment exceeded Strategic Plan goals.**
- Increased first-to-second-year retention from 77 percent to 82 percent for fall 2017, in part by streamlining and consolidating student-focused services, including through the Vandal Success Center. **In fall 2018, first-to-second-year retention remained strong at 80.75%.**
- **Increased six-year graduation rates from 54% (2011-2012 cohort) to 59% (2012-2013 cohort).**
- Formed a Vandal Success Coalition to pursue the implementation of a centralized advising structure.
- Demonstrated excellence in academics, earning distinguished awards:
 - Vandals Stephen Hancock and Emma Redfoot completed a semester as Idaho National Laboratory graduate fellows, joining an inaugural cadre of 11 students drawn from across the nation.
 - Senior J. Tyrell Styhl landed a National Science Foundation Graduate Research Fellowship, with plans to study sage grouse in Idaho, under mentorship from U of I professors.
 - U of I students Alexandra Flores and LeeAnn Hold received awards from the Arnold and Mabel Beckman Foundation's Beckman Scholars Program to support research in biology and biological engineering. U of I is one of only 12 institutions nationwide receiving the award.
 - Jacob Sannon, a 2017 Vandal Football player, was named to the 2017 CoSIDA Football Academic All-America First Team, becoming U of I's first first-team Academic All-American since 1973.
 - Senior journalism major Ian Han earned a Boren Scholarship to study Swahili in Tanzania. The David L. Boren Scholarship and Fellowship program emphasizes language and international skills in countries critical to national security and stability.
 - Six Vandals received highly competitive scholarships and semester-long experiences abroad through the Benjamin A. Gilman International Scholarship Program: Estefania Cervantes, Cole Keehner, Alexandria Campbell, Storm Jansson, Terrun Zolman, Jamie Waters.
 - In spring 2019, former soccer student-athlete Kelly Dopke was named one of the recipients of the 2018-19 NCAA Postgraduate Scholarship. The scholarship, worth \$10,000, is awarded to former student-athletes based on academic and athletic success, as well as other factors including community service and standing within the institution.
- Expanded education focused on agricultural commodity and financial risk management with a \$2 million gift from The Idaho Wheat Commission in spring

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2018. The endowed chair of risk management expands collaboration between the College of Agricultural and Life Sciences and the College of Business and Economics.

- Saw the first cohort of first-year law students take to the classroom in fall 2017 in the Idaho Law and Justice Learning Center, the new home of the three-year juris doctorate program in Boise.
- Initiated a unique partnership with the Fenway Group to provide technology-focused work and mentorship opportunities with top-tier companies for students interested in information systems and computer science careers.

TRANSFORM: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
3.1 Enrollment	Target		12,000	12,500	13,000	15,000	17,000
	Actual	11,372	11,780	12,072	11,841		
3.2 Equity Metric: First term GPA & Credits (% Equivalent)	Target		80% 80%	85% 85%	90% 90%	95% 95%	100% 100%
	Actual	75% 75%	62.5% 87.5%	75% 75%			
3.3 Retention – New Students (PMR)	Target		82%	83%	84%	87%	90%
	Actual	77%	77%	82%	80.75%		
3.4 Retention – Transfer Students	Target		77%	78%	79%	82%	85%
	Actual	83%	83%	82%	81.31%		
3.5 Graduates (All Degrees)	Target		2,900	2,950	3,000	3,500	4,000
	Actual	2,861	2,668	2,487			
a) Undergraduate Degree (PMR)	Target		1,800	1,800	1,850	2,200	2,500
	Actual	1,767	1,651	1,570			
b) Graduate/Prof Degree (PMR)	Target		700 130	750 130	800 150	850 150	1,000 200
	Actual	741 123	584 122	543 143			
c) % of enrolled UG that	Target		20%	20%	20%	20%	20%
	Actual	20%	20%	retired*			

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graduate (PMR)							
d) % of enrolled Grad students that graduate (PMR)	Target		29%	30%	31%	33%	35%
	Actual	29%	30%	retired*			
3.6 NSSE High Impact Practices	Target		70%	70%	75%	80%	85%
	Actual	67%	67%	73%			
3.7 Remediation	Target		a. 153 b. 14%	a. 158 b. 14%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
a) Number b) % of first-time freshman (PMR)	Actual	a. 150 b. 14%	a. 230 b. 19%	a. 217 b. 19%			

GOAL 4: Cultivate – A Valued and Diverse Community

- Hosted the joint Women’s Leadership Conference with Washington State University. The “Lifting As We Climb” theme was designed to offer professional development opportunities, empower women and encourage women to achieve their career goals. The conference was institutionalized as an alternate-year, collaborative activity funded by joint donor funds.
- Increased international student enrollment 7.3 percent over fall 2016, including a 49 percent increase in new international students. Initiated the Global Student Success Program pathway for international students, a partnership with Navitas.
- Made progress on market-based compensation, up from 88 percent to 94 percent of target salaries for staff. A high priority based on the University Budget and Finance Committee process, the compensation initiative for staff and faculty was funded by an Idaho State Board of Education-required Program Prioritization process.
- Brought teaching assistants closer to market wages through the market-based compensation initiative.
- Renewed a five-year agreement to support the statewide cultural and language programs of the Confucius Institute and hired new American and Chinese co-directors, Jeffrey Kyong-McClain and Dr. Jianxin Zhou, respectively. Offered a table-tennis focus, including a class taught by a ranked Chinese player, in Moscow.
- The university’s Short and Sweet talks, sponsored by the Office of Research and Economic Development, bring together multiple communities to celebrate U of I

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research, scholarship and creative activity. In these well-attended events, speakers from a variety of disciplines in the sciences, arts and humanities offer engaging, rapid-fire presentations about their work.

CULTIVATE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
4.1 "Great Colleges to Work For" Survey	Target		Survey Avg in 3 rd Group (of 5) (56%)	Survey Avg in 3 rd Group (of 5)(62%)	Survey Avg in 4 th Group (of 5)(66%)	Survey Avg in 4 th Group (of 5)(70%)	Survey Avg in 4 th Group (of 5)(73%)
	Actual	NA	Avg in 3 rd Group (of 5)(56%)	Avg in 3 rd Group (of 5)(55%)			
4.2 Multicultural Enrollment Student Enrollment (Heads)	Target		2,933	3,130	3,305	4,000	4,300
	Actual	2,415	2,678	2,799	2,764		
4.3 International Student Enrollment (Heads)	Target		800	950	1,100	1,500	2,000
	Actual	766	664	717	755		
4.4 Full-time Staff Turnover Rate	Target		17.0%	16.0%	15.0%	12.0%	10.0%
	Actual	17.6%	15.70%	17.0%			
4.5 % Multicultural a. Faculty and b. Staff	Target		a. 20% b. 13%	a. 21% b. 14%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19% b. 11%	a. 19% b. 13%	a. 22.1% b. 13.0%			
4.6 Cost per credit hour (PMR)	Target		\$355	\$366	\$377	\$412	\$450
	Actual	c. \$335	\$355	\$383			
4.7 Efficiency (graduates per \$100K) (PMR)	Target		1.26	1.32	1.37	1.54	1.70
	Actual	1.20	1.10	0.97			

COLLABORATIONS WITH OTHER INSTITUTIONS OR INDUSTRY

As Idaho's land-grant university, U of I conducts an array of educational, research and outreach collaborations. Partners include educational institutions, private industry, nonprofit organizations, government agencies, and community groups. Of particular note, the university has a robust collaboration with the Idaho National Laboratory on research and education in long-standing areas of interest such as clean energy as well as emerging fields such as cybersecurity. Joint appointments serve to enhance collaboration for the university and for INL, promoting access to expertise, facilities and resources; foster creative and dynamic environments; and allow for participation in specific proposals.

U of I joint appointments with INL include Dr. Michael Haney, who studies cybersecurity issues of energy systems; Dr. Janet Nelson, U of I's vice president for research and economic development; Dr. Robert Smith, professor of subsurface science and geochemist focused on various aspects of energy development; and Zachary Tudor, associate laboratory director of INL's National and Homeland Security organization, a major center for national security technology development and demonstration. John Russell is an incoming joint appointment with INL.

CAPITAL CAMPAIGN

In FY18 the University raised \$42,522,754 in total private support from 10,602 donors. That total was paced by contributions from alumni (\$14.6 million) and from corporations/organizations/non-profits (\$24.3 million). Friends, faculty and staff, and parents made up the rest of the total.

Of the \$42.5 million, \$10.3 million was designated for student support, most often scholarships. A further \$8.6 million was contributed toward academic and other programs. More than \$9.8 million was designated for faculty and staff support. Overall, FY18 saw 46 new endowments created, often supporting scholarships for students in particular areas of study but also supporting faculty work. For instance, the Idaho Wheat Commission invested in the future of Idaho agriculture with a \$2 million gift to the University of Idaho Foundation in March 2018, establishing a new Chair of Risk Management. Donors contributed \$13.7 million to key facilities projects, including the Idaho Central Credit Union Arena.

COMMUNITY PARTNERSHIPS

The university continues to fulfill its land-grant mission to engage the state through educational, research and outreach programming. The university's three centers (in Boise, Coeur d'Alene and Idaho Falls), nine Research and Extension Centers, other research facilities, and county-based extension offices offer an array of services,

resources and programs. Traditional Extension programming such as 4-H leadership development continues to be a focus for the university. In addition, the university is enhancing its statewide mission with several newer programs to impact go-on rates, improve health and well-being, and promote economic development. Examples include:

- Project ECHO Idaho: As indicated above in the overview of Strategic Plan “Engage” progress, the university has initiated Project ECHO (Extension for Community Healthcare Outcomes), facilitated by the Idaho WWAMI Medical Education Program, to empower primary care providers in remote or underserved communities in Idaho to treat issues requiring specialist expertise. Substance abuse and dependency is a focus of Project ECHO. A 2017 report by the governor’s Office of Drug Policy noted a 50 percent increase from 2008 to 2015 in prescription opioid access, heroin possession and age-adjusted mortality. Connecting with a panel of experts in bi-weekly one-hour video conferences, through fall 2018 the program offered more than 150 providers from nearly 80 sites in three dozen communities a chance to learn tools and techniques in the area of substance abuse and dependency to improve health and even save lives in our communities. Project ECHO added a focus on behavioral health in fall 2018.
- In October 2018, the University of Idaho was awarded funding by the Substance Abuse and Mental Health Services Administration competitive grant competition for \$374,919 over a three-year period to offer behavioral health trainings for healthcare professionals in Idaho through our Project ECHO Idaho program. The twice-monthly mental health ECHO trainings help providers recognize mental disorders and employ crisis de-escalation techniques, and they offer a toolkit of mental healthcare resources and access to a referral network for patients.
- In November 2018 Project ECHO received an Idaho Rural Health Hero award from the Idaho Rural Health Association for its work on behalf of rural Idahoans through opioid addiction treatment and behavioral health education efforts. Future areas of importance for Project ECHO could include geriatric medicine, palliative care, chronic pain and more.

Caminos al Futuro

- Arising out of our Vandal Ideas Project, an internal grant program meant to stimulate unique and collaborative approaches to problems, U of I’s Caminos al Futuro “Roads to the Future” program offers highly focused outreach embedded in Jerome public schools. Up to 40 students, mainly Hispanic, in eighth to 12th grade receive integrated and enhanced U of I services, including academic coaching, college counseling, summer programs and family engagement. The goal of the project is to promote college going in a rural community, especially among a Hispanic demographic where rates of postsecondary attainment among adults age 25-64 remain the lowest nationwide despite a fast-growing population.

- In fall 2018, the Caminos al Futuro project received a five-year, \$548,000 USDA grant. That support offers U of I the time and resources to test the program and see what approaches can scale up to other communities in our state.
- The Caminos al Futuro project complements other efforts through the university's Office of Equity and Diversity, including the College Assistance Migrant Program, which assists students who have qualifying migrant/seasonal farm work backgrounds by providing financial and academic support services. The university also connects with groups like the Idaho Hispanic Commission, and has for several years maintained a Latino Advisory Council to offer advice and support for Hispanic outreach and engagement.

University of Idaho Coeur d'Alene

- The University of Idaho Coeur d'Alene offers a suite of educational and outreach programming. Technology is a particular focus. The university's recently developed computer science bachelor's degree partnership with North Idaho College allows residents to now earn a full, four-year degree in computer science in Coeur d'Alene. The program saw its first U of I Coeur d'Alene computer science graduate in spring 2018.
- The University of Idaho Dig'nIT program offers highly interactive training in diverse technologies, including software development that accommodates students regardless of age or education level and supports employment and entrepreneurial opportunities. The program connects with regional IT companies and new start-ups to focus on practical development of relevant, high-value skills required for industry success.
- In 2018 the University of Idaho Coeur d'Alene partnered with the Innovation Collective on the Inspire Idaho program, which brought app development and programming to program participants in cities across Idaho. Inspire Idaho addressed access, equity and workforce readiness for Idaho residents by providing those who want to learn code and app development the opportunity to do so by bringing the program, experts and computers to Idaho. The program used Apple's Everyone Can Code curriculum and the Swift programming language. Supported by U of I and the Innovation Collective, the program provides experts and mentors in the community to give guidance and support.

NEW BUILDINGS

ARI Aquatic Animal Research Facilities

- The Aquaculture Research Institute's new, \$2.9 million Aquatic Animal Research Facility opened fall 2018 at U of I in Moscow. The facility enhances the research and educational capabilities of the internationally recognized institute, expanding

research capacity on sustainable feeds, larval rearing and reproduction to a range of commercially important freshwater and marine species.

Idaho WWAMI Medical Education Program Facilities

- In 2018 the University of Idaho celebrated the opening of an anatomy lab and classroom spaces at a new Gritman Medical Center building in downtown Moscow. The university is also renovating classroom spaces on its Moscow campus, on Sweet Avenue, a \$4.6 million project due for completion and ribbon-cutting in June 2019. The Idaho WWAMI cadre has increased over recent years to 40 students per year, and with the movement of WSU's medical education program to Spokane, facilities in Moscow are essential. Combined with the revised curriculum that offers more time in Moscow during the program, the facilities will play a role in promoting medical careers in Idaho to address the state's physician shortage.

Idaho Center for Agriculture, Food and the Environment

- The proposed Idaho CAFE project took a step forward in February 2019 with state board approval of the \$4.5 million acquisition of 640 acres of land in Minidoka County. The site, near Rupert, will be home to a 2,000-cow research dairy, the largest operation of its kind in the United States. The research dairy supports the fast-growing animal agriculture sector – Idaho is now third nationally in milk production and has significant operations in food processing.
- Milk production relies on livestock, soil and feed, energy, and water inputs, and has considerable environmental impacts. In each case, the new research dairy at CAFE will help U of I collaborate with industry to promote effective and long-term success. The center will also offer experiences for undergraduates and graduate students, training the next generation of dairy professionals.
- Idaho CAFE's distributed model also includes an outreach and engagement center in the Magic Valley, and a dairy processing program to be developed in collaboration with the College of Southern Idaho (CSI). A location for the outreach and engagement center has been identified at Crossroads Point, in Jerome County.

Rinker Rock Creek Ranch

- In February 2019 the state board approved a \$1.2 million, 99-year lease agreement at Rinker Rock Creek Ranch. The ranch includes 10,400 acres in Blaine County and is home to sage grouse and other species. Rinker Rock Creek Ranch is a unique research, education and outreach facility, offering a living laboratory for hands-on understanding of rangeland resource management, conservation and recreation. Research at the ranch has already begun, with a cow-calf herd provided from the university's Nancy M. Cummings Research, Extension and Education Center.

Sandpoint Organic Agriculture Center

- In 2018 The University of Idaho College of Agricultural and Life Sciences established a new presence in Sandpoint and Bonner County with the acquisition of the Sandpoint Orchard. The 48-acre property, now known as the Sandpoint Organic Agriculture Center, was acquired by U of I through a donation from Dennis Pence of Sandpoint and his family. The orchard is the first in the U of I system to focus on organic farming and organic-certified production systems and will offer educational programs in organic and sustainable agriculture production.

University House

- The \$1.9 million University House is in the phase of substantial completion and is on track for a spring 2019 opening. University House will provide a new executive residence and space for official events and activities. The 5,200-square-foot facility was funded in part by \$1.3 million in private giving through the University of Idaho Foundation.

Nancy M. Cummings Research, Extension and Education Center Classroom and Office Building

- This classroom and office space building in Carmen – a \$2.7 million project – is in the construction phase. The project is on schedule for a 2019 completion. The Cummings center provides land and facilities for beef cattle research at the scale of a working ranch. The center also provides continuing education for those involved in the livestock industry and learning opportunities for University of Idaho students.

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code

Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Pursuant to Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. The report must include at a minimum a copy of the Idaho Digital Learning Academy's Acceptable Use Policy and Fee Schedule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Academy is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry.

IMPACT

Idaho Digital Learning Academy served 31,106 enrollments for 2017-2018, which is a 10% increase from 2016-2017. Ninety-nine percent of the school districts in Idaho participated in 2017-2018. The number one reason for taking Idaho Digital Learning Academy courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

Attachment 1 – Fee Policy Statement

Attachment 2 – Acceptable Use Policy

Attachment 3 – Accreditation Confirmation

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Digital Learning Academy was established by the legislature in Idaho Statute in 2002 through the enactment of the Idaho Digital Learning Academy Act of 2002. Pursuant to Section 33-5502, Idaho Code, the Idaho Digital Learning Academy was created as “a public school-choice learning environment which joins the best technology with the best instructional practices. The Idaho digital learning academy as provided for in this chapter, is not a single department of state government unto itself, nor is it a part of any of the twenty (20) departments of state government authorized by section 20, article IV, of the constitution of the state of Idaho, or of the departments prescribed in section [67-2402](#), Idaho Code. It is legislative intent that the Idaho Digital Learning Academy operate and be recognized not as a state agency or department, but as a governmental entity whose creation has been authorized by the state, much in the manner as other single purpose districts.” The Idaho Digital Learning Academy is further defined Section 33-5505, Idaho Code as follows:

- (3) "Idaho Digital Learning Academy" means an online educational program organized as a fully accredited school with statewide capabilities for delivering accredited courses to Idaho resident students at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the State Board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

While the Idaho Digital Learning Academy provides direct instruction to students through online courses and content, it is not considered a school in the same sense as a school that is part of a traditional school district or a public charter school. The Idaho Digital Learning Academy provides online courses as a service to our public schools, and students access their courses through the public school in which they are enrolled. In order to access Idaho Digital Learning Academy courses the student must follow the policies established by their school of attendance and only has access to those courses the school district or charter school has identified.

BOARD ACTION

This item is for informational purposes only.

IDAHO DIGITAL LEARNING FEE POLICY

Fees for Idaho Digital Learning Academy: The fee schedule for 2017-2018 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below.

Idaho Digital Learning Academy Per-Enrollment Cost: The cost for one (1) enrollment is \$75 for Idaho students.

Idaho Standards Achievement Test (ISAT): Courses designated as ISAT preparatory courses will not incur a per-enrollment cost to the district. See Idaho Digital Learning Academy Course Catalog for list of courses.

Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, unless courses are delivered in a custom session (see Custom Session Courses below).

Students are responsible for any fees that may be charged by universities to receive college credit for Dual Credit Courses. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced Placement and Dual Credit courses may require additional textbooks (see below).

Custom Session Courses: Any courses requested and implemented through Idaho Digital Learning Academy's Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning Academy website for MOU Addendum and request form). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.

Middle School Keyboarding and Middle School Pathways to Success and 8th Grade Career Explorations: Idaho Digital Learning Academy will offer Middle School Keyboarding, Pathways, and Career Explorations at \$30 per enrollment. Any middle school courses in which half the content is delivered (4 units) the Idaho Digital Learning Academy fee is further reduced to \$15 per enrollment.

Scholarships: Scholarships are awarded through an application submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/guardian/student and are only available for Idaho Digital Learning Academy courses which are taken in addition to the student's full course load at the local school. Limited, partial scholarships are available for 2017-2018 at \$50 per enrollment.

Textbooks: Idaho Digital Learning Academy provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the

required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the Idaho Digital Learning Academy Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

IDAHO DIGITAL LEARNING ACADEMY REFUND POLICY

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

- **All cohort sessions:**
 - **Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
 - **12 week or Custom Sessions:** The Idaho Digital Learning Academy Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
 - **16 week session:** The Idaho Digital Learning Academy Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.
- **Flex sessions:**
 - The drop deadline for all flex classes is 14 days after the student begins the course.
 - If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.
- **After the drop deadline:** Grades will be reported for all students remaining in courses regardless of completion and the full fee will be invoiced to the district.
- **Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.**

IDAHO DIGITAL LEARNING ACADEMY ACCEPTABLE USE POLICY

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

Idaho Digital Learning Acceptable Use of Technology Policy (AUP)

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning. All students are expected to use Idaho Digital Learning and the resources provided to access Idaho Digital Learning for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning.

Prohibited uses of technology

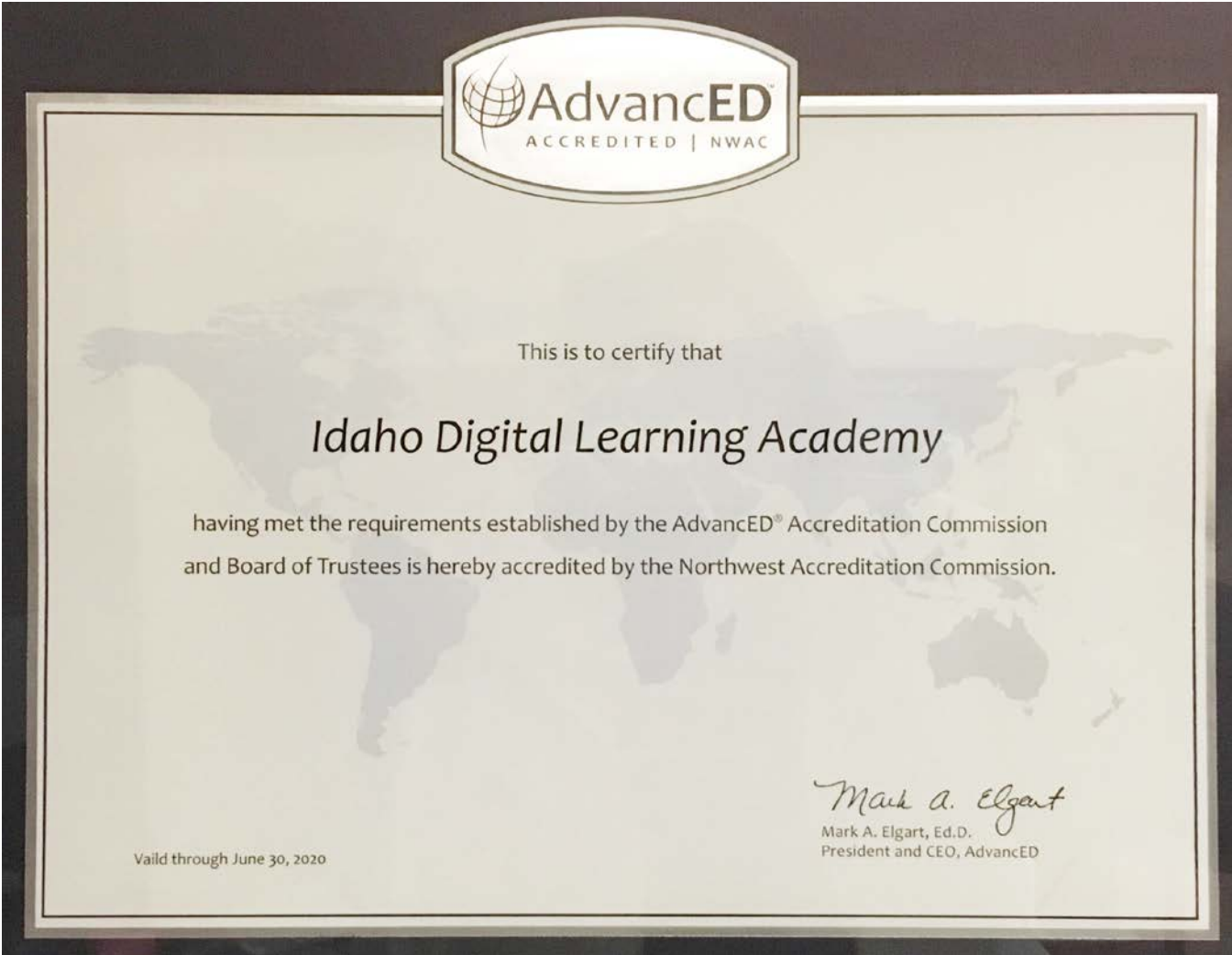
The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:

- defamatory
 - inaccurate
 - abusive
 - rude
 - obscene
 - profane
 - sexually explicit
 - threatening
 - harassing
 - racially offensive
 - illegal
 - encouraging the use of illegal materials
 - inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning
- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.
- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.
- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer

- viruses, uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.
- Violation of any local, state, or federal regulation or statute.
- You will not use Idaho Digital Learning resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning board.
- Idaho Digital Learning Rights and Responsibilities.
- Idaho Digital Learning reserves the right to monitor all activity related to Idaho Digital Learning courses or sites.
- Idaho Digital Learning reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning.
- Opinions, advice, services and all other information expressed by Idaho Digital Learning staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning.

Discipline

- Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning shall be based on the severity of the infraction.
- If the Idaho Digital Learning teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning, the teacher will notify your site coordinator.
- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.
- The teacher may also wish to hold a conference with you and your parents.
- The Idaho Digital Learning board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning.



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SUBJECT

2019 Legislative Update

REFERENCE

June 2017	The Board approved legislative ideas for the 2019 legislative session. (No legislation was forwarded through the Executive Agency Legislative process).
February 2018	The Board received an update on education related legislation introduced, to-date, during the 2019 legislative session and took a position on six bills, one RS and the Governor's education related budget recommendations.

ALIGNMENT WITH STRATEGIC PLAN

Governance item as part of the Board's constitutional role of governance on oversight over publicly funded education and Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

This item is to provide the Board with a final update of the status of education related legislation that was introduced during the 2019 legislative session.

Following is a list of where each bill considered by the Board ended the session:

Board Supported Legislation:

- House Concurrent Resolution 6, Music in our Schools Month – Passed both chambers
- House Bill 153 Career Ladder, increases career ladder amounts for the residency rung – Passed both chambers, signed by the Governor on 3/21/19
- Senate Bill 1029 School Turnaround Act, codifies existing pilot program for low performing schools managed by the Board office – Passed the Senate, failed in the full House
- Senate Bill 1057 Continuous Improvement Plans, removes requirement to report grade band performance and improvement indicators in school district and charter school continuous improvement plans and requires the plans to link to the new school district report cards – Passed both chambers, signed by the Governor on 4/02/19
- Senate Bill 1059 Mastery-based Education Network Expansion – Passed both chambers, signed by the Governor on 3/22/19
- House Bill 185 (RS26561) Rural Educator Loan Repayment Program – Printed by the House Education Committee but was not scheduled for a hearing.
- House Bill 218 Rural Teacher Incentive Program, State Superintendent teacher pipeline imitative - Printed by the House Education Committee but was not scheduled for a hearing

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Board Opposed Legislation:

- Senate Bill 1058, Charter School Administrator Certificate – Passed both chambers, signed by the Governor on 3/21/19

Pending Administrative Rules Approved by the Board:

- Docket No. 08-0104-1801, Residency for Tuition Purposes – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0202-1801, Rules Governing Uniformity, Educator certification standards annual review and update – Partial rejection of proposed amendments to IDAPA 08.02.02.007, subsections 03, 04, 07, 11, 16, and 18 by the House Education Committee (HCR021). Accepted as submitted by the Senate Education Committee. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0202-1803, Rules Governing Uniformity, Educator certification requirements clarification – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0202-1804, Rules Governing Uniformity, Professional Endorsement – Partial rejection of IDAPA 08.02.02.028, subsections 01, 02, and 03 by the House Education Committee (HCR020). Accepted as submitted by the Senate Education Committee. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0203-1801, Rules Governing Thoroughness, Special Education Manual update – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0203-1803, Rules Governing Thoroughness, High School Graduation Requirements – Partial rejection of proposed amendments to IDAPA 08.02.03.105, subsection 01.d.ii through 01.d.iv, and subsection 04, by the House Education Committee (HCR019). Accepted as submitted by the Senate Education Committee. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0203-1804, Rules Governing Thoroughness, Career Technical Education Content Standards – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0203-1805, Rules Governing Thoroughness, Removal of Annual Measurable Achievement Objectives – Accepted in whole by the Senate and House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.
- Docket No. 08-0501-1801, Rules Governing Seed and Plant Certification, Standards terminology update – Recommended acceptance by the Senate and House Agricultural Committees. Accepted in whole by the Senate and

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House Education Committees. Full pending rule will go into effect at the end of the 2019 legislative session.

- Docket No. 47-0102-1801, Rules and Minimum Standards Governing Extended Employment Services – Partial rejection of proposed amendments to IDAPA 47.01.02.500, subsection 03.c., Senate and House Education Committees (HCR018), amended rule removing subsection 03.c. will go into effect at the end of the 2019 legislative session.

IMPACT

This update provides the Board with the status of education related legislation that was introduced during the 2019 legislation, the status of pending rules approved by the Board, and provides the opportunity to discuss the impact of legislation that was passed.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation

Attachment 2 – Status of Board Supported Budget Recommendations

STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a summary of the status of each introduced bill at the time the agenda material was prepared. Staff will be prepared to provide updates to the Board at the meeting regarding any changes that have occurred or provide detailed information about any of the legislation the Board would like to discuss further. Additional education related legislation that has been introduced prior to the Board meeting may also be discussed.

The following is a summary of legislation that will have a significant impact on Board initiatives or operations.

HB293 (2019) – Public School Funding Formula review and reporting. Multiple draft bills were circulated during the 2019 legislative session. Of these drafts or RS's three bills were printed. Two senate bills, SB1186 and SB1196 proposed rewriting the public schools funding formula to a “student centered” model based on student enrollment rather than a “allocation” model based on average daily attendance of students and personnel costs (salary based apportionment). A number of amendments were made throughout the process to try and reconcile the desired legislative policy change with education stakeholder concerns. Common ground between these two groups were not found during the session. Two of the major concerns raised by stakeholders was around the estimated numbers used for determining the fiscal impact of the proposed changes and how student enrollment would be counted for those students that attended more than one school. The proposed funding formula introduced a number of student characteristics that would be used to adjust the weight of the student enrollment in calculating a school district or charter schools funding from the state. These student characteristics were then identified through defined terms within the legislation to assure the uniform collection and application of the data necessary

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for calculating funding. In some cases the student characteristics were student information that is not currently collected at the state level or is currently collected but not in the same manner as proposed for use in the funding formula. For these defined terms, estimates were used to calculate the fiscal impact on an individual school district or charter school. Additionally, the new funding formula proposed using student enrollment rather than average daily attendance. Similar to the current calculation of average daily attendance, the legislation stipulated a single student could not be counted as more than one (1) unweighted full-time equivalent (FTE) student with one exception. Students who met the definition of an at-risk student and were participating in a summer school or night school program could be counted for up to 1.25 unweighted FTE. The proposed versions of the legislation then authorized the Board to promulgate rules for determining how fractional enrollment would be calculated for those students that attended more than one school district or charter school. HB293 (2019) establishes the majority of the definitions that were proposed in the earlier public school funding formula bills, with the addition of moving the definition of At-Risk Student from Idaho Administrative Code to Idaho Code and tasks the Board and the Department (as the Board's delegate) with collecting and reporting the necessary data for the next legislative session so that actual numbers can be used for determining the fiscal impact of future changes to how public schools are funding rather than using estimates. HB 293 also tasks the Board with promulgating rules necessary for determining how fractional enrollment will be calculated. Furthermore, HB 293 establishes additional reporting requirements for school districts and charters schools regarding how funds appropriated for current statutory line items, pursuant to Section 33-1002, Idaho Code, are being used. The intent of HB 293, as expressed by legislators, is to collect and report the data identified as necessary to determine the impact of a proposed change in the way public schools are funded in Idaho so the legislature can make an informed decision and to address two of the concerns expressed by various education stakeholder groups, the data used for projecting the fiscal impact and how fractional enrollment would be calculated.

SB1106 (2019) – Career Technical Education – Secondary Virtual Programs/Courses. SB1106 (2019) adds language to Idaho Code requiring the Division of Career Technical Education (Division) identify which career technical education programs can be delivered through a completely online program or a hybrid of in-person and on-line education. Additional language is also added to reiterate that virtual programs must be evaluated based on the same standards as non-virtual programs. A number of industry stakeholder organizations spoke in favor of the legislation and the need to move quickly in identifying which programs could be delivered through these different modalities. It would be helpful for the Board to provide the Division with input on where the Board stands in this area and the level of priority for this initiative.

SB1193 (2019), HB222 (2019) and HB281 (2019) – SB1193 is the appropriation to the State Board of Education for special programs, which includes the scholarships and grants program. This funding program accounts for the

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appropriation for all state managed scholarships. When the Opportunity Scholarship was created in 2007, it established the Opportunity Scholarship Program Account. The initial purpose of the account was for the interest earned off of monies in the account to be used for funding scholarship awards. The account was funded with an original appropriation of \$10,000,000 with a plan for annual appropriations into the account to build up the corpus and increase the amount of funds available each year for making scholarship awards. At the same, time an ongoing appropriation was made as part of the special programs and grants budget for making scholarship awards until such time as the Opportunity Scholarship could be self-sustaining. Annual appropriations were made into the account for two years for a total of \$20,000,000. With the start of the recession in 2009, the appropriations into the account were discontinued. Since that time the account interest has been used to make awards and the account has been used as a backstop in years when the appropriation is not enough to cover eligible scholarship renewals or as a tool for managing the scholarship allowing for the maximum number of awards to be granted each year should more students accept the awards than are estimated. SB1193 moves \$7,000,000 out of the account for the purpose of making additional scholarship awards in FY2020. HB222 is the FY2020 appropriation for public school funding for the Division of Children's Programs of the Public Schools Education Support Program; this appropriation moves \$3,156,500 from the Opportunity Scholarship Program Account to be used for K-3 Literacy. HB 281 is an appropriation bill that moves funds between various state accounts. One of these transfer is the transfer of \$3,400,000 from the Opportunity Scholarship Program Account to the Public Education Stabilization Fund to address year-end shortfall in the public schools (K-12) appropriation due to continued enrollment growth and participation in the Advanced Opportunities Program. At the start of FY2020 the Opportunity Scholarship balance is estimated at \$5,130,000, down from approximately \$18,960,000 balance at the end of FY 2019.

BOARD ACTION

I move to direct the Division of Career Technical Education to start the review process on each secondary program pathway and identify which can be appropriately delivered on-line or through a hybrid format. The Division is directed to bring back a progress update to the Board no later than the August Regular Board meeting with a target date of the December Regular Board meeting for the review to be completed.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

**2019 Legislature
Education Related Legislation**

The following chart lists education related legislation introduced during the 2019 legislative session.

Bill No. Color Key:

	Board Supported
	Board Opposed

Last Action Color Key:

	Law
	Passed Both Chambers
	Failed

Description Color Key:

	Appropriation Bill
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Bill No	Description	Last Action	Rules
H0020	Approp, perm bldg fund, amend	02/06/2019 House - Reported Signed by Governor on February 6, 2019 (FY19 Supplemental)	
H0091	Dev impact fees, charter schools	03/12/2019 House - Reported Signed by Governor on March 12, 2019	N
H0093	Nontraditional educator prep	03/29/2019 House - Reported Signed by Governor on March 29, 2019	N
H0120	Sex education	03/07/2019 Senate - Introduced, read first time; referred to: Education	
H0122	Hemp research and development act	04/04/2019 House - Without recommendation on concurrence, Held at desk	
H0133	Immunization exemptions	02/26/2019 Senate - Introduced, read first time; referred to: Health & Welfare	
H0136	PERSI, public safety officers	02/13/2019 House - Reported Printed and Referred to Commerce & Human Resources	
H0150	Open meetings, exec session	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0153	Career ladder	03/21/2019 House - Reported Signed by Governor on March 21, 2019	N/May
H0174	Approp, edu bd, hlth prgms, chg	03/12/2019 House - Reported Signed by Governor on March 12, 2019 (FY19 Supplemental)	
H0177	Retired officers, teachers	03/25/2019 House - Reported Signed by Governor on March 25, 2019	N
H0185	Educator loan assistance	02/25/2019 House - Reported Printed and Referred to Education	
H0198	Advanced oppor, trade schools	02/26/2019 House - Reported Printed and Referred to Education	
H0199	Concealed weapons	04/02/2019 House - Reported Signed by Governor on April 2, 2019	N
H0203	Firearms, schools	02/26/2019 House - Reported Printed and Referred to State Affairs	
H0206	Concealed handgun, possession	04/02/2019 House - Delivered to Governor at 10:15 a.m. on April 2, 2019	
H0215	Approp, STEM action center, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0218	Rural teacher incentive program	03/01/2019 House - Reported Printed and Referred to Education	

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H0219	Approp, pub schls admin, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0220	Approp, pub schls teachers, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0221	Approp, pub schls operations, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0222	Approp, pub schls children's, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0223	Approp, pub schls facilities, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0224	Approp, pub schls cntrl srvs, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0225	Approp, pub schls deaf blind, orig	03/19/2019 House - Reported Signed by Governor on March 19, 2019	N
H0226	Approp, edu bd, office, orig	03/07/2019 House - Failed: Ayes 29 Nays 41 Abs/Excd 0, Filed in Office of Chief Clerk	
H0232	Approp, supt public instruc, orig	03/21/2019 House - Reported Signed by Governor on March 21, 2019	N
H0237	Approp, voc rehab, orig	03/21/2019 House - Reported Signed by Governor on March 21, 2019	N
H0253	Education savings accounts	03/12/2019 House - Reported Printed and Referred to Education	
H0257	Approp, edu bd, career tech, orig	03/26/2019 House - Reported Signed by Governor on March 26, 2019	N
H0267	Approp, edu bd, college univ, orig	04/02/2019 House - Reported Signed by Governor on April 2, 2019	N
H0270	Public schools, polling places	04/02/2019 House - Reported Signed by Governor on April 2, 2019	N
H0272	School districts, bond votes	03/14/2019 House - Reported Printed and Referred to Revenue & Tax	
H0273	Guided education mgmt act	03/14/2019 House - Reported Printed and Referred to Revenue & Tax	
H0281	Approp, year-end transfers	04/05/2019 House - Reported Signed by Governor on April 5, 2019	N
H0286	Approp, pub schls teachers, trailer	04/04/2019 House - Reported Signed by Governor on April 4, 2019	N
H0291	Approp, supt public instrc, trailer	Delivered to Governor at 10:15 a.m. on April 8, 2019	N
H0293	Education, funding formula review	Delivered to Governor at 10:15 a.m. on April 8, 2019	Y
H0295	Education, literacy, adaptive	03/28/2019 House - Reported Printed and Referred to Education	
H0297	Approp, edu bd, office, orig	04/08/2019 House - U.C. to hold place on third reading calendar one legislative day	N
HCR004	Rule rejection, immunization reqs	01/28/2019 House - Reported Printed and Referred to Ways & Means	
HCR006	Music in our schools month	02/28/2019 House - Delivered to Secretary of State at 10:48 a.m. on February 28, 2019	N
HCR018	Rule rejection, vocational rehab	03/26/2019 House - Delivered to Secretary of State at 11:08 a.m. on March 26, 2019	May
HCR019	Rule rejection, board of ed	03/14/2019 Senate - Introduced, read first time; referred to: Education	
HCR020	Rule rejection, board of ed	03/14/2019 Senate - Introduced, read first time; referred to: Education	
HCR021	Rule rejection, board & dept of ed	03/14/2019 Senate - Introduced, read first time; referred to: Education	
HR007	Hemp, dev, research, production	04/05/2019 House - Failed: Voice Vote, Filed in Office of Chief Clerk	
S1025	Approp, STEM action center, add	02/11/2019 Senate - Signed by Governor on 02/11/19 (FY19 Supplemental) supposed	N
S1029	School turnaround act	03/25/2019 Senate - Returned from House Failed; to Secretary of Senate	
S1030	School boards, org date	03/04/2019 Senate - Signed by Governor on 03/04/19	N

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ATTACHMENT 1

S1057	School improvement plans	04/02/2019 Senate - Signed by Governor on 04/02/19	May
S1058	Charter school administrators	03/21/2019 Senate - Signed by Governor on 03/21/19	N
S1059	Mastery-based education	03/22/2019 Senate - Signed by Governor on 03/22/19	N
S1060	Ed, flex sched, early graduation	04/04/2019 Senate - Signed by Governor on 04/04/19	Y
S1061	School levies	04/04/2019 Senate - Referred to Education	N
S1101	Reading, literacy	02/12/2019 Senate - Reported Printed; referred to Education	
S1102	Charter schools, facilities fund	02/12/2019 Senate - Reported Printed; referred to Education	
S1103	Charter school facilities fund	02/12/2019 Senate - Reported Printed; referred to Education	
S1104	Teacher certificate renewal	03/29/2019 Senate - Signed by Governor on 03/29/19	Yes
S1105	Advanced opp, career technical	03/29/2019 Senate - Signed by Governor on 03/29/19	May
S1106	Career technical ed, charter school	04/04/2019 Senate - Signed by Governor on 04/04/19	May
S1107	Education, staff allowance	03/21/2019 Senate - Signed by Governor on 03/21/19	N
S1108	Driver training, scholarships	03/19/2019 Senate - Returned from House Failed; to Secretary of Senate	
S1131	Traffic, passing school bus	03/27/2019 Senate - Signed by Governor on 03/27/19	N
S1145	Approp, edu bd, ag research, orig	03/21/2019 Senate - Signed by Governor on 03/21/19	N
S1155	Approp, public television, orig	03/22/2019 Senate - Signed by Governor on 03/22/19	N
S1165	Approp, edu bd, hlth prgms, orig	03/21/2019 Senate - Signed by Governor on 03/21/19	N
S1180	Public charter school facilities	04/03/2019 Senate - Signed by Governor on 04/03/19	N
S1181	Superintendent, admin evals	03/12/2019 Senate - Reported Printed; referred to Education	
S1186	Public school funding formula	03/12/2019 Senate - Reported Printed; referred to Education	
S1188	Approp, edu bd, comm college, orig	03/28/2019 Senate - Signed by Governor on 03/28/19	N
S1193	Approp, edu bd, special prgms, orig	03/25/2019 Senate - Signed by Governor on 03/25/19	N
S1196	Public school funding formula	03/13/2019 Senate - Reported Printed; referred to Education	
SCR102	N Idaho college, athletic facility	02/14/2019 House - Read First Time, Referred to State Affairs	
SCR111	School construction committee	04/05/2019 House - U.C. to be returned to Education Committee	

Governor FY 2020 Budget Highlights

- **Literacy Proficiency - \$13,156,500.** The Governor recommends doubling the current literacy base budget. Using the Idaho Reading Indicator as a baseline, funding would be distributed to schools to increase literacy proficiency and help ensure students are reading at grade level by the time they complete third grade.
 - Legislature approved an increase of \$13,156,500 for Literacy Proficiency/Interventions for a total of \$26,146,800 (HB222).
- **Teacher Pay Raise - \$11,229,400.** The Governor recommends additional funding to be put into the career ladder to increase starting teacher pay to \$40,000.
 - Legislature approved an additional \$3,796,200 in FY2020 to address the fiscal impact of HB153. An additional increase for FY21 will be necessary to cover the cost of bringing up starting salaries to \$40,000 in FY2021.
- **Our Kids, Idaho's Future - \$100,000.** The Governor recommends one-time General Fund to support a kindergarten through twelfth grade task force to evaluate critical next steps in the strategic funding of public schools for the future.
 - At the time this agenda item was being completed the Joint Finance and Appropriations Committee approved \$100,000 in the Budget of the Office of the State Board of Education for supporting the Task Force (HB297).
- **Master Educator Premium - \$7,175,400.** The Governor recommends funding to recognize and financially reward outstanding educators.
 - Legislature approved \$7,175,400 for the estimated distribution amount for master educator premiums (HB220).
- **Career Ladder - \$47,996,100.** The Governor recommends funding the fifth year of the five-year funding plan for the career ladder for certified instructional employees and pupil service staff.
 - Legislature approved an additional \$49,681,500 for the fifth year of Career Ladder implementation (HB220).
- **Kindergarten Readiness - \$60,000.** The Governor recommends funding for library programs to help children be better prepared for kindergarten.
 - No legislative action was taken.
- **Advanced Opportunities - \$3,000,000.** The Governor recommends additional funding, bringing the total to \$18,000,000, to accommodate the increasing number of students utilizing the Advanced Opportunities Program.
 - Legislature approved an increase of \$3,000,000 for Advanced Opportunities Program (HB222) for an FY2020 total appropriate of \$18,000,000.
- **Enrollment Workload Adjustment - \$4,306,800.** The Governor recommends funding for an enrollment workload adjustment (EWA) as generated by the formula

that compares student credit hour levels over three consecutive years. Recommended funding includes a net of \$621,000 for community colleges and \$3,685,800 for four-year institutions. The Governor also recommends \$300,000 in one-time General Fund to partially offset North Idaho College's \$678,600 reduction in EWA funding. The Governor recognizes that the transition from the current enrollment workload adjustment funding model to the State Board of Education's proposed outcomes-based funding model is a major policy shift. As such, he wishes to further study the advantages and disadvantages of both models over the next year before making a decision.

- This appropriation will be discussed under the Business Affairs and Human Resources portion of the agenda as part of the FY2020 Budget Update.

- **Opportunity Scholarship - \$7,000,000.** In lieu of outcomes-based funding or line items for higher education institutions, the Governor recommends \$7,000,000 to increase funds available to eligible Opportunity Scholarship applicants. In FY 2018, a total of 1,780 applicants were eligible for the scholarship but did not receive an award because of a lack of funding. This provides a market-based approach to increasing higher education funding by awarding scholarships to students who choose which institution best fits their needs. This will support the 60% goal, increase responsiveness of institutions to student needs, and address access and affordability.
 - Legislature approved an additional \$7,000,000 of one time funds from the Opportunity Scholarship Program Account (corpus) for Opportunity Scholarship awards (SB1193).

- **Computer Science Initiative - \$1,000,000.** The Governor recommends the promotion and support of the computer science initiative. Funding will support the needs of educators and industry, including computer science professional development, grants, workforce development, and data and gap analyses related to computer science.
 - Legislature approved the transfer of \$1,000,000 from the General Fund to the STEM Education Fund for fiscal year 2020 (HB215).

- **GEAR UP Scholarships - \$1,400,000.** The Governor recommends federal fund spending authority for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) initiative.
 - Legislature approved the appropriation of \$1,400,000 in Federal Funds (SB1193).

- **Graduate Medical Education - \$1,657,500.** The Governor recommends funds to address the shortage of physicians in the state and continue the implementation of the 10-year Graduate Medical Education plan. The budget includes 19 new medical residents and fellows at a per resident amount of \$60,000 and an increase in the per resident amount for existing residents from \$35,000 to \$40,000 for the following graduate medical programs:

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ATTACHEMENT 2

- **University of Utah/Idaho State University - \$180,000.** Funding supports three new residents.
- **Family Medicine Residency (FMR) - \$450,000.** Funding supports a new resident and a hospitalist position in the Idaho State University FMR program, enhanced support to the 48 residents in the FMR of Idaho program, and 18 residents in the Kootenai FMR program.
- **Boise Internal Medicine - \$257,500.** Funding supports three new residents and enhanced support for existing residents and interns.
- **Eastern Idaho Regional Medical Center - \$650,000.** Funding supports 10 new internal medicine residents and enhanced support for 10 existing residents.
- **Bingham Internal Medicine - \$120,000.** Funding supports one new resident and enhanced support for 12 existing residents.

This appropriation will be discussed under the Business Affairs and Human Resources portion of the agenda as part of the FY2020 Budget Update.

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TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	EMERGENCY PROVISIONAL CERTIFICATES RECOMMENDATIONS	Motion to Approve

STATE DEPARTMENT OF EDUCATION
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SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board.

BOARD ACTION

This item is for informational purposes only.

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates Recommendations

REFERENCE

February 2018	Board approved seven (7) provisional certificates for the 2017-18 school year.
April 2018	Board approved three (3) provisional certificates for the 2017-18 school year.
June 2018	Board approved six (6) provisional certificates for the 2017-18 school year.
October 2018	Board approved one (1) provisional certificate for the 2018-19 school year.
December 2018	Board approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board approved forty-eight (48) provisional certificates for the 2018-2019 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Emergency provisional applications allow a local education agency to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential to fill an area of need that requires certification. School districts receive the same level of funding for staff with an emergency provision certificate as they receive for an individual with a standard or interim certificate. School districts receive funding at the same level as non-certified (classified staff) for long-term substitutes.

To better define the parameters for review and recommendation of Emergency Provisional Certificates by the Professional Standards Commission (PSC) to the State Board of Education (Board), the State Department of Education (Department) requests concurrence from the Board on considerations that should be made prior to the PSC's recommendation for approval of Emergency Provisional Certificates. Minimum areas for consideration are:

- Definition of two years of college training
- Deadlines for requests of Emergency Provisional Certificates
- New certificate with endorsement
- Extending a non-renewable interim certificate
- Certificates other than instructional staff

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IMPACT

Approved recommendations will be incorporated into the Emergency Provisional Certification application review and recommendation process.

ATTACHMENTS

Attachment 1 – Emergency Provisional Certificate Considerations and Recommendations

STAFF COMMENTS AND RECOMMENDATIONS

The state certification requirements are designed to assure we have qualified and highly effective teachers in the classroom and pupil service staff working with Idaho students. Pursuant to Section 33-1201, Idaho Code “every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education.” Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. School districts have been requesting, and the PSC has been recommending, that the Board approve provisional certificates in a number of different circumstances, including:

1. When a candidate holds a certificate, but lacks an endorsement in the applicable subject area. Current administrative code, IDAPA 08.02.02.021, already provides for multiple alternative paths for individuals with a standard or interim certificate to add endorsements as well as alternative paths for individuals to receive an interim certificate while meeting the requirements for the standard certificate.
2. When a candidate has received an interim certificate but failed to complete the requirements of a standard certificate within the required time frame.
3. When a school district has conducted a failed search for a certificated teacher.
4. When a school district has received previous approval for an individual to be granted an emergency provisional certificate and is now requesting a new approval for a second year.

The two year college training minimum requirement in Section, 33-1203, Idaho Code, is undefined. The Department of Education has historically used 32 credits as the indicator for two (2) years of college training. Board Policy III.P.7. Full-Time Students defines a full-time student as taking 12 or more credits (or equivalent) per semester. An individual with 48 or more credits would be considered to have received two years of college training under Board Policy III.P.7.

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Section 33-512, Idaho Code, defines substitute teachers as “as any individual who temporarily replaces a certificated classroom educator...” Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In many cases the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Setting an application deadline for each term would help to manage the timing of when the requests come to the Board to ensure school districts have certificated instructional staff in the classroom in a timely fashion.

The Board is requested to take action on the following areas to provide direction to the Professional Standards Commission in its review of requests for emergency provisional certificates:

- Define credits needed to meet the requirement of “two-years of college training.”
- Clarify that individuals with an existing standard or interim certificate need to complete the alternative paths for endorsements set forth in IDAPA 08.02.02.021 rather than use the emergency provisional certificate process.
- Provide a time frame for the review of emergency provisional certificate requests.
- Define an “emergency.”

Board staff recommends that the Board:

- define two years as 24 or more credits or equivalent in alignment with the Board’s definition of full-time student;
- clarify that individuals with an existing standard or interim certificate need to complete the alternative paths for endorsements set forth in IDAPA 08.02.02.021 rather than use the emergency provisional certificate process.
- set deadlines during the school year for school districts and charter schools to submit applications for emergency certification three weeks after the start of the academic term (semester or trimester) in which the vacancy occurs;
- define an “emergency” to mean that the school district has conducted a failed search for a certificated teacher.

Board action at this time does not preclude the Board from considering emergency requests outside of these parameters on a case-by-case basis under special circumstances.

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BOARD ACTION

I move to approve the Department's recommendations for the processing of Emergency Provisional Certificates as identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve the Department's request to define completion of 48 semester credits as two years of college training for an Emergency Provisional Certificate.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Department's request to submit Emergency Provisional Certificates for the current school year to the Board no later than the April meeting, subject to extenuating circumstances as described in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Department's request to issue endorsements to the Emergency Provisional Certificate and to issue Emergency Provisional Certificates with endorsements to individuals who already hold the same certificate.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Department's request to issue Emergency Provisional Certificates to individuals who hold an expired certificate, including an expired Interim Certificate.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Department's current practice of providing exceptionally selective recommendations for Emergency Provisional Certificates for pupil service staff or administrators.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

Emergency Provisional Certificate Considerations and Recommendations

As of February 14, 2019, State Board of Education (Board) has approved 71 Emergency Provisional Certificates for the 2018-2019 school year

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
Definition of “two years of college training”	Historically, Federal Programs defined two years of study at an accredited postsecondary educational institution as 32 credits for paraprofessional requirements. Current process mirrors definition.	The Board defines a full time student as taking 12 or more credits (or equivalent) per semester. Based on this definition, an individual with 48 or more semester credits (or equivalent) would be considered as receiving two years of college training.	<ul style="list-style-type: none"> • 69 out of 71 met 48 credits • 2 out of the 71 did not meet 48 credits, but did meet 32 credit 	Two years of college training shall equal 48 semester credits.
Annual or by academic term deadlines for requests	<p>Applications are submitted and processed by academic school year. Applications can be categorized in one of the four scenarios:</p> <ul style="list-style-type: none"> • LEA hired applicant <i>prior</i> to school starting <ul style="list-style-type: none"> ○ May be due to not finding an appropriately certified individual or losing staff • LEA started school year without appropriately certified individual and applicant was hired <i>after</i> the year started – may have had a long term substitute (LTS)* <ul style="list-style-type: none"> ○ May be due to not finding an appropriately certified individual or losing staff • Original application was processed as an Alternative Authorization – Content Specialist (AA-CS), but later converted to an Emergency Provisional due to applicant not able to meet the initial qualification of passing content or pedagogy assessment nor meet the state board approved Uniform Standard for Evaluating Content Competency Rubric prior to entering the classroom. 	Due to various situations LEAs experience throughout each school year, as well as timelines for Professional Standards Commission (PSC) and Board meetings, it is possible for applications for Emergency Provisional Certificates to be submitted as late as May of a school year, although not likely.	<p>Except for extenuating situations, applications for each school year should be presented by the April Board meeting of the same school year.</p> <ul style="list-style-type: none"> • LEA hired applicant <i>prior</i> to school starting <ul style="list-style-type: none"> ○ 40 out of 71 • LEA hired applicant <i>after</i> school started <ul style="list-style-type: none"> ○ 6 out of 71 • Applicant did not qualify for AA-CS <ul style="list-style-type: none"> ○ 20 out of 71 • Applicant did not meet conditions on Interim <ul style="list-style-type: none"> ○ 5 out of 71 	<p>Emergency provisional certificates for the current school year shall be recommended for consideration by the Board by the April meeting.</p> <p>Should an LEA lose a staff member after the deadline for the April Board meeting, the emergency provisional certificate can be recommended for consideration at the June meeting of the Board.</p>

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Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
	<ul style="list-style-type: none"> Applicant did not meet the conditions of their Interim Certificate which has expired. 			
New certificate with endorsement	<p>For every Board-approved Emergency Provisional Certificate, an applicant is issued a Provisional Certificate with corresponding endorsement regardless of whether they hold certification. There are three situations that apply:</p> <ul style="list-style-type: none"> Applicant does not hold any certificates <ul style="list-style-type: none"> Example: No certificate applying for Provisional Instructional Certificate – All Subjects (K-8) Applicant holds certification, but NOT the same certificate as the provisional certificate. <ul style="list-style-type: none"> Example: Pupil Service Staff – School Counselor applying for Provisional Instructional Certificate – Mathematics (6-12) Applicant holds the same certificate as the provisional certificate. <ul style="list-style-type: none"> Example: Standard Instructional Certificate – English (6-12) applying for Provisional Instructional Certificate – History (6-12) 	<p>Is the Emergency Provisional Certificate only applicable to the first two situations (those who do not hold any certificate and those who do not hold the same certificate as the provisional)?</p> <p>Statutory language authorizing the approval of emergency certificates does not address endorsement. Does that preclude the ability to add endorsement to the Emergency Provisional Certificate?</p> <p>Including endorsements assists in tracking areas of need, and also provides transparency to subject areas the Emergency Provisional Certified applicant may be assigned.</p>	<p>Applicants who already hold the same certificate (i.e. Instructional certificate) are typically stronger than those who do not. If the current law precludes this, is there another way, such as rulemaking, that would grant this option?</p> <ul style="list-style-type: none"> Does not currently hold a valid certificate = 57 out of 71 Adding a new certificate = 5 out of 71 Holds same certificate = 9 out of 71 <p>There is an option to add an endorsement through the Alternative Authorization – Teacher to New Endorsement; however, some candidates may not have the desire to add the endorsement or a plan that will lead to the endorsement, and the</p>	<p>The PSC may recommend an Emergency Provisional Certificate with endorsement, and an Emergency Provisional Certificate with endorsement may be recommended for an individual who already holds the same certificate.</p>

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ATTACHMENT 1

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
			LEA has an identified area of need for one year.	
Extending a non-renewable Interim certificate	Some Emergency Provisional Certificate applications are for applicants who did not meet the requirements of their Interim certificate. For example, failure to complete all required assessment and/or coursework as identified in their educator preparation plan and/or Interim certificate. LEAs may declare an emergency and apply for Emergency Provisional Certification for applicants in this situation.	Statutory language does not address whether an Emergency Provisional Certificate can be issued to an applicant who holds an expired certificate, including expired Interim certificates.	Interim certificates are for up to three years and are non-renewable	Emergency Provisional Certificate may be recommended for an individual who holds an expired certificate, including an expired interim certificate.
Emergency Provisional Certificates issued for Pupil Service Staff or Administrator	The PSC has had discussions regarding the concern about issuing Emergency Provisional Certificates for Pupil Service Staff (PSS) and Administrators, specifically, those individuals with two years of college training serving as a School Counselor, School Social Worker, Speech-Language Pathologist, School Nurse, School Psychologist, Audiologist, Principal, Special Education Director, or Superintendent. Currently the Authorizations Committee of the PSC is extremely selective with recommendations for Emergency Provisional Certificates for PSS or Administrator. An example is an Emergency Provisional Certificate for a School Counselor for an applicant who had a master’s in clinical mental health counseling. The background and educational experience of this applicant reduced concerns of them serving as school counselor for the year.	Statutory language does not address what certificates an Emergency Provisional can issue. In addition, the language does not address any criteria other than the two years of college training and declaration of emergency.	<ul style="list-style-type: none"> • 3 out of 71 were for Pupil Service Staff – School counselor • 68 out of 71 were for instructional staff or occupational specialist with applicable endorsements. 	Continue current practice of providing only exceptionally selective recommendations to the Board.

- * Long Term Substitute (LTS) – A substitute for 10 or more consecutive days is considered a LTS. Substitutes and LTS must be tied to a teacher of record. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade.
 - If a teacher of record leaves, LEAs may apply for Emergency Provisional Certificate if they cannot find a replacement.

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TAB	DESCRIPTION	ACTION
A	BAHR - STUDENT TUITION AND FEE RATES (ACADEMIC YEAR 2019-2020)	Motion to Approve
B	PPGA – INSTITUTION, AGENCY, AND SPECIAL/HEALTH PROGRAMS STRATEGIC PLANS	Information Item

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COLLEGE AND UNIVERSITIES

SUBJECT

FY 2020 Student Tuition & Fee Rates (Academic Year 2019-2020)

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 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

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 2020.

Reference Documents

Attachment 1 displays information 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 12.6% to 7.8%. However looking at the longer term, in 1975 the portion was 20.8%.

Attachment 2 shows the percentage of total appropriation for General Funds, endowment funds and tuition and fees since 1980.

Attachment 3 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2018-19, 2017-18, 2013-14 and 2008-09 for undergraduate/graduate and resident/nonresident students.

Attachment 4 shows a summary of FY 2020 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:

Attachment 5 – 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 \$15,813 in 2008 to \$20,602 in 2018, or 30%, 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 2008 to 2018 are as follows:

Tuition & Fees	65%
Books and Supplies	4%
Room and Board	50%
Personal and Transportation *	<u>-18%</u>
Total Cost to Attend	30%

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

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Attachment 6: 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 2008 to 2018 are as follows:

Instruction	20%
Academic Support	40%
Student Services	62%
Library Services	23%
Athletics & Auxiliaries	20%
Plant and Depreciation	15%
Institutional Support	35%
Financial Aid	<u>124%</u>
Total Increase in Cost to Deliver College	27%

At the same time, student FTE (horizontal red line page 14) has increased by .7%.

Attachment 7: 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 2008 to 2019 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.

Attachment 8: 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 17.1% in 2019.

Attachment 9: 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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Attachment 10: 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 increases
- Schedule showing tuition and fee rates which correspond to various levels of revenues from tuition increases
- Schedule displaying a 4-year history of Board-approved fees and the FY 2020 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 2020 (academic year 2019-2020) are as follows (in the order they will be presented):

	<u>FY19</u>	<u>FY20</u>	<u>% Inc.</u>
University of Idaho	\$7,864	\$8,304	5.6%
Boise State University	\$7,694	\$8,068	4.9%
Idaho State University	\$7,420	\$7,872	6.1%
Lewis-Clark State College	\$6,618	\$6,982	5.5%

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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 FY2020 legislative appropriation. 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.

These unfunded expenses also include such items as health insurance, variable benefits, compensation schedule changes, graduate teaching assistant fee waivers, inflation, unfunded occupancy costs, and replacement capital. Only BSU has included inflation as one of the expenses covered by tuition. Other items listed in the schedule of expenses to be covered by tuition include items that are not part of the annual budget request such as the following:

1. Institution specific health plan for graduate teaching assistants (GTA)
2. Police contract cost increases
3. One-time commitments
4. Enrollment changes (systemic reduction in enrollment)
5. CEC on non general education (nonappropriated) personnel
6. Scholarships

Staff suggests one-time commitments should not be funded with ongoing tuition increases.

Normally enrollment fluctuations have not been included in the schedule of expenses covered by tuition increases as these fluctuations can vary up or down from year to year. A systemic adjustment to budgeted enrollment can be addressed by increasing tuition. ISU, UI and LCSC have included Enrollment Changes in their schedules, although ISU shows they will fund their enrollment decrease from other sources. For UI enrollment change, this is the second year of a four-year phase-in for the correction for charging WUE students the WUE rate instead of the nonresident rate. UI identified \$4,154,400 as the loss to nonresident tuition (i.e. foregone revenue) related to expansion of the WUE program to all WICHE states. This expansion results in graduating nonresident students from WICHE states who were paying full nonresident tuition being replaced by incoming students paying the lower WUE rate. This impact represents year two of this transition. The additional \$2,614,100 in enrollment changes is due to a combination of reductions in enrollment and changes in enrollment mix, and only \$1,348,800 is requested from tuition increases.

CEC on non general education (nonappropriated) personnel has also not historically been included in the schedule for expenses covered by tuition increases. These locally funded personnel would include, for example, staff working in housing or parking, which are supported by program revenues directly

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paid by students utilizing housing or parking. The annual budget request to the Governor and Legislature for CEC has always covered all appropriated general education staff. Opening up tuition increases for locally funded personnel goes against this understanding.

Board staff also requested the institutions provide a matrix outlining the various levels of projected expenditures and the corresponding tuition increases (i.e. full-time resident tuition, part-time tuition, and nonresident tuition). The will allow the Board to cross walk from the total expenditures for an institution (from the schedule of unfunded expenses) to a corresponding full-time tuition and fee increase.

As an example, limiting the tuition increases for CEC on appropriated personnel, variable benefits, compensation schedule changes, faculty promotions, and GTA fee waivers, the approximate revenues and corresponding increases to full-time resident tuition and fees would be as follows compared to their requested increase:

	<u>Revenues Generated</u>		<u>FT Rate</u>	<u>FT Rate Requested</u>
UI	\$3,366,300	=	3.9%	5.6%
BSU	\$3,189,900	=	3.3%	4.9%
ISU	\$1,525,200	=	4.5%	6.1%
LCSC	\$498,100	=	3.3%	5.5%

Any other funding variations will require an institution to recalculate the various rates. For example, should the Board approve a lower rate for resident tuition and fees, it could also approve a higher rate for nonresident students in order to cover more expenses listed the schedule of expenses to be covered by tuition. These related schedules are Attachments 4 and 5 for each institution.

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 Board staff, institutions included any adjustment to their fee request after considering cost savings attributed to Program Prioritization or initiatives implemented from strategies outlined in the Huron report. Lewis-Clark State College shows almost \$400,000 in cost savings used to reduce their required tuition increase. Motion sheets also address percentage and dollar increases for nonresident full-time students and other fees for other categories of students as presented by the institutions.

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The boards of trustees for College of Eastern Idaho and College of Southern Idaho approved increasing the fee for dual credit courses from \$65 to \$75. The presidents of the Idaho 4-year institutions have met and agreed to request the Board also increase the dual credit fee from \$65 to \$75 for courses through a high school, including online, so a uniform fee at all public institutions will help school counselors, students, and families understand the costs associated with dual credit courses taken through the high school.

Pursuant to Board Policy III.Y.3.b., students taking dual credit courses taught on the institution's campus are to be charged the part-time student rate. The following rates were approved by the Board at the April 2018 Board meeting as the FY 2019 resident part-time credit hour fees.

Boise State University	\$350.00
Idaho State University	\$372.00
University of Idaho	\$393.00
Lewis Clark State College	\$338.00

If an institution desires to charge a lower amount for a dual credit student attending courses on an institution's campus, it would require waiving Board policy or a change to Board Policy III.Y.

Motions are provided, in accordance with Board policy, to enable the Board to approve FY2020 fees for dual credit courses delivered at secondary schools, bridge program fees, and transcription fees.

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BOARD ACTION

UNIVERSITY OF IDAHO:

I move to increase the FY 2020 annual undergraduate full-time resident tuition at University of Idaho to an amount of \$_____, for a total tuition and fee amount of \$_____, resulting in an increase in tuition and fees of _____%; and to increase the annual full-time tuition for nonresident undergraduate students by _____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2020 University of Idaho tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:

I move to increase the FY 2020 annual undergraduate full-time resident tuition at Boise State University to an amount of \$_____, for a total tuition and fee amount of \$_____, resulting in an increase in tuition and fees of _____%; and to increase the annual full-time tuition for nonresident undergraduate students by _____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2020 Boise State University tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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IDAHO STATE UNIVERSITY:

I move to increase the FY 2020 annual undergraduate full-time resident tuition at Idaho State University to an amount of \$_____, for a total tuition and fee amount of \$_____, resulting in an increase in tuition and fees of _____%; and to increase the annual full-time tuition for nonresident undergraduate students by _____ %.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve all other fees set forth in the FY 2020 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEWIS-CLARK STATE COLLEGE:

I move to increase the FY 2020 annual undergraduate full-time resident tuition at Lewis-Clark State College to an amount of \$_____, for a total tuition and fee amount of \$_____, resulting in an increase in tuition and fees of _____%; and to increase the annual full-time tuition for nonresident undergraduate students by _____ %.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve all other fees set forth in the FY 2020 Lewis-Clark State College tuition and fees worksheet as reported in Attachment _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Dual Credit Fee

I move to set the statewide dual credit fee at \$75 per credit for courses delivered through a secondary school, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Transcript Fee

I move to set the statewide transcript fee at \$10 per credit for fiscal year 2020 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 2020 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 _____

Twenty-Four Year History of General Fund

Original Appropriations: FY 1997 to FY 2020

Millions of Dollars

DRAFT

Information in the tables as of 3-30-2017 and several appropriation bills have not yet been acted on by the Governor. A veto of any of those bills would reduce the overall appropriation and could change the percentages shown.

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2020	\$1,898.4	\$306.0	\$222.6	\$2,427.1	\$865.3	\$292.7	\$325.3	\$3,910.4
2019	\$1,785.3	\$295.8	\$214.3	\$2,295.3	\$765.2	\$282.5	\$309.6	\$3,652.7
2018	\$1,685.3	\$287.1	\$198.9	\$2,171.2	\$706.1	\$262.1	\$311.3	\$3,450.7
2017	\$1,584.7	\$279.5	\$187.5	\$2,051.7	\$677.1	\$256.2	\$288.0	\$3,273.0
2016	\$1,475.8	\$258.8	\$169.7	\$1,904.3	\$649.5	\$247.4	\$270.7	\$3,071.9
2015	\$1,374.6	\$251.2	\$153.7	\$1,779.5	\$637.3	\$243.3	\$276.0	\$2,936.1
2014	\$1,308.4	\$236.5	\$143.0	\$1,687.9	\$616.8	\$218.3	\$258.0	\$2,781.0
2013	\$1,279.8	\$228.0	\$138.0	\$1,645.7	\$610.2	\$205.5	\$240.7	\$2,702.1
2012	\$1,223.6	\$209.8	\$128.3	\$1,561.7	\$564.8	\$193.1	\$209.3	\$2,529.0
2011	\$1,214.3	\$217.5	\$129.9	\$1,561.7	\$436.3	\$180.7	\$205.1	\$2,383.8
2010*	\$1,231.4	\$253.3	\$141.2	\$1,625.8	\$462.3	\$186.8	\$231.7	\$2,506.6
2009	\$1,418.5	\$285.2	\$175.1	\$1,878.8	\$587.3	\$215.9	\$277.3	\$2,959.3
2008	\$1,367.4	\$264.2	\$166.2	\$1,797.7	\$544.8	\$201.2	\$276.9	\$2,820.7
2007*	\$1,291.6	\$243.7	\$148.4	\$1,683.7	\$502.4	\$178.0	\$229.7	\$2,593.7
2006	\$987.1	\$228.9	\$141.8	\$1,357.9	\$457.7	\$152.2	\$213.2	\$2,180.9
2005	\$964.7	\$223.4	\$138.3	\$1,326.3	\$407.6	\$142.8	\$205.5	\$2,082.1
2004	\$943.0	\$218.0	\$131.3	\$1,292.3	\$375.8	\$140.6	\$195.3	\$2,004.1
2003	\$920.0	\$213.6	\$130.4	\$1,264.0	\$359.6	\$145.0	\$199.3	\$1,967.9
2002	\$933.0	\$236.4	\$142.1	\$1,311.5	\$358.0	\$147.3	\$227.5	\$2,044.3
2001*	\$873.5	\$215.0	\$121.1	\$1,209.5	\$282.1	\$123.2	\$189.2	\$1,804.0
2000	\$821.1	\$202.0	\$110.4	\$1,133.4	\$270.7	\$108.5	\$162.1	\$1,674.7
1999	\$796.4	\$192.9	\$103.5	\$1,092.8	\$252.7	\$106.4	\$159.0	\$1,610.8
1998	\$705.0	\$178.6	\$94.4	\$978.0	\$236.6	\$90.3	\$134.0	\$1,438.9
1997	\$689.5	\$178.0	\$94.4	\$961.9	\$238.5	\$78.6	\$133.7	\$1,412.7

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2020	48.5%	7.8%	5.7%	62.1%	22.1%	7.5%	8.3%	100%
2019	48.9%	8.1%	5.9%	62.8%	20.9%	7.7%	8.5%	100%
2018	48.8%	8.3%	5.8%	62.9%	20.5%	7.6%	9.0%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010*	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001*	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%

2010* Moved Deaf/Blind School from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".

2007* Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by \$250,645,700.

2001* Moved Department of Environmental Quality and Veterans Services from H&W to "All Other Agencies".

**College & Universities Funding History
(appropriated funds only)**

Fiscal Year	State Support		State Support			Percent of Total		
	General Funds	Endowment Funds	Subtotal	Tuition	TOTAL	General Fund	State Supp	Tuition
1980	59,600,000	3,165,200	62,765,200	4,873,000	67,638,200	88.1%	92.8%	7.2%
1981	63,432,000	4,583,000	68,015,000	5,102,700	73,117,700	86.8%	93.0%	7.0%
1982	64,497,400	5,267,200	69,764,600	10,529,800	80,294,400	80.3%	86.9%	13.1%
1983	65,673,700	6,145,900	71,819,600	13,495,800	85,315,400	77.0%	84.2%	15.8%
1984	70,000,000	5,769,400	75,769,400	13,100,000	88,869,400	78.8%	85.3%	14.7%
1985	80,897,300	5,644,000	86,541,300	16,569,000	103,110,300	78.5%	83.9%	16.1%
1986	88,000,000	5,840,800	93,840,800	16,048,000	109,888,800	80.1%	85.4%	14.6%
1987	90,700,000	5,447,000	96,147,000	16,462,300	112,609,300	80.5%	85.4%	14.6%
1988	101,674,700	5,447,000	107,121,700	16,462,300	123,584,000	82.3%	86.7%	13.3%
1989	106,000,000	5,657,100	111,657,100	17,471,000	129,128,100	82.1%	86.5%	13.5%
1990	115,500,000	6,342,100	121,842,100	18,374,800	140,216,900	82.4%	86.9%	13.1%
1991	133,264,300	6,547,100	139,811,400	20,287,800	160,099,200	83.2%	87.3%	12.7%
1992	141,444,000	6,547,100	147,991,100	23,628,300	171,619,400	82.4%	86.2%	13.8%
1993	137,610,000	6,547,100	144,157,100	27,084,600	171,241,700	80.4%	84.2%	15.8%
1994	146,013,700	7,019,800	153,033,500	31,342,800	184,376,300	79.2%	83.0%	17.0%
1995	164,560,600	7,019,800	171,580,400	40,698,300	212,278,700	77.5%	80.8%	19.2%
1996	170,951,800	8,333,000	179,284,800	44,199,100	223,483,900	76.5%	80.2%	19.8%
1997	173,531,800	8,615,400	182,147,200	43,605,200	225,752,400	76.9%	80.7%	19.3%
1998	178,599,700	9,590,900	188,190,600	47,491,900	235,682,500	75.8%	79.8%	20.2%
1999	192,917,100	11,368,800	204,285,900	52,424,600	256,710,500	75.1%	79.6%	20.4%
2000	201,960,100	12,340,000	214,300,100	55,108,400	269,408,500	75.0%	79.5%	20.5%
2001	214,986,500	13,011,400	227,997,900	59,520,900	287,518,800	74.8%	79.3%	20.7%
2002	236,439,800	15,906,700	252,346,500	63,089,600	315,436,100	75.0%	80.0%	20.0%
2003	213,558,800	13,635,900	227,194,700	67,127,300	294,322,000	72.6%	77.2%	22.8%
2004	218,000,000	11,964,600	229,964,600	97,207,800	327,172,400	66.6%	70.3%	29.7%
2005	223,366,200	10,020,500	233,386,700	107,907,800	341,294,500	65.4%	68.4%	31.6%
2006	228,934,100	9,519,600	238,453,700	111,659,800	350,113,500	65.4%	68.1%	31.9%
2007	243,726,400	7,624,800	251,351,200	121,223,700	372,574,900	65.4%	67.5%	32.5%
2008	264,227,700	7,851,500	272,079,200	126,932,600	399,011,800	66.2%	68.2%	31.8%
2009	285,151,500	8,595,000	293,746,500	129,103,000	422,849,500	67.4%	69.5%	30.5%
2010	253,278,100	9,616,400	262,894,500	131,587,900	394,482,400	64.2%	66.6%	33.4%
2011	217,510,800	9,616,600	227,127,400	146,253,000	373,380,400	58.3%	60.8%	39.2%
2012	209,828,300	9,616,600	219,444,900	177,262,700	396,707,600	52.9%	55.3%	44.7%
2013	227,950,500	9,927,400	237,877,900	208,484,300	446,362,200	51.1%	53.3%	46.7%
2014	236,543,600	10,729,200	247,272,800	218,629,200	465,902,000	50.8%	53.1%	46.9%
2015	251,223,200	12,528,000	263,751,200	234,825,500	498,576,700	50.4%	52.9%	47.1%
2016	258,776,400	13,980,000	272,756,400	247,721,900	520,478,300	49.7%	52.4%	47.6%
2017	280,706,500	15,840,000	296,546,500	259,589,300	556,135,800	50.5%	53.3%	46.7%
2018	287,053,200	15,840,000	302,893,200	262,065,500	564,958,700	50.8%	53.6%	46.4%
2019	295,763,200	16,443,200	312,206,400	264,580,000	576,786,400	51.3%	54.1%	45.9%
2020	306,026,000	17,290,000	323,316,000	280,979,400	604,295,400	50.6%	53.5%	46.5%

College and Universities

Tuition and Fees by Carnegie Classification

Undergraduate Fees		Resident				Non-Resident			
Institution	Classification	2018-19	2017-18	2013-14	2008-09	2018-19	2017-18	2013-14	2008-09
WICHE Average	Higher Research Activity	9,192	8,913	7,835	5,615	23,615	23,284	20,284	15,678
University of Idaho	Higher Research Activity	7,864	7,488	6,524	4,632	25,500	23,812	19,600	14,712
Percentage of WICHE Average		86%	84%	83%	82%	108%	102%	97%	94%
WICHE Average	Moderate Research Activity	8,213	8,109	6,312	4,079	22,823	22,237	17,994	13,737
Boise State University *	Moderate Research Activity	7,694	7,326	6,292	4,632	23,776	22,642	18,892	13,208
Percentage of WICHE Average		94%	90%	100%	114%	104%	102%	105%	96%
Idaho State University *	Moderate Research Activity	7,420	7,166	6,344	4,664	22,940	21,942	18,676	13,868
Percentage of WICHE Average		90%	88%	101%	114%	101%	99%	104%	101%
WICHE Average	Baccalaureate Colleges	7,004	6,800	5,899	4,323	17,966	17,460	15,372	12,249
Lewis-Clark State College	Baccalaureate Colleges	6,618	6,334	5,784	4,296	19,236	18,410	16,096	11,950
Percentage of WICHE Average		94%	93%	98%	99%	107%	105%	105%	98%
Graduate Fees		Resident				Non-Resident			
Institution	Classification Classification	2018-19	2017-18	2013-14	2008-09	2018-19	2017-18	2013-14	2008-09
WICHE Average	Higher Research Activity	10,320	9,953	8,955	6,575	23,724	23,400	21,028	16,583
University of Idaho	Higher Research Activity	9,352	8,864	7,586	5,212	26,988	25,188	20,662	15,292
Percentage of WICHE Average		91%	89%	85%	79%	114%	108%	98%	92%
WICHE Average	Moderate Research Activity	9,690	9,501	7,525	4,840	23,647	22,998	17,868	14,498
Boise State University	Moderate Research Activity	9,194	8,754	7,432	5,504	25,276	24,070	20,032	14,080
Percentage of WICHE Average		95%	92%	99%	114%	107%	105%	112%	97%
Idaho State University	Moderate Research Activity	9,376	8,928	7,472	5,474	24,896	23,704	19,804	14,678
Percentage of WICHE Average		97%	94%	99%	113%	105%	103%	111%	101%

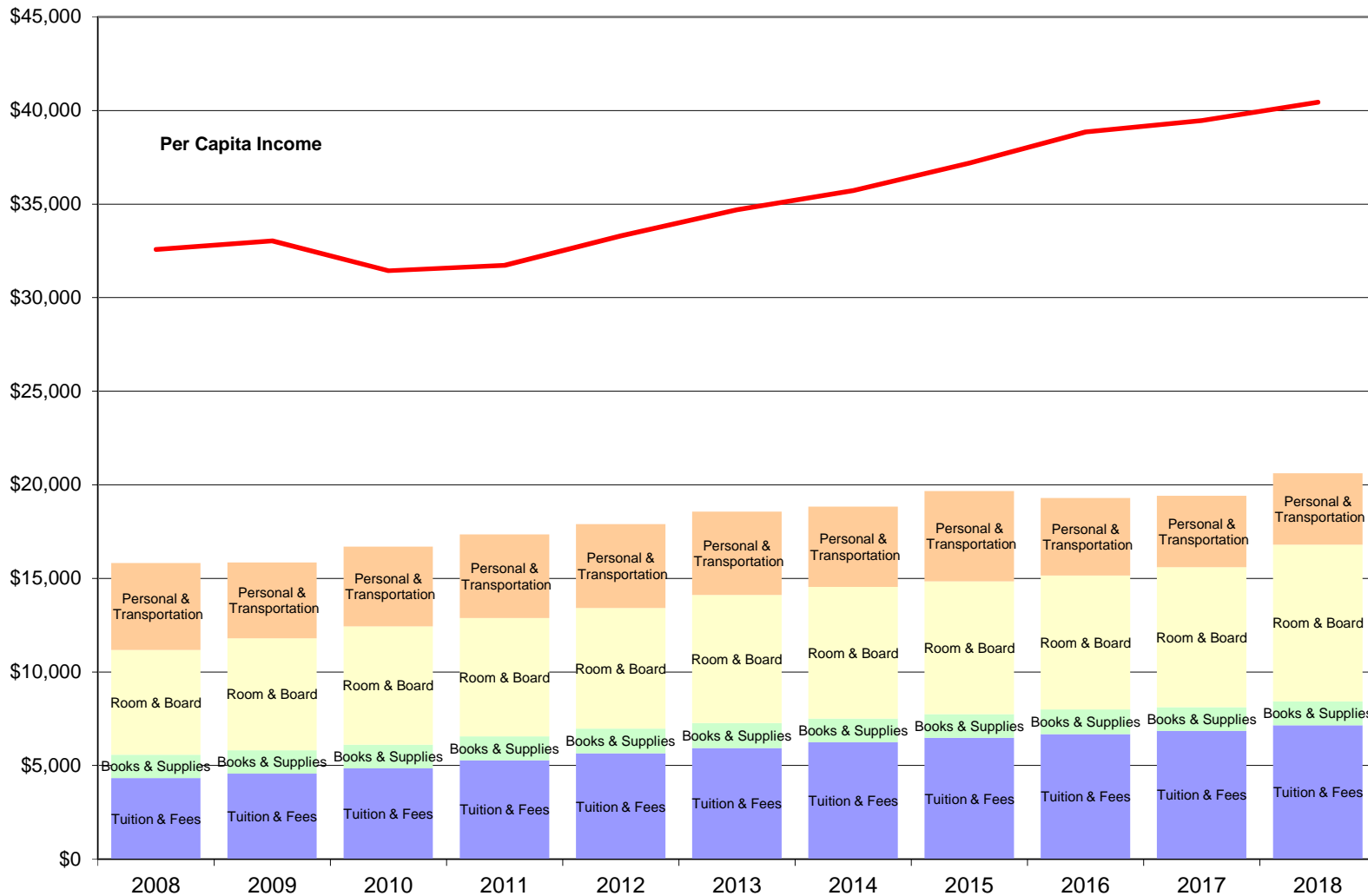
* Carnegie Classifications were updated in 2018. BSU and ISU are now classified as "High Research Activity" along with UI.

Colleges & Universities

Summary of FY 2020 Annual Student Tuition & Fees - As Requested Board Meeting: April 17, 2019

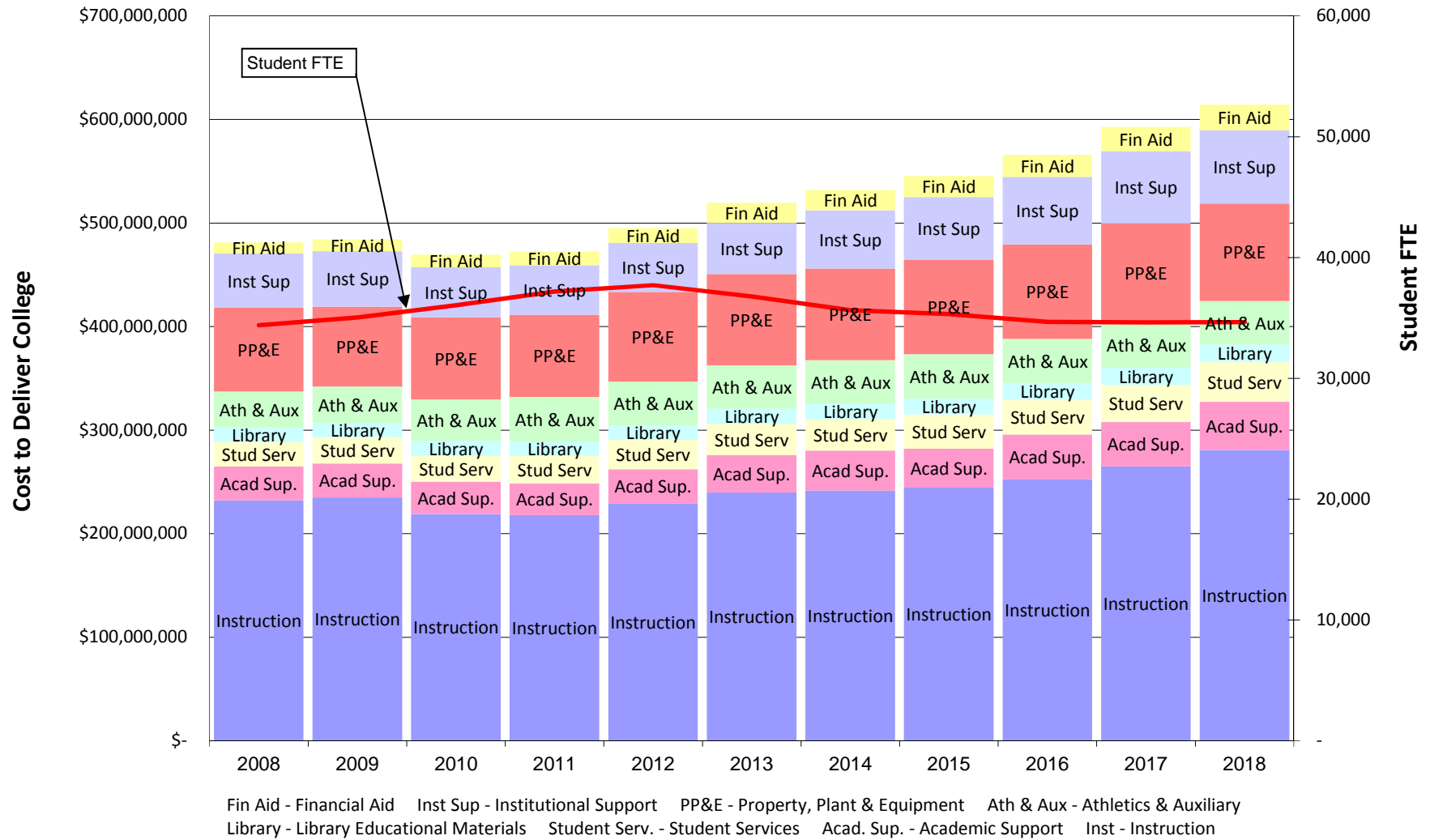
Institution	FY 2019	Requested Increases		Total Requested FY 2020
		Amount	% Incr	
1 Full-time Tuition & Fees:				
2 Resident Tuition and Fees:				
3 Undergraduate:				
4 Boise State University	\$7,694.00	\$374.00	4.9%	\$8,068.00
5 Idaho State University	\$7,420.00	\$452.00	6.1%	\$7,872.00
6 University of Idaho	\$7,864.00	\$440.00	5.6%	\$8,304.00
7 Lewis Clark State College	\$6,618.00	\$364.00	5.5%	\$6,982.00
8 Average 4 year institutions	\$7,399.00			\$7,806.50
9 Graduate:				
10 Boise State University	\$1,500.00	\$78.00	5.2%	\$1,578.00
11 Idaho State University	\$1,392.00	\$70.00	5.0%	\$1,462.00
12 University of Idaho	\$1,488.00	\$84.00	5.6%	\$1,572.00
13 Average Graduate	\$1,460.00			\$1,537.33
14 Nonresident Tuition and Fees:				
15 Undergraduate	(In addition to the tuition and fees paid by resident students)			
16 Boise State University	\$16,082.00	\$838.00	5.2%	\$16,920.00
17 Idaho State University	\$15,520.00	\$776.00	5.0%	\$16,296.00
18 University of Idaho	\$17,636.00	\$1,600.00	9.1%	\$19,236.00
19 Lewis Clark State College	\$12,618.00	\$378.00	3.0%	\$12,996.00
20 Average 4 year institutions	\$15,464.00			\$16,362.00
21				
22 Part-time Credit Hour Tuition & Fees:				
23 Resident Fees: (per credit hour)				
24 Undergraduate:				
25 Boise State University	\$350.00	\$17.00	4.9%	\$367.00
26 Idaho State University	\$372.00	\$30.00	8.1%	\$402.00
27 University of Idaho	\$393.00	\$22.00	5.6%	\$415.00
28 Lewis Clark State College	\$338.00	\$18.00	5.3%	\$356.00
29 In-Service Teacher Fee	\$122.00	\$7.00	5.7%	\$129.00
30				
31 Graduate:	(In addition to resident undergraduate fees)			
32 Boise State University	\$98.00	\$5.00	5.1%	\$103.00
33 Idaho State University	\$70.00	\$4.00	5.7%	\$74.00
34 University of Idaho	\$83.00	\$4.00	4.8%	\$87.00
35 In-Service Teacher Fee	\$160.00	\$10.00	6.3%	\$170.00
36				
37 Nonresident Tuition and Fees:				
38 Pt Tm Nonresident Cr Hr Tuition	(In addition to resident fees)			
39 Boise State University	\$339.00	\$18.00	5.3%	\$357.00
40 Idaho State University	\$252.00	\$13.00	5.2%	\$265.00
41 University of Idaho	\$882.00	\$80.00	9.1%	\$962.00
42 Lewis-Clark State College	\$0.00	\$0.00	No Fee	\$0.00

Cost of Attending College vs. Per Capita Income Idaho 4-year Institutions

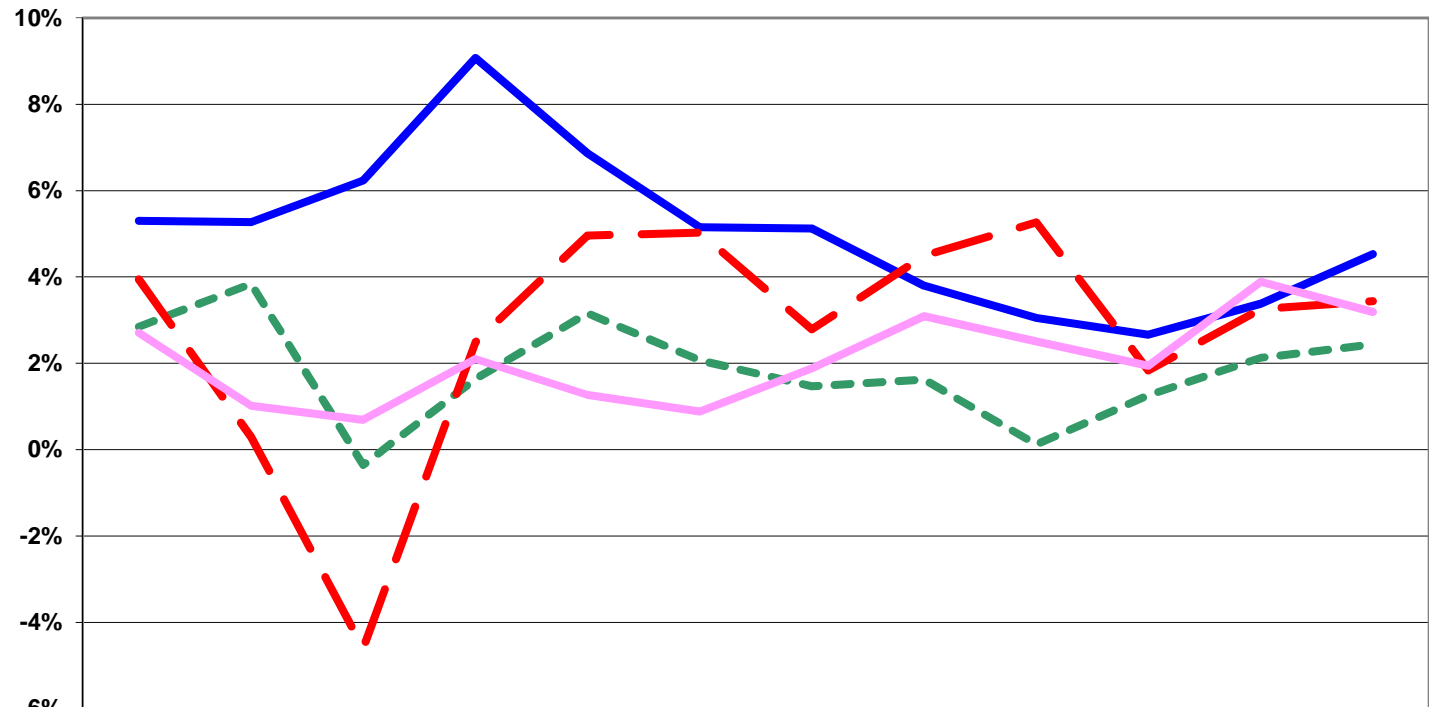


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College Idaho 4-year Institutions

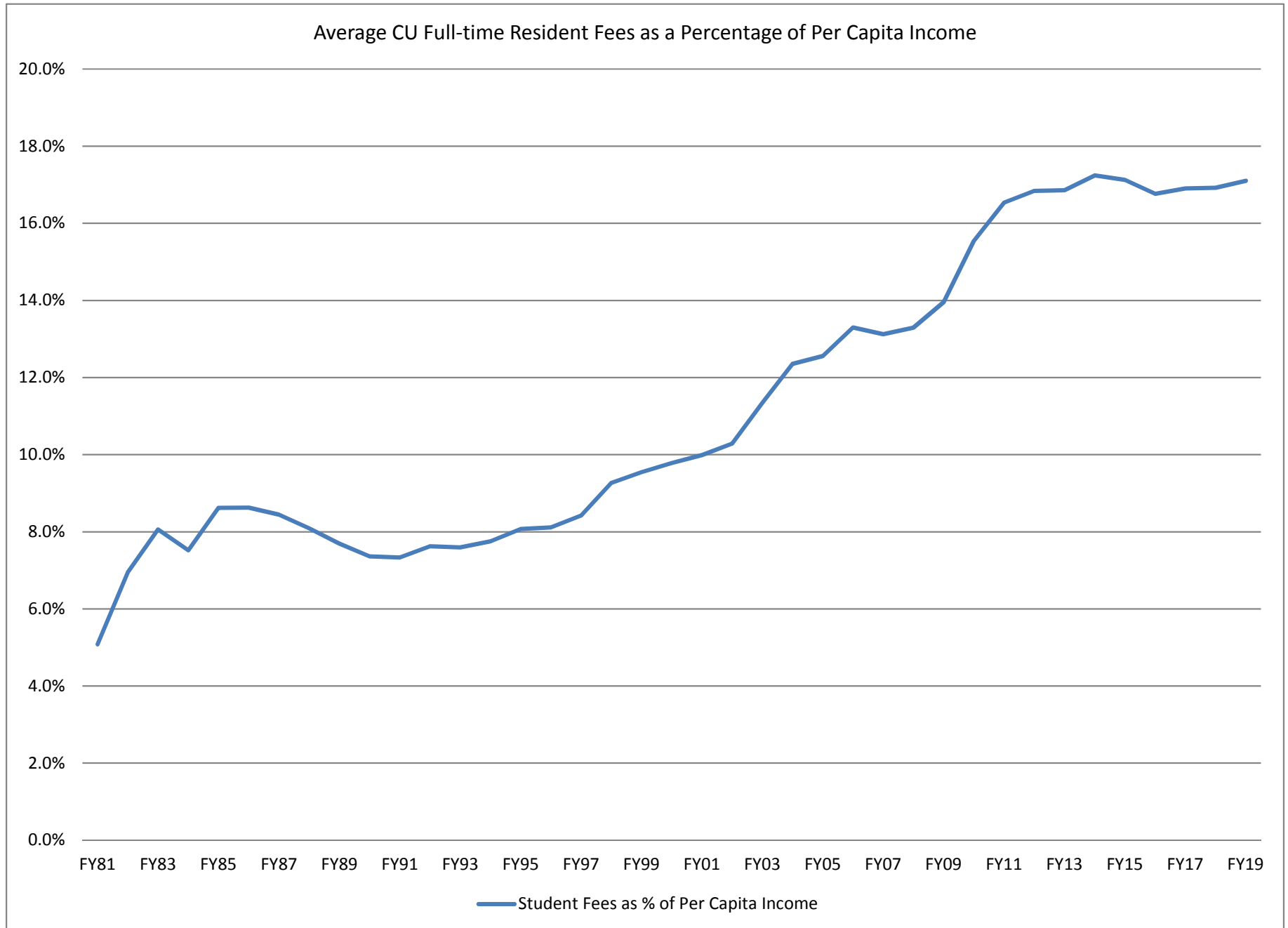


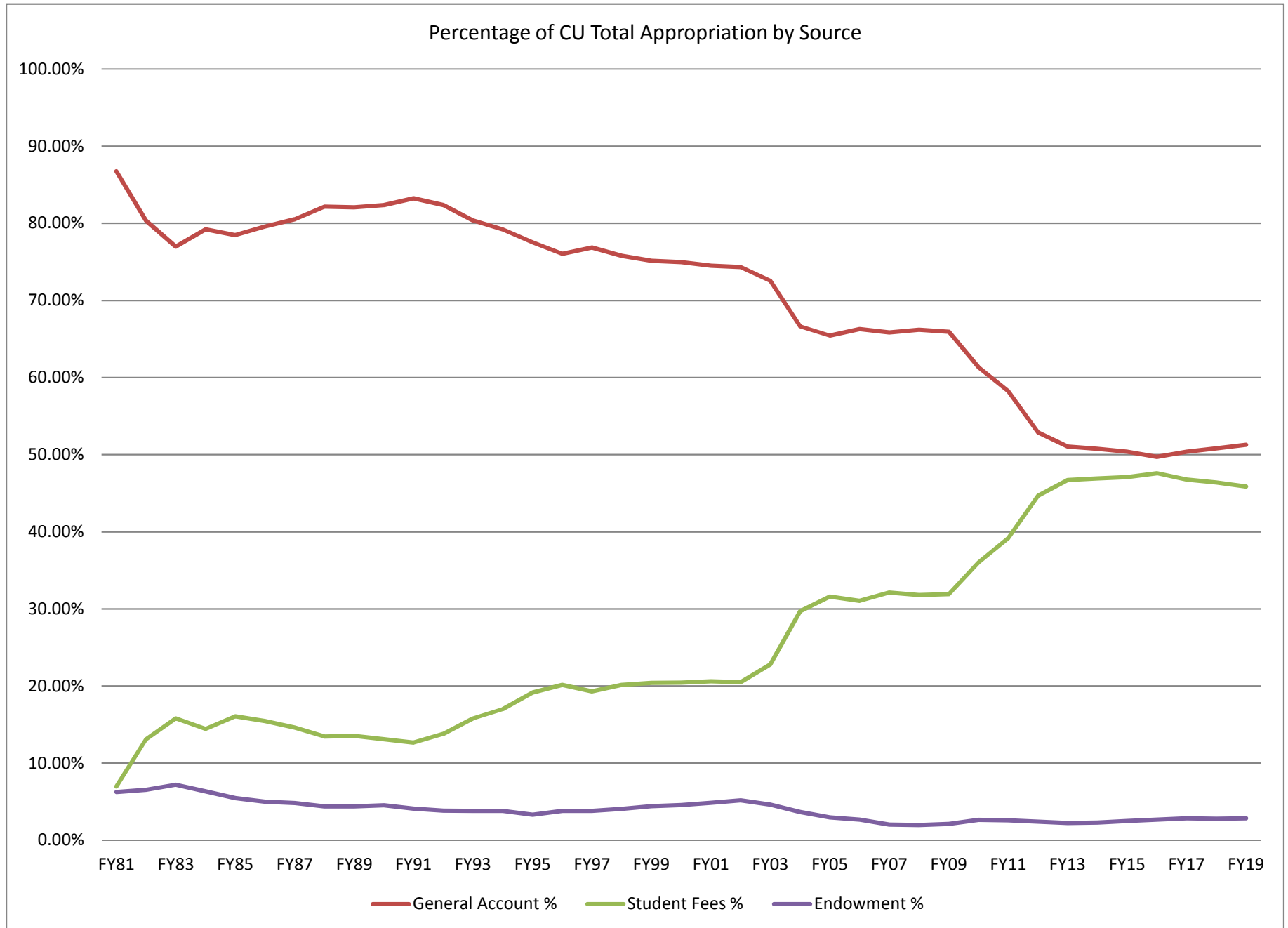
**Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year**



	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Resident Tuition & Fees	5.30%	5.27%	6.23%	9.07%	6.87%	5.15%	5.12%	3.79%	3.04%	2.66%	3.38%	4.53%
Consumer Price Index	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%
Idaho Per Capita Income	3.94%	0.29%	-4.61%	2.49%	4.96%	5.02%	2.79%	4.49%	5.26%	1.83%	3.25%	3.44%
Idaho Average Annual Wage	2.71%	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.09%	2.50%	1.94%	3.89%	3.19%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2019





**Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2018**

ATTACHMENT 10

	<u>Policy Section</u>	<u>BSU</u>	<u>ISU</u>	<u>UI</u>	<u>LCSC</u>	<u>Total</u>	
1	<u>Board Policy Tuition Waivers, Policy Section V.T.</u>						
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	\$3,546,364	\$2,327,210	\$6,780,571	\$12,654,145	
3	GI Bill Non-Resident Waivers	SBOE V.T.2.c	\$1,311,082	\$112,980	\$1,000,666	\$31,806	
4						\$2,456,534	
5	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	\$3,055,677	\$2,309,086	\$3,227,227	\$1,391,002	
6	Nonresident Fee		\$15,316	\$15,520	\$16,324	\$12,076	
7	Policy: Universities - 225, LCSC 110	Equivalent FTE	200	149	198	115	
8						169	
9	Waivers Subject to 6% Limitation	SBOE V.T.2.d	\$15,019,660	\$7,363,434	\$5,003,789	\$1,009,686	
10	Annual FTE	Student FTE	16,317	9,923	9,433	2,765	
11	Nonresident Fee		\$15,316	\$15,520	\$16,324	\$12,076	
12	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	6.0%	4.8%	3.2%	3.0%	
13						5.0%	
14	<u>Other Board Policy Exchange Programs</u>						
15	Exchange Student Waivers (1)	SBOE V.T.2.e	\$0	\$127,358	\$229,585	\$0	
16	WICHE - Western Regional Graduate Program	SBOE V.T.2.f	\$0	\$801,165	\$0	\$0	
17	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	\$19,451,270	\$1,661,531	\$5,745,286	\$249,424	
18	Total Other Board Policy Exchange Programs		\$19,451,270	\$2,590,054	\$5,974,871	\$249,424	
19						\$28,265,619	
20	Total Board Policy Tuition Waivers		\$42,384,053	\$14,702,764	\$21,987,124	\$2,681,918	
						\$79,299,325	
21	Other Waivers and Discounts						
22	Staff and Spouse Fees	SBOE V.R.3.a.vi	\$1,422,652	\$790,842	\$1,540,732	\$160,607	
23	Senior Citizen Fees	SBOE V.R.3.a.vii	\$476,668	\$307,020	\$184,874	\$47,264	
24	Dependent Fees	SBOE V.R.3.a.vi	\$650,799	\$385,155	\$318,436	\$80,437	
25	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	\$2,334,172	\$345,001	\$1,806,807	\$25,350	
26	Staff, Spouse, Dependent Fees of other Idaho institutions	SBOE V.R.3.a.vi	\$22,090	\$221,015	\$30,004	\$93,423	
27	Students attending multiple Idaho sister institutions	SBOE V.T.2.g		\$5,199	\$18,153		
28	Idaho National Laboratory	SBOE V.T.2.g		\$31,968	\$322,302		
29	BYU-UI	SBOE V.T.2.g			\$3,693		
28a	Integrative Graduate Ed & Research Training (IGERT)	SBOE V.T.2.g			\$122,430		
30	EDA-Nez Perce Tribe	1969 approval			\$0	\$73,174	
31	Total Other Waivers and Discounts		\$4,906,381	\$2,086,200	\$4,347,431	\$480,255	
32	Total FY18 Waivers and Discounts		\$47,290,434	\$16,788,963	\$26,334,555	\$3,162,173	
33	FY18 Gross Student Fees		188,089,257	107,970,099	122,601,558	20,347,720	
34	FY18 Net Student Fees from Operating Revenue per audited F/S		143,374,287	75,161,993	91,974,296	12,275,296	
35	FY18 Scholarship Discounts & Allowances per audited F/S		25,263,700	30,218,052	24,652,391	7,823,000	
36	Student Fee Revenue related to Exchange Program Discounts		19,451,270	2,590,054	5,974,871	249,424	
37	Percentage of Total Gross Student Fees Waived or Discounted		25.14%	15.55%	21.48%	15.54%	
38						20.76%	
39	Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.						
40	(1) Includes only waivers for incoming exchange students.						
41	(2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.						
42							
43	Maximum athletics waivers per Board policy	SBOE V.T.2.b	225	225	225	110	
44	10% allowance per Board policy	SBOE V.T.2.b	23	23	23	11	
45	Total athletics waivers permitted		248	248	248	121	
46	Percentage of FY 18 Student FTE		1.5%	2.5%	2.6%	4.4%	

UNIVERSITY OF IDAHO

FY 2020 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2020 Attachment 2
 - Potential (T&F) Revenue Changes for FY 2020 Attachment 3
 - Expenses Covered by Tuition and Fee Increase for FY 2020 Attachment 4
 - Tuition and Fee Increases to Cover Unfunded Expenses for FY 2020 Attachment 5
 - 4-year History: Board Approved (T&F) plus FY 2020 Requested (T&F) Attachment 6
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 7
 - Chart: Cost to Deliver College Attachment 8
 - Chart: Annual % Increase for (T&F), CPI, Income, and Average Wage Attachment 9
 - Chart: Institution Comparison to Peers Attachment 10
- Request for Increase to Professional Fee in Law Attachment 11
- Request for Increase to Professional Fee in Art & Architecture Attachment 12
- Request for Increase to Self-Support Fee in Executive MBA Attachment 13
- Request for Increase to Self-Support Fee in McCall Outdoor Science School
(MOSS) Environmental Education and Science Communication Attachment 14
- Request for Increase to Self-Support Fee in McCall Outdoor Science School
(MOSS) Master of Natural Resources Attachment 15

**University of Idaho
FY2020 Student Tuition and Fee Request**

The Fee Process

The University of Idaho collaborative fee process started in the fall with preliminary discussions between executive and student leadership about the financial prospects for the coming year and how student activity fees fit into that overall financial picture. This work continued through fall and early spring with active participation throughout the process by the Dedicated Student Activity Fee Committee (DSAFC). This representative committee included student leaders from the Associated Students of the University of Idaho (ASUI), the Graduate and Professional Students Association (GSPA) and the Student Bar Association representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted narrative and financial data to the DSAFC. A public meeting of the DSAFC was held on January 24, 2019 with each unit requesting an increased or new fee presenting their request.

The DSAFC committee met several times in February to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 27th. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes, which was issued on March 6th as required by Board policy. The period of public comment is open until April 16th and will include a public presentation and open forum on proposed student fees on April 4th. During this period, students and interested citizens may provide comment, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents and a recording of the April 4th open forum will be available.

Fee Request Overview

The University of Idaho respectfully requests an increase in full-time student tuition and fees of \$440 from \$7,864 per year in FY19 to \$8,304 per year in FY20, combined with an increase to the additional full-time non-resident tuition from \$17,636 to \$19,236 per year. This will bring the total full-time non-resident tuition and fee package to \$27,540 per year. Undergraduate part-time student tuition and fees are increasing from \$393 in FY19 to \$415 per credit in FY20. This general student tuition and fee increase is a critical part of a bundle of fee increases aimed at meeting our essential missions of education, research and outreach as well as implementing the institution's strategic plan. In addition, the University plans to increase the additional graduate tuition from \$1,488 to \$1,572 thereby increasing the total resident graduate package from \$9,352 in FY19 to \$9,876 in FY20 (an increase of \$524 or 5.6%).

The Dedicated Student Activity Fee Committee has recommended a small increase in student activity fees. In their deliberations the committee examined all requests for

increases and new fees, as well as reviewed those areas that currently receive fees but did not seek additional funding. Through this process, the committee focused on fee increases that would directly impact students. Student wellbeing and retention were prominent themes of their discussion. They also focused on programs that have access to fewer alternative funding sources. Their recommendations were framed with the knowledge that the student facility fee for the ICCU Arena (see below) was expected to increase by \$30 per year. Overall, the committee worked hard to find a balance between conserving student fee increases and investing in necessary services.

The University of Idaho overall tuition and fee increase request is structured to provide a reasonable likelihood of covering obligated cost increases that exceed the level of new state support and enable the institution and its students to continue some movement forward in achieving strategic goals – particularly the goal of becoming more competitive with respect to faculty and staff salaries. In developing this overall tuition and fee increase, the University has been mindful of the comparative costs of attending peer institutions and the impact any increase might have on access to institutional programs. University and student leadership have also given thought to the negative financial consequences of a smaller tuition and fee increase, which would result in being stalled at current operational levels and eliminate the ability to move the institution forward to provide improved instruction and student retention.

The University of Idaho recently completed a \$5.0M budget reduction and reallocation exercise resulting in a reallocation of \$2.0M in base General Education funding as well as a reduction of \$3.0M to the base General Education budget, both of which will take effect in FY20. Reduction targets for each of the major areas across campus were based on the results of the University of Idaho's program prioritization process completed Fall 2017.

The \$2.0M in reallocations were determined by executive leadership based on recommendations from the University Budget and Finance Committee as well as identified institutional needs and priorities. Areas receiving funding from this process included Information Technology Services, Advancement, Marketing and Communications, Diversity, Office of Sponsored Programs and the Writing Center. These allocations will enable the university to move forward in the areas of data reliability and security, fundraising, compliance, and student recruitment and retention.

The \$3.0M in budget reductions address prior year (FY18 and FY19) tuition shortfalls which resulted in a structural deficit within the General Education fund and therefore are not available to be used to meet FY20 funding needs.

As indicated in the provided templates, the University of Idaho needs \$2.8M in order to cover Change in Employee Compensation (CEC), faculty promotions and related benefit costs. The tuition and fee package we have put forward for your consideration generates almost exactly this amount. Should the Board approve a lower increase, the university will need to implement other methods, possibly including but not limited to further budget reductions and revisions to waiver eligibility standards to reduce

expenses and or increase net revenues to cover the needs not met by the approved tuition increase.

The specific components of the fee increase are as follows:

Undergraduate Tuition

The University of Idaho is requesting an increase to the undergraduate tuition of \$403.36 per full-time student per year.

Facilities Fee

The University of Idaho is requesting an increase of \$30.00 per full-time student per year to the facility fee for FY20. This increase is part of the multi-year funding plan for the Idaho Central Credit Union Arena capital project on the Moscow campus.

Technology Fee

The University of Idaho is not requesting an increase to the technology fee for FY20.

Dedicated Activity Fees

The University of Idaho is requesting an increase of \$40.42 less \$33.78 in fees which are transitioning to tuition for a net increase in activity fees of \$6.64 per full-time student per year in activity fees for FY20. The Dedicated Student Activity Fee Committee recommended \$11.10 to cover the impact of the potential 3% Change in Employee Compensation for Student Government, Office of Multicultural Affairs, Media Administration, Athletic Training Services, Campus Recreation, Counseling and Testing Center, LGBTQA, Alcohol Education, Violence Prevention, Early Childhood Center, Student Affairs Programming, Student Alumni Relations Board, and Women’s Center. The remaining increases include funding for programmatic and other needs in Athletic Training Services, Campus Recreation, Office of Multicultural Affairs, Performing Arts, Counseling and Testing Center and Women’s Center as well as new fees for Alternative Transportation and Alternative Energy Initiatives.

New Student Orientation

The University of Idaho charges a separate one-time new student orientation fee of \$100 to first time undergraduate students. The university is not requesting an increase to this fee for FY20.

Professional and Self-Support Fees

The University of Idaho is requesting increases to the following professional and self-support fees:

- Law Professional Professional Fee: Increase to \$12,384 per year; an increase of \$750 or 6.4%
- Art & Architecture Professional Fee: Increase to \$1,350 per year; an increase of \$48 or 3.7%
- Executive MBA Self-Support Fee: Increase to \$47,900 for the program; an increase of \$3,800 or 8.6%
- McCall Outdoor Science School (MOSS) Environmental Education and Science Communication Self-Support Program Fee: Increase to \$17,584 for the program; an increase of \$1,302 or 8.0%
- McCall Outdoor Science School (MOSS) Master of Natural Resources Self-Support Program Fee: Increase to \$22,244 for the program; an increase of \$1,648 or 8.0%

Additional information regarding each of these increases can be found in the support letters included in the agenda materials.

UNIVERSITY OF IDAHO
Changes to Student Fees for FY 2020
Annual Full-Time Fees and Part-Time Credit Hours Fees

ATTACHMENT 2

	Bd Appv	FY19 Fees	FY20 Initial Notice	Requested		
				FY20 Fees	Change	% Chg.
Student Fees:						
1 Full-time Fees:						
2 Tuition	**	\$ 5,778.44	\$ 6,373.80	\$ 6,181.80	\$403.36	7.0%
3 Technology Fee	**	165.40	165.40	165.40	0.00	0.0%
4 Facilities Fees	**	791.62	821.62	821.62	30.00	3.8%
5 Student Activity Fees	**	1,128.54	1,135.18	1,135.18	6.64	0.6%
6 Total Full-time Fees (See Note A)		<u>7,864.00</u>	<u>8,496.00</u>	<u>8,304.00</u>	<u>440.00</u>	<u>5.6%</u>
7						
8 Part-time Credit Hour Fees:						
9 Undergraduate Tuition	**	\$ 347.50	\$ 378.00	\$ 368.00	\$20.50	5.9%
10 Undergraduate Fees	**	45.50	47.00	47.00	1.50	3.3%
11 Total Part-time Cr Hr Fees: *		<u>\$393.00</u>	<u>\$425.00</u>	<u>\$415.00</u>	<u>\$22.00</u>	<u>5.6%</u>
12						
13 Other Student Fees:						
14 Academic Year Graduate Fees:						
15 Full-Time Tuition	**	\$ 5,778.44	\$ 6,373.80	\$ 6,181.80	\$403.36	7.0%
16 Full-Time Grad Fee	**	1,488.00	1,604.00	1,572.00	\$84.00	5.6%
17 Full-Time Other Fees	**	2,085.56	2,122.20	2,122.20	36.64	1.8%
18 Part-Time Tuition	**	\$ 391.50	\$ 425.00	\$ 415.00	\$23.50	6.0%
19 Part-Time Grad Fee	**	83.00	89.00	87.00	\$4.00	4.8%
20 Part-Time Other Fees	**	45.50	47.00	47.00	1.50	3.3%
21 Nonresident Tuition						
22 Full-Time Tuition (UG & GR)	**	\$ 17,636.00	\$ 19,564.00	\$ 19,236.00	\$1,600.00	9.1%
23 Part-Time Undergrad Tuition	**	882.00	978.00	962.00	\$80.00	9.1%
24 Part-Time Grad Tuition	**	979.00	1,087.00	1,069.00	\$90.00	9.2%
25 Other Fees:						
26 Overload Fee (>20 credits)	**	\$ 347.50	\$ 378.00	\$ 368.00	\$20.50	5.9%
27 Western Undergrad Exchge	**	3,932.00	4,248.00	4,152.00	\$220.00	5.6%
28 In-service Fees/Cr Hr - UG	**	\$122.00	\$129.00	\$129.00	\$7.00	5.7%
29 In-service Fees/Cr Hr - Grad	**	\$160.00	\$170.00	\$170.00	\$10.00	6.3%
30 Professional Fees:						
31 Law College FT	**	\$ 11,634.00	\$ 12,384.00	\$ 12,384.00	\$750.00	6.4%
32 Law College PT	**	646.00	688.00	688.00	\$42.00	6.5%
33 Art & Architecture FT UG & GR	**	\$ 1,302.00	\$ 1,350.00	\$ 1,350.00	\$48.00	3.7%
34 Art & Architecture PT Undergrad	**	65.00	68.00	68.00	\$3.00	4.6%
35 Art & Architecture PT Grad	**	72.00	75.00	75.00	\$3.00	4.2%
36 Summer Session (2016)						
37 Part-Time Undergrad Tuition	**	\$ 347.50	\$ 378.00	\$ 368.00	\$20.50	5.9%
38 Part-Time Grad Tuition	**	391.50	425.00	415.00	\$23.50	6.0%
39 Part-Time Grad Fee	**	83.00	89.00	87.00	\$4.00	4.8%
40 Part-Time Other Fees (UG & GR)	**	45.50	47.00	47.00	1.50	3.3%
41 Self-Support Program Fees:						
42 Executive MBA (2 years)		\$44,100.00	\$ 47,900.00	\$47,900.00	\$3,800.00	8.6%
43 Masters of Science Athletic Trainm	**	22,434.00	22,434.00	22,434.00	0.00	0.0%
44 Doctorate Athletic Training (1yr/3 s	**	19,941.00	19,941.00	19,941.00	0.00	0.0%
45 MOSS Environmental Ed Grad Pgr	**	16,282.00	17,584.00	17,584.00	1,302.00	8.0%
46 MOSS MNR Env Ed/Sci Comm (1	**	20,596.00	22,244.00	22,244.00	1,648.00	8.0%
47 New Student Orientation (See Note A)		\$100.00	\$100.00	\$100.00	0.00	0.0%
48						
49 Professional Practices Doctorate (3 yrs)						
50						
51						
52						
53 Note A: The university charges a separate one-time \$100 fee charged only to first time undergraduate students.						

UNIVERSITY OF IDAHO
Potential Student Fee Revenue Changes for FY 2020
Due to Enrollment and Fee Changes

ATTACHMENT 3

	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY19	FY20	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Student Fees:								
1 Full-time Fees:		-4.6%						
2 Tuition	6,563	6,261	(\$1,746,000)		\$2,525,200		\$779,200	
3 Technology Fee	6,563	6,261		(50,000)		0		(\$50,000)
4 Facilities Fees	6,563	6,261		(239,200)		187,800		(\$51,400)
5 Student Activity Fees	6,563	6,261		(341,000)		41,600		(\$299,400)
6 Total Full-time Fees			(\$1,746,000)	(\$630,200)	\$2,525,200	\$229,400	779,200	(400,800)
7								
8 Part-time Credit Hour Fees:		-12.2%						
9 Undergraduate Tuition	5,626	4,938	(\$239,000)		\$101,200	\$0	(\$137,800)	
10 Undergraduate Fees	5,626	4,938		(31,300)		7,400		(\$23,900)
11 Total Part-time Cr Hr Fees:			(\$239,000)	(\$31,300)	\$101,200	\$7,400	(137,800)	(23,900)
12								
13 Other Student Fees:								
14 Academic Year Graduate Fees:								
15 Full-Time Tuition	809	859	\$288,300		\$346,300		\$634,600	\$0
16 Full-Time Grad Fee	809	859	74,200		72,100		\$146,300	\$0
17 Full-Time Other Fees	809	859		104,000		31,500	\$0	\$135,500
18 Part-Time Tuition	4,569	3,976	(232,200)		93,400		(\$138,800)	\$0
19 Part-Time Grad Fee	4,569	3,976	(49,200)		15,900		(\$33,300)	\$0
20 Part-Time Other Fees	4,569	3,976		(27,000)		6,000	\$0	(\$21,000)
21 Nonresident Tuition								
22 Full-Time Tuition (UG & GR)	1,082	1,034	(\$855,300)		\$1,653,600		\$798,300	\$0
23 Part-Time Undergrad Tuition	811	801	(9,100)		64,100		\$55,000	\$0
24 Part-Time Grad Tuition	1,163	1,129	(33,700)		101,600		\$67,900	\$0
25 Other Fees:								
26 Overload Fee (>20 credits)	80	87	\$2,400		\$1,800		\$4,200	\$0
27 Western Undergrad Exchge	629	656	104,200		144,200		\$248,400	\$0
28 In-service Fees/Cr Hr - UG	37	9	(3,400)		100		(\$3,300)	\$0
29 In-service Fees/Cr Hr - Grad	2,279	1,411	(138,900)		14,100		(\$124,800)	\$0
30 Professional Fees:								
31 Law College FT	281	294		\$151,200		\$220,500	\$0	\$371,700
32 Law College PT	32	78		29,700		3,300	\$0	\$33,000
33 Art & Architecture FT UG & GR	524	510		(18,800)		24,500	\$0	\$5,700
34 Art & Architecture PT Undergrad	209	197		(800)		600	\$0	(\$200)
35 Art & Architecture PT Grad	69	42		(1,900)		100	\$0	(\$1,800)
36 Summer Session:								
37 Part-Time Undergrad Tuition	7,874	7,537	(\$117,100)		\$154,500		\$37,400	\$0
38 Part-Time Grad Tuition	2,506	2,922	162,900		68,700		\$231,600	\$0
39 Part-Time Grad Fee	2,506	2,922	34,500		11,700		\$46,200	\$0
40 Part-Time Other Fees (UG & GR)	10,380	10,459		3,600		15,700	\$0	\$19,300
41 Total Other Student Fees			(\$772,400)	\$240,000	\$2,742,100	\$302,200	\$1,969,700	\$542,200
42 Total Additional Student Fee Revenue			(\$2,757,400)	(\$421,500)	\$5,368,500	\$539,000	\$2,611,100	\$117,500
43								
44								
45 Total Revenue Increase/(Decrease)				G.E. Summary				
46 Back-out In Service (not Central)				\$2,611,100				
47 Plus Other/Misc				128,100				
48 Total Central Tuition Revenue over FY19 Bud.				56,500				
49				\$2,795,700				
50								

The count figures indicate changes between FY19 budget and FY20 projections and therefore take into consideration the impact of FY19 actuals as well as anticipated changes for FY20. The revenues shown under Changes Due to Count and Fee Changes reflect net revenues net of waivers.

University of Idaho
FY20 Comparative Scenarios for Tuition

	Flat Enrollment			PROPOSED
	COVERS: Benefits/CEC/ Comp Sched Chg	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other
Total Tuition Need:				
Variable Benefits	\$ 40,100	\$ 40,100	\$ 40,100	\$ 40,100
CEC: Regular Employees - JFAC Action Proof	1,558,700	1,558,700	1,558,700	1,558,700
CEC: Group/Temporary (GTAs only)	218,700	218,700	218,700	218,700
Health Insurance - State Funding Cut (Note A)	1,226,200	1,226,200	1,226,200	1,226,200
Compensation Schedule Changes				\$ -
Inflation Adjustments				\$ -
Faculty Promotions		321,300	321,300	\$ 321,300
CEC: Amount needed based on UI benefit rates and some non general education positions	674,400	674,400	674,400	\$ 674,400
Replacement Capital (one-time expense)				\$ -
Enrollment Changes - Non WUE (Note B)			2,615,100	\$ 1,348,800
WUE Impact (Note B)			4,154,400	\$ -
Consolidated Fringe Rate (UI benefit rates)			5,900,000	\$ -
Total Calculated Tuition Need	\$ 3,718,100	\$ 4,039,400	\$ 16,708,900	\$ 5,388,200
Cost Savings and Changes to FY 2019 Enrollment Applied Toward Tuition Increases Note C				
Cost savings generated through Program Prioritization	\$ -	\$ -	\$ -	\$ -
Cost savings generated through strategies included in Huron report	\$ -	\$ -	\$ -	\$ -
TOTAL Cost Savings and FY 2019 Enrollment Applied Toward Tuition Increases	\$ -	\$ -	\$ -	\$ -
Total Net Tuition Requested	\$3,718,100	\$4,039,400	\$16,708,900	\$5,388,200
Total Tuition/Fee Rate Increases				Proposed Rates
FT Undergraduate Resident	4.4%	4.7%	19.2%	5.6%
FT Graduate	4.3%	4.7%	19.2%	5.6%
FT Non-Resident	5.1%	5.5%	25.3%	9.1%
PT Undergraduate Resident	4.3%	4.8%	19.3%	5.6%
PT Graduate	3.6%	4.8%	19.3%	4.8%
PT Non-Resident	5.1%	5.4%	25.3%	9.1%

Note A: State General Funds for UI health benefits were cut in FY19 by \$1,226,200 based on the reduction to the state health rate, but this same amount was given to the UI as a one-time Line Item so the FY19 impact was \$0. The UI requested the same funding in FY20 as a Line Item but this request was not funded by the state.

Note B: UI identified \$4,154,400 as the loss to nonresident tuition related to expansion of the WUE program to all WICHE states. This expansion results in graduating nonresident students from WICHE states who were paying full nonresident tuition being replaced by incoming students paying the lower WUE rate. This impact represents year two of this transition. The additional \$2,615,100 in enrollment changes is due to a combination of reductions in enrollment and changes in enrollment mix, and only \$1,348,800 is requested from tuition increases.

Note C: Describe in your Fee Narrative the amount and where you have applied cost savings from Program Prioritization and strategies from the Huron report either in reducing the need for tuition increases

University of Idaho

										Current: \$ 5,778.44 \$ 2,085.56 \$ 7,864.00 \$ 17,636.00 \$ 25,500.00										\$ 347.50 \$ 45.50 \$ 393.00 \$ 882.00 \$ 1,275.00										\$ 1,488.00 \$ 83.00	
Estimated Revenue Rate Changes	Resident Tuition Increase	Resident Full-Time Tuition and Fees Increase		Non-resident Tuition Increase	Resident Tuition Increase	Resident Full-Time Tuition and Fees Increase		Non-resident Tuition Increase	FULL-TIME					PART-TIME					GR FEE												
		Tuition	Fees			Total Res	NR		Total NR	Tuition	Fees	Total Res	NR	Total NR	FT	PT															
1	\$ 1,600,000	2.0%	2.0%	2.7%	\$ 117.36	\$ 154.00	\$ 478.00	\$ 5,895.80	\$ 2,122.20	\$ 8,018.00	\$ 18,114.00	\$ 26,132.00	\$ 354.00	\$ 47.00	\$ 401.00	\$ 906.00	\$ 1,307.00	2.0%	2.7%	\$ 1,518.00	\$ 84.00										
2	1,818,300	2.4%	2.2%	2.9%	137.36	174.00	520.00	5,915.80	2,122.20	8,038.00	18,156.00	26,194.00	355.00	47.00	402.00	908.00	1,310.00	2.3%	2.9%	1,520.00	84.00										
3	3,054,900	4.2%	3.5%	4.6%	241.36	278.00	814.00	6,019.80	2,122.20	8,142.00	18,450.00	26,592.00	360.00	47.00	407.00	923.00	1,330.00	3.6%	4.6%	1,540.00	86.00										
4	3,366,300	4.7%	3.9%	4.8%	273.36	310.00	840.00	6,051.80	2,122.20	8,174.00	18,476.00	26,650.00	362.00	47.00	409.00	924.00	1,333.00	4.1%	4.8%	1,540.00	86.00										
5	3,438,600	4.9%	4.0%	4.8%	281.36	318.00	844.00	6,059.80	2,122.20	8,182.00	18,480.00	26,662.00	362.00	47.00	409.00	924.00	1,333.00	4.1%	4.8%	1,548.00	86.00										
6	3,723,800	5.3%	4.4%	5.1%	307.36	344.00	904.00	6,085.80	2,122.20	8,208.00	18,540.00	26,748.00	363.00	47.00	410.00	927.00	1,337.00	4.3%	5.1%	1,552.00	86.00										
7	4,044,400	5.8%	4.7%	5.5%	335.36	372.00	964.00	6,113.80	2,122.20	8,236.00	18,600.00	26,836.00	365.00	47.00	412.00	930.00	1,342.00	4.8%	5.4%	1,558.00	87.00										
8	4,525,200	6.2%	5.0%	6.8%	359.36	396.00	1,204.00	6,137.80	2,122.20	8,260.00	18,840.00	27,100.00	366.00	47.00	413.00	942.00	1,355.00	5.1%	6.8%	1,562.00	87.00										
9	4,956,900	6.6%	5.3%	8.0%	383.36	420.00	1,404.00	6,161.80	2,122.20	8,284.00	19,040.00	27,324.00	367.00	47.00	414.00	952.00	1,366.00	5.3%	7.9%	1,568.00	87.00										
10	\$ 5,358,500	7.0%	5.6%	9.1%	\$ 403.36	\$ 440.00	\$ 1,600.00	\$ 6,181.80	\$ 2,122.20	\$ 8,304.00	\$ 19,236.00	\$ 27,540.00	\$ 368.00	\$ 47.00	\$ 415.00	\$ 962.00	\$ 1,377.00	5.6%	9.1%	\$ 1,572.00	\$ 87.00										

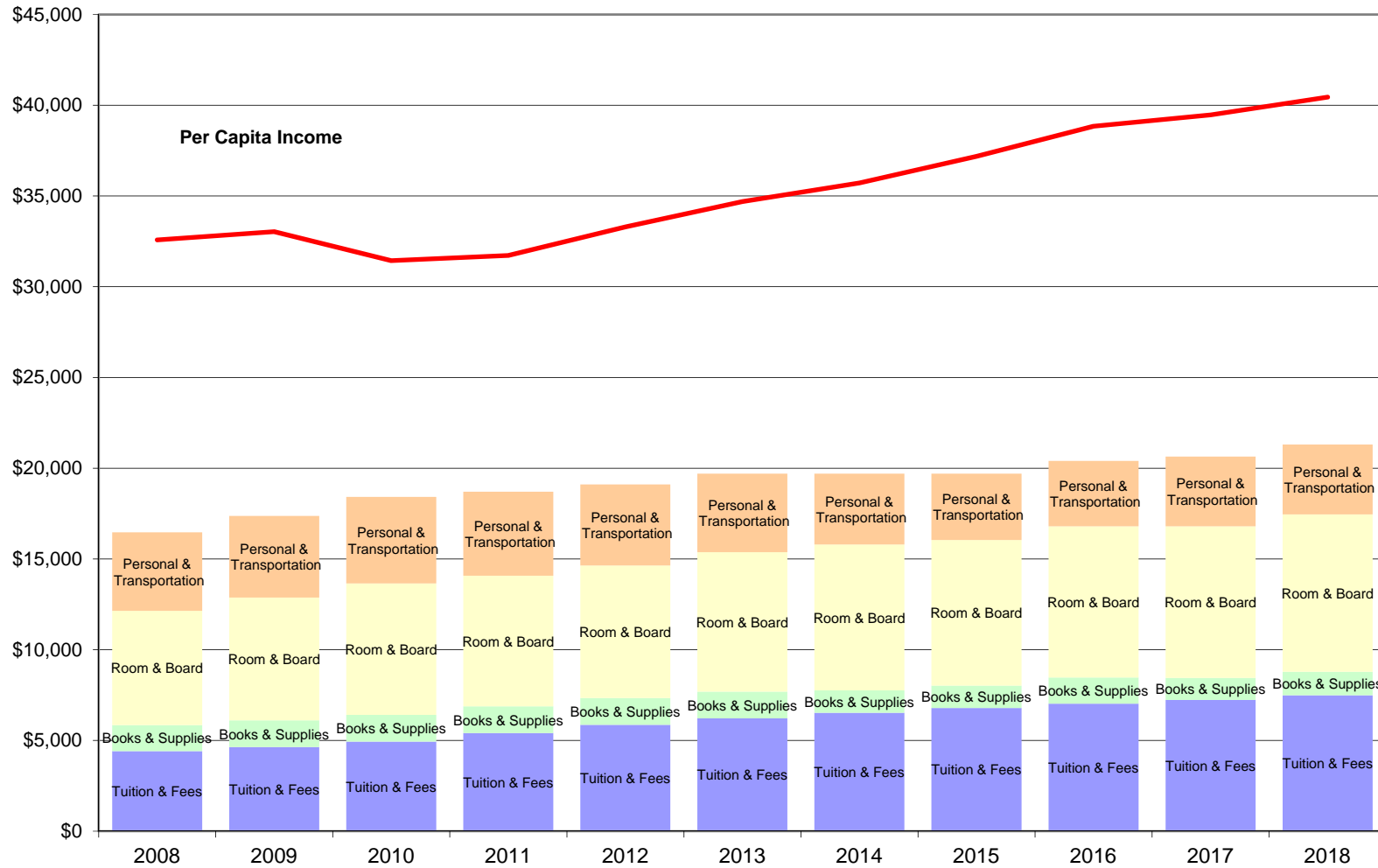
	Needs Amount	Cumulative		305%
1 =	\$ 1,598,800	\$ 1,598,800	Variable Benefits + CEC: Regular Employees	305%
2 =	218,700	1,817,500	CEC: Group Employees	305%
3 =	1,226,200	3,043,700	Health Insurance	
4 =	321,300	3,365,000	Faculty Promotions	
7 =	674,400	4,039,400	CEC needed based on UI benefit rates and some non general education positions	
10 =	1,348,800	5,388,200	Enrollment Changes	

UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY20 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

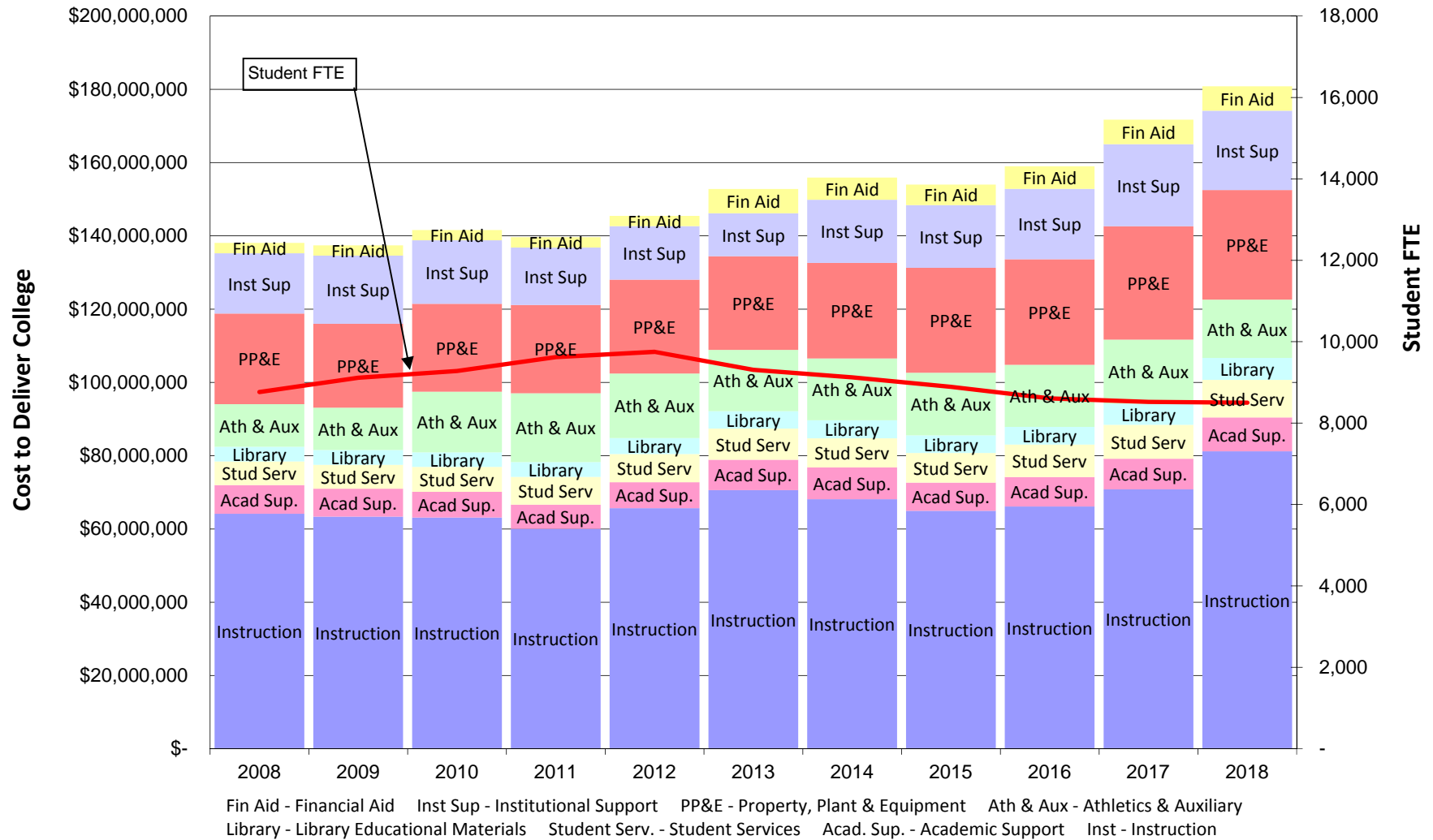
Student Fees:	FY 2016	FY 2017	FY 2018	FY 2019	Request FY 2020	5-Year Increase	% Increase
1 Full-time Fees							
2 Tuition (Unrestricted)	\$5,002.60	\$5,162.32	\$5,444.36	\$5,778.44	\$6,181.80	\$1,179.20	23.57%
3 Technology Fee	125.40	125.40	165.40	165.40	165.40	40.00	31.90%
4 Facilities Fees	790.50	820.50	791.62	791.62	821.62	31.12	3.94%
5 Student Activity Fees	1,101.50	1,123.78	1,086.62	1,128.54	1,135.18	33.68	3.06%
6 Total Full-time Fees	7,020.00	7,232.00	7,488.00	7,864.00	8,304.00	1,284.00	18.29%
7 Percentage Increase	3.5%	3.0%	3.5%	5.0%	5.6%		
9 Part-time Credit Hour Fees							
10 Undergraduate Tuition and Fees	\$292.50	\$302.00	\$328.50	\$347.50	\$368.00	\$75.50	25.81%
11 Undergraduate Fees	\$58.50	\$60.00	\$45.50	\$45.50	\$47.00	(\$11.50)	-19.66%
12 Total Part-time Cr Hr Fees	\$351.00	\$362.00	\$374.00	\$393.00	\$415.00	\$64.00	18.23%
14 Other Student Fees							
15 Academic Year Graduate Fees:							
16 Full-Time Tuition	\$5,002.60	\$5,162.32	\$5,444.36	\$5,778.44	\$6,181.80	\$1,179.20	23.57%
17 Full-Time Grad	\$1,202.00	\$1,298.00	\$1,376.00	\$1,488.00	\$1,572.00	\$370.00	30.78%
18 Full-Time Other Fees	\$2,017.40	\$2,069.68	\$2,043.64	\$2,085.56	\$2,122.20	\$104.80	5.19%
19 Total	\$8,222.00	\$8,530.00	\$8,864.00	\$9,352.00	\$9,876.00	\$1,654.00	20.12%
20 Part-Time Tuition	\$331.50	\$342.00	\$370.50	\$391.50	\$415.00	\$83.50	25.19%
21 Part-Time Grad	\$67.00	\$72.00	\$76.00	\$83.00	\$87.00	\$20.00	29.85%
22 Part-Time Other Fees	\$58.50	\$60.00	\$45.50	\$45.50	\$47.00	(\$11.50)	-19.66%
23 Total	\$457.00	\$474.00	\$492.00	\$520.00	\$549.00	\$92.00	20.13%
24 Summer Session							
25 On-Campus							
26 Part-Time Undergrad Tuition	\$292.50	\$302.00	\$328.50	\$347.50	\$368.00	\$75.50	25.81%
27 Part-Time Grad Tuition	\$331.50	\$342.00	\$370.50	\$391.50	\$415.00	\$83.50	25.19%
28 Part-Time Grad Fee	\$67.00	\$72.00	\$76.00	\$83.00	\$87.00	\$20.00	29.85%
29 Part-Time Other Fees (UG & GR)	\$58.50	\$60.00	\$45.50	\$45.50	\$47.00	(\$11.50)	-19.66%
30 Nonresident Tuition (See Notes A & B)							
31 Full-Time Tuition (UG & GR)	\$14,004.00	\$14,808.00	\$16,324.00	\$17,636.00	\$19,236.00	\$5,232.00	37.36%
32 Part-Time Tuition Undergrad	\$700.00	\$740.00	\$817.00	\$882.00	\$962.00	\$262.00	37.43%
33 Part-Time Tuition Grad	\$778.00	\$823.00	\$907.00	\$979.00	\$1,069.00	\$291.00	37.40%
34 Professional Fees:							
35 Law College FT	\$9,008.00	\$10,134.00	\$10,884.00	\$11,634.00	\$12,384.00	\$3,376.00	37.48%
36 Law College PT	\$500.00	\$563.00	\$605.00	\$646.00	\$688.00	\$188.00	37.60%
37 Art & Architecture FT UG & GR	\$1,106.00	\$1,246.00	\$1,302.00	\$1,302.00	\$1,350.00	\$244.00	22.06%
38 Art & Architecture PT Undergrad	\$55.00	\$62.00	\$65.00	\$65.00	\$68.00	\$13.00	23.64%
39 Art & Architecture PT Grad	\$61.00	\$69.00	\$72.00	\$72.00	\$75.00	\$14.00	22.95%
40 Self-Support Program Fees:							
41 Executive MBA (2 years)	\$42,000.00	\$42,000.00	\$44,100.00	\$44,100.00	\$47,900.00	\$5,900.00	14.05%
42 Masters of Science Athletic Training (1 yr/3	\$20,394.00	\$22,434.00	\$22,434.00	\$22,434.00	\$22,434.00	\$2,040.00	10.00%
43 Doctorate in Athletic Training (1 year/3 Ser	\$18,128.00	\$19,941.00	\$19,941.00	\$19,941.00	\$19,941.00	\$1,813.00	10.00%
44 MOSS Environmental Education (1 year/2	\$14,476.00	\$15,054.00	\$15,656.00	\$16,282.00	\$17,584.00	\$3,108.00	21.47%
45 MOSS MNR Env Ed/Sci Comm (1 year + S	N/A	N/A	\$19,804.00	\$20,596.00	\$22,244.00	New	New
46 Other Fees:							
47 Overload Fee	\$292.50	\$302.00	\$328.50	\$347.50	\$368.00	\$75.50	25.81%
48 Western Undergrad Exchge	\$3,510.00	\$3,616.00	\$3,744.00	\$3,932.00	\$4,152.00	\$642.00	18.29%
49 In-service Fees/Cr Hr - UG	\$106.00	\$110.00	\$114.00	\$122.00	\$129.00	\$23.00	21.70%
50 In-service Fees/Cr Hr - Grad	\$132.00	\$138.00	\$143.00	\$160.00	\$162.00	\$30.00	22.73%

Cost of Attending College vs. Per Capita Income University of Idaho

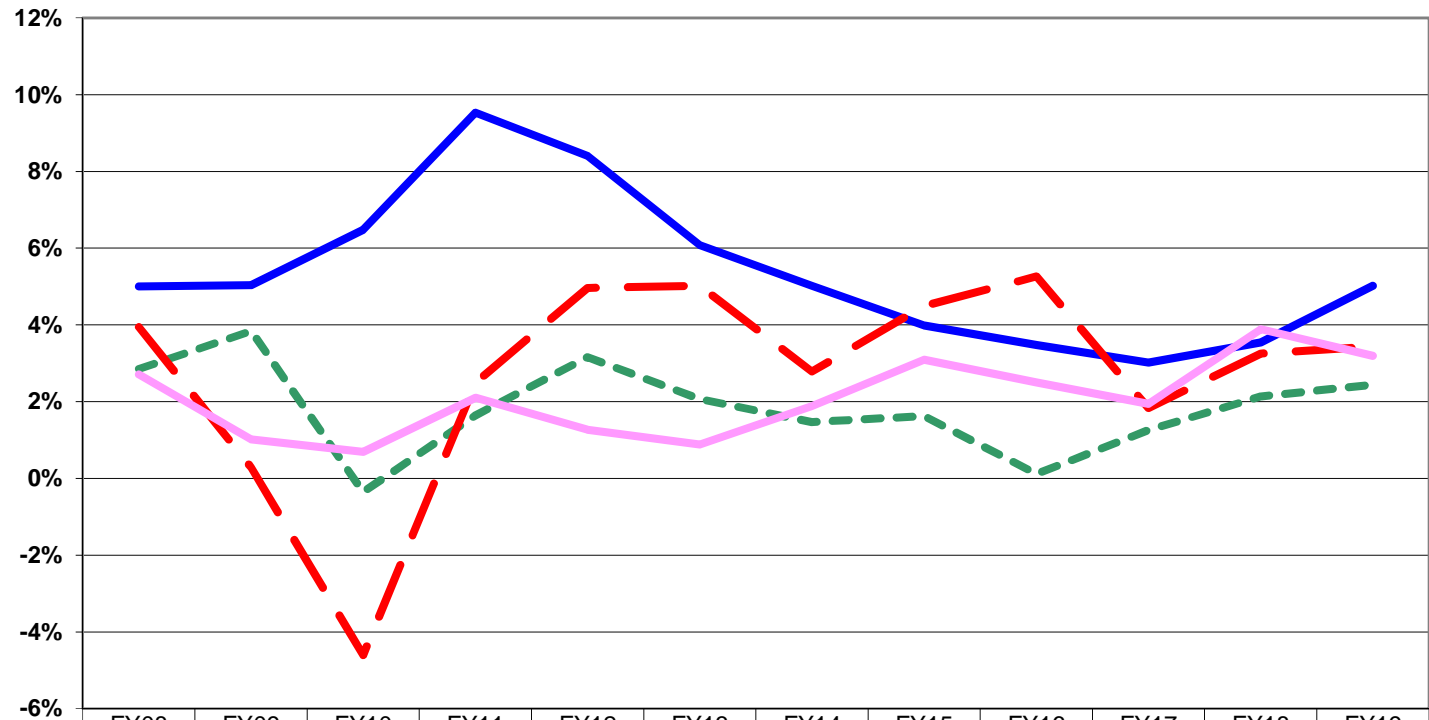


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College University of Idaho

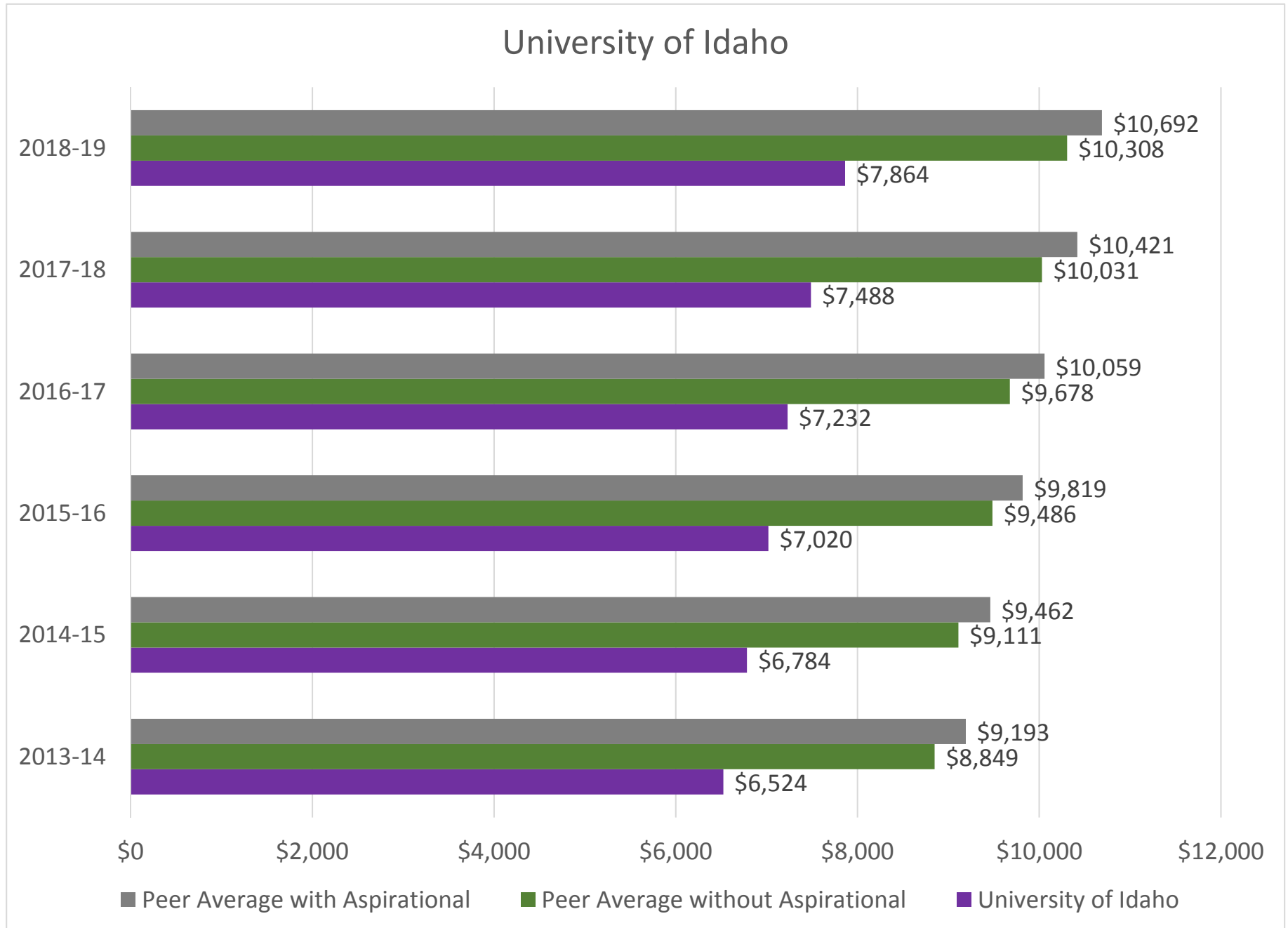


**University of Idaho
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year**



	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Resident Tuition and Fees	5.00%	5.03%	6.48%	9.53%	8.40%	6.08%	5.02%	3.99%	3.48%	3.02%	3.54%	5.02%
Consumer Price Index	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%
Idaho Per Capita Income	3.94%	0.29%	-4.61%	2.49%	4.96%	5.02%	2.79%	4.49%	5.26%	1.83%	3.25%	3.44%
Idaho Average Annual Wage	2.71%	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.09%	2.50%	1.94%	3.89%	3.19%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2019



Office of the Dean
Moscow, ID 83844-2321
(208) 885-4977
FAX: 885-5709

Memorandum

Date: February 1, 2019

To: John Wiencek, Provost & Executive Vice President
Brian Foisy, Vice President for Finance & Administration
Trina Mahoney, Director, Budget Office

From: Jerrold Long, Dean, College of Law

Re: Law Student Dedicated Professional Fee Request for FY 2020

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of \$750 per year for Fiscal Year 2020. This dollar amount represents an increase of 6.5% over the current level of \$11,634 per year to \$12,384 per year.

This proposed fee is necessary to maintain the high quality of education we provide to students. This fee is not, nor should it be perceived as, a substitute for other funding from the University or from any other source. We fear that perception could lead to the ultimate functional privatization of the College of Law, which would be detrimental to legal education in the State of Idaho. Out of necessity, the fee has been used by the College of Law to preserve the quality of legal education under the enormous pressures of the recent period of financial difficulty. The fee is an additional investment by law students themselves in their own legal education, which is the foundation of their future success as professionals.

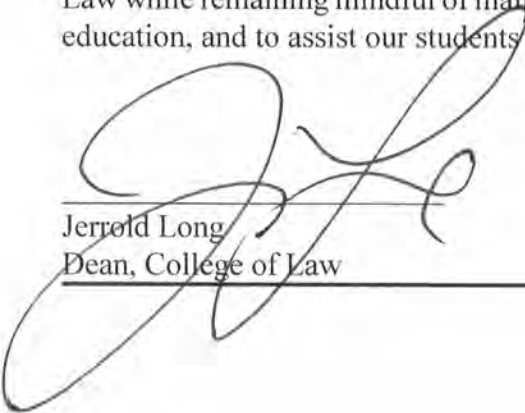
The current requested fee increase will support our expanded Boise area operations, including the upkeep and improvement of the Idaho Law & Justice Learning Center. For example, the fee will support the addition of study carrels, increased seating, and technology improvements all of which are required to continue our existing operations and support potential increases in enrollment. In addition, the fee increase will assist with some unanticipated costs associated with operating a law school in two locations 300 miles apart, including additional faculty and staff, with the intention of maintaining the quality of our academic programs. The requested fee increase serves two general purposes: it allows us to continue to achieve our statewide, land grant mission as Idaho's public law school, and it supports specific areas of strategic investment identified by our accrediting body, the American Bar Association

These proposed uses for the fee increase have long held support by the law student leadership. It is important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The

6.5% fee increase reflects this balancing of interests, though the College's overall funding needs are greater than can be supported by fee increases alone.

Conclusion:

The FY 2020 fee increase of 6.5%, or \$750, is designed to address critical needs at the College of Law while remaining mindful of maintaining our College's cost-competitive edge in American legal education, and to assist our students in controlling their educational debts.



Jerrold Long
Dean, College of Law

February 12, 2019

To: Idaho State Board of Education (SBOE)
From: Student Congress of Art & Architecture (SCAA)
College of Art & Architecture
University of Idaho

The Student Congress of Art & Architecture (SCAA) represents all students within our college. The student leaders in the College of Art & Architecture at the University of Idaho are writing to inform you that we have held a meeting speaking with the students and club representatives about a pre-arranged 3.75% increase in our student professional fee. The students are in full support of the increase knowing it will be used to support the administrative functions and operations within the College of Art & Architecture. In addition, the professional fee provides outstanding services and opportunities directly to students which enhances their academic experience at the University of Idaho. We appreciate everything that the College of Art & Architecture provides to its students.

Sincerely,

A handwritten signature in black ink, appearing to read "Amber Korvales". The signature is stylized with a large, looped initial "A" and "K".

Amber Korvales
SCAA President

TO: John Wiencek, Provost and Executive Vice President
FROM: Marc Chopin, Dean, College of Business and Economics
DATE: February 22, 2019
SUBJECT: Executive MBA Program Fee Request

Executive MBA Program

875 Perimeter Drive MS 3161
Moscow, Idaho 83844-3161

Phone: 208-885-0555
Fax: 208-885-5580
emba@uidaho.edu
www.uidaho.edu/emba

The Executive MBA program (Idaho EMBA) continues its best practice of program enhancements to ensure a high-quality, nationally competitive learning experience. In 2018, we implemented several stakeholder-centered program enhancements, including moving to an every other year delivery model, admitting a new student cohort in even-numbered years beginning in August 2018. Content delivery was restructured by moving to five 5-hour sessions for the monthly face-to-face sessions which allows class to end earlier on Saturday. This change makes our program more attractive to individuals outside the Coeur d'Alene region in high-potential markets. By restructuring the program delivery and proactively managing costs, we are able to make a smaller, incremental fee increase every other year while achieving our goal of delivering an attractive, competitive program in the region.

I am writing to request a fee increase of \$3,800 (8.6%) for the Idaho EMBA program from the current fee of \$44,100 to \$47,900 for the next cohort of students entering. This request will not affect any students currently enrolled in the program. Our every other year delivery format requires that we submit a request in order to communicate to current EMBA candidates the actual cost of the program in 2020.

This request will enable us to continue our best practice of stakeholder-centered, high-value graduate education and defray increasing program delivery costs, including:

- retaining and recruiting qualified faculty to teach and staff to provide administrative support for students and sponsors
- actively recruiting qualified students and supportive sponsoring organizations
- delivering high-impact engagement experiences with statewide and regional business leaders through the Inside the C-Suite Executive Speaker Series
- meeting student and sponsor expectations for executive coaching, skills-based training, relevant course materials, and quality catering during the 10-hour class days

The Idaho EMBA enjoys a reputation for being high quality and it continues to be the only face-to-face Executive MBA program within 250 miles of Coeur d'Alene. The cohort-based, monthly schedule allows highly motivated business professionals to earn their MBA in 22 months while continuing to work full time. Our student's age, work experience, and management experience align with the national averages as detailed by the Executive MBA Council. The list of organizations sponsoring their high potential employees in the Idaho EMBA program, and the industries they represent, continues to grow.

In benchmarking the Idaho EMBA program with regional MBA and EMBA competition, our fee is significantly lower, in fact it is one of lowest priced EMBA programs in the country. The unique structure of Executive MBA programs, and the accompanying high expectations of both students and sponsoring organizations, require a higher price point to deliver. Maintenance and growth of the Idaho EMBA program requires investment. An overall fee of \$47,900 aligns with the cost of delivering and growing the program and is essential to remaining competitive with regional and national MBA and EMBA programs.

Please let me know if you have questions. Thank you for your consideration.



OFFICE OF THE DEAN
 College of Natural Resources
 Perimeter Drive MS1138
 Moscow, ID 83844-1138

29 January 2019

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science
 Communication Graduate Certificate Program Fee

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in a graduate certificate in Environmental Education and Science Communication (Board approved in 2005).

The purpose of this memo is to request an 8% increase in the self-support program fee for school year 2019-20 from the current rate of \$8,141 per semester, to \$8,792 per semester. This requested 8% increase is in line with the SBOE approved overall UI graduate tuition and fee rate increase approved in April, 2018. Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2019.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. Talented students come to the University of Idaho/CNR from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "D.B.", with a stylized flourish extending to the right.

Dennis Becker, PhD
Dean, College of Natural Resources



OFFICE OF THE DEAN
College of Natural Resources
Perimeter Drive MS1138
Moscow, ID 83844-1138

29 January 2019

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science
Communication Masters of Natural Resources (MNR) Program Fee

Dear Members of the Board,

In 2017, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful Master of Natural Resources (MNR) program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in an MNR with special emphasis on Environmental Education and Science Communication.

The purpose of this memo is to request an 8% increase in the self-support program fee for school year 2019 – 2020 from the current rate of \$10,298 per semester, to \$11,122 per semester. **This requested 8% increase is in line with the SBOE approved overall UI graduate tuition and fee rate increase approved in April 2018.** Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2019.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. Talented students come to the University of Idaho/CNR from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "D.R. N.", with a stylized flourish extending to the right.

Dennis Becker, PhD
Dean, College of Natural Resources

BOISE STATE UNIVERSITY

FY 2020 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2020 Attachment 2
 - Potential T&F Revenue Changes for FY 2020 Attachment 3
 - Expenses Covered by Tuition and Fee Increase for FY 2020 Attachment 4
 - Tuition and Fee Increases to Cover Unfunded Expenses for FY 2020 Attachment 5
 - 4-year History: Board Approved T&F plus FY 2020 Requested T&F Attachment 6
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 7
 - Chart: Cost to Deliver College Attachment 8
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 9
 - Chart: Institution Comparison to Peers Attachment 10

**Boise State University
FY2020 Student Tuition and Fee Request**

The Fee Hearing Process

Boise State's Executive Budget Committee works closely with the Student Activity Fee Advisory Board (SAFAB) on tuition and fee recommendations. This structure is designed to give the student body an active voice in the annual proceedings while providing a strong role in recommendations regarding the specific use of student activity fee revenues. The Advisory Board consists of ASBSU officers, students and advisory staff.

In February, the Executive Tuition and Student Fee Committee held open hearings that included presentations on the proposed changes and accepted public testimony. Following the hearing, the Executive Tuition and Student Fee Committee considered the testimony along with the recommendations from the SAFAB and developed a final recommendation for the President.

Tuition/Fee Request Overview

Leading up to this legislative session, Boise State was hopeful a new outcomes-based funding model would be implemented that might help begin to address funding inequities that exist in the State. As you know, Boise State remains significantly lower than the other universities in base funding per student, per degree, and per EWA calculated student credit hour. While we are grateful for this year's state EWA allocation, the overall impact of the allocation does little to alter our funding per student gap or to address the years of growth without funding for EWA.

We continue our efforts to remain affordable while delivering the outcomes our students and constituents expect. This includes weighing the overall cost to students against funding priorities that are essential to improving student success, graduation and retention rates, as well as meeting the economic and workforce needs of our region. Our tuition rate is consistently the lowest among Idaho's universities and colleges, and our combined tuition and fee rate remains lower than the University of Idaho as well as most of our peers.

For full-time students, defined as student enrolling in 11 or more credits for AY20, Boise State University recommends an annual rate tuition and fee rate of \$8,068, or an additional \$374 a year. This requested increase includes a \$273.56 increase in tuition, a \$12.54 increase in the student technology fee, a \$30 increase in the facilities fee, and a \$57.90 increase in student activity fees. Part-time rates are proposed at \$367 per credit hour which is an increase of \$17 per credit hour. A breakdown of the individual increases to full and part-time tuition, facilities fees, technology fees and activity fees are included in the attachment.

Boise State continually engages in program prioritization activities that result in both the more effective use of resources as well as the reallocation of funds. As part of the FY20 annual budget process, all departments submitted updates identifying how they are making more effective use of their existing resources. In addition, from July through December of FY20, 1,200 budget transfers were made which reflect the volume of reallocations that occur throughout Boise State's budgets on an ongoing basis.

Self-Support Programs and Online Fee Programs

All self-support and online programs are required to cover the 3 percent CEC approved by the legislature.

Graduate Certificate in Conflict Management

The Conflict Management Certificate Program is asking to increase their current fee of \$369 by 9.5% to \$404. Currently graduate credits are only \$19 more than undergraduate credits in the same program. The additional revenue will allow the program to keep pace with additional staff costs.

Adult Gerontology Nurse Practitioner (AGNP)

The AGNP program began admitting students in 2014 and the program has required supplement funding to fully cover indirect costs. The program requests increasing the fee from \$750 per credit to \$890, an 18.67% increase. By increasing tuition, the program will become fully self-sufficient.

EdTech Masters and Grad Certificate and PhD Program

EdTech requests increases to their graduate programs to cover rising personnel costs and to maintain program quality and support. The program seeks to increase the current \$464 per credit hour fee for Master's programs and graduate certificates by \$14 and to increase the current \$581 per credit hour fee for the PhD program by \$18. The 3.02% and 3.10% increases reflect the rising costs of instruction, especially as related to technology education. In addition, the programs request that their fees shift from self-support to online program fee and their program shifts from local funds to appropriated.

Graduate Certificate in Healthcare Simulation

The Graduate Certificate in Healthcare Simulation requests an increase in fee per credit from \$600 to \$675, a 12.5% increase. This increase will offset the rising cost of salaries.

Organizational Performance and Workplace Learning

The current fee for the OPWL program last increased in 2016, and before that, in 2007. Each time the program has requested an 8%-18% increase, rather than smaller annual increases, in order to keep up with the rising cost of recruiting and delivering online education in a competitive market. A comprehensive review of similar programs in Idaho shows that even with the increase, Boise State's cost per credit is less expensive than the in-state competition. The program is considering lessening its credit requirements to reduce the total cost of the degree in the near future. The program is requesting an 11.1% increase from \$450 per credit to \$500. This increase is necessary for the program to continue to be self-sufficient and allow future increases to remain small.

Certificate in Design Ethnography

The Design Ethnography program is proposing to reduce the per credit rate from \$497 to \$350 (29.6% decrease) to match other online program fee undergraduate programs at Boise State. The current rate has led students interested in the certificate program to enroll in the regular tuition and fee offering for the program to avoid paying higher online program fees.

Master of Accountancy

The Masters of Accountancy (MSA) Program requests a 10% increase in per credit fee from \$450 to \$495 in FY20. The increase would mitigate projected losses and bring the program closer to tuition rates charged by other AACSB Business Schools in the country while remaining far below the average fee. The program did not request an increase in FY19.

BOISE STATE UNIVERSITY

ATTACHMENT 2

Changes to Student Fees for FY 2020 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd	FY19	FY20	Requested		
	Appv	Fees	Initial Notice	FY20 Fees	Change	% Chg.
1 Full-time Fees:						
2 Tuition	**	\$5,258.80	\$5,532.26	\$5,532.36	\$273.56	5.2%
3 Technology Fee	**	\$244.60	\$257.14	\$257.14	12.54	5.1%
4 Facilities Fees	**	\$1,359.60	\$1,389.60	\$1,389.60	30.00	2.2%
5 Student Activity Fees	**	\$831.00	\$902.46	\$888.90	57.90	7.0%
6 Total Full-time Fees		\$7,694.00	\$8,081.46	\$8,068.00	\$374.00	4.9%
7	**					
8 Part-time Credit Hour Fees:						
9 Education Fee	**	\$239.31	\$251.74	\$251.75	\$12.44	5.2%
10 Technology Fee	**	\$11.12	11.69	\$11.69	0.57	5.1%
11 Facilities Fees	**	\$61.80	63.16	\$63.16	1.36	2.2%
12 Student Activity Fees	**	\$37.77	41.02	\$40.40	2.63	7.0%
13 Total Part-time Cr Hr Fees:		\$350.00	\$367.61	\$367.00	\$17.00	4.9%
14						
15 Summer Fees: (eff. Summer 2020)						
16 Education Fee	**	\$187.91	\$197.68	\$199.08	\$11.17	5.9%
17 Technology Fee	**	\$8.90	8.90	\$8.90	0.00	0.0%
18 Facilities Fees	**	\$49.44	49.44	\$49.44	0.00	0.0%
19 Student Activity Fees	**	\$33.75	36.45	\$35.58	1.83	5.4%
20 Total Summer Fees:		\$280.00	\$292.47	\$293.00	\$13.00	4.6%
21						
22 Other Student Fees:						
23 Graduate Fees:						
24 Full-time Grad/Prof	**	\$1,500.00	\$1,578.00	\$1,578.00	\$78.00	5.2%
25 Part-time Graduate/Hour	**	\$98.00	\$103.10	\$103.00	\$5.00	5.1%
26 Nonresident Tuition:						
27 Nonres Tuition - full time	**	\$16,082.00	\$16,918.26	\$16,920.00	\$838.00	5.2%
28 Nonres Fees - part-time	**	\$339.00	\$356.63	\$357.00	\$18.00	5.3%
29 Nonres Fees - summer	**	\$35.00	\$35.00	\$35.00		
30 Professional Fee:						
31 Undergrad. Nursing	**	\$1,356.00		\$1,356.00	\$0.00	0.0%
32 Engineering Prog. (pch upper divisor	**	\$35.00		\$35.00	\$0.00	0.0%
33 Self-Support Program Fees:						
34 Bachelor Business / Accountancy: Twin Falls		\$297.00		\$297.00	\$0.00	0.0%
35 Executive MBA		\$1,245.00		\$1,245.00	\$0.00	0.0%
36 MBA Online		\$750.00		\$750.00	\$0.00	0.0%
37 Bachelor of Criminal Justice: Twin Falls		\$275.00		\$275.00	\$0.00	0.0%
38 Master of Social Work: Twin Falls & N.I.		\$400.00		\$400.00	\$0.00	0.0%
39 Bachelor of Social Work: Twin Falls		\$275.00		\$275.00	\$0.00	0.0%
40 Graduate Certificate in Conflict Mgmt.		\$369.00		\$404.00	\$35.00	9.5%
41 Doctor of Nurse Practice (DNP)		\$750.00		\$750.00	\$0.00	0.0%
42 Adult Gerontology Nurse Practitioner (AGNP)		\$750.00		\$890.00	\$140.00	18.7%
43 B.S. in Nursing (RN to BSN)		\$350.00		\$350.00	\$0.00	0.0%
44 B.S. Respiratory Care (R.R.T. to B.S.)		\$300.00		\$300.00	\$0.00	0.0%
45 M.Ed., Specialist in Exec. Ed. Leadership		\$420.00		\$420.00	\$0.00	0.0%
46 Math Consulting Teacher Endorsement Cert.		\$225.00		\$225.00	\$0.00	0.0%
47 M.A. in Education, Literacy		\$375.00		\$375.00	\$0.00	0.0%
48 M.A. in Education, Bilingual / ENL Education		\$375.00		\$375.00	\$0.00	0.0%
49 Master of Athletic Leadership		\$378.00		\$378.00	\$0.00	0.0%
50 Master of Bilingual Ed/ESL: Canyon Cty		\$329.00		\$329.00	\$0.00	0.0%
51 Online Program Fees						
52 BS Imaging Sciences	**	\$395.00		\$395.00	\$0.00	0.0%
53 Grad. Cert. in Healthcare Simulation	**	\$600.00		\$675.00	\$75.00	12.5%
54 Master of Social Work Online	**	\$495.00		\$495.00	\$0.00	0.0%
55 Org. Perf. & Workplace Learn	**	\$450.00		\$500.00	\$50.00	11.1%
56 Cert. in Design Ethnography	**	\$497.00		\$350.00	(\$147.00)	-29.6%
57 BAS / MDS	**	\$350.00		\$350.00	\$0.00	0.0%
58 B.B.A. Management	**	\$350.00		\$350.00	\$0.00	0.0%
59 Bachelor of Public Health	**	\$350.00		\$350.00	\$0.00	0.0%
60 Bachelor of Public Relations	**	\$350.00		\$350.00	\$0.00	0.0%
61 Online Degree Pathway	**	\$350.00		\$350.00	\$0.00	0.0%
62 Master of Accountancy	**	\$450.00		\$495.00	\$45.00	10.0%
63 EdTech Masters and Grad Certificate	**	\$464.00		\$478.00	\$14.00	3.0%
64 EdTech PhD	**	\$581.00		\$599.00	\$18.00	3.1%
65 Master of Respiratory Care	**	\$500.00		\$500.00	\$0.00	0.0%
66 Master in Genetic Counseling	**	\$982.00		\$982.00	\$0.00	0.0%
67 Other Fees:						
68 Western Undergrad Exchange	**	\$3,846.00	\$4,040.74	\$4,034.00	\$188.00	4.9%
69 Tuition over 16 hours (AY18 over 15 hours)	**	\$239.00		\$252.00	\$13.00	5.4%
70 In-service Fees/Cr Hr - Undergrad	**	\$122.00		\$129.00	\$7.00	5.7%
71 In-service Fees/Cr Hr - Grad	**	\$160.00		\$170.00	\$10.00	6.3%
72 New Student Orientation Fee	**	\$175.00		\$175.00	\$0.00	0.0%
73						
74						

BOISE STATE UNIVERSITY
Potential Student Fee Revenue Changes for FY 2020
Due to Enrollment and Fee Changes

ATTACHMENT 3

	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY19	FY20	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Student Fees:								
1	Full-time Fees:							
2	Tuition (Unrestricted)	12,126	12,126	\$0		\$3,317,200		\$3,317,200
3	Technology Fee	12,126	12,126		-		152,100	152,100
4	Facilities Fees	12,126	12,126		-		363,800	363,800
5	Student Activity Fees	12,126	12,126		-		702,100	702,100
6	Total Full-time Fees			-	-	3,317,200	1,218,000	3,317,200
7								
8	Part-time Credit Hour Fees:							
9	Education Fee	40,678	40,678	\$0		\$506,000		\$506,000
10	Technology Fee	40,678	40,678		-		23,300	23,300
11	Facilities Fees	40,678	40,678		-		55,300	55,300
12	Student Activity Fees	40,678	40,678		-		106,900	106,900
13	Total Part-time Cr Hr Fees:			-	-	506,000	185,500	506,000
14								
15	Summer Fees:							
16	Education Fee	26,096	27,140	\$196,100		\$303,200		\$499,300
17	Technology Fee	26,096	27,140		9,300		-	9,300
18	Facilities Fees	26,096	27,140		51,600		-	51,600
19	Student Activity Fees	26,096	27,140		35,200		49,700	84,900
20	Total Summer Fees:			196,100	96,100	303,200	49,700	499,300
21								
22	Other Student Fees:							
23	Graduate Fees:							
24	Full-time Grad/Prof	692	692	\$0		\$54,000		\$54,000
25	Part-time Graduate/Hour	7,341	7,341	-		36,700		36,700
26	Nonresident Tuition:							
27	Nonres Tuition - full-time	1,153	1,153	-		966,200		966,200
28	Nonres Fees - part-time	4,123	4,123	-		74,200		74,200
29	Nonres Fees - summer	7,250	7,250	-		-		-
30	Professional Fees:							
31	Undergrad. Nursing	288	288		-		-	-
32	Eng. p/ch U.D. (Civil,Elec,Mech,Mat	9,520	9,520		-		-	-
33	Self-Support Program Fees:							
34	Bachelor Business / Accountancy: T	199	199		-		-	-
35	Executive MBA	900	900		-		-	-
36	MBA Online	4,191	4,191		-		-	-
37	Bachelor of Criminal Justice: Twin F;	207	207		-		-	-
38	Master of Social Work: Twin Falls &	907	907		-		-	-
39	Bachelor of Social Work: Twin Falls	347	347		-		-	-
40	Graduate Certificate in Conflict Mgm	365	365		-		12,800	12,800
41	Doctor of Nurse Practice (DNP)	273	273		-		-	-
42	Adult Gerontology Nurse Practitioner	803	803		-		112,400	112,400
43	B.S. in Nursing (RN to BSN)	8,853	8,853		-		-	-
44	B.S. Respiratory Care (R.R.T. to B.S	4,228	4,228		-		-	-
45	M.Ed., Specialist in Exec. Ed. Leade	351	351		-		-	-
46	Math Consulting Teacher Endorseme	478	478		-		-	-
47	M.A. in Education, Literacy	345	345		-		-	-
48	M.A. in Education, Bilingual / ENL Et	685	685		-		-	-
49	Master of Athletic Leadership	426	426		-		-	-
50	Master of Bilingual Ed/ESL: Canyon	685	685		-		-	-
51	Online Program Fees							
52	BS Imaging Sciences	1,167	1,754	231,900		-		231,900
53	Grad. Cert. in Healthcare Simulation	135	168	19,800		12,600		32,400
54	Master of Social Work Online	8,683	9,435	372,200		-		372,200
55	Org. Perf. & Workplace Learn	1,932	1,983	23,000		99,200		122,200
56	Cert. in Design Ethnography	34	30	(2,000)		(4,400)		(6,400)
57	BAS / MDS	2,264	3,252	345,800		-		345,800
58	B.B.A. Management	3,314	3,949	222,300		-		222,300
59	Bachelor of Public Health	533	1,637	386,400		-		386,400
60	Bachelor of Public Relations	0	491	171,900		-		171,900
61	Online Degree Pathway	0	2,750	962,500		-		962,500
62	Master of Accountancy	1,400	790	(274,500)		35,600		(238,900)
63	EdTech Masters and Grad Certificat	3,046	3,046	-		42,600		42,600
64	EdTech PhD	849	849	-		15,300		15,300
65	Master of Respiratory Care	190	613	211,500		-		211,500
66	Master in Genetic Counseling	0	271	266,100		-		266,100
67	Other Fees:							
68	Western Undergrad Exchge	1,925	1,925	-		361,900		361,900
69	Tuition over 16 hours (AY18 over 15	2,681	2,681	-		34,900		34,900
70	In-service Fees/Cr Hr - Undergrad			-				-
71	In-service Fees/Cr Hr - Grad	950	950			9,500		9,500
72	New Student Orientation Fee	4,200	4,200			-		-
73	Total Other Student Fees			\$2,936,900	-	\$1,738,300	125,200	\$4,675,200
74	Total Additional Student Fee Revenue			3,133,000	96,100	5,864,700	1,578,400	8,997,700
75	Total Additional Student Fee Revenue Excl Online/SelfSupp			\$196,100	\$96,100	\$5,663,800	\$1,453,200	\$5,859,900

Boise State University
FY20 Comparative Scenarios for Tuition

	Assumes Flat Enrollment	COVERS: Benefits/CEC/ Comp Sched Chg	Includes Changes in Enrollment	COVERS: Benefits/CEC/ Comp Sched Chg, Promotions, Other	PROPOSED Includes Changes in Enrollment
Total Tuition Need:					
Health Insurance	\$0	\$0	\$0	\$0	\$0
Variable Benefits	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500
CEC: Regular Employees	\$2,132,500	\$2,132,500	\$2,132,500	\$2,132,500	\$2,132,500
CEC: Group/Temporary	\$183,800	\$183,800	\$183,800	\$183,800	\$183,800
Compensation Schedule Changes	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200
GTA Fee Waiver	\$367,900	\$367,900	\$367,900	\$367,900	\$367,900
Faculty Promotions		\$461,000	\$461,000	\$461,000	\$461,000
Occupancy Costs Shortfall			\$683,700	\$683,700	\$683,700
Health Insurance (Boise State plan for GTAs only)			\$90,854	\$90,854	\$90,854
General Inflation			\$1,168,500	\$1,168,500	\$1,168,500
Library Inflation			\$237,500	\$237,500	\$237,500
Boise Police Contract Cost Increases			\$50,000	\$50,000	\$50,000
Existing Recurring Commitments Funded with One-Time Funds			\$4,811,530	\$233,846	\$233,846
Total Calculated Tuition Need	\$2,728,900	\$3,189,900	\$10,231,984	\$5,654,300	\$5,654,300
Cost Savings and Changes to FY 2019 Enrollment Applied Toward Tuition Increases Note A					
Cost savings generated through Program Prioritization	\$0	\$0	\$0	\$0	\$0
Cost savings generated through strategies included in Huron report	\$0	\$0	\$0	\$0	\$0
TOTAL Cost Savings and FY 2019 Enrollment Applied Toward Tuition Increases	\$0	\$0	\$0	\$0	\$0
Total Net Tuition Requested	\$2,728,900	\$3,189,900	\$10,231,984	\$5,654,300	\$5,654,300
Total Tuition/Fee Rate Increases				Proposed Rates	
FT Undergraduate Resident	3.02%	3.30%	9.10%	4.86%	
FT Graduate	2.93%	3.20%	9.10%	5.20%	
FT Non-Resident	3.01%	3.32%	9.10%	5.21%	
PT Undergraduate Resident	2.86%	3.14%	9.10%	4.86%	
PT Graduate	3.06%	3.06%	9.10%	5.10%	
PT Non-Resident	3.24%	3.83%	9.10%	5.31%	

Note A: Describe in your Fee Narrative the amount and where you have applied cost savings from Program Prioritization and strategies from the Huron report either in reducing the need for tuition increases (amount shown in this worksheet) or elsewhere in your institution.

Boise State University FY20 Tuition and Fee Scenarios

	Tuition Revenue	FT Resident Tuition % Increase	FT Tuition Rate	FT Tuition \$ Increase	FT Resident Tuition and Fee % Increase	FT Tuition and Fee Rate	FT Tuition and Fee \$ Increase	FT Non-Resident Fee % Increase	FT Non-Resident Fee	FT Non-Resident \$ Increase	FT Graduate Fee % Increase	FT Graduate Fee	FT Graduate \$ Increase
Current Scenario			\$ 5,258.80			7,694.00			16,082.00			1,500.00	
1	\$ 2,173,000	2.0%	5,364.36	105.56	2.7%	7,900.00	206.00	3.0%	16,566.00	484.00	2.7%	1,540.00	40.00
2	2,361,000	2.2%	5,376.36	117.56	2.8%	7,912.00	218.00	3.0%	16,566.00	484.00	2.8%	1,542.00	42.00
3	2,728,900	2.5%	5,392.36	133.56	3.0%	7,928.00	234.00	3.0%	16,566.00	484.00	2.9%	1,544.00	44.00
4	3,189,900	2.9%	5,412.36	153.56	3.3%	7,948.00	254.00	3.3%	16,614.00	532.00	3.2%	1,548.00	48.00
5	3,873,600	3.6%	5,448.36	189.56	3.8%	7,984.00	290.00	4.0%	16,726.00	644.00	3.8%	1,558.00	58.00
6	3,964,454	3.7%	5,452.36	193.56	3.8%	7,988.00	294.00	4.0%	16,726.00	644.00	3.8%	1,558.00	58.00
7	5,132,954	4.8%	5,512.36	253.56	4.6%	8,048.00	354.00	4.5%	16,806.00	724.00	4.7%	1,570.00	70.00
8	5,370,454	5.0%	5,520.36	261.56	4.7%	8,056.00	362.00	5.0%	16,888.00	806.00	4.9%	1,574.00	74.00
9	5,420,454	5.1%	5,528.36	269.56	4.8%	8,064.00	370.00	5.0%	16,888.00	806.00	5.0%	1,576.00	76.00
10	\$ 5,654,300	5.2%	5,532.36	273.56	4.9%	8,068.00	374.00	5.2%	16,920.00	838.00	5.2%	1,578.00	78.00
Other		3.0%	5,420.36	161.56	3.4%	7,956.00	262.00	3.5%	16,646.00	564.00	3.5%	1,552.00	52.00
Other		3.2%	5,428.36	169.56	3.5%	7,964.00	270.00	3.5%	16,646.00	564.00	3.5%	1,552.00	52.00
Other		3.9%	5,464.36	205.56	4.0%	8,000.00	306.00	4.0%	16,726.00	644.00	4.0%	1,560.00	60.00
Other		4.6%	5,504.36	245.56	4.5%	8,040.00	346.00	4.5%	16,806.00	724.00	4.5%	1,568.00	68.00
Other		5.4%	5,544.36	285.56	5.0%	8,080.00	374.00	5.2%	16,920.00	838.00	5.2%	1,578.00	78.00

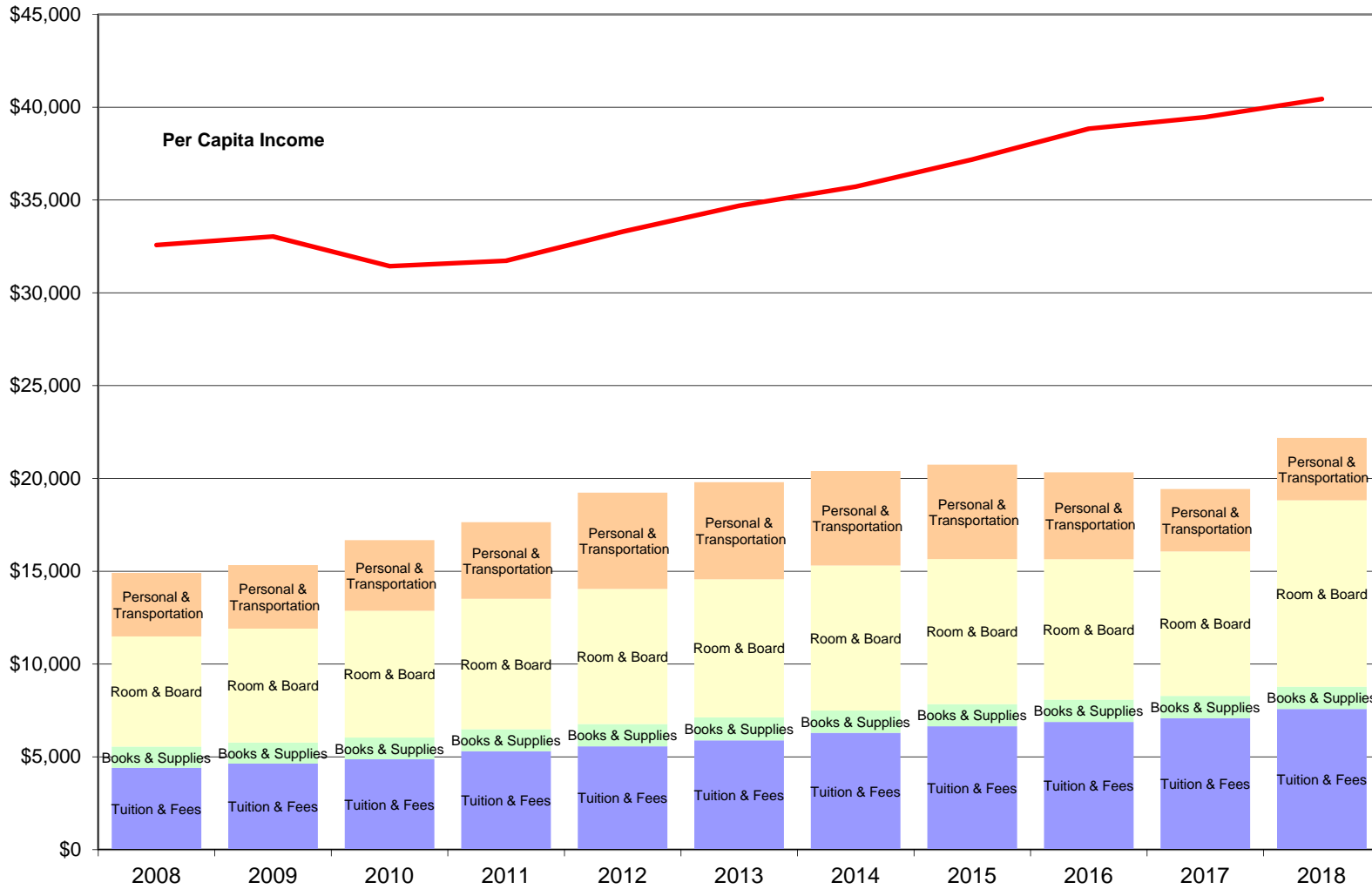
	Needs Amount	Cumulative	
1 =	\$ 2,173,000	\$ 2,173,000	Variable Benefits + CEC: Regular Employees
2 =	188,000	2,361,000	Above + CEC: Group Employees+Compensation Schedule Change
3 =	367,900	2,728,900	Above + GTA Fee Waiver
4 =	461,000	3,189,900	Above + Faculty Promotions
5 =	683,700	3,873,600	Above + Occupancy Costs
6 =	90,854	3,964,454	Above + Health Insurance (GTAs only)
7 =	1,168,500	5,132,954	Above + General Inflation
8 =	237,500	5,370,454	Above + Library Inflation
9 =	50,000	5,420,454	Above + Boise Police Contract
10 =	233,846	5,654,300	Above + Existing Commitments

BOISE STATE UNIVERSITY

**4-year History of Board Approved Fees plus FY20 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees**

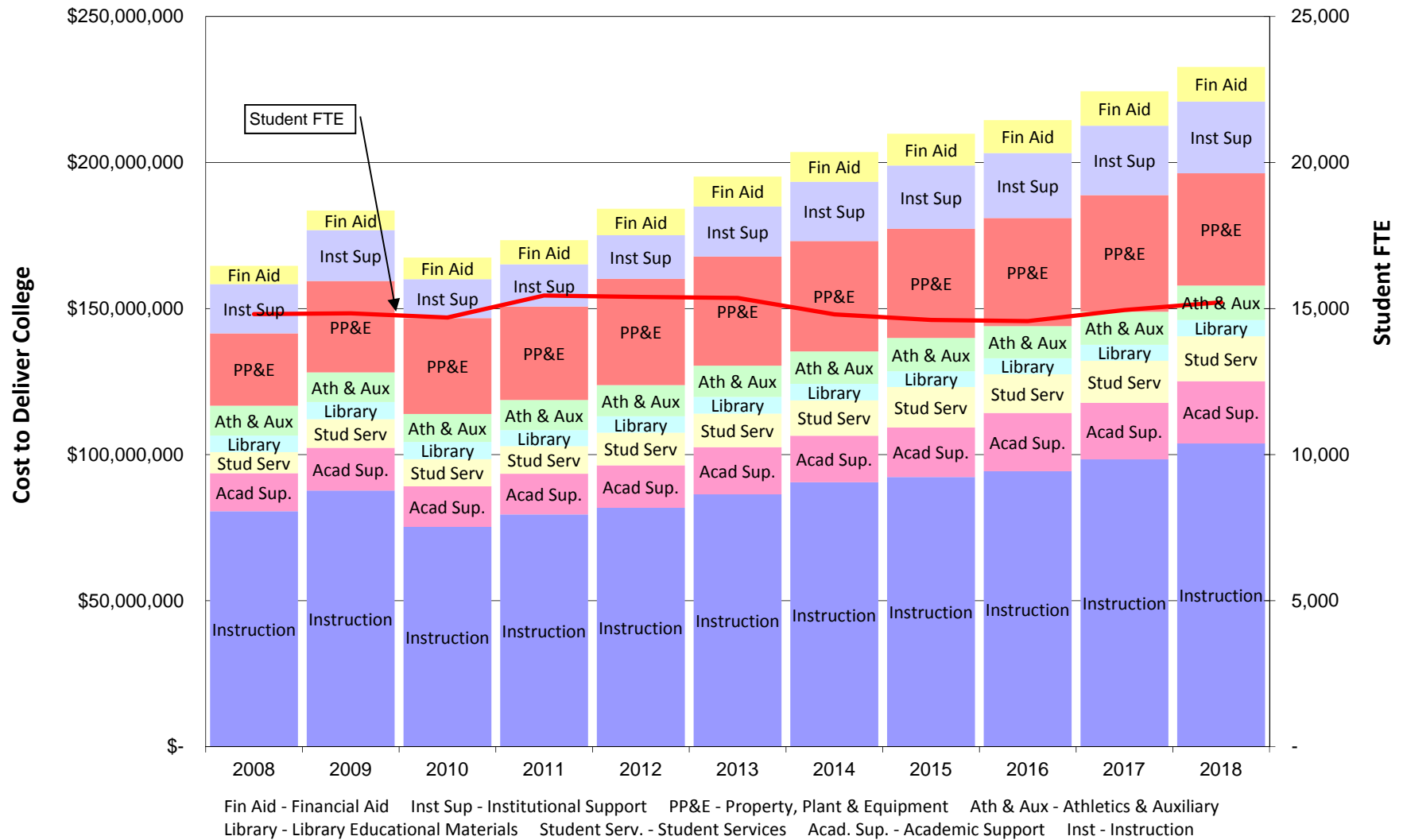
Student Fees:	FY 2016	FY 2017	FY 2018	FY 2019	Request FY 2020	5-Year Increase	% Increase
1 Full-time Fees							
2 Tuition (Unrestricted)	\$4,766.20	\$4,872.26	\$5,042.78	\$5,258.80	\$5,532.36	\$766.16	16.1%
3 Technology Fee	217.68	230.60	230.60	244.60	257.14	39.46	18.1%
4 Facilities Fees	1,123.58	1,206.60	1,264.60	1,359.60	1,389.60	266.02	23.7%
5 Student Activity Fees	766.54	770.54	788.02	831.00	888.90	122.36	16.0%
6 Total Full-time Fees	\$6,874.00	\$7,080.00	\$7,326.00	\$7,694.00	\$8,068.00	\$1,194.00	17.4%
7 Percentage Increase	3.5%	3.0%	3.5%	5.0%	4.9%		
8							
9 Part-time Credit Hour Fees							
10 Education Fee	\$176.83	\$199.52	\$205.29	\$239.31	\$251.75	\$74.92	42.4%
11 Technology Fee	9.65	9.61	9.61	11.12	11.69	2.04	0.0%
12 Facilities Fees	49.60	52.19	52.69	61.80	63.16	13.56	0.0%
13 Student Activity Fees	36.92	35.68	37.41	37.77	40.40	3.48	9.4%
14 Total Part-time Cr Hr Fees	\$273.00	\$297.00	\$305.00	\$350.00	\$367.00	\$94.00	34.4%
15							
16 Summer Fees							
17 Education Fee	\$186.83	\$199.65	\$205.29	\$187.91	\$199.08	\$12.25	6.6%
18 Technology Fee	9.65	9.61	9.61	8.90	8.90	(0.75)	-7.8%
19 Facilities Fees	48.40	52.19	52.69	49.44	49.44	1.04	2.1%
20 Student Activity Fees	24.12	35.55	37.41	33.75	35.58	11.46	47.5%
21 Total Summer Fees	\$269.00	\$297.00	\$305.00	\$280.00	\$293.00	\$24.00	8.9%
22							
23 Other Student Fees							
24 Graduate Fees:							
25 Full-time Grad/Prof	\$1,290.00	\$1,360.00	\$1,428.00	\$1,500.00	\$1,578.00	\$288.00	22.3%
26 Part-time Graduate/Hour	\$85.00	\$85.00	\$85.00	\$98.00	\$103.00	\$18.00	21.2%
27 Nonresident Tuition:							
28 Nonres Tuition - Full Time	\$14,050.00	\$14,450.00	\$15,316.00	\$16,082.00	\$16,920.00	\$2,870.00	20.4%
29 Nonres Tuition - Part Time	\$250.00	\$270.00	\$295.00	\$339.00	\$357.00	\$107.00	42.8%
30 Professional Fees:							
31 Undergrad. Nursing	\$850.00	\$850.00	\$850.00	\$1,356.00	\$1,356.00	\$506.00	59.5%
32 Engineering Prog. (pch upper division)	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$0.00	0.0%
33 Self-Support Program Fees:							
34 Bachelor Business / Accountancy: Twin Fal	\$297.00	\$297.00	\$297.00	\$297.00	\$297.00	\$0.00	0.0%
35 Executive MBA	\$1,215.00	\$1,215.00	\$1,215.00	\$1,245.00	\$1,245.00	\$30.00	2.5%
36 MBA Online	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$0.00	0.0%
37 Bachelor of Criminal Justice: Twin Falls	\$275.00	\$275.00	\$275.00	\$275.00	\$275.00	\$0.00	0.0%
38 Master of Social Work: Twin Falls & N.I.	\$380.00	\$380.00	\$400.00	\$400.00	\$400.00	\$20.00	5.3%
39 Bachelor of Social Work: Twin Falls	\$275.00	\$275.00	\$275.00	\$275.00	\$275.00	\$0.00	0.0%
40 Graduate Certificate in Conflict Mgmt.	\$341.00	\$369.00	\$369.00	\$369.00	\$369.00	\$28.00	8.2%
41 Doctor of Nurse Practice (DNP)	\$600.00	\$750.00	\$750.00	\$750.00	\$750.00	\$150.00	25.0%
42 Adult Gerontology Nurse Practitioner (AGNI	\$600.00	\$750.00	\$750.00	\$750.00	\$750.00	\$150.00	25.0%
43 B.S. in Nursing (RN to BSN)	\$335.00	\$335.00	\$335.00	\$350.00	\$350.00	\$15.00	4.5%
44 B.S. Respiratory Care (R.R.T. to B.S.)	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$0.00	0.0%
45 M.Ed., Specialist in Exec. Ed. Leadership	\$420.00	\$420.00	\$420.00	\$420.00	\$420.00	\$0.00	0.0%
46 Math Consulting Teacher Endorsement Cer	\$225.00	\$225.00	\$225.00	\$225.00	\$225.00	\$0.00	0.0%
47 M.A. in Education, Literacy	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$0.00	0.0%
48 M.A. in Education, Bilingual / ENL Educdion	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$0.00	0.0%
49 Master of Athletic Leadership	\$340.00	\$340.00	\$360.00	\$378.00	\$378.00	\$38.00	11.2%
50 Master of Bilingual Ed/ESL: Canyon Cty	\$329.00	\$329.00	\$329.00	\$329.00	\$329.00	\$0.00	0.0%
51 Online Program Fees							
52 Bachelor of Science in Imaging Science	\$395.00	\$395.00	\$395.00	\$395.00	\$395.00	New	New
53 Grad. Certificate in Healthcare Simulation	\$600.00	\$600.00	\$600.00	\$600.00	\$675.00	New	New
54 Master of Social Work Online	\$450.00	\$450.00	\$450.00	\$495.00	\$495.00	New	New
55 Org. Perf. & Workplace Learn	NA	\$450.00	\$450.00	\$450.00	\$500.00	New	New
56 Cert. in Design Ethnography	NA	\$497.00	\$497.00	\$497.00	\$350.00	New	New
57 B.A., Multi-disciplinary Studies	NA	\$327.00	\$340.00	\$350.00	\$350.00	New	New
58 B.B.A. Management	NA	NA	\$335.00	\$350.00	\$350.00	New	New
59 Bachelor of Public Health	NA	NA	\$344.00	\$350.00	\$350.00	New	New
60 Bachelor of Public Relations	NA	NA	\$344.00	\$350.00	\$350.00	New	New
61 Online Degree Pathway	NA	NA	NA	NA	\$350.00	New	New
62 M.S. Accountancy	NA	\$450.00	\$450.00	\$450.00	\$495.00	New	New
63 EdTech Masters and Grad Certificates	\$379.33	\$436.23	\$450.00	\$464.00	\$478.00	\$98.67	26.0%
64 EdTech PhD	\$476.00	\$547.40	\$564.00	\$581.00	\$599.00	\$123.00	25.8%
65 Master of Respiratory Care	NA	NA	\$500.00	\$500.00	\$500.00	New	New
66 Master of Genetic Counseling	NA	NA	NA	NA	\$982.00	New	New
67 Other Fees:							
68 Western Undergrad Exchge	\$3,438.00	\$3,540.00	\$3,662.00	\$3,846.00	\$4,034.00	\$596.00	17.3%
69 Tuition over 16 hours (AY18 over 15 hours)	\$184.00	\$200.00	\$205.00	\$239.00	\$252.00	\$68.00	37.0%
70 In-service Fees/Cr Hr - Undergrad	\$106.00	\$110.00	\$114.00	\$122.00	\$129.00	\$23.00	21.7%
71 In-service Fees/Cr Hr - Grad	\$132.00	\$138.00	\$143.00	\$160.00	\$162.00	\$30.00	22.7%
72 New Student Orientation Fee	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$0.00	0.0%

Cost of Attending College vs. Per Capita Income Boise State University

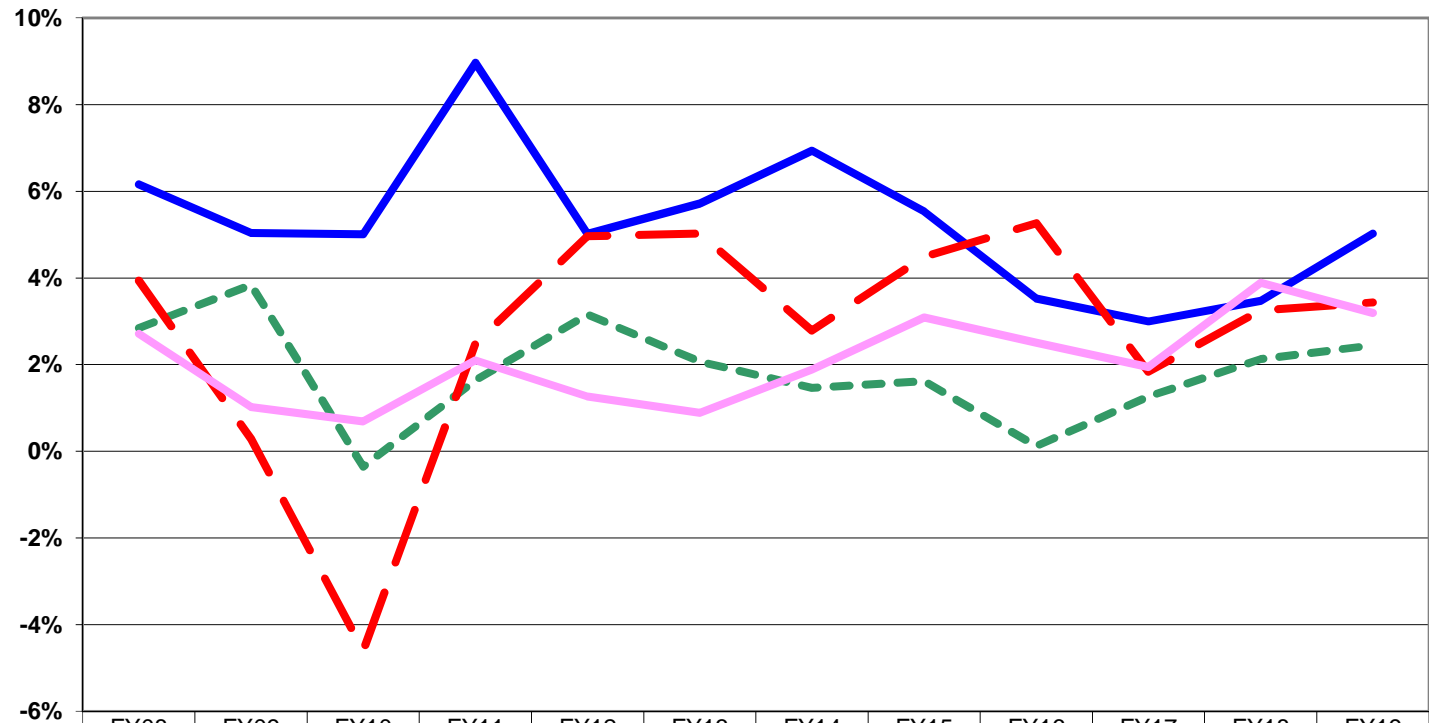


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College Boise State University



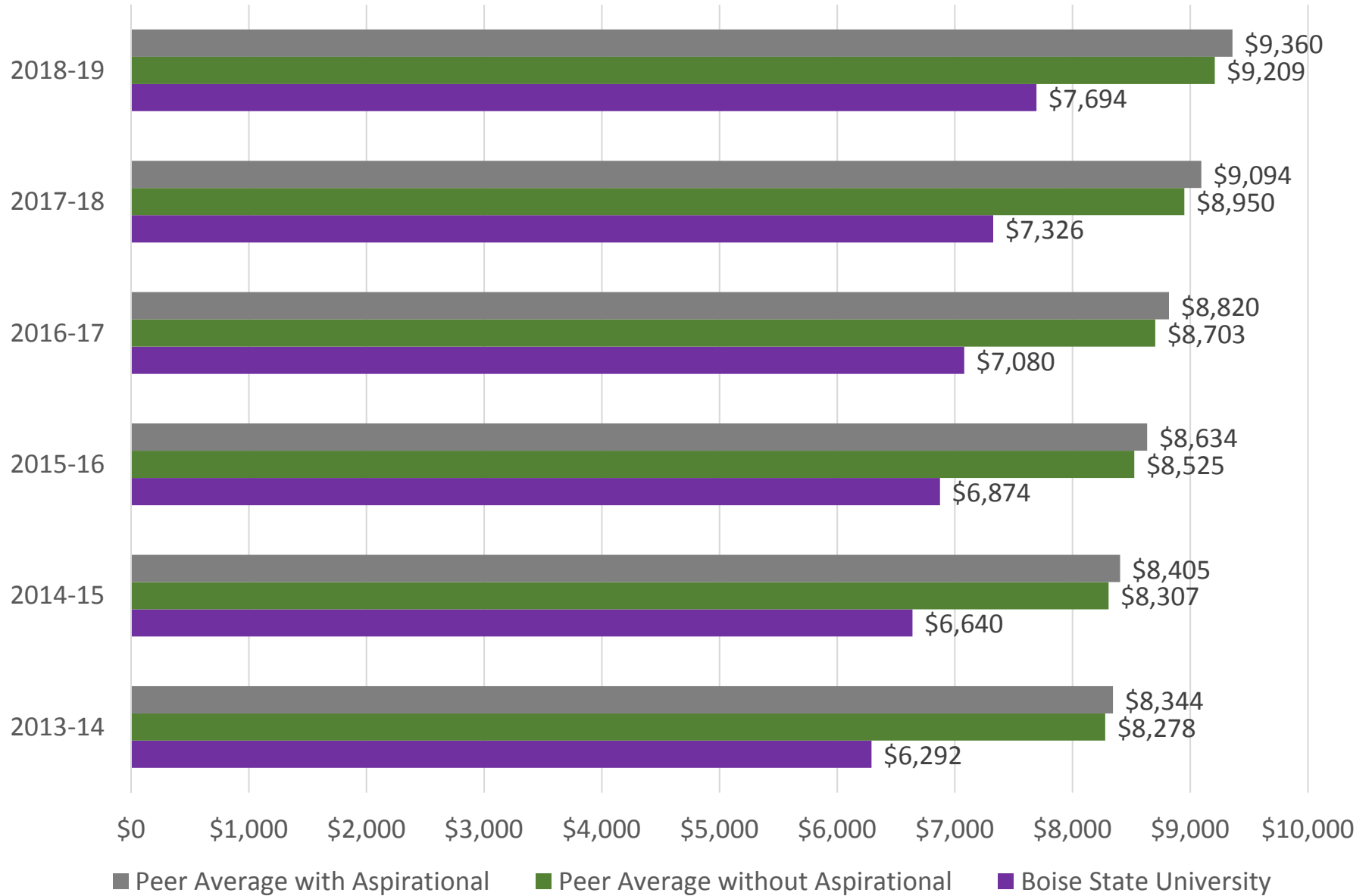
**Boise State University
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year**



	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Resident Tuition and Fees	6.16%	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%	3.52%	3.00%	3.47%	5.02%
Consumer Price Index	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%
Idaho Per Capita Income	3.94%	0.29%	-4.61%	2.49%	4.96%	5.02%	2.79%	4.49%	5.26%	1.83%	3.25%	3.44%
Idaho Average Annual Wage	2.71%	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.09%	2.50%	1.94%	3.89%	3.19%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2019

Boise State University



IDAHO STATE UNIVERSITY

FY 2020 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2020 Attachment 2
 - Potential (T&F) Revenue Changes for FY 2020 Attachment 3
 - Expenses Covered by Tuition and Fee Increase for FY 2020 Attachment 4
 - Tuition and Fee Increases to Cover Unfunded Expenses for FY 2020 Attachment 5
 - 4-year History: Board Approved T&F plus FY 2020 Requested T&F Attachment 6
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 7
 - Chart: Cost to Deliver College..... Attachment 8
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 9
 - Chart: Institution Comparison to Peers Attachment 10

**Idaho State University
FY2020 Student Tuition and Fee Request**

Proposed Changes to Student Fees

Public hearings to seek testimony on the proposed tuition and fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls, Meridian, Twin Falls, and Pocatello campuses February 27th and 28th, 2019. Members of the University's Administrative Council were present to answer questions.

The attached worksheet, which estimates potential tuition and fee revenue changes for FY20, is predicated on the fee rates contained in the ISU Notice of Intent to Adopt Student Fee and Rate Increases issued on February 13, 2019.

General Education Fees

As with previous years, student fee revenue is a necessary component of the University's total revenue required for ongoing operations. The proposed increase in annual undergraduate full-time tuition is \$283.04, or 5.0%. Total annual undergraduate full-time tuition and fees, including technology, facilities, and activity fees, is proposed at \$7,872.00 annually compared to the current year's annual rate of \$7,420.00. The proposed increase in the part-time per credit hour undergraduate tuition is \$16.14, or 5.1%. Total part-time per credit hour undergraduate tuition and fees, including technology, facilities, and activity fees, is proposed at \$402.00 per credit hour compared to the current year's credit hour rate of \$372.00. An itemization of individual increases to State Board approved tuition and fees are specified in the attachment.

The anticipated revenue will be used to fund compensation costs, academic rank and tenure promotions, graduate and teaching assistants, maintaining a classified employee minimum hourly rate that is 3% above the federal poverty rate for a family of three, investments in Athletics, and institutional priorities in relation to our strategic plan. Although the University's current financial situation could argue for a higher increase, the institution has limited its tuition and fee request for tuition price competitive and sensitivity reasons.

Facilities Fee

The University is requesting an \$80.00 increase to the annual full-time facility fee and adding a \$10.00 part-time facility fee. The last increase to the University's facility fee occurred in FY13. The University has not had a facility fee for part-time tuition and fees. The University is making a strong commitment toward improving the campus physical environment. The proposed increases to the facility fees will help preserve taxpayers and student investment in buildings, prevent building system failures that could cause interruption, deliver services while sustaining a safe and healthful environment, and help buildings and infrastructure function and operate efficiently.

Technology Fee

The University is requesting a \$10.00 increase to the annual full-time technology fee and a \$0.37 increase to the part-time technology fee. The last increase to the University's technology fee occurred in FY10. Fee revenue will be used to fund increasing costs and requirements for campus technology enhancements such as increased bandwidth and wireless capabilities, security, software, and other technological advancements to support student success.

Student Activity Fees

Student participation is paramount to our budget cycle, particularly in relation to student activity fees. The Student Activity Fee Advisory Board (SAFAB) began meeting in December to review proposals and presentations for student activity fees. A proposal was developed and presented to the Administrative Council on January 24th.

The SAFAB prioritized requests based upon the impact on student access, recruitment, retention, and graduation, student participation, funding flexibility, and fee requests that primarily will be funding anticipated increases in compensation. As a result, in general, student leadership and members of the SAFAB are proposing a minimum increase necessary to fund changes in compensation.

Additionally, the SAFAB is recommending an increase to the Intercollegiate Athletics activity fee to provide resources in support of increased student engagement, equitable opportunities for men and women across sports, and elevated recruitment of student-athletes. Athletics has received only three activity fee increases over the last eleven years. Cost drivers to operate Athletics have increased steadily each year due to inflation. These factors have made it difficult to maintain the minimum amount of funding needed to be competitive in athletics, a major marketing and engagement tool of successful universities. As a result, the University is proposing an increase above the level set forth in Board Policy V.X.3.c., Intercollegiate Athletics, limiting the rate of increase for the student athletic activity fee to no more than the rate of change of the total student activity fees. Again, the requested level was approved by the SAFAB and is supported by the student government leadership.

ISU Athletics is committed to work hard and partner with all constituents, students, State leadership, the local community, corporate sponsors, alumni, and donors, to increase funding. Increased expectations in marketing, operations, and team performance have led to increased ticket revenue. A significantly increased fundraising effort is resulting in more private support for athletics, and, importantly, for academic units and scholarships. The proposed student activity fee increase represents meaningful, predictable, and sustainable support for the athletics department.

The SAFAB is also recommending an increase for student counseling and testing. The proposed increase is in response to the need for more comprehensive support for mental health services on campus. As the University's enrollment has declined, utilization of counseling and testing services has significantly increased. Notably, the Counseling and Testing Service department has seen an increase of 10.2% in the number of students seeking their services, and an increase of 51.5% in the number of students coming to the counseling center for emergency crisis appointments.

Mental health problems impair academic functioning and contribute to students' failure to progress, in addition to threatening the lives and well-being of students. Engaging students in the services of university counseling centers has been repeatedly demonstrated to improve student health. Students receiving support from their university counseling centers are retained by their institutions at a higher rate than other students. The University seeks to continue to respond to this ever-increasing need with the proposed student counseling and testing activity fee that will support an additional licensed provider and increased programming for clinical assessment, treatment, and engagement.

In addition to providing high quality and innovative programs that support students throughout their university experience, the Student Unions and Involvement division is proposing, with support from the SAFAB, an increase to the activity fee to not only support increased compensations costs, but also for implementation of Campus Labs. Campus Labs empowers higher education institutions to strategically use data to more precisely predict retention, discover innovative tools for student engagement, and unlock actionable insights to drive institution-wide effectiveness. Campus Labs will help to revitalize the student life system, increase community and student engagement and participation, support event management and inclusive environments, and provide leadership development opportunities to enhance the overall student experience while promoting student learning and success.

It is important to note, however, that despite the modest increases recommended for some of the student activity fees, it is anticipated that revenue will not provide funding sufficient to cover all personnel costs in local funds, or expand programs, services, or positions that benefit students. As a result, modest reductions in services and programming are expected in most of the locally funded units due to increasing costs and decreasing revenue.

Professional Fees

Pharmacy

The College of Pharmacy is proposing a professional fee increase of 1.9% for resident students and a 1.4% increase for non-resident students. The proposed

\$105.00 per semester increase in the Pharmacy professional fee for both resident and non-resident students will be used to cover the anticipated increase in compensation costs. The Pharmacy program will continue to remain competitive with the proposed fee increase.

Physical Therapy

Physical Therapy is proposing a 1.5% increase in professional fees for resident students and a 1.7% increase for non-resident students. This increase will cover the anticipated increase in compensation costs as well as increased costs associated with additional video instruction managers required for program delivery. The Physical Therapy program will continue to remain the most affordable option for resident students among peer institutions.

Occupational Therapy

Occupational Therapy is proposing a 2.5% increase in professional fees for resident students and a 2.3% increase for non-resident students. This increase will cover the anticipated increase in compensation costs as well as costs associated with increased stipends and the transition of a part-time faculty position to a full-time clinical faculty position. Additionally, the increase will help develop fiscal resources to support the transition of the Master of Occupational Therapy degree to the Doctor of Occupational Therapy degree during the next five years, the doctorate now being the preferred professional credential. The Occupational Therapy program will continue to remain competitive compared to regional programs.

Physician Assistant (PA)

The Department of Physician Assistant Studies is proposing a 1.8% increase in professional fees for resident students and a 1.8% increase for non-resident students. The proposed increase in professional fees will cover the anticipated increase in compensation costs. The Physician Assistant program continues to remain one of the least expensive compared to peer institutions.

Communication Science Disorders (CSD)

The Department of CSD has four professional programs with the following proposed professional fee increases:

1. Speech Language Pathology MS – 2.9% increase (\$2.00)
2. Speech Language Pathology Online Pre-Professional – 2.3% increase (\$6.00)
3. Speech Language Pathology Online MS – 1.0% increase (\$5.00)
4. Audiology AuD – 4.4% increase (\$3.00)

The proposed increases in professional fees are required to fund the anticipated increase in compensation costs. Compared to peer institutions, these professional programs will continue to remain competitive with these increases.

Dental Hygiene

The Department of Dental Hygiene has three professional programs with the following proposed professional fee increases:

1. Dental Hygiene BS – 3.5% increase (\$40.00)
2. Dental Hygiene MS – Didactic – 1.3% increase (\$2.00)
3. Dental Hygiene MS – Thesis – 1.1% increase (\$3.00)

In order for the Dental Hygiene BS program to keep pace with compensation increases and increasing expenses for equipment repair and replacement, it must increase professional fees. Dental Hygiene BS will not only continue to be financially competitive with this professional fee increase, but will remain the lowest cost program in the intermountain west.

The proposed increases to the Dental Hygiene MS – Didactic and the Dental Hygiene MS – Thesis programs will help fund the anticipated increase in compensation costs as well as travel expenses required to support graduate faculty attending professional meetings and trainings. The Dental Hygiene MS programs will continue to remain financially competitive.

Nursing

The College of Nursing has four professional programs with the following proposed professional fee increases:

1. Nursing BSN – 3.2% increase (\$30.00)
2. Nursing MSN – 4.8% increase (\$54.00)
3. Nursing PhD – 4.3% increase (\$49.00)
4. Nursing DNP – 4.8% increase (\$97.00)

The proposed increases will cover the anticipated increase in compensation costs and the increasing costs for laboratory equipment, supplies, and technology support. The costs for laboratory equipment and supplies, simulation equipment, technology and warranty support, and reporting continue to increase significantly. These are mandatory expenses required for educating nursing students. The College of Nursing has an advanced simulation laboratory at both Pocatello and Meridian campuses where all students participate in hands-on learning in these environments. The equipment, supplies, and technology are required to maintain exceptional learning environments. ISU's professional nursing programs will remain financially competitive even with these proposed professional fee increases.

Radiographic Science

The Radiographic Science Program is proposing a 2.4% professional fee increase to fund the anticipated increase in compensation costs as well as equipment repair and replacement costs. The Radiographic Science program will continue to remain financially competitive with the proposed increase.

Medical Lab Science (MLS)

The Medical Laboratory Sciences program is proposing a 0.7% professional fee increase. The MLS program requires students to attend and present at a professional conference for the American Society of Clinical Laboratory Scientists (ASCLS). The program covers the registration fees for the students at the ASCLS membership rate. However, this requires students to pay the annual membership fee in order to qualify for the membership rates for the conference. As attendance is required for all MLS students, the professional fee increase will be used to cover the annual membership fee for students. The Medical Laboratory Sciences program will continue to remain financially competitive.

Dietetics

The Department of Dietetics is proposing a 3.4% professional fee increase. The department is also requesting adding the professional fee to the summer semester. This will result in the per semester fee to be reduced, but to be charged over three sessions (Fall, Spring, and Summer) instead of only two sessions (Fall and Spring). The proposed increase will fund the anticipated increase in compensation costs. The Dietetic program will continue to remain financially competitive.

Idaho Dental Education Program (IDEP)

IDEP provides access to dental education for Idaho students through a cooperative agreement between ISU and Creighton University in Omaha, Nebraska. This fee and its proposed increase are set by Creighton University.

Online Program Fees**Master of Arts in Spanish**

At the December 2018 State Board of Education meeting, the University requested and received approval to create an online, Master of Arts in Spanish program. The program will be a wholly online program and will provide high school teachers of Spanish the opportunity to attain the qualifications and language skill level required to participate effectively in dual enrollment language programs. The program will also support Spanish-speaking students learning English as a second language, comply with continuing education and promotion requirements, and be better able to act in accordance with Every Student Succeeds Act (ESSA). The online program fee was requested and approved at \$330 per credit hour, and is in lieu of resident or non-resident tuition.

Self-Support Academic Program Fees**Diagnostic Medical Sonography Certificate**

At the February 2019 State Board of Education meeting, the University requested and received approval to create a self-support, undergraduate certificate in Diagnostic Medical Sonography. The certificate program aims to meet the needs of students who want to become diagnostic medical sonographers (commonly

known as ultrasound technologists). The program is in direct response to industry needs and requests by Portneuf Medical Center and ISU's Family Medicine Residency program. The program is directly focused on registered radiologic technologists who want to specialize in sonography. Specialization requires additional didactic and clinical training above and beyond that of radiological science programs. The program size is limited by the availability of clinical sites. A self-support program fee was requested and approved at \$277.09 per credit hour, and is in lieu of resident or non-resident tuition.

IDAHO STATE UNIVERSITY

ATTACHMENT 2

Changes to Student Fees for FY 2020
Annual Full-Time Fees and Part-Time Credit Hours Fees

	Bd	FY19	FY20	Requested		
Student Fees:	Appv	Fees	Initial Notice	FY20 Fees	Change	% Chg.
1 Full-time Fees:						
2 Tuition	**	\$5,645.00	\$5,928.04	\$5,928.04	\$283.04	5.0%
3 Technology Fee	**	166.80	176.80	176.80	10.00	6.0%
4 Facilities Fees	**	510.00	590.00	590.00	80.00	15.7%
5 Student Activity Fees	**	1,098.20	1,177.16	1,177.16	78.96	7.2%
6 Total Full-time Fees		\$7,420.00	\$7,872.00	\$7,872.00	\$452.00	6.1%
8 Part-time Credit Hour Fees:						
9 Education Fee	**	\$318.89	\$334.83	\$335.03	\$16.14	5.1%
10 Technology Fee	**	6.15	6.52	6.52	0.37	6.0%
11 Facilities Fees	**	0.00	10.00	10.00	10.00	0.0%
12 Student Activity Fees	**	46.96	50.45	50.45	3.49	7.4%
13 Total Part-time Cr Hr Fees:		\$372.00	\$401.80	\$402.00	\$30.00	8.1%
15 Other Student Fees:						
16 Graduate Fees:						
17 Full-time Tuition	**	\$6,209.00	\$6,440.04	\$6,520.00	\$311.00	5.0%
18 Full-time Grad Fee	**	\$1,392.00	\$1,462.00	\$1,462.00	\$70.00	5.0%
19 Full-time Technology Fee	**	\$166.80	\$176.80	\$176.80	\$10.00	6.0%
20 Full-time Facilities Fee	**	\$510.00	\$590.00	\$590.00	\$80.00	15.7%
21 Full-time Student Activity Fees	**	\$1,098.20	\$1,177.16	\$1,177.16	\$78.96	7.2%
22 Total Graduate Full-time Fees		\$9,376.00	\$9,846.00	\$9,925.96	\$549.96	5.9%
23 Part-time Graduate Fees:						
24 Part-time Tuition	**	\$346.89	\$353.03	\$364.00	\$17.11	4.9%
25 Part-time Grad Fee	**	\$70.00	\$73.50	\$74.00	\$4.00	5.7%
26 Part-time Technology Fee	**	\$6.15	\$6.52	\$6.52	\$0.37	6.0%
27 Part-time Facilities Fee	**	\$0.00	\$10.00	\$10.00	\$10.00	0.0%
28 Part-time Student Activity Fees	**	\$46.96	\$50.45	\$50.45	\$3.49	7.4%
29 Total Graduate Part-time Cr Hr Fees		\$470.00	\$493.50	\$504.97	\$34.97	7.4%
30 Nonresident Tuition:						
31 Full-time Nonres Tuition	**	\$15,520.00	\$16,296.00	\$16,296.00	\$776.00	5.0%
32 Part-time Nonres Tuition	**	252.00	264.60	265.00	13.00	5.2%
33 Professional Fees:						
34 PharmD - Resident	**	\$11,156.00	\$11,366.00	\$11,366.00	\$210.00	1.9%
35 PharmD - Nonres	**	\$15,362.00	\$15,572.00	\$15,572.00	\$210.00	1.4%
36 Phys Therapy - Resident	**	\$4,500.00	\$4,566.00	\$4,566.00	\$66.00	1.5%
37 Phys Therapy - Nonres	**	\$9,720.00	\$9,885.00	\$9,885.00	\$165.00	1.7%
38 Occu Therapy - Resident	**	\$3,585.00	\$3,675.00	\$3,675.00	\$90.00	2.5%
39 Occu Therapy - Nonres	**	\$7,986.00	\$8,166.00	\$8,166.00	\$180.00	2.3%
40 Physician Assistant - Resident	**	\$20,565.00	\$21,000.00	\$20,940.00	\$375.00	1.8%
41 Physician Assistant - Nonres	**	\$20,625.00	\$21,000.00	\$21,000.00	\$375.00	1.8%
42 Nursing-BSN	**	\$1,870.00	\$1,930.00	\$1,930.00	\$60.00	3.2%
43 Nursing-MSN	**	\$2,268.00	\$2,376.00	\$2,376.00	\$108.00	4.8%
44 Nursing-PhD	**	\$2,268.00	\$2,366.00	\$2,366.00	\$98.00	4.3%
45 Nursing-DNP	**	\$4,074.00	\$4,268.00	\$4,268.00	\$194.00	4.8%
46 Speech Language Path MS (Cr Hr)	**	\$68.00	\$70.00	\$70.00	\$2.00	2.9%
47 Speech Language Online PreProf (C	**	\$262.00	\$268.00	\$268.00	\$6.00	2.3%
48 Speech Language Online MS (Cr Hr)	**	\$490.00	\$495.00	\$495.00	\$5.00	1.0%
49 Audiology AuD (Cr Hr)	**	\$68.00	\$71.00	\$71.00	\$3.00	4.4%
50 Dental Hygiene BS (Junior/Senior)	**	\$2,266.00	\$2,346.00	\$2,346.00	\$80.00	3.5%
51 Dental Hygiene MS-Didactic (Cr Hr)	**	\$155.00	\$157.00	\$157.00	\$2.00	1.3%
52 Dental Hygiene MS-Clinical (Cr Hr)	**	\$349.00	\$349.00	\$349.00	\$0.00	0.0%
53 Dental Hygiene MS-Thesis (Cr Hr)	**	\$268.00	\$271.00	\$271.00	\$3.00	1.1%
54 Counseling-Graduate	**	\$1,110.00	\$1,110.00	\$1,110.00	\$0.00	0.0%
55 Radiographic Science	**	\$850.00	\$870.00	\$870.00	\$20.00	2.4%
56 Clinical Lab Science	**	\$1,436.00	\$1,446.00	\$1,446.00	\$10.00	0.7%
57 Paramedic Science	**	\$1,468.00	\$1,468.00	\$1,468.00	\$0.00	0.0%
58 (Note A) Dietetics	**	\$2,900.00	\$3,000.00	\$3,000.00	\$100.00	3.4%
59 Social Work BA	**	\$250.00	\$250.00	\$250.00	\$0.00	0.0%
60 Social Work MS	**	\$400.00	\$400.00	\$400.00	\$0.00	0.0%
61 Athletic Training MS	**	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.0%
62 Idaho Dental Education (IDEP)	**	\$29,311.00	\$30,190.00	\$30,190.00	\$879.00	3.0%
63 Other Fees:						
64 Western Undergrad Exchge	**	\$3,710.00	\$3,936.00	\$3,936.00	\$226.00	6.1%
65 In-service Fees/Cr Hr - Undergrad	**	\$122.00	\$129.00	\$129.00	\$7.00	5.7%
66 In-service Fees/Cr Hr - Grad	**	\$160.00	\$170.00	\$170.00	\$10.00	6.3%
67 OPF - Community Paramedic Certific	**	\$3,300.00	\$3,300.00	\$3,300.00	\$0.00	0.0%
68 OPF - Spanish MA (Cr Hr)	**	\$0.00	\$330.00	\$330.00	\$330.00	0.0%
69 SSPF - Diagnostic Medical Sonography Cert	**	\$0.00	\$277.09	\$277.09	\$277.09	0.0%
70 New Student Orientation Fee	**	\$100.00	\$100.00	\$100.00	\$0.00	0.0%

Note A: Beginning in the 2019-2020 academic year, this professional fee will now be charged for 3 sessions per year (Fall, Spring, Summer) compared to being charged for 2 sessions per year (Fall, Spring). The net increase over 3 sessions compared to 2 sessions is \$100.00 or 3.4% (\$3,000 vs. \$2,900). The overall net increase to professional fees meets the competitive test.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2019.
Summer session fees are at the Part-time fee rate - effective Summer 2020.

IDAHO STATE UNIVERSITY

ATTACHMENT 3

**Potential Student Fee Revenue Changes for FY 2020
Due to Enrollment and Fee Changes**

	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY19	FY20	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Student Fees:								
1 Full-time Fees:		-5.1%						
2 Tuition	5,947	5,645	(\$1,704,800)		\$1,597,800		(\$107,000)	
3 Technology Fee	5,947	5,645		(50,400)		56,500		\$6,100
4 Facilities Fees	5,947	5,645		(154,000)		451,600		\$297,600
5 Student Activity Fees	5,947	5,645		(331,700)		445,700		\$114,000
6 Total Full-time Fees			<u>(\$1,704,800)</u>	<u>(\$536,100)</u>	<u>\$1,597,800</u>	<u>\$953,800</u>	<u>(107,000)</u>	<u>417,700</u>
7								
8 Part-time Credit Hour Fees:		-23.8%						
9 Tuition	30,870	23,520	(\$2,343,800)		\$379,600		(\$1,964,200)	
10 Technology Fee	30,870	23,520		(45,200)		8,700		(\$36,500)
11 Facilities Fees	30,870	23,520		0		235,200		\$235,200
12 Student Activity Fees	30,870	23,520		(345,200)		82,100		(\$263,100)
13 Total Part-time Cr Hr Fees:			<u>(\$2,343,800)</u>	<u>(\$390,400)</u>	<u>\$379,600</u>	<u>\$326,000</u>	<u>(1,964,200)</u>	<u>(64,400)</u>
14								
15 Other Student Fees:								
16 Graduate Fees:								
17 Full-time Tuition	935	957	\$136,600		\$297,600		434,200	\$0
18 Full-time Grad Fee	935	957	\$30,600		\$67,000		97,600	\$0
19 Full-time Technology Fee	935	957		\$3,700		\$9,600		\$13,300
20 Full-time Facilities Fee	935	957		\$11,200		\$76,600		\$87,800
21 Full-time Student Activity Fees	935	957		\$24,200		\$75,600		\$99,800
22 Total Graduate Full-time Fees			<u>\$167,200</u>	<u>\$39,100</u>	<u>\$364,600</u>	<u>\$161,800</u>	<u>531,800</u>	<u>200,900</u>
23								
24 Part-time Tuition	6,078	6,004	(25,700)		102,700		77,000	\$0
25 Part-time Grad Fee	6,078	6,004	(5,200)		24,000		18,800	\$0
26 Part-time Technology Fee	6,078	6,004		(500)		2,200		\$1,700
27 Part-time Facilities Fee	6,078	6,004		0		60,000		\$60,000
28 Part-time Student Activity Fees	6,078	6,004		(3,500)		21,000		\$17,500
29 Total Graduate Part-time Cr Hr Fees			<u>(\$30,900)</u>	<u>(\$4,000)</u>	<u>\$126,700</u>	<u>\$83,200</u>	<u>95,800</u>	<u>79,200</u>
30 Nonresident Tuition:								
31 Full-time Nonres Tuition	771	244	(4,089,500)		\$94,700		(3,994,800)	\$0
32 Part-time Nonres Tuition	1,176	678	(125,500)		8,800		(116,700)	\$0
33 Professional Fees:								
34 PharmD - Resident	273	275		22,300		57,800		\$80,100
35 PharmD - Nonres	61	89		430,100		18,700		\$448,800
36 Phys Therapy - Resident	36	52		72,000		3,400		\$75,400
37 Phys Therapy - Nonres	8	15		68,000		2,500		\$70,500
38 Occu Therapy - Resident	24	28		14,300		2,500		\$16,800
39 Occu Therapy - Nonres	5	7		16,000		1,300		\$17,300
40 Physician Assistant - Resident	71	86		308,500		32,300		\$340,800
41 Physician Assistant - Nonres	44	27		(350,600)		10,100		(\$340,500)
42 Nursing-BSN	204	192		(22,400)		11,500		(\$10,900)
43 Nursing-MSN	5	4		(2,300)		400		(\$1,900)
44 Nursing-PhD	14	7		(15,900)		700		(\$15,200)
45 Nursing-DNP	53	57		16,300		11,100		\$27,400
46 Speech Language Path MS (Cr Hr)	1,723	1,816		6,300		3,600		\$9,900
47 Speech Language Online PreProf (C	1,609	1,716		28,000		10,300		\$38,300
48 Speech Language Online MS (Cr Hr	780	882		50,000		4,400		\$54,400
49 Audiology AuD (Cr Hr)	874	808		(4,500)		2,400		(\$2,100)
50 Dental Hygiene BS (Junior/Senior)	55	64		20,400		5,100		\$25,500
51 Dental Hygiene MS-Didactic (Cr Hr)	87	74		(2,000)		100		(\$1,900)
52 Dental Hygiene MS-Clinical (Cr Hr)	0	0		0		0		\$0
53 Dental Hygiene MS-Thesis (Cr Hr)	42	39		(800)		100		(\$700)
54 Counseling-Graduate	75	67		(8,900)		0		(\$8,900)
55 Radiographic Science	44	45		900		900		\$1,800
56 Clinical Lab Science	54	55		1,400		600		\$2,000
57 Paramedic Science	27	2		(36,700)		0		(\$36,700)
58 Dietetics	18	17		(2,900)		1,700		(\$1,200)
59 Social Work BA	49	42		(1,800)		0		(\$1,800)
60 Social Work MS	25	29		1,600		0		\$1,600
61 Athletic Training MS	15	15		0		0		\$0
62 Idaho Dental Education (IDEP)	8	8		0		7,000		\$7,000
63 Other Fees:								
64 Western Undergrad Exchge	147	138	(33,400)		31,200		(2,200)	\$0
65 In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	\$0
66 In-service Fees/Cr Hr - Grad	273	763	78,400		7,600		86,000	\$0
67 OPF - Community Paramedic Certifi	16	8		(26,400)		0		(\$26,400)
68 OPF - Spanish MA (Cr Hr)	0	24		0		7,900		\$7,900
69 SSPF - Diagnostic Medical Sonogra	0	78		0		21,600		\$21,600
70 New Student Orientation Fee	2,150	2,188		3,800		0		\$3,800
71 Total Other Student Fees			<u>(\$4,033,700)</u>	<u>\$619,800</u>	<u>\$633,600</u>	<u>\$463,000</u>	<u>(\$3,400,100)</u>	<u>\$1,082,800</u>
72 Total Additional Student Fee Revenue			<u>(\$8,082,300)</u>	<u>(\$306,700)</u>	<u>\$2,611,000</u>	<u>\$1,742,800</u>	<u>(\$5,471,300)</u>	<u>\$1,436,100</u>

The schedule of "Potential Student Fee Revenue Changes for FY 20" is a calculation of the potential revenue to be derived from the fee increases being proposed as well as the impact of the change in the number of students paying (net of waivers and discounts, refunds, etc.) those individual fees. The numbers of student payments is reflected in the "HC/SCH Count" columns. FY19 is the current year base budget while FY20 is a reflection of the anticipated FY19 actual and FY20 projection.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2019.
Summer session fees are at the Part-time fee rate - effective Summer 2020.

Idaho State University
FY20 Comparative Scenarios for Tuition

	Assumes Flat Enrollment	Includes Changes in Enrollment	Includes Changes in Enrollment	PROPOSED Includes Changes in Enrollment
	COVERS: Benefits/CEC/Comp Sched Chg	COVERS: Benefits/CEC/Comp Sched Chg, Promotions	COVERS: Benefits/CEC/Comp Sched Chg, Promotions, Other	COVERS: Benefits/CEC/Comp Sched Chg, Promotions, Other
Total Tuition Need:				
Health Insurance	\$0	\$0	\$0	\$0
Variable Benefits	(\$11,600)	(\$11,600)	(\$11,600)	(\$11,600)
CEC: Regular Employees - General Education Appropriation	\$821,900	\$821,900	\$821,900	\$821,900
CEC: Group/Temporary - General Education Appropriation	\$213,000	\$213,000	\$213,000	\$213,000
Compensation Schedule Changes	\$170,000	\$170,000	\$170,000	\$170,000
GTA Fee Waiver	\$86,500	\$86,500	\$86,500	\$86,500
Faculty Tenure & Promotion		\$225,000	\$225,000	\$225,000
Inflation Adjustments			\$666,200	\$0
Replacement Capital (one-time expense)			\$2,754,200	\$0
Enrollment Changes			\$8,085,200	\$0
CEC: Regular Employees - Non General Education Appropriation	\$885,600	\$885,600	\$885,600	\$885,600
CEC: Group/Temporary - Non General Education Appropriation	\$412,000	\$412,000	\$412,000	\$215,300
Other Ongoing Investments Needed				\$0
Total Calculated Tuition Need	\$2,577,400	\$2,802,400	\$14,308,000	\$2,605,700
Cost Savings Note A				
Cost savings generated through Program Prioritization	\$0	\$0	\$0	\$0
Cost savings generated through strategies included in Huron report	\$0	\$0	\$0	\$0
TOTAL Cost Savings	\$0	\$0	\$0	\$0
Total Net Tuition Requested	\$2,577,400	\$2,802,400	\$14,308,000	\$2,605,700
Total Tuition/Fee Rate Increases				Proposed Rates
FT Undergraduate Resident	6.1%	6.4%	23.6%	6.1%
FT Graduate	5.8%	6.2%	24.5%	5.9%
FT Non-Resident	5.4%	5.7%	26.6%	5.4%
PT Undergraduate Resident	8.0%	8.4%	27.7%	8.1%
PT Graduate	7.4%	7.7%	27.8%	7.4%
PT Non-Resident	6.8%	7.2%	27.8%	6.9%

Note A: Describe in your Fee Narrative the amount and where you have applied cost savings from Program Prioritization and strategies from the Huron report either in reducing the need for tuition increases

Idaho State University

	Estimated Revenue Rate Changes	Resident Tuition Increase	Resident Full-Time Tuition and Fees Increase		Resident Tuition Increase	Resident Full-Time Tuition and Fees Increase		Current: \$ 5,645.00 \$ 1,775.00 \$ 7,420.00 \$ 15,520.00 \$ 22,940.00									\$ 1,956.00 \$ 98.00								
			Tuition	Fees		Total Res	NR	Total NR	Tuition	Fees	Total Res	NR	Total NR	PT	NR	GRAD TUITION FEE FT	PT	Additive Fee Portion FT	PT	Total Graduate Tuition and Fees FT	PT				
1	\$ 1,043,500	2.0%	3.8%	2.0%	\$ 113.04	\$ 282.00	\$ 310.00	\$ 5,758.04	\$ 1,943.96	\$ 7,702.00	\$ 15,830.00	\$ 23,532.00	\$ 325.03	\$ 66.97	\$ 392.00	\$ 257.00	\$ 649.00	1.9%	2.0%	\$ 1,994.96	\$ 99.97	2.0%	2.0%	2.0%	1.9%
2	1,211,100	2.3%	4.0%	2.3%	131.04	300.00	357.00	5,776.04	1,943.96	7,720.00	15,877.00	23,597.00	326.03	66.97	393.00	258.00	651.00	2.2%	2.4%	1,999.96	100.97	2.2%	3.0%	2.3%	2.4%
3	1,742,400	2.3%	4.0%	5.0%	131.04	300.00	776.00	5,776.04	1,943.96	7,720.00	16,296.00	24,016.00	335.03	66.97	402.00	265.00	667.00	5.1%	5.2%	2,205.96	102.97	12.8%	5.1%	5.0%	5.1%
4	1,315,900	2.5%	4.2%	2.5%	141.04	310.00	388.00	5,786.04	1,943.96	7,730.00	15,908.00	23,638.00	327.03	66.97	394.00	258.00	652.00	2.6%	2.4%	2,004.96	100.97	2.5%	3.0%	2.5%	2.7%
5	1,525,200	2.9%	4.5%	2.9%	166.04	335.00	450.00	5,811.04	1,943.96	7,755.00	15,970.00	23,725.00	328.03	66.97	395.00	259.00	654.00	2.9%	2.8%	2,009.96	100.97	2.8%	3.0%	2.9%	2.9%
6	2,165,300	3.6%	5.0%	5.0%	205.04	374.00	776.00	5,850.04	1,943.96	7,794.00	16,296.00	24,090.00	335.03	66.97	402.00	265.00	667.00	5.1%	5.2%	2,131.96	102.97	9.0%	5.1%	5.0%	5.1%
7	2,411,800	4.6%	5.8%	4.6%	261.04	430.00	714.00	5,906.04	1,943.96	7,850.00	16,234.00	24,084.00	334.03	66.97	401.00	264.00	665.00	4.7%	4.8%	2,044.96	101.97	4.5%	4.1%	4.6%	4.6%
8	\$ 2,611,000	5.0%	6.1%	5.0%	\$ 283.04	\$ 452.00	\$ 776.00	\$ 5,928.04	\$ 1,943.96	\$ 7,872.00	\$ 16,296.00	\$ 24,168.00	\$ 335.03	\$ 66.97	\$ 402.00	\$ 265.00	\$ 667.00	5.1%	5.2%	\$ 2,053.96	\$ 102.97	5.0%	5.1%	5.0%	5.1%

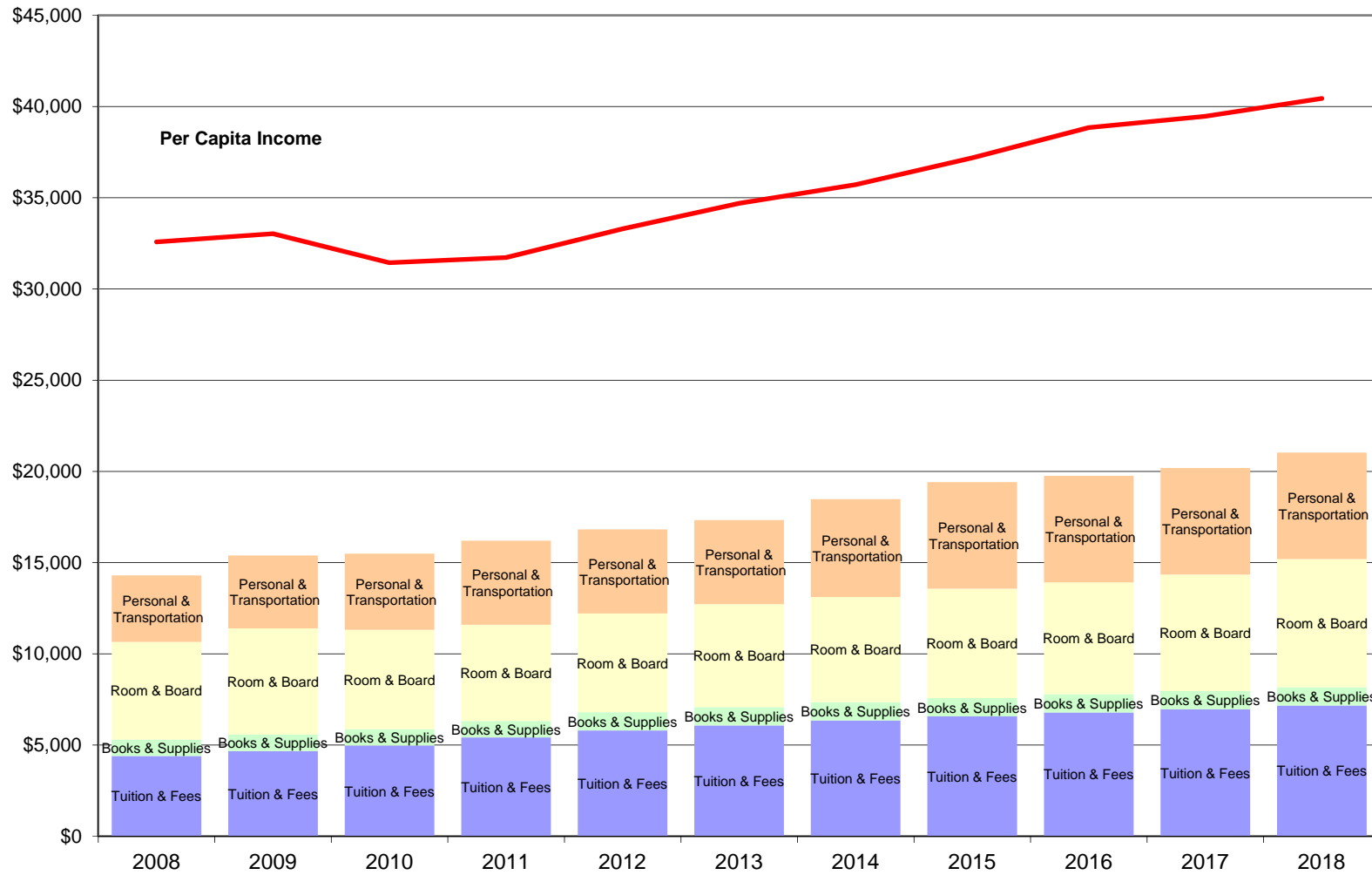
	Needs Amount	Cumulative	
1 =	\$ 1,023,300	\$ 1,023,300	Variable Benefits + CEC: Regular, Group/Temp Employees
2 =	170,000	1,193,300	Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes
3 =		1,742,400	Board requested 4% Full-Time Resident Undergraduate Tuition and Fee Increase Scenario
4 =	86,500	1,279,800	Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes + GTA Fee Waiver
5 =	225,000	1,504,800	Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes + GTA Fee Waiver + Faculty Tenure & Promotion
6 =		2,165,300	Board requested 5% Full-Time Resident Undergraduate Tuition and Fee Increase Scenario
7 =	885,600	2,390,400	Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes + GTA Fee Waiver + Faculty Tenure & Promotion + CEC: Regular Employees - Non Gen Ed Approp
8 =	215,300	2,605,700	Full Request: Variable Benefits + CEC: Regular, Group/Temp Employees + Compensation Schedule Changes + GTA Fee Waiver + Faculty Tenure & Promotion + CEC: Regular Employees - Non Gen Ed Approp + CEC: Group/Temp - Non Gen Ed Approp

IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY20 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

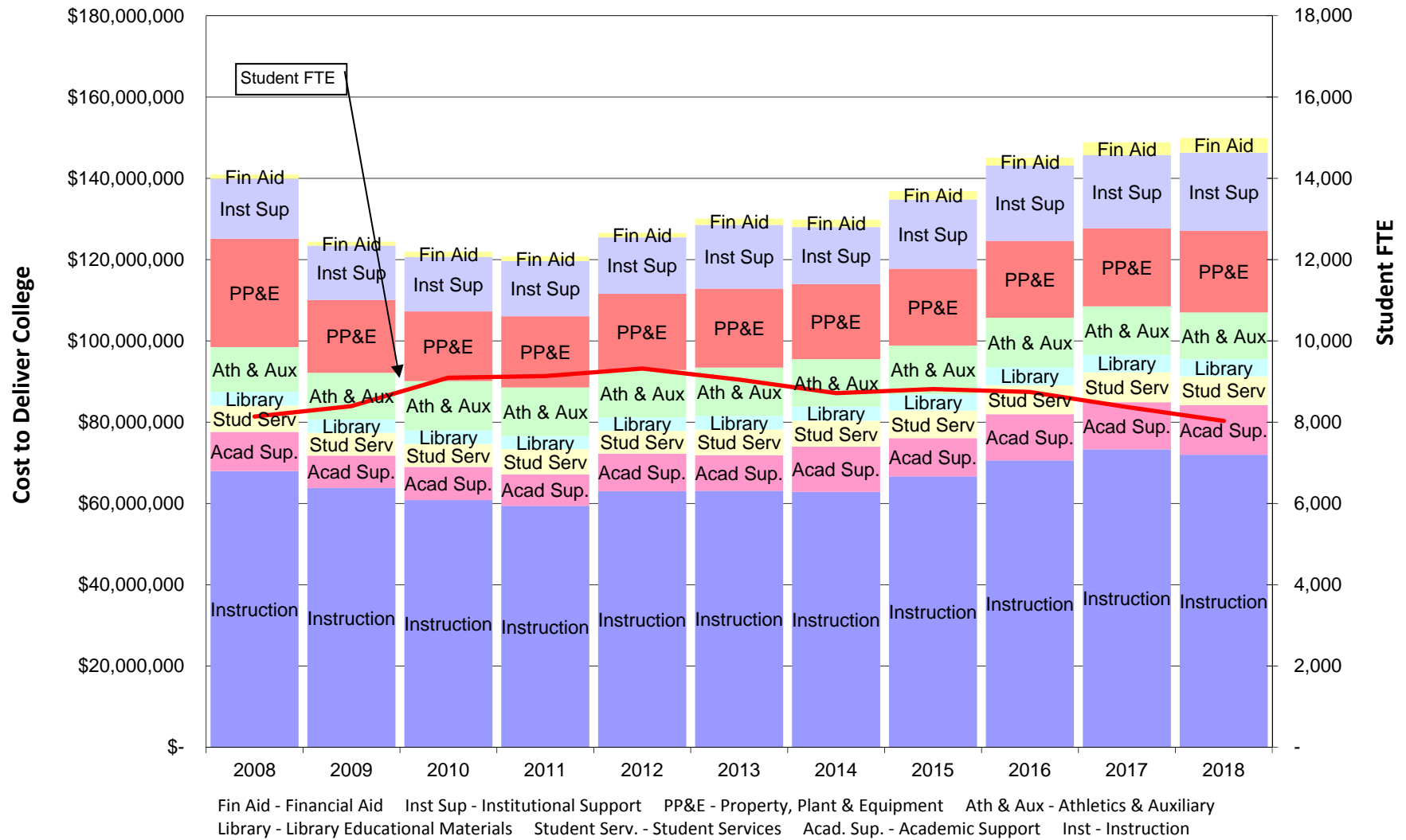
Student Fees:	FY 2016	FY 2017	FY 2018	FY 2019	Request FY 2020	5-Year Increase	% Increase
1 Full-time Fees							
2 Tuition (Unrestricted)	\$5,105.06	\$5,242.64	\$5,424.60	\$5,645.00	\$5,928.04	\$822.98	16.12%
3 Technology Fee	166.80	166.80	166.80	166.80	176.80	10.00	6.00%
4 Facilities Fees	510.00	510.00	510.00	510.00	590.00	80.00	15.69%
5 Student Activity Fees	1,002.14	1,036.56	1,064.60	1,098.20	1,177.16	175.02	17.46%
6 Total Full-time Fees	\$6,784.00	\$6,956.00	\$7,166.00	\$7,420.00	\$7,872.00	\$1,088.00	16.04%
7 Percentage Increase	3.3%	2.5%	3.0%	3.5%	6.1%		
9 Part-time Credit Hour Fees							
10 Education Fee	\$290.00	\$297.53	\$307.33	\$318.89	\$335.03	\$45.03	15.53%
11 Technology Fee	6.15	6.15	6.15	6.15	6.52	0.37	0.00%
12 Facilities Fees	0.00	0.00	0.00	0.00	10.00	10.00	0.00%
13 Student Activity Fees	42.85	44.32	45.52	46.96	50.45	7.60	17.74%
14 Total Part-time Cr Hr Fees	\$339.00	\$348.00	\$359.00	\$372.00	\$402.00	\$63.00	18.58%
16 Other Student Fees							
17 Graduate Fees:							
18 Full-time Grad/Prof	\$1,226.00	\$1,263.00	\$1,326.00	\$1,392.00	\$1,462.00	\$236.00	19.25%
19 Part-time Graduate/Hour	\$62.00	\$64.00	\$67.00	\$70.00	\$74.00	\$12.00	19.35%
20 Nonresident Tuition:							
21 Nonres Tuition	\$13,398.00	\$14,068.00	\$14,776.00	\$15,520.00	\$16,296.00	\$2,898.00	21.63%
22 Part-time Nonres Tuition	\$217.00	\$228.00	\$240.00	\$252.00	\$265.00	\$48.00	22.12%
23 Professional Fees:							
24 PharmD - Resident	\$10,030.00	\$10,330.00	\$10,734.00	\$11,156.00	\$11,366.00	\$1,336.00	13.32%
25 PharmD - Nonres	\$14,940.00	\$14,940.00	\$14,940.00	\$15,362.00	\$15,572.00	\$632.00	4.23%
26 Phys Therapy - Resident	\$3,172.00	\$3,630.00	\$4,320.00	\$4,500.00	\$4,566.00	\$1,394.00	43.95%
27 Phys Therapy - Nonres	\$8,640.00	\$8,640.00	\$9,720.00	\$9,720.00	\$9,885.00	\$1,245.00	14.41%
28 Occu Therapy - Resident	\$2,720.00	\$2,818.00	\$3,384.00	\$3,585.00	\$3,675.00	\$955.00	35.11%
29 Occu Therapy - Nonres	\$6,850.00	\$7,098.00	\$7,986.00	\$7,986.00	\$8,166.00	\$1,316.00	19.21%
30 Physician Assistant - Res	\$19,815.00	\$20,115.00	\$20,340.00	\$20,565.00	\$20,940.00	\$1,125.00	5.68%
31 Physician Assistant - Nonres	\$20,625.00	\$20,625.00	\$20,625.00	\$20,625.00	\$21,000.00	\$375.00	1.82%
32 Nursing-BSN	\$1,780.00	\$1,780.00	\$1,780.00	\$1,870.00	\$1,930.00	\$150.00	8.43%
33 Nursing-MSN	\$2,160.00	\$2,160.00	\$2,160.00	\$2,268.00	\$2,376.00	\$216.00	10.00%
34 Nursing-PhD	\$2,170.00	\$2,170.00	\$2,170.00	\$2,268.00	\$2,366.00	\$196.00	9.03%
35 Nursing-DNP	\$3,880.00	\$3,880.00	\$3,880.00	\$4,074.00	\$4,268.00	\$388.00	New
36 Speech Language Path MS (Cr Hr)	\$60.00	\$60.00	\$65.00	\$68.00	\$70.00	\$10.00	16.67%
37 Speech Language Online PreProf (Cr	\$210.00	\$245.00	\$255.00	\$262.00	\$268.00	\$58.00	27.62%
38 Speech Language Online MS (Cr Hr)	\$435.00	\$470.00	\$480.00	\$490.00	\$495.00	\$60.00	13.79%
39 Audiology AuD (Cr Hr)	\$55.00	\$60.00	\$65.00	\$68.00	\$71.00	\$16.00	29.09%
40 Dental Hygiene BS (Junior/Senior)	\$720.00	\$2,090.00	\$2,180.00	\$2,266.00	\$2,346.00	\$1,626.00	225.83%
41 Dental Hygiene MS-Didactic (Cr Hr)	\$105.00	\$143.00	\$150.00	\$155.00	\$157.00	\$52.00	49.52%
42 Dental Hygiene MS-Clinical (Cr Hr)	\$349.00	\$349.00	\$349.00	\$349.00	\$349.00	\$0.00	0.00%
43 Dental Hygiene MS-Thesis (Cr Hr)	\$210.00	\$250.00	\$260.00	\$268.00	\$271.00	\$61.00	29.05%
44 Counseling-Graduate	\$990.00	\$990.00	\$1,098.00	\$1,110.00	\$1,110.00	\$120.00	12.12%
45 Radiographic Science	\$830.00	\$830.00	\$830.00	\$850.00	\$870.00	\$40.00	4.82%
46 Clinical Lab Science	\$970.00	\$1,420.00	\$1,420.00	\$1,436.00	\$1,446.00	\$476.00	49.07%
47 Paramedic Science	\$1,370.00	\$1,412.00	\$1,468.00	\$1,468.00	\$1,468.00	\$98.00	7.15%
48 Dietetics (currently a class fee)	\$2,900.00	\$2,900.00	\$2,900.00	\$2,900.00	\$3,000.00	\$100.00	3.45%
49 Social Work BA	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
50 Social Work MS	NA	NA	\$400.00	\$400.00	\$400.00	New	New
51 Athletic Training	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
52 Idaho Dental Education (IDEP)	\$25,705.00	\$26,476.00	\$27,260.00	\$29,311.00	\$30,190.00	\$4,485.00	17.45%
53 Other Fees:							
54 Western Undergrad Exchge	\$3,392.00	\$3,478.00	\$3,583.00	\$3,710.00	\$3,936.00	\$544.00	16.04%
55 In-service Fees/Cr Hr - Undergrad	\$106.00	\$110.00	\$114.00	\$122.00	\$129.00	\$23.00	21.70%
56 In-service Fees/Cr Hr - Grad	\$132.00	\$138.00	\$143.00	\$160.00	\$162.00	\$30.00	22.73%
57 OPF - Community Paramedic Certific:	NA	\$1,100.00	\$1,100.00	\$3,300.00	\$3,300.00	New	New
58 OPF - Spanish MA (Cr Hr)	NA	NA	NA	NA	\$330.00	New	New
59 SSPF - Diagnostic Med Sonography	NA	NA	NA	NA	\$277.09	New	New
58 New Student Orientation Fee	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$0.00	0.00%

Cost of Attending College vs. Per Capita Income Idaho State University

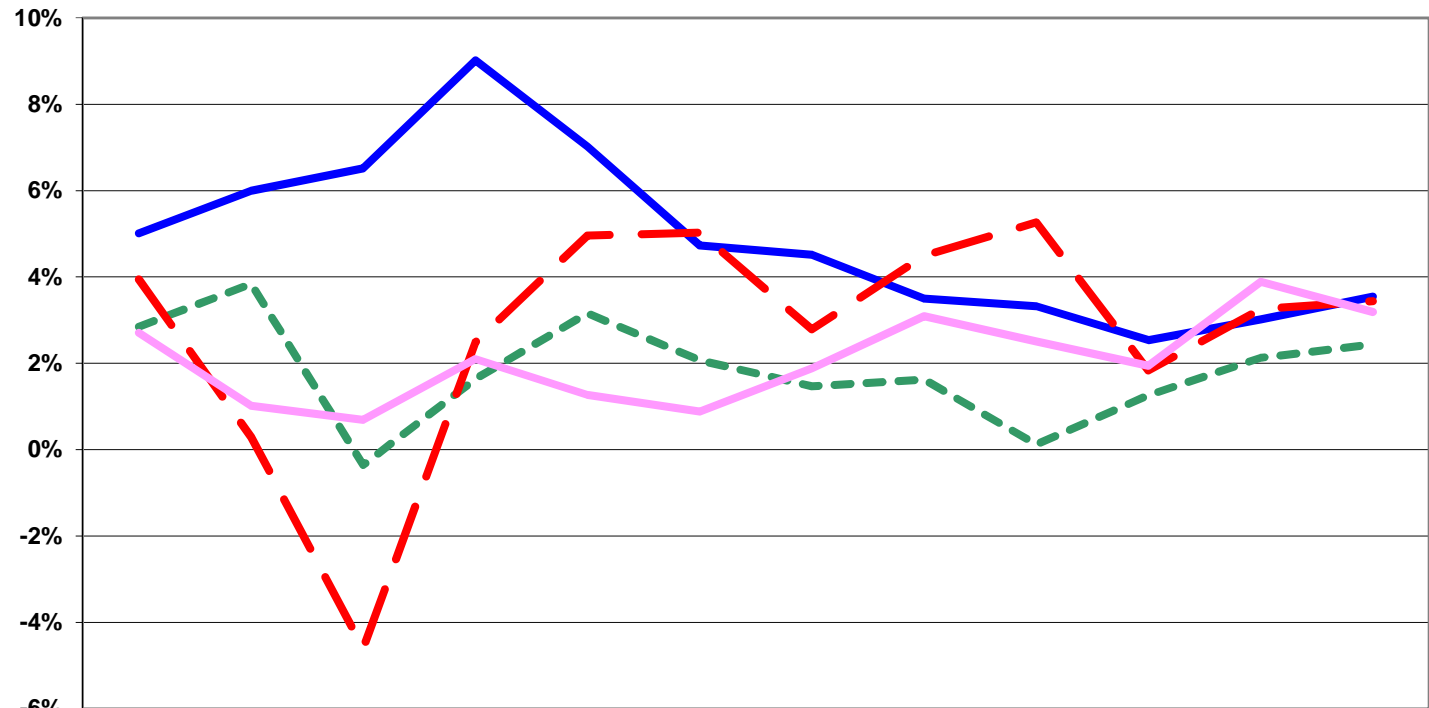


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College Idaho State University



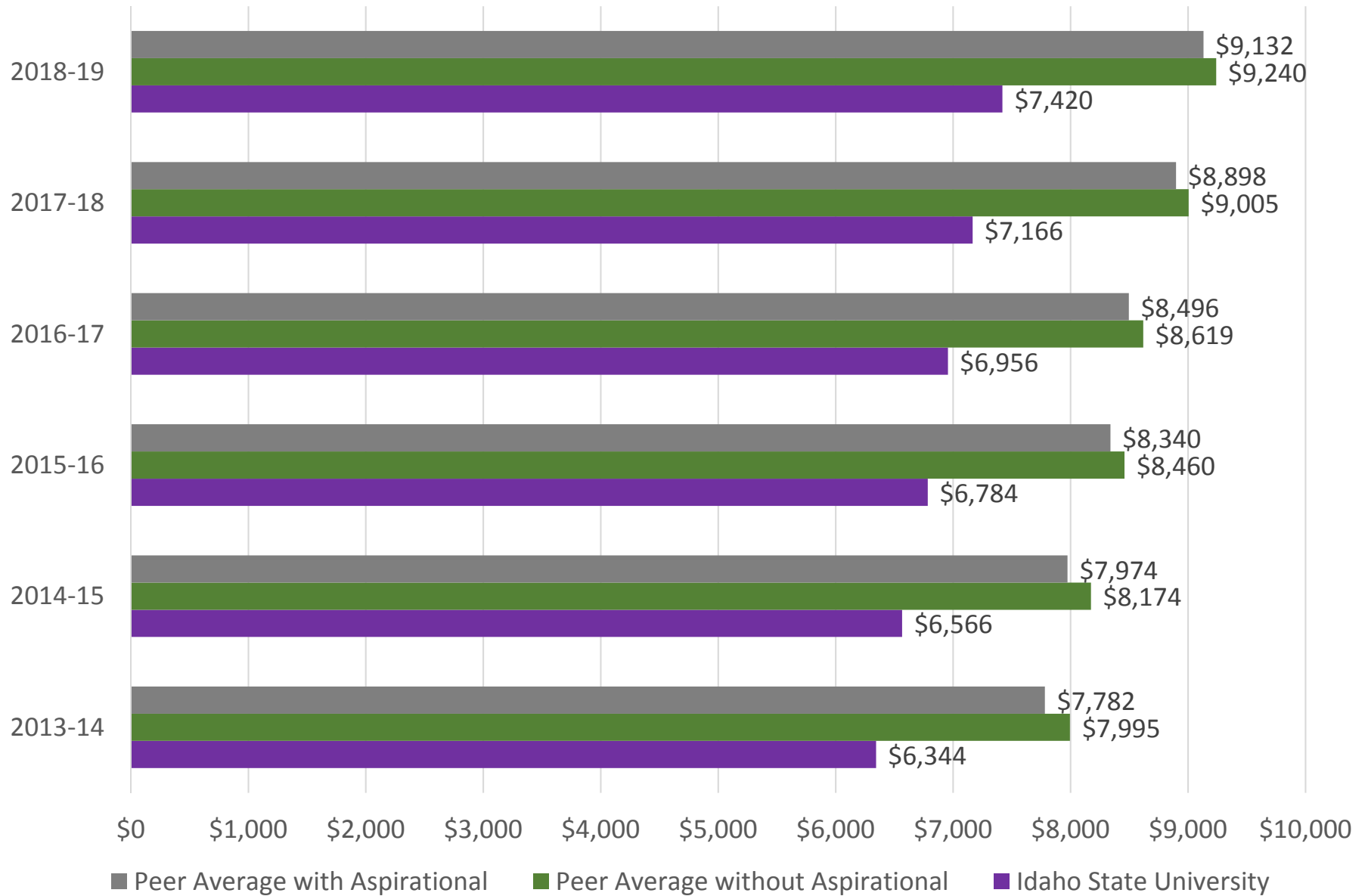
**Idaho State University
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year**



	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
— Resident Tuition and Fees	5.01%	6.00%	6.52%	9.02%	7.02%	4.73%	4.51%	3.50%	3.32%	2.54%	3.02%	3.54%
- - - Consumer Price Index	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%
- - - Idaho Per Capita Income	3.94%	0.29%	-4.61%	2.49%	4.96%	5.02%	2.79%	4.49%	5.26%	1.83%	3.25%	3.44%
— Idaho Average Annual Wage	2.71%	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.09%	2.50%	1.94%	3.89%	3.19%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2019

Idaho State University



LEWIS-CLARK STATE COLLEGE

FY 2020 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2020 Attachment 2
 - Potential T&F Revenue Changes for FY 2020..... Attachment 3
 - Expenses Covered by Tuition and Fee Increase for FY 2020 Attachment 4
 - Tuition and Fee Increases to Cover Unfunded Expenses for FY 2020 Attachment 5
 - 4-year History: Board Approved T&F plus FY 2020 Requested T&F Attachment 6
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 7
 - Chart: Cost to Deliver College..... Attachment 8
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 9
 - Chart: Institution Comparison to Peers Attachment 10

**Lewis-Clark State College
FY2020 Student Tuition and Fee Request**

Proposed Changes to Student Fees

Lewis-Clark State College requests State Board approval to increase tuition and fees by 5.5% for FY20 to meet institutional needs. The estimated \$817,700 in tuition revenue represents \$347,900 for changes in employee compensation, \$148,584 for faculty promotions, \$125,600 for existing institutional scholarships, and a net of \$195,600 for funding and enrollment changes. The \$125,800 in fee revenue represents increases in the strategic facility fee, technology fee, and summer school operations. The Associated Students of LCSC requested an increase in facility fees (see facility fees detail below) and LCSC's administration supports this request.

The specific components of the proposed tuition and fee increases are as follows:

Resident Full-Time Tuition & Fees

- A 5.5% increase in full-time tuition/fees which includes an annual \$324 (5.9%) in tuition, \$6 (4.6%) in technology fees, and \$34 (21.9%) in facilities fees for a total increase of \$364 per year. The proposed FY20 full-time tuition is \$6,982 per year versus the prior year fee of \$6,618.

Part-Time Tuition & Fees

- A 5.3% increase in the part-time (per credit hour) fee which includes \$14 (4.7%) in tuition, \$1 (13.8%) in technology fees, and \$3 (60%) in facilities fees for a total increase of \$18 per credit hour. The proposed FY20 part-time fee is \$356 versus the prior year fee of \$338.
- A 5.3% increase in the summer (per credit hour) fee or \$13.00 (5.9%) in tuition, \$3 (60%) facilities fee, \$1.00 (0.9%) for the Summer School Operations activity fee, and \$1 (13.8%) in technology fees for a total increase of \$18 per credit hour. The proposed FY20 summer fee is \$356 versus the prior year fee of \$338.

Fees Detail

Facilities Fee

The \$17 per semester Strategic Facility fee increase will provide funds for planning and developing a general use facility (e.g., a recreation/wellness center). When sufficient funding has been accrued, student interests and needs will be assessed to determine the specific facility to be planned and developed.

Activity Fees

The College is supporting the students' request to combine three student fees (newspaper, radio station, & student literary publication) into a single fee called Student Media. The net difference in full-time Activity fees from these adjustments is \$0. The summer term \$1.00 per credit hour increase in the Summer School Operations activity fee will support ongoing operational costs.

Technology Fee

The technology fee funds student computer labs, a pay for print system, and the campus enterprise resource planning system. The requested \$3 per semester (\$6 per year) increase for full-time students and \$1 per credit hour for part-time students will provide the revenue necessary for the rising cost of technology and software maintenance contracts.

Non-Resident Tuition

- A \$378 (3.0%) increase in non-resident tuition per year. The proposed FY20 non-resident tuition is \$12,996 per year versus the prior year fee of \$12,618.
 - This increase combined with the additional resident full-time tuition will bring the total FY20 full-time non-resident tuition and fee package to \$19,978 (3.9% increase) versus the prior year at \$19,236.
- A \$116 (3.0%) increase in Asotin County non-resident tuition per year. The proposed FY20 Asotin County non-resident tuition is \$3,990 per year versus the prior year fee of \$3,874.
 - This increase combined with the additional resident full-time tuition will bring the total FY20 full-time Asotin County non-resident tuition and fee package to \$10,972 (4.6% increase) versus the prior year at \$10,492.

The non-resident tuition increase is intentionally lower than the resident increase. In comparison to other four-year non-resident undergraduate baccalaureate institutions within the Western Interstate Commission for Higher Education (WICHE) system, LCSC's non-resident rate is 107% of the average rate (source: WICHE Publication, Tuition and Fees in Public Higher Education in the West, 2018-2019).

LEWIS-CLARK STATE COLLEGE
Changes to Student Fees for FY 2020
Annual Full-Time Fees and Part-Time Credit Hours Fees

	Bd Appv	FY19 Fees	FY20 Initial Notice	Requested		
				FY20 Fees	Change	% Chg.
Student Fees:						
1 Full-time Fees:						
2 Tuition	**	\$5,502.00	\$5,826.00	\$5,826.00	\$324.00	5.9%
3 Technology Fee	**	130.00	136.00	136.00	6.00	4.6%
4 Facilities Fees	**	155.00	189.00	189.00	34.00	21.9%
5 Student Activity Fees (Note A)	**	831.00	831.00	831.00	0.00	0.0%
6 Total Full-time Fees		<u>\$6,618.00</u>	<u>\$6,982.00</u>	<u>\$6,982.00</u>	<u>\$364.00</u>	<u>5.5%</u>
7						
8 Part-time Credit Hour Fees:						
9 Tuition	**	\$294.75	\$308.75	\$308.75	\$14.00	4.7%
10 Technology Fee	**	7.25	8.25	8.25	1.00	13.8%
11 Facilities Fees	**	5.00	8.00	8.00	3.00	60.0%
12 Student Activity Fees (Note A)	**	31.00	31.00	31.00	0.00	0.0%
13 Total Part-time Cr Hr Fees		<u>\$338.00</u>	<u>\$356.00</u>	<u>\$356.00</u>	<u>\$18.00</u>	<u>5.3%</u>
14						
15 Summer Fees: (eff. Summer 2018)						
16 Tuition	**	\$219.25	\$232.25	\$232.25	\$13.00	5.9%
17 Technology Fee	**	7.25	8.25	8.25	1.00	13.8%
18 Facilities Fees	**	5.00	8.00	8.00	3.00	60.0%
19 Student Activity Fees (Note A)	**	106.50	107.50	107.50	1.00	0.9%
20 Total Summer Cr Hr Fees		<u>\$338.00</u>	<u>\$356.00</u>	<u>\$356.00</u>	<u>\$18.00</u>	<u>5.3%</u>
21						
22 Other Student Fees:						
23 Nonresident Tuition:						
24 Nonres Tuition	**	\$12,618.00	\$12,996.00	\$12,996.00	\$378.00	3.0%
25 Nonres Tuition-Asotin County	**	\$3,874.00	\$3,990.00	\$3,990.00	\$116.00	3.0%
26 Professional Fees:						
27 None						
28 Other Fees:						
29 Western Undergrad Exchge	**	\$3,310.00	\$3,491.00	\$3,491.00	\$181.00	5.5%
30 In-service Fees/Cr Hr - Undergrad	**	\$122.00	\$129.00	\$129.00	\$7.00	5.7%
31 Overload (20 cr. or more)	**	\$338.00	\$356.00	\$356.00	\$18.00	5.3%
32 High School Student on Campus/Online Credit Hour Fees (25% of part-time credit hour fee)						
33 Idaho High School Student	**	\$85.00	\$89.00	\$89.00	\$4.00	4.7%
34 Washington High School Student	**	\$85.00	\$89.00	\$89.00	\$4.00	4.7%
35 WA In-High School Credit Hour Fees	**	\$85.00	\$89.00	\$89.00	\$4.00	4.7%

Change to Fees:

38 The addition of a reduced fee for on campus/online high school students and Washington In-High school is to align with
39 current practice. Prior interpretations of fee reduction authority necessitates this request to ensure conformity with policy.

40

41

42

43

44

45

Full- & part-time fees are effective Fall Semester 2019. Summer fees are effective Summer 2020.

LEWIS-CLARK STATE COLLEGE

Potential Student Fee Revenue Changes for FY 2020
Due to Enrollment and Fee Changes

Student Fees:	Projected		Potential Revenue Generated					
	HC/SCH Count		Changes due to Count		Fee Changes		Total Rev Chge	
	FY19	FY20	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1 Full-time Fees:		-1.7%						
2 Tuition	2,004	1,970	(\$187,100)		\$638,100		\$451,000	
3 Technology Fee	2,004	1,970		(4,400)		11,800		\$7,400
4 Facilities Fees	2,004	1,970		(5,300)		67,000		\$61,700
5 Student Activity Fees	2,004	1,970		(28,300)		0		(\$28,300)
6 Total Full-time Fees			(\$187,100)	(\$38,000)	\$638,100	\$78,800	451,000	40,800
7								
8 Part-time Credit Hour Fees:		-13.5%						
9 Tuition	10,827	9,368	(\$430,000)		\$131,200		(\$298,800)	
10 Technology Fee	10,827	9,368		(10,600)		9,400		(\$1,200)
11 Facilities Fees	10,827	9,368		(7,300)		28,100		\$20,800
12 Student Activity Fees	10,827	9,368		(45,200)		0		(\$45,200)
13 Total Part-time Cr Hr Fees:			(\$430,000)	(\$63,100)	\$131,200	\$37,500	(298,800)	(25,600)
14								
15 Summer Credit Hour Fees:		0.0%						
16 Tuition	1,662	1,894	\$50,900		\$24,600		\$75,500	
17 Technology Fee	1,662	1,894		1,700		1,900		\$3,600
18 Facilities Fees	1,662	1,894		1,200		5,700		\$6,900
19 Student Activity Fees	1,662	1,894		24,700		1,900		\$26,600
20 Total Summer Cr Hr Fees			\$50,900	\$27,600	\$24,600	\$9,500	\$75,500	\$37,100
21								
22 Other Student Fees:								
23 Nonresident Tuition:		-2%						
24 Nonres Tuition	85	84	(\$18,900)		\$31,600		\$12,700	
25 Nonres Tuition-Asotin County	84	80	(17,400)		9,200		(\$8,200)	
26 Professional Fees:		-5%						
27 None								
28 Other Fees:		28%						
29 Western Undergrad Exchge	27	35	24,800		6,200		\$31,000	
30 In-service Fees/Cr Hr - Undergrad	149	149	0		1,000		\$1,000	
31 Overload (20 cr. or more)	74	69	(1,700)		1,200		(\$500)	
32 Total Other Student Fees			(\$13,200)	\$0	\$49,200	\$0	\$36,000	\$0
33								
34 Total Additional Student Fee Revenue			(\$579,400)	(\$73,500)	\$843,100	\$125,800	\$263,700	\$52,300
35								

Change to Fees:

37 An increase in student technology fee to support the campus' enterprise resource planning system.

38 The increase in the facility fee is to provide funds for planning and developing a general use facility (e.g., a recreation/wellness center).

39 When sufficient funding has been accrued, student interests and needs will be assessed to determine the specific facility

40 to be planned and developed.

41 **Full- & part-time fees are effective Fall Semester 2019. Summer fees are effective Summer 2020.**

Lewis-Clark State College
FY20 Comparative Scenarios for Tuition

	Assumes Flat Enrollment	Includes Changes in Enrollment	PROPOSED Includes Changes in Enrollment
	COVERS: Benefits/CEC/Comp Sched Chg	COVERS: Benefits/CEC/Comp Sched Chg, Promotions	COVERS: Benefits/CEC/Comp Sched Chg, Promotions, Other
Total Tuition Need:			
Health Insurance			\$0
Variable Benefits	(\$5,800)	(\$5,800)	(\$5,800)
CEC: Regular Employees	\$353,700	\$353,700	\$353,700
CEC: Group/Temporary (GTAs only)			\$0
Compensation Schedule Changes			\$0
Faculty Promotions		\$148,584	\$148,584
Est. Enrollment Decline			\$579,400
Replacement Capital (one-time expense)			\$0
Scholarships			\$125,600
Total Calculated Tuition Need	\$347,900	\$496,484	\$1,201,484
Cost Savings and Changes to FY 2020 Enrollment Applied Toward Tuition Increases Note A			
Cost savings generated through Program Prioritization			(\$142,900)
Cost savings generated through strategies included in Huron report			\$0
Endowment Increase			(\$240,900)
TOTAL Cost Savings and FY 2020 Enrollment Applied Toward Tuition Increases	\$0	\$0	(\$383,800)
Total Net Tuition Requested	\$347,900	\$496,484	\$817,684
Total Tuition/Fee Rate Increases			Proposed Rates
FT Undergraduate Resident	2.6%	3.3%	5.5%
FT Graduate			
FT Non-Resident	2.5%	3.0%	3.0%
PT Undergraduate Resident	3.3%	4.1%	5.3%
PT Graduate			
PT Non-Resident	3.3%	4.1%	5.3%

Note A: Describe in your Fee Narrative the amount and where you have applied cost savings from Program Prioritization and strategies from the Huron report either in reducing the need for tuition increases (amount shown in this worksheet) or elsewhere in your institution.

LCSC is directing a portion of new revenue (Endowment \$240,900) and savings from program prioritization (\$142,900) towards the est. enrollment decline (\$579,400) for a remaining \$195,600 requested as a tuition increase.

The scholarships are existing commitments funded with one-time funds.

Lewis-Clark State College FY20 Proposal

Tuition & Fee Matrix

Scenario	Estimated Revenue Changes	Resident Tuition Increase	Resident Full-Time Tuition and Fees		Part-Time CR Tuition Increase	Part-Time CR Tuition & Fee Increase	Resident Full-Time				Non-Resident Full-Time		Part-Time Credit Hour			
			Tuition Increase	Non-resident Tuition Increase			Tuition Rate	Fees Rate	Tuition & Fees Rate	Tuition Only Increase	NR	Tuition Increase	Tuition	Tuition & Fees Rate	Tuition Only Increase	
							Current:	\$ 5,502.00	\$ 1,116.00	\$ 6,618.00		\$ 12,618.00		\$ 294.75	\$ 338.00	
1	\$ 84,800	0.50%	1.1%	1.1%	0.50%	1.5%		\$ 5,531.00	\$ 1,156.00	\$ 6,688.00	\$ 29.00	\$ 12,752.00	\$ 134.00	\$ 296.00	\$ 343.00	\$ 1.25
2	\$ 162,700	1.00%	1.5%	1.5%	1.00%	2.1%		\$ 5,558.00	\$ 1,156.00	\$ 6,714.00	\$ 56.00	\$ 12,802.00	\$ 184.00	\$ 298.00	\$ 345.00	\$ 3.25
3	\$ 233,500	1.50%	1.9%	1.9%	1.50%	2.4%		\$ 5,586.00	\$ 1,156.00	\$ 6,742.00	\$ 84.00	\$ 12,854.00	\$ 236.00	\$ 299.00	\$ 346.00	\$ 4.25
4	\$ 309,400	2.00%	2.3%	2.3%	2.00%	3.0%		\$ 5,612.00	\$ 1,156.00	\$ 6,768.00	\$ 110.00	\$ 12,904.00	\$ 286.00	\$ 301.00	\$ 348.00	\$ 6.25
5	\$ 322,500	2.10%	2.4%	2.4%	2.10%	3.0%		\$ 5,618.00	\$ 1,156.00	\$ 6,774.00	\$ 116.00	\$ 12,916.00	\$ 298.00	\$ 301.00	\$ 348.00	\$ 6.25
6	\$ 359,800	2.34%	2.6%	2.5%	2.34%	3.3%		\$ 5,631.00	\$ 1,156.00	\$ 6,788.00	\$ 129.00	\$ 12,934.00	\$ 316.00	\$ 302.00	\$ 349.00	\$ 7.25
7	\$ 456,900	3.00%	3.1%	3.0%	3.00%	3.8%		\$ 5,667.00	\$ 1,156.00	\$ 6,824.00	\$ 165.00	\$ 12,996.00	\$ 378.00	\$ 304.00	\$ 351.00	\$ 9.25
8	\$ 484,700	3.25%	3.3%	3.0%	3.25%	3.8%		\$ 5,681.00	\$ 1,156.00	\$ 6,838.00	\$ 179.00	\$ 12,996.00	\$ 378.00	\$ 304.00	\$ 351.00	\$ 9.25
9	\$ 498,100	3.29%	3.3%	3.0%	3.34%	4.1%		\$ 5,683.00	\$ 1,156.00	\$ 6,838.00	\$ 181.00	\$ 12,996.00	\$ 378.00	\$ 305.00	\$ 352.00	\$ 10.25
10	\$ 524,000	3.50%	3.5%	3.0%	3.50%	4.1%		\$ 5,696.00	\$ 1,156.00	\$ 6,852.00	\$ 194.00	\$ 12,996.00	\$ 378.00	\$ 305.00	\$ 352.00	\$ 10.25
11	\$ 557,200	3.75%	3.7%	3.0%	3.75%	4.4%		\$ 5,708.00	\$ 1,156.00	\$ 6,864.00	\$ 206.00	\$ 12,996.00	\$ 378.00	\$ 306.00	\$ 353.00	\$ 11.25
12	\$ 608,400	4.10%	4.0%	3.0%	4.10%	4.7%		\$ 5,729.00	\$ 1,156.00	\$ 6,886.00	\$ 227.00	\$ 12,996.00	\$ 378.00	\$ 307.00	\$ 354.00	\$ 12.25
13	\$ 624,300	4.25%	4.2%	3.0%	4.25%	4.7%		\$ 5,737.00	\$ 1,156.00	\$ 6,894.00	\$ 235.00	\$ 12,996.00	\$ 378.00	\$ 307.00	\$ 354.00	\$ 12.25
14	\$ 661,600	4.50%	4.4%	3.0%	4.50%	5.0%		\$ 5,751.00	\$ 1,156.00	\$ 6,908.00	\$ 249.00	\$ 12,996.00	\$ 378.00	\$ 308.00	\$ 355.00	\$ 13.25
15	\$ 671,500	4.60%	4.4%	3.0%	4.60%	5.0%		\$ 5,756.00	\$ 1,156.00	\$ 6,912.00	\$ 254.00	\$ 12,996.00	\$ 378.00	\$ 308.00	\$ 355.00	\$ 13.25
16	\$ 690,500	4.70%	4.5%	3.0%	4.75%	5.3%		\$ 5,762.00	\$ 1,156.00	\$ 6,918.00	\$ 260.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
17	\$ 698,500	4.80%	4.6%	3.0%	4.75%	5.3%		\$ 5,766.00	\$ 1,156.00	\$ 6,922.00	\$ 264.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
18	\$ 710,400	4.90%	4.7%	3.0%	4.75%	5.3%		\$ 5,772.00	\$ 1,156.00	\$ 6,928.00	\$ 270.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
19	\$ 722,300	5.00%	4.8%	3.0%	4.75%	5.3%		\$ 5,778.00	\$ 1,156.00	\$ 6,934.00	\$ 276.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
20	\$ 732,200	5.10%	4.9%	3.0%	4.75%	5.3%		\$ 5,783.00	\$ 1,156.00	\$ 6,940.00	\$ 281.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
21	\$ 742,200	5.20%	4.9%	3.0%	4.75%	5.3%		\$ 5,788.00	\$ 1,156.00	\$ 6,944.00	\$ 286.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
22	\$ 754,100	5.30%	5.0%	3.0%	4.75%	5.3%		\$ 5,794.00	\$ 1,156.00	\$ 6,950.00	\$ 292.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
23	\$ 764,000	5.40%	5.1%	3.0%	4.75%	5.3%		\$ 5,799.00	\$ 1,156.00	\$ 6,956.00	\$ 297.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
24	\$ 776,000	5.50%	5.2%	3.0%	4.75%	5.3%		\$ 5,805.00	\$ 1,156.00	\$ 6,962.00	\$ 303.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
25	\$ 785,900	5.60%	5.3%	3.0%	4.75%	5.3%		\$ 5,810.00	\$ 1,156.00	\$ 6,966.00	\$ 308.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
26	\$ 797,800	5.70%	5.3%	3.0%	4.75%	5.3%		\$ 5,816.00	\$ 1,156.00	\$ 6,972.00	\$ 314.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
27	\$ 807,800	5.80%	5.4%	3.0%	4.75%	5.3%		\$ 5,821.00	\$ 1,156.00	\$ 6,978.00	\$ 319.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00
28	\$ 817,700	5.90%	5.5%	3.0%	4.75%	5.3%		\$ 5,826.00	\$ 1,156.00	\$ 6,982.00	\$ 324.00	\$ 12,996.00	\$ 378.00	\$ 308.75	\$ 356.00	\$ 14.00

Cumulative

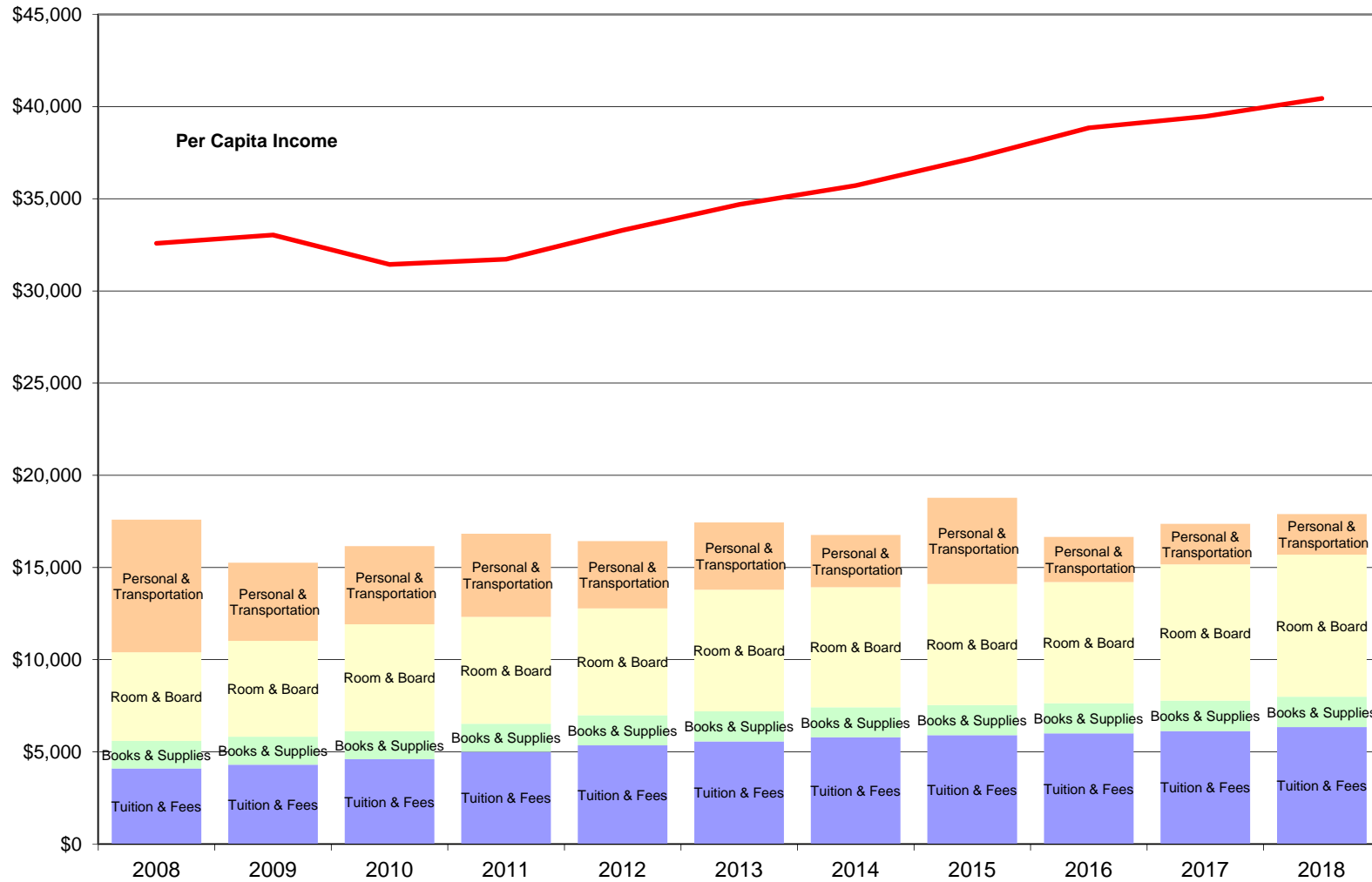
Scenario	Needs	Amount	Covers the following
Line 6	\$	347,900	Variable Benefits + CEC: Regular Employees
Line 9	\$	496,484	Variable Benefits + CEC: Regular Employees + Faculty Promotions
Line 28	\$	817,684	Variable Benefits + CEC: Regular Employees + Faculty Promotions + Enrollment Decline + Scholarships

LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY20 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

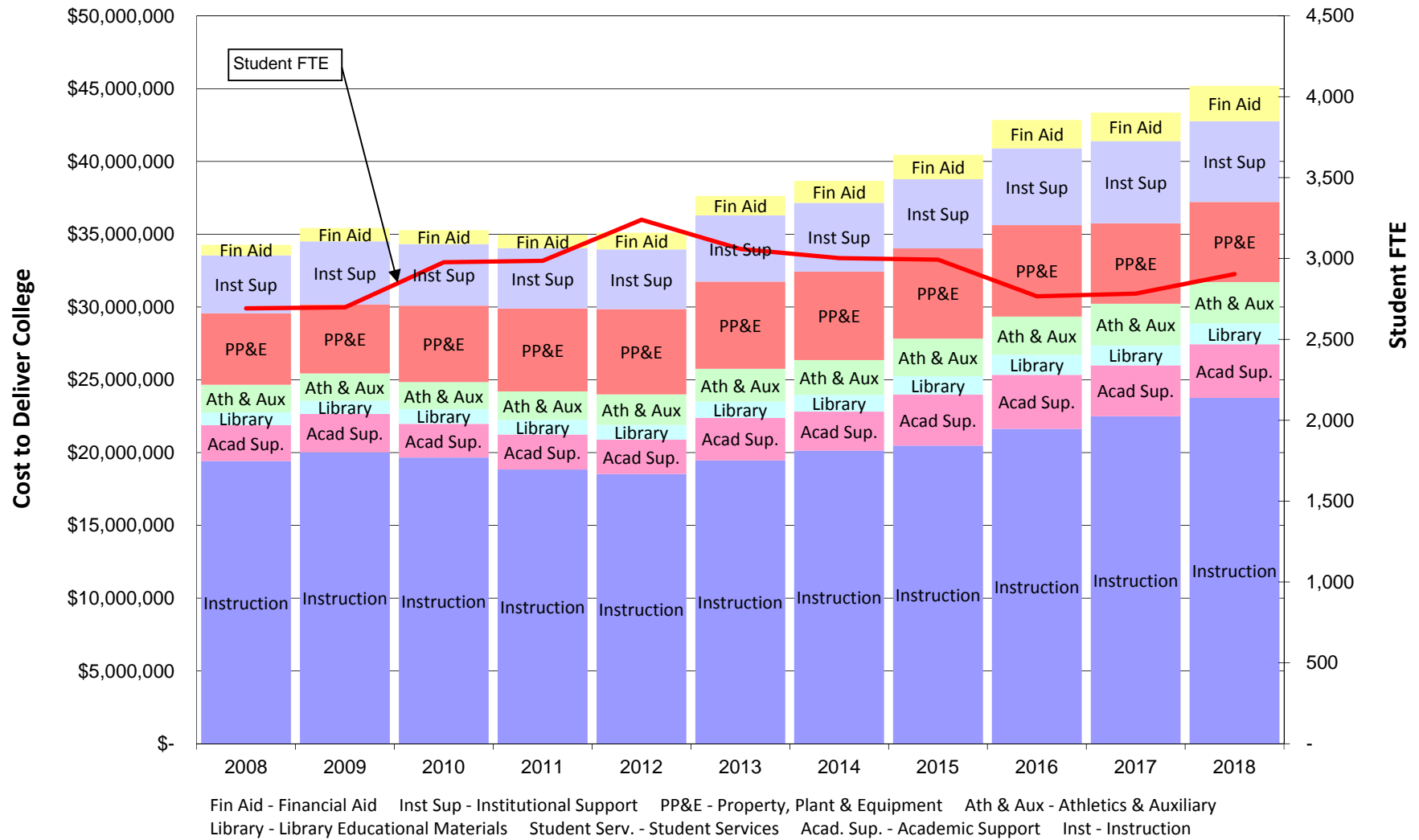
Student Fees:	FY 2016	FY 2017	FY 2018	FY 2019	Request FY 2020	5-Year Increase	% Increase
1 Full-time Fees							
2 Tuition (Unrestricted)	\$ 4,776.00	\$ 5,100.00	\$ 5,278.00	\$ 5,502.00	\$ 5,826.00	\$ 1,050.00	22.0%
3 Technology Fee	70.00	70.00	70.00	130.00	136.00	66.00	94.3%
4 Facilities Fees	468.00	155.00	155.00	155.00	189.00	(279.00)	-59.6%
5 Student Activity Fees	686.00	795.00	831.00	831.00	831.00	145.00	21.1%
6 Total Full-time Fees	\$ 6,000.00	\$ 6,120.00	\$ 6,334.00	\$ 6,618.00	\$ 6,982.00	\$ 982.00	16.4%
7 Percentage Increase	1.7%	2.0%	3.5%	4.5%	5.5%		
9 Part-time Credit Hour Fees							
10 Education Fee	\$ 262.00	\$ 272.75	\$ 283.75	\$ 294.75	\$ 308.75	\$ 46.75	17.8%
11 Technology Fee	4.25	4.25	4.25	7.25	8.25	4.00	94.1%
12 Facilities Fees	13.75	5.00	5.00	5.00	8.00	(5.75)	-41.8%
13 Student Activity Fees	27.00	31.00	31.00	31.00	31.00	4.00	14.8%
14 Total Part-time Cr Hr Fees	\$ 307.00	\$ 313.00	\$ 324.00	\$ 338.00	\$ 356.00	\$ 49.00	16.0%
16 Summer Credit Hour Fees							
17 Education Fee	\$ 210.10	\$ 199.75	\$ 210.75	\$ 219.25	\$ 232.25	\$ 22.15	10.5%
18 Technology Fee	4.25	4.25	4.25	7.25	8.25	4.00	94.1%
19 Facilities Fees	13.75	5.00	5.00	5.00	8.00	(5.75)	-41.8%
20 Student Activity Fees	78.90	104.00	104.00	106.50	107.50	28.60	36.2%
21 Total Summer Cr Hr Fees	\$ 307.00	\$ 313.00	\$ 324.00	\$ 338.00	\$ 356.00	\$ 49.00	16.0%
23 Other Student Fees							
24 Nonresident Tuition:							
25 Nonres Tuition	\$ 11,000.00	\$ 11,500.00	\$ 12,076.00	\$ 12,618.00	\$ 12,996.00	\$ 1,996.00	18.1%
26 Nonres Tuition-Asotin County	\$ 3,380.00	\$ 3,532.00	\$ 3,708.00	\$ 3,874.00	\$ 3,990.00	\$ 610.00	18.0%
27 Other Fees:							
28 Western Undergrad Exchge	\$ 3,000.00	\$ 3,060.00	\$ 3,167.00	\$ 3,310.00	\$ 3,491.00	\$ 491.00	16.4%
29 In-service Fees/Cr Hr - Undergrad	\$ 106.00	\$ 110.00	\$ 114.00	\$ 122.00	\$ 129.00	\$ 23.00	21.7%
30 Overload (20 cr. or more)	\$ 307.00	\$ 313.00	\$ 324.00	\$ 338.00	\$ 356.00	\$ 49.00	16.0%

Cost of Attending College vs. Per Capita Income Lewis-Clark State College

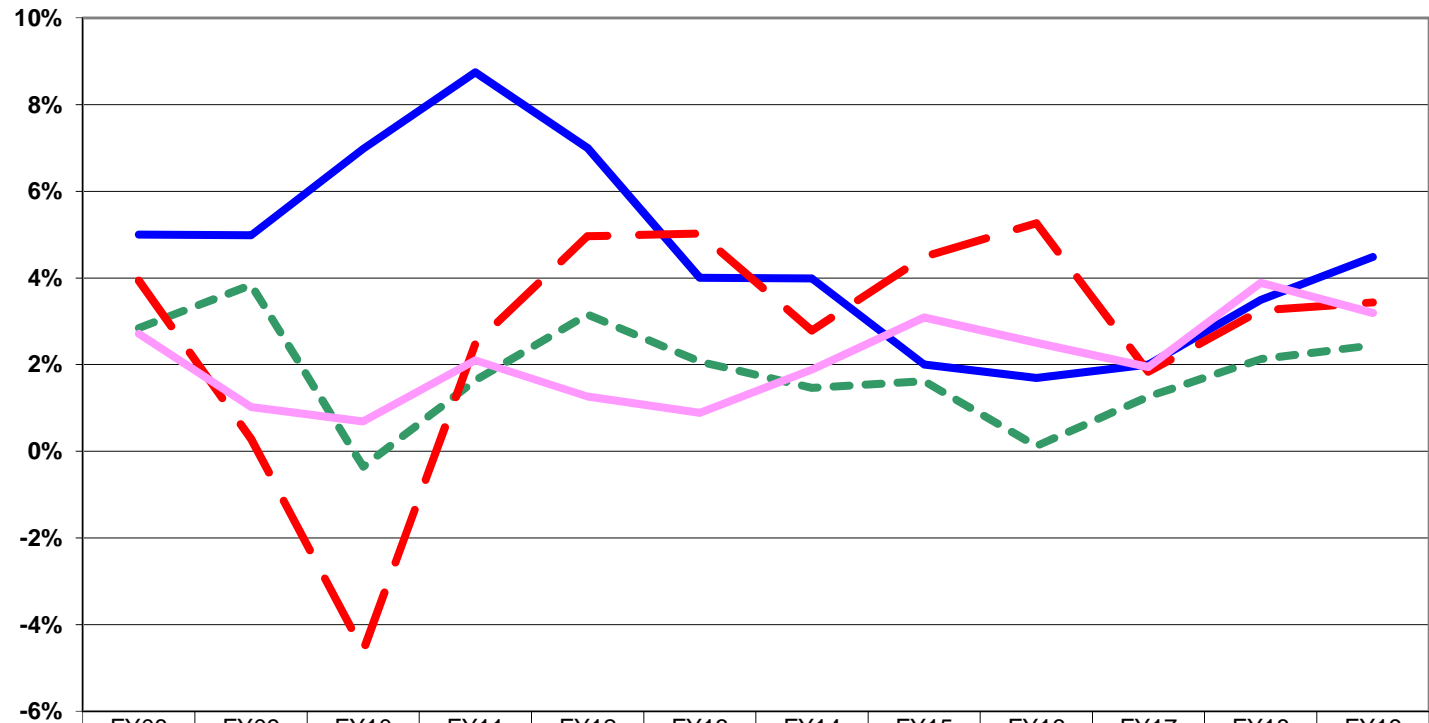


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College Lewis-Clark State College



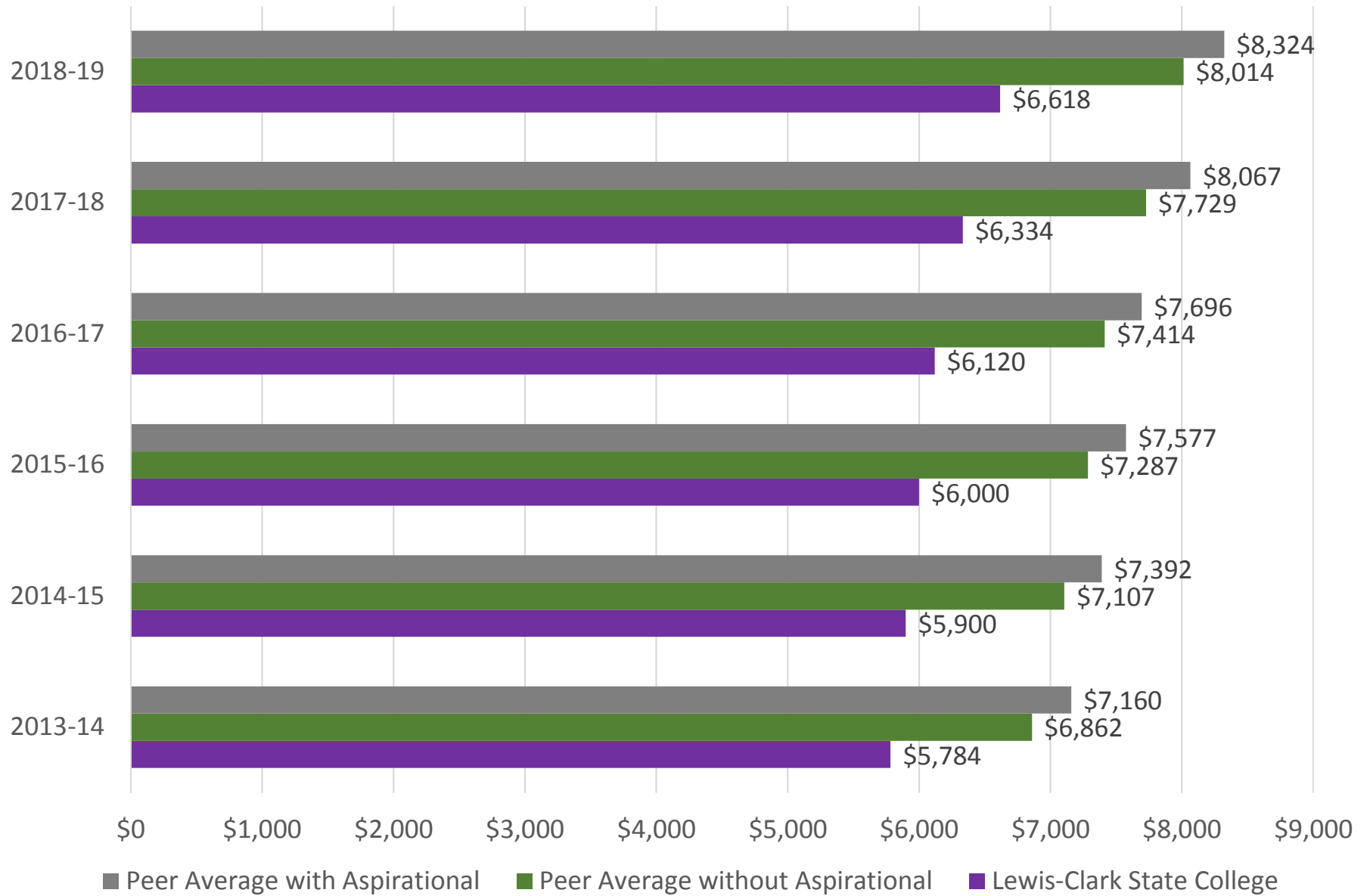
Lewis-Clark State College
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
 % Increase from Prior Year



	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
— Resident Tuition and Fees	5.00%	4.99%	6.98%	8.75%	7.00%	4.00%	3.99%	2.01%	1.69%	2.00%	3.50%	4.48%
- - - Consumer Price Index	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%
- - - Idaho Per Capita Income	3.94%	0.29%	-4.61%	2.49%	4.96%	5.02%	2.79%	4.49%	5.26%	1.83%	3.25%	3.44%
— Idaho Average Annual Wage	2.71%	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.09%	2.50%	1.94%	3.89%	3.19%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
 Division of Financial Management Economic Forecast, January 2019

Lewis-Clark State College



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SUBJECT

Institution and Agency Strategic Plan

REFERENCE

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.
April 2018	The Board reviewed the institution, agency and special/health programs strategic plans.
June 2018	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2018	The Board discussed potential amendments to the State K-20 Education Strategic Plan.
February 2019	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 4: 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:

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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 educational interest of its students and its principal programs leading to recognized degrees.
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." These new system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game

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Changers. The system-wide performance measures are required to be reported consistently across institutions. While each institution is required to include the system-wide performance measures in their strategic plans, 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 of the measures in 2017.

The 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

Remediation Reform

- 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

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

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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 embedding this into their strategic plans or providing it as an addendum to the strategic plan. This is the second year of the cybersecurity requirements. Some institutions were not prepared to include this update for the April Board meeting and will include it in their submittal for the June Board meeting. Special programs that are embedded within an institution use the institution's cybersecurity plans to meet this requirement.

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.

ATTACHMENTS

- Attachment 01 - K-20 Strategic Plan
- Attachment 02 - Institution System-wide Performance Measure Summary

Institutions

- Attachment 03 – University of Idaho
- Attachment 04 – Boise State University
- Attachment 05 – Idaho State University
- Attachment 06 – Lewis-Clark State College

Community Colleges

- Attachment 07 – College of Eastern Idaho
- Attachment 08 – College of Southern Idaho
- Attachment 09 – College of Western Idaho
- Attachment 10 – North Idaho College

Agencies

- Attachment 11 – Idaho Division of Career Technical Education
- Attachment 12 – Idaho Division of Vocational Rehabilitation
- Attachment 13 – Idaho Public Television
- Attachment 14 – State Department of Education/Public Schools

Special and Health Programs

- Attachment 15 - TechHelp
- Attachment 16 - Small Business Development Center
- Attachment 17 - Family Medicine Residency of Idaho (Boise)
- Attachment 18 - Idaho Museum of Natural History
- Attachment 19 - Agricultural Research and Extension Services
- Attachment 20 - Forest Utilization Research
- Attachment 21 - Idaho Geological Survey
- Attachment 22 - Idaho - Washington Idaho Montana Utah (WIMU)
Veterinary Medical Education
- Attachment 23 - Idaho - Washington, Wyoming, Alaska, Montana, Idaho
(WWAMI) Medical Education Program

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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 to look at the mid and long term goals for public education in the state and provide direction to the institutions and agencies on what that course should be. Additionally, the process allows the Board to identify how progress will be measured by the institutions and agencies. The institution and agency strategic plans are also intended to drive the annual budgeting and budget request process. The strategic plans in conjunction with the three-year program plans the Board reviews and approves at the regular August Board meeting allow the Board to view the system at a policy level to assure the system is on course or make adjustments as needed. The purpose of the strategic planning work session is to engage the institutions in a discussion around their strategic goals and objectives, how these goals and objectives work together as part of a system and whether or not they are helping to make progress in accomplishing Idaho's education vision and mission.

As part of this year's review of the strategic plans the Planning, Policy and Governmental Affairs Committee would like to focus work on understanding the institution and agency plan alignment with the K-20 education strategic plan, how the goals and objectives will impact or move the needle on the Board's educational attainment goals, and how the plans promote greater educational system alignment and coordination. Additional focus from the committee is on the institutions and agencies having measurable goals and objectives and performance measure benchmarks that are "stretch" performance targets and are not based on status quo growth. The community college strategic plans are approved by their local boards of trustees prior to being provided to the Board, due to the shared governance structure of the community colleges, any feedback or requests for changes would need to go back the community college Boards of Trustees.

With the implementation of the strategic plan template the institutions, agencies, and special/health programs resulted in closer compliance with the statutory and Board policy strategic planning requirements allowing the focus to be on the goals, objectives and performance measures rather than issues around missing components. This will allow the Board to focus on the quality and direction of the

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strategic plans rather than the completeness of the plans. The institutions and agencies were requested to submit their plans showing the amendments that are being made from the previously Board approved strategic plans. Lewis-Clark State College's strategic plan is a substantial rewrite of the previous version and as such is not in a redlined format. Their plan should be considered a new strategic plan. Idaho State University Family Medicine Residency program is still in, the process of updating their strategic plan and will provide the plan for the Board's consideration at the June Board meeting. Board staff will work with the institutions to incorporate any changes that may arise from the discussion with the Board for consideration by the Board at the June 2019 Regular Board meeting.

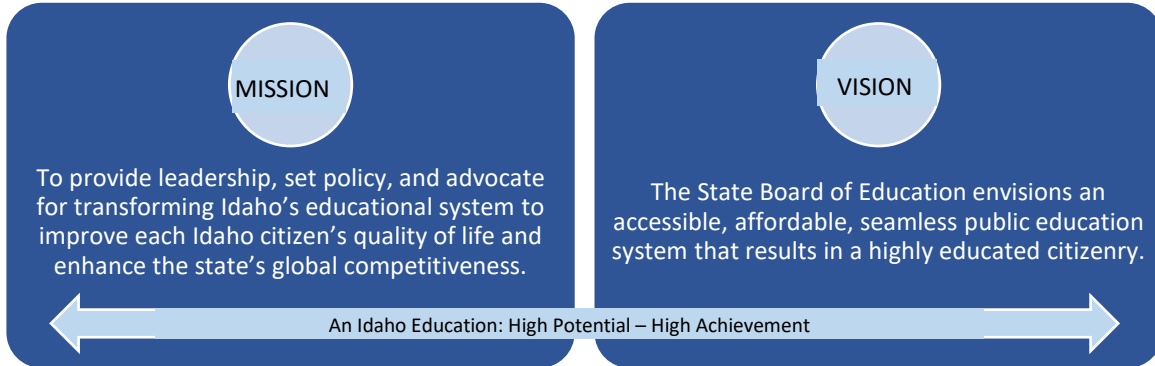
For the June Regular Board meeting clean versions of the plans will be provided for the Board's consideration of approval.

BOARD ACTION

This item is for informational purposes only.



Idaho K-20 Public Education - Strategic Plan



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –
Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho’s educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.



FY2020-2025

Idaho K-20 Public Education - Strategic Plan

MISSION STATEMENT

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION STATEMENT

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Objective B: School Readiness – Explore opportunities to enhance school readiness.

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Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

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

GOAL 4: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.



FY2020-2025
Idaho K-20 Public Education - Strategic Plan

PERFORMANCE MEASURES:

G1: Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

- I. **Development of a single K-20 data dashboard and timeline for implementation.**
Benchmark: Completed by FY2018

G1: Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

- I. **Percent of Idaho community college transfers who graduate from four year institutions.**
Benchmark: 25% or more (by 2024)
- II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**
Benchmark: 2 year – less than 55% (by 2024)
4 year – less than 20% (by 2024)

G2: Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

- I. **Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark: TBD
- II. **Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**
Benchmark: TBD
- III. **High School Cohort Graduation rate.**
Benchmark: 95% or more (by 2024)

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ATTACHMENT 1

IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks (broken out by subject).

Benchmark: SAT – 60% or more (by FY2024)
ACT – 60% or more (by FY2024)

V. Percent of high school graduates who participated in one or more advanced opportunities.

Benchmark: 80% or more (by FY2024)

VI. Percent of dual credit students who graduate high school with an Associate’s Degree.

Benchmark: 3% or more (by FY2024)

VII. Percent of high school graduates who enroll in a postsecondary institution:

Within 12 months of high school graduation.

Benchmark: 60% or more (by FY2024)

Within 36 months of high school graduation.

Benchmark: 80% or more (by FY2024)

G2: Objective B: School Readiness – Explore opportunities to enhance school readiness.

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.

Benchmark: TBD

II. Number of students participating in early readiness opportunities facilitated by the state.

Benchmark: TBD

G3: Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

VIII. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60% or more (by 2025)

IX. Total number of certificates/degrees produced, by institution per year:

- a) Certificates
- b) Associate degrees
- c) Baccalaureate degrees

X. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)

Benchmark: 2 year - 75% or more (by 2020)

4 year - 85% or more (by 2020)

- XI. **Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**
Benchmark: 50% or more (2yr/4yr) (by 2024)

G3: Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

- I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.**
Benchmark: 50% or more (by 2025)
- II. **Percent of new degree-seeking freshmen completing a gateway math course within two years.**
Benchmark: 60% or more (by 2025)
- III. **Median number of credits earned at completion of Associate’s or Baccalaureate degree program.**
Benchmark: Transfer Students: 69/138 or less (by 2020)
Benchmark: non-transfer students: 69/138 or less (by 2020)

G3: Objective C: Access - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

- I. **Annual number of state-funded scholarships awarded and total dollar amount.**
Benchmark: 3,000 or more, \$16M or more (by FY2024)
- II. **Proportion of postsecondary graduates with student loan debt.**
Benchmark: 50% or less (by FY2024)
- III. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more (by 2025)
- IV. **Percent cost of attendance (to the student)**
Benchmark: 96% (or less) of average cost of peer institutions (by FY2024)
- V. **Average net cost to attend public institution.**
Benchmark: 4 year - 90% or less of peers (using IPEDS calculation) (by FY2024)
- VI. **Expense per student FTE**

Benchmark: \$20,000 or less (by FY2024)

VII. Number of degrees produced

Benchmark: 15,000 or more (by FY2025)

G4: Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

I. Percentage of students participating in internships.

Benchmark: 10% or more (by 2024)

II. Percentage of undergraduate students participating in undergraduate research.

Benchmark: Varies by institution (by 2024)

III. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

Benchmark: 1:0.25 or more (by 2024)

IV. Increase in postsecondary programs tied to workforce needs.

Benchmark: 10 or more (by 2024)

G4: Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.

Benchmark: 8 graduates at any one time (annual – FY19)

II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

Benchmark: 60% or more (by 2024)

III. Percentage of Family Medicine Residency graduates practicing in Idaho.

Benchmark: 60% or more (by 2024)

IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.

Benchmark: 50% or more (annual – FY19)

V. Medical related postsecondary programs (other than nursing).

Benchmark: 100 or more (by 2024)

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

**Postsecondary Institution
System-wide Performance Measures
October 2017** (amended 2018 – removed one measure)

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 one academic year or more
 - b) Associate degrees
 - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
 - a) Certificates of one academic year or more
 - b) Associate degrees
 - c) Baccalaureate degrees

Remediation Reform

- V. Percent of undergraduate, degree-seeking students who took a remedial course and completed 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

Guided Pathways

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

**WORK SESSION
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ATTACHMENT 2

University of Idaho

I. Percentage of students completing 30 or more credits per academic year.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7,740	7,493	7,400	7,284	40%⁴
3,284	3,120	3,174	3,089	
42.4%	41.6%	42.9%	42.4%	

II. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57.3%	55.8	54.5%	59.3%	60%⁴
Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2012-13	

III. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Bachelors: 2,017	Bachelors: 1,865	Bachelors: 1,852	Bachelors: 1,798	2,000⁴

IV. Number of UG unduplicated degree/certificate graduates.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Bachelors: 1,765	Bachelors: 1,687	Bachelors: 1,651	Bachelors: 1,570	2000⁴

V. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Math 50%	Math 54%	Math 48%	Math 59%	Math 56%⁴
ENGL 66%	ENGL 72%	ENGL 70%	ENGL 69%	

VI. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
70.9%	68.9%	69.7%	64.5%	74%⁴

* Course meeting the Math general education requirement.

VII. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
29.1%	29.7%	30.1	34.1	34%⁴
Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2012-13	

**WORK SESSION
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ATTACHMENT 2

Boise State University

I. Progress indicated by credits per year	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>% of undergraduate degree seeking students with 30 or more credits per year	28.4%	28.3%	27.5%	Available July 2019	30%	32%
II. 6-year graduation rate	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Target ("Benchmark")	
					Fall 2014 cohort	Fall 2018 cohort
> % of first-time, full-time freshmen who graduated	38.7%	43.4%	45.8%	Available Sept. 2019	48.0%	54.0%
-Resident, Pell-Eligible only	29.3%	30.4%	34.3%		38.0%	46.0%
-Resident, Not Pell-Eligible only	34.2%	43.5%	41.4%		45.0%	51.0%
-Non-Resident, Pell-Eligible only	45.6%	44.4%	54.7%		57.0%	61.0%
-Non-Resident, Not Pell-Eligible only	58.4%	60.7%	64.0%		65.5%	68.5%
>% of full-time transfers who graduated	51.0%	58.3%	57.5%		58.0%	62.0%
III. Degrees and Certificates Awarded	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	127	226	248	Available Sept. 2019	300	400
>Associate	145	116	119		150	150
>Baccalaureate	3,174	3,317	3,373		3,700	4,275
>Graduate Certificate	178	220	248		270	320
>Master's	670	776	917		950	975
>Education Specialist	10	15	16		23	33
>Doctoral	18	36	32		40	50
IV. Unduplicated number of graduates (distinct by award level)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	127	200	248	Available Sept. 2019	300	400
>Associate	141	114	118		150	150
>Baccalaureate	2,998	3,141	3,196		3,500	4,050
>(SBOE target for baccalaureate graduates)	(2,843)	(2,986)	(3,130)		(3,416)	
>Graduate Certificate	173	212	241		270	320
>Master's	670	776	917		950	975
>Education Specialist	10	15	16		23	33
>Doctoral	18	36	32		40	50
Total Distinct Graduates	3,916	4,173	4,393		4,800	5,600
V. Success in credit-bearing course (gateway) after remedial course	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>English	65%	64%	Available July 2019	Available July 2020	70%	74%
>Mathematics	47%	40%			50%	50%
VI. Gateway math success of new degree-seeking freshmen	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Target ("Benchmark")	
					Fall 2018 Cohort	Fall 2022 Cohort
>% completed within two years	84.40%	87.79%	88.65%	Available Sept. 2019	89%	90%

VII. 4-year graduation rate	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Target ("Benchmark")	
					Fall 2016 cohort	Fall 2017 cohort
> % of first-time, full-time freshmen who graduated	21.1%	25.5%	28.7%	Available Sept. 2019	33%	41%
-Resident, Pell-Eligible only	10.9%	12.2%	15.3%		20%	33%
-Resident, Not Pell-Eligible only	18.7%	22.9%	24.5%		29%	38%
-Non-Resident, Pell-Eligible only	29.2%	31.4%	34.0%		39%	48%
-Non-Resident, Not Pell-Eligible only	36.9%	42.7%	46.4%		49%	53%
>% of full-time transfers who graduated	47.0%	47.5%	49.7%		51%	53%

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ATTACHMENT 2

Idaho State University

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
30%	31%	31%	Not Avail.	50% or more

II. Percent of first-time, full-time, freshmen graduating within 150% of time

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
28%	29%	32%	Not Avail.	50% or more

III. Total number of certificates/degrees produced, broken out by:

a) Total number of certificates of at least one academic year

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
207	200	286	Not Avail.	315

b) Total number of associate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
378	419	472	Not Avail.	519

c) Total number of baccalaureate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
1,277	1,249	1,166	Not Avail.	1,224

IV. Number of unduplicated graduates broken out by:

a) Total number unduplicated graduates (certificates of at least one academic year)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2018)	Benchmark
182	179	266	Not Avail.	292

b) Total number unduplicated graduates (associate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
358	402	472	Not Avail.	519

c) Total number unduplicated graduates (baccalaureate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
1,196	1,167	1,131	Not Avail.	1,187

V. Reform Remediation -- 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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
28%*	Not Avail.	Not Avail.	Not Avail.	TBD

*In 2016, English became a co-requisite vs. a remediation course

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ATTACHMENT 2

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
34%	35%	34%	Not Avail.	40%

VII. Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
11%	13%	14%	Not Avail.	20%

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ATTACHMENT 2

Lewis-Clark State College

I. Performance Measure: 30 to Finish

30+ credits per AY	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	26%	23%	25%	38%	Available Summer '19	
Benchmark	New Benchmarking Method				31%	38%

II. Performance Measures: Graduation Rate - 150% normative time to degree attainment

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY15 (2008 Cohort)	FY16 (2009 Cohort)	FY17 (2010 Cohort)	FY18 (2011 Cohort)	FY 19 (2012 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
Entered as Bacc.- Seeking	Bacc.	23%	21%	27%	23%	33%		
	Benchmark: +1% annually	New Benchmark Methodology				24%	25%	29%
	Achievement	No Prior Benchmark				MET		
All First- Time, Full- Time Students	Bacc., Assoc, & Certificates	27%	30%	30%	28%	38%		
	Benchmark: +1% annually	New Benchmark Methodology				29%	30%	34%
	Achievement	No Prior Benchmark				MET		

III. Performance Measure: Certificates and Degrees

Certificates & Degrees	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	25	22	18	21	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				21	21
Associates	202	351	414	425	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				430	455
Baccalaureates	544	541	528	587	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				594	620

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IV. Performance Measures: Graduates

Graduates	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	17	18	14	20	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				20	20
Associates	152	248	300	410	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				415	433
Baccalaureates	544	541	528	573	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				580	606

V. Performance Measure: Remediation

Remediation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	13%	16%	21%	19% ³⁵	Not yet available	
Benchmark	New Benchmarking Method				20%	25%

VI. Performance Measure: Math Pathways

Math Pathways	FY15 (Fall 2014- Su 2016)	FY16 (Fall 2015- Su 2017)	FY17 (Fall 2016- Su 2018)	FY18 (Fall 2017- Su 2019)	FY 19 (Fall 2018- Su 2020)	FY 23 (Fall 2022- Su 2024)
%	30%	50%	48%	52% ³⁷	Not yet available	
Benchmark:	New Benchmarking Method				53%	58%

VII. Performance Measure: Graduation Rate - 100% normative time to degree attainment

100% Baccalaureate Grad Rate	FY15 (2010 Cohort)	FY16 (2011 Cohort)	FY17 (2012 Cohort)	FY18 (2013 Cohort)	FY 19 (2014 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
First-Time, Full-Time, Cohort	New	10%	18%	21%	18%		
Benchmark: +1% annually	New Benchmark Methodology				22%	23%	27%
Achieveme					NOT MET		

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ATTACHMENT 2

College of Eastern Idaho

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Percentage	9%	13%	12%	8%	>10%

- II. Percent of first-time, full-time, freshmen graduating within 150% of time

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Grad Rate %150 IPEDS	57%	56%	53%	54%	>60%

- III. Total number of certificates/degrees produced, broken out by:

- a) Certificates of at least one academic year
b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Certificates	120	120	109	120	>120
Associate Degrees	97	118	121	93	>130

- IV. Number of unduplicated graduates, broken out by:

- a) Certificates of at least one academic year
b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Completers of Certificates	120	120	109	120	>120
Completers of Degrees	97	117	121	93	>130

Remediation Reform

- 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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	47%	47%	40%	28%	>45%

Math Pathways

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	26%	30%	29%	24%	>31%

Guided Pathways

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
FTFT Completers 100%	40%	30%	37%	46%	>40%

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ATTACHMENT 2

College of Southern Idaho

I. Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
8% (473/6,188)	8% (453/5,621)	8% (436/5,161)	10% (472/4,618)	11%

Benchmark: 11% (by FY2020)

II. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (191/976) Fall 2012 Cohort	22% (181/843) Fall 2013 Cohort	27% (178/672) Fall 2014 Cohort	27% (161/606) Fall 2015 Cohort	28%

Benchmark: 28% ¹⁹ (by FY2020)

III. Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
179 Certificates 845 Degrees	192 Certificates 919 Degrees	151 Certificates 817 Degrees	154 Certificates 800 Degrees	None

Benchmark: NA

IV. Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
176 Certificates 763 Degrees	189 Certificates 853 Degrees	148 Certificates 774 Degrees	152 Certificates 736 Degrees	None

Benchmark: NA

V. A) Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (238/1,200)	24% (260/1,078)	32% (261/829)	33% (271/835)	35%

Benchmark: 35% (by FY2020)

V. B) Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
33% (138/415)	51% (168/331)	72% (232/324)	70% (215/309)	72%

Benchmark: 72% (by FY2020)

VI. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27% (648/2,420)	27% (567/2,097)	29% (561/1,937)	37% (614/1,795)	40%

Benchmark: 40% (by FY2020)

VII. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9% (83/976) Fall 2012 Cohort	10% (84/843) Fall 2013 Cohort	13% (88/672) Fall 2014 Cohort	15% (88/606) Fall 2015 Cohort	16%

Benchmark: 16% ²⁰ (by FY2020)

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ATTACHMENT 2

College of Western Idaho

I. Percentage of students completing 30 or more credits per academic year

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3%	3%	4%	3%	4%	>=7%

*Note: Prior reports calculated students completing 30 or more credits ever at the institution. Updated in FY18 to reflect students completing 30 or more credits per academic year.

II. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	Fall Cohort 2014 12%	>=16%

III. Number of degrees/certificates produced annually (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
895	895	996	979	984	>=1,000
Certificates of at least 1 year					
110	191	229	240	402	>=300

IV. Number of unduplicated graduates (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
822	824	910	893	891	>=975
Certificates of at least 1 year					
95	161	226	240	337	>=275

V. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
English: 44% Math: 15%	English: 68% Math: 14%	English: 70% Math: 10%	English: 70% Math: 17%	English: 67% Math: 22%	English: 72% Math: >=25%

VI. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27%	28%	28%	22%	24%	>=25%

VII. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 4%	Fall Cohort 2011 3%	Fall Cohort 2012 6%	Fall Cohort 2013 3%	Fall Cohort 2014 6%	>=5%

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ATTACHMENT 2

North Idaho College

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends. [CCM 195]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
5.8% (341/5871)	6.8% (374/5483)	7.2% (361/5042)	7.1% (331/4687)	New Benchmark currently under development

- II. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 196]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22% (187/832) Fall 12 Cohort	25% (185/752) Fall 13 Cohort	23% (151/653) Fall 14 Cohort	27% (169/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 47%	NIC Rank 50%	RNIC Rank 54%	Rank not yet available	

- III. Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 193]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 38 b) 251 c) 676 Total Awards: 965	a) 29 b) 306 c) 746 Total Awards: 1081	a) 31 b) 473 c) 690 Total Awards: 1194	a) 45 b) 610 c) 687 Total Awards: 1342	New Benchmark currently under development

- IV. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 194]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 35 b) 234 c) 661 Total overall unduplicated count: 898	a) 28 b) 288 c) 729 Total overall unduplicated count: 969	a) 20 b) 449 c) 674 Total overall unduplicated count: 905	a) 32 b) 569 c) 656 Total overall unduplicated count: 911	New Benchmark currently under development

- 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. *Statewide Performance Measure. Source: NIC Trends. [CCM 203/204]*

Math

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3.6% (41/1130) 13-14 Cohort	8.2% (90/1095) 14-15 Cohort	13.0% (137/1054) 15-16 Cohort	22.6% (304/1344) 16-17 Cohort	New Benchmark currently under development

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English

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16.7% (73/436) 13-14 Cohort	30.0% (137/457) 14-15 Cohort	50.9% (244/479) 15-16 Cohort	60.9% (361/593) 16-17 Cohort	New Benchmark currently under development

- VI. Percent of first-time, full-time freshmen graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 199]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16% (130/832) Fall 12 Cohort	16% (119/752) Fall 13 Cohort	15% (97/653) Fall 14 Cohort	17% (105/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 47%	NIC Rank 50%	RNIC Rank 62%	Rank not yet available	

- VII. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends. [CCM 198]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22.1% (432/1952) 12-13 Cohort	24.1% (426/1771) 13-14 Cohort	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	New Benchmark currently under development



University of Idaho Strategic Plan and Process

20198 - 2023

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted Marchy 20197 for 20198 - 2023

MISSION STATEMENT

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state’s land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

VISION STATEMENT

The University of Idaho will expand the institution’s intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

GOAL 1: Innovate

Scholarly and creative work with impact

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.¹

Objective A: *Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.*

Performance Measures:

I. Research Expenditures (\$ ~~thousand~~million)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY178 (20176-20187)	Benchmark
95,594 97	97,493 95	102,000 96	109,000 102	105 ²

Objective B: *Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.*

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Performance Measures:

I. Terminal degrees in given field (PhD, MFA, etc.)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
275 290	279 275	236 279	230 285 236	300

II. Number of Postdocs, and Non-faculty Research Staff with Doctorates

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
66 65	70 66	102 70	92 70 102	72 ²

III. Number of undergraduate and graduate students paid from sponsored projects (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY17⁸ (2017⁶-2018⁷)	Benchmark
575 (UG) & 574 (GR) 1,149 Total 489 (UG) & 488 (GR) 977 Total	697 (UG) & 463 (GR) 1,160 Total 575 (UG) & 574 (GR) 1149 Total	598 (UG) & 597 (GR) 1,195 Total 697 (UG) & 463 (GR) 1160 Total	765 (UG) & 500 (GR) 1,265 Total 597 (GR) 1195 Total	610 (UG) & 609 (GR) 1,237 Total ²

IV. Percentage of students involved in undergraduate research (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
66% 74%	63% 67%	65% 66%	61% 68 65%	69% ²

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Performance Measures

I. Invention Disclosures

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
14 18	18 14	21 18	24 20 21	25 ²

GOAL 2: Engage

Outreach that inspires innovation and culture

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Performance Measures:

I. Go-On Impact³

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2017⁸)	Benchmark
NANA	35% NA	35% 35%	40.6 40 35%	45% ⁴

Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
57 54	57 57	57 57	57 57	64 ⁴

II. Economic Impact (\$ Billion)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY17⁸ (2017⁶-2018⁷)	Benchmark
1.1 NA	1.1 1.1	1.1 1.1	1.1 1.1	1.2 ⁴

Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

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Performance Measures:

I. Number of Direct UI Extension Contacts

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 7 (2017-2018)	Benchmark
<u>359,662</u> 359,622	<u>338,261</u> 338,261	<u>360,258</u> 360,258	<u>405,739</u> 348,000 <u>360,258</u>	359,000⁴

II. NSSE Mean Service Learning, Field Placement or Study Abroad

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 7 (2017-2018)	Benchmark
<u>52%</u> NA	<u>52%</u> 52%	<u>52%</u> 52%	<u>52%</u> 52%	58%⁴

III. Alumni Participation Rate⁵

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 7 (2017-2018)	Benchmark
<u>9%</u> 8.5%	<u>10.9%</u> 9%	<u>10%</u> 10.9%	<u>10.3%</u> 10%	10%⁴

IV. Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 7 (2017-2018)	Benchmark
<u>6,002 / 1,178</u> 5021/1136	<u>6,754/1,479</u> 6,002 / 1,178	<u>10,170 / 2,251</u> 6754/1479	<u>12,004 / 2,755</u> 6,500/2,251 <u>10,170</u>	6,700 / 1,250⁴

**GOAL 3: Transform
Educational experiences that improve lives**

Increase our educational impact.

Objective A: *Provide greater access to educational opportunities to meet the evolving needs of society.*

Performance Measures:

I. Enrollment

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18</u> (2017-2018) 7 (2017-2018)	Benchmark
<u>11,534</u> 11834	<u>11,372</u> 11534	<u>11,780</u> 11371	<u>12,072</u> 11780	12,500²

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Objective B: Foster educational excellence via curricular innovation and evolution..

Performance Measures:

I. Retention – New Students (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
80.1% 77.4%	77.4% 80.1%	81.6% 77.4%	80.8 82.7 %	83% ⁶

II. Retention – Transfer Students (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY178 (20176-20187)	Benchmark
82.8% 82.8%	79.2% 79.2%	83.4% 83.4%	82.4 77.83 %	78% ⁴

III. Graduates (All Degrees:IPEDS)⁷, b) Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
2,861 1,765 618/123 20% 39% 1886 635/133 20% 30%	2,700 1,687 598/144 20% 42% 1,765 618/123 20% 30%	2,668 1,651 584/122 20% 30% 1687 598/144 20% 42%	2,487 2,900 1,570 543 20 Retired by SBOE% 2930 Retired by SBOE%	2,950 ² 1,800 ² 750/130 ⁴ 20% ⁴ 45% ⁴

IV. NSSE High Impact Practices

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
67% NA	67% 67%	67% 67%	73 70.67 %	70% ⁴

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V. Remediation (System wide metric) a) Number, b) % of first time freshman

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
<u>162 / 14%</u> <u>136/12%</u>	<u>151/13%</u> <u>150/14%</u>	<u>230 / 18%</u> <u>151/14%</u>	<u>217</u> 153 <u>230 / 19%</u> <u>1419</u>	<u>158</u> / <u>14%</u> ⁴

VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major) **New Statewide Performance Measure**

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
<u>Bachelors: 2,017</u> <u>Bachelors: 2115</u>	<u>Bachelors: 1,865</u> <u>Bachelors: 2143</u>	<u>Bachelors: 1,852</u> <u>Bachelors: 2017</u>	<u>Bachelors: 1,798</u> <u>1865</u>	<u>2,000</u> ⁴

VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment **New Statewide Performance Measure**

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20167-20187)	Benchmark
<u>Math 50%</u> <u>ENGL 66%</u> <u>Math 54%</u> <u>ENGL NA</u>	<u>Math 54%</u> <u>ENGL 72%</u> <u>Math 50%</u> <u>ENGL 66%</u>	<u>Math 48%</u> <u>ENGL 70%</u> <u>Math 54%</u> <u>ENGL 72%</u>	<u>Math 59</u> 51 <u>ENGL 69</u> 72	<u>Math 56%</u> ⁴ <u>ENGL 77%</u> ⁴

VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment. * **New Statewide Performance Measure**

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
<u>70.9%</u> 69.6%	<u>68.9%</u> 70.1%	<u>69.7%</u> 68.9%	<u>64.5</u> 63.4 <u>6%</u>	<u>74%</u> ⁴

* Course meeting the Math general education requirement.

IX. Percentage of students completing 30 or more credits per academic year. **New Statewide Performance Measure**

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY178 (20176-20187)	Benchmark
<u>7,740</u> <u>3,284</u>	<u>7,493</u> <u>3,120</u>	<u>7,400</u> <u>3,174</u>	<u>7,284</u> <u>37.5%</u> <u>3,089</u>	<u>40%</u> ⁴

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42.4% 35.7%	41.6% 37.1%	42.9% 36.4%	42.4%	
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X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time. *New Statewide Performance Measure*

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
29.1% Cohort 2009- 10 27.8% Cohort 2008-09	29.7% Cohort 2010- 11 29.1% Cohort 2009-10	30.1 Cohort 2011- 12 29.7% Cohort 2010-11	34.1 Cohort 2012 1 - 132	34%⁴

XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS). *New Statewide Performance Measure*

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁸ (2017⁶-2018⁷)	Benchmark
57.3% Cohort 2009- 10 57.8% Cohort 2008-09	55.8 Cohort 2010- 11 57.3% Cohort 2009-10	54.5% Cohort 2011- 12 55.8% Cohort 2010-11	59.3 Cohort 2012 1 - 13 54.5% Cohort 2011-12	60%⁴

XII. Number of UG programs offering structured schedules.* *New Statewide Performance Measure*

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
163/163 164/164	158/158 163/163	160/160 158/158	Retired by SBOE 160/160	155/155⁴

**The definition of this metric was unclear, but all programs have an approved plan of study.*

XIII. Number of UG unduplicated degree/certificate graduates. *New Statewide Performance Measure*

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
Bachelors: 1,765 Bachelors: 1981	Bachelors: 1,687 Bachelors: 2005	Bachelors: 1,651 Bachelors: 1865	Bachelors: 1,570 1758	2000⁴

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Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Performance Measures:

I. Equity Metric: First term GPA & Credits (% equivalent)

FY145 (20143- 20134)	FY165 (20154- 20165)	FY176 (20165- 20176)	FY17-FY18 (20176-20187)	Benchmark
75.88%/75%	62.575%/87.575%	62.87.5%/87.5%	75.80%62.5%/75%80.87.5%	85%/85% ⁴

GOAL 4: Cultivate

A valued and diverse community

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Performance Measures:

I. Multicultural Student Enrollment (heads)

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY187 (20176- 20187)	Benchmark
2,415 2415	2,605 2,605	2,678 2678	2,799 2,922 2,678	3,130 ⁸

II. International Student Enrollment (heads)

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY17 (20176- 20187)	Benchmark
712 712	766 766	664 664	717 800	950 ⁴

III. Percentage Multicultural a) Faculty and b) Staff

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY187 (20176- 20187)	Benchmark
19% / 11% 17% 11%	19%/12% 19% / 12%	19% / 13% 19% 13%	22.12 2019% / 13 13%	21% / 14% ⁴

Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
Survey average in the 2 nd group of 5 ^{NA}	Survey average in the 3 rd group of 5 Survey average in the 2 nd group of 5	Survey average in the 3 rd group of 5 Survey average in the 2 nd group of 5	Survey average in the 3 rd 2 nd group of Survey average in the 3 rd group of 5	Survey average in the 3 rd group of 5 ⁹

II. Full-time Staff Turnover Rate

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY17⁸ (2017⁶-2018⁷)	Benchmark
17.6% 18.52%	16.91% 17.6%	15.70% 16.91%	17.0% 17.70%	16% ¹⁰

Objective C: Improve efficiency, transparency and communication.

Performance Measures:

I. Cost per credit hour (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY17⁸ (2017⁶-2018⁷)	Benchmark
\$335 \$323	\$340 \$335	\$355 \$340	\$383 \$355	\$366 ¹¹

II. Efficiency (graduates per \$100K) (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017⁶-2018⁷)	Benchmark
1.19 1.36	1.15 1.20	1.10 1.15	0.97 1.216	1.32 ⁴

Key External Factors

Factors beyond our control that affect achievement of goals

- The general economy, tax funding and allocations to higher education.
- The overall number of students graduating from high school in Idaho and the region.
- Federal guidelines for eligibility for financial aid.
- Increased administrative burden increasing the cost of delivery of education, outreach and research activities.

Evaluation Process

A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes. As the feedback from the annual review process is reviewed the effectiveness of the processes will be refined. These feedback cycles are in place for Strategic Plan Metrics, Program Prioritization Metrics, External Program Review Process as well as a continued examination of various elements of community need as well.

¹ Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (<http://carnegieclassifications.iu.edu/>).

² This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

³ Measured via survey of newly enrolled students, For students who answered “Yes or No”, “Somewhat No” or “Definitely no” to “In your high school junior year, were you already planning to attend college (UI or other)?” the percent that responded “Yes or No”, “Somewhat Yes” or “Definitely Yes” to “Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?”

⁴ Internally set standard to assure program quality.

⁵ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

⁶ Based on a review of our SBOE peer institutions

⁷ The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

⁸ Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

⁹ Based on our desire is to reach the “Good” range (65%-74%), as established by the survey publisher.

¹⁰ Based on HR’s examination of turnover rates of institutions nationally.

¹¹ Established by SBOE.

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate <i>Scholarly and creative work with impact</i>				
<i>Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world</i>				
<i>Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.</i>		✓	✓	
<i>Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.</i>	✓		✓	
<i>Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.</i>			✓	
GOAL 2: Engage <i>Outreach that inspires innovation and culture</i>				
<i>Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.</i>				
<i>Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .</i>		✓	✓	

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	State Board of Education Goals			
	<i>Goal 1: EDUCATIONAL SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATIONAL ATTAINMENT</i>	<i>Goal 3: WORKFORCE READINESS</i>	
<i>Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.</i>		✓	✓	
<i>Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.</i>	✓	✓		
GOAL 3: Transform Educational experiences that improve lives Increase our educational impact.				
<i>Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.</i>		✓		
<i>Objective B: Foster educational excellence via curricular innovation and evolution.</i>		✓	✓	
<i>Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.</i>		✓		
GOAL 4: Cultivate A valued and diverse community Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.				
<i>Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.</i>		✓	✓	
<i>Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.</i>		✓	✓	

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	State Board of Education Goals			
	<i>Goal 1: EDUCATIONAL SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATIONAL ATTAINMENT</i>	<i>Goal 3: WORKFORCE READINESS</i>	
<i>Objective C: Improve efficiency, transparency and communication.</i>	✓			

Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

- 1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
- 2.) **Postdocs, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (<http://www.nsf.gov/statistics/srvygradpostdoc/#qs>).
- 3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (<http://www.nsf.gov/statistics/srvyherd/>).
- 4.) **Invention Disclosures** as reported annually in the Association of University Technology Mangers Licensing Activity Survey (<http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/>).
- 5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
- 6.) **Percent of students engaged in undergraduate research:** This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

- 1.) **Impact (UI Enrollment that increases the Go-On rate):** The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new

students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

- 2.) **Extension Contacts:** Outreach to offices in relevant Colleges (CALs, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
- 3.) **Collaboration with Communities:** HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
- 4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
- 5.) **Alumni Participation Rate:** This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (<http://cae.org/fundraising-in-education/>). It is updated annually.
- 6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.
- 7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

- 1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
- 2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., <https://researchrundowns.wordpress.com/quantitative-methods/effect-size/>).
- 3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year

retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

- 4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
- 5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.
- 6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
- 7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

- 1.) **Chronicle Survey Score (Survey Average):** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here <http://chroniclegreatcolleges.com/reports-services/>.
- 2.) **Multicultural Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 3.) **International Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.
- 5.) **Percentage of Multicultural Faculty and Staff** is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
- 6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.
- 7.) **Efficiency:** This metric is from the PMR for the SBOE and is update annually.



BOISE STATE UNIVERSITY

UPDATED FOR FY2020 THROUGH FY2024

MISSION STATEMENT

CORE THEMES

VISION

STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE

COMPLETE COLLEGE IDAHO PLAN

KEY EXTERNAL FACTORS

Focus on Effectiveness

**Boise State University
Strategic Plan**

Mission

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity, and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Vision

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at <https://academics.boisestate.edu/planning/core-themes-2/>.

***Undergraduate Education.** Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

***Graduate Education.** Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

***Research and Creative Activity.** Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

STRATEGIC PLAN GOALS AND OBJECTIVES

NOTE THAT IN THIS DOCUMENT, THE “STRATEGIES” OF BOISE STATE UNIVERSITY’S ORIGINAL PLAN HAVE BEEN CONSOLIDATED INTO “OBJECTIVES” TO MATCH THE TEMPLATE OF THE IDAHO STATE BOARD OF EDUCATION

Goal 1: Create a signature, high quality educational experience for all students.

Objective A: Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.

Performance Measures:

NSSE ¹ Indicators: For Freshmen Only (% of peer group rating)	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
Academic Challenge						
>Higher-order learning	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	99% ² ↔	<i>NSSE survey every three years</i>	100%	105% ³
>Reflective & integrative learning			103%↔		105%	105%
Learning with Peers						
>Collaborative learning			107% ↑		107%	107%
>Discussions with diverse others			101% ↔		103%	105%

Objective B: Provide a relevant, impactful educational experience that includes opportunities within and across disciplines for experiential learning.

Performance Measures:

Students participating in internships	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>Number of students with internship credit	996	921	927	Available July 2019	1,000	1,200

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>% of students participating in internships and other applied experiences	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	52.2% ↑	<i>NSSE survey every three years</i>	54%	56%
>% of students participating in research w/faculty members			26.6% ↑		28%	30%

Vertically Integrated Projects ⁴ (VIPs)	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>Number of students enrolled in VIP credit	61	75	51	181	300	500
>Number of VIP teams	8	8	10	17	25	30

¹ “NSSE” refers to the National Survey of Student Engagement (<http://nsse.indiana.edu/>), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is taken by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

² ↔ Indicates that Boise State is statistically the same as peers; ↑ & ↓ indicate statistically higher and lower than peers, respectively.

³ A percentage of 105% indicates that Boise State would score 5% better than peers.

⁴ Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech. Not that not all student participants sign up for credit.

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Objective C: Cultivate intellectual community among students and faculty and facilitate respect for the diversity of human cultures, institutions, and experiences.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")			
					FY 2020	FY 2024		
Learning with Peers								
>Collaborative learning	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	103% ↔	<i>NSSE survey every three years</i>	105%	105%		
>Discussions with diverse others			98% ↔		100%	102%		
Experiences with faculty								
>Student-faculty interaction			101% ↔		103%	105%		
>Effective teaching practices			99% ↔		100%	102%		

Objective D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Academic Challenge						
>Higher-order learning	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	99% ↔	<i>NSSE survey every three years</i>	100%	102%
>Reflective & integrative learning			100% ↔		102%	105%
>Learning strategies			98% ↔		100%	102%
>Quantitative reasoning			103% ↔		105%	105%
Learning with Peers						
>Collaborative learning			103% ↔		105%	105%
Experiences with faculty						
>Effective teaching practices			99% ↔		100%	102%

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Objective A: Design and implement innovative policies and procedures that remove barriers to graduation and facilitate student success.

Performance Measures:

Unduplicated number of graduates (distinct by award level) ⁵	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	<u>127</u>	200	248	Available Sept. 2019	300	400
>Associate	141	114	118		150	150
>Baccalaureate	2,998	3,141	3,196		3,500	4,050
>(SBOE target for baccalaureate graduates ⁶)	(2,843)	(2,986)	(3,130)		(3,416)	
>Graduate Certificate	173	212	241		270	320
>Master's	670	776	917		950	975
>Education Specialist	10	15	16		23	33
>Doctoral	18	36	32		40	50
Total Distinct Graduates	3,916	4,173	4,393		4,800	5,600

First year retention rate ⁷	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 Cohort	Target ("Benchmark")		
					F2019 cohort	F2021 cohort	F2023 cohort
>Percent of first-time, full-time freshmen retained	78.2%	79.8%	<u>79.5%</u>	Available Oct. 2019	82.0%	83.5%	85.0%
>Percent of Idaho resident Pell-eligible first-time full-time freshmen retained	72.7%	72.6%	70.8%		74.0%	76.5%	79.0%
-Resident, Pell-Eligible only	<u>76.1%</u>	<u>76.6%</u>	<u>75.4%</u>		78.0%	80.0%	82.0%
-Resident, Not Pell-Eligible only	<u>76.8%</u>	<u>75.6%</u>	<u>77.3%</u>		80.0%	82.0%	84.0%
-Non-Resident, Pell-Eligible only	<u>84.0%</u>	<u>87.8%</u>	<u>88.2%</u>		89.0%	90.0%	91.0%
-Non-Resident, Not Pell-Eligible only	73.8%	76.5%			79.0%	81.0%	83.0%
>Percent full-time transfers retained or graduated	75.4%						

4-year graduation rate ⁸	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Target ("Benchmark")	
					Fall 2016 cohort	Fall 2017 cohort
> % of first-time, full-time freshmen who graduated	21.1%	25.5%	28.7%	Available Sept. 2019	33%	41%
>% of Idaho resident, Pell-eligible, first-time, full-time freshmen who graduated	10.9%	12.2%	15.3%		20%	33%
-Resident, Pell-Eligible only	<u>18.7%</u>	<u>22.9%</u>	<u>24.5%</u>		29%	38%
-Resident, Not Pell-Eligible only	<u>29.2%</u>	<u>31.4%</u>	<u>34.0%</u>		39%	48%
-Non-Resident, Pell-Eligible only	<u>36.9%</u>	<u>42.7%</u>	<u>46.4%</u>		49%	53%
-Non-Resident, Not Pell-Eligible only	47.0%	47.5%	49.7%		51%	53%

⁵ SBOE required metric: timely degree completion. Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

⁶ Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

⁷ Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated.

⁸ SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time.

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>% of full-time transfers who graduated						
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6-year graduation rate ⁹	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Target ("Benchmark")	
					Fall 2014 cohort	Fall 2018 cohort
> % of first-time, full-time freshmen who graduated	38.7%	43.4%	45.8%	Available Sept. 2019	48.0%	54.0%
>% of Idaho resident, Pell-eligible, first-time, full-time freshmen who graduated	29.3%	30.4%	34.3%		38.0%	46.0%
-Resident, Pell-Eligible only	34.2%	43.5%	41.4%		45.0%	51.0%
-Resident, Not Pell-Eligible only	45.6%	44.4%	54.7%		57.0%	61.0%
-Non-Resident, Pell-Eligible only	58.4%	60.7%	64.0%		65.5%	68.5%
-Non-Resident, Not Pell-Eligible only	51.0%	58.3%	57.5%		58.0%	62.0%
>% of full-time transfers who graduated						

Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere) ¹⁰	Fall 2010 cohort	Fall 2011 Cohort	Fall 2012 cohort	Fall 2013 cohort	Target ("Benchmark")	
					Fall 2014 cohort	Fall 2017 Cohort
>First-time, full-time Freshman cohort	64%	71%	72%	Available	73%	76%
>Full-time Transfer student cohort	74%	80%	78%	Nov. 2019	78%	80%

Gateway math success of new degree-seeking freshmen ¹¹	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Target ("Benchmark")	
					Fall 2018 Cohort	Fall 2022 Cohort
>% completed within two years	84.40%	87.79%	88.65%	Available Sept. 2019	89%	90%

Progress indicated by credits per year ¹²	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>% of undergraduate degree seeking students with 30 or more credits per year	28.4%	28.3%	27.5%	Available July 2019	30%	32%

Success in credit-bearing course (gateway) after remedial course ¹³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>English	65%	64%	Available	Available	70%	74%
>Mathematics	47%	40%	July 2019	July 2020	50%	50%

⁹ SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time.

¹⁰ The "Student Achievement Measure" (SAM) is a nationally-recognized metric that provides more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduate from or are still enrolled at Boise State, or graduated or still enrolled somewhere else.

¹¹ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking cohorts (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 243) or higher within two years (e.g., students who entered in fall 2015 and completed a gateway math or higher by the end of summer 2017).

¹² SBOE required metric: timely degree completion. Based on PSR1 annual undergraduate degree seeking students. Includes students enrolled in both fall and spring semesters or summer, fall, and spring; excludes students who took only summer course(s) or summer and either fall or spring semester.

¹³ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course (Math 123, 143, 157, or 243) (C- or above) within one year of completing the remedial course (e.g., students who took remedial course in fall 2016 and completed a subsequent course by the end of fall 2017). Math remediation defined as Math 025 and English remediation defined as English 101P.

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Structured Programs ¹⁴	FY	FY	FY	FY	Target ("Benchmark")	
	2015	2016	2017	2018	FY 2019	FY 2023
Programs with a structured schedule	100%	100%	100%	100%	100%	100%

Degrees and Certificates Awarded ¹⁵	FY	FY	FY	FY	Target ("Benchmark")	
	2016	2017	2018	2019	FY 2020	FY 2024
>Undergraduate Certificate	127	226	248	Available Sept. 2019	300	400
>Associate	136	116	119		150	150
>Baccalaureate	145	3,168	3,373		3,700	4,275
>Graduate Certificate	3,174	3,317	248		270	320
>Master's	178	220	917		950	975
>Education Specialist	670	776	16		23	33
>Doctoral	10	15	32		40	50
	18	36				

Objective B: Ensure that faculty and staff understand their responsibilities in facilitating student success.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY	FY	FY	FY	Target ("Benchmark")	
	2016	2017	2018	2019	FY 2020	FY 2024
Experiences with faculty						
NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)			↔		Target ("Benchmark")	
>Supportive interaction with academic advisors	years NSSE	years NSSE	99.8% ↔	years NSSE	102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	every survey	every survey	100.2% ↔	every survey	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	three years	three years	103.4% ↗	three years	105%	105%

Objective C: Bring classes to students using advanced technologies and multiple delivery formats.

Performance Measures:

Dual enrollment ¹⁶	FY	FY	FY	FY	Target ("Benchmark")	
	2016	2017	2018	2019	FY 2020	FY 2024
>Number of credits produced	15,534	21,519	23,664	Available	30,020	36,485
>Number of students served	3,597	4,857	5,408	July 2019	6,775	8,240

eCampus (Distance Education)	FY	FY	FY	FY	Target ("Benchmark")	
	2016	2017	2018	2019	FY 2020	FY 2024
>Student Credit Hours	81,178	91,342	108,315	Available	134,320	182,740
>Distinct Students Enrolled	12,106	13,055	14,430	July 2019	16,820	22,880

¹⁴ SBOE required metric: structured programs. Percentage of academic degree programs with structured schedules.

¹⁵ SBOE required metric: degree completion. Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

¹⁶ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

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Goal 3: Gain distinction as a doctoral research university.

Objective A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.

Performance Measures:

Total Research & Development Expenditures	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Expenditures as reported to the National Science Foundation	\$32.0M	\$34.9 M	\$41.4M	Available Apr 2020	\$44M	\$50M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2011-15	CY 2012-16	CY 2013-17	CY 2014-18	Target ("Benchmark")	
					For CY 2016-20	For CY 2020-24
>Number of peer-reviewed publications by Boise State faculty, staff, students ¹⁷	1,533	1,709	1,957	2,237	2,700	3,500
>Citations of peer-reviewed publications authored Boise State faculty, staff students ¹⁸	11,190	12,684	8,147	10,167	14,000	22,000

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline ¹⁹	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	8.2% 7.1%	9.6% 9.0%	18.9%		15%	20%
>\$\$ per grant award for interdisciplinary grants	\$276,604	\$237,338	\$244,317	Available Sept 2019	\$300,000	\$350,000
>\$\$ per grant award for single-discipline grants	\$106,394 537,951 \$142,530	\$137,209 481,554 \$186,144	\$164,347		\$200,000	\$225,000

Objective B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit, including the creation of select doctoral programs with a priority in professional and STEM disciplines.

Performance Measures:

Carnegie Foundation Ranking ²⁰	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Basic Classification	R3 (Research: Moderate)	R3 (Research: Moderate)	R3 (Research: Moderate)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

Number of doctoral graduates	FY	FY	FY	FY	Target ("Benchmark")
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¹⁷ # of publications over five-year span with Boise State listed as an address for one or more authors; from Web of Science.

¹⁸ Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as an address for at least one author; from Web of Science.

¹⁹ Excludes no-cost extensions. Represents per-grant, not per-person \$\$.

²⁰ Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (definition updated 2019 to D/PU: Doctoral Professional Universities).

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	2016	2017	2018	2019	FY 2020	FY 2024
Graduates with PhD, DNP, EdD	18	36	32	Available Sept. 2019	40	50

Goal 4: Align university programs and activities with community needs.

Objective A: Include community impact in the creation and assessment of university programs and activities.

Performance Measures:

Number of graduates in high demand disciplines ²¹ (bachelor's, master's, doctoral)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Number of graduates	1,510	1,575	1,605	Available Sept. 2019	1,700	1,900

Rate of employment in Idaho one year after graduation ²²	Graduation Year Cohort				Target ("Benchmark")	
	FY 2013 Cohort	FY 2014 Cohort	FY 2015 Cohort	FY 2016 Cohort	FY 2018 Cohort	FY 2022 Cohort
>Idaho residents	81%	80%	Not available	Not available	82%	83%
>Non-residents	45%	41%	available	available	45%	46%

Objective B: Increase student recruitment, retention, and graduation in STEM disciplines.

Performance Measures:

STEM Graduates ²³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	564	671	692	Available Sept. 2019	760	910
STEM degree graduates as % of all degree graduates, bachelor's and above	15.3%	16.9%	16.7%	Available Sept. 2019	17%	17%

Objective C: Collaborate with external partners to increase Idaho student's readiness for and enrollment in higher education.

Performance Measures:

Number of graduates with high impact on Idaho's college completion rate	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Baccalaureate graduates from underrepresented groups ²⁴						
>from rural counties	142	120	124	Available Sept. 2019	165	210
>from ethnic minorities	303	339	359	Available Sept. 2019	500	700
Baccalaureate graduates who are Idaho residents	2,350	2,268	2,263	Available Sept. 2019	2,700	3,100
Baccalaureate graduates of non-traditional age (30 and up)	869	867	847	Available Sept. 2019	1,000	1,100

²¹ Defined as distinct number of graduates in those disciplines, identified by CIP code, appropriate for the top 25% of jobs listed by the Idaho Department of labor that require at least a bachelor's degree, based on project number of openings 2014-2024.

²² Percent of all graduates at all award levels who were identified in "covered employment" by the Idaho Department of Labor one year out after graduation. Covered employment refers to employment for an organization that is covered under Idaho's unemployment insurance law. These data do not include several categories of employment, including individuals who are self-employed, federal employees, those serving in the armed forces, foreign aid organizations, missions, etc. Therefore, the actual employment rates are higher than stated. The full report can be accessed at: https://labor.idaho.gov/publications/ID_Postsec_Grad_Retent_Analysis.pdf.

²³ STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

²⁴ Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

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Baccalaureate graduates who began as transfers from Idaho community college ²⁵	384	391	406	Available Sept. 2019	700	1,100
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Objective D: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships. Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Performance Measures:

Students participating in courses with service-learning component	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
<u>Number of baccalaureate graduates who participated in a course with a Service-Learning component</u> <u>Unduplicated enrollment in courses</u>	2,689 <u>1,255</u>	2,490 <u>1,558</u>	2,896 <u>1,452</u>	Available July 2019	1,600	1,800
% of baccalaureate students participating in service-learning course	41%	46%	45%	Available July 2019	50%	55%

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." ²⁶	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.				Renewal of Community Engagement Classification in 2025	

²⁵ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

²⁶ Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc.

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Goal 5: Transform our operations to serve the contemporary mission of the university.

Objective A: Increase organizational effectiveness by reinventing our business practices, simplifying or eliminating policies, investing in faculty and staff, breaking down silos, and using reliable data to inform decision-making.

Performance Measures:

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")			
					FY 2020	FY 2024		
>Quality of interaction with academic advisors	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	99.8% ↔	<i>NSSE survey every three years</i>	102%	105%		
>Quality of interaction with student services staff (career services, student activities, housing, etc.)			100.2% ↔				102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103.4% ↑				105%	105%

Cost of Education ²⁷ (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Boise State	\$6,874	\$7,080	\$7,326	\$7,694	Remain less than the WICHE state average	
>WICHE average	\$7,826	\$7,980	\$8,407	\$8,630		
>Boise State as % of WICHE	87.8%	88.7%	87.1%	89.2%		

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
\$ per Resident Undergraduate SCH ²⁸				<i>Available Dec. 2019</i>	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$ (i.e., CPI-adjusted)	\$311.72	\$313.64	\$313.35			
>Unadjusted	\$314.81 \$295.53 315.24	\$322.15 \$296.53 \$322.60	\$329.90			
\$ per Resident Undergraduate & Graduate SCH				<i>Available Dec. 2019</i>	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 1 \$\$	\$280.53	\$281.38	\$279.53			
>Unadjusted	\$283.31 \$265.92 \$283.66	\$289.01 \$265.89 \$289.34	\$294.29			
\$ per Total Undergraduate SCH ²⁹				<i>Available Dec. 2019</i>	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 1 \$\$	\$266.25	\$266.47	\$263.08			
>Unadjusted	\$268.89 \$252.43 \$269.26	\$273.70 \$251.86 \$274.08	\$276.98			

²⁷ WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at <http://www.wiche.edu/pub/tf>.

²⁸ Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

²⁹ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules.

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\$ per Total Undergraduate & Graduate SCH >In 2015-16 \$\$ >Unadjusted	\$247.65	\$247.63	\$244.00	<i>Available Dec. 2019</i>	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
	\$250.11	\$254.35	\$256.89			
	\$234.77	\$234.01				
	\$250.43	\$254.65				

Graduates per FTE	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Baccalaureate graduates per undergraduate FTE ³⁰	21.1	21.7	21.8	Available	22.2	22.8
Baccalaureate graduates per junior/senior FTE ³¹	37.98	41.1	41.2	Sept.	42.5	44.0
Graduate degree graduates per graduate FTE ³²	38.7	43.1	46.8	2019	44.0	45.0

Distinct Graduates per \$100k Expense ³³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Distinct baccalaureate graduates per \$100k undergraduate expense >In 2015-16 \$\$ (i.e., CPI-adjusted) >Unadjusted	1.419	1.4452	1.45	Available Jan. 2020	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
	1.40	1.40	1.37			
Baccalaureate, masters, and doctoral graduates per \$100k total expense >In 2015-16 \$\$ >Unadjusted	1.4756	1.5362	1.57	Available Dec. 2019	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
	1.46	1.49	1.49			

Objective B: Diversify sources of funding and allocate resources strategically to promote innovation, effectiveness, and responsible risk-taking.

Performance Measures:

Sponsored Projects funding: # of Awards by Purpose	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Research	227	230	239	Available February 2020	250	300
>Instruction/Training	23	29	26		30	35
>Other Sponsored Activities	93	102	103		110	125
>Total	343	361	368		390	460

Sponsored Projects funding: Dollars awarded by purpose	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Research	\$23.3M	\$30.0M	\$36.8M	Available February 2020	\$38M	\$45M
>Instruction/Training	\$5.9M	\$5.7M	\$6.2M		\$7M	\$10M
>Other Sponsored Activities	\$12.2M	\$14.3M	\$12.9M		\$15M	\$20M
>Total	\$41.4M	\$50.1M	\$56.0M		\$60M	\$75M

³⁰ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

³¹ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

³² Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

³³ Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of graduates for summer, fall, and spring terms.

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Advancement funding	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Total gift income (outright gifts and previous pledge payments)	\$23.7 M	\$37.6M	\$33.9M	Available January 2020	\$38M	\$40M
>Total Endowment Value	\$12.0M \$96.7M \$	\$105.4M \$100.8M	\$114.8M		\$130M	\$150M

Key External Factors

A wide variety of factors affect Boise State University’s ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State’s Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction and improve constituent issues.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

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Mapping of Boise State University's Strategic Plan onto The Matrix					
Boise State Strategic Goals → →	<i>Goal 1: Create a signature, high-quality education experience for all students</i>	<i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i>	<i>Goal 3: Gain distinction as a doctoral research university</i>	<i>Goal 4: Align university programs and activities with community needs.</i>	<i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i>
↓The Matrix↓					
Matrix: Overall Goal					
Increase the number of Idahoans who have a relevant, high-quality college education	✓	✓	✓	✓	✓
Matrix: Contributing Goals					
<i>Entry into the Pipeline: Access</i>					
1. Increase go-on rate for high school students	✓	✓		✓	
2. Increase return-to-college and completion for adults	✓	✓		✓	
3. Close the gaps for groups under-represented as college graduates		✓		✓	✓
<i>Stay in the Pipeline: Progression and Completion</i>					
4. Increase timely degree completion. Close gaps for underrepresented minorities	✓	✓		✓	✓
5. Increase use of transfer credits		✓			
6. Increase use of competency credits		✓			
7. Ensure the quality and relevance of college education	✓		✓	✓	✓
<i>Deal with Constraints</i>					
8. Increase affordability of college		✓			✓
9. Increase \$\$ efficiencies at institutions; and funding formula		✓			✓

Boise State University Strategic Goals					
	<i>Goal 1: Create a signature, high- quality education experience for all students</i>	<i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i>	<i>Goal 3: Gain distinction as a doctoral research university</i>	<i>Goal 4: Align university programs and activities with community needs.</i>	<i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i>
Board of Education Goals and Objectives					
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
<u>Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.</u>					✓
<u>Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).</u>		✓		✓	
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
<u>Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.</u>	✓	✓	✓	✓	
<u>Objective B: Timely Degree Completion –_Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).</u>		✓		✓	

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<i>Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.</i>		✓		✓	
<i>GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</i>					
<i>Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.</i>	✓	✓	✓	✓	
<i>Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.</i>	✓	✓	✓	✓	

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Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals → → ↓Complete College Idaho Strategic Goals↓	<i>Goal 1: Create a signature, high-quality education experience for all students</i>	<i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i>	<i>Goal 3: Gain distinction as a doctoral research university</i>	<i>Goal 4: Align university programs and activities with community needs.</i>	<i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i>
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	



Doug Ooley, CISSP
Chief Information Security Officer/Director
IT Governance, Risk, Compliance and Cybersecurity
Office of Information Technology - Boise State University

March 2019 - NIST Cybersecurity Framework and Critical Security Controls
1-6 Adoption

When Executive Order 2017-02 was published as a State of Idaho directive the Office of Information Technology proceeded with incorporating the NIST Cybersecurity Framework into current IT Risk Management frameworks and began implementing Critical Security Controls 1- 5 across the University's critical network infrastructure systems.

Progress to Date:

- Assessment for now include CSC 1-6 version 7 as outlined by State ITS department.
- The Higher Education Security Council correlated CSC 1-5 gap assessments from participating Higher Education institutions and presented remediation options and priorities to Higher Ed CIOs for review and planning.
- NIST Cybersecurity Framework (CSF) has been incorporated into existing IT Risk Management frameworks. Framework maturity reports are provided through Third Party Security effectiveness vendor. Current average CSF maturity is graded as a B.
- State has agreed in principle that Higher Ed has a different scope and mission than typical agencies so reporting will be considered informational in required.

Planned Activities thru FY2020:

- Higher Ed CIOs will maintain State Board awareness of CSC and NIST Cybersecurity Framework adoption.
- Assessment updates will be reported when practical and will continue to be used for monitoring overall program improvements and increasing maturity.
- Continued collaboration with Higher Education and State agencies to create a statewide purchasing plan to reduce costs. Significant funding will be necessary to effectively close technology gaps and remains a primary obstacle to adoption.
- Continue to create/update policy, procedures, standards and reporting for Critical Security Controls 1-6 where practical.

Note: Adopting and implementing the Critical Security Controls 1-6 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.



Idaho State University Strategic Plan: 2020-2024

Focusing on Idaho's Future:

discover OPPORTUNITY

**Idaho State University
Strategic Plan
2020-2024**

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Vision

ISU will be the university-of-choice for tomorrow’s leaders, creatively connecting ideas, communities, and opportunities.

Goal 1: Grow Enrollment

Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.*

Performance Measures:

- 1. *Increase new full-time, certificate and degree-seeking undergraduate student enrollment and new full and part-time graduate student enrollment for FYs 18-22 by 20% (450).***

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
2,306	2,252	2,282	Not Avail	2,702

Benchmark: Increase by 20% by FY18-22 the number of **new** full-time degree-seeking undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,252) enrollment numbers. ***new** full-time certificate and undergraduate and new full and part-time graduate degree-seeking students

- 1.1 *Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).***

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
1,710	1,614	1,658	Not Avail	1,905

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Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,614) enrollment numbers.

1.2 Increase Graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
596	638	624	Not Avail	698

Benchmark: Increase new degree- seeking graduate student enrollment by 4% per year from FY 17 (638) enrollment numbers.

Goal 2: Strengthen Retention

Objective: Improve undergraduate student retention rates by 5% by 2022.

Performance Measures:

2.1 Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
69%	64%	63%	Not Avail.	74%

Benchmark Definition: A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures (Identified in blue):

1. Timely Degree Completion

1.1 Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
30%	31%	31%	Not Avail.	TBD

1.2 Percent of first-time, full-time, freshmen graduating within 150% of time

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
28%	29%	32%	Not Avail.	50% or more

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1.3a Total number of certificates of at least one academic year

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
207	200	286	Not Avail.	TBD

1.3b Total number of associate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
378	419	472	Not Avail.	TBD

1.3c Total number of baccalaureate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
1,277	1,249	1,166	Not Avail.	TBD

1.4a Total number unduplicated graduates (certificates of at least one academic year)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2018)	Benchmark
182	179	266	Not Avail.	TBD

1.4b Total number unduplicated graduates (associate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
358	402	472	Not Avail.	TBD

1.4c Total number unduplicated graduates (baccalaureate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
1,196	1,167	1,131	Not Avail.	TBD

2. Reform Remediation -- 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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
28%*	Not Avail.	Not Avail.	Not Avail.	TBD

*In 2016, English became a co-requisite vs. a remediation course

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

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark

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(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)	
34%	35%	34%	Not Avail.	TBD

4. Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark
11%	13%	14%	Not Avail.	TBD

Goal 3: Promote ISU's Identity

Objective: Over the next five years, promote ISU's unique identity by ##% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.

Performance Measures:

3.1 Using a community survey, measure the increase by ##% in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	33%	45%

Benchmark: Increase the familiarity of ISU's mission and community contributions by 12% using 2018 survey data.

3.2 Promote the public's knowledge of ISU through owned and earned media FY 18-22.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
10,237b	5,097b	4,487b	Not Avail.	14,843b

Benchmark: The annual number of ISU owned and earned media metrics based on FY 16 data (10,236 billion (b)) (followers, engagements, circulation views and news media coverage) will increase by 9% in five years. The data and goal are changed based on updated and more accurate data being analyzed. Changes to media circulation and TV coverage have dramatically been reduced by earned media coverage.

Goal 4: Strengthen Communication, Transparency, and Inclusion

Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.

Performance Measures:

4.1 *ISU achieves 60% of each of its strategic objectives at the end of the **AY 2021** assessment period.*

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2021
Not Measured	Not Measured	Not Measured	Not avail. until AUG 2020	60%

Benchmark Definition: The completion of ISU’s strategic goals using the objectives’ AY 2021 data as a benchmark. *This is a new indicator and is not currently measured until the end of FY19. **The date change is a result of the selection of a new president.

4.2 *Internal, formal communication events between the ISU’s leadership and the University Community AYs 19-21.*

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2022
Not Measured	Not Measured	Not Measured	Not avail. until AUG 2020	TBD

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY19 data as a baseline.

4.3 *Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21*

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	44%	70%

Benchmark: Using data collected from the initial employee experience survey given in September 2018 (Q4:How would you rate overall internal communication at ISU?) to measure the perceived effectiveness (as rated by 4 or 5 stars (755 of 1691)) of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21. The date change is a result of the selection of a new president.

Goal 5: Enhance Community Partnerships

Objective: By 2022, ISU will establish 100 new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

Performance Measures:

5.1 *The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/ community relationships that resolve issues within ISU’s service regions and statewide program responsibilities AYs 18-22.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	1,222 (baseline)	Not Avail.	1344

Benchmark: The number of new activities that ISU employees and students participate in that produce an increase of new relationships over a five-year period FYs 18-22. This is a new baseline based on FY18 data.

5.2 *The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	237 (baseline)	Not Avail.	256

Benchmark: Based on input from ISU’s Deans and the Vice President of the Kasiska Division of Health Sciences; **the benchmark increased to 256 due to a change in the data collection method**--provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22.

5.3 *The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	369	433	Not Avail.	1,131

Benchmark: Increase the number of new community partnerships that result in internships and clinical positions by a total of 1,131 over a five-year period (FYs 18-22) using FY17’s numbers.

Key External Factors

Funding

Many of Idaho State University strategic goals and objectives assume on going and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The required reallocation of staff resources and time and effort to comply directives related to creation of the Complete College America/Idaho; the 60% Goal; and the additional financial and institutional research reporting requirements.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, continues to refine the revised 2010 standards and associated 7-year review cycle. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, therefore can greatly influence both education policy, and extramurally funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the

sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general, the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

Achieving State Board of Education Goals

Achieving State Board of Education goals is a priority for ISU, but the University's leadership believes one of the Board's goals is beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. While, the expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help to produce positive impacts, ISU's current retention rate is 63%. Even though we have continued to and it may be very difficult to achieve, ISU's five-year goal remains 74%. The University will continue to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- As the local economy improves, fewer students will re-enroll in higher education choosing instead to take positions in the workforce that require less education.
- Assessments of first-generation, low-income ISU students indicate that for those who choose to leave the University, the number-one reason is due to inadequate funding. Students report that paying bills often becomes a priority over attending class or studying. This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many freshmen at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU is focusing on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.
 - New student retention efforts at ISU are being implemented, for example, academic coaches, will take time to make an impact on the overall retention rate.
 - Beginning in Fall 2016, ISU began using the Assessment and Learning in Knowledge Spaces (ALEKS) placement exam as its newest and primary assessment tool for placing students into mathematics classes. It is believed that this new placement exam will do a better job of placing students in the correct math courses, thus improving student

- retention but the effects will take time to evaluate. ISU should start seeing the results of this change shortly.
- Momentum Pathways and its subordinate programs is a SBOE directed set of programs is currently underway. Many of the initiatives within Pathways are already being implemented but the SBOE's emphasis is focusing implementation timelines. Additional required programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.
 - ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
 - The Bengal Bridge initiative continues to expand each summer, so this program will also take time to impact the overall retention rate.
 - As part of the retention efforts, ISU's Vice President of Student Affairs is heading up a university-wide retention committee that working with Academic Affairs and other units to identify and address additional issues focusing barriers to student success.

Evaluation Process

Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results. ISU recently purchased an enterprise-based evaluation tool to generate annually reports to better track each objective's improvement based on its annual benchmark to allow leadership, staff and faculty to view the level of progress achieved.

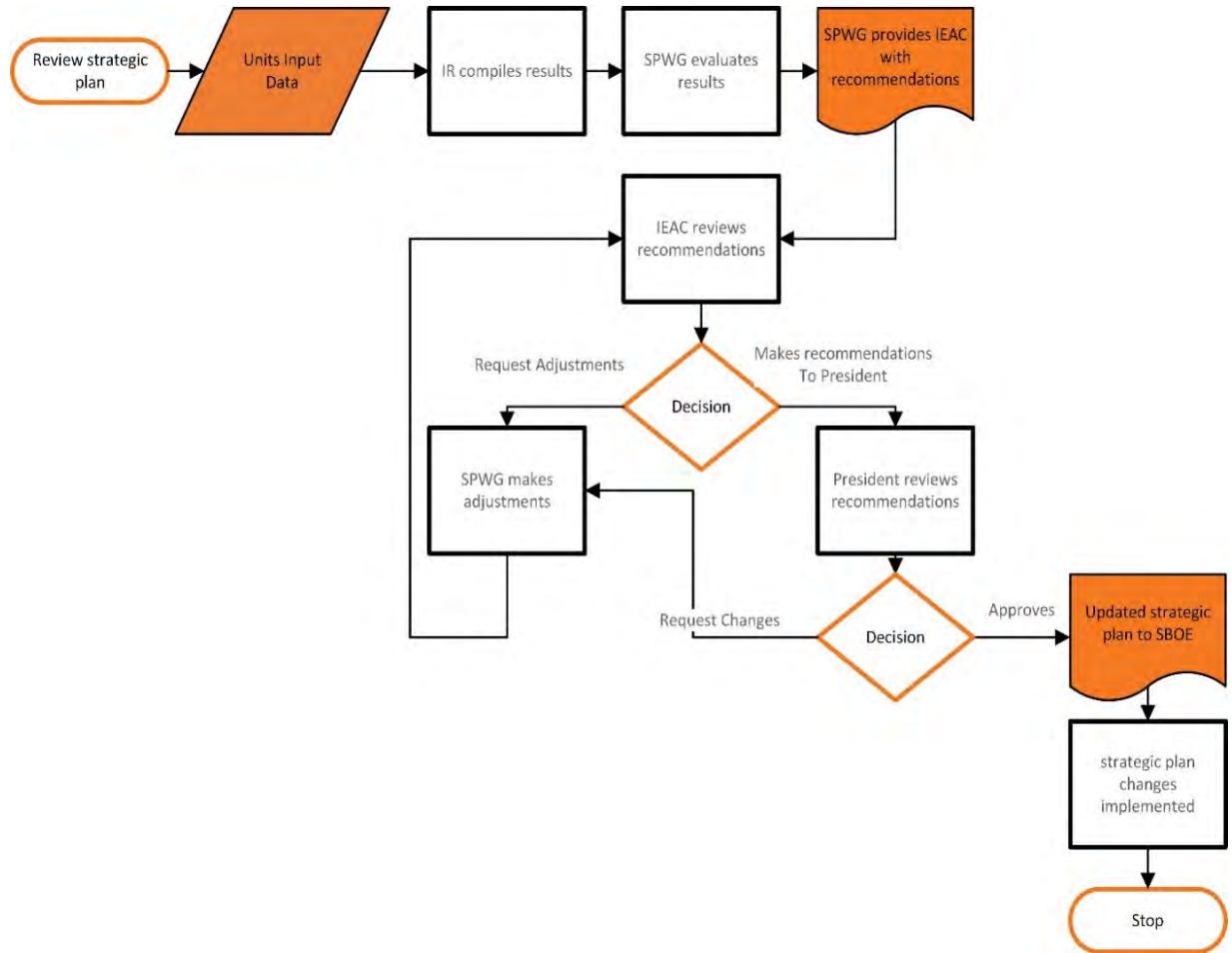
The Strategic Planning Working Group (SPWG), a team of faculty, staff, students, and community constituents, will meet annually in January to evaluate three factors affecting the progress of each objective.

1. If the objective is falling short or exceeding expectations, the SPWG will re-examine the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPWG's original intent for that objective.

Upon completion of its analysis, the SPWG will forward its recommendations for consideration to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee. The IEAC will review the SPWG's report and can either request additional information from the SPWG or make its recommendations for changes to the plan to the President. Upon

presidential approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval. Strategic Evaluation Process.

Evaluation Process



State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ATTAINMENT	Goal 2: WELL EDUCATED CITIZENRY	Goal 3: WORKFORCE READINESS	Goal 4: EDUCATIONAL SYSTEM ALIGNMENT
Idaho State University				
GOAL 1: Grow Enrollment				
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.		✓	✓	✓
GOAL 2: Strengthen Retention				
Objective: Improve undergraduate student retention rates by 5% by 2022.	✓	✓	✓	
GOAL 3: Promote ISU's Identity				
Objective: Over the next five years, promote ISU's unique identity by ###% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.	✓	✓	✓	✓
GOAL 4: Strengthen Communication, Transparency and Inclusion				
Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.	✓	✓		✓
GOAL 5: Enhance Community Partnerships				
Objective: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.		✓	✓	

**WORK SESSION
APRIL 17, 2019**

ATTACHMENT 5

Appendix 2

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University’s cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU’s level of completion as outlined in accordance with the executive order’s standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE’s Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
✓		

All state employees complete the state’s annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		



LEWIS-CLARK STATE
COLLEGE



STRATEGIC PLAN: FY 2019-2023

APRIL, 2019 | LEWIS-CLARK STATE COLLEGE





LEWIS-CLARK STATE
COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2019-2023



April, 2019

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MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

VISION STATEMENT

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options¹

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during the evening or weekend hours.

Benchmark: Based upon current planning processes, LCSC anticipates adding online degrees/certificates and evening & weekend programs of study within the next academic year (FY 20).

Course Delivery Methods	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Online ²	New Measure				36		
Benchmark	No Prior Benchmarks					37	42
Evening/ Weekend	New Measure				0		
Benchmark	No Prior Benchmarks					2	6

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).

Benchmark: One hundred percent (100%) of courses have content available to students on the LMS.

Web Enhanced Courses	FY15	FY16	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
% Sections	New Measure				Inventory current number of courses with content in LMS Implement new LMS		
Benchmark	No Prior Benchmarks						100%

¹ Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

² List of online programs available here: <http://www.lcsc.edu/degrees?locations=Online>

Objective B: Ensure high quality program outcomes³

Performance Measure 1: Licensing & certification

Definition: The proportion of LSCS test takers who pass, or their average scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Professional Degrees	NCLEX Registered Nurse ⁴	LCSC	89%	94%	94%	99%	92% ⁵	Exceed National Average
		Benchmark: Nat'l Ave.	81%	83%	85%	85%	87% ⁵	
		Achievement	MET	MET	MET	MET	MET	
	NCLEX Practical Nurse ⁴	LCSC	100%	94%	100%	100%	Not yet available	Exceed National Average
		Benchmark: Nat'l Ave.	83%	84%	86%	86%		
		Achievement	MET	MET	MET	MET		
	ARRT Radiology	LCSC	100%	90%	100%	95%	Not yet available	Exceed National Average
		Benchmark: Nat'l Ave.	88%	87%	89%	89%		
		Achievement	MET	MET	MET	MET		
	PRAXIS Teacher Education	LCSC ⁶	New Measure	168	168	168	Not yet available	Meet State Average Scores
		Benchmark: State Ave.		168	172	170		
		Nat'l Median		MET	NOT MET	NOT MET		
	ASWB Social Work	LCSC	94%	73%	87%	Not yet available		Exceed National Average
		Benchmark: Nat'l Ave.	78%	77%	78%			

³ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

⁴ Test results for first time test takers reported for April through March.

⁵ Partial year reported

⁶ Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
		Achievement	MET	NOT MET	MET			

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Workforce Training ⁷	Pharmacy Technician	LCSC	New Program	100%	100%	--% ⁸	Available fall 2019	Exceed National Average
		Benchmark: Nat'l Ave.		57%	58%	58%		
		Achievement		MET	MET	NOT MET		
	Paramedic ⁹	LCSC	Cohorts complete every other year	88%	Cohorts complete every other year	89%	Cohorts complete every other year	Exceed National Average
		Benchmark: Nat'l Ave.		83%		73%		
		Achievement		MET		MET		
	Electrical Apprenticeship Idaho Journeyman	LCSC	83%	90%	90%	100%	Not yet available	Exceed Statewide Average
		Benchmark: State Ave.	69%	67%	79%	77%		
		Achievement	MET	MET	MET	MET		

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative¹⁰

Connecting Learning to Life has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LCSC

⁷ Workforce Training at LCSC also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

⁸ To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

⁹ Written exam results only.

¹⁰ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

education. ‘Connecting’ experiences fall under *applied learning*¹¹ or *experiential learning*¹². Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer all graduates opportunity for applied &/or experiential learning. Long-term goals include the development of signature certificates and new, interdisciplinary degree options through which “academic” and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY15 -FY18	FY 19 (2018-19)	FY20-22	FY 23 (2022-23)
Apprenticeships	New Measure	Develop inventory of applied & experiential learning: Identify Courses & Programs of Study/Majors, Minors, Certificates	Report on Gaps	100% of LCSC graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Directed Study				
Field Experiences				
‘Hands-on’ courses				
Internships, Practica & Clinicals		Identify gaps: Programs of study for which grads may not encounter applied or experiential learning	Expand & Implement additional opportunities of <i>Connecting Learning to Life</i>	
Performance Arts				
Service Learning				
Undergraduate Research				

Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied or experiential learning outside of their chosen program’s curriculum. Examples displayed in the table below.

Benchmark: 100% of LCSC graduates participate in applied &/or experiential learning.

¹¹ Applied learning = hand’s on application of theory.

¹² Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Co- Curricular Applied & Experiential Learning	FY15 -FY18	FY 19 (2018-19)	FY20-22 (2019-20)	FY 23 (2022-23)
Intramural athletics	New Measure	Develop inventory of co-curricular applied & experiential learning Reprioritize/reorg. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	Implement co-curricular transcript & tracking software ¹³ . Report on Gaps Expand & Implement additional opportunities of <i>Connecting Learning to Life</i>	100% of LCSC graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Intercollegiate athletics				
Club Sports				
Leadership in clubs or organizations				
Peer mentorship				
Reserve Officer Training Corps (ROTC)/Military Education				
Residence life leadership				
Student government				
LC Work Scholars				
Work study/experience including tutoring				
Study abroad				

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college’s degree-seeking student enrollment¹⁴

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from

¹³ Soft launch of tracking software May 2019. Full Implementation Fall 2019. First data expected spring 2020.

¹⁴ Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

¹⁵ More information on LCSC’s financial modeling of institutional viability and expansion can be found here: <http://www.lcsc.edu/budget/budget-resource-tools/>

current FTE by FY 23. How that campus wide goal extrapolates to direct high school enrollment articulated in the table below.

Direct from High School Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	398	421	436	479	422	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					432	465

Performance Measure 2: Adult enrollment

Definition: The FTE of all degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY23. How that campus wide goal extrapolates to adult enrollment articulated in the table below.

Adult Learner (>24) Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	885	760	773	709	631	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					651	711

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).¹⁶

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to online headcount articulated in the table below¹⁷.

¹⁶ Same definition as that used on the IPEDS Fall Enrollment Survey.

¹⁷ This Benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

Online Headcount	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
HC	1520	1444	1663	1557	1483	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					1523	1644

Performance Measures 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to direct transfer enrollment articulated in the table below.

Direct Transfer Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	214	207	211	173	149	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					154	169

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to nonresident enrollment articulated in the table below.

Nonresident Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
Asotin Co. Resident FTE¹⁸	192	177	183	164	150	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					155	168
Nonresident FTE	410	409	395	359	329		
Benchmark:	New Measure – No Prior Benchmarks					338	368

Objective B: Increase credential output¹⁹

Performance Measure 1: Certificates and degrees²⁰

Definition: The unduplicated count of degrees/certificates awarded at each degree-level.²¹

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

¹⁸ Asotin County residents pay a unique tuition & fee rate. More information about tuition & fee as they pertain to residency status available here: <http://www.lcsc.edu/tuition-aid/>

¹⁹ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

²⁰ State Board of Education postsecondary system wide measure.

²¹ Consistent with IPEDS Completions Survey definitions.

²² Goal 2, Objective A, Performance Measure I: “Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study”.

²³ Analysis presented to the Board on Dec. 19th, 2018, and included in Board materials containing found here: <https://boardofed.idaho.gov/meetings/board/archive/2018/1219-2018/02WORKSESSION.pdf?cache=1552074006132>

²⁴ Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

Certificates & Degrees	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	25	22	18	21	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				21	21
Associates	202	351	414	425	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				430	455
Baccalaureates	544	541	528	587	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				594	620

Performance Measures 2: Graduates²⁵

Definition: The unduplicated count of graduates by degree-level.²⁶

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²².

Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Graduates	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	17	18	14	20	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				20	20

²⁵ State Board of Education postsecondary system wide measure.

²⁶ Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

Graduates	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Associates	152	248	300	410	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				415	433
Baccalaureates	544	541	528	573	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				580	606

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment²⁷

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree²⁸.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY15 (2008 Cohort)	FY16 (2009 Cohort)	FY17 (2010 Cohort)	FY18 (2011 Cohort)	FY 19 (2012 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
Entered as Bacc.- Seeking	Bacc.	23%	21%	27%	23%	33%		
	Benchmark: +1% annually	New Benchmark Methodology				24%	25%	29%
	Achievement	No Prior Benchmark				MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	27%	30%	30%	28%	38%		
	Benchmark: +1% annually	New Benchmark Methodology				29%	30%	34%
	Achievement	No Prior Benchmark				MET		

²⁷ State Board of Education postsecondary system wide measure.

²⁸ One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment²⁹

Definition: The proportion of first-time, full-time entering students who initially sought a baccalaureate degree and achieved a baccalaureate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

100% Baccalaureate Grad Rate	FY15 (2010 Cohort)	FY16 (2011 Cohort)	FY17 (2012 Cohort)	FY18 (2013 Cohort)	FY 19 (2014 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
First-Time, Full-Time, Cohort ³⁰	New	10%	18%	21%	18%		
Benchmark: +1% annually	New Benchmark Methodology				22%	23%	27%
Achievement					NOT MET		

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, degree-seeking students** who start college in summer or fall terms and re-enroll (or graduate) by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LCSC by the following fall of the subsequent academic year.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to degree-seeking student retention articulated in the table below.

²⁹ State Board of Education postsecondary system wide measure.

³⁰ Not consistent with IPDS definitions because associates seeking and certificate seeking students included as well as baccalaureate seeking students.

Retention	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
First-Time, Full-Time, Degree-Seeking, Students	57%	58%	57%	63%	Available Feb 2020	
Benchmark: +2% annually ³¹					61%	69%
All Degree-Seeking Students	72%	74%	73%	75%	Available Feb 2020	
Benchmark: +2% annually	New Measurement				77%	85%

Performance Measure 6: 30 to Finish³²

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or a growth of 10% from current FTE by FY 23. How that campus wide goal extrapolates to degree-seeking student credit load articulated in the table below.

30+ credits per AY	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	26%	23%	25%	38%	Available Summer '19	
Benchmark ³³	New Benchmarking Method				31%	38%

³¹ Long-term benchmarks reflect 10% above the baseline, which is the historical four year average of first-time, full-time, degree-seeking retention (59%).

³² State Board of Education postsecondary system wide measure.

³³ Long-term benchmarks reflect 10% above the baseline, which is the historical four year average of the percent of degree-seeking students who completed 30+ credits per academic year (28%).

Performance Measure 7: Remediation³⁴

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or better.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Remediation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	13%	16%	21%	19% ³⁵	Not yet available	
Benchmark	New Benchmarking Method				20%	25%

Performance Measure 8: Math Pathways³⁴

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course³⁶ within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Math Pathways	FY15 (Fall 2014- Su 2016)	FY16 (Fall 2015- Su 2017)	FY17 (Fall 2016- Su 2018)	FY18 (Fall 2017- Su 2019)	FY 19 (Fall 2018- Su 2020)	FY 23 (Fall 2022- Su 2024)
%	30%	50%	48%	52% ³⁷	Not yet available	
Benchmark:	New Benchmarking Method				53%	58%

³⁴ State Board of Education postsecondary system wide measure.

³⁵ This measure is still underway and will include spring 2019 “subsequent credit bearing course” grades when terms are complete and grades are available.

³⁶ Gateway math is defined institutionally as Math 123 and above.

³⁷ This measure is still underway and will include spring and summer 2019 gateway math enrollments when terms are complete and grades are available.

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LCSC.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	3471	2887	3345	3563	Available Summer '19	
Benchmark:	New Benchmarking Method				3,600	3,800

Performance Measure 10: Workforce training completion

Definition: Completions of LCSC's Workforce Training courses³⁸.

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Completions	3,213	2680	3,113	3,420	Available Summer '19	
Benchmark: Maintain	93%	93%	93%	96%	94%	94%

³⁸ Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming³⁹

Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LCSC’s Center for Teaching & Learning⁴⁰ and those coordinated by the President’s Commission on College Diversity⁴¹.

Benchmark: Steady increase in faculty & staff participation.

Faculty Staff Participation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	New Measure				Plan: inventory inclusive programming Implement tracking following year	Benchmark established once baseline inventory and tracking complete.

Performance Measure 2: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events designated as community enrichment activities. Examples of inclusive practices programming include many of those offered at LCSC’s Center for Arts & History⁴².

Benchmark: Steady increase in community participation.

³⁹ Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁴⁰ Center for Teaching & Learning, Inclusive Practice Certificate: <http://www.lcsc.edu/teaching-learning/ideas-and-inspiration/inclusive-practices/>

⁴¹ More information on LCSC’s diversity statement can be found here: <http://www.lcsc.edu/diversity/diversity-vision/>. More information about events that promote college diversity can be found here: <http://www.lcsc.edu/diversity/>

⁴² Center for Arts & History: <http://www.lcsc.edu/cah/>

Community Participation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	New Measure				Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming.	Benchmark established once baseline inventory and tracking complete.

Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure⁴³

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes.

Revenue Projects ⁴⁴	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Employee Giving Campaign	New Measure				Plan, Implement FY 2020	Impact Measured
Annual Day of Giving	New Measure/Event				Plan, Implement FY 2020	Impact Measured
Events Revenue ⁴⁵	New Measure: Reevaluate current events hosted by LCSC and consider areas of expansion to event capacity.					Plan, Implement FY 2021

⁴³ Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁴⁴ Project list will grow as additional revenue streams crystalize.

⁴⁵ Within the parameters of State Board of Education Policy I.J., available here: <https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/>

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: \$100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grant Funding	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Federal	\$658,689	\$567,072	\$895,530	\$1,221,834		Institutional Financial Diversification
State & Local ⁴⁶	\$2,136,062	\$2,593,586	\$2,534,164	\$2,671,345		
Private	\$254,428	\$64,370	\$133,075	\$41,565		
Gifts	\$678,335	\$967,320	\$1,174,116	\$3,951,746		
Total	\$3,727,514	\$4,192,348	\$4,736,885	\$7,886,490		
Benchmark: +\$100,000 annually ⁴⁷	New Measure: No Prior Benchmarks				\$5,235,809	

Objective B: Bring all employee compensation up to policy/median benchmarks⁴⁸

Performance Measure 1: The number of employees not meeting compensation benchmarks.

Definition: The number of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho’s compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.

Benchmark: Decrease the number of employees not meeting these benchmarks by 5%, annually.

Benchmarks for employee compensation based upon the number of years in their current position:

- Employees in current position for 6-10 years: All at greater than or equal to 80% of policy/median.

⁴⁶ This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include \$223k in state scholarships and \$625k in opportunity scholarships.

⁴⁷ Benchmark reflects \$100,000 above the baseline, which is the historical four year average of total grant funds (\$5,135,809).

⁴⁸ Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

- Employees in current position for 11-15 years: All at greater than or equal to 90% of policy/median.
- Employees in current position for 16 years or more: All at 100% of policy/median.

Compensation	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
# of staff not meeting compensation benchmarks	New Measure			200		Bring all employees to benchmarks outlined above
Benchmark: +5% annually	No Prior Benchmarks				180	

[Key External and Internal Factors](#)

The following assumptions about external and internal factors will impact the institution as the 2019-2023 Strategic Plan is implemented.

Lewis-Clark State College...

- 1) Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
- 2) Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
- 3) Has established the near-term goal to serve 3,000 FTE, in an environment where unemployment is low, the number of regional high school graduates is declining, and the Idaho “go-on” rate is less than 50%
- 4) Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
- 5) Will play an active role in fulfilling the recommendations derived from:
 - The Governor’s 2017 Higher Education and Workforce Development taskforce.
 - Huron consulting report released in the fall of 2018.
- 6) Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
- 7) Will continue to recruit diverse faculty, staff and students.
- 8) Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.

- 9) Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
- 10) Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
- 11) Will advocate for increased state funding in support of LCSC’s mission, core themes, and strategic goals.

Evaluation Process

LCSC’s Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college’s updated mission and core themes, the waning utility of the college’s old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives have been rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan 2019-2023 is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LCSC’s commitment to “systemness”. Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

Addendum: Cyber Security

National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter’s Executive Order 2017-02 calls for:

All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.

On March 16, 2017 Michelle Peugh of Idaho’s Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College’s Director of Human Resource Services (HRS). Director Buxton’s memo asked LCSC to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor’s executive order. On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LCSC's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LCSC on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
 - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
 - Each agency would document its self-discovery in a data repository provided by the state.
 - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
 - At the end of the self-assessment process, agencies would collaborate on cybersecurity product selection that will aid in managing the first five CIS controls
 - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017 and 2018.
- LCSC has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:
 - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.

- Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize cyber-related risks revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.
- As of February 2019, LCSC has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15 and 16 is due by the end of the month, and Controls 19 and 20 are due in April.

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for *"All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities."*

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- As of February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, to be completed by April 2019.

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for *"The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees."*

In December 2017, LCSC's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

CIS Controls™

Version 7: a prioritized set of actions to protect your organization and data from known cyber attack vectors.

CIS Controls V7 separates the controls into three distinct categories:

Basic:
Key controls which should be implemented in every organization for essential cyber defense readiness.

Foundational:
Technical best practices provide clear security benefits and are a smart move for any organization to implement.

Organizational:
These controls are more focused on people and processes involved in cybersecurity.

Basic

- 1 Inventory and Control of Hardware Assets
- 2 Inventory and Control of Software Assets
- 3 Continuous Vulnerability Management
- 4 Controlled Use of Administrative Privileges
- 5 Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers
- 6 Maintenance, Monitoring and Analysis of Audit Logs

Foundational

- 7 Email and Web Browser Protections
- 8 Malware Defenses
- 9 Limitation and Control of Network Ports, Protocols and Services
- 10 Data Recovery Capabilities
- 11 Secure Configuration for Network Devices, Routers and Switches
- 12 Boundary Defense
- 13 Data Protection
- 14 Controlled Access Based on the Need to Know
- 15 Wireless Access Control
- 16 Account Monitoring and Control

Organizational

- 17 Implement a Security Awareness and Training Program
- 18 Application Software Security
- 19 Incident Response and Management
- 20 Penetration Tests and Red Team Exercises

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

Institutional Goals & Objectives	State Board of Education Goals		
	Goal 1: Educational System Alignment	Goal 2: Educational Attainment	Goal 3: Workforce Readiness
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through <i>Connecting Learning to Life</i> initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster inclusion throughout campus and community culture			
Objective A: Expand inclusive practices programming			
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives			
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure		✓	
Objective B: Bring all employee compensation up to policy/median benchmarks			



College of Eastern Idaho
Strategic Plan 2018-2022

March 14, 2019



FY 2018-2022

Strategic Plan

MISSION STATEMENT

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

State Metrics:

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Percentage	9%	13%	12%	8%	>10%

- II. Percent of first-time, full-time, freshmen graduating within 150% of time

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Grad Rate %150 IPEDS	57%	56%	53%	54%	>60%

- III. Total number of certificates/degrees produced, broken out by:

- a) Certificates of at least one academic year
- b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Certificates	120	120	109	120	>120
Associate Degrees	97	118	121	93	>130

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ATTACHMENT 7

IV. Number of unduplicated graduates, broken out by:

- a) Certificates of at least one academic year
- b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Completers of Certificates	120	120	109	120	>120
Completers of Degrees	97	117	121	93	>130

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	47%	47%	40%	28%	>45%

Math Pathways

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	26%	30%	29%	24%	>31%

Guided Pathways

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
FTFT Completers 100%	40%	30%	37%	46%	>40%

GOAL 1: A Well-Educated Citizenry¹

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue their education with articulation agreements with universities.

Objective A: Access

Performance Measures:

- I. Annual number of students who have state funded or foundation funded scholarship:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
State Funded	2	4	15	44	>45
Foundation Funded	266	296	227	246	>350

- II. Percentage of high school students who enroll in CEI programs during the first year after graduation:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	16%	18%	27%	N/A	>25%

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III. Total degree and certificate production and headcount:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Degrees/Certificates	217	239	228	213	>260
Completers	216	237	226	211	>245

Objective B: Adult Learner Re-Integration
Performance Measures:

- I. Number of students enrolled in GED who are Idaho residents
- II. Number of students who complete their GED
- III. Number of students who go on to post-secondary education⁵

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Enrolled	273	242	N/A	458	>300
Completed	21	18	N/A	40	>30
Went On	77	141	N/A	N/A	>200

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness
Performance Measures:

- I. Number of graduates who found employment in their area of training
- II. Number of graduates who are continuing their education
- III. Number of graduates who found employment in related fields

Grad by FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
I. Employed In training area	177	195	195	N/A	>225
II. Continuing education	24	35	38	N/A	>50
III. Employed in related field	136	141	176	N/A	>175

IV. Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
TSA Pass Percentage	96%	89%	92.6%	83.48%	96%

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GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.⁴

Performance measures:

- I. Number of workforce training courses created to meet industry needs:

	FY 2017	FY 2018	Benchmark
WFT Courses	359	442	>440
Customized Training Courses	2,328	3,444	>4,000
Headcount	10,549	14,824	>16,000

GOAL 4: Effective and Efficient Educational System¹

Objective A: High school senior who choose CEI as their first choice to higher education.

Performance Measures:

- I. Total fall enrollment students that are retained or graduate in the following fall:

FA	FA 2014	FA 2015	FA 2016	FY 2017	Benchmark
Grad or still enrolled	430	440	463	N/A	>480

- II. Number of high school students who took a remediation for Math or English:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Number of Students entering within one year of HS and ever taking a remedial course	57	55	56	N/A	<40

- III. Cost per credit hour –Financials as per IPEDS divided by total annual undergraduate credit hours:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Cost per Credit Hour	\$ 730	\$ 710	\$ 790	\$ 829	\$ <700

- IV. Number of students who successfully articulate another institution to further their education:

*FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Number Continuing On	148	84	55	N/A	>200

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GOAL 5: Student Centered¹²

Objective A: CEI faculty provides effective and student centered instruction.

Performance Measures:

- I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.33	0.59	N/A	0.82	<0.25
PEERS	0.6	0.67	N/A	0.64	N/A

- II. Fall to Fall Retention - IPEDS Fall Enrollment Report:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
FTFT Fall-to-Fall Retention	68%	69%	54%	N/A	>74%

- III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.65	0.68	N/A	0.76	>0.78
PEERS	1.01	0.75	N/A	0.73	N/A

- IV. Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process (New Student Survey):

	FY 2016	FY 2017	FY 2018	Benchmark
Financial Aid	94%	94%	N/A	98%
Admissions	83%	94%	N/A	98%

Objective B: Tutoring Center provides services to support education success.

Performance Measures:

- I. Tutoring contact hours to support student needs:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Hours	4	5.76	8.5	9.3	>9.5

Objective C: CEI library services meets the expectation of students.

Performance Measures:

- I. Library services meet the expectations of students. Gap per Noel Levitz Annual Survey:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.38	0.19	N/A	0.09	>.15
PEERS	0.49	0.22	N/A	0.22	N/A

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Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

Performance Measures:

- I. Number of applicants/students receiving CND services:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Clients Served	258	273	266	301	>300

GOAL 6: Cyber Awareness³

Objective A: Regular Training

- I. CEI will establish a policy to provide regular training to all faculty and staff on best practices for cybersecurity protection using the DHR's recommendation and requirements.
- II. Annual number of trained faculty and staff.
- III. Benchmark to be 100% in 1 year.

Objective B: Specific Training for Super Users

- I. CEI will identify and track employees with elevated privileges and ensure that training meets their elevated status as a user and provide advanced training.
- II. Annual number of advanced users will be identified and trained.
- III. Benchmark to be 100% in 1 year.

Objective C: Monthly Awareness Emails

- I. CEI will send out monthly emails to inform employees on new cyber threats and hacking strategies. This will also include "best practices" for computer users.
- II. Benchmark to be monthly record of sent email.

Objective D: Policy Statement to be Signed by all Employees

- I. CEI will compose a policy for computer use on and off campus that relate to CEI activities and concerns. Employees will receive a copy of the policy each year when they sign their contracts.
- II. Benchmark to be 100% for all employees.

Key External Factors

Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. The recent State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the “go on” rate in Idaho and working with the local high schools to recruit students.

Evaluation Process

CEI is in the process of implanting a more thorough process for evaluation of its measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. Planning is the section of determining how new initiatives can be implemented. Do is the implementation and step for enacting the changes derived from the previous cycle. Study is one of the most intricate steps, it is called the Mission Fulfillment Report (MFR) cycle which encompasses the gathering and assessment of data from all institutional levels. Finally, the action step is where budgets, informed from the assessment, allows for allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

CEI IMPROVEMENT CYCLE

Mission Fulfillment Process

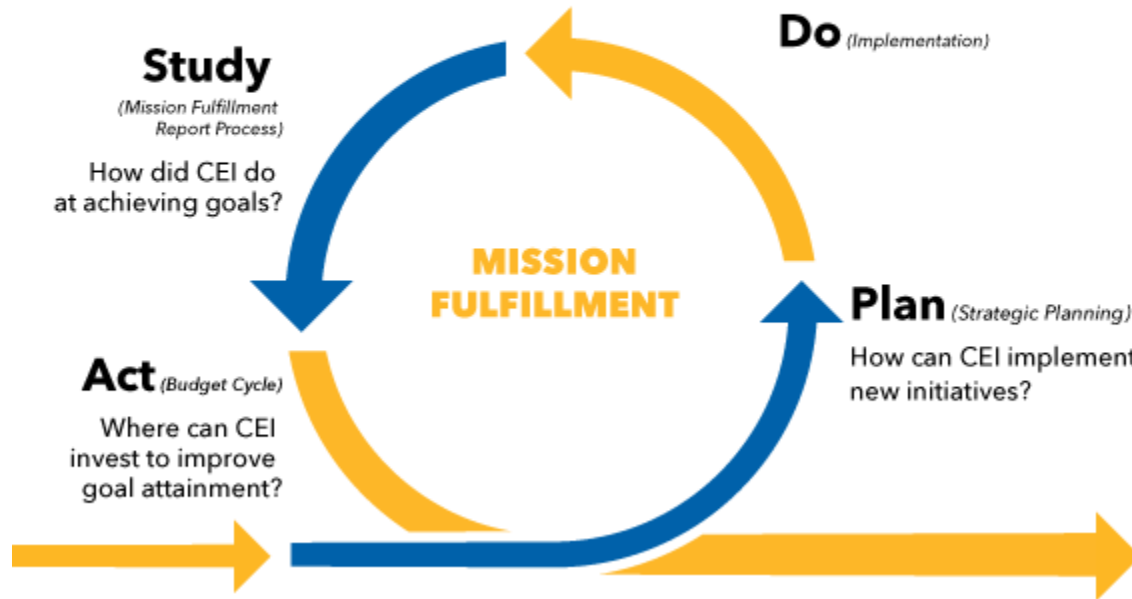


Figure 1: Mission Fulfillment Process

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle also identifies areas where improvements can be made to improve the measures through the allocation of resources.

¹N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.

²In FY 2017 CEI transitioned the administration of the Noel Levitz survey from a fall to spring term resulting in the laps of reportable date for that period.

³Currently CEI is collecting data beginning from fall of 2018 that will be available for reporting by fall of 2019

⁴CEI has adjusted this measure. It has changed from misc. course to a more meaningful customized trainings and included WFT headcount.

⁵Due to updates in the ABE system table 5 has not been functional since 2016 resulting in data being unavailable for the students who continued on.

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	State Board of Education Goals		
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
CEI Goals and Objectives			
GOAL 1: A Well Educated Citizenry			
Objective A: Access	X	X	X
Objective B: Adult Learner Re-Integration	X	X	X
GOAL 2: Innovation and Economic Development			
Objective A: Workforce Readiness			X
GOAL 3: Data-Informed Decision Making			
Objective A: Number of industry recommendations incorporated into career technical curriculum.			X
GOAL 4: Effective and Efficient Educational System			
Objective A: High school senior who choose CEI as their first choice to higher education.	X	X	
GOAL 5: Student Centered			
Objective A: CEI faculty provides effective and student centered instruction.	X	X	X
GOAL 6: Cyber Awareness			
Objective A: Regular Training	X		
Objective B: Specific Training for Super Users	X		
Objective C: Monthly Awareness Emails			
Objective D: Policy Statement to be Signed by all Employees	X		X



COLLEGE OF
SOUTHERN
IDAHO

~~2018-2022~~2019-2023
STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

DEFINITIONS OF MISSION TERMS

“Provide quality...opportunities that meet...the diverse needs”: This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators and benchmarks established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.

“Educational”: Relating to activities typically encompassed by teaching and learning.

“Social”: Relating to the welfare of human beings as members of society.

“Cultural”: Relating to the customs, traditions, and values of a society.

“Economic”: Relating to economic development and economic welfare.

“Workforce Development”: Relating to the training of a qualified workforce.

“Communities we serve”: The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.

DEFINITIONS OF PLAN TERMS

Goal/Core Themes: Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.

Objectives: Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.

Performance Measures: Quantitative or qualitative indicators used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.

Critical Success Activity: A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.

Benchmarks: Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.

GOAL/CORE THEME 1: COMMUNITY SUCCESS

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the communities we serve

Performance Measure:

- I. The College of Southern Idaho’s mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the program level as an observable objective rather than a quantifiably measurable objective.¹

Objective B: Cultivate economic partnerships across the communities we serve

Performance Measure:

- I. The College of Southern Idaho’s mission promotes active participation in the economic development of the communities we serve. CSI measures performance in fulfilling this mission component through continued membership and active participation in such organizations as the Southern Idaho Economic Development Council (SIEDO), Jerome 20/20, Business Plus, Region IV Development (RIVDA), and Sun Valley Economic Development (SVED), among others. CSI also maintains active participation as a member of various chambers of commerce throughout the region along with other economic development agencies. While the College is never the sole reason that new companies move to the area, or that existing companies thrive, we strive to be a major contributor to both of these outcomes.

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the specific program level as an observable objective rather than a quantifiably measurable objective.¹

Objective C: Meet the workforce needs of the communities we serve

Performance Measures:

- I. Total Unduplicated Headcount of Workforce Training Completers and Total Course Completions (Sources: State Workforce Training Report and Internal Reporting)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
1,618 Headcount 4,319 Completions	1,852 Headcount 9,478 Completions	1,972 Headcount 5,761 Completions	2,266 Headcount 7,531 Completions	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry ² (by 2020)

- II. Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50% (422/834)	54% (413/759)	51% (370/723)	60% (424/707)	62%

Benchmark: 62% ³ (by 2020)

- III. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

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FY14 (2014-2015)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
93%	97%	93%	96%	95%

Benchmark: Maintain placement at or above the average for the previous four years (95%) ⁴ (by 2020)

GOAL/CORE THEME 2: STUDENT SUCCESS

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

Objective A: Foster participation in post-secondary education

Performance Measures:

I. Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
10,686	10,912	12,091	12,675	2% increase

Benchmark: 2% increase ⁵ (by 2020)

II. Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
4,153.70	3,956.55	3942.67	3,971	1% increase

Benchmark: 1% increase ⁶ (by 2020)

III. Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16,331 credits 3,178 headcount	18,155 credits 3,942 headcount	25,680 credits 5,353 headcount	32,814 credits 6,360 headcount	None

Benchmark: NA ⁷ (by 2020)

IV. Tuition and Fees (Source: College of Southern Idaho)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$120 (-10.2%)	\$130 (-4.8%)	\$130 (-4.5%)	\$140 (+2.5%)	Maintain tuition at +/- 5% of average of other Idaho community colleges

Benchmark: Maintain tuition at +/- 5% of average of other Idaho community colleges ⁸ (by FY2020)

V. Hispanic/Latino Enrollment (Source: College of Southern Idaho)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
21%	21%	23%	24%	25%

Benchmark: 25% ⁹ (by FY2020)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

I. Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
87%	90%	90%	93%	90%

Benchmark: 90% ¹⁰ (by FY2020)

Critical Success Activity:

- Fully develop a 3-5 year comprehensive faculty and instructional improvement and Continue implementation of the Center for Instructional Excellence instructional and professional development plan programs:

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- ~~Develop qualification protocol for online instruction and pilot implementation~~ Measuring the success of these programs, analyze data, and identify and implement changes.
- ~~Develop and expand the Effective Teaching Academy~~
- Continue implementation of adjunct and dual-credit/early college professional development programs
 - Measuring the success of these programs, analyze data, and identify and implement changes.

Objective C: Support student progress toward achievement of educational goals

Performance Measures:

I. Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57%	60%	56%	56%	61%
(382/672)	(366/606)	(350/629)	(341/605)	
Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 61% ¹¹ (by FY2020)

II. Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability [Main Cohort])

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
67%	72%	72%	70%	73%
(1,093/1,638)	(1,184/1,653)	(1,123/1,569)	(1,002/1,429)	
Fall 2012	Fall 2013	Fall 2014	Fall 2014	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 73% ¹² (by FY2020)

III. Number of associate degrees and /certificates of one year or more produced annually (Source: IPEDS Completions) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
179 Certificates	192 Certificates	151 Certificates	154 Certificates	None
845 Degrees	919 Degrees	817 Degrees	800 Degrees	

Benchmark: NA ¹³

IV. Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
176 Certificates	189 Certificates	148 Certificates	152 Certificates	None
763 Degrees	853 Degrees	774 Degrees	736 Degrees	

Benchmark: NA ¹³

~~IV.V.~~ Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
25%	30%	30%	33%	31%
(970/3,860)	(1,035/3,454)	(951/3,184)	(958/2949)	

Benchmark: 31% ¹⁴ (by FY2020)

~~V.~~ Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
38%	53%	54%	0%	TBD

Benchmark: TBD ¹⁵ (by FY2019)

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VI. Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (238/1,200)	24% (260/1,078)	32% (261/829)	33% (271/835)	35%

Benchmark: 35%¹⁵ (by FY2020)

VII. Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
33% (138/415)	51% (168/331)	72% (232/324)	70% (215/309)	72%

Benchmark: 72%¹⁵ (by FY2020)

~~VI.~~**VIII.** Percentage of first time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) *New-Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27% (648/2,420)	27% (567/2,097)	29% (561/1,937)	37% (614/1,795)	40%

Benchmark: 40%¹⁶ (by FY2020)

~~VI.~~**IX.** Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *New-Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
8% (473/6,188)	8% (453/5,621)	8% (436/5,161)	10% (472/4,618)	11%

Benchmark: 11%¹⁷ (by FY2020)

~~VI.~~**X.** Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: Voluntary Framework of Accountability; Credential Seeking Cohort)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34% 324/968 (Fall 2012 Cohort)	58% 813/1,395 (Fall 2013 Cohort)	60% 609/1,023 (Fall 2014 Cohort)	62% 594/962 (Fall 2015 Cohort)	63%

Benchmark: 63%¹⁸ (by FY2020)

~~VI.~~**XI.** Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (191/976) Fall 2012 Cohort	22% (181/843) Fall 2013 Cohort	27% (178/672) Fall 2014 Cohort	27% (161/606) Fall 2015 Cohort	28%

Benchmark: 28%¹⁹ (by FY2020)

~~VI.~~**XII.** Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9% (83/976) Fall 2012 Cohort	10% (84/843) Fall 2013 Cohort	13% (88/672) Fall 2014 Cohort	15% (88/606) Fall 2015 Cohort	16%

Benchmark: 16%²⁰ (by FY2020)

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~~XI~~.XIII. Percentage of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years (Source: Voluntary Framework of Accountability [Credential Seeking Cohort])

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
58%	60%	61%	60%	62%
525/906	842/1,395	(838/1,372)	(816/1,370)	
Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	

Benchmark: 62% ²¹ (by FY2020)

~~XII~~. Number of programs offering structured schedules (Source: CSI Advising Materials) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: TBD ²² (by FY2019)

~~XIII~~.XIV. Median credits earned at graduation (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
77	75	73	71	69

Benchmark: 70 ²² (by FY2020)

~~XIV~~.XV. Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
97%	98%	97%	96%	95%

Benchmark: 95% ²³ (by FY2020)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures:

~~I~~. ~~Critical Success Activity: Finalize assessment of General Education program student learning outcomes; gather and interpret data~~

Critical Success Activity: ~~Initial~~Continue implementation of General Education Program Student Learning Outcomes Plan with ~~100~~90% participation at the course level

Benchmark: ~~100~~90% compliance ²⁴ (~~FY2019~~FY2020)

~~II~~. ~~Critical Success Activity: Finalize program level student learning outcome assessment for all programs; gather and interpret data~~

Critical Success Activity: ~~Initial~~Continue implementation of Program Level Student Learning Outcomes Plan with 100% participation of programs

Benchmark: 100% compliance ²⁵ (~~FY2019~~FY2020)

Objective E: Offer opportunities for student engagement that go beyond the classroom

Performance Measures:

~~I~~. Participation in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (Source: Community College Survey of Student Engagement)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
23%	29%	27%	28%	30%

Benchmark: 30% ²⁶ (by FY2021)

GOAL/CORE THEME 3: INSTITUTIONAL STABILITY

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Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

Objective A: Provide employees with a work environment that values employee success and satisfaction

Performance Measures:

I. Chronicle of Higher Education Great Colleges to Work For Survey

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NANA	NANA	NANA	64%	70%

Benchmark: TBD-70%²⁷ (by FY2023)

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

Performance Measures:

I. Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual weighted credit hours (Sources: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus CTE credits weighted at 1.0)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	\$ 277.30 (\$50,266,494/ 181,270)	\$262.36 (\$44,004,146/ 167,724)	\$306.37 (\$48,285,971/ 157,609)	Less than \$300

Benchmark: Less than \$300²⁹ (by FY2019)

II. Unduplicated headcount of all undergraduate degrees and certificates divided by \$100,000 of spending in IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions. (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	1,916 (963/\$502.66)	2,204 (970/\$440.04)	2,143 (1,035/\$482.86)	2.3

Benchmark: 2.3²⁰ (by FY2019)

III. Institutional reserves equal to three months of general fund budget. (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
17.2%	22.5%	27.3%	32.8%	25%

Benchmark: 25%²⁸ (by FY2020)

II. Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composite Financial Index)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	2.91	2.62	3.66	2.5-5.0

Benchmark: 2.5-5.0²⁹ (by FY2020)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I. Total Dollar Amount Awarded to Students by the CSI Foundation

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$1.78 million	\$1.76 million	\$1.69 million	\$2.11 million	\$2.17 million

Benchmark: \$2.17 million (a 3% increase over the previous year)³⁰ (by FY2020)

Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: This measure is under development

I. Potential measures tied to: Maintenance, Clery Report, IT service/availability, Cybersecurity

Benchmark: TBD ³¹ (To be established in 2020)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the College's Strategic Planning Steering Committee and by College administration. The College reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

¹The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Our performance in strengthening our community and supporting economic development is tied to the College's support and involvement in numerous events, activities, projects, and agencies throughout our service region. These are constantly evaluated through interaction with our constituents at the individual program level. These self-assessments and evaluations provide information used for on-going improvement through our annual strategic planning review and revision cycle. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

²The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Workforce enrollment fluctuates significantly based upon economic conditions outside of the College's control. Annually, CSI expects to meet all workforce training request made by industry partners. Further, the College is continually seeking new avenues for workforce training that will benefit the communities we serve. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

³CSI Career Technical Education (CTE) students are enrolled in short-term and 1-Year Certificate Programs along with 2-Year Associate of Applied Science Programs. Given that, as a full-time student it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we are targeting a 62% completion rate each year for our CTE students.

⁴This benchmark has been established based upon an average of the past four years of placement. While the current benchmark is below the most recent annual placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark.

⁵A 2% annual growth rate in headcount meets institutional targets.

⁶A 1% annual growth rate in full-time equivalency meets institutional targets.

⁷The college has chosen to treat this as an observable benchmark, rather than a measurable benchmark. While it is critical that the college track this method of student access, setting a measurable goal is not appropriate at this time.

⁸This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students.

⁹This benchmark reflects the estimated Hispanic/Latino population in the College's eight county service area. The enrollment calculation is based upon the US Department of Education's IPEDS enrollment calculation for Hispanic Serving Institution Designation. (The sum of the number of students enrolled full-time at an institution, plus the full-time equivalent of the number of students enrolled part time [determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 12] at the institution.)

¹⁰Ninety percent is a reasonable target considering that comparison schools have averaged 85% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

Source Note: The *Community College Survey of Student Engagement* (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the current assessment period.

¹¹The 61% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

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¹² The 73% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹³ Because degree completion is directly tied to enrollment, the college has not chosen to set a benchmark for this metric. Metric 2.C.IV (see footnote #14) examines completion in relation to enrollment and is benchmarked. This benchmark also recognizes Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹⁴ The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹⁵ The College is working to move students initially placed into remediation into successful college level course completion as quickly as possible. These stretch benchmarks reflect a focus on continuous improvement in these areas. These benchmarks also recognize Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁶ In recognition of data showing that math can be a significant barrier to student success, the college is working to get students through their college gateway math class as soon as possible in their college experience. This stretch benchmark reflects a focus on continuous improvement in this area. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁷ In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not, the college is working to encourage students to enroll in 30 or more credits per year. This stretch benchmark reflects a focus on continuous improvement in this area. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁸ The 63% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁹ The 28% benchmark has been established in light of the recent positive trends in this area along with several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

²⁰ While the IPEDS 100% of time to completion metric is unrealistic for most community college students given their part-time enrollment patterns, the College has set a benchmark to improve this percentage to 16%. The college also measures and benchmarks completion-based metric 2.C.XI (see footnote 21) which is tied to the VFA Six Year Completion rate. This benchmark also recognizes Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

²¹ The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric.

²² The College is working to reduce the number of credits earned at graduation by students who began their college career at CSI and are 23 or younger to 70 or fewer. Students over 23 are often returning to school after earning credits at an earlier point in time. Those past credits often inflate the final total of credits at graduation. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

²³ CSI consistently receives scores above 95% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

²⁴ The college is fully implementing a new program of General Education Student Learning Outcomes Assessment process after a pilot year. The current benchmark is set to ensure that at least 90% of courses at the college participate in the process this year. We will work to increase this percentage in the future.

²⁵ The college is fully implementing a new program of Program Level Student Learning Outcomes Assessment after a pilot year. The current benchmark is set to ensure that 100% of instructional programs at the college participate in the process this year.

²⁶ Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc.)" This benchmark reflects the College's work to increase participation in these areas. Cohort colleges scored 22% on this metric in the most current assessment year.

²⁷ CSI will participate in the Chronicle of Higher Education's *Great Colleges to Work For* survey for the second consecutive year in the spring of 2019. The College will work to improve its aggregate satisfaction score to 70% by 2023.

²⁸ The college maintains a 3-month (25% annual) reserve to ensure a stable fiscal environment. This meets generally accepted business practices.

²⁹ This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index.

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³⁰ This benchmark recognizes a growth target for total scholarship dollars awarded each year. The current goal is a 3% annual increase and is set by the College of Southern Idaho Foundation.

³¹ This measure is under development as is set to be established by FY20.

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Alignment with Idaho State Board of Education 2020-2025 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
College of Southern Idaho Goals and Objectives				
GOAL 1: Community Success				
<i>Objective A: Strengthen the communities we serve</i>			✓	✓
<i>Objective B: Cultivate economic partnerships across the communities we serve</i>				✓
<i>Objective C: Meet the workforce needs of the communities we serve</i>	✓		✓	✓
GOAL 2: Student Success				
<i>Objective A: Foster participation in post-secondary education</i>	✓		✓	
<i>Objective B: Reinforce a commitment to instructional excellence</i>		✓		✓
<i>Objective C: Support student progress toward achievement of educational goals</i>	✓		✓	✓
<i>Objective D: Provide evidence of achievement of student learning outcomes</i>		✓		✓
<i>Objective E: Offer opportunities for student engagement that go beyond the classroom</i>	✓	✓	✓	✓
GOAL 3: Institutional Stability				
<i>Objective A: Provide employees with a work environment that values employee success and satisfaction</i>				
<i>Objective B: Ensure that the college maintains the financial resources necessary to meet its mission</i>	✓			
<i>Objective C: Maintain a strong relationship with the CSI Foundation</i>			✓	✓
<i>Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities</i>	✓			



Updated March 2019

College of Western Idaho Strategic Plan 2019 – 2024

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

GOAL 1: Advance Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion

Performance Measures:

I. Increase percent of credit students who persist from term to term

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
69%	68%	67%	68%	73%	>=71%

Benchmark: Term to term persistence rates will meet or exceed 71% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

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II. Number of degrees/certificates produced annually (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
895	895	996	979	984	≥1,000
Certificates of at least 1 year					
110	191	229	240	402	≥300

Benchmark (state-wide performance measure): Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 300 certificates by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

III. Number of unduplicated graduates (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
822	824	910	893	891	≥975
Certificates of at least 1 year					
95	161	226	240	337	≥275

Benchmark (state-wide performance measure): Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 275 by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of students completing 30 or more credits per academic year

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3%	3%	4%	3%	4%	≥7%

Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY18 Idaho 2-year Community College Average of 7% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

*Note: Prior reports calculated students completing 30 or more credits ever at the institution. Updated in FY18 to reflect students completing 30 or more credits per academic year.

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V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	Fall Cohort 2014 12%	>=16%

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 16% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

VI. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 4%	Fall Cohort 2011 3%	Fall Cohort 2012 6%	Fall Cohort 2013 3%	Fall Cohort 2014 6%	>=5%

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 5% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective B: Developing Effective Educational Pathways

Performance Measures:

I. Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
12%	13%	13%	13%	Not Yet Available	1% annual increase

Benchmark: Increase the number of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

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II. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
English: 44% Math: 15%	English: 68% Math: 14%	English: 70% Math: 10%	English: 70% Math: 17%	English: 67% Math: 22%	English: 72% Math: >=25%

Benchmark (state-wide performance measure): Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 72% for English and will meet or exceed 25% for Math by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART). Note: Prior years measure figures and current Benchmark updated in FY18 to reflect PMR Methodology for Math and English Remediation.

III. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27%	28%	28%	22%	24%	>=25%

Benchmark (state-wide performance measure): Percentage of first time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 25% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of programs offering structured schedules.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark (state-wide performance measure): Percentage of programs offering structured schedules will be 100% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities

I. Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
53%	53%	52%	53%	Not yet available	>=60%

Benchmark: Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2023 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

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GOAL 2: Promote and Invest in the Development of Quality Instruction

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I. Increase success rates for students who enter CWI underprepared

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
English					
NA	NA	Fall: 70% Spring: 68% Summer: 77%	Fall: 65% Spring: 74% Summer: 76%	Fall: 66%	>=80%

Benchmark (English): *By 2023, 80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

GOAL 3: Ensure Operational Stability and Compliance

Objective A: Attracting and Retaining Appropriate Staffing Resources

I. Increase number of programs that have full-time faculty at the sustainable/qualify target level by 2023

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
85%	85%	85%	85%	85%	100%

Benchmark: *CWI will achieve 100% of disciplines at the sustainable target level by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

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Objective B: Adopt and Implement the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

Performance Measures:

I. Foster better risk and cybersecurity management communications and decision making with both internal and external stakeholders.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	NA	NA	In progress	Full Implementation	Full Implementation

Benchmark (state-wide performance measure): *Adopt NIST standards by June 30, 2018 and complete IT Annual Work Plan implementation by FY18. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Key External Factors

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- *Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*
- *Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education.*

Evaluation Process

The College of Western Idaho recently developed its Comprehensive Strategic Plan for 2019-2024 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.



FY ~~2020-2024~~ ~~2019-2023~~
Strategic Plan

MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

- I. Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA. *Source: Voluntary Framework of Accountability (VFA). [CCM 187]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
65.7% (Fall 08 Credential- Seeking Cohort thru summer 14)	64.5% (Fall 09 Credential- Seeking Cohort thru summer 15)	65.8% (Fall 10 Credential- Seeking Cohort thru summer 16)	65.8% (Fall 11 Credential- Seeking Cohort thru summer 17)	70%

Benchmark: 70% ¹ (by ~~2023~~-2024)

- II. Percentage of NIC Dual Credit students that matriculate at NIC within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends. [CCM 201]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34.7% (131/377) Fall 12 Cohort	34.7% (132/380) Fall 13 Cohort	29.1% (125/429) Fall 14 Cohort	26.9% (125/464) Fall 15 Cohort	35%

Benchmark: 35% ² (by ~~2023~~-2024)

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III. Percentage of NIC Dual Credit students that matriculate at other institutions within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends. [CCM 202]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
43.8% (165/377) Fall 12 Cohort	45.0% (171/380) Fall 13 Cohort	49.2% (211/429) Fall 14 Cohort	47.8% (222/464) Fall 15 Cohort	55%

Benchmark: 55%³ (by 2023-2024)

IV. Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 193]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 38 b) 251 c) 676 Total Awards: 965	a) 29 b) 306 c) 746 Total Awards: 1081	a) 31 b) 473 c) 690 Total Awards: 1194	a) 45 b) 610 c) 687 Total Awards: 1342	New Measure; Benchmark currently under development

Benchmark: Benchmark currently under development⁴

V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 194]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 35 b) 234 c) 661 Total overall unduplicated count: 898	a) 28 b) 288 c) 729 Total overall unduplicated count: 969	a) 20 b) 449 c) 674 Total overall unduplicated count: 905	a) 32 b) 569 c) 656 Total overall unduplicated count: 911	New Measure; Benchmark currently under development

Benchmark: Benchmark currently under development⁵

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

I. Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends. [CCM 177]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
92% (114/154) (141/154)	93% (198/212)	85% (69/81)	Data not yet available	90%

Benchmark: 90%⁶ (by 2021)

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- II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends. [CCM 108]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
74.2% (13,893/18,731) Fall 14	76.6% (13,429/17,537) Fall 15	78.5% (12,978/16,536) Fall 16	79.2% (13,022/16,452) Fall 17	82%

Benchmark: 82% ⁷ (by 2023)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

- I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends. [CCM 155]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
84.4% (708/839) Fall 14 to Spr 15	80.9% (648/801) Fall 15 to Spr 16	83.5% (631/756) Fall 16 to Spr 17	82.2% (638/776) Fall 17 to Spr 18	84%

Benchmark: 84% ⁸ (by 2021)

- II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 025]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57.6% (377/655) Fall 14 cohort NIC Rank 55% 53%	51.7% (323/625) Fall 15 cohort NIC Rank 17% ---	59.6% (352/591) Fall 16 cohort NIC Rank 67%	53.6% (313/584) Fall 17 cohort Rank not available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions ⁹ (by 2021)

- III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 026]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
38.8% (112/289) Fall 14 cohort NIC Rank 58%	33.1% (98/296) Fall 15 cohort NIC Rank 33% ---	43.2% (117/271) Fall 16 cohort NIC Rank 67%	39.2% (82/209) Fall 17 cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions ¹⁰ (by 2021)

- IV. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends. [CCM 195]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
5.8% (341/5871)	6.8% (374/5483)	7.2% (361/5042)	7.1% (331/4687)	New Measure; Benchmark currently under development

Benchmark: Benchmark currently under development ¹¹

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- V. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*
[CCM 196]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22% (187/832) Fall 12 Cohort	25% (185/752) Fall 13 Cohort	23% (151/653) Fall 14 Cohort	27% (169/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 38% 47%	NIC Rank 50%	Rank not yet available -NIC Rank 54%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions¹² (by ~~2023~~-2024)

- VI. Percent of first-time, full-time freshmen graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*
[CCM 199]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16% (130/832) Fall 12 Cohort	16% (119/752) Fall 13 Cohort	15% (97/653) Fall 14 Cohort	17% (105/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 47%	NIC Rank 50%	Rank not yet available -NIC Rank 62%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions¹³ (by ~~2023~~-2024)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

- I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3.3% (7,368/221,398)	3.2% (7,103/225,007)	3.0% (6,928/230,072)	3.1% (7,235/234,845)	3.6%

Benchmark: 3.6%¹⁴ (by 2023)

- II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2.1% (4,625/221,398)	2.2% (4,989/225,007)	2.1% (4,878/230,072)	2.1% (4,883/234,845)	3.0%

Benchmark: 3.0%¹⁵ (by 2023)

- III. 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. *Statewide Performance Measure. Source: NIC Trends.* [CCM 203/204]

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FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3.6% (41/1130) 13-14 Cohort	8.2% (90/1095) 14-15 Cohort	13.0% (137/1054) 15-16 Cohort	22.6% (304/1344) 16-17 Cohort	New measure; Benchmark currently under development

English

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16.7% (73/436) 13-14 Cohort	30.0% (137/457) 14-15 Cohort	50.9% (244/479) 15-16 Cohort	60.9% (361/593) 16-17 Cohort	New measure; Benchmark currently under development

Benchmark: Benchmark currently under development¹⁶

- IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends. [CCM 198]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22.1% (432/1952) 12-13 Cohort	24.1% (426/1771) 13-14 Cohort	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	New Measure; Benchmark currently under development

Benchmark: Benchmark currently under development¹⁷

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

- I. Percentage of instructional programs that describe changes/improvements to programs as a result of the Program Review process. *Source: NIC Trends. [CCM 189]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		New	100%	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development¹⁸

- II. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 162]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
51.6 52.2 Spring 15 Top Schools 58.9	Survey administered on a two-year rotation; no data available	51.0 52.2 Spring 17 Top Schools 58.5	Survey administered on a two-year rotation; no data available	53.0

Benchmark: 53.0¹⁹ (by 2021-2022)

- III. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 165]*

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FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
44.6 46.4 Spring 15 Top Schools 59.8	Survey now administered on a two-year rotation; no data available	44.2 Spring 17 Top Schools 58.4	Survey now administered on a two-year rotation; no data available	46.0

Benchmark: 46.0²⁰ (by 2021-2022)

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

- I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends. [CCM 114]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Not assessed, resources allocated to another initiative	81%	81%	89%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met²¹ (by 2023)

- II. Full-time to Part-time faculty ratio. *Source: NIC Trends. [CCM 029]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
0.8:1.0 163 FT & 194 PT	0.8:1.0 161 FT & 207 PT	0.8:1.0 156 FT & 208 PT	0.8:1.0 160 FT & 208 PT	0.8:1.0

Benchmark: No less than 0.8:1.0²² (by 2023)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

- I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends. [CCM 115]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$141,091	\$113,822	\$132,436	\$175,618	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels²³ (by 2022)

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

- I. Percentage of student evaluations of **workforce training** and community education courses with a satisfaction rating of above average. *Source: NIC Trends. [CCM 054]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
94% (237/250)	98% (253/256)	98% (313/320)	98% (322/330)	85% benchmark has been met, new benchmark is currently under development 100%

Benchmark: 85% benchmark has been met, new benchmark is currently under development 100% ²⁴ (by 2023)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

- I. Licensure Pass Rates. *Source: NIC Trends. [CCM 091]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
98%	99%	99%	97%	85%100%

Benchmark: 100% ²⁵ (by 2023)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

- I. Annual number and percentage increase of Dual Credit annual credit hours in the high schools. *Source: State Board of Education Dual Credit Report. [CCM 020]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2,969 (+23.76%)	3,639 (+22.57%)	3,828 (+5.19%)	7,093 (+85.29%)	Increase by 5% annually Benchmark has been met; new benchmark is currently under development

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁶

- II. Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends. [CCM 019]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9,922 credits (9% of total)	12,213 credits (11% of total)	13,481 credits (13% of total)	17,672 credits (18% of total)	14% Benchmark has been met; new benchmark is

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				currently under development
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Benchmark: Benchmark has been met; new benchmark is currently under development ²⁷

III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.*
[CCM 017]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
993 (13% of total)	1,165 (16% of total)	1,377 (20% of total)	2,036 (28% of total)	18% Benchmark has been met; new benchmark is currently under development

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁸

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: NIC Trends.* [CCM 015]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
14,183 credits (25.1% of total) Fall 14	12,738 credits (24.3% of total) Fall 15	11,971 credits (23.9% of total) Fall 16	11,791 credits (24.1% of total) Fall 17	25% of total student credit hours

Benchmark: 25% of total student credit hours is achieved ²⁹ (by 2023)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends.* [CCM 105]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
80.1% White 14.2% Other 5.7% Unknown	78.2% White 10.6% Other 11.2% Unknown	77.9% White 11.2% Other 10.9% Unknown	76.4% White 12.2% Other 11.4% Unknown	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region ³⁰ (by 2023)

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II. Students surveyed perceive NIC provides an inclusive, respectful and safe environment. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 123]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
			Question developed; next survey round in 2021 Question developed in 2018; 2019 next survey round	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development³¹

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
39.6 42.6% Spring 15 National Average 53.5%	Survey administered on a two-year rotation; no data available	38.6 38.5% Spring 17 National Average 55.1%	Survey administered on a two-year rotation; no data available	Increase by 2% annually until the national average is met or exceeded

Benchmark: Increase by 2% annually until the national average is met or exceeded³² (by 2023 2022)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		New	No Data Collected	Proficiency outcomes will be defined by spring 2020

Benchmark: Proficiency outcomes will be defined³³ (by spring 2020)

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.* [CCM 172]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
30.0%	29.1%	26.6%	24.5%	Total tuition revenue not to

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				exceed 37.5% of revenue
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Benchmark: Total tuition revenue not to exceed 37.5% of revenue³⁴ (by 2023)

- II. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 130]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$3,022	\$3,214	\$3,288	\$3,494	Rank of 60% against IPEDS comparator institutions
NIC Rank 72.7%	NIC Rank 72.7%	NIC Rank 72.7%	NIC Rank 59.1%	

Benchmark: Rank of 60% against IPEDS comparator institutions³⁵ (by 2021)

- III. Graduates per \$100k – Graduates per \$100,000 of education and related spending by institutions as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 159]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2.06 (898 Grads)	2.07 (969 Grads)	1.79 (905 Grads)	IPEDS financials not yet available	Rank of 60% against IPEDS comparator institutions
NIC Rank 32% 36%	NIC Rank 46% 50%	Rank not yet available NIC Rank 59%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions³⁶ (by 2023)

- IV. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends.* [CCM 170]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$196,663 Net revenue	\$174,795 Net revenue	\$195,039 Net revenue	(\$41,047) Net Deficit	Annual direct costs maintained

Benchmark: Annual direct costs maintained³⁷ (by 2023)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.
This objective is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.
Performance Measures

- I. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		\$0.98 per gross square foot \$702,624/719,173 square feet	\$0.99 per gross square foot \$720,212/727,863 square feet	Benchmark will be defined after 3 years of data is gathered

Benchmark: Benchmark will be defined after three years of data is gathered³⁸ (by ~~2021~~ 2020)

KEY EXTERNAL FACTORS

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
 - The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
 - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
 - Is the data we are collecting providing information related to goal attainment?
 - Is additional data needed to better understand goal attainment?
 - Do the objectives need revision to reach goal attainment?
 - There were no substantial changes made to the goals and objectives in the past academic year.

Footnotes

¹ Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 62% and 66%. This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year.

² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers.

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Other Institutions excludes NIC.

⁴ Benchmark currently under development. Total awards by award level.

⁵ Benchmark currently under development.

⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only.

⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits.

⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

⁹ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. Rank for FY16 (2015-2016) was not included due to the low number of institutions within the comparator group that had available data.

¹⁰ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. Rank for FY16 (2015-2016) was not included due to the low number of institutions within the comparator group that had available data.

¹¹ Benchmark currently under development. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring.

¹² Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

¹³ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

¹⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

¹⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

¹⁶ Benchmark currently under development.

¹⁷ Benchmark currently under development. Full year cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 157, and 253.

¹⁸ New measure; benchmark currently under development. There were only two programs under review in FY2018. In the Program Review document for Communications, there is wording of “improvements” in section 7.1. In the document for Culinary Arts, there is a statement that improvements were made to curriculum as a result of advisory committee meetings documented in section 7.4.

¹⁹ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

²⁰ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

²¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually.

²² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year.

²³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Actual dollars spent on professional development.

²⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

²⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY18 includes Medical Assistant, Pharmacy Technology, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Law Enforcement, Radiography Technology, and Medical Laboratory Technology.

²⁶ Benchmark has been met; new benchmark is currently under development.

²⁷ Benchmark has been met; new benchmark is currently under development.

²⁸ Benchmark has been met; new benchmark is currently under development.

²⁹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites.

³⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 7.9% Other, and 2.1% Unknown. Source = U.S. Census Bureau Quick Facts, July 2017.

³¹ New measure; benchmark currently under development. Data will represent one custom survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

³² Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

³³ Proficiency outcomes will be defined by spring 2020. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing.

³⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

³⁵ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

³⁶ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated. Includes all degrees/certificates as reported to IPEDS, including those certificates of less than one year.

³⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. The deficit in 17-18 is due to an unusual increase in "other expenses" - \$1.3M that resulted in a negative balance of \$177K for residence hall income for that year. Stewardship is displayed by leveraging resources to contribute to the economic viability of NIC. Conference & Events (Schuler Performing Arts Center) has historically received General fund support due to its service related to instruction programs. The Student Wellness & Recreation Center is funded by student fees and building revenues. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Cardinal Card Office, Financial Services, Parking Services, Conference & Events, and the Student Wellness & Recreation Center.

³⁸ Benchmark will be defined after three years of data is gathered.

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Appendix 1

	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
Institution/Agency Goals and Objectives			
GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life			
Objective A: Provide innovative, progressive, and student-centered programs and services.	✓	✓	
Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.		✓	✓
Objective C: Promote programs and services to enhance access and successful student transitions.		✓	
GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes			
Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.		✓	✓
Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.	✓		✓
Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.	✓	✓	
Objective D: Recognize and expand faculty and staff scholarship through professional development.	✓		
GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs			

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Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.			✓
Objective B: Demonstrate commitment to the economic/business development of the region.			✓
Objective C: Promote North Idaho College in the communities we serve.		✓	
Objective D: Enhance community access to college.		✓	
GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency			
Objective A: Foster a culture of inclusion.	✓		
Objective B: Promote a safe and respectful environment.	✓		
Objective C: Develop culturally competent faculty, staff and students.			
GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources			
Objective A: Exhibit trustworthy stewardship of resources.		✓	
Objective B: Demonstrate commitment to an inclusive and integrated planning environment.	✓		
Objective C: Explore, adopt, and promote initiatives that help sustain the environment.			

Appendix 2

NIST Cybersecurity Framework Adoption Progress

North Idaho College (NIC) has adopted the National Institute of Standards and Technology (NIST) Framework and is currently aligning security practices to the framework and subcategories. NIC has worked with other CIO's and Security teams in Idaho Higher Education and have adopted the CSC controls along agreed upon exceptions where the nature of higher education limit the ability to fully satisfy each control (see exceptions below).

CSC Controls Progress (Note: This list reflects CSC numbering as defined when NIC first implemented them and not the latest Version 7)

Control	Progress	Expected Substantial Completion	Exceptions	Notes
CSC 1: Inventory of Authorized and Unauthorized Devices	Implemented with exceptions	August 2018	802.1x certificates for all devices	Currently implemented on all NIC owned machines. Unable to inventory all public wireless devices.
CSC 2: Inventory of Authorized and Unauthorized Software	Implemented with exceptions	August 2018	Software Whitelisting	Currently implemented on all NIC owned machines. Due to nature of education and software, management of white listing every application is not feasible.
CSC 3: Secure Configurations for Hardware and Software	Mostly Implemented with exceptions	August 2018	File integrity checking tools	Currently done as best practices. Continue to align to NIST framework and document practices for standardization. NIC does not currently have a Security Content Automation Protocol (SCAP) tool.
CSC 4: Continuous Vulnerability Assessment and Remediation Control Description	Implemented with exceptions	June 2018	Scope of scanning limited to servers only	Does not include third party/independent scanning.
CSC 5: Controlled Use of Administrative Privileges	Implemented with exceptions	June 2018	Scope of control limited to server core and network admin privileges	All Windows Server Admin credentials now utilize controlled use of Admin Privileges.



Idaho State Department of Education

Sherri Ybarra, Ed.S.
Superintendent of Public Instruction
OSBE Strategic Plan FY2019-2023

MISSION STATEMENT

The Idaho State Department of Education provides the highest quality of support and collaboration to Idaho’s public schools, teachers, students and parents.

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOAL 1

Idaho students are ready for college and careers.

Objective A: Fully implement the Idaho Content Standards.

Idaho’s plan for fully implementing the Idaho Content Standards uses a successful teacher coaching program. This coaching model invests human capital in local districts to meet community needs. Coaches focus on instructional shifts by working closely with teachers, helping them understand and apply the Idaho Content Standards.

Performance Measures:

- I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3.

2018-2019 School Year	Benchmark
	Benchmark to be established after two years of data collection.

Notes: The new IRI by Istation will first be administered during the 2018-2019 school year and data will be available in August 2019.

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- II. Percentage of students placing as proficient or advanced on the Idaho Standards Achievement Test.

	2014-2015 School Year	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark ¹
ELA 3 rd	48.3% ²	49.3% ³	47.18% ⁴	49.88% ⁵	66.2% by 2022
MATH 3 rd	49.9% ⁶	52.2% ⁷	50.23% ⁸	52.17% ⁹	68.1% by 2022
ELA 8 th	51.7% ¹⁰	53.6% ¹¹	52.32% ¹²	53.87% ¹³	69.1% by 2022
MATH 8 th	37% ¹⁴	38.5% ¹⁵	38.71% ¹⁶	41.08% ¹⁷	59.0% by 2022
ELA High School	60.6% ¹⁸	61.7% ¹⁹	59.1% ²⁰	59.28% ²¹	74.5% by 2022
MATH High School	30.3% ²²	30.8% ²³	32.1% ²⁴	32.87% ²⁵	53.9% by 2022

Objective B: Provide pathways to success post high school.

By providing increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements, the SDE will ultimately open multiple pathways to graduation. Targeted efforts for special education and gifted and talented students, along with Advanced Opportunities and GEAR UP programs, contribute to this strategy, as does increased adoption of mastery-based education.

Performance Measures:

- I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.

2014-2015 School Year	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
31.81% ²⁶	34.33% ²⁷	46.36 ²⁸	54.41% ²⁹	60% by 2022

- II. Percentage of Idaho high school graduates meeting SAT readiness benchmarks.

2017	2018	Benchmark
34% ³⁰	33% ³¹	60% by 2022

- III. High school four-year adjusted cohort graduation rate.

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Benchmark ³²
77.3% ³³	78.9% ³⁴	79.7% ³⁵	79.7% ³⁶	80.65% ³⁷	94.9% by 2022

Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).

Schools across Idaho and the nation embrace mastery education to empower students to learn at their own pace. At its core, mastery education shifts the measurement of a student’s ability to demonstrated mastery from simply clocking seat time devoted to a subject or grade level. The SDE created a voluntary network of schools that are starting to implement mastery. During the initial phases, the SDE convened these schools to learn from one another, offer support where appropriate, learn from their innovations and best practices and collect models for implementation to prepare for supporting additional schools in this shift. Senate Bill 1059, which was signed into law during the 2019 regular legislative session,

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removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The SDE will continue to evaluate state policy impact on mastery and work with stakeholders and the Idaho Legislature to remove any additional barriers to implementation.

Performance Measures:

I. Percentage of students in IMEN that meet their 3-year growth target.

ELA	Percent Making "Adequate" Growth ³⁸			Benchmark
	2016	2017	2018	
ELA - IMEN Cohort 1	61.8%	60.1%	62.0%	> Idaho Avg.
ELA - Idaho Average	63.1%	60.9%	64.4%	
Math - IMEN Cohort 1	46.9%	45.3%	45.5%	> Idaho Avg.
Math - Idaho Average	53.2%	51.0%	53.8%	

Notes: Nearly 1/3rd of the schools included in IMEN Cohort 1 are alternative schools. Adequate Growth is a measure of students on track to be proficient in three years. Analysis is restricted to students continuously enrolled in the state. The growth measure is only calculated for students in grades 4-8 with regular assessment scores in two consecutive years, thus the reported percentages are among students for whom this calculation was possible.

II. Number of schools participating in IMEN.

2017-2018 School Year
32 ³⁹

NOTES: Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The department will support, but not necessarily fund, all schools that wish to participate in Idaho Mastery Education.

GOAL 2

Education stakeholders are accountable for student progress.

Objective A: Increase support to low-performing schools.

Comprehensive Support and Improvement (CSI) schools represent the lowest performing 5% of Idaho's Title I schools and any non-title schools that fall within that band. These schools are identified and supported over three year periods in order to aid them in improving student outcomes.

Performance Measures:

I. Percentage of schools meeting CSI exit criteria.

Benchmark
90% by 2022

Notes: 2018-19 marks the first year of longitudinal data collection for the initial three-year cohort, so there is no data to report at this time.

GOAL 3

Recruit and retain effective teachers.

Idaho, like many states, faces a critical shortage of teachers. Additionally, educators possessing fewer than four years of classroom experience make up a growing share of Idaho's teacher workforce. This trend is particularly acute in low-performing and high-poverty schools and common in classrooms of English language learners and students with disabilities. The shortage of qualified teachers, coupled with knowledge that we need our most experienced teachers with our highest need students means Idaho must both recruit new teachers and retain experienced teachers.

Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

Performance Measures:

I. Teacher retention rate.

2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
83.6% ⁴⁰	83.6% ⁴¹	84.3% ⁴²	92% ⁴³

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

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Appendix 1: OSBE K-20 Plan Alignment Matrix

	State Board of Education Goals		
	Goal 1: EDUCATIONA L SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
SDE Goals and Objectives			
Goal 1: Idaho students are ready for college and careers.			
Objective A: Fully implement the Idaho Content Standards.	✓	✓	✓
Objective B: Provide pathways to success post high school.	✓	✓	✓
Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).	✓	✓	✓
Goal 2: Education stakeholders are accountable for student progress.			
Objective A: Increase support to low performing schools.	✓	✓	✓
Goal 3: Recruit and retain effective teachers.			
Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.	✓	✓	✓

Appendix 2: Cybersecurity Plan

The State Department of Education recognizes that technology is in a constant state of fluctuation and works continuously to proactively identify and mitigate cybersecurity risks. In adherence with Executive Order 2017-02 the SDE has taken the following steps:

1. Adopted and implemented the NIST Cybersecurity Framework
2. Implemented the first five (5) Center for Internet Security Critical Security Controls (CIS Controls)
3. Developed employee education and training plans for mandatory cybersecurity training
4. Requires all SDE employees and contractors to complete annual cybersecurity training
5. Placed a link to the statewide cybersecurity website on all public SDE websites

Additionally, the SDE has taken the following steps:

1. Analyzed compliance with updated version of CIS Controls (version 7)
2. Reviewed and adapted policies and procedures to align with updated CIS Controls
3. Adapted current hardware and software configurations to align with updated CIS Controls while also evaluating new technologies, tactics, techniques, and procedures
4. Collaborated with other state agencies to standardize adoption of NIST Cybersecurity Framework
5. Collaborated with other state agencies to standardize incident response capability
6. Conducted code base reviews of critical applications
7. Implemented advanced threat monitoring tools
8. Applied enhanced network security controls

End Notes

¹ 3rd Grade ELA 66.2% by 2022, 3rd Grade Math 68.1% by 2022, 8th Grade ELA 69.1% by 2022, 8th Grade Math 59.0% by 2022, High School ELA 74.5% by 2022 and High School Math 53.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, <http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf>

² 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

³ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

⁴ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

⁵ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

⁶ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

⁷ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

⁸ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

⁹ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁰ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹¹ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

¹² 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

¹³ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁴ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹⁵ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

¹⁶ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

¹⁷ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁸ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹⁹ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

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²⁰ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

²¹ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

²² 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

²³ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

²⁴ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

²⁵ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

²⁶ FY2015 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2015-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁷ FY2016 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2016-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁸ FY2017 Advanced Opportunities program files and data - allactivity7.10.17.xlsx - 9846 11th grade students and 1049 12th grade students; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁹ FY2018 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2018-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

³⁰ College Board, SAT Suite of Assessments Annual Report, Idaho, 2017, <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>

³¹ College Board, SAT Suite of Assessments Annual Report, Idaho, 2018, <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>

³² Benchmark 94.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, <http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf>

³³ Idaho Department of Education, SDE Releases New Baseline Graduation Rates 2013/2014 New Federal Reporting Method Drastically Different, March 18, 2015, [03-18-2015-SDE-Graduation-Rate-Release.pdf](http://www.sde.idaho.gov/communications/files/news-releases/03-18-2015-SDE-Graduation-Rate-Release.pdf)

³⁴ <https://idahoschools.org/state/ID/graduation>

³⁵ <https://idahoschools.org/state/ID/graduation>

³⁶ <https://idahoschools.org/state/ID/graduation>

³⁷ <http://www.sde.idaho.gov/communications/files/news-releases/01-17-19-Idaho's-high-school-graduation-rate-is-on-the-rise.pdf>

³⁸ Calculations based on the initial 32 schools identified in <https://www.sde.idaho.gov/mastery-ed/files/imem/IMEN-Progress-Report-2018.pdf> and Idaho Academic Growth Accountability Data

³⁹ <https://www.sde.idaho.gov/mastery-ed/files/imem/IMEN-Progress-Report-2018.pdf>

⁴⁰ <https://idahoschools.org/state/ID/teacher-quality>

⁴¹ <https://idahoschools.org/state/ID/teacher-quality>

⁴² <https://idahoschools.org/state/ID/teacher-quality>

⁴³ National average teacher attrition rate is 8%, 2017-2018 Teacher Pipeline Report,
<https://boardofed.idaho.gov/wp-content/uploads/2018/02/Teacher-Pipeline-Report.pdf>



Strategic Plan

FY2020-FY2024

STRATEGIC PLAN

MISSION STATEMENT

The mission of the Career Technical Education system is to prepare Idaho’s youth and adults for high-skill, in-demand careers.

VISION STATEMENT

The vision of Idaho Career & Technical Education is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1

EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: *Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.*

Performance Measures:

- I. *The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.*

Baseline data/Actuals: Initial Survey 2016

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	3.27	3.46		Improvement

Benchmark: Annual improvement in satisfaction levels.¹

Objective B: *Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.*

Performance Measures:

- I. *Full implementation of Career & Technical Education Management System (C-TEMS).*

Baseline data/Actuals: 2009 - C-TEMS development began

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
		System Launch		Analyze System Data

Benchmark: By FY2019, begin analyzing system data.²

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- II. Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.**

Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	Launch	100%	100%	100%

Benchmark: All pathway programs are subject to an annual desk audit.³

Objective C: *Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.*

Performance Measures:

- I. A secondary program assessment model that clearly identifies the elements of a quality program.**

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	Plan development, including data elements	Identified preliminary measures and secured ongoing funding		Identify comprehensive measures

Benchmark: Identify long-term strategies to comprehensively assess high quality secondary CTE programs by FY2020.⁴

Objective D: *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

- I. Secondary student pass rate for Technical Skill Assessment (TSA).**

Baseline data/Actuals: Baseline FY15 – 71.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
72.4	55.0	66.2		67.0

Benchmark: 67.0 pass rate by 2019⁵

- II. Postsecondary student pass rate for Technical Skill Assessment (TSA).**

Baseline data/Actuals: Baseline FY15 – 92.6

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.1	90.2	88.7		92.8

Benchmark: 92.8 pass rate by 2019⁶

- III. Positive placement rate of secondary concentrators.**

Baseline data/Actuals: Baseline FY15 – 94.1

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.2	95.8	94.4		94.3

Benchmark: 94.3 placement rate by FY 2019⁷

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IV. Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.

Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	35 23

Benchmark: By FY20~~20~~19, implement SkillStack for ~~35~~23 programs⁸

V. Number of program standards and outcomes that align with industry standards.

Baseline data/Actuals: FY2017 Actual - 37

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	37	46	52	48 52

Benchmark: ~~48~~52 programs by FY2020⁹

GOAL 2

EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Performance Measures:

I. Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.

Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	35 23

Benchmark: ~~23~~5 programs by FY20~~20~~19¹⁰

II. The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

Baseline data/Actuals: Baseline FY18 – To Be Determined

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018¹¹

Objective B: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.

Performance Measures:

I. Placement rate of postsecondary program completers in jobs related to their training.

Baseline data/Actuals: Baseline FY15 – 68

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FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
64.6	60.1	55.8		65

Benchmark: 65 placement rate by 2020¹²

II. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 – 84.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.7	96.4	94.6		95.6

Benchmark: 95.6 placement rate by FY 2018¹³

III. The percent of secondary CTE concentrators who transition to postsecondary education.

Baseline data/Actuals: Baseline FY15 – 64

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
63.3	65.9	67.4		70

Benchmark: 70 percent by 2020¹⁴

GOAL 3

WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.*

Performance Measures:

~~I. Percent of students who enter an occupation related to their workforce training (non-credit bearing training).~~

~~I. The percent of Workforce Training students who complete their short-term training.~~

Baseline data/Actuals: FY2018 – Identify Baseline

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93	90	93		Baseline 90

~~Benchmark: 90 percent average completion~~ ~~mark: Identify baseline data by FY2018~~¹⁵

~~Benchmark: 90 percent average completion~~¹⁶

Objective B: *Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

Performance Measures:

I. *The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).*

Baseline data/Actuals: FY2016 – 33

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
33	38	39		47

Benchmark: By FY2020, 47% of AE students make measurable progress.¹⁷

~~II. The percent of low skilled adults provided with a viable alternative “entry point” for the workforce and Career Pathway system, who have a positive student placement after program exit.~~

~~Baseline data/Actuals: FY 2019 – Identify baseline data~~

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
				Identify baseline data

~~Benchmark: Identify baseline data by FY2019.¹⁸~~

Objective C: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

I. Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.

Baseline data/Actuals: FY 2016 – 89

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
89	80	60		90

Benchmark: 90% positive outcome rate annually.¹⁹

II. Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

Baseline data/Actuals: Average 5,000 hours annually

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	6,861	7,382		5,000

Benchmark: Maintain an average of 5,000 contact hours annually.²⁰

Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The ICTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate,

ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives

¹ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders.

² Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

³ Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

⁴ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

⁵ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline. After submission of our Strategic Plan for FY19, a comparative analysis looked at data from our assessment vendors compared to self-reported numbers. As part of our program alignment efforts and using approved vendors we anticipated lower numbers and the lower score more accurately reflects those efforts. In FY17, the Office of Career & Technical Education (OCTAE) approved lower benchmarks based on methodology changes for collecting data and our alignment efforts.

⁶ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁷ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁸ ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

⁹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁰ Based on current rate of program alignment.

¹¹ Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified ~~nine~~-aligned programs who continue CTE at the postsecondary level.

¹² Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹³ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

¹⁴ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁵ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

~~¹⁶ Based on goal to improve positive placement monitor completion rates at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.~~

¹⁷ Federally negotiated benchmark.

~~¹⁸ Federally negotiated benchmark. Baseline data will then be used to determine performance targets.~~

¹⁹ Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

²⁰ Based on current average number of contact hours statewide.

Mandated Cyber Security Strategic Plan

THE OFFICE OF THE GOVERNOR
EXECUTIVE DEPARTMENT STATE OF IDAHO
BOISE

EXECUTIVE ORDER NO. 2017-02

Career Technical Education – Cyber Security Implementation Plan

Idaho Division of Career Technical Education (CTE) has been working on proactive steps to mitigate cybersecurity risk. To increase the Department's capacity and ability to protect its systems and the data with which it is entrusted, the Agency has begun to work on the following:

1. CTE has adopted the National Institute of Standards and Technology (NIST) Which will outline the Center for Internet Security Controls (CIS) Working with SDE's Security Coordinator to work on policy and implementation of security initiatives
2. Will have implemented cybersecurity awareness training (KnowBe4) for all CTE employees and initiated in-depth training for key personnel.
3. Begun the process to implement the first five Center for Internet Security Critical Security Controls (CIS Controls).
4. CTE has purchased, installed and configured Ivanti (Landesk) Secure User Management Suite) which will cover the first five (5) CIS controls listed below.

CSC1: *Inventory of Authorized and Unauthorized Devices*

Actively manage (inventory, track and correct) all hardware devices on the network so that only authorized devices are given access, and unauthorized and unmanaged devices are found and prevented from gaining access.

CSC2: *Inventory of Authorized and Unauthorized Software*

Actively manage (inventory, track and correct) all software on the network so that only authorized software is installed and can execute, and that unauthorized and unmanaged software is found and prevented from installation and execution.

CSC3: *Secure Configuration of Hardware and Software on Mobile Devices, laptops, Servers and Workstations.*

Establish, implement and actively manage (track, report and correct) the security configuration of Laptops, servers and workstations using a rigorous configuration management and change control process in order to prevent attackers exploiting vulnerable services and settings.

CSC4: *Continuous Vulnerability Assessment and Remediation*

Continuously acquire, access, and take action on new information in order to identify vulnerabilities, remediate and minimize the windows of opportunity for attackers.

CSC5: *Controlled Use of Administrative Privileges*

A process with tools used to track/control/prevent/correct the use, assignment and configuration of administrative privileges on Computers, Networks and Applications.

The tools CTE will be using to implement the first 5 NIST controls.

Ivanti – Secure User Management Suite (LANDesk)
KnowBe4 (end user training)



Idaho Division of
Vocational Rehabilitation

FY202019 - 20243

Content and Format

The Plan is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting IDVR.

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR ~~now~~ programmatically operates under a Program Year instead of a Federal Fiscal Year, as outlined in previous strategic plans. ~~The~~ is Program Year aligns with Idaho's State Fiscal Year. All three programs under the Division will adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 2020~~19~~ through 2024~~3~~.

This is the second year of IDVR's ~~an entirely new~~ Strategic Plan as a result ~~for the Division because~~ of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's ~~latest~~most recent Comprehensive Statewide Needs Assessment (CSNA), both of which impacted ed the goals and objectives for the Vocational Rehabilitation program. The changes resulting from WIOA also lead the Division to modify both the mission and vision statements to better reflect the focus on the dual customer; individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance measures for the VR program to be more in alignment with the other core WIOA programs. Rehabilitation Services Administration is providing VR programs time to collect the new data necessary to establish baseline data which will be used to establish levels of performance before negotiating expected target levels of performance in future years for these new performance measures. Baseline data collection will continue for at least the next ~~two~~ state fiscal years (~~SY2019 and SY2020~~).

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.

Objective 1: Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Performance Measure 1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS)

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	<u>301</u> N/A	<u>1180</u> 304	≥ <u>1147</u> 304

Benchmark: Greater than or equal to 1180~~304~~ for SY~~19~~20¹

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	<u>812</u> N/A	<u>856</u> 842	≥ <u>856</u> 842

Benchmark: Greater than or equal to 856~~842~~ for SY~~20~~19²

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	<u>81</u> N/A%	≥ 60%

Benchmark: Greater than or equal to 60% for SY~~21~~19³

Performance Measure 2.2

For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A	≥ 50%

Benchmark: Greater than or equal to 50% for SY~~21~~19⁴

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Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	3 N/A	3	8 Regions (100%)

Benchmark: All 8 Regions ⁵ (by SY 2020)

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

SY2015	SY2016	SY2017	SFY2018	Benchmark
85.7 89.8%	79 85.7%	77.8 79%	74 77.8%	≥ 85%

Benchmark: Greater than 85% for SY~~2018~~²⁰¹⁹ ⁶

Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five measures.

Performance Measure	SY2015	SY2016	SY2017	SY2018	Benchmark
1. <i>Employment Rate – 2nd Qtr after Exit</i>				55%	≥ 65%
2. <i>Employment Rate – 4th Qtr after Exit</i>				N/A	≥ 55%
3. <i>Median Earnings – 2nd Qtr after Exit</i>				\$3870	≥ \$4680 per
4. <i>Credential Attainment</i>				N/A	≥ 22%
5. <i>Measurable Skill Gains</i>				25%	≥ 20%

Benchmark: Greater than or equal to 65% ⁷, greater than or equal to 55% ⁸, greater than or equal to \$4680 per quarter ⁹, greater than or equal to 22% ¹⁰, greater than or equal to 20% ¹¹ (all benchmarks by 2021):

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Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY2015	SY2016	SY2017	SY2018	Benchmark
87.7% 93.6	89.1% 87.8%	88.5% 89.1%	87.1% 88.5%	≥ 90% satisfaction rate

Benchmark: Greater than or equal to 90% for SY~~2018~~2019 ¹²

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A 43%	≥ 30%

Benchmark: Greater than or equal to previous year in SY~~2018~~2019 ¹³

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A	≥ 50%

Benchmark: Greater than or equal to 50% for SY~~2018~~2019 ¹⁴

Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides individuals with the most significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

1. **Objective:** To provide relevant and necessary long-term supports to assist individuals with the most significant disabilities to maintain employment.

Performance Measure 1.1: Number of individuals served.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	<u>647</u> N/A	<u>838</u> 647	<u>819</u> 838	≥ previous year performance

Benchmark: Greater than or equal to previous year in SY~~2019~~¹⁵

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	<u>292</u> N/A	<u>208</u> 292	<u>0</u> 208	≤ on waitlist than previous year

Benchmark: Less than or equal to previous year in SY~~2019~~¹⁶

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. **Objective:** Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

FY2015	FY2016	FY2017	FY2018	Benchmark
2 brochures 53 FB posts N/A	2 addt'l brochures 49 FB posts 2 brochures 53 FB posts	42 addt'l brochures 5649 FB posts	24 addt'l brochures 13656 FB posts	Continue to create brochures, social interaction, & website development

Benchmark: 24 or more new brochures created in FY2019¹⁷

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. **Objective:** Continue to increase the awareness.

Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

FY2015	FY2016	FY2017	FY2018	Benchmark

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<u>27</u> N/A	<u>23</u> 27	<u>65</u> 23	<u>89</u> 65	Presentations delivered
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Benchmark: 89~~65~~ or more presentation delivered in SY20~~19~~¹⁸

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. **Objective:** Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

FY2015	FY2015	FY201	FY2018	Benchmark
<u>11</u> N/A	<u>12</u> 11	12	<u>14</u> 12	Present to various local, state & federal agencies

Benchmark: Present at 14~~12~~ or more local, state and federal agencies in SY20~~19~~¹⁹

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. **Objective:** The Council's office will provide the network.

Performance Measure 4.1: Track when information is provided.

FY2015	FY2016	FY2017	FY2018	Benchmark
<u>200</u> calls N/A	<u>120</u> 200 calls	<u>1,056</u> 420 calls	<u>1,160</u> 4,056 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark: Track all calls in SY20~~19~~²⁰

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.

1. **Objective:** The Council will determine the availability of services available.

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

FY2015	FY2016	FY2017	FY2018	Benchmark
<u>Met</u> N/A	Met	Met	Met	Continued work with mental health personnel

Benchmark: Met in SY20~~19~~²¹

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Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. Objective: The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies.

FY2015	FY2016	FY2017	FY2018	Benchmark
Met N/A	Met	Met	Met	Facilitate meetings with various agencies and group

Benchmark: Met in SY~~2019~~²²

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. Objective: The Council will be the “go to” agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

FY2015	FY2016	FY2017	FY2018	Benchmark
10 ADA Issues N/A	10 ADA Issues	50 40 ADA Issues	150 50 ADA Issues	Create information resulting from ADA complaint

Benchmark: Track all complaints in SY~~2019~~²³

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. Objective: The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed.

FY2015	FY2016	FY2017	FY2018	Benchmark
N/A Completed	Completed	Completed	Completed	Submit accurate

Benchmark: Completed for SY~~2019~~²⁴

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served. Challenges in recruitment have been prevalent over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligibility for the Certified Rehabilitation Counselor (CRC).

State and Federal Economic and Political Climate

While Idaho has seen improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs, and improve engagement with employers to address skilled workforce needs.

WIOA ~~will~~ requires IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes are the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing. This change will result in an agency which is shifting not only the population it serves, but is serving that population in different and innovative ways. The Division's performance measures have also shifted significantly under WIOA. As a result, the current benchmarks for the federal performance measures identified in this strategic plan present a high degree of error that will diminish as IDVR

completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs are transitioning to “baseline” measures to capture the required data before negotiating expected levels of performance with RSA, which is expected to take place for SY 2021. Additionally, almost all of the new performance measures are lagging indicators, a few of them lag by one full year.

IDVR Cyber Security Plan

Idaho Division of Vocational Rehabilitation (IDVR) has adopted of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and will be implementing the first five Center for Internet Security (CIS) Controls, Critical Security Controls by June 30, 2019.

The following solutions are currently in place or will be put in play to accomplish the first five Cyber Security Controls.

- IDVR collaborates with the Idaho Office of Administration on:
 - Exterior firewall management
 - Internet and Malware filtering
- Ivanti/~~Landesk~~ is used internally to handle all:
 - Patch management
 - Device discovery
 - OS deployments-/imaging management
 - License monitoring and Inventory controls
- ~~MacAfee EPO~~Palo Alto Traps is used internally to manage all Antivirus monitoring
- DUO for two factor authentication for all elevated server functions and VPN Authentications.
- Mandatory Cyber Security Awareness training is handled by the Division of Human Resources (DHR) Knowbe4 training packages. All users must take this training annually and when initially employed with agency.
- A mobile device management (MDM) solution ~~(not currently identified)~~ will be used to monitor and control cellular phone and security management of mobile devices in the near future. ITS's go forward solution for an MDM solution is being identified this year.

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Footnotes:

¹ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

² Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

³ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

⁴ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

⁵ Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

⁶ Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

⁷ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (*RSA-TAC-18-01, January 19, 2018*)

⁸ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (*RSA-TAC-18-01, January 19, 2018*)

⁹ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (*RSA-TAC-18-01, January 19, 2018*)

¹⁰ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (*RSA-TAC-18-01, January 19, 2018*)

¹¹ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (*RSA-TAC-18-01, January 19, 2018*)

¹² Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; ~~however~~however, it is typically utilized as a threshold for quality performance.

¹³ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

¹⁴ Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2021. (*RSA-TAC-18-01, January 19, 2018*)—~~This~~ This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

¹⁵ Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

¹⁶ Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

¹⁷ Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

¹⁸ Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. - CDHH has hired a part time Communications and

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Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.

¹⁹ Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73

²⁰ The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²¹ Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²² Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²³ Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

²⁴ Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.



**FY 2020-2024
STRATEGIC PLAN**

MISSION STATEMENT

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
47	46	47	47		47

Benchmark: 47 (by FY 2024)¹

~~II. Number of cable companies carrying our multiple digital channels.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
*	30	50	17		28

~~— Benchmark: 28 (by FY 2023)²~~

~~— *New performance measure for FY16~~

~~III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
8	8	8	8		8

~~— Benchmark: 8 (by FY 2023)³~~

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IV. Percentage of Idaho's population within our signal coverage area.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
98.4%	98.4%	99.47%	98.8%		98.4%

Benchmark: 98.4% (by FY 2024)⁴²

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
22	26	47	40		34

Benchmark: 35 (by FY 2024)⁵³

~~Objective C: Operate an efficient statewide delivery/distribution system.~~

~~Performance Measure:~~

~~Total FTE in content delivery and distribution.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
18.5	20	17	22		<24

~~—Benchmark: Less than 24 (by FY 2024)⁶~~

Objective DC: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measure:

Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
98.4%	97.6%	97.6%	99.9%		100%

Benchmark: 100% (by FY 2024)⁷⁴

Objective ED: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
1,670,923	1,901,477	1,981,837	1,584,947		1,750,000

Benchmark: 1,850,000 (by FY 2024)⁸⁵

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II. Number of visitors to IdahoPTV/PBS video player.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
344,651	634,031	143,637*	128,877		100,000

Benchmark: 100,000 (by FY 2024)⁹⁶

*In prior years, the PBS software counted the same viewers multiple times in error. This has been corrected moving forward.

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	11	11	11		12

Benchmark: 13 (by FY 2024)¹⁰⁷

*New performance measure for FY16

Objective EE: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
28,374	28,488	28,299	35,095		37,760

Benchmark: 37,760 (by FY 2024)¹¹⁸

Objective GF: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
13,450	12,702	11,372	12,624		13,000

Benchmark: 13,500 (by FY 2024)¹²⁹

Objective HG: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
1,955	2,050	1,568	1,509		2,000

Benchmark: 2,000 (by FY 2024)¹³¹⁰

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Objective JH: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
55	55	49	56		50

Benchmark: 55 (by FY 2024)⁴⁴¹¹

Objective JJ: Be a relevant, educational and informational resource to all citizens.

Performance Measures:

~~Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
31.1%	31.4%	28%	31.1%		21.3%

~~Benchmark: 21.3% (by FY 2023)¹⁵~~

I. Number of educational outreach and training events for teachers, students and parents.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	*	*	100

Benchmark: 100 (by FY 2024)¹²

*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	*	*	4,200

Benchmark: 5,000 (by FY 2024)¹³

*New performance measure beginning FY20

Objective KJ: Operate an effective and efficient organization.

Performance Measures:

I. Total FTE in content delivery and distribution.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
18.5	20	17	22		<24

Benchmark: Less than 24 (by FY 2024)¹⁴

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes

Benchmark: Yes/Yes/Yes (by FY 2024)¹⁶¹⁵

III. Work toward implementation of the Center for Internet Controls.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	Yes		Yes

Benchmark: Yes (by FY 2024)¹⁷¹⁶

*New performance measure beginning FY18

SBoE GOAL 2: EDUCATIONAL ATTAINMENT

Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

SBoE GOAL 3: WORKFORCE READINESS

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

KEY EXTERNAL FACTORS

Funding – While State General Fund support for Idaho Public Television has been increasing as state revenues have grown, there continues to be pressure to reduce the size of government. In addition, significant concerns about Federal funding to the Corporation for Public Broadcasting and the U.S. Department of Education have emerged as Congress and the White House attempt to rein in deficit spending. With nearly 20% of IdahoPTV funding coming from Federal sources via CPB, it remains a major worry. In addition, competition for private contributions continues to grow. IdahoPTV already out performs its peers of other State-licensed PBS stations in the percentage of the population which supports it. It is unrealistic to expect major growth in this area.

FCC Spectrum Auction – With the FCC’s recent auctioning of TV Broadcast spectrum to wireless carriers and the subsequent repacking of stations into the remaining frequencies, Idaho Public Television faces major hurdles. We are currently in the process of changing channels at the KCDT transmitter in Coeur d’Alene~~will need to change channels~~, requiring a new transmitter & antenna, ~~though the~~ The FCC has given IdahoPTV a new channel and funding to make the move. Unfortunately many of the 47 translators that serve smaller communities ~~may~~ also have to move channels, and the FCC will neither guarantee new frequencies nor provide funding for those mandated changes. We have secured a private grant to cover most of the costs of changing channels at our translators. However, because there aren’t enough frequencies available, some~~Some~~ areas of the state could lose over-the-air service.

Regulatory Changes – With more than 55% of Idaho Public Television funding coming from private contributions, the recent changes to federal tax policy has the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 29 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Recently, Idaho Public Television was successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants we will be conducting research on the impact these education initiatives are having on the populations served.

Additionally, IdahoPTV employed leaders from PBS Station Services with expertise in strategic planning to conduct a two-day retreat for station staff and board directors to help learn processes to evaluate our programs, products and services to ensure they support our connection to the community and our audiences. A number of specific goals were identified to help position the organization for a successful future.

1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
- ~~2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.~~
- ~~3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.~~
42. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
53. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- ~~6. Benchmark is based on industry standard combined with analysis of workforce needs.~~
74. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.
85. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
96. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
107. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
118. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
129. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
1310. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
1411. Benchmark is based on industry standard combined with desired level of achievement.
12. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- ~~15. Benchmark is based on industry standard combined with desired level of achievement.~~
14. Benchmark is based on industry standard combined with analysis of workforce needs.
1615. Benchmark is based on industry standard of best practices.
1716. Benchmark is based on industry standard of best practices.

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ATTACHMENT 14a

	State Board of Education Goals		
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
Institution/Agency Goals and Objectives			
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.			
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓		
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓		
Objective C: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.	✓		
Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓		
Objective E: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓		
Objective F: Contribute to a well-informed citizenry.	✓		
Objective G: Provide relevant Idaho-specific information.	✓		
Objective H: Provide high-quality, educational television programming and new media content.	✓		
Objective I: Be a relevant, educational and informational resource to all citizens.	✓		
Objective J: Operate an effective and efficient organization.	✓		
Objective K: Work toward implementation of the Center for Internet Controls.	✓		
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.			
GOAL 3: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.			

TechHelp Strategic Plan
2018~~9~~ – 2021~~3~~

MISSION STATEMENT

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in ~~202~~2023~~1~~:

- ~~10~~80 manufacturers reporting \$1~~2~~00,000,000 economic impact
- ~~20~~180 jobs created
- > \$20,000 and < \$50,000 Net Income

VISION STATEMENT

TechHelp is Idaho’s Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.
“Our identity is shaped by our results.”

GOAL 1

Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objective A: Offer technical consulting services and workshops that meet Idaho manufacturers’ product and process innovation needs.

Performance Measure:

- Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects**

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019)	Benchmark
\$182,258,168 / 340 New Jobs \$34,142,000 / 154 New Jobs	\$33,022,678 / 100 New Jobs \$182,258,168 / 68/340 New Jobs	\$33,726,818 / 70 New Jobs \$33,022,678 / 78/100 New Jobs	\$97,839,060 \$33,726,818 / 255/70 New Jobs	\$1200,000,000 / 20180 New Jobs

Benchmark: Reported cumulative annual impacts improve by five percent over the prior year achieving \$1~~2~~00,000,000 and 180 new jobs annual reported impact by ~~202~~2023~~1~~!

Objective B: Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.

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ATTACHMENT 15

Performance Measure:

- I. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system**

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 Q1-Q3 (2015-2016)	<u>FY18 (Q2 2017- Q1 2018)</u> FY17 (2016-2017) Q1-Q3	<u>FY18</u> (Q2 2018- Q1 2019)	Benchmark
N/A N/A	N/A N/A	17 Small N/A	35 Small 17 Small	35 0 Small	15 Small
N/A N/A	N/A N/A	39 Rural N/A	42 Rural 39 Rural	21 42 Rural	20 Rural
N/A N/A	N/A N/A	4 Start-Up N/A	17 Start-up 4 Start-Up	17 14 Start-up	10 Start-up
N/A N/A	N/A N/A	25 Other N/A	23 Other 25 Other	23 22 Other	35 Other

Benchmark: Number of clients served by category exceeds MEP goal as follows by ~~202~~2023ⁱⁱ:

- 15 Small,
- 20 Rural,
- 20 Start-up,
- 35 Other

Objective C: *Ensure manufacturing clients are satisfied with services.*

Performance Measure:

- I. Customer satisfaction reported on MEP survey**

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	Benchmark
9 out of 10 10 out of 10	9 out of 10 9 out of 10	9.6 out of 10 9 out of 10	9.6 7 out of 10	8 out of 10

Benchmark: Customer satisfaction score is consistently > 8 out of 10ⁱⁱⁱ

Goal 2

Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

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ATTACHMENT 15

Objective A: Increase the number of client projects and events.

Performance Measure:

I. State dollars expended per project/event

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	<u>Benchmark</u> Benchmark
\$1,139 \$1,769	\$774 \$1,139	\$920 \$774	\$920 \$1,570	> Prior year's total

Benchmark: Dollars per project/event expended is less than prior year's total^{iv}

Objective B: Offer services to numerous Idaho manufacturers.

Performance Measure:

I. Number of impacted clients per \$ Million federal investment as reported on MEP sCOREcard

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	<u>Benchmark</u> Benchmark
56 Clients Surveyed 45 Clients Surveyed	69 Clients Surveyed 56 Clients Surveyed	81 Clients Surveyed 69 Clients Surveyed	81-96 Clients Surveyed 96 Clients Surveyed	1080 Clients Surveyed 80 Clients Surveyed

Benchmark: Number of clients served exceeds federal minimum with a goal of 1080 clients surveyed (i.e., 110 clients per \$ Million) by ~~202~~2023^{vi}

Goal 3

Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives A: Increase total client fees received for services.

Performance Measure:

I. Gross and Net revenue from client projects

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	<u>Benchmark</u> Benchmark
\$615,117 \$668,217	\$593,940 \$615,117	\$576,890 \$593,940	\$576,890 \$493,923	\$1,200,000 \$600,000 gross annually
\$454,672 \$354,763	\$409,175 \$454,772	\$391,904 \$409,175	\$336 \$91,363	\$4700,000 \$4700,000 net annually

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving ~~\$1,2600,000~~ gross and ~~\$4700,000~~ net annually by ~~202~~2023^{vii}

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ATTACHMENT 15

Objectives B: Increase external funding to support operations and client services.

Performance Measure:

I. Total dollars of non-client funding (e.g. grants) for operations and client services.

<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY18 (2017-2018)</u> FY17 (2016-2017)	<u>FY19 (2018-2019)</u> FY18 (2017-2018)	<u>Benchmark</u> Benchmark
\$825,000 \$910,236	\$910,236 \$885,236	\$885,236 \$885,236	\$1,356,994 \$885,236	\$1,300,000

Benchmark: Total dollars of non-client funding for operations and client services exceed the prior year's total achieving \$1,300,000 by ~~2022~~2023^{viii}.

Key External Factors

- I. State Funding:
Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.
- II. Federal Funding:
The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.
- III. Economic Conditions:
Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

Cybersecurity Plan – Update

TechHelp has been working on its adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Progress on complying with the first five CIS Controls (by June 30, 2018) includes:

- 1. Inventory and Control of Hardware Assets – -Boise State^U (and other state universities) requires authentication and sign on credentials to access their network and all Hardware is purchased, inventoried and tracked by BSU.
- 2. Inventory and Control of Software Assets - All software is purchased and approved by Business Manager or Executive Director. BSU OIT uploads all software and maintains updates and does not allowed for unapproved software on Boise State purchased computers. Cloud-based exceptions which are controlled by vendors include: WORKetc., mailchimp, QuickBooks, Regfox.
- 3. Continuous Vulnerability Management - All updates and patches are identified by Boise State IT department and pushed out to campus departments. Internally all software updates are

- completed to ensure all hardware and software are up to date. All campus departments are made aware by IT department of potential threats and how to handle those situations.
4. Controlled Use of Administrative Privileges – Boise State retains all administrative rights to the network and each individual user is given administrative rights to their designated computer.
 5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers - All network passwords are required to be changed every 60-90 days as a requirement forced at sign in. Laptops require VPN authentication before access to the network is granted if working off-site. Mobile devices require sign on authentication before access to network is given.

Evaluation Process

The TechHelp Advisory Board convenes its membership, which is made up of representatives from leaders of manufacturing companies, professional services companies, and Idaho's three universities, to review and recommend changes to the center's planning, client services and strategic plan. Recommendations are presented to the Advisory Board and the Executive Director for consideration. Additionally, as part of the NIST MEP cooperative agreement, the Advisory Board reviews and considers inputs that affect its strategic plan. Plan changes may be brought to the Advisory Board or TechHelp leadership and staff during the year. Review and re-approval occurs annually and considers progress towards performance measure goals, which are formally reviewed quarterly.

Performance towards meeting the set benchmarks is reviewed and discussed quarterly at both TechHelp staff meetings and at Advisory Board Meetings. The Advisory Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained strategic plan.

ⁱ This benchmark is based on current and projected resources and established best practices based on those resources.

ⁱⁱ This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.

ⁱⁱⁱ This benchmark is based on analysis of customer survey feedback for types of services offered.

^{iv} This benchmark is based on analysis of available resources, types of services and program investment.

^v Methodology using a balanced scorecard.

^{vi} This benchmark is based on federal requirements and projections of federal investment.

^{vii} This benchmark is based on existing average performance levels and a 5% annual increase.

^{viii} This benchmark is based on existing average performance levels and a 5% annual increase.



IDAHO SMALL BUSINESS DEVELOPMENT
STRATEGIC PLAN
2018 – 2023

EMPOWERING BUSINESS SUCCESS

MISSION STATEMENT

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

VISION STATEMENT

Idaho SBDC clients are recognized as consistently outperforming their peers.

GOAL 1 - Maximum Client Impact

Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

I. Percent of hours with clients with recorded impact

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
49% 54%	54% 52%	52% 50%	50% 53%	70%

Benchmark: 70%¹ (by FY 2022)

II. Capital raised by clients in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$24.3 \$31.6	\$31.6 \$33.9	\$33.9 \$36.1	\$36.1 \$36.1	\$40.6

Benchmark: \$40.6 million² (by FY 2022)

III. Client sales growth in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$33.7 \$47.1	\$47.1 \$52.0	\$52.0 \$42.5	\$42.5 \$43.7	\$56.6

Benchmark: \$56.6 million³ (by FY 2022)

IV. Jobs created by clients

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>429708</u>	<u>708871</u>	<u>871663</u>	<u>663826</u>	900

Benchmark: 900⁴ (by FY 2023~~2~~)

Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measures:

I. Per-cent of cross-network consulting hours (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>10%</u>
<u>Not measured</u>	<u>Not measured</u>	<u>0.4%</u>	<u>0.3%</u>	<u>10%</u>

Benchmark: 10%⁵ (by FY 2023~~2~~)

GOAL 2 – Strong Brand Recognition

Increase brand recognition with stakeholders and the target market.

Objective A: Create statewide marketing plan and yearly marketing matrix to provide a consistent voice and message.

Performance Measures:

I. Yearly marketing plan created and distributed

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>completion</u>
<u>Not measured</u>	<u>Not measured</u>	<u>Not measured</u>	<u>In progress</u>	<u>completion</u>

Benchmark: ⁶ (by FY 2020~~2~~)

II. # of training hours

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>11,390</u> <u>11,231</u>	<u>11,231</u> <u>11,793</u>	<u>11,793</u> <u>14,337</u>	<u>14,337</u> <u>14,577</u>	14,944

Benchmark: 14,944⁷ (by FY 2023~~2~~)

Objective B: Create and implement a brand awareness survey.

Performance Measures:

I. Baseline awareness being established

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>In progress</u>	<u>47%</u>	<u>TBD</u> <u>70%</u>

Benchmark: established in FY1870%⁸ (by FY 2023~~2~~)

GOAL 3 – Increase Resources

Increase funding and consulting hours to create economic impact through increased client performance.

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Objective A: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measures:

I. % client referrals from partners

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>11%</u>	<u>23%</u>	<u>TBD</u> 25%

Benchmark: 25% ~~TBD~~⁹ (by FY ~~2022~~ 2022)

Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.

Performance Measures:

II. Amount of funding

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>\$100,000</u>
<u>Not measured</u>	<u>Not measured</u>	<u>\$74,000</u>	<u>\$155,000</u>	<u>\$175,000</u>

Benchmark: \$175,000 ~~100,000~~¹⁰ (by FY 2023~~0~~)

GOAL 4 – Organizational Excellence

Ensure the right people, processes and tools are available to deliver effective and efficient services.

Objective A: Implement professional development certification on Global Classroom a Learning Management System.

Performance Measures:

I. % of employees meeting certification and recertification requirements

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>100%</u>
<u>Not measured</u>	<u>Not measured</u>	<u>80%</u>	<u>87%</u>	<u>100%</u>

Benchmark: 100%¹¹ (by FY 2019~~18~~)

II. Return on Investment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>4:12:1</u>	<u>2:15:1</u>	<u>5:18:1</u>	<u>9:17:1</u>	<u>7:17:1</u>

Benchmark: 6:17:1 average over rolling 3 years¹² (by FY 2020~~0~~)

III. Overall customer satisfaction rating (source of data being changed)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>4.5</u>	<u>4.8</u>	<u>4.6</u>

Benchmark: 4.6¹³ (yearly)

Objective B: Deliver monthly internal trainings to increase expertise and share best practices.

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Performance Measures:

I. Rating of consultant skill adequacy (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	
Not measured	Not measured	4.9	4.4	4.6

Benchmark: 4.6¹⁴ (yearly)

Key External Factors

The Idaho SBDC is part of a national network providing ~~no~~-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs. The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus
- Operations Focus

The Idaho SBDC also achieved accreditation of its technology commercialization program – one of 15 SBDC’s out of 63 networks – in 2014 and continues to offer technology commercialization assistance to entrepreneurs, existing companies, and colleges/universities. Maintaining this accreditation is a continuing focus.

Evaluation Process

Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho’s institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from ~~a three~~these key stakeholders are considered on a yearly basis and incorporated into the Idaho SBDC’s strategic plan. Strategic planning is an on-going process with a yearly planning session conducted with a statewide leadership team in an all-staff meeting in the Spring ~~each year~~ and progress tracked through action plans reviewed on a quarterly basis. ~~a Fall all-staff meeting and two other conference calls~~. Performance metrics are required by SBA and also the accreditation process. A statewide Advisory Council composed of small businesses and stakeholder representatives meets four times per year and contributes to the strategic plan.

Progress on many of the performance measures versus goals are located on a dashboard in the Idaho SBDC’s client management system so that all staff understand the expectations and progress. Goals are reviewed at least twice a year quarterly during a monthly video conference with regional directors and program managers. Measures that are not part of the dashboard are calculated and reported to the State Board of Education.

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- ¹ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact – 20% increase in hours with impact clients in 5 years.
- ² Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
- ³ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
- ⁴ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
- ⁵ Mechanism to measure is being developed.
- ⁶ Completing of marketing plan and yearly marketing calendar
- ⁷ Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.
- ⁸ ~~A process is being developed to set a baseline. A goal will be set in FY19.~~ Benchmark is set based on an analysis of survey results from Cicero survey conducted in 2018.
- ⁹ Benchmark is being set by adjusting the list of partners and making the field mandatory. Baseline will be set in FY19 and benchmark projected.
- ¹⁰ Benchmark was set by calculating the demand for Phase 0 funding and for support of a half-time person in north Idaho and a half-time person in east Idaho.
- ¹¹ All employees should be certified within 6 month of start date and obtain 1 hour of certification for each hour worked/week (40 hours of yearly professional development for a full-time person).
- ¹² Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.
- ¹³ Based historical data and is a combination of the average of the overall satisfaction from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.
- ¹⁴ Based historical data and is a combination of the average of the skills assessment from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

Appendix 1

	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Institution/Agency Goals and Objectives				
GOAL 1: MAXIMUM CLIENT IMPACT Focus consulting time on clients with the highest potential for creating economic impact.				
Objective A: Develop long-term relationships with potential and existing growth and impact clients.	✓	✓	✓	
Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.	✓	✓		
GOAL 2: STRONG BRAND RECOGNITION Increase brand recognition with stakeholders and the target market.				
Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.		✓	✓	
Objective B: Create and implement a brand awareness survey.		✓		
GOAL 3: INCREASE RESOURCES Increase funding and other resources to serve Idaho's small businesses and create economic impact.				
Objective A: Bring additional resources to clients through partnerships, students, and volunteers.		✓		
Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.		✓		
GOAL 4: ORGANIZATIONAL EXCELLENCE Ensure the right people, processes and tools are available to deliver effective and efficient services.				
Objective A: Implement professional development certification on Global Classroom designated Learning Management System.		✓		✓
Objective B: Deliver monthly internal trainings to increase expertise and share best practices.		✓		✓

Family Medicine Residency of Idaho, Inc.



**FY 2019 – 2023
Strategic Plan**

MISSION STATEMENT

Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas. Serve the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment.

VISION STATEMENT

To improve the health care for Idaho and beyond by producing outstanding family medicine physician leaders for their communities.

GOAL 1: Family Medicine Workforce

To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.

1.1. Core Program – Boise

1.1.1. Increase resident class size from 11-11-11 to 12-12-12

1.1.1.1. Raymond (12-6-6)

1.1.1.2. Fort (0-2-2)

1.1.1.3. Emerald (0-2-2)

1.1.1.4. Meridian (0-2-2)

1.2. Rural Training Tracks

1.2.1.1. Caldwell (3-3-3)

1.2.1.2. Magic Valley (2-2-2)

1.3. Fellowships

1.3.1.1. Sports Medicine (1)

1.3.1.2. HIV Primary Care (1)

1.3.1.3. Geriatrics (1)

1.3.1.4. OB (1)

1.4. Core Program – Nampa

1.4.1 Will open new Family Medicine Residency Program in Nampa on July 1, 2019 with resident class size of 6 per class (6-6-6)

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Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

- I. FMRI will track how many students match annually for residency training in family medicine at FMRI.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2016-2017)	Benchmark
16/16= 100%	16/16= 100%	16/16= 100%	16/16= 100%	100%

Benchmark: One hundred percent of all resident positions and over 50 percent of all fellow positions matched per year. This measure reflects the national standard of excellence in residency accreditation and capacity within the fellowships.

Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.

Performance Measures:

- II. FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	>95%

Benchmark: FMRI will attain a 95 percent ABFM board certification pass rate of all family physicians and fellows per year from the program. This is a measure commensurate with the accreditation standard for family medicine residency programs.

Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.

Performance Measures:

- III. FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017 – 2018)	Benchmark
43%	47%	56%	67%	>50%

Benchmark: 50 percent retention rate of graduates to practice in Idaho. This measure reflects an outstanding benchmark well above the state median for retention of physicians retained from GME.

Objective D: To produce as many family physicians as possible to practice in rural or underserved Idaho. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of both rural and underserved Idaho, education reflective of the needs and opportunities in rural and underserved practices in Idaho, and dedicated role models in guiding

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graduates in making practice locations decisions to care for rural and underserved populations of patients. The curriculum intentionally involves direct care of rural and underserved populations throughout the course of residency training.

Performance Measures:

IV. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50%	75%	100%	90%	40%

Benchmark: 40 percent of graduates staying in Idaho will be practicing in rural or underserved Idaho. This measure demonstrates an exceptional commitment of the program and its graduates to serving rural and underserved populations in particular.

Objective E: To begin a new family medicine residency program in Nampa, Idaho with 6 family medicine residents per class.

Performance Measures:

V. To have the first class of 6 family medicine residents start on July 1, 2019.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
N/A	N/A	N/A	100%	100%

Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service

Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

- 2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), Level III Patient Centered Medical Home (PCMH) recognition.
- 2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).
- 2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen’s and other local pharmacy collaborations.

Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.

Performance Measures:

I. All FMRI clinics where resident continuity clinics reside will maintain Level III PCMH’s and we will apply for NCQA recognition for our other two clinics.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100% NCQA designation as a Level III PCMH at all FMRI clinics where resident continuity clinics reside. NCQA recognition is the national standard for PCMH recognition.

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Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.

Performance Measures:

II. All FMRI clinics using Meaningful Use EMR criteria.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.

Performance Measures:

III. Maintain 340b pharmacy services , with expanded access for our patients via extended pharmacy hours and the Walgreen’s pharmacy collaboration

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Available	Available	Available	Available	Available

Benchmark: 340b pharmacy available for all FMRI patients, with expanded access for our patients via extended hours and the commercial and other pharmacy collaboration.

GOAL 3: Education

To provide an outstanding family medicine training program to prepare future family medicine physicians.

- 3.1 All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
- 3.2 All FMRI programs maintain integrated patient care curriculum and didactics.
- 3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.
- 3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.
- 3.5 FMRI demonstrates mastery of the New Accreditation System (NAS) of the ACMGE.

Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as a integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.

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Performance Measures:

- I. A. Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates.**
B. Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	>95%
96%	97.2%	92%	73%	>50%

Benchmark:

- A. At least 95 percent of all program graduates become ABFM Board certified.
 B. FMRI program performance above the national average (>50 percent) on an annual National In-Training Exam. This is a national standard and interval measure of trainee success in mastery in Family Medicine.

Objective B: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

- II. FMRI will track its accreditation status and potential citations.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100 percent full and unrestricted ACGME program accreditation for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

Objective C: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:

- III. FMRI will track its NAS CCC, APE, AIR and CLER goals.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)		Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100 percent monitoring for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

GOAL 4: Faculty

FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.

- 4.1 Continued expansion of faculty.
 4.2 Continue to provide faculty development fellowship opportunities at the University of Washington.

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Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

Performance Measures:

I. Hire sufficient number of family medicine faculty.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Less than sufficient	Less than sufficient	Less than sufficient	Sufficient	Sufficient

Benchmark: Sufficient numbers of family medicine faculty hired. This measure is based on projected need in consideration of availability of future resources.

Performance Measures:

II. One faculty member per year at the UW Faculty Development Fellowship.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
One	One	One	One	One

Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI’s rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.

Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

III. Maintain 35 rural site training locations

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
31	34	34 With active PLA’s; In process of developing Driggs for 35	44	35

Benchmark: Maintain 35 sites. This measurement is based upon standing agreements with resident rotation sites.

Key External Factors

1. Funding: The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. For fiscal 2018, approximately 55% of revenues were generated through patient services (including pharmacy), 25% were derived from grants and other sources, and 20% came from contributions (excluding in-kind contributions for facility usage and donated supplies). Contributions include Medicare GME dollars and other amounts passed through from the area hospitals, as well as funding from the State Board of Education. Grant revenue is comprised primarily of federal or state-administered grants, notably a Consolidated Health Center grant, Teaching Health Center grant, and grants specific to HIV, TB and refugee programs administered by the FMRI.
2. Teaching Health Center (THC) Grant Funding: The FMRI received grant funding through the THC-GME program of the Affordable Care Act (ACA) in fiscal 2012 to fund six residents annually in family medicine training. This expansion increased the overall FMRI class size by two residents per class (total of six in the program representing the three classes). At this time, it is believed this funding will continue through fiscal 2019 due to the passage of the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA). Award amounts will be dependent on the unused funds from the previous program years but are expected to be similar to fiscal 2016 awards. Future funding is uncertain as this funding requires congressional approval.
3. Hospital Support: FMRI requires contributions from both Saint Alphonsus and St. Luke's Health Systems in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The Hospitals have become progressively strapped financially and have not increased payment for the last 5 years.
4. Medicaid/Medicare: FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center (FQHC) designation model for Medicaid and Medicare patients. This increased reimbursement funding is critical to the financial bottom line of the Residency. Medicaid and Medicare should continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. Medicaid expansion in Idaho should be a positive to the FMRI.
5. Federally Qualified Health Center (FQHC) and Teaching Health Center Designations: FMRI must maintain its FQHC and Teaching Health Center designations and advocate for continued medical cost reimbursement. In late October 2013, FMRI became a Section 330 New Access Point grantee with the addition of the Kuna clinic and Meridian Schools clinic and the expansion of the Meridian clinic. Currently, all eight of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal 2018 funding. FMRI will look to add two additional FQHC sites in the future.
6. Legislation/Rules: The Idaho State Legislature's support of FMRI's request for state funding is critical to the ongoing success of FMRI as it provides essential financial resources for the FMRI's continued residency training program. The total funding FMRI received from the state in FY 2016 was \$1,529,700. This was increased for FY 2018 to \$3,029,700 to provide for the new

Family Medicine Residency in Nampa as well as the FMRI's four fellowship programs and a new Rural Training Track in the future. The increased request to the Idaho Legislature for FY 2020 that has been approved is for an additional \$240,000.

7. Governor's Support: Governor Brad Little continued his strong support for FMRI and graduate medical education training by recommending an increase in funding for graduate medical education training in general and FMRI funding in particular as noted above.

Evaluation Process

A clear, specific and measurable methodology of setting goals around workforce education, patient care, faculty and rural outreach will be used. This will help both the FMRI and SBOE stay on a clear path for success with the FMRI program.

	Family Medicine Residency Goals				
	<i>Goal 1: Family Medicine Workforce</i>	<i>Goal 2: Patient Care / Delivery / Service</i>	<i>Goal 3: Education</i>	<i>Goal 4: Faculty</i>	<i>Goal 5: Rural Outreach</i>
Institution/Agency Goals and Objectives					
GOAL 1: Family Medicine Workforce To produce Idaho’s future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post – graduation from residency.					
Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.	✓	✓	✓		✓
Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.	✓	✓	✓		✓
Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✓	✓			✓
Objective D: To produce as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✓				✓

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<p>GOAL 2: Patient Care Delivery Service Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.</p>					
<p>Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.</p>		✓	✓		
<p>Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.</p>		✓	✓		
<p>Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.</p>		✓			
<p>GOAL 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.</p>					
<p>Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as an integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.</p>	✓	✓	✓		✓
<p>Objective B: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.</p>	✓		✓		
<p>Objective C: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.</p>			✓		✓

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<p>GOAL 4: Faculty FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.</p>					
<p>Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.</p>		✓	✓	✓	✓
<p>GOAL 5: Rural Outreach The three pillars of FMRI’s rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.</p>					
<p>Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.</p>	✓		✓	✓	✓



Idaho State
UNIVERSITY

Idaho Museum of Natural History

“Discovering Idaho, One Story at a Time”

Strategic Plan (FY2020-2025)

July 1, 2019

Prepared by the IMNH Strategic Planning Committee

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1. Introduction

1.1 Introduction to the Idaho Museum of Natural History

Located in Pocatello just off of I-15 on the Idaho State University (ISU) campus, the Idaho Museum of Natural History (IMNH) serves as a gateway to Idaho's past and helps understand the future. The IMNH is Idaho's only natural history museum and educates its visitors on Idaho's landscape, its indigenous species, and its peoples. Researchers from ISU work with IMNH staff to uncover and discover the past using the most advanced techniques and technologies. Interactive displays capture the imagination of people of all ages and its virtual museum displays the museum's artifacts to homes, universities, and labs around the world.

1.2 Objectives of the strategic planning process

The objectives of the strategic planning process are to:

- Create a five-year plan
- Create a new vision and mission
- Develop strategic goals and objectives

1.3 Methodology

Using ISU's strategic planning model, the IMNH staff, ISU faculty and community stakeholders started an honest, comprehensive dialogue to create a vision of its future. The new vision addresses the delivery of a superior product while shaping the future of IMNH. The group transformed real and perceived weaknesses into opportunities that translate into achievable but challenging goals and objectives by analyzing the IMNH's capability to grow and flourish. This living document is the first one of many steps to come to support IMNH's ability to achieve its desired results by increasing the educational opportunities within the local communities and throughout the state.

2. Organizational Profile

2.1 Vision

To shape the future by understanding Idaho's natural history and creating unforgettable educational experiences.

2.2 Mission

Inspire appreciation and curiosity for Idaho's natural history through its exploration and preservation.

2.3 Values

Curiosity- A strong desire to always search for knowledge

Authenticity- Dedicated to the real world and true to ourselves

Respect- Commitment to the protecting of natural history

Inspire- Always reaching to create extraordinary experiences

3. Plan

3.1 Goal: Demonstrate the IMNH's essential value

Objective: Increase our Museum's audience and our engagement with customers, collaborators and partners to demonstrate the essential value of IMNH.

Measures:

3.1.1 By July 2025, IMNH will increase the number of visitors to the museum by 25% (2,000).

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
7,942	6,666	7,080	Not avail	10,000

Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space.

3.1.2 By July 2025, IMNH will increase the number of K-12 student interactions by 50% (1,000).

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
1,998	1,370	1,449	Not avail	3,000

Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016.

3.1.3 By July 2025, IMNH will establish 500 members

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
12	23	33	61*	500

Benchmark: Development goal of adding >100 new members per year and retaining 85% annually. *As of 3/15/2019.

3.1.4 By July 2025, 20% of IMNH membership are also donors

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
Not avail	Not Avail	Not Avail	Not Avail	100

Benchmark: 20% is development standard.

3.2 Goal: Build capacity to support sustainable growth

Objective: Increase IMNH's development budget and human resources by 2025.

Measures:

3.2.1 By July 2025, IMNH will increase the amount of its annual donations to \$75,000.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
\$5,200	\$13,422	\$29,203	Not Avail	\$75,000

Benchmark: Basis of FY 2017

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3.2.2 By July 2025, IMNH will increase the amount of its annual sponsorships to \$300,000.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
\$3,750	\$15,400	\$103,185	Not avail	\$300,000

Benchmark: Basis of 300% of FY 2018

3.2.3 By July 2025, IMNH will evaluate and grow staffing (FTE) accordingly in education and collections.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
11.1	11.1	12.1	10.1	TBA

Benchmark: To be decided after evaluation

3.2.4 By July 2021, IMNH will grow leadership board to a membership of 15 to support future growth and development

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
0	0	0	4	15

Benchmark: Final Leadership Board size of 15

3.3 Goal: Serve a statewide mission for education and research

Objective: By 2024, IMNH will increase its geographic reach and participation to include all of Idaho to more effectively respond to the region's education and research needs

Measures:

3.3.1 By July 2025, IMNH will increase its statewide audience to include all of Idaho's 44 counties.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
20	20	20	20	44

Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).

3.3.2 By July 2025, IMNH will increase its total Idaho audience by 50%.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
84,440	141,390	58,200	Not avail	211,000

Benchmark. Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017

3.3.3 By July 2025, IMNH will facilitate ## citizen scientists throughout Idaho.

FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2025
Not avail	Not avail	Approx. 300	Not avail	TBA

Benchmark: Measure is under development in FY20, to include action items and tracking method.

Key External Factors

Funding

Many of IMNH strategic goals and objectives assume on going and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for IMNH efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Evaluation Process

In May of each year, museum staff will evaluate benchmarks and current numbers for fiscal year. Success and issues will be evaluated and benchmarks will be updated if needed.

Appendix 1: K-20 Plan Alignment Matrix

State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Idaho Museum of Natural History				
<i>GOAL 1: Demonstrate IMNH essential value</i>				
<i>Objective: Increase museum audience and engagement</i>		✓	✓	
<i>GOAL 2: Build capacity to support sustainable growth</i>				
<i>Objective: Increase development and human resources</i>		✓		
<i>GOAL 3: Serve a statewide mission</i>				
<i>Objective: Increase reach and participation statewide</i>		✓		

Appendix 2

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

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Complete	In Progress	Under Review
		✓

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		



University of Idaho

**AGRICULTURAL
RESEARCH & EXTENSION
SERVICE**

**STRATEGIC PLAN
2019-2023**

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2019-2023

MISSION STATEMENT

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT

We will be the recognized state-wide leader and innovator in meeting current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems. We will be respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

GOAL 1

Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

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Performance Measures:

- I. Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
323	298	351	327	350
245	217	214	280	300
\$17.2M	\$14.5M	\$18.5M	\$17.8M	\$27M

Benchmark: An annual increase of 8% in funding received through both an increase in submissions (350) and awards (300) to reach \$27 million in research expenditures by 2023¹.

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Performance Measures:

- I. Number of graduate students.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50	44	53	56	60

Benchmark: Increase the number of graduate students to 60 by 2023².

- II. Number of technical publications generated/revised.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
187	167	196	212	240

Benchmark: Increase the number of technical publications to 240 by 2023³.

GOAL 2

Engage: Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

¹ To attain the University of Idaho’s goal of \$135 million in research expenditures by 2023, AERS will need to increase grant funding by 8% annually to maintain the college’s current proportion of university research expenditures at 20%. The number of grants submitted and received is an increase of 8% and 25%, respectively, over the average of the past 4 years.

² To attain the University of Idaho’s goal of 380 by 2023, AERS will need to increase the number of graduate students to 60 to maintain the college’s current proportion of university graduate students at 16%.

³ To attain the goal of 240 technical publications, AERS will need to increase output of 5% annually over the average output for the past 4 years.

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Performance Measures:

I. Number of individuals/families benefiting from Outreach Programs.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
359,662	338,261	360,258	405,739	430,000

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 430,000 by 2023⁴.

II. Number of Youth Participating in 4-H

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
55,742	54,786	65,455	70,170	75,000

Benchmark: 75,000 participants in 4-H⁵

Key External Factors

- Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.
- Change in the public's trust in research-based education.
- Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.
- Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.

Evaluation Process

The Dean's Advisory Board with stakeholders and representatives from agencies in Idaho meets twice annually to review goals and performance of Agricultural Research and Extension. In addition, units (academic departments and extension districts) within the College of Agricultural and Life Sciences also have advisory boards that provide feedback toward those individual unit strategic plans and the performance toward those goals. All of the plans fit under the University of Idaho's Strategic Plan.

⁴ To attain the University of Idaho Extension goal of 430,000 by 2023, AERS will need to increase the direct teaching contacts by an average of 6% over the contacts for the past year.

⁵ To attain the goal of 75,000 youth participating in 4-H by 2023, AERS will need to increase by 4.4% annually over the average participation for the past 4 years.



University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN FY2020-FY2024

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

AUTHORITY and SCOPE

The Forest Utilization Research (FUR) program is authorized by Idaho Statute to enhance the value and understanding of vital natural resources and associated industry sectors via the Policy Analysis Group, Rangeland Center, Experimental Forest and Forest and Seedling Nursery through research, education and outreach to legislators, industry and the Idaho citizenry.

GOAL 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.

Objective A: *Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.*

Performance Measures:

- 1. Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.*

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
51 participants	61 participants	46 participants	46 participants	48 participants	51 participants	20% growth

Benchmark: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.¹ (BY FY2024)

II. Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	New Measure	26 courses	23 courses	24 courses	25 courses	15% growth

Benchmark: Number of courses using FUR funded projects, facilities or equipment during instruction.² (BY FY2024)

Objective B: Emphasize scholarly and creative outputs that reflect our research-extension and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

Performance Measures:

I. An accounting of products (e.g., research reports, economic analyses, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
46 products	39 products	43 products	31 products	32 products	33 products	15% growth

Benchmark: Numbers and types of products and services delivered and stakeholders serviced.³ (BY FY2024)

II. An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
15 referred articles	14 referred articles	15 referred articles	13 referred articles	14 referred articles	15 referred articles	25% growth

Benchmark: Number of peer reviewed reports and referred articles produced using FUR funding, facilities or equipment.⁴ (BY FY2024)

GOAL 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: *Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.*

Performance Measures:

- I. Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies served and resulting documentable impact; Private businesses served and resulting documentable impact; and Private landowners served and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
			New measure	1,100 participants	1750 participants	50% growth

Benchmark: Number of external participants served.⁵ (BY FY2024)

GOAL 3: Financial Efficiency and Return on Investment (ROI)

Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)

Objective A: *Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.*

Performance Measures:

- I. New funding sources from external granting agencies, private and public partnerships and other funding groups.**

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
		New Measure	13 new projects	14 new projects	15 new projects	25% growth

Benchmark: Number of new research projects leveraged using external funding.⁶ (BY FY2024)

Key External Factors

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region’s ecosystem services and products.

Evaluation Process

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Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest and Research Nursery to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.

¹ Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

² Based on College and program goals to enhance coordination of course offerings and research.

³ Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

⁴ Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

⁵ New measure based on UI and college strategic goal to increase involvement and communication with external stakeholders. Benchmark established from internal analysis of recent year participants served.

⁶ Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Institution/Agency Goals and Objectives				
GOAL 1: SCHOLARSHIP and CREATIVITY <i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.</i>				
<i>Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship</i>	✓		✓	✓
<i>Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.</i>	✓	✓	✓	
GOAL 2: OUTREACH and ENGAGEMENT <i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>				
<i>Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.</i>				✓
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT <i>Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)</i>				
<i>Objective A: Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.</i>		✓	✓	

IDAHO
GEOLOGICAL SURVEY

University of Idaho

STRATEGIC PLAN
FY202019 - FY20243

MISSION STATEMENT

The Idaho Geological Survey (IGS) is a non-regulatory state agency that leads in the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards (earthquakes and landslides), hydrogeology (surface and groundwater evaluation), geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

The Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental, academic, and private sector alliances. The Idaho Geological Survey provides timely and meaningful information to the public, industry, academia, and legislative decision makers by conducting geologic mapping, geohazard assessments that focus on earthquakes and landslides, mineral and energy resource assessments, groundwater and hydrology research, and educational and outreach opportunities. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The Idaho Geological Survey is also engaged in the collection and compilation of data and information pertaining to abandoned and inactive mines in the state, earth science education, and a newly added focus of petroleum geology assessments. As Idaho grows, demand is increasing for geologic and geospatial information related to population growth, energy-mineral and water resource development, landslide hazards, and earthquake monitoring.

VISION STATEMENT

IGS is committed to the advancement of diverse disciplines within the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through service and outreach, research, and education. The Idaho Geological Survey vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through service and outreach, research, and education.

AUTHORITY

Idaho Idaho Statutes, Title 47, Chapter 2 Code (47-201—47-204) provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the Idaho Geological Survey IGS. The Statutes Code

specifies the authority to conduct investigations, establish cooperative projects, and seek research funding. The [Idaho Geological Survey IGS](#) publishes an Annual Report as required by its enabling act.

GOAL 1: Service and Outreach

Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho [Code Statute 33-2505](#)).

**WORK SESSION
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ATTACHMENT 21

Objective A: Develop and publish survey documents

Initiate and develop research initiatives and publish geological maps, technical reports, and data sets.

Performance Measures:

- I. **Number of Published Reports on Geology/Hydrogeology/Geohazards/Mineral & Energy Resources** ~~(1,013 Publications, Maps, and Reports cumulative).~~

FY165 (20154-20165)	FY176 (20165-20176)	FY187 (20176-20187)	FY198 (20187-201918)	Benchmark
3927	2539	3125		25*20

Benchmark: The number and scope of published reports will be equal to or greater than ~~the number of publications from the last full fiscal year reported~~ preceding year.¹

**IGS has a few very large publications with a much larger scope in FY19-20; therefore the benchmark for number of publications is less than the last full fiscal year reported.*

Objective B: Build and deliver website products

Create and deliver ~~Idaho Geological Survey~~IGS products and publications to the general public, state and federal agencies, and cooperators in an efficient and timely manner. Products include GIS data sets, reports, map publications, and web map applications.

Performance Measures:

- I. **Number of website products used or downloaded** ~~(For FY17 there were 453,562 visitors to the Idaho Geological Survey website; website downloads listed below).~~

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
185,635 157,540	204,770 185,635	229,893 204,770		252,882 215,000

Benchmark: The number of website products used or downloaded will be equal to or greater than the ~~last full fiscal year reported~~ preceding year.¹

Objective C: Sustain Idaho State Documents Depository Program and Georef Catalog (International)

Deliver all ~~Idaho Geological Survey~~IGS products and publications to the Idaho Commission for Libraries for cataloging and distribution to special document collections in state university libraries and deliver digital copies of all products and publications to GeoRef for entry in their international catalog of geologic literature.

Performance Measures:

- I. **Percentage total of Survey documents available through these programs** ~~(~99%).~~

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
~99%	~99%	~99%		~99%

Benchmark: 100%²

Objective D: Sustain voluntary compliance

Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measures:

- I. **Percentage of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho ~~(596 maps cumulative have been uploaded).~~**

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark
100%	100%	100%		100%

Benchmark: 100% of all geologic maps that are published at the [Idaho Geological Survey IGS](#) each year will be uploaded to this website.²

GOAL 2: Research

Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.

Objective A: Sustain and enhance geological mapping

Sustain and enhance geological mapping and study areas of particular interest that have economic potential and geohazard concerns.

Performance Measures:

- I. **Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards.**

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark
37.4% 36.9%	37.9% 37.94%	38.5% 40%		39.1% 40.5%

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping. ~~Re-evaluate geologic resources in Idaho that may have economic potential and identify and rank geologic hazards throughout the state.~~³

Objective B: Sustain and build external research funding

Sustain existing state and federal funding sources to maintain research objectives for the [Idaho Geological Survey IGS](#). Develop new sources of funding from private entities such as oil and gas, mining, and geothermal energy companies that are exploring and developing geologic resources in Idaho.

Performance Measures:

- I. Increase externally funded grant and contract dollars with a ~~particular~~ focus of securing new sources of funding from the private sector.

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark
\$498,034	\$382,101	\$439,898	\$498,034	\$485,000
		8		\$467,923

Benchmark: Increase ~~The number of~~ externally funded grant and contract dollars compared to five-year average.³

GOAL 3: Education

Support knowledge and understanding of Idaho’s geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Provide earth science education

Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

- I. Number of educational programs provided to public and private schools and the public at large.

FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018) FY17 (2016-2017)	FY19 (2018-2019) FY18 (2017-2018)	Benchmark
19	149	194		1915

Benchmark: The number of educational and public presentations will be equal to or greater than the ~~last full fiscal year reported~~ previous year.⁴

Key External Factors

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is partially subject to competitive federal funding, and some federal programs require a state match.

~~there is increasing state competition for federal programs. Because most federal programs require a state match, the capability to secure these grants is dependent on state funds and the number of full time equivalent employees.~~

Consistent state funding is critical given the Survey’s commitments to provide deliverables that include digital geologic maps, reports on mineral exploration, oil and gas exploration, water resource assessment, and geologic hazards (seismic and slope stability), along with archiving older, unpublished mining records.

With the assistance of the Survey's Advisory Board, we are receiving valuable advice, as we seek partnerships with state and private entities to produce non-proprietary products accessible through the Survey's website.

~~Emerging natural gas and condensate infrastructure and production in southwestern Idaho will necessitate new research tools and personnel at the Survey to maintain research capabilities and to provide pertinent information to the public and the Idaho legislature. Economic and research partnerships with the oil and gas industry have been secured and a new IGS Senior Petroleum Geologist has been relocated to Boise during the past year.~~

~~New partnerships are also being sought through universities, state and federal agencies, and natural resource extractive industries.~~

Demand for services and products:

Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past ~~five~~^{six} years, ~~Idaho Geological Survey~~^{IGS} has experienced a ~~74~~¹⁰²% increase in the number of downloaded products from the Survey's website. The number of visitors to the ~~Idaho Geological Survey~~^{IGS} website has increased by 125% over the same ~~five~~^{six}-year time frame. State population growth and requirements for geologic and geospatial information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the ~~Idaho Geological Survey~~^{IGS}:

~~Provide critical mass for primary customer services in southern and central Idaho through ongoing consolidation of personnel and technical resources at the Idaho Water Center in Boise. Appointment of new geological staff and support personnel to the Boise office of Idaho Geological Survey will permit a more responsive agency in southern and central Idaho and better coordination with other state agencies and the Idaho legislature.~~

- Increase public outreach and promote the state's resource-based economy.
- Implement an interdisciplinary geologic study of the Treasure Valley region that will connect surface geologic mapping, oil and gas subsurface work, hydrogeology, and hazards.
- Understand the southwest Idaho oil and gas play's source and reservoirs, as well as conduct baseline evaluations of the favorable structures in southern and southeast Idaho.
- Build a functional hazards program that will coordinate with the Idaho Office of Emergency Management and other agencies to focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, railroads, and dams.
- Coordinate with various surface water and groundwater data collection and administrative agencies to assess watersheds in focus areas of the state and increase outreach and understanding of water resource issues.

- Improve understanding of mineral and ore deposits that are currently being mined and explored including cobalt, phosphate, silver, gold, and rare earth elements.
- Continue to work with the Idaho Geologic Mapping Advisory Committee to develop a 5- to 10-year geologic mapping plan.
- Improve the Survey's website and web map applications to accommodate mobile devices for the public.

~~• Provide high quality petroleum assessments and geologic services to evaluate regions of existing oil and gas production and investigate other perspective areas in Idaho that have potential for developing hydrocarbon resources.~~

~~• A multi-agency legislative request for one-time funding to build a permanent facility in the Boise metro region to house exploration drill cores and well cuttings. The purpose of the facility is to capture hundreds of millions of dollars of valuable and perishable subsurface information through the storage of geologic samples associated with oil and gas, mineral, geothermal, and groundwater exploration activities. Ongoing funding for building maintenance, utilities, and one warehouse technician to catalogue and maintain the samples for public and industry research and viewing is necessary. A legislative request for a small percentage (~0.25%) of the proceeds from oil and gas severance taxes could be a potential source of ongoing funding to address the building maintenance and salary and benefits for one warehouse technician.~~

~~• Progressive development of personnel and agency resources to build a full time geologic hazards program stationed at the Boise office of the Idaho Geological Survey that will coordinate with the Idaho Department of Emergency Management and focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, railroads, and dams.~~

~~• Increase the number and scope of digital web applications for the Survey's digital maps, datasets, and geologic information to accommodate smart phone and tablet technologies for the public. Currently 27% of all downloads from the agency website is to personal electronic devices.~~

Evaluation Process

An annual review of existing benchmarks and goals is necessary to ensure that ~~Idaho Geological Survey~~ **IGS** is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information ~~for public dissemination to the public on the Survey's website.~~ **Research opportunities will be continually explored and collaborations with new funding partners, especially in the private sector, will be embraced.** ~~New~~ **New** technologies and data capture techniques will be continually evaluated on an annual basis to ensure ~~Idaho Geological Survey~~ **IGS** is providing its data and publications ~~resources~~ in a user-friendly format that is easily accessible to the public. ~~Ongoing review of regulatory and legal compliance obligations to state, federal, and private funding partners is a necessary requirement to maintain the research capabilities of the Idaho Geological Survey.~~

¹ These benchmarks are set based on existing resources and projected increases for this area. No additional resources were projected at the time of setting this benchmark, therefore a minimal increase would indicate growth in this area and increase efficiencies.

² This benchmark is based on current levels of performance and maintaining the current high level.

³ This benchmark is dependent in part on the ability to receive external grants to broaden areas not already covered. Due to the increasingly competitive nature of external grant funding it is determined that a simple increase of areas covered was a more meaningful measure than a set number of projects.

⁴ This benchmark is based on existing resources (including staff time) to provide presentations and developing educational partnerships to provide new venues for additional presentation above and beyond the current partnerships with public schools and postsecondary institutions.



University of Idaho

Idaho (Washington-Idaho- Montana-Utah, WIMU) Veterinary Medical Education Program

STRATEGIC PLAN

2019 - 2023

Idaho (Washington-Idaho-Montana-Utah, WIMU)

Veterinary Medical Education Program Strategic Plan 2019-2023

MISSION STATEMENT

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

VISION STATEMENT

To improve the health and productivity of Idaho's food-producing livestock.

GOAL 1

Transform: Increase our educational impact

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Performance Measures:

I. Offer elective rotations in food animal medicine for experiential learning opportunities.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
54	75	40	39	40

Benchmark: Attain enrollment of 40 senior veterinary students into these optional rotations¹.

Objective B: Foster educational excellence via curricular innovation and evolution.

Performance Measures:

I. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP).

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
12	12	11	8	12

Benchmark: Offer spots for 12 students annually².

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Performance Measures:

I. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
4/44%	9/64%	5/45%	3/30%	7/65%

Benchmark: Over each 4-year period, at least 7 Idaho resident graduates (65%) become licensed to practice veterinary medicine in Idaho annually³.

¹ Based on internal standards as a measure of program quality

² Based on internal standards as a measure of program quality

³ Based on national standards for return rates of similar programs

GOAL 2

Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Performance Measures:

- I. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7/\$170,800	5/\$146,800	2/\$112,000	1/\$12,000	4/\$200,000

Benchmark: Receive 4 grant awards for \$200,000 in funding annually by 2023⁴.

Key External Factors

Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

Evaluation Process

Veterinary Medical Education went through the national accreditation process fall 2017; the contribution of the University of Idaho to veterinary education was a part of that review. The review will be provided by the Washington State University College of Veterinary Medicine (WSU CVM) to all partners (Idaho, Montana and Utah) when received. In addition, the Department of Animal and Veterinary Science at the University of Idaho and the Food Animal faculty at WSU CVM meet annually to examine curricular changes, performance of food animal block rotations, and overall performance by the WIMU veterinary medical education program related to the measures in this evaluation. The groups also work jointly to find new faculty for the program when openings occur.

⁴ Based on internal standards as a measure of faculty quality



WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan 2020-2024

WWAMI is Idaho's [state funded](#) medical school, and is under the leadership and institutional mission of the University of Idaho, in partnership with the University of Washington School of Medicine (UWSOM). In August 2015, we began a new [2015](#) UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based “Colleges” training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho. WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students for fall semester.

Over the past few years we have grown the number of medical students in the Idaho WWAMI Targeted Rural and Underserved Track [program](#) (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions. ~~The WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students for fall semester.~~

In 2018, students will continue their academic training over the summer between their first and second [year](#) in a structured experiential learning environment. This summer experience will enhance the student's knowledge in research, epidemiology and community-based projects. Following the 18 month curriculum (foundations phase), many students will stay on the Moscow campus for an additional 2 months utilizing the resources at the University of Idaho as they prepare for their board examinations. [A This year a few majority of our medical](#) students are utilizing University of Idaho facilities and resources at the [WWAMI Moscow site](#). [A few of our students utilize the](#) Water Center WWAMI [office facility](#) in Boise. This board preparation time is critical for the students' success and is something that we will be developing more programing and resources to support.

As the medical education contract program for the State of Idaho with the University of Washington, the UI-WWAMI supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

The University of Washington School of Medicine is dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region and as a national leader in

biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the health care needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

GOAL 1

A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A:

Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

Performance Measures:

The number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017 - 2018)</u>	<u>FY19 5(20184-20195)</u>	Benchmark
<u>141 (4.7:1)</u>	<u>164 (4.7:1)</u>	<u>163 (4.075:1)</u>	<u>183157(6.3:1)</u>	5:1

Benchmark: National ratio of state applicants to medical school per state-supported students.¹ The benchmark is the national ratio of state applicants to medical school to the number of state supported positions. Since the number of WWAMI students has increased and the number of applicants has remained relatively the same we expect the ratio to increase, thus the benchmark was moved closer to the national ratio. In ~~FY17~~FY19, the ratio of applicants in Idaho to the number of available positions was 4.075~~575~~:1; the national ratio of in-state applicants to available positions is 16:1.

<https://www.aamc.org/download/321442/data/factstablea1.pdf>

Objective B:

Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

Performance Measure:

Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19</u> (2014 2018- 20152019)	Benchmark
51%	50%	50%	51% 51%	55%

Benchmark: target rate – national average or better.² The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 50% (301/599).

GOAL 2

CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho’s people and communities.

Objective A:

Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

Performance Measure:

WWAMI faculty funding from competitive federally funded grants.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19</u> (2018 4 -2019 5)	Benchmark
\$4.4M	\$1M	\$1M	\$2M \$2.3M	\$1.4M

Benchmark: \$1.4M³ The benchmark for this objective is \$1.4M annually, through ~~2023~~2024. In FY18, WWAMI-affiliated faculty at UI successfully brought in ~~\$1M~~~~2M~~ of research funding into Idaho from agencies such as the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In addition, the University of Idaho WWAMI program launched its ECHO Idaho program in early 2018. Project ECHO is an evidence-based learning model that develops knowledge and capacity among healthcare providers. This program has been successful in bringing in over \$900,000 in multiple grant funding to be used to expanding the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This \$385,000, five-year grant will help develop and implement education and training activities within the pipeline, and strengthen partnerships in rural communities throughout the State of Idaho. In addition, WWAMI has had a long-standing relationship with the Idaho INBRE Program, where

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ATTACHMENT 23

each year our medical students apply for summer research fellowships. INBRE received a \$16.3 million renewal grant from NIH in 2013.

Objective B:

Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

Performance Measures:

Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health).

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19 (20184-20195)</u>	Benchmark
<u>100%</u>	<u>100%</u>	<u>100%</u>	100%	100%

Benchmark: Internally set benchmark as measure of program quality - 100%⁴ The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity. Currently only 36% of medical schools have a research requirement (Liaison. Medical Requirement: May 2017, Medical Student Research Requirement.)

Objective C:

Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

Performance Measure:

Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19 (20184-20195)</u>	Benchmark
<u>100%</u>	<u>100%</u>	<u>95%</u>	96% 100%	95%

Benchmark: U.S. medical student pass rates, Steps 1 & 2 is 94% for U.S. M.D. medical school graduates.⁵ The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

GOAL 3

EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A:

Increase medical student early interest in rural and primary care practice in Idaho.

Performance Measure:

The number of WWAMI rural summer training (RUOP) placements in Idaho each year.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	Benchmark

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<u>23</u>	<u>22</u>	<u>29</u>	<u>24</u> 26	20
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Benchmark: 20 rural training placements following first year of medical education ⁶ The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 29 students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.

Objective B:

Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

Performance Measure:

The number of WWAMI medical students completing at least one clerkship in Idaho each year.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY19</u> 5 (2018 4 -2019 5)	Benchmark
<u>36</u>	<u>24</u>	<u>28</u>	<u>29</u> 34	20

Benchmark: 20 clerkship* students each year ⁷. The benchmark is 20 clerkship students per year that complete at least one clerkship in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. ~~Twelve~~ Twenty third-year Patient Care Phase students and ~~sixteen~~ ten fourth-year Explore and Focus students ~~participated~~ are currently participating in the Idaho Track ~~in~~ during the ~~2017-2018-2018-2019~~ 2017-2018-2018-2019 academic year. In addition to Idaho Track students, other UWSOM students rotate ~~at~~ among the various clinical clerkships in Idaho. During ~~this~~ this academic year ~~of 2017-2018-2017-2018-2018-2019~~, ~~a total of approximately 143-142~~ UWSOM students will complete ~~one or more~~ clinical rotations in Idaho. Those 143-142 medical students will complete ~~completed~~ a total of 276-281 individual clinical rotations in Idaho. It is expected that ~~as~~ since the number of WWAMI medical students have increased and the number of medical students from other programs (ICOM, U of U, PNWU) are growing, the benchmark ~~was~~ has decreased ~~from 2017~~ below the FY17 measure to reflect the realities of limited clerkships in Idaho. Efforts ~~to~~ to increase the number of clerkships in Idaho by WWAMI are underway. From AY13-14 to AY 17-18, the total number of individual clerkships being done in Idaho each year has increased from 89 to 142, reflecting a 60% increase since 2013.

*Patient Care Phase (Year 3) and Explore and Focus (Year 4)

Objective C:

Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

Performance Measure:

Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY19</u> 5 (2018 4 -2019 5)	Benchmark
<u>47%</u>	<u>59%</u>	<u>67%</u>	<u>61%</u> 64%	50%

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Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year⁸ The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in Idaho (family medicine, general internal medicine, psychiatry, general surgery, and OB/GYN specialties). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and limited graduate medical education options in Idaho and the nation. Currently there is national crisis related to a shortage of medical residencies.

Objective D:

Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

Performance Measure:

Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	Benchmark
<u>75%</u>	<u>75%</u>	<u>75%</u>	<u>75%72%</u>	70%

Benchmark: target ratio – 70%⁹ The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 760%. The current ROI is 75% (447467/625599). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and other medical learners in the state competing for limited clerkship and residency positions.

Objective E:

Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

Performance Measure:

Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.

			<u>FY15 (2014-2015)</u>	Benchmark
			<u>72%</u>	<u>970%</u>

Benchmark: 970%¹⁰ – The benchmark for this objective is 970%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. 2017 to, therefore, we have increased our benchmark to 90%. In FY18, 70% of the State appropriations were spent in Idaho.

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho.

The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Medical School Curriculum: The University of Washington School of Medicine ~~reengaged in a newal of major review and revision of the medical school curriculum in 2015,~~ implemented a curriculum which ~~has~~ impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are on the University of Idaho campus for up to four terms instead of two, adjustments ~~are being~~ must be made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho ~~has is already~~ anticipating these needs and is working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support the programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state throughout a majority of the four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple health profession training programs, such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The ~~proposed introduction of a~~ for-profit osteopathic school in Idaho ~~is adding~~ has over up to 300 additional clerkship students needing clinical training, ~~which would~~ creates significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process

Annually WWAMI conducts an evaluation on the metrics used for the performance measures. The WWAMI Director and WWAMI Program Manager collect data from national, regional and local sources and then distribute that data for review to the University of Washington and University of Idaho administration. Strategic plans of the University of Washington School of Medicine and the University of Idaho serve as the framework for the WWAMI strategic plan and annual review process. Results of our performance measures are reviewed and influence the strategic plan as part of a continuous quality improvement.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls

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through the University of Idaho, which follows the Executive Order from the State Board of Idaho, <https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf>

¹Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

² Based on national set standards. 39% is the national average of students that return to their native state to practice medicine (reference: 2015 State Physician Workforce Book, <https://www.aamc.org/data/workforce/reports/442830/statedataandreports.html>)

³ Based on available resources for pursuing external grants and increased competitive nature of federal awards.

⁴ Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity. Liaison. Medical. Requirement: May2016, Medical Student Research Requirement.

⁵ Based on national standards United States Medical Licensing Examination Scores and Transcripts. www.usmle.org

⁶ Based on state needs and available resources

⁷ Based on analysis of areas of increase need in Idaho

⁸ Based on national standards for workforce specialties

⁹ Based on national standards for program return rates

¹⁰ Based on available Idaho resources

Institution/Agency Goals and Objectives	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL
GOAL 1: A WELL EDUCATED CITIZENRY <i>Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.</i>	✓	✓	✓	
<i>Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.</i>	✓		✓	✓
<i>Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.</i>	✓			✓
GOAL 2: CRITICAL THINKING AND INNOVATION WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.	✓	✓		
<i>Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.</i>	✓	✓		✓
<i>Objective B: Innovation and Creativity - Educate medical students who will contribute creative and innovative ideas to enhance health and society.</i>	✓	✓		
<i>Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.</i>	✓			✓
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.	✓		✓	✓
<i>Objective A: Increase medical student early interest in rural and primary care practice in Idaho.</i>		✓		✓

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<i>Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.</i>				
<i>Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.</i>				✓
<i>Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.</i>		✓		✓

Idaho Dental Education Program
STRATEGIC PLAN
2020 – 2024

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

VISION STATEMENT

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures:

I. Contract for 4-year dental education for at least 8 Idaho residents

2015	2016	2017	2018	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Contract in place with Creighton University School of Dentistry or another accredited dental school.

II. Number of students in the program per year

2015	2016	2017	2018	Benchmark
8	8	8	8	10

Benchmark: Increase the number of students in the program per year to 10.

Objective B: Quality education – Deliver quality teaching to foster the development of students within the program.

Performance Measures:

I. First time pass rate of National Dental Boards Part I

2015	2016	2017	2018	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

II. First time pass rate of National Dental Boards Part II

2015	2016	2017	2018	Benchmark
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100%	100%	100%	100%	>85%
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Benchmark: Pass rate will meet or exceed 85%

III. First time pass rate of Clinical Board Exam

2015	2016	2017	2018	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85% on clinical board exam necessary for licensure in Idaho.

Goal 2: Maintain some control over the rising cost of dental education

Objective A: Idaho Value - Provide the State of Idaho with a competitive value in educating Idaho dentists.

Performance Measures:

I. State cost per student

2015	2016	2017	2018	Benchmark
33%	33%	33%	43%	<50%

Benchmark: Idaho cost per student will be <50% of the national average cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Objective B: Participant Value - Provide program participants with a competitive value in obtaining a dental degree

I. Student Loan Debt

2015	2016	2017	2018	Benchmark
73.5%	66.7%	68.2%	78%	<80%

Benchmark: Student loan debt for IDEP participants will be <80% of the national average.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective A: Availability - Help meet the needs for dentists in all geographic regions of the state.

Performance Measures:

I. Geographic acceptance of students into the program

2015	2016	2017	2018	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Students from each of 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

II. Return rate

2015	2016	2017	2018	Benchmark

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50%	60%	67%	67%	>50%
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Benchmark: Greater than 50% of program graduates return to Idaho.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective A: Quality Care - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:

I. Continuing Dental Education (CDE)

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II. Remediation of Idaho dentists

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Key External Factors

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to be an area of concern. This amount of debt may limit the ability of graduates to return to Idaho initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Evaluation Process

The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.

**CONSENT
APRIL 18, 2019**

TAB	DESCRIPTION	ACTION
1	IRSA – GENERAL EDUCATION COMMITTEE APPOINTMENTS	Motion to Approve
2	IRSA – GRADUATE MEDICATION EDUCATION COMMITTEE APPOINTMENTS	Motion to Approve
3	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS REPORT	Motion to Approve
4	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS	Motion to Approve
5	SDE – PROFESSIONAL STANDARDS COMMISSION – NORTHWEST NAZARENE UNIVERSITY – MID-CYCLE FOCUS VISIT RECOMENDATION	Motion to Approve
9	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve
7	SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Motion to Approve

BOARD ACTION

I move to approve the consent agenda.

CONSENT
APRIL 18, 2019

SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the General Education Committee.
December 2016	The Board appointed Dr. Joanne Togle (ISU) and John Bieter (BSU) to the General Education Committee.
August 2017	The Board appointed Lori Barber, representing EITC, to the General Education Committee.
October 2017	The Board appointed Cher Hendricks, representing UI, to the General Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

Consistent with Board Policy III.N, the state General Education Committee is responsible for reviewing the competencies and rubrics of the general education framework for each institution to ensure its alignment with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each Idaho public postsecondary institution appointed by the Board; a representative from the Division of Career Technical Education, as an ex officio member; a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who serves as chair to the committee.

The University of Idaho (UI) and College of Southern Idaho (CSI) have forwarded names for consideration to replace committee members due to administrative/structural changes on campuses.

IMPACT

The proposed appointment replaces UI's and CSI's representative on the Committee.

CONSENT
APRIL 18, 2019

ATTACHMENTS

Attachment 1 – Current Committee membership

STAFF COMMENTS AND RECOMMENDATIONS

Dean Panttaja is the Director of General Education in the Vice Provost for Academic Initiatives Department at the University of Idaho (UI). He has been with the UI for more than 30 years and has served in several administrative roles. These experiences, along with his interest in and enthusiasm for general education, make him well-prepared to lead the UI's general education efforts. Dr. Panttaja will be resuming responsibilities on the State General Education Committee for Cher Hendricks.

Whitney Smith-Schuler is the Department Chair of General and Liberal Studies at the College of Southern Idaho (CSI). Ms. Smith-Schuler strongly believes a foundation in general education enriches not only students' individual lives, but also enhances and improves the collective communities we serve. Being part of the State General Education Committee will allow her to continue to champion a cause she cares deeply about and will assist her to better fulfill her role as General Education Chair at CSI. Ms. Smith-Schuler will be taking over responsibilities on the State General Education Committee for Cindy Bond.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Dean Panttaja, representing the University of Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Ms. Whitney Smith-Schuler, representing the College of Southern Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
General Education Committee

Cindy Bond is an Instructional Dean at the College of Southern Idaho – Cindy Bond was appointed in **October, 2014**

Larry Briggs is the Dean of General Studies at North Idaho College – Larry Briggs was appointed in **October, 2014**

Mary Flores is the Dean for Academic Programs at Lewis-Clark State College – Mary Flores was appointed in **October, 2014**

Cher Hendricks is the Vice Provost for Academic Initiatives at the University of Idaho – Cher Hendricks was appointed in **October, 2014**

Jana McCurdy is the General Education Coordinator at the College of Western Idaho – Jana McCurdy was appointed in **June, 2016**

John Bieter is the Director of the Foundational Studies Program at Boise State University – John Bieter was appointed in **December, 2016**

Joanne Tokle is Acting Dean, College of Business and Associate Vice President for Academic Affairs at Idaho State University – Joanne Tokle was appointed in **December, 2016**.

Lori Barber is the General Education Director at College of Eastern Idaho – Lori Barber was appointed in **August, 2017**

Adrian San Miguel is the Director of Program Standards at the Division of Career Technical Education, a representative from the Division of Career Technical Education, as an ex officio member.

Kris Collins is the Interim Associate Vice President of Enrollment Services at Boise State University, a representative from the Idaho Registrars Council, as an ex officio member.

Randall Brumfield is the Chief Academic Officer at the Office of the State Board of Education, who serves as Chair of the Committee.

CONSENT
APRIL 18, 2019

SUBJECT

Graduate Medical Education – Committee Appointment

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-year plan.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
October 2018	Board approved initial appointments to the newly established Graduate Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3 (Workforce Alignment), Objective B (Medical Education)

BACKGROUND/DISCUSSION

The Graduate Medical Education (GME) committee will play a vital role in the further refinement of the 10-year GME plan and the development of recommendations to the Board on the implementation of the plan. Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho and the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The committee will report to the Board through the Instruction, Research and Student Affairs Committee.

A maximum of thirty (30) members serve on the committee, which are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations will include a physician and an administrator.

IMPACT

Approval of the proposed appointment will add Dr. Clay Prince to the committee and complete membership.

ATTACHMENTS

Attachment 1 – GME Committee List
Attachment 2 – CV for Dr. Prince

STAFF COMMENTS AND RECOMMENDATIONS

Staff reviewed qualifications of nominee and recommends approval.

CONSENT
APRIL 18, 2019

BOARD ACTION

I move to approve the appointment of Dr. Clay Prince to the Graduate Medical Education Committee for the current two (2) year term, effective immediately and expiring on June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
APRIL 18, 2019**

ATTACHMENT 1

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS - TWO AND FOUR YEAR TERMS					
Institution	Name	Program Director or (Designees)	Hospital Representative	Other Organizations	Term Expiration
Office of State Board of Education	Randall Brumfield, EdD				Ex Officio
Idaho Medical Association	Susie Pouliot, CEO				June 30, 2022
Idaho Hospital Association	Brian Whitlock				June 30, 2020
Family Medicine Residency of Idaho		Justin Glass, MD			June 30, 2022
			Mark Roberts, MD	St. Luke's	June 30, 2020
			Chad Boulton, MD	St. Alphonsus	June 30, 2020
			Joshua Kern, MD	St. Luke's	June 30, 2020
			Kim Stutzman, MD	St. Alphonsus	June 30, 2022
		Mary Barinaga, MD		University of Washington School of Medicine	June 30, 2022
			Samantha Portenier, MD	St. Alphonsus	June 30, 2022
Idaho State University Family Medicine Residency		Bill Woodhouse, MD			June 30, 2022
		Dan Snell, MD			June 30, 2022
Madison Memorial Hospital - Idaho		Clay Prince, MD			June 30, 2022
University College of Osteopathic Medicine - Idaho	Kevin Wilson, DO			St. Alphonsus	June 30, 2022
Coeur d' Alene Family Medicine Residency		Dick McLandress, MD			June 30, 2020
			Jon Ness		June 30, 2020
			Andy Wilper, MD		June 30, 2020
Eastern Idaho Regional Medical Center: Internal Medicine Residency		Doug Whatmore, MD			June 30, 2022
			Lee Biggs, DO		June 30, 2020
West Valley Medical Center/HCA - Idaho		Betsy Young Hunsicker			June 30, 2020
Bingham Memorial Internal Medicine Residency - Idaho		Shields Stutts, MD			June 30, 2022
			Jake Erickson		June 30, 2022
University of Washington Boise Internal Medicine Residency		Moe Hagman, MD			June 30, 2022
University of Washington Psychiatry Program - Idaho		Kirsten Aaland, MD			June 30, 2020
University of Utah School of Medicine				Ben Chan, MD	June 30, 2020

Clay C. Prince, MD

mdprince73@gmail.com

655 Harvest Drive
Rexburg, Idaho 83440

208-656-9467 (work)
208-317-7544 (cell)

Experience/Employment

Location EZCareMD
Title CEO/Co-Founder
Dates March 2018-Present

Location Madison Memorial Hospital, Rexburg, Idaho
Title Chief Medical Officer (part-time)
Dates March 2015-Present

Location Complete Family Care, Rexburg, Idaho
Title Physician, Full Scope Family Medicine
Practice Owner/Manager
Dates January 30, 2014 – Present

Location Madison Memorial Hospital, Rexburg, Idaho
Title Physician, Emergency Medicine (part-time)
Dates August 1, 2004 - July 1, 2014

Location Rexburg Medical Center, Rexburg, Idaho
Title Physician, Full Scope Family Medicine
Dates August 1, 2004 - January 12, 2014

Location Community Care, Rigby, Idaho
Title Physician/Owner, Urgent Care (part-time)
Dates August 1, 2004 - December 31, 2012

Leadership

Location Madison Memorial Hospital, Rexburg, Idaho
Title Chief of Staff
Dates October 1, 2010 - September 30, 2012

Location Madison Memorial Hospital, Rexburg, Idaho
Title Member, Medical Executive Committee
Dates October 1, 2008 - September 30, 2014

Education

Residency Fort Wayne Medical Education Program, Fort Wayne, Indiana
Specialty Family Practice
Completion Date June 30, 2004

Medical School University of Utah School of Medicine, Salt Lake City, Utah
Degree Doctor of Medicine (MD)
Completion Date May 19, 2001

Undergraduate Utah State University, Logan, Utah
Degree Bachelor of Science
Major English (Technical Writing)
Minor Chemistry
Completion Date June, 1997

Licensure

<u>State</u>	<u>Date</u>
Indiana	June 22, 2001 (lapsed)
Idaho	July 16, 2004 (current, uninterrupted, unrestricted)

National Certifications

<u>Name</u>	<u>Date</u>
American Board of Family Medicine	November 2014 (Recertification)
American Board of Family Medicine	July 2004 (Board Certification)
USMLE Step 3	April 9, 2002
USMLE Step 2	August 12, 2000
USMLE Step 1	June 29, 1999

Special Training Certificates

Name
Certificate of Advanced Obstetric Qualification
ALSO

Professional Affiliations & Memberships

American Academy of Family Physicians	American Board of Family Medicine
Idaho Medical Association	Idaho Academy of Family Physicians

Areas of Professional Interest

Obstetrics	Patient Education	Healthcare Management
Procedural Medicine	Electronic Medical Records	Physician Leadership

Procedures

*Current procedure volume data are available upon request

References

Available upon request

Personal Information

Citizenship: USA

CONSENT
APRIL 18, 2019

SUBJECT

Data Management Council Appointments

REFERENCE

June 2016	The Board reappointed Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch and Shari Ellertson to the Data Management Council. The Board appointed Connie Black to the Data Management Council.
June 2017	The Board reappointed Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council.
October 2017	The Board appointed Luke Schroeder to the Data Management Council.
June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.
August 2018	The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Data Access and Transparency

BACKGROUND/DISCUSSION

The Data Management Council (Council) is established by the Board pursuant to Board policy I.O. to make recommendation to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. The SLDS consists of three areas of data and is referred to as a P-20W system in recognition of the P-20 education to workforce data. The P-12 data managed by the Department of Education is commonly referred to as the Idaho System for Education Excellence (ISEE), and the postsecondary data managed by the Office of the State Board of Education is referred to as the Educational Analytics System of Idaho (EASI). The Council consists of:

- One representative from the Office of the State Board of Education.
- Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in the section above.
- Two representatives from the State Department of Education.

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- Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- One representative from the Division of Career Technical Education.
- One representative from the Department of Labor.

Each term is two years commencing on July 1st.

Each year half of the seats are up for appointment. The candidates wishing to be reappointed this year are:

- Cathleen McHugh (State Board of Education) – Original Appointment June 2018, representing the Office of the State Board of Education.
- Heather Luchte (Division of Career Technical Education) – Original Appointment February 2014, representing the Division of Career Technical Education.
- Todd King (State Department of Education) – Original Appointment January 2013, representing the Department of Education.
- Tami Haft (Registrar – North Idaho College) – Original Appointment October 2011, representing Idaho public postsecondary institution registrars.

After considering reappointments, two seats are left vacant. A seat reserved for a rural school district becomes open July 1, due to the completion of Luke Schroeder's term. A seat reserved for a public postsecondary institution becomes open July 1, due to the completion of Vince Miller's term. The Data Management Council sought nominations of individuals who would be willing to fill those roles and considered those nominations during its monthly meeting in March.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS

- Attachment 1 – Current Data Management Council Membership
- Attachment 2 – Letter of Interest from Scott Thomson
- Attachment 3 – Letter of Interest from Grace L. Anderson

STAFF COMMENTS AND RECOMMENDATIONS

All of the individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve. For the open seats, the Board staff reached out to constituents to solicit applicants. Board staff emailed all superintendents of rural school districts to notify them of the opening and to ask interested parties to apply. Board staff also reached out to the office of the Charter School Commission and the Idaho Education Technology Association. Board Staff emailed all postsecondary institution Institutional

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Research Directors to solicit applicants for the postsecondary institution representative.

The Data Management Council met and voted to recommend Scott Thomson to the Board for appointment on the Data Management Council. Mr. Thomson is currently serving as the Executive Director of North Idaho STEM Charter Academy in Rathdrum, Idaho. The Data Management Council also voted to recommend Grace L. Anderson to the Board for appointment on the Data Management Council. Dr. Anderson is currently Director of Institutional Research and Effectiveness at Lewis-Clark State College.

Staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Cathleen McHugh to the Data Management Council as the representative of the Office of the State Board of Education for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Heather Luchte to the Data Management Council as the representative of the Division of Career Technical Education for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Todd King to the Data Management Council as a representative of the State Department of Education for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Tami Haft to the Data Management Council as the registrar representative for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve the appointment of Scott Thomson to the Data Management Council as the representative of a rural school district for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Grace L. Anderson to the Data Management Council as a representative from a public postsecondary institution for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
DATA MANAGEMENT COUNCIL
Current Membership – February 27, 2019

Tami Haft
North Idaho College
Term: July 1, 2017 – June 30, 2019
Original appointment by Executive
Director in 2011. Authorized by Board
October 2011.

Dianna J. Renz
North Idaho College
Term: July 1, 2018 – June 30, 2020
Original appointment: August 2018

Cathleen McHugh - Chair
Office of the State Board of Education
Term: July 1, 2017 – June 30, 2019
Original appointment: June 2018

Chris Campbell – Vice Chair
State Department of Education
Term: July 1, 2018 – June 30, 2020
Original appointment: June 2015

Todd King
State Department of Education
Term: July 1, 2017 – June 30, 2019
Original appointment: January 2013

Don Coberly
Boise School District
Term: July 1, 2018 – June 30, 2020
Original appointment: October 2015

Heather Luchte - Secretary
Career Technical Education
Term: July 1, 2017 – June 30, 2019
Original appointment: February 2014

Dale Pietrzak
University of Idaho
Term: July 1, 2018 – June 30, 2020
Original appointment: August 2018

Vince Miller
Idaho State University
Term: July 1, 2017 – June 30, 2019
Original appointment: August 2012

Matthew Rauch
Kuna School District
Term: July 1, 2018 – June 30, 2020
Original appointment: February 2015

Luke Schroeder
Kimberly School District
Term:
November 1, 2017 – June 30, 2019
Original appointment: October 2017

Georgia Smith
Department of Labor
Term: July 1, 2018 – June 30, 2020
Original appointment: January 2014

March 1, 2019

Cathleen McHugh
Office of the State Board of Education.

RE: Data Council Opening

Dear Ms. McHugh,

My name is Scott Thomson and I am interested in serving in the opening in Idaho's Data Management Council (DMC) for a representative from a rural school. I am a co-founder and the Executive Director of North Idaho STEM Charter Academy where I essentially operate as a Superintendent, Principal, and Business Manager.

I believe I have the requisite skills to be of assistance to the council. I have a 10-year background of successful business experience and I have 20 years of successful educational experience in both the classroom and administration. I believe my knowledge of accounting, economics, and a common sense approach to problem solving would be an asset in this position. Our school is in a rural area and services students from several surrounding districts. While I'm sure there is plenty to learn, I will gladly learn whatever I don't know.

Please call me with any questions you may have. Thank you for your consideration.

Sincerely,

Scott Thomson

Scott Thomson
Executive Director
STEM Charter Academy
A Free K-12 Public School of Choice
STEMCharter.org
208-687-8002

February 27th, 2019

Dr. Cathleen McHugh
Chief Research Officer
Idaho State Board of Education
650 West State St., 3rd Floor
Boise, Idaho 83702

Dear Dr. McHugh and members of the Data Management Council,

Please accept this letter as indication of my interest in serving on the Data Management Council. I have been a researcher for sixteen years, eleven as an academic social science researcher and five as an institutional researcher working for both 2-year and 4-year institutions. I have experience building my own datasets, as well as working with large institutional datasets and publically available datasets. Some of my other relevant research experience includes:

- Helping develop a statewide performance funding model for institutions of higher education in Montana.
- Strategic enrollment management and planning.
- Federal reporting of student outcomes and grant outcomes.
- Economic reports for potential academic program growth.

Thank you for your consideration of whether I would be a good fit as a member of the Data Management Council.

Best wishes,
Grace L. Anderson, Ph.D.
Director of Institutional Research & Effectiveness
Lewis-Clark State College
500 8th Ave., ADM #6
Lewiston, ID 83501
208-792-2456

CONSENT
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SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy I.J. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the Regular February 2019 Board meeting. Since that meeting, Board staff has received thirty-one (31) permits from Boise State University, nine (9) permits from Idaho State University, twenty-nine (29) permits from the University of Idaho and two (2) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the presidents and submitted to the Board office since the last Board meeting.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

BOARD ACTION

I move to accept the report on institution president approved alcohol permits as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY January 2019 – June 2019				
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Celebration of Life – Sallie Fogg	Stueckle Sky Center		X	1/26/2019
Hardwood Club MBB Social	Taco Bell Arena	X		1/26/2019
LeVonne Bennett Going Away Tailgate Party	Stueckle Sky Center		X	1/27/2019
Albertsons Dinner	Stueckle Sky Center		X	1/29/2019
Tek-Hut Customer Appreciation	Stueckle Sky Center		X	1/15/2019
Bronco Letter of Intent	Stueckle Sky Center	X		2/06/2019
Idaho Museum of International Diaspora Stakeholder Kickoff Meeting	Yanke Research Park, Rm 207	X		2/06/2019
Ballet of Idaho After Party	Morrison Center		X	2/09/2019
Hardwood Club MBB Social	Taco Bell Arena	X		2/09/2019
Albertsons Manufacturing Awards Ceremony	Stueckle Sky Center		X	2/21/2019
Be Inspired Dinner	Stueckle Sky Center		X	3/01/2019
LED – Jabberwock	Morrison Center		X	3/02/2019
President’s Office Reception for Rick Bass	Student Union Building – Bishop Barnwell	X		3/05/2019
Wicked – Week 1	Morrison Center		X	3/06 - 10/2019
A Brave Night 2019	Stueckle Sky Center		X	3/09/2019
Wicked – Week 2	Morrison Center		X	3/12 - 17/2019
Jimmy Buffett Concert	Taco Bell Arena		X	3/13/2019
2019 ASCE Southern Idaho Section Conference	Student Union Building – Jordan ABC Ballroom	X		3/19/2019
Faculty Reception	Stueckle Sky Center	X		3/29/2019
Rural Education Convening Dinner	Alumni and Friends Center		X	4/04/2019

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ATTACHMENT 1

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Gene Harris Jazz Festival 2019	Morrison Center		X	4/04/2019
The Mikado	Morrison Center		X	4/06/2019
Albertsons Corporate Marketing and Advertising Team Summit	Stueckle Sky Center		X	4/10/2019
Something Rotten	Morrison Center		X	4/12/2019
Graduate Student Awards Ceremony	Student Union Building – Lookout Room	X		4/18/2019
Jim Gaffigan Concert	Taco Bell Arena		X	4/27/2019
BSU Hazard and Climate Resiliency Consortium	Alumni and Friends Center	X		5/02/2019
Student Affairs Faculty Reception	Alumni and Friends Center	X		5/07/2019
New Kids on the Block	Taco Bell Arena		X	6/04/2019
WWE	Taco Bell Arena		X	6/08/2019
Larsen and Dorey Wedding	Stueckle Sky Center		X	6/29/2019

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
January 2019 – April 2019**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Grower Speaker Social	Stephens Performing Arts Center		X	1/23/2019
Hospice Fundraiser	Student Union Building		X	1/26/2019
Lincoln Day Dinner	Student Union Building		X	2/02/2019
Opportuni-Tea	Stephens Performing Arts Center	X		3/02/2019
Idaho Business Leader of the Year	Stephens Performing Arts Center	X		3/14/2109
ISUCU Annual Meeting	Student Union Building		X	3/20/2019
Scholarship Brunch	Stephens Performing Arts Center	X		4/13/2019
Gem Legacy donor Recognition Dinner	Stephens Performing Arts Center	X		4/24/2019
Inauguration Fundraising Dinner	Stephens Performing Arts Center	X		4/25/2019

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO February 2019 – May 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
College of Business Career Fair Social	Albertson Building	X		2/05/2019
College of Education, Health and Human Sciences Reception	University of Idaho Boise	X		3/06/2019
Bitterwolf Family Reception/Memorial	Bruce Pitman Student Union Building	X		2/08/2019
Hamp's Gala President's Reception	President's Office, Administration Building	X		2/21/2019
Red Carnation Backstage Reception	Kibbie Dome	X		2/23/2019
Vandal Ski Day Kick-off	McCall Field Campus	X		3/01/2019
UI Confluence Lab Opening	IRIC Atrium/Step Auditorium	X		3/07/2019
Rocky Mountain Elk foundation Dessert and Live Auction	Bruce Pitman Student Union Building		X	3/16/2019
29 th Annual Big Game Banquet	Bruce Pitman Student Union Building		X	3/16/2019
Committee Dinner and Networking Reception with Large RMEF Donors	Bruce Pitman Student Union Building		X	3/16/2019
Sketch Your Science	IRIC Atrium	X		3/21/2019
WIE Networking Dinner	Bruce Pitman Student Union Building	X		3/25/2019
CAA Advisory Board Reception	Prichard Art Gallery	X		4/01/2019
Dine with Style Etiquette Dinner	Bruce Pitman Student Union Building	X		4/03/2019
Idaho State Bar Appellate Section Reception	Menard Law Building	X		4/03/2019
Mom's Weekend Dinner and Entertainment	Bruce Pitman Student Union Building	X		4/06/2019
College of Science Alumni Reception and Research Presentation	University of Idaho Boise	X		4/11/2019
2019 Pacific Northwest Regional Student Veterans of America Conference	Commons Building	X		4/11/2019

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ATTACHMENT 1

Alcohol, Agriculture, and the Law	Menard Law Building	X		4/12/2019
Landscape Architecture Student Networking Event	College of Art and Architecture, Room 305	X		4/12/2019
North Idaho Entrepreneurship Sprint	University of Idaho Research Park	X		4/13/2019
CAAP Provost Reception	Bruce Pitman Student Union Building	X		4/16/2019
Barristers Ball	Bruce Pitman Student Union Building	X		4/20/2019
University Awards for Excellence	Bruce Pitman Student Union Building	X		4/23/2109
EXPO Deans Reception	Bruce Pitman Student Union Building	X		4/25/2019
Idaho Pitch	Commons Building	X		4/26/2019
Sigma Alpha Epsilon Celebration Dinner	Bruce Pitman Student Union Building	X		4/27/2019
UI Research and Economic Development	IRIC Atrium	X		5/07/2019
College of Business and Economics	Kibbie Dome	X		5/10/2019

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE April 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
29 th Annual Confluence Grape and Grain Fundraiser	Center for Arts and History	X		4/19/2019
Gatsby Gala Concert	Center for Arts and History	X		4/27/2019

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

April 2018	Board approved three (3) provisional certificates for the 2017-18 school year.
June 2018	Board approved six (6) provisional certificates for the 2017-18 school year.
October 2018	Board approved one (1) provisional certificate for the 2018-19 school year.
December 2018	Board approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board approved (48) provisional certificates for the 2018-19 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Seven (7) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school district or charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification. While the candidate is under emergency provisional certification, they are considered “certified” and may be assigned the same duties and responsibilities as an individual with a standard certificate and the school district or charter school receives the same state funding for the certificated individual.

Anser of Idaho, Inc. Charter School #492

Applicant Name: Curry, Michael

Content & Grade Range: All Subjects K-8

Educational Level: BA, Earth Science 9/2015

Declared Emergency: October 16, 2018, Anser of Idaho, Inc. Charter School Board of Directors declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were seven applicants for two positions and five interviews for those positions. Mr. Curry was selected due to his alignment with the schools educational philosophy and school mission.

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PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Anser of Idaho, Inc. Charter School's request for Michael Curry without reservation.

Boise Independent School District #001

Applicant Name: Reifman, Jeffrey

Content & Grade Range: Health K-12

Certified: She currently holds the instructional certificate with a Physical Education K-12 endorsement.

Educational Level: Must have bacalaurete or higher to hold an instructional certificate.

Declared Emergency: December 10, 2018, Boise School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants. The employee was accidentally misassigned for one period. The employee is already a certified physical education teacher in the district.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Boise Independent School District's request for Jeffrey Reifman without reservation.

Coeur D'Alene School District #271

Applicant Name: Smith, Madison

Content & Grade Range: All Subjects K-8

Certified: Standard Instructional interim certificate for All Subjects K-8 and Literacy K-12 but failed to meet the requirements to convert to a five-year certificate.

Educational Level: Must have bacalaurete or higher to hold an instructional certificate.

Declared Emergency: December 3, 2018, Coeur D'Alene School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: Interim certificates are not eligible for renewal. This position was not opened as it was not anticipated that she would not be eligible for renewal. The district anticipates that this extra time will allow her to complete the missing MTI (offered only in the summer) requirements.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Coeur D'Alene School District's request for Madison Smith without reservation.

Jerome Joint School District #261

Applicant Name: Sheen, Jonathan

Content & Grade Range: Natural Science 6-12

Educational Level: BS, Behavioral Science 4/2005

Declared Emergency: August 28, 2018, Jerome Joint School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were eight applicants and four interviews. The candidate was employed as a Science teacher in Jerome High

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School with an Alternative Authorization from 2017-18. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Jerome Joint School District's request for Jonathan Sheen without reservation.

Minidoka County Joint School District #331

Applicant Name: Harris, Patricia

Content & Grade Range: All Subjects K-8

Educational Level: AA, Liberal Arts 7/2006 and AA, History 12/2006

Declared Emergency: December 17, 2018, Minidoka County Joint School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. Two of the applicants were not certified and the one certified was from California and could not meet the district timeline. Ms. Harris was already a paraprofessional in the district and she was selected. She is currently enrolled in Western Governors University teacher preparation program. She is scheduled for student teaching in 2020.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Minidoka County Joint School District's request for Patricia Harris without reservation.

North Gem School District #149

Applicant Name: Barnes, Jodie

Content & Grade Range: School Counselor K-12

Educational Level: MS, Clinical Mental Health Counseling 10/2018

Declared Emergency: August 21, 2018, North Gem School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. Mrs. Barnes has completed a master's program in clinical counseling and has teaching credentials and classroom experience. She was the better candidate. She is seeking a school counselor program for certification.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends North Gem School District's request for Jodie Barnes without reservation.

St. Maries Joint School District #41

Applicant Name: Guidry, Michelle

Content & Grade Range: All Subjects K-8

Educational Level: BS, General Studies 5/2014

Declared Emergency: December 10, 2018, St. Maries Joint School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. Of the three people interviewed Ms. Guidry was the best candidate.

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She has worked for the district since August 2017. She works well with the students and is aware of the district policies and procedures. She has agreed to work toward the appropriate degree for certification and has a plan of study at University of Idaho.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends St. Maries Joint School District's request for Michelle Guidry without reservation.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education..." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in "trades and industries" (occupational fields) or emergency situations.

When an emergency is declared, the Board is authorized to grant emergency provisional certificates based on not less than two (2) years of college training. The two-year college training minimum requirement could be interpreted to mean the individual has attended a postsecondary institution without regard to the number of credits taken each year, or the individual attended full time for two or more years. The Board defines a full time student as a student taking 12 or more credits (or equivalent) per semester pursuant to Board policy III.P.7. Full-Time Students. Based on the Board's definition of full time student an individual, with 48 or more credits would then be considered as receiving two years of college training.

The Emergency Provisional Certificate is technically applicable at the certificate level for individuals who do not have an existing certificate and for individuals who may hold an existing certificate that does not meet the requirements of the position the school district wishes to place them in. An example would be an individual with a pupil services staff certificate and a school counselor endorsement being placed in a teaching position, which would require an instructional staff certificate with a content area endorsement. The statutory language authorizing the approval of emergency certificates, does not address adding endorsements.

The process for adding endorsements are contained in IDAPA 08.02.02. Individuals with an existing certificate, including occupational specialist certificates, could use the Teacher to New alternate route to receive a three-year interim certificate while pursuing the alternate route. Individuals with an existing certificate

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who wish to add an endorsement could pursue any of the four (4) alternative authorization to endorsement options available to them in IDAPA 08.02.02.021.

Due to the lack of more specific direction regarding the Board's authorization for approving emergency certificates in Idaho Code, there can be multiple interpretations of the limited requirements. The Professional Standards Commission recommendations are based on an interpretation of "two years of college training" as not less than two years of full time attendance. The Commission has interpreted the emergency certificate as an additional instructional certificate with a new endorsement for those individuals who have an existing instructional certificate and are teaching outside of the area of their endorsement.

The Department receives applications from the school districts for requests for provisional certifications. Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission then reviews requests for the one-year emergency provisional certificates. The Department then brings those that are complete forward to the Board for consideration with a recommendation from the Professional Standards Commission.

The Professional Standards Commission for approval of Emergency Provisional Certificates provides a separate agenda item on the regular portion of the agenda for Board consideration and feedback in order to better define the parameters for review and recommendation.

BOARD ACTION

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Michael Curry to teach All Subjects grades kindergarten through eight (8) in the Anser of Idaho, Inc. Charter School #492 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jeffrey Reifman to teach Health grades kindergarten through twelve (12) in the Boise Independent School District #1 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
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I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Madison Smith to teach All Subjects grades kindergarten through eight (8) in the Coeur D'Alene School District #271 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jonathan Sheen to teach Natural Science grades six (6) through twelve (12) in the Jerome Joint School District #261 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Patricia Harris to teach All Subjects grades kindergarten through eight (8) in the Minidoka County Joint School District #331 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jodie Barnes to act as School Counselor grades kindergarten through twelve (12) in the North Gem School District #149 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Michelle Guidry to teach All Subjects grades kindergarten through eight (8) in the St. Maries Joint School District #41 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Appointments

REFERENCE

August 2015	Board approved one appointment to the Professional Standards Commission.
April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six appointments and two re-appointments to the Professional Standards Commission and discussed changing practices and reaching out to broader communities when filling openings on the Commission in order to assure more equal representation and diversity of the members.
August 2016	Board approved one appointment to the Professional Standards Commission.
April 2017	Board approved one appointment and three reappointments to the Professional Standards Commission.
August 2017	Board approved one appointment to the Professional Standards Commission.
April 2018	Board approved seven appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents'

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Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for seven (7) positions from the Idaho Association of Colleges for Teacher Education (IACTE), the Idaho Education Association (IEA), Northwest Professional Educators (NWPE), the Idaho Indian Education Committee, and the Idaho Association of Secondary School Principals (IASSP). In some cases three (3) nominations were not found. The Public Higher Education – Letters & Sciences position received two (2) nominations. The Exceptional Child Education position received one (1) nomination. The Secondary School Principal position received one (1) nomination for reappointment. The Pupil Service Staff position received one (1) nomination for reappointment. Resumes for interested individuals are attached.

Public Higher Education – Letters & Sciences:

- Mary Flores, Lewis-Clark State College, IACTE
- Kandi Jo Turley-Ames, Idaho State University, IACTE

Public Higher Education:

- Mark Haynal, Lewis-Clark State College, IACTE
- Melinda Tompkins, Lewis-Clark State College, IACTE
- Gail Ballard, North Idaho College, IACTE

Secondary School Principal:

- Steve Copmann (reappointment), Cassia County Joint School District, IASSP

Secondary Classroom Teacher:

- Kathy Davis (reappointment), St. Maries Joint School District, IEA
- Mark Gorton (reappointment), Lakeland Joint School District, NWPE
- Sheila Miller, Boise School District, IEA
- Pierette Madrid-Harris, New Plymouth School District, IEA
- Dawn Anderson, Madison School District, IEA

Pupil Service Staff:

- Mike Wilkinson (reappointment), Twin Falls School District, IEA

Exceptional Child Education:

- Marianne Sletteland (reappointment), Potlatch School District, IEA

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IMPACT

Board action allows for appointment and reappointment of members to the Professional Standards Commission, solidifying membership for the 2019-2020 meeting year.

ATTACHMENTS

- Attachment 1 – Current Professional Standards Commission Members
- Attachment 2 – Resume for Mary Flores
- Attachment 3 – Resume for Kandi Jo Turley-Ames
- Attachment 4 – Resume for Mark Haynal
- Attachment 5 – Resume for Melinda Tompkins
- Attachment 6 – Resume for Gail Ballard
- Attachment 7 – Resume for Steve Copmann
- Attachment 8 – Resume for Kathy Davis
- Attachment 9 – Resume for Mark Gorton
- Attachment 10 – Resume for Sheila Miller
- Attachment 11 – Resume for Pierette Madrid-Harris
- Attachment 12 – Resume for Dawn Anderson
- Attachment 13 –Resume for Mike Wilkinson
- Attachment 14 –Resume for Marianne Sletteland

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, “Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.”

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) member be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or

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secondary school teacher to assure a balance in the representation on the Commission.

BOARD ACTION

I move to appoint Mary Flores as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Public Higher Education – Letters & Sciences.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mark Haynal as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Public Higher Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Steve Copmann as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary School Principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Kathy Davis as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Mark Gorton as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Mike Wilkinson as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Pupil Service Staff.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to reappoint Marianne Sletteland as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Exceptional Child Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Professional Standards Commission Members 2018-2019

Clara Allred

Special Education Administrator
Twin Falls School District #411
Term expires 06/30/2020

Nominated by: Idaho Association of Special Education Administrators

Iris Chimburas

Elementary Classroom Teacher
Lapwai School District #341
Term expires 06/30/2021

Nominated by: Idaho Indian Education Committee

Margaret Chipman

School Board Member
Weiser School District #431
Term expires 06/30/2021

Nominated by: Idaho School Boards Association

Steve Copmann

Secondary School Principal
Cassia County Joint School District #151
Term expires 06/30/2019

Nominated by: Idaho Association of Secondary School Principals

Kathy Davis

Secondary Classroom Teacher
St. Maries Joint School District #041
Term expires 06/30/2019

Nominated by: Idaho Education Association

Kristi Enger

Career Technical Education
State Board of Education
Term expires 06/30/2021

Nominated by: Career Technical Education

Mark Gorton

Secondary Classroom Teacher
Lakeland Joint School District #272
Term expires 06/30/2019

Nominated by: Northwest Professional Educators

Marjean McConnell

School Superintendent
Bonneville Joint School District #093
Term expires 06/30/2020

Nominated by: Idaho School Superintendents' Association

Charlotte McKinney

Secondary Classroom Teacher
Mountain View School District #244
Term expires 06/30/2020

Nominated by: Idaho Education Association

Peter McPherson

Chief Deputy Superintendent
Department of Education
Term expires 06/30/2021
Nominated by: Department of Education

Dr. Terah Moore

Private Higher Education
College of Idaho
Term expires 06/30/2021
Nominated by: Idaho Association of the Colleges of Teacher Education

Dr. Taylor Raney

Public Higher Education
University of Idaho
Term expires 06/30/2019
Nominated by: Idaho Association of the Colleges of Teacher Education

Dr. Tony Roark

Public Higher Education: Letters & Sciences
Boise State University
Term expires 06/30/2019
Nominated by: Idaho Association of the Colleges of Teacher Education

Dr. Elisa Saffle

Elementary School Principal
Bonneville Joint School District #093
Term expires 06/30/2021
Nominated by: Idaho Association of Elementary School Principals

Marianne Sletteland

Exceptional Child Education
Potlatch School District #285
Term expires 06/30/2019
Nominated by: Idaho Education Association

Dr. Jennifer Snow

Public Higher Education
Boise State University
Term expires 06/30/2020
Nominated by: Idaho Association of the Colleges of Teacher Education

Topher Wallaert

Elementary Classroom Teacher
Mountain Home School District #193
Term expires 06/30/2021
Nominated by: Idaho Education Association

Mike Wilkinson

School Counselor
Twin Falls School District #411
Term expires 06/30/2019
Nominated by: Idaho Education Association

Mary J. Flores
524 N. Blaine
Moscow, ID 83843
(208) 882-6508
mflores@lcsc.edu

ACADEMIC EXPERIENCE:

2018 - Dean for School of Liberal Arts and Sciences, Lewis-Clark State College
2012 - 2018 Dean for Academic Programs, Lewis-Clark State College
2005 - 2012 Chair of Humanities, Associate Professor of English, Director of
the Writing Center, Lewis-Clark State College
2004 -2005 Interim Chair of Humanities, Lewis-Clark State College
2001-2004 Associate Professor of English and Director of Composition, Lewis-Clark
State College
1988-2001 Assistant Professor of English and Director of Composition, Lewis-Clark
State College
1982-1987 Graduate Student Teaching Assistant, Department of English, The
University of Michigan, Ann Arbor, Michigan
1987 Huron Shores Summer Writing Institute, Rogers City, Michigan
1981-1982 Instructor, Washtenaw Community College, Ann Arbor, Michigan
1981-1982 Substitute Teacher (long term assignment), Milan High School, Milan,
Michigan

EDUCATION:

1983 M.A., University of Michigan, Ann Arbor
Major Emphasis: English Literature

1980 B.A., University of Oregon, Eugene
Major: English Literature and Secondary Education

DOCTORAL COURSEWORK:

Advanced to candidacy for Ph.D. English, 1986, The University of Michigan

AWARDS and HONORS:

2016-17 Cameron & Marilyn Hinman LCSC Employee Excellence Award
1992-93 Burlington Northern Foundation Faculty Achievement Award, Lewis-
Clark State College
1999-00 President's Award for Outstanding Teaching, Lewis-Clark State College
1989-90 Excellence in Teaching, Lewis-Clark State College School of Arts and
Sciences Award
1987-88 Rackham Predoctoral Fellowship
1987 University of Michigan Distinguished Teaching Assistant Award
1987 Department of English Graduate Student Teaching Assistant Distinguished
Teaching Citation

1986 Finalist, University of Michigan Distinguished Teaching Assistant Award
1985-86 Continuing Education for Women Scholar
1984 Laura Hutchins Heberle Award for Outstanding Achievement in Critical Writing
1982-83 Michigan English Teaching Assistantship Fellowship
1980 Phi Beta Kappa, University of Oregon, Eugene

PROFESSIONAL SERVICE:

College Service: 2018 – current: Provost’s designee, General Education Committee. Member, LCSC Complete College America Momentum Pathways Team. Member, President’s Council, Provost’s Council. Leadership for Low-Cost Education Resources project (GEM-TRAC).

College Service: 2012 – 2018: Provost’s designee, General Education Committee, Curriculum Committee. Chair, Petition Committee. Member of multiple task forces, including First Year Curriculum, First Year Experience, Pre-Professional Program development. Leadership for online course development, internship showcases, High Impact Practice, Prior Learning Assessment, Summer Session, New Adjunct Orientation, Guest Teaching initiative in public schools. Mentoring of participants in the AASC&U Emerging Leaders Program.

Program Reviewer, North Idaho College Humanities and Interdisciplinary programs, April, 2017.

Chair, Search Committee for CTE Dean, Lewis-Clark State College, 2016-17.
Member, General Education Committee, Idaho State Board of Education, 2014 - .
Member, Remediation Reform Task Force, Idaho State Board of Education, 2012 – 2014.

Member, Prior Learning Assessment Task Force, Idaho State Board of Education, 2013 – 2015.

Member, Presidential Guidance PG 15-03, Institutional Assessment, Lewis-Clark State College, 2014-15.

Member, Presidential Guidance PG 15-15, Institutional Accreditation, Lewis-Clark State College, 2014 - .

Member, Teaching-Learning Center Advisory Committee, Lewis-Clark State College, 2015 - .

Member, Athletic Advisory Committee, Lewis-Clark State College, 2015 - 2017.

Member, General Education Task Force, Idaho State Board of Education, 2012 – 2014.

Member, Silverthorne Planning Committee, Lewis-Clark State College, 2013 – 2014.

Member, Presidential Guidance PG 14-68, Summer Session Assessment, Lewis-Clark State College, 2013-14.

Academic Dean Designee, General Education Committee, Lewis-Clark State College, 2011-12.

Member, Program Review Team, North Idaho College Humanities & Interdisciplinary Programs, November, 2011.
Chair of Chairs, Lewis-Clark State College, Fall 2010.
Liaison, LCSC Dual Credit Courses at Clarkston High School, Clarkston, Washington and Prairie High School, Cottonwood, Idaho.
Chair, Idaho Chairs of English and Directors of Writing, Annual Meeting, Boise, Idaho, October, 2009.
Co-Chair with Dean A. Hanson, Presidential Guidance PG 10 62 Taskforce on Advising, Lewis-Clark State College, 2009 – 2010.
Chair, Presidential Guidance PG 09 58 Taskforce on Reducing Textbook Costs, Lewis-Clark State College, Spring 2009.
Member, Title III Grant Committee, Lewis-Clark State College, Spring 2009.
Member, Idaho English Placement Task Force, 2008 – 2009.
Member, Accreditation Self-Study Writing Group, Lewis-Clark State College, 2007-2008
Member, Program Review Team,, North Idaho College Department of Communication, Coeur d'Alene, February 23 – 24, 2006.
Chair of Chairs Council, Lewis-Clark State College, Fall 2005.
Member, Program Review Team, North Idaho College Department of English and Foreign Languages, Coeur d'Alene, March 9 – 11, 2005.
Member, Title III Grant Committee, Lewis-Clark State College, 2004 – 05
Member, Curriculum Committee, Lewis-Clark State College, 2004 - 05
Chair, Academic Dishonesty Task Force, Lewis-Clark State College, 2004
Assessment Coordinator for Humanities Division, Lewis-Clark State College, Spring, 2004.
Participant, Annual Meeting of Idaho Chairs of English and Directors of Writing, 2002 – present.
Member, Standing Tenure and Promotion Review Committee, Lewis-Clark State College, 2002-04.
Chair, Academic Dean Search Committee, Lewis-Clark State College, 2003-04.
Chair, Composition Steering Committee, Lewis-Clark State College, 2003-04.
Member, Natural Sciences Search Committee for Asst. Professor of Biology, Lewis-Clark State College, 2003-04.
Participant, LERN “Teaching Online” Workshop, Idaho Technology Incentive Grant, Lewis-Clark State College, October 27 – 31, 2003.
Member, Reorganization Task Force, Lewis-Clark State College, 2001-02, 2004.
Chair, Writing Across the Curriculum Committee, Lewis-Clark State College, 1989-2004.
Chair, Faculty Affairs Committee, Lewis-Clark State College, 2000-2001.
Chair, Literature & Languages Search Committee for Asst. Professor of English, Lewis-Clark State College, 2000-2001.
Member, Idaho Technology Incentive Grant Implementation Committee, Lewis-Clark State College, 2001.

Member, Natural Sciences Search Committee for Asst. Professor of Biology, Lewis-Clark State College, 2000-2001.

Member, Hearing Board, Lewis-Clark State College, 1989 -1991; 1999 – 2001; 2002–2003.

Member, Student Success Committee, Lewis-Clark State College, 2000 - 2001.

Member, Search Committee for Assoc. Vice President for Instruction, Lewis-Clark State College, 1999-2000.

Member, Search Committee for Asst. Professor of Chemistry, Lewis-Clark State College, 1999-2000.

Member, Advisory Committee, Secondary Education—English, Lewis-Clark State College, 1999-2000.

Senator, Faculty Senate, Lewis-Clark State College, 1989 – 1992; 1999-2002.

Member, Admissions, Financial Aid, and Scholastic Standards Committee, Lewis-Clark State College, 1997-2000.

Member, Northwest Association of Schools and Colleges Accreditation Steering Committee, Lewis-Clark State College, 1997-99

Member, Literature & Languages Search Committee for Asst. Professor of English, Lewis-Clark State College, 1999

Participant, Northwest Association of Schools and Colleges Workshop on Accreditation, Seattle, Washington, February 3-5, 1998

Member, General Education Sub-Committee, Lewis-Clark State College, 1997

Member, Literature & Languages Curriculum Committee, Lewis-Clark State College, 1997

Participant, SBOE Technology Incentive Grant for dual credit enrollment courses, 1997-99

Participant, SBOE Technology Incentive Grant for LCSC-NIC Joint Degree partnerships, 1997-98

Participant, PHIL 201 course for faculty, Lewis-Clark State College, 1997

Editor, with Laurie Stegner, Pura Vida: Exemplary Essays from ENGL 101 and 102, Lewis-Clark State College, Lewiston, Idaho, 1996-97

Author and Editor, with Laurie Stegner, English 103 Student Guidebook. Lewis-Clark State College, 1995

Chair, Provost and Vice President for Academic Affairs Search Committee, Lewis-Clark State College, 1995-96

Member, Curriculum Committee, Lewis-Clark State College, 1995-99

Member, Pacific International Institute Appeals Board, 1994-95, 1995-96

Member, General Education Writing Courses Articulation Task Force, 1996

Participant, Title III/Center for Teaching Excellence, Lewis-Clark State College, 1994-95

Member, Promotion and Tenure Committees for Gail Dameworth, James Hepworth, Ed Miller, Betsy VanClief, Craig Steenburg, Bernice Harris, Susan Odom, Matthew Johnston

Member, Pacific International Institute Curriculum Committee, Lewis-Clark State College, 1994-95

Member, Pacific International Institute Appeals Board, Lewis-Clark State College, 1994-95

Introduction to ClarisWorks (faculty training), September, 1994

Writing Across the Curriculum at Lewis-Clark State College, faculty information table, LCSC Faculty Fair, August 18, 1994

Keynote Address, Annual Awards Banquet, Lewis-Clark State College, April, 1994

Judge, Japan Week Essay Competition, Lewis-Clark State College, April, 1994

"The Context(s) of Critical Thinking: Writing in the Discourse Community." Critical Thinking Lunchtime Discussions, Lewis-Clark State College, February 25, 1994

Tutoring ESL Writers, presentation to PII bridge tutors and faculty, January, 1994

"Writing Across the Curriculum at Lewis-Clark State College." Presentation to State Board of Education, Lewis-Clark State College, February, 1993

Coordinator, International Exchange Conference Essay Contest, Lewis-Clark State College, 1991-1994

Reviewer for Sterling Warner's Visions Across the Americas, Harcourt Brace College Publishers, Spring, 1993

Coordinator, LCSC Composition Faculty Retreat, Elk River, Idaho, March, 1993

Member, College Composition and Communication Regional Review Site Team, summer, June-August, 1993

Participant, Center for Critical Thinking and Moral Critique, Sonoma State University, Northwest Regional Institute, Seattle, Washington, May 16-17, 1992

Acting Chair, "The Last of Life, for Whom the First was Made: Adult Learners in the College Classroom." Conference on College Composition and Communication, Cincinnati, Ohio, March, 1992

"Writing for College" presentation to new students, Student Orientation and Registration, Lewis-Clark State College, January 15, 1990

"Writing Across the Curriculum: Strategies for Success." Presentation to the College Foundation Board, November, 1990

Presenter, LCSC Information Day, Lewis-Clark State College, October 17, 1990

Writing Across the Curriculum at Lewis-Clark State College, presentation to the North Idaho Chamber of Commerce Legislative Tour, November, 1988

Member, Consensual Relationships Policy Task Force, 1988-89

Manuscript Reviewer for Watkins and Dillingham, Practical English Handbook, 9th Ed. Boston: Houghton Mifflin Co., 1991

Member, Search Committee for Asst. Professor in Biology, and Search Committee for Asst. Professor in Physics, Natural Sciences (Biology), 1991

Member, Student Support Services Advisory Board, Lewis-Clark State College, 1991-92

Chair, "Nineteenth-Century American Literature," Rocky Mountain MLA, Salt Lake City, Utah, October, 1990

Secretary, Faculty Senate, Lewis-Clark State College, 1990-91

Member, Search Committee for Dean of Student Development, 1990

Chair, "Feminist Perspectives in the Classroom," Rocky Mountain MLA, Las Vegas, Nevada, October, 1989

Member, Instructional Computing Committee, Lewis-Clark State

College, 1988-90, 1991-92
Member, Introduction to Composition Committee, 1986-87, 1984-85,
University of Michigan, Ann Arbor
Representative, Composition Committee, 1979-80, University of
Oregon, Eugene

TEACHING INTERESTS:

Composition, American Literature, 19th-Century British Literature, Secondary Methods
in the Language Arts

PRESENTATIONS:

Speaker, "A Brief History of General Education Reform in Idaho, 2012-2016."
Boise, Idaho. October 6, 2016.

Panelist, "Creating a State GEM," with Larry Briggs, Rodney Frey, Margaret
Johnson, and Vicki Stieha. Association for General and Liberal Studies Conference,
Atlanta, GA, 2014.

Panelist, Faculty Development Workshop: Academic Integrity and Plagiarism, with
Brian Christenson and Barbara Barnes, Lewis-Clark State College, Fall 2009, Spring
2008.

Panelist, Plenary Session: "Transitions from High School to College Writing."
Passports and Passages, Hailey, Idaho, April 2007.

"What Students Learn from Writing Assessments Beyond First Year Composition"
in "WPA's Build Bridges too: The Rhetorical Value of Data, Reports, and Assessments."
Conference on College Composition and Communication, San Francisco, CA, March
2005.

English Creek, by Ivan Doig. Lecture for "Let's Talk About It" library series, Orofino,
Idaho, May, 2004.

"Assessment Matters: College Writing Assessments in and beyond the Writing
Program." Conference on College Composition and Communication, San Antonio, TX,
March 2004.

Bless Me, Ultima, by Rudolfo Anaya. Lecture for "Let's Talk About It" library series,
Lewiston, Idaho, February, 2004.

"The Bean Trees by Barbara Kingsolver." Lecture for "Let's Talk About It" library
series, Lewiston, Idaho, March, 2002.

Panel Organizer and Chair, "Advanced Alchemy in the Writing Lab: Methods for Developing the Potential of Experienced Tutors." Conference on College Composition and Communication, Denver, Colorado, March, 2001.

"Arcana Revealed: A Portfolio Approach to Tutor Assessment." Conference on College Composition and Communication, Denver, Colorado, March, 2001.

"Designing the Audience: Helping Writers Shape Their Readers." Northwest Inland Writing Project Conference, Spokane, Washington, March, 2000.

"At the Center: Determining a Writer's Latitude and Longitude through Conversation and Collaboration in the Writing Center." Idaho Lifelong Learning Association Conference, Sun Valley, Idaho, October, 1999.

"Your Witness: Reader as Judge, Jury, or Counselor," Inland Northwest Council of Teachers of English, Lewiston, Idaho, October, 1998

"The Metaphors that Link Us: WAC, the Web, and the Virtual University," Rocky Mountain Modern Language Association, Albuquerque, New Mexico, 1996

"Women's Autobiography: Eudora Welty." Lecture for "Let's Talk About It" library series, Grangeville, Idaho, 1995

"Having it Both Ways: Improving General Education and Specific Discourse Communities through Writing Across the Curriculum." Rocky Mountain Modern Language Association conference, Denver, Colorado, October, 1993

Hemingway Short Stories. Lecture for "Let's Talk About It" library series, Sandpoint, Idaho, November, 1992

The Great Gatsby. Lecture for "Let's Talk About It" library series, Grangeville, Idaho, March, 1992

"Design Basics: Writing Assignments that Promote Process and Thinking." Partnerships in Education Conference, Lewiston, Idaho, October, 1991

"Criteria-Based Responding to Student Essays." Inland Northwest Council of Teachers of English, Spokane, Washington, October, 1991

"From Hypothesis to Thesis: Writing to Learn Across the Curriculum." Partnerships in Education Conference, Lewiston, Idaho, October, 1990

When Opportunity Knocks: Improving the Campus Climate for Writing." Pacific Coast Writing Centers' Association Conference, La Grande, Oregon, October, 1990

"Crossing the Threshold: Who Visits (And Who Doesn't) the Writing Center," The Rocky Mountain Writing Centers Conference, Las Vegas, Nevada, October, 1989

"Writing Center Outreach," Inland Northwest Writing Centers Conference, Pullman, Washington, April, 1989

"On 'the Perimeter of the Circle': Redburn's First Story," in "Nineteenth-Century American Literature," Rocky Mountain MLA, Las Cruces, New Mexico, October, 1988

"Beyond Technology: Using Computers to Build Community in the Composition Class," in "Feminist Perspectives in the Classroom," Rocky Mountain MLA, Spokane, Washington, October, 1987

"The Student Essay: Sourcebook for Teaching Grammar and Style in Context," with Stephan P. Flores, The G.S.T.A. Writing Workshop, University of Michigan, Ann Arbor, August, 1986

"Staged History: Collaboration, Conflict and Accommodation in The Booke of Sir Thomas Moore," Novus et Antiquus, The 15th Annual CAES Conference, Ball State University, Indiana, October 1984, awarded monetary and publication prizes

WORKSHOPS:

Member, Lewis-Clark State College Faculty/Administration Team, High Impact Practice Institute, AAC&U, Salt Lake City, UT, June, 2018.

Participant, General Education Assessment and Design Thinking, Phoenix, AZ, February 2017.

Participant, 2015 Assessment Institute in Indianapolis, IUPUI, October 2015.

Participant, Legal Issues in Higher Education Conference, The University of Vermont, Burlington, VT. October 2012

Participant, English Placement Task Force (for Idaho Colleges and Universities). Boise State University, Boise, ID, October 2008.

Participant, Association of Departments of English New Chairs Workshop and Conference, Santa Barbara, CA, June, 2005.

Course Writing Assessment Pilot Project Faculty workshop, Lewis-Clark State College, November, 2003.

Participant, Writing Program Administrators Workshop, Grand Rapids, Michigan. July 6 – 10, 2003.

“Playing with Writers’ Blocks,” Lewis-Clark State College, Warrior Orientation, August, 2003.

“Composing Intersections: Writing/Thinking/Learning Across the Curriculum.” Six-session faculty development series. Lewis-Clark State College, February – April, 2002.

“Writing Across the Curriculum and the Writing Intensive Emphasis Program at LCSC.” Faculty Fair presentation, Lewiston, Idaho, August, 1999

Leader, “Writing Across the Curriculum Assessment Workshop Retreat,” Uniontown, Washington, March, 1998

Organizer and co-presenter, “Writing du Jour” discussion series on issues related to Writing Across the Curriculum. Lewis-Clark State College, Lewiston, Idaho, 1997-98

"Writing Across the Curriculum." Workshop for Lewis-Clark State College faculty at Coeur d'Alene, February 2, 1994

"Preparing High School Students for College Writing." Workshop for Regional Secondary Education Teachers and prospective teachers of English and Language Arts, Lewiston, Idaho, November 19, 1992

"Responding to Student Writing: Options and Outcomes." Workshop for Lewis-Clark State faculty, Lewiston, Idaho, August, 1991

"From Invention to Revision: Writing Strategies for Returning Students." Workshop for Lewis-Clark State College outreach students at North Idaho College, Coeur d'Alene, Idaho, September, 1990

"Designing Writing Assignments that Improve Critical Thinking." Workshop for Lewis-Clark State College outreach faculty at North Idaho College, Coeur d'Alene, Idaho, September, 1990

PUBLICATIONS:

Book Review: Stories of Reading: Subjectivity and Literary Understanding, by Michael Steig. Rocky Mountain Review of Languages and Literature, 1990

"Computer Conferencing: Composing a Feminist Community of Writers," *Computers and Community: Teaching Composition in the Twenty-first Century*, Ed. Carolyn Handa. New York: Boynton-Cook, 1989

Representative, Composition Committee, 1979-80, University of Oregon, Eugene

SENIOR RESEARCH PROJECTS:

Faculty Mentor for the following

- Stacy Shoemaker, "Awakening the Eleventh Grade Curriculum," 2004-05.
- Dawn Byers, "Business in 19th Century British Literature: Popular Sentiment or Authors' Folly?" 2003-04.
- Thomas Koller, "Uneasy Comfort in Victorian Culture." 2003-04.
- Alissa McCulley, "Effective Instruction in Grammar," 2003-04.
- Jennifer Redford, "A Matter of Justice: an Analysis of the Effects of Rhetorical Strategies Used in Supreme Court Opinions," 2003-04.
- Autumn Brackley, "The Role of Communication in the Writing Center," 2002-2003.
- Katina Dennis, "The Politics of Balance in Barbara Kingsolver's The Poisonwood Bible." 2001-2002.
- Charity Thompson, "Facing our Fears in the 'Woods.'" 2001-2002.
- Tina Rodeen, "From Short Story to Play: The Works of Tennessee Williams." 2000-2001.
- Rozee Schultz, "Discussing Our Choices: The Public Conversation in American Women's Short Stories at the Turn of the 20th Century." 2000-2001.
- Jennifer Anderson, "Talk-story in Amy Tan's *The Kitchen God's Wife*: Shaping the Personal into the Political." 1999-2000.

GRANTS:

Course Development Grant for English 386, Teaching Composition, Fall 2011, Lewis-Clark State College.

Principal Investigator, "Distance Learning Model," Idaho Technology Incentive Grant, 2004 - 2005.

"Course Writing Assessment Pilot Project." Faculty Development Incentive Grant, Lewis-Clark State College, 2003-2004.

"Writing Program Administrators Workshop." Faculty Development Incentive Grant, Lewis-Clark State College, 2003.

"Composing Intersections: Writing/Thinking/Learning Across the Curriculum." Faculty Development Incentive Grant, Lewis-Clark State College, 2002.

"Developing an On-line Writing Lab." Faculty Development Incentive Grant, Lewis-Clark State College, 1999-2000.

"Writing Across the Curriculum Writing Portfolio Assessment Workshop." Faculty Development Incentive Grant, Lewis-Clark State College, 1997-1998.

February, 2019

Curriculum Vitae
Kandi Jo Turley-Ames, Ph. D.

College of Arts & Letters
Campus Box 8087
College of Business Building
Idaho State University
Pocatello, ID 83209-8087
(208) 282-3053
e-mail: turlkand@isu.edu

Department of Psychology
Campus Box 8112
Garrison Hall
Idaho State University
Pocatello, ID 83209-8112

Professional Experience

2011 - present	Founding Dean of the College of Arts and Letters, Idaho State University, Pocatello, Idaho
2010 - 2011	Founding Interim Dean of the College of Arts and Letters, Idaho State University, Pocatello, Idaho
2009 - 2010	Interim Associate Vice President for Curricular and Academic Excellence, Academic Affairs, Idaho State University, Pocatello, Idaho
2007 - present	Full Professor of Psychology, Department of Psychology, Idaho State University, Pocatello, Idaho
2006 - present	Affiliate Faculty Member, Informatics Research Institute, Idaho State University
2003 - 2009	Department Chair, Department of Psychology, Idaho State University, Pocatello, Idaho
2007 - 2008	Interim Assistant Dean, College of Arts and Sciences, Idaho State University, Pocatello, Idaho
2007 - 2007	Acting Graduate Dean, Idaho State University, Pocatello, Idaho (covered for summer vacations)
2002 - 2007	Associate Professor of Psychology, Department of Psychology, Idaho State University, Pocatello, Idaho
1997 - 2002	Assistant Professor of Psychology, Department of Psychology, Idaho State University, Pocatello, Idaho

Educational History

1996	Ph.D., Psychology with major emphasis in cognition and memory Washington State University, Pullman, Washington <u>Dissertation</u> : Individual Differences in Working Memory and Comprehension: A test of the Strategic Allocation Hypothesis
1993	M.S., General Experimental Psychology Idaho State University, Pocatello, Idaho <u>Thesis</u> : Subjective Predictions into the Future and the Past
1990	B.S., Psychology Idaho State University, Pocatello, Idaho High Honors

Professional Affiliations (Current and Previous to Administrative Appointment)

Council of Graduate Departments of Psychology
Psychonomics Society
Women in Cognitive Science
Western Psychological Association
American Psychological Science
Midwestern Psychological Association
Society for Personality and Social Psychology
Phi Kappa Phi

Honors and Awards

2009	Graduate from the Higher Education Resource Service (HERS) for women in higher education administration
2009	Recipient of WeLead funding to HERS Training Program
2007-2008	Nominee for the US Professors of the Year Award
2007, 2008	Selected to Represent the Council of Graduate Departments of Psychology at Education Leadership Conference sponsored by the American Psychological Association, Washington DC
2006-2007	Distinguished Teacher, Idaho State University
2006	Outstanding Experimental Faculty Member, Idaho State University
2006	Most Influential Professor-Masters, Idaho State University
2006	Most Influential Professor-Undergraduate Social Sciences, Idaho State University
2006	Humanities and Social Science Travel Grant, Idaho State University
2006	Humanities and Social Science Research Grant, Idaho State University
2005	Outstanding Experimental Faculty Member, Idaho State University
2005-2006	Master Teacher, Idaho State University
2004-2005	Nominee for Distinguished Teacher, Idaho State University
2002-2003	Nominee for Distinguished Teacher, Idaho State University
2001-2002	Master Teacher, Idaho State University
1999	Most Influential Professor, Idaho State University
1999	Humanities and Social Science Research Grant, Idaho State University
1999	University Research Grant, Idaho State University

Grant Activity

Wong, M., Turley-Ames, K. J., Miyake, T. M., & Faure, C. "Sleep problems and executive functions in adolescents girls with concussions." National Institute of Child Health and Human Development (R21 HD076215; \$343,744 total costs). Unfunded, revise and resubmit.

Turley-Ames, K. J. (2009). "She's a Boy I Knew." Mini-grant funded by the Cultural Affairs Council to bring in Gwen Haworth as a guest speaker for Transgender Day of Remembrance at ISU (\$500).

Turley-Ames, K. J. (2008). "Strong Women and How They Did It." Mini-grant funded by the Cultural Affairs Council to bring in Emily Toth as a guest speaker for Women's History Month (\$500).

Turley-Ames, K. J. (2007). Human Performance and Human Reliability Analysis. Funded by the Idaho National Laboratory in support of their NASA Performance, Safety, and Mission Success Tools Grant (\$23,789).

- Turley-Ames, K. J. (2007). National Science Foundation (NSF) EPSCoR Project for Undergraduate Research. Funded by the Office of Research, Idaho State University (\$4,369.52).
- Strickland, A., Turley-Ames, K. J., & Schou, C. (2006). Improving the Mathematics Performance of Hispanic Students: An Informatics Web-based Mathematics Instructional and Assessment System Capitalizing on Receptive Language Learning and Working Memory. National Science Foundation (NSF 06-535): Advanced Learning Technologies (ALT) (\$598,943). Unfunded.
- Lohse, E. S., & Turley-Ames, K. J. (2006). Knowledge Elicitation Study with the Texas Archeological Research Lab in Austin, TX. Funded by the Office of Research thru the Humanities/Social Sciences Travel Fund (\$1,700).
- Lohse, E. S., Turley-Ames, K. J., Sammon, D., Strickland, A., Frost, J., & Schou, C. (2006). Construction of a Projectile Point Classification For the Northwestern Plains Through a Knowledge Elicitation Protocol Utilizing a Computer-Based Anonymous Decision Tool. Funded by the Humanities/Social Sciences Research Committee (\$15,297).
- Turley-Ames, K. J. (2004-2005). Implementation and Expansion of Online Learning Tools for "Gateway" Courses in Psychology. Funded by the Gateway Technology Incentive Grant (\$37,400).
- Turley-Ames, K. J., & Toussaint, L. (2003-2004). Development on Online Instructional Materials for Introduction to Psychology. Funded by the Gateway Technology Incentive Grant (\$62,000).
- Turley-Ames, K. J., Adkinson, S.R., & Lai, J. C. (submitted May, 2002). Working Memory and Critical Literacy: Cognitive, Metacognitive, and Neural Dimensions of Reading Comprehension in College Students (\$340,934). U.S. Department of Education, Office of Educational Research and Improvement: Program of Research on Reading Comprehension. Unfunded.
- Turley-Ames, K. J., Adkinson, S. R., Lai, J. C. & Cellucci, A. (submitted April, 2002). Individual and Social Contexts for Learning: Cognitive, Metacognitive, and Neural Dimensions of Learning Strategies in College Students (\$315,589). U.S. Department of Education, Office of Educational Research and Improvement: Cognition and Student Learning (CASL) Research Grant Program. Unfunded.
- Turley-Ames, K. J. (1999). Individual Differences in Working Memory and Reading Strategies. Funded by the Humanities/Social Sciences Research Committee (\$7,558.80).
- Turley-Ames, K. J. (1999). Individual Differences in Working Memory and Reading Strategies. Funded by the University Research Committee (\$13,118.00).

Peer-Reviewed Publications

- Turley-Ames, K J (2018) "Recruiting Rural Students by Building Relationships." *Inside Higher Ed*, <https://www.insidehighered.com/admissions/views/2018/05/29/colleges-want-recruit-rural-students-need-make-personal-connections>
- Attebery, B., Gribas, J., McBeth, M. K., Sivits, P, Turley-Ames, K. J. (2007). *Narrative, Identity, and Academic Community in Higher Education..* Routledge: New York.

- McBeth, M. K., Turley-Ames, K. J., Youngs, Y., Ahola-Young, L. & Brumfield, A. (2015). "The iPad Pilot Project: A Faculty Driven Effort to Use Mobile Technology in the Reinvention of the Liberal Arts." *Journal of Teaching and Learning with Technology* (in press).
- Drayton, S., Turley-Ames, K. J., & Guajardo, N. R. (2011). Counterfactual Thinking and False Belief: The Role of Executive Function. *Journal of Experimental Child Psychology*, 108, 532-548.
- Guajardo, N. R., Parker, J., & Turley-Ames, K. J. (2009). Associations among false belief understanding, counterfactual reasoning, and executive function. *British Journal of Developmental Psychology*, 27, 681-702.
- Ricks, T., Turley-Ames, K. J., & Wiley, J. (2007). Effects of working memory capacity on mental set due to domain knowledge. *Memory and Cognition* 35, 1456-1462.
- Guajardo, N. R., & Turley-Ames, K. J. (2004). Preschoolers' generation of different types of counterfactual statements and theory of mind understanding. *Cognitive Development*, 19, 53-80.
- Turley-Ames, K. J., & Whitfield, M. M. (2003). Strategy training and working memory task performance. *Journal of Memory and Language*, 49, 446-468.
- Sanna, L. J., Meier, S., Parks, C. D., Kassin B. R., Lechter, J. L., Turley-Ames, K. J., & Miyake, T. M. (2003). A game within inches: Spontaneous use of counterfactuals by broadcasters. *Journal of Applied Social Psychology*, 33, 455-475.
- Sanna, L. J., & Turley-Ames, K. J. (2000). Counterfactual intensity. *European Journal of Social Psychology*, 30, 273-296.
- Sanna, L. J., Turley-Ames, K. J., & Meier, S. (1999). Mood, self-esteem, and simulated alternatives: Thought-provoking affective influences on counterfactual direction. *Journal of Personality and Social Psychology*, 76, 543-558.
- Sanna, L. J., Meier, S., & Turley-Ames, K. J. (1998). Mood, self-esteem, and counterfactuals: Externally attributed moods limit self-enhancement strategies. *Social Cognition*, 16, 267-286.
- Sanna, L. J., & Turley, K. J. (1996). Antecedents to spontaneous counterfactual thinking: Effects of expectancy violation and outcome valence. *Personality and Social Psychology Bulletin*, 22, 906-919.
- Sanna, L. J., Turley, K. J., & Mark, M. M. (1996). Expected evaluation, goals, and performance: Mood as input. *Personality and Social Psychology Bulletin*, 22, 285-303.
- Turley, K. J., Sanna, L. J., & Reiter, R. L. (1995). Counterfactual thinking and perceptions of rape. *Basic and Applied Social Psychology*, 17, 285-303.
- Budd, D., Whitney, P., & Turley, K. J. (1995). Individual differences in working memory strategies for reading expository text. *Memory and Cognition*, 23, 735-748.

Manuscripts Under Revision

- Miyake, T. M., & Turley-Ames, K. J. Degree of intimacy and counterfactual focus: Assessment of the assignment of blame, guilt, and punishment.

Turley-Ames, K. J., & Thompson, H. M. Preventing strategy use via distraction: Implications for WM theory and the assessment of individual differences in working memory.

Manuscripts in Preparation

Turley-Ames, K., J., Lale, R., Miyake, T. M., & Schier, C. J. Effects of stimulus presentation and strategy on working memory performance.

Miyake, T. M., & Turley-Ames, K. J. Rape myth acceptance and group interaction: Whose counterfactuals change over time, and does it influence blame, guilt, and punishment?

Traughber, D. L., Turley-Ames, K. J., & Ricks, T. R. Inhibitory mechanisms associated with individual differences in working memory.

Manuscripts in Progress

Turley-Ames, K. J. Individual differences in working memory and reading strategies.

Turley-Ames, K. J., & Thompson, H. M. Strategies and time allocation: Individual differences in working memory and the operation span test.

Turley-Ames, K. J., & Miyake, T. M. Working memory and controlled processing of counterfactual statements.

Turley-Ames, K. J., & Traughber, D. L. Working memory, motivation, and strategy use.

Turley-Ames, K. J., & Thompson, H. M. Working memory, reading strategies, and metacognitive awareness.

Safford, S., Turley-Ames, K. J., & Thompson, H. M. Relation of working memory span and higher-order cognitive process to depression and anxiety symptomatology.

Traughber, D., & Turley-Ames, K. J. Activation and inhibition as fundamental mechanisms underlying individual differences in working memory.

Turley-Ames, K. J., Lale, R., Miyake, T. M., Pearce, K. L., & Schiers, C. J. Working Memory Training and Attention.

Professional Peer-Reviewed Presentations

Miller, A. L., Korell, A. M., Turley-Ames, K. J., Miyake, T. M., Lale, R., & Tart-Zelvin, A. (April, 2015). *Working Memory and Reading Strategies*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.

Korell, A. M., Miller, A. L., Osborn, K., Miyake, T. M., & Turley-Ames, K. J. (April, 2015). *Individual differences in working memory and counterfactual generation*. Poster presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.

Miller, A. L., Korell, A. M., Turley-Ames, K. J., Miyake, T. M., Lale, R., & Tart-Zelvin, A. (April, 2015). *Working memory and reading strategies*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.

- Voorheis, D., Turley-Ames, K. J., & Miyake, T. M. (April 2015). *Working Memory Capacity and the Nature of Analogical Transfer*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.
- Echon, R., Parker, C., Lale, R., & Turley-Ames, K. J. (April, 2015). *The Effect of Mediation Training and Working Memory*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.
- Korell, A. M., Miller, A. L., Osborn, K., Miyake, T. M., & Turley-Ames, K. J. (April. 2014). *Individual Differences in Working Memory and Counterfactual Generation*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.
- Korell, A. M., Miller, A. L., Turley-Ames, K. J., Echon, R., Lale, R., & Miyake, T. M. (April, 2014). *Assessments of Working Memory: Strategy Training and Presentation Format*. Paper presented at the 94th annual meeting of the Western Psychological Association, Portland, OR.
- Pearce, K. L., Lale, R., Turley-Ames, K. J., & Miyake, T. M. (November, 2013). *Mood, working memory, and strategy training: Consequences for executive function*. Paper presented at the 54th annual meeting of the Psychonomic Society, Toronto, Canada.
- Guajardo, N. R., Pham, A., & Turley-Ames, K. J. (April, 2013). *Executive Function and Counterfactual Reasoning: All Counterfactual Tasks are not the Same*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle.
- Anderson, T., Miyake, T. M., & Turley-Ames, K. J. (2012, November). *Working memory span task administration and predicting higher cognitive function*. Paper presented at the annual meeting of the Psychonomics Society, Minneapolis, MN.
- Pearce, K. L., & Turley-Ames, K. J. (2011, May). *Working memory capacity and symptoms of depression and anxiety*. Paper presented at the annual meeting of the Association for Psychological Science, Washington D.C.
- Schiers, C. J., Turley-Ames, K. J., & Pearce, K. L. (2009, November). *Working Memory Training and Attention*. Paper presented at the 50th Annual Conference of the Psychonomics Society, Boston.
- Drayton, S. D., Turley-Ames, K. J., & Guajardo, N. R. (2009, April). *Counterfactual Thinking and Theory of Mind: The Role of Executive Function*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver.
- Lohse, E. S., Turley-Ames, K. J., Lohse, K., Schou, C., & Strickland, A. (2007, April). *Archaeological Classification Explored: The Gault Site*. Paper presented at the Annual Meeting of the Society for American Archeology, Austin.
- Thompson, H. M., & Turley-Ames, K. J. (2006, November). *Working Memory and Controlled Allocation of Time*. Paper to be presented at the 47th Annual Conference of the Psychonomics Society, Houston.
- Dimmer, C., & Turley-Ames, K. J. (2006, November). *Effects of Stimuli Presentation and Strategy on Working Memory Performance*. Paper presented at the 47th Annual Conference of the Psychonomics Society, Houston.

- Lohse, K. R., Thompson, H. M., & Turley-Ames, K. J. (2006, May). *Working Memory and Reading Comprehension: Assessing the Intersection Between Metacognition and Executive Function*. Paper presented at the 18th Annual Meeting of the American Psychological Science, New York.
- Ricks, T. R., & Turley-Ames, K. J. (2005, November). *Effects of Working Memory and Domain Knowledge in Overcoming Mental Sets in Creative Problem Solving*. Paper presented at the 46th Annual Conference of the Psychonomics Society, Toronto.
- Guajardo, N. R., Parker, J., Hallett, K., Wignall, J., Silvent, J., & Turley-Ames, K. J. (2005, October). *An Examination of Association Among Physical Counterfactuals, Social Counterfactuals, and Theory of Mind Performance*. Paper presented at the Biennia Meeting of the Cognitive Development Society, San Diego.
- Turley-Ames, K. J., & Thompson, H. M. (2004, November). *Assessment of working memory and strategy prevention*. Paper presented at the 45th Annual Conference of the Psychonomics Society, Minneapolis.
- Traughber, D. L., Ricks, T. R., & Turley-Ames, K. J. (2004, November). *Fundamental working memory processes predicting inhibitory errors*. Paper presented at the 45th Annual Conference of the Psychonomics Society, Minneapolis.
- Turley-Ames, K. J., & Thompson, H. M. (2003, November). *Working memory, metacognitive awareness, and reading comprehension*. Paper presented at the 44th Annual Conference of the Psychonomics Society, Vancouver, B.C.
- Turley-Ames, K. J., Thompson, H. M., & Traughber, D. L. (2003, May). *Working memory and motivation to use a strategy: Implications for controlled processing*. Paper presented at the 15th Annual Meeting of the American Psychological Society, Atlanta.
- Miyake, M. M., Turley-Ames, K. J., & Brooks, C. (2003, May). *Group interaction and rape myths' influence on counterfactual focus and social judgments*. Paper presented at the 15th Annual Meeting of the American Psychological Society, Atlanta.
- Traughber, D. L., & Turley-Ames, K. J. (2002, November). *Inhibitory mechanisms associated with individual differences in working memory*. Paper presented at the 43rd Annual Conference of the Psychonomics Society, Kansas City.
- Turley-Ames, K. J. (2001, November). *Working memory span and instruction set during reading comprehension*. Paper presented at the 42nd Annual Conference of the Psychonomics Society, Los Angeles.
- Miyake, T. M., & Turley-Ames, K. J. (2001, June). *Rape scenarios: Independent effects of degree of intimacy and counterfactual focus*. Paper presented at the 13th Annual Meeting of the American Psychological Society, Toronto.
- Traughber, D. L., & Turley-Ames, K. J. (2001, June). *Working memory and motivation: Implications for spontaneous semantic clustering*. Paper presented at the 13th Annual Meeting of the American Psychological Society, Toronto.
- Guajardo, N. R., & Turley-Ames, K. J. (2001, April). *Theory of mind and counterfactual thinking: Mutating the antecedent vs. the consequence*. Symposium presented at the Biennia Meeting for

the Society in Research Child Development.

Turley-Ames, K. J., & Whitfield, M. M. (2000, February). *Working memory and controlled processing of counterfactuals*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.

Arnold, N. G., & Turley-Ames, K. J. (2000, February). *The implications of positive mood and social desirability for adolescents and adult counterfactual thinking*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.

Miyake, T. M., & Turley-Ames, K. J. (2000, February). *Perceptions of Rape: Degrees of intimacy and counterfactual focus*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.

Read, D. W., & Turley-Ames, K. J. (2000, February). *Consideration of future consequences and counterfactual thinking*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.

Turley-Ames, K. J. (1999, November). *Distribution of working memory resources and strategy instruction*. Paper presented at the 40th Annual Conference of the Psychonomics Society, Los Angeles.

Turley-Ames, K. J., & Read, D. (1999, June). *Self-esteem and counterfactual strategy: The implications of global versus specific counterfactual thinking*. Paper presented at the 11th Annual Convention of the American Psychological Society, Denver.

Whitfield, M. M., Turley-Ames, K. J., & Miyake, T. M. (1999, June). *Individual differences in working memory and self-esteem: Implications for counterfactual thinking*. Invited paper presented at the 11th Annual Convention of the American Psychological Society, Denver.

Turley-Ames, K. J., & Mitchell, G. (1999, April). *Individual differences in strategic allocation of working memory resources*. Invited symposium presented at the annual meeting of the Eastern Psychological Association.

Guajardo, N. R., & Turley-Ames, K. J. (1999, April). *Social cognitive development: Theory of mind and counterfactual thinking*. Paper presented at the Biennia Meeting for the Society in Research Child Development.

Turley-Ames, K. J., & Whitfield, M. M. (1998, November). *The benefits of strategy instruction and individual differences in working memory*. Paper presented at the 39th Annual Conference of the Psychonomics Society, Dallas.

Turley-Ames, K. J. (1997, November). *Strategy use and the working memory span test*. Paper presented at the 38th Annual Conference of the Psychonomics Society, Philadelphia.

Turley-Ames, K. J., & Sanna, L. J. (1997, May). *Mood, self-esteem, and counterfactual direction: Effects of correctly attributed mood*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.

Sanna, L. J., & Turley-Ames, K. J. (1997, May). *Mood and self-esteem as antecedents of counterfactual direction*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.

Association, Chicago.

Sanna, L. J., Meier, S., & Turley-Ames, K. J. (1997, May). *Mood, self-esteem, and counterfactuals: Effects of cognitive load*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.

Sanna, L. J., & Turley, K. J. (1996, November). *Mood as input to counterfactual thinking*. Paper presented at the annual meeting of the Society for Judgement and Decision Making, Chicago.

Turley, K. J., & Sanna, L. J. (1996, June). *Counterfactuals and just missing: Close but yet so far*. Paper presented at the eighth annual convention of American Psychological Society, San Francisco.

Turley, K. J., & Sanna, L. J. (1996, June). *Counterfactuals and anticipated regret in a resource dilemma*. Paper presented at the eighth annual convention of American Psychological Society, San Francisco.

Sanna, L. J., Parks, C. D., & Turley, K. J. (1995, November). *Counterfactual thinking and social dilemmas*. Paper presented at the annual meeting of the Society for Judgement and Decision Making, Los Angeles.

Turley, K. J., & Sanna, L. J. (1995, June). *Counterfactuals and rape: Victim and perpetrator judgements*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Turley, K. J., & Sanna, L. J. (1995, June). *Counterfactual thinking: The effects of closeness and number of tries*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Sanna, L. J., Turley, K. J., & Mark, M. M. (1995, June). *Affect and goals as moderators of social loafing*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Sanna, L. J., Gunther, D. C., & Turley, K. J. (1995, June). *Expectancy violation and outcome valence as antecedents to spontaneous counterfactual thinking*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Budd, D., Whitney, P., & Turley, K. J. (1994, November). *Individual differences in working memory strategies for reading expository text*. Paper presented at the 35th Annual Conference of the Psychonomics Society, St. Louis.

Other Professional Presentations

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the Early College Program, Boise and Pocatello.

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for eISU day.

Turley-Ames, K. J. (2014). *Welcome and Introduction to the College of Arts and Letters*. Invited guest speaker for New Student Orientation.

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the Pocatello Rotary Club.

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the Idaho Falls Rotary Club.

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the School District 25 Technology Committee.

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the League of School.

Tart-Zelvin, A., Xu, X., & Turley-Ames, K. J. (2015, March). *Underlying neural mechanisms of strategy use on working memory*. Presented at the Annual Idaho State University Research Forum, Pocatello, ID.

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the Idaho Falls Superintendents Meeting.

Turley-Ames, K. J. (2013). *College of Arts and Letters: Accomplishments*. Invited guest speaker to Pocatello Rotary Club.

Turley-Ames, K. J. (2013). *College of Arts and Letters: Accomplishments*. Invited guest speaker to Twin Falls Rotary Club.

Turley-Ames, K. J. (2012). *College Advisory Boards*. Invited guest speaker for Education Leadership program in the College of Education, Idaho State University.

Turley-Ames, K. J. (2012). *Making the Most of Your Graduate Training*. Invited guest speaker to the Graduate Student Association.

Turley-Ames, K. J. (2012). *Securing an Academic Appointment*. Invited guest speaker to the Graduate Professional Development Course in the Department of Biology, Idaho State University.

Turley-Ames, K. J. (2011). *Present Honorary Doctorate to Jakob Dylan*. Invited presenter at ISU commencement.

Turley-Ames, K. J. (2011). *New Bengal Orientation Overview*. Invited guest speaker by Enrollment Planning.

Turley-Ames, K. J. (2011). *Graduate Training Opportunities in the College of Arts and Letters at Idaho State University*. Invited guest speaker by dean to the BYU-Idaho Pre-Professional Conference, Rexburg, Id.

Turley-Ames, K. J. (2009). *Successful Graduation Student and Mentor Relationships*. Invited guest speaker for the GATE program sponsored by the Graduate School.

Turley-Ames, K. J. (2006). *The History of Localization of Function*. Invited guest lecture for History of Psychology course, February.

Turley-Ames, K. J. (2006). *Departmental Training Opportunities*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society.

Turley-Ames, K. J. (2005). *Working Memory and Optimization of Human Performance*. Invited

presentation to the Human Factors Division at the Idaho National Laboratory, October.

Turley-Ames, K. J. (2005). *Don't Jeopardize Your Future: Career Choices for Psychology Majors*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, April.

Turley-Ames, K. J. (2003). *Applied Cognition: Working Memory, Counterfactual Thinking, and Eyewitness Testimony*. Invited guest speaker to the Applied Techniques course at Idaho State University, April.

Turley-Ames, K. J. (2001). *Individual Differences in Working Memory and Counterfactual Thinking*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, February.

Turley-Ames, K. J. (2000). *Preparing a Personal Statement for Graduate School*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, November.

Turley-Ames, K. J. (2000). *Making the Most of the First Years at ISU*. Invited presentation to the New Faculty Orientation Meeting, August.

Turley-Ames, K. J. (2000). *Executive Function*. Invited guest lecture for Occupational Performance course, Pocatello, April.

Turley-Ames, K. J., & Mitchell, G. (1999). *Individual Differences in the Strategic Allocation of Working Memory Resources*. Invited symposium presented at the annual meeting of the Eastern Psychological Association, Rhode Island, April.

Turley-Ames (1997). *Individual Differences in Working Memory*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, October.

Turley-Ames (1997). *Learning from a Cognitive Perspective*. Invited guest lecture for Learning course, Pocatello, August.

Professional-Related Activities

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|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2009 | Program Review of the Psychology Department at the University of Idaho |
| 2009 | Interview with the American Psychological Association Division 3 Newsletter on Interviewing and Securing a Faculty Position during Difficult Economic Times |
| 2009-present | Ad hoc Reviewer for <i>Journal of Learning Disabilities</i> |
| 2008 | Chapter Review for textbook by Feist and Rosenberg, <i>Psychology: Making Connections</i> , McGraw-Hill Publications |
| 2006-present | Ad hoc Reviewer for <i>Memory and Cognition</i> |
| 2006-present | Ad hoc Reviewer for <i>Quarterly Journal of Experimental Psychology</i> |
| 2006-present | Ad hoc Reviewer for <i>British Journal of Developmental Psychology</i> |

2005-present Ad hoc Reviewer for *Child Development*

2005-present Ad hoc Reviewer for *Psychonomics Bulletin and Review*

2003-present Ad hoc Reviewer for *Journal of Memory and Language*

2003-present Ad hoc Reviewer for *Journal of Social Psychology*

2003-present Ad hoc Reviewer for *European Journal of Social Psychology*

1997-present Ad hoc Reviewer for *Basic and Applied Social Psychology*

2006 Interview on Schemas for the Post Register

2004 Ad hoc Reviewer for *Economic & Social Research Council-Grants Board* (Requested amount \$371,284)

2001 Provided Expert Testimony on Eyewitness Testimony, Pocatello

1998-2000 Research collaboration with the Idaho National Engineering and Environmental Laboratory (INEEL) Human Factors Division

1999 Graduate Student Recruitment Presentation at U of I / WSU for Psychology Department

1999 Provided Expert Testimony on Object Perception, Idaho Falls

1997 Interview on Memory for Channel 3 News

Professional-Related Service

Community:

Interviews with Idaho State Journal, Inside Idaho, and the Bengal on the Ranking of the Clinical Psychology Ph.D. Program (2009)

Interview for special on Schemas for Post Register (2006)

Supervised Placement of a Highland High School Student interested in Experimental Psychology as part of the Experienced Based Career Education Program (2005)

Presentation to the Human Factors Division at the INL (2005)

Program Assessment for Domestic Violence Group at Family Services Alliance (2004-current)

Presenter for Take Our Daughters and Sons to Work Day at ISU (2003)

Expert Witness in Idaho Falls on Visual Perception

Expert Witness in Pocatello on Eyewitness Testimony

Interview on Memory for Channel 3 News

College/University:

Chair, Inaugural New Year's Eve Gala Committee (2013)

Chair, Faculty Evaluation Revision Committee (2013)

Graduate Dean Search Committee (2013)

Twin Falls Education Committee (2012)

Established MOU with BYU-I for 4+1/3+2 programming (2012)
Member, Search Committee for AVP for Development (2011)
Member, eISU Planning Committee (2010-2014)
Co-Chair, General Education Review Committee (2010)
Direct Report for the Early College Program (2009-2010)
Direct Report for the Center for Teaching and Learning (2009-2010)
Developed MOUs with Diablo Valley College and Butte College (2009-2010)
Chair, Arts, Humanities, Social Sciences, and Education Reorganization Task Force Committee (2009-2010)
Chair, eISU Planning Committee (2009-2010)
Assisted in the Creation of a Center for Student Success (2009-2010)
Tenure and Promotion Panel (2010)
Academic Affairs Representative to the League of Schools (2009-2010)
Academic Affairs Representative on the Curriculum Council Committee (2009-2010)
Academic Affairs Representative on the Council for Teaching and Learning Committee (2009-2010)
Academic Affairs Representative on the Academic Standards Committee (2009-2010)
Academic Affairs Representative on the BAT/BAS Committee (2009-2010)
Academic Affairs Representative during the NWCCU Accreditation Visit (2009)
Member, ERP Executive Committee (2009-2010)
University Retention Report (2009)
Initiated University Program Review based upon Graduation Numbers (2009)
Oversaw Notice of Intent Process for the University (2009-2010)
Presenter at Early College Day (2009)
Chair, Distinguished Teacher Selection Committee (2008-2009)
Periodic Performance Review Committee of the Chair of Biological Science (2008)
Department Promotion Committee for Margaret Johnson in English and Philosophy (2008)
WeLead Seed Grant Review Committee (2008)
Tenure and Promotion Workshop (2008)
College Promotion Committee for Jennifer Holst in Communication Sciences and Education of the Deaf (2008)
Department Promotion Committee for Jennifer Holst in Communication Sciences and Education of the Deaf (2008)
Promotion Committee for Margaret Johnson in English (2008)
Assisted with Retention Recruitment Calls (2008)
Participate in Business Plan Analysis for New ERP System (Advising Students and Workload Sessions) (2008)
Presenter at New Freshman Registration for the College of Arts and Sciences (2008)
Future Scholars Event (2008)
Exoficio Member of the General Education Committee (2007-2008)
Advising Coordinators Committee (2007-2008)
Early College Program Advisory Committee (2008)
Interim Director, General Studies Program (2007-2008)
Interim Director, Bachelors of University Studies (2007-2008)
Interim Director, Arts and Sciences Scholarship Committee (2007-2008)
Graduate School Medical Leave/Childbirth Subcommittee (2007-2008)
Distinguished Teacher Selection Committee (2008-present)
Steering Committee for Neuroscience Notice of Intent (2007)
Dean of Arts and Sciences Search Committee (2007, 2007-2008)
Invited Distinguished Teacher Panel for New Faculty Orientation (2007, 2008, 2009)
Invited Presenter at a Tenure and Promotion Workshop Sponsored by the NSF WeLead Grant (2006)
Graduate Education Steering Committee (2006)

Chaired the Selection of Presenters for Research/Creativity Event-Social Science Division (2006)
Graduate Student Childbirth Sub-Committee of Department Chairs (2006)
Participation in Honor Students Campus Visitation (2006)
Organizational Committee for Honor Students Campus Visitation (2006)
Honors Student Recruitment Sub-Committee (2006)
Consultation on Assessments of Self-Esteem for College of Education (2006)
Organizational Committee for Research Integrity Conference (2005)
Recruiting Meeting for Juniors from the Meridian Medical Arts Charter School (2005)
Recruiting Meetings with Potential Students for the Athletic Department (2005)
New Freshman Orientation and Advising in Idaho Falls (2005, 2006)
Selection Committee for Outstanding Alumni Award for Social Science (2004-2007)
Representative for the Graduate School to the Research Coordinating Council (2001)
Social Sciences Representative to Graduate Council (1999-2001)
Invited Guest Speaker for New Faculty Orientation (2000)
Invited Guest Lecture for MOT 622 Occupational Performance (2000)
Arts and Sciences Tenure and Promotion Advisory Committee (1999)

University: Graduate Faculty Representative

GFR for PA student (2013)
GFR for PA student (2013)
GFR for PA student (2012)
GFR for PA student (2010)
GFR for Nursing student (2009)
GFR for PA student (2009)
GFR for MBA student (2008)
GFR for Anthropology student (2007)
GFR for MBA student (2007)
GFR for Physical Therapy student (2006)
GFR for MBA student (2005)
GFR for Masters student in Deaf Education and Communication Sciences (2005)
GFR for Masters student in Deaf Education and Communication Sciences (2004)
GFR for Masters student in Occupational Therapy (2003)
GFR for Doctorate student in the Department of English and Philosophy (2003)
GFR for MBA student (2003)
GFR for Masters student in Education Department (2002)
GFR for Masters student in Human Resource Training and Development (2001)
GFR for Masters student in Education Department (2000)
GFR for the Education Specialist Program (1999)
GFR for Masters Student in Counseling Department (1998)

Department:

Comprehensive Examination Committee (2009)
WeLead Faculty Mentor for a colleague in Political Science (2008-2009)
Qualifying Examination Committee (2009)
Participate in Annual Arts and Sciences Phonathon (2008)
Dean of Arts and Sciences Search Committee (2007)
Qualifying Examination Committee (2007)
Invited Presenter at a Tenure and Promotion Workshop Sponsored by the NSF WeLead Grant (2006)
Chaired the Selection of Presenters for Research/Creativity Event-Social Science Division (2006)

Graduate Student Childbirth Sub-Committee of Department Chairs (2006)
Participation in Honor Students Campus Visitation (2006)
Organizational Committee for Honor Students Campus Visitation (2006)
Honors Student Recruitment Sub-Committee (2006)
Consultation on Assessments of Self-Esteem for College of Education (2006)
Invited Presentation for Psi Chi Induction Ceremony on Departmental Training Opportunities (2006)
As Chair, Lead the Department in the Development of a Notice of Intent (NOI) for a Ph.D. Program in
Experimental Psychology (2006)
As Chair, Lead the Department in the Development of a Workload Policy (2004-2006)
As Chair, Lead the Department in the Successful Hire of 4 New Faculty Members (2005)
Invited Presentation for the Psychology Club and Psi Chi on Careers in Psychology (2005)
Department Training in WebCT and Online Supplement for Introduction to Psychology Course (2005)
As Chair, Lead the Department in the Successful Hire of 4 New Faculty Members (2004)
Organized External Review of the Undergraduate and General Experimental Masters Program (2004)
Attend/Participate in the Annual Meeting of the Council of Graduate Departments of Psychology
(COGDOP) (2004, 2005)
Developed First On-line Psychology 101 Introduction to Psychology Course at the Request of the Dean
(2003)
Guest Speaker for Applied Techniques Course (2003)
Subcommittee to Examine Learning Outcomes for General Education Goal 12 (2003)
Chair, Graduate History and Systems Course Description Committee (2002)
Introductory Psychology Textbook Selection Committee (2002)
Psi Chi Research Presentation (2002)
Subcommittee on Graduate Research Assistant Responsibilities (2001)
Accreditation CoA Report, Sections B & F, Subcommittee (2001)
New Clinical Faculty Advertisement Committee (2001)
Co-Director of the Psychology Departments Research Forum (2001, 2002)
Psychology Department Grievance Committee (2000-2002)
Qualifying Exam Committee (1997, 1998, 2000, 2004, 2006)
Undergraduate Outcome Assessment Committee (2000)
General Experimental Masters Program Outcome Assessment Committee (2000)
Crystal Dehle's Tenure and Promotion Committee (2000)
Peter Vik's Tenure Committee (2000)
Linda Hatzenbuehler's Promotion Committee (2000)
Co-Director of the Psychology Departments Outcome Assessment Program (1999-2003)
Director of the Psychology Departments Outcome Assessment Program (1997-1999)
Graduate Student Recruitment Presentation at UI/WUS (1999)
Qualifying Exam Procedures Committee (1998)
Undergraduate Curriculum Committee (1998)
Undergraduate Honors Committee (1998)
Graduate Student Work Committee (1997)
Graduate Student Research Development Committee (1997)
New Experimental Faculty Advertisement Committee (1997)
Experimental Psychology Training Committee (1997-present)

Department: Doctoral and Master's Research Committees

Kelly Pearce	Dissertation Committee, Chair
Cindy Dimmer	Dissertation Committee, Chair
Todd Overman	Dissertation Committee, Chair
Daniel Traugher	Dissertation Committee, Chair

Allison Joe	Dissertation Committee, Co-chair
Gail Robertson	Dissertation Committee, Member
Karli Ghering	Dissertation Committee, Member
Greg Synder	Dissertation Committee, Member
April Fritch	Dissertation Committee, Member
Carol Brooks	Dissertation Committee, Member
Karen Mansfield-Blair	Dissertation Committee, Member
Diana Menchaca	Dissertation Committee, Member
Tina Gremore	Dissertation Committee, Member
Brandon Foster	Dissertation Committee, Member
Cheri Atkins	Dissertation Committee, Member
Jennifer Mayer	Dissertation Committee, Member

Department: Doctoral and Master's Research Committees

John Lander	Dissertation Committee, Member
Teri Ross	Dissertation Committee, Member
Heather Nash	Dissertation Committee, Member
Todd Overman	Third-Year Paper Committee, Chair
John Lander	Third Year Paper Committee, Member
Teri Ross	Third Year Paper Committee, Member
Heather Nash	Third Year Paper Committee, Member
Kelly Pearce	Thesis Committee, Chair
Tessa Anderson	Thesis Committee, Chair
Cindy Dimmer	Thesis Committee, Chair
Heather Thompson	Thesis Committee, Chair
Stefane Drayton	Thesis Committee, Chair
Travis Ricks	Thesis Committee, Chair
Ginger Mitchell	Thesis Committee, Chair
Nancy Arnold	Thesis Committee, Chair
Tina Miyake	Thesis Committee, Chair
Daniel Traughber	Thesis Committee, Chair
Carol Brooks	Thesis Committee, Co-chair
Lyn Gibson	Thesis Committee, Member
Rachel Cutler	Thesis Committee, Member
Allison Clark	Thesis Committee, Member

MARK HAYNAL
CURRICULUM VITAE

Lewis-Clark State College

4082 Fairway Drive
Lewiston, ID 83501
mthaynal@lcsc.edu
208-963-0013

EDUCATION

Doctor of Education (Ed.D.): Administration and Leadership
La Sierra University, 2002

Education Specialist (Ed.S): Administration and Leadership
La Sierra University, 1997

Master of Arts: Education Administration
Andrews University, 1983

Bachelor of Arts: Elementary Education
Bachelor of Science: Journalism
Andrews University, 1978

CURRENT CERTIFICATION

Indiana State Professional Educator's License
Building Level Administrator
Danielson Framework for Teaching Proficiency

OTHER EDUCATIONAL ACTIVITIES

BYU-I Program Review Team (State), October, 2018, Rexburg, Idaho
CAEP Training, October, 2017, Boise, Idaho
CAEPCon, September, 2017, Washington, DC
DOE Teacher-to-Teacher Workshop, July, 2007, Louisville, Kentucky
How the Brain Learns Workshop, August, 2005, Portland, Oregon
Effective Schools Conference, June, 2005, Ontario, California
INTASC Academy, July, 2004, Milwaukee, Wisconsin
OSPI Site Visit Training, September, 2004, Seattle, Washington
NCCE Convention, April, 2004, Spokane, Washington
AERA Convention, April, 2004, San Diego, California
OSPI Assessment Workshop, April, 2004, Seattle, Washington
Learning Brain Expo, July, 2003, Chicago, Illinois
NECC Convention, June, 2003, Seattle, Washington
Techscapes – NCCE Convention, April, 2003, Portland, Oregon
ASDASA Convention, February, 2003, Pittsburgh, Pennsylvania
Metamorphoses – NCCE Convention, March, 2002, Seattle, Washington
International Conference on College Teaching & Learning, April, 2001, Jacksonville, Florida
Reaching for Balance – ASCD National Convention, March, 2001, Boston, Massachusetts
Rendezvous 2001 – NCCE Convention, March, 2001, Spokane, Washington
Bridging Distances – NCCE Convention, April, 2000, Portland, Oregon
The Fundraising School, July, 1998, Silver Spring, Maryland
First Things First (Covey Time Management Seminar), October, 1997, Spokane, Washington

Training in Administering the Teacher Perceiver Interview, July, 1993, Canby, Oregon

TEACHING & ADMINISTRATIVE EXPERIENCE

Division Chair

**Lewis-Clark State College, 2017-
Current**

- *Coordinate Division Operations*
- *Supervise Instructors*
- *Ensure Compliance with State and Accrediting Bodies*
- *Teach Courses and Supervise Interns*
- *Serve on Campus Committees*

President

Burman University, 2010-2017
(Canadian University College until 2015)

- *Develop and implement the strategic plan.*
- *Achieve goals established by the Board of Trustees.*
- *Provide general oversight over all university operations.*
- *Develop and enhance relationships with all university stakeholders.*
- *Represent the university on provincial, community and denominational boards and committees.*

Superintendent of Schools

Indiana Conference, 2006-2010

- *Establish operating policies.*
- *Advise local school boards.*
- *Screen, hire, and supervise teachers.*
- *Evaluate and implement curricula.*
- *Conduct staff development workshops.*

Dean – School of Education and Psychology

Walla Walla University, 2002-2006

- *Develop and gain approval for new degree programs.*
- *Supervise and evaluate existing degree programs.*
- *Serve on a wide variety of administrative committees.*
- *Work closely with accrediting agencies.*
- *Hire and evaluate staff.*
- *Manage department budget and resources.*
- *Teach classes in Foundations of Education.*

Associate Professor

Walla Walla University, 2000-2002

- *Supervised student teachers.*
- *Taught classes in Foundations of Education, Multicultural Education, Measurement & Evaluation and Education Leadership.*
- *Advised education majors.*
- *Served on the university curriculum committee.*
- *Used technology extensively in classroom presentations.*

Principal

Rogers Elementary School, 1992-2000

- *Managed the resources and staff of a large elementary school.*
- *Marketed private school education to various groups of potential customers.*
- *Started the junior high community service program.*
- *Designed, built and maintained the school's computers and network.*

Principal/Teacher

Midland Adventist School, 1988-1992

- *Managed the resources and staff of a small elementary school.*
- *Developed skills in dealing with diverse racial and cultural groups.*
- *Worked extensively with marginal teachers.*

Principal/Teacher

Milwaukee Junior Academy, 1985-1988

- *Managed the resources and staff of an urban parochial school.*
- *Managed school bus and Federal hot lunch programs.*
- *Opened a day care center in unused classrooms.*
- *Gained experience in the unique challenges urban schools face.*
- *Served as school business manager.*

Boys Dean and Choir Director

Indiana Academy, 1981-1985

- *Managed a residence hall.*
- *Served as vice-principal for student affairs.*
- *Planned and implemented marketing and recruitment programs.*
- *Directed two choirs, one of which regularly took road trips.*
- *Team-taught English IV.*
- *Studied and practiced techniques of effectively counseling youth.*

Principal/Teacher

Anderson SDA School, 1978-1981

- *Taught all subjects to students in grades 5 through 8.*
- *Developed strategies for teaching multiage groups of students.*

OTHER WORK EXPERIENCE

I have also worked as a printer, copy editor, legal secretary, dental lab assistant and stringer for a daily paper.

RELATED UNIVERSITY ACTIVITIES

June, 2001 – June, 2002	Member of Campus Life Committee
June, 2001 – June, 2002	Member of Admissions Committee
November, 2001 – June 2004	Member of Curriculum Committee
June, 2002 – August, 2006	Member of Graduate Council and Graduate Standards Committee
June, 2002 – August, 2006	Member of Summer School Committee
June, 2002 – August, 2006	Member of Chairs and Deans Council
June, 2017 – Present	Member of Chairs Council
June, 2017 – Present	Member of International Studies Committee

PROFESSIONAL ACTIVITIES – PRESENTATIONS

Summer of 2015 Various Locations in Canada	<i>Understanding Happiness</i>
August 11, 2015 SDACC Teacher's Convention	<i>Helping Students Develop Self-Control</i>
Summer of 2014 Various Locations in Canada	<i>Understanding Self-Control</i>
September 10, 2006	<i>Helping Your Child's Brain Succeed</i>

Presentation to Parents at Terre Haute SDA School

August 8, 2006 *Making Your PowerPoint Presentations More Brain Friendly*
Presentation at NAD Teachers Convention, Nashville, TN

May 15, 2006 *Taking Schools from Good to Great*
Presentation to Indiana Conference Teachers, Cicero, IN

August-September, 2005 *Teaching So Students Remember*
Workshop for Faculty of Chiang Mai Academy, Maetang, Thailand

August 24, 2005 *Teaching With the Brain in Mind*
Presentation to Faculty of Ekamai International School, Bangkok, Thailand

March 3, 2005 *Making Your PowerPoint Presentations More Brain Friendly*
Art & Science of Teaching Presentation to Walla Walla University Faculty

April 16, 2004 *How to Create Brain-Friendly PowerPoint Presentations*
NCCE Regional Conference, Spokane, Washington

December 15-18, 2003 *Various Presentations on Effective Teaching, Effective Schools
and Interpreting and Using SAT-9 Results*
Iakina Adventist School, Pago Pago

September 15, 2003 *Writing Valid and Reliable Multiple Choice, True/False and Short
Answer Question*
Walla Walla University Staff Development Program, College Place, Washington

April 23, 2003 *Enlivening PowerPoint Presentations with Captured Video*
NCCE Regional Conference, Portland, Oregon

April 19, 2003 *Understanding and Living with Your Temperament Opposite*
Engaged Couples Seminar, College Place, Washington

September 20, 2003 *Enlivening PowerPoint Presentations with Captured Video*
Walla Walla University Staff Development Retreat, Hayden Lake, Idaho

March 14, 2002 *Enlivening PowerPoint Presentations with Captured Video*
NCCE Regional Conference, Seattle, Washington

September 9, 2001 *Unchanging Truths about Change*
Walla Walla University Student Leadership Retreat

March 15, 2001 *Enlivening PowerPoint Presentations with Captured Video*
NCCE Regional Conference, Spokane, Washington

November 20, 2000 *Technology and Timeless Teaching Tasks*
Faculty In-Service, Auburn Adventist Academy

November 19, 2000 *New Technology, Same Old Values*
Parents Workshop, Auburn Adventist Academy

July 1, 1999 *The "David Letterman" Guide to School Administration*

NAD New Principal's Workshop, La Sierra University

September 8, 1998 *Dressed for Success? Pros and Cons of School Uniforms*
Rogers Elementary School Board

PROFESSIONAL MEMBERSHIPS

American Association of Colleges for Teacher Education (AACTE)
Idaho Association of Colleges for Teacher Education (IACTE)
Association of Supervision and Curriculum Development (ASCD)

COURSES DEVELOPED & TAUGHT

ED214	Principles of Education
EDUC 210	Foundations of Education
EDUC 267	Middle School Exploratory
EDUC 367	Instructional Methodology Practicum
EDUC 390	Measurement and Evaluation in Education
EDUC 444	*Teaching Culturally Diverse Students
EDUC 481	Secondary Student Teaching
EDUC 506	Perspectives on School and Community
EDAD 511	Introduction to Educational Leadership (Online)
EDAD 525	Human Resources in Education
EDAD 526	*School Finance
EDAD 539	Supervision of Instruction
EDAD 547	*Effective Schools

**Both "in-class" and "online" versions.*

PUBLICATIONS

Haynal, M. T., Ho-Ji, C. (2010). Teacher Assertiveness and Empowerment. In C. Ho-Ji (Ed.), *Religiosity, Cultural Capital, and Parochial Schooling* (pp.80-97). Charlotte, NC: Information Age Publishing

EXTRACURRICULAR & SERVICE ACTIVITIES

Current

Chairs Council
International Studies Committee
School Board Chair – Beacon Christian School

Past

General Conference Executive Committee, 2010-2017
Seventh-day Adventist Church in Canada Board of Trustees, 2010-2017
Lacombe Daybreak Rotary, 2010-2017
ECHO Lacombe Community Economic Development Organization, 2012-2017
Indiana Non-Public Education Association Board of Directors, 2006-2010
Lake Union Conference K-12 Board of Education, 2006-2010
Indiana Conference K-12 Board of Education, 2006-2010
Elected Member, Board of Directors, College Place Public Schools, Term: 2002-2006
North Pacific Union Conference K-12 Board of Education, 2002-2006
Upper Columbia Conference K-12 Board of Education, 2002-2006

Rogers Elementary School Building Planning Committee 1997 – 2000
Rogers Elementary School Personnel Committee 1992 – 2000
Rogers Elementary School Board 1992 – 2000

PERSONAL INTERESTS & ACTIVITIES

Church Music
Computers
Cooking

Reading
School Architecture
Singing

Technology in Education
Travel

Curriculum Vitae
Melinda Tompkins
January, 2019

Education

PhD Curriculum and Instruction, Andrews University
Berrien Springs, Michigan

Dissertation Focus: What Impact Do High Stakes Accountability Systems Have on Classroom Environment and Teaching Strategies? 2006 (ABD, July 2003)

MS Education-Counseling and Human Services, Indiana University South Bend
South Bend, IN. 2000

B.S. Elementary Education, Goshen College
Goshen, IN. 1994

Professional Experience

Lewis-Clark State College, Lewiston, Idaho

January 2008 – Present

Director - Coeur d'Alene PACE Program, Education Instructor
2012 – Present

August 2012 – Present August

Region 1 PACE Advisor, Site Supervisor, Recruiter, Instructor

Region 1 PACE Program Supervisor – Supervise and Organize Summer PACE Teacher Education Certification program; Supervise and hire Summer Program instructors, organize schedules, oversee all aspects of summer session including students, instructors as well as summer school students. Liaison between LCSC and Post Falls School District to coordinate summer school session for students as well as summer PACE program; purchase supplies; troubleshoot technology issues; counsel and advise PACE students. Coordinate all student teaching placements and facilitate additional supervisors. In addition, my duties included:

Program Promotion and Recruitment

- Promote PACE teacher preparation program throughout Region 1, Organize and oversee activities
- Recruit students Coeur d'Alene and on campus

Region 1 Advisor for PACE

- Primary contact, advisor and support person for Region 1 PACE students
- Liaison for NIC students entering PACE
- Cohort 1, Cohort 2 student advising
- Student Interns Advisor and Supervisor
- Counsel students interested in obtaining teaching certification
- Assist students in developing program plan in preparation for PACE program
- Guide students in the process – transcript evaluation, course requirements, program expectations, admission to LC CDA PACE Entrance Interviews

CDA PACE Entrance Interviews

- Organize interview teams, plan and prepare for interviews and follow up
- **Collaborate with Faculty and Staff in Lewiston and Coeur d'Alene to strengthen CDA PACE program**
- **Online course instruction for both PACE and traditional Teacher Education program**

Presentations: *Education Division Retreat, Kiwanas, IEA Summer Institute,*

LCSC Courses Taught

- ED 310 Foundations of Ed. - ONLINE
- ED 330 Culturally Responsive ONLINE
- ED 429-P60 Prof Internship -Ed II
- ED 436 Issues of Teaching ESL
- ED345-60/P60 Culturally Relevant Teaching
- ED 427-P7501 Pro Sem: Issues/Education 1
- ED 426-P7501 Prof Internship/Ed 1, K-8
- ED 445Instr. Strategies & Clssrm Mngt, 6-12
- ED 452 Internship Seminar, Secondary
- ED-430-P7501 Prof Sem:Iss/Educ I
- ED 323-P7501 Prof. Strategies K-8
- ED 329/330 Culturally Responsive – ONLINE
- ED 456 Content Methods of Social Studies – 6-12; On campus/hybrid
- ED 456-P60 Methods/Social Studies 6-12

Supervise Student Teachers Elementary Education, PACE Region 1 – Supervise Content Spec. - Secondary

Coeur d'Alene PACE Regional 1 Coordinator, Elementary/Secondary Faculty August 2011 – 2012

Additional Responsibilities – 2011/2012

Established Professional Partnership with Lake Pend Oreille School District,
Developed working relationships with School in Region I District.
Search and Interview Adjunct Faculty for Summer Cohort 2011/Sandpoint and PF Supervise and develop
Sandpoint and Post Falls sites^[SEP]Hire and supervise Coeur d'Alene PACE adjunct faculty^[SEP]Advise all
Region 1 students, Increased enrollment through contacts, presentations, and program development
Presentations: *AMLE Conference, Idaho School Boards Convention; NIC, Cd'A and Post Falls Chamber,*

Elementary/Sec. Faculty, Coeur d'Alene PACE Advisor -Site Coordinator, PACE Aug 2010 – Aug. 2011

Online course instruction for both PACE and traditional Teacher Education program

Supervise Student Interns. Oversee Student Teacher Supervisors in northern sector.

Region 1 Advisor for PACE

Primary contact, advisor and support person for Region 1 PACE students

Liaison for NIC students entering PACE; Cohort 1, Cohort 2 student advising

Student Interns

Counsel students interested in obtaining teaching certification

Assist students in developing program plan in preparation for PACE program

Guide students in the process – transcript evaluation, course requirements, program expectations,
admission to LC

CDA PACE Entrance Interviews

Organize interview teams, plan and prepare for interviews and follow up

Collaborate with Director of Field Experience and Coordinator in planning

Promote PACE teacher preparation program throughout Region 1, Organize and oversee activities

Extend PACE program to Sandpoint – planning, organization, development, marketing

Recruit students for Coeur d'Alene as well as Sandpoint program, goal- 18+ students per cohort

Collaborate with Faculty and Staff in Lewiston and Coeur d'Alene to strengthen CDA PACE program

Advisor, Elementary/Secondary Faculty, Summer PACE Supervisor June 2009 – August 2010

Taught ONLINE, face-face and Hybrid courses in both the PACE and traditional Teacher Education
program, Supervised Student Interns. Promoted LC's teacher preparation program throughout community,
recruited students, and initial contact and support advisor for incoming students in Region 1, Supervised
summer PACE program in Post Falls, which included instruction, supervision, observation, as well as
administrative roles. Facilitated Entrance interviews and Exit interviews, evaluated final senior project
portfolios.

Visiting Professor – Summer PACE Supervisor

June 2008 – May 2009

Taught ONLINE courses related to Elementary and Secondary - Teacher Education in both the PACE
(Transition to Teaching) and the traditional Teacher Education program. Student Teacher Supervision,
Supervised summer PACE program in Post Falls which included instruction, supervision, observation, as
well as administrative roles. Advise PACE students in Coeur d'Alene area.

PACE Instructor, Adjunct Faculty, Teacher Mentor January, 2008 – May, 2008

Mentored beginning teachers in first year of their teaching experience. Taught hybrid course on teacher
mentoring and online course

- ED 491 Mentoring I – Beginning Teacher Experience, Spring 2008
- ED 491 (b) Becoming a Mentor, Spring 2008
- ED 456-P60 Content Methods Social Studies 6-12 ONLINE

August, 2003 – August, 2007

Bethel College, Mishawaka, Indiana

Associate Faculty of Education

Taught undergraduate Education courses, including those in the Transition to Teaching program.

- EDUC204 Diversity in the Classroom (Intro to Special Education)
- ELED419 Methods of Teaching Science
- ELED418 Methods of Teaching Social Studies
- EDTR522 Methods for Teaching in the Elem. Grades
- EDUC215 Understanding Special Needs Children
- Student Teaching Supervision
- Field Experience Supervision

August 2000 – June 2003 Indiana University - South Bend, Indiana

Visiting Lecturer – 2001 – 2003

Teach undergraduate and graduate education courses, developed a new course F100, Introduction to Education, participated in the development of, the Direct Admits Program, active member on various committees.

Courses taught at IUSB

- P250 Educational Psychology
- H340 Foundations of Education
- F201 Exploring the Personal Demands of Teaching
- Student Teacher Supervision

Graduate Level Courses

- P520 Early Adolescent Development
- H570 Managing Classroom Behavior
- H520 Education and Social Issues

Adjunct Professor – Summer 2001

- P570 – Managing Classroom Behavior – Graduate Level Course

Teaching Assistant – Fall 2000

- Vince Peterson – G500 – Orientation to Counseling

1994-2001 Goshen Community Schools

Educator

Middle School, Sixth Grade Teacher; Social Studies/ Language Arts – 1994-2000

Fourth Grade Teacher – 2000-2001

- Utilized Middle School Concept of Team Teaching
- Team Leader, 1999-2000
- Pioneered technology use in the classroom
- Indiana History - Canal Trek – *participated in project development integrating technology/social studies curriculum*
- Actively Involved:
 - Multicultural Education Committee
 - Social Studies Textbook Adoption Committee
 - Consultant – Integrating Technology in the Classroom

1992-1994 YWCA of Goshen

Director – Outreach Coordinator, Domestic Violence Program

- Developed and administered community outreach program
- Developed a networking system between community agencies to facilitate communication and program development
- Supervised volunteer base

1981-1991 Goshen College - Merry Lea Environmental Center

Environmental Education Specialist-Program Coordinator

- Interpretive Naturalist
- Developed and Provided Environmental Education Programming
- Supervised student interns
- Workshop Presentations: *Indiana's Prairie Grasslands, The Bog, Stewardship of the Earth*
- Developed Environmental Education Activities for Teachers

Service

North Idaho College

- **Education Program Review, April 14, 2017**
- **Education Program Review, April 18, 2012**

Boards and Consultation

- *Idaho Drug Free Youth Advisory Board*
Fall 2014 to 2017
- *Inland Northwest Reading Council Board of Directors*
Fall 2014 to 2016
- *Coeur d'Alene Symphony Orchestra Board of Directors*
January 2012 to 2014
- *Family Promise of North Idaho – Board of Directors – Grant writer*
September 2007 - 2010
- *Goshen Housing Authority – Board of Directors*
October 2003 – 2007
- *Geography Educators Network of Indiana (GENI) National Geographic Alliance – Board of Directors*
May 2002 – 2007
- National Geographic Curriculum Consultant
February 2006 - 2011
- *Geography Teacher Consultant – GENI, IDOE*
1999 - 2007
- *School/University Partnership 2002 - 2003*
Mary Daly Elementary School, Elkhart 2002-present
West Side Middle School, Elkhart 2002-present

National Geographic Education Foundation

- Coordinator – Idaho Geographic Alliance; Educational Consultant – 2007 - 2011
- Indiana State Coordinator – *Geography Action*, August 2006 – 2007
- Facilitate and coordinate educational workshops and activities related to National Geographic's *Geography Action!* Program
- Curriculum Development

Children's Museum of Indianapolis

- Curriculum Development
- **Jointly developed the National Geographic –**
Map's – Tools for Adventure – A Unit of Study for Grades 3-5

Indiana University South Bend

- Research Team - School of Education 2002 - 2004
- Search and Screen for Special Education faculty 2002-2003
- Faculty Mentor for Dr. Mary Flaim, 2001-present
- Freshman Orientation, June, July, August 2002
- Secondary and Middle School Curriculum Reform Committee, 2001-2002
- Direct Admits Committee - 2001-2002
- Education Exit Panel, 2002
- Visiting lecturer, Dr. Kwadwo Okrah
- Search and Screen for Special Education faculty 2001-2002
- Search and Screen for Instructional Technology faculty, 2001-2002

Scholarship

TESOL Certification Courses

Danielson Framework for Teaching – Lead the Framework for Teaching: Learning
Focused Supervision/Mentor Training – 2 day Training

Workshops – Extended Learning Opportunities

- National Park Foundation -Park Teachers Workshop Florida Everglades National Park,
May 14-18, 2012
- National Geographic Summer Geography Outreach Institute Washington, D.C.
Geography Action: Asia July 9-14, 2007
- National Geographic Summer Geography Outreach Institute Washington, D.C.
Geography Action: Africa July 2006
- Heart and Soul of Grant Writing – Fit for Funding – June 2008
- ***Intel – Teach to the Future – 2004-2005***
- Teaching to Children of Poverty – Ruby Payne
- Literacy Connection – Middle Childhood – Goshen Schools
- Teaching to Multiple Intelligences – Susan Rathke
- Cooperative Learning – Jim Bennett

Affiliations

- NAAC – National Association for Alternative Accreditation
- ASCD – Association for Supervision and Curriculum Development
- AERA – American Educational Research Association
- National Council for the Social Studies
- Geography Educators Network of Indiana – National Geographic Alliance

Other

- ***Ethnic Fair, Education Chair*** - Goshen College, Nov. 1996, Nov. 1997
- ***Curriculum Development*** - Indiana State Teachers Association June – August 1997

Research Interests

- Working with At-Risk Students
- High Stakes Tests
- Instructional Practices in the Classroom
- Multicultural Perspectives
- Culture of Poverty and the Effects on Teaching and Learning
- Teacher Dispositions and Efficacy
- Classroom Management
- Effective Learning Environment

Teaching Competencies and Interests

- Classroom Management
- General Methods
- Social Studies Methods
- Geography for Teachers
- Collaboration in Teaching
- Foundations of Education
- Exceptional Children
- Multicultural Education
- Inter/Intra personal communication skills for teachers
- Teacher Dispositions
- Assessment
- Cooperative Learning
- Differentiated Instruction
- Teaching Diverse Learners

Awards

2013 Lewis-Clark State College Warrior Service Award
2012 Lewis-Clark State College Warrior Service Award
2011 Lewis-Clark State College Warrior Service Award
2006 Indiana Geography Teacher of the Year
1993 ADEC Distinguished Service Award

Presentations

“Oh!! The Places You’ll Go - Guiding Students Toward New Teacher Success”

National Association for Alternative Certification
March 29, 2019

“Developing the Mindset of a Teacher – Adding Practical Experience to Online Courses”

LCSC – Teacher Education Division Retreat
August 16, 2017

“PACE – A Bridge to Teacher Certification” Kiwanas

Kiwanas Meeting, Post Falls, Idaho
November 9, 2017

“Growth or Gotcha – Supporting New Teacher Growth”

2017 Idaho Education Association Summer Institute
Nampa, Idaho
July 27 – July 29

“Diversifying Instructional Design: The Educator as a Social Change Agent”

American Middle Level Education – Annual Conference
Portland, Oregon
November 8-10 2012

“August Panic: Filling Teacher Vacancies in Idaho”

National Association for Alternative Certification Annual Conference
San Antonio, Texas
January 29-31 2009

“Preparation and Support: Confronting Challenges of Instructional Delivery and Induction Support: Ideas for Effective and Efficient Integration of Technology and Human Resources”

Transition to Teaching Project Directors and Evaluators Meeting
Washington D.C.
December 2-3 2008

“Exploring Our World: Developing Literacy Skills through Geography”

Partners in Education Conference
Lewiston High School, Lewiston, Idaho
October 2 – 3, 2008

Geography Action & Geography Awareness Week: Asia

Geography Educator’s Network of Indiana
Geofest Teacher’s Workshop
October 13, 2007

Celebrating Asia

- Pre Service – Social Studies Methods
November 2007, March 2008
- Teacher to Teacher
- Pre Service Teachers Workshop
October 2007

Africa in 3-D – National Geographic - Geography Action Presentations

- Pre Service Teachers – Elementary Education, Methods
Bethel College
January 22, 2006
- Veritas Academy – Teacher In-Service
October 26, 2006
- Indianapolis Schools Teacher In- Service
October 2006
- Geofest – Geography Educator’s Network of Indiana
- Middle School – Teacher In-Service
September 22, 2006
- Pre Service Teachers – Elementary Education, Methods
Bethel College
September 18, 2006
- Pre Service Teachers – Transition to Teaching Program
Bethel College

September 11, 2006

- “Using Children’s Literature to Teach About Migration”** Indiana Council of the Social Studies Conference
Conference Presentation March 17, 2006
“Environmental Explorers”
Geography Educator’s Network of Indiana
Geofest Teacher’s Workshop
October 14, 2005
- “Teaching Children in Poverty – Opening Our Eyes to the Culture”**
Indiana University South Bend
Pre Service Teacher Workshop
October 2004
- “Our Many Colored Days – Embracing the Challenges in our Lives”**
Keynote Speaker
Nebraska-Iowa Christian Women’s Annual Conference
March 2004
- “Lewis and Clark in the Elementary Classroom”**
A Standards Based Workshop
G.E.N.I Teacher’s Workshop
Geography Educators’ Network of Indiana
October 10, 2003
- “Have We Mixed Up Our Right Foot From Our Left On The Journey to Leave “No Child Behind?” ”**
Teaching, Learning & Curriculum Summer Conference – Andrews University
June 2003
- “Assessing Dispositions in Pre Service Teachers”**
AACTE Conference – New Orleans – January 2003
- “Students Who Challenge”**
University Center for Excellence in Teaching: Indiana University South Bend
Workshop – February 6, 2002
- “Hispanic Students in the Classroom”**
Indiana University South Bend
Faculty Development Workshop – Panelist - September 27, 2001
- “Education in the Basura – The Education of Children in Poverty in Guatemala City”**
Teacher’s Workshop, November 2000,
Local Presentations, February 2001, March 2001
- “Integrating Technology and Curriculum”**
Goshen Middle School
Teacher In Service – Fall 2000
- “Yucatan Peninsula and The World of the Maya”**
G.E.N.I Teacher Workshop – April 2000
- Webquest Development – The Amazing Aztecs**
Goshen Middle School
Teacher In-service – spring 1999
- “Yucatan Peninsula and The World of the Maya”**
Goshen Middle School
Teacher In Service - October 1999
- Team Teaching in the Middle School**
Indiana Principal Leadership Academy Conference – Oct. 1998

Gail J. Ballard
154 Moose Mountain Lane, Kingston, ID 83839
Phone: 208-769-3328
Cell: 208-215-5908
gjballard@nic.edu

Education:

Master of Education, University of Idaho, 1996
Concentration: Elementary Education, Curriculum & Instruction

Bachelor of Science with Honors, State University of New York at Cortland, 1992
Elementary and Early Secondary Education, K-9
Concentration: Science
Dual Minor: Outdoor Education and Geography

Certifications:

Idaho Education Credential
Standard Elementary
All Subjects K/8

Experience:

Part-time Assistant Dean of General Studies – Summer 2016- present
North Idaho College

Associate Professor of Education & Field Experience Facilitator – August 2009 – present
North Idaho College
Student Learning Outcome Assessment Committee Member
GEM Committee Liaison
Region 1 Idaho-Science, Technology, Engineering and Mathematics Coordinator
Idaho Higher Education Committee Representative
Assistant Chair of Student Learning Outcome Assessment Committee (Spring 2019)

Classroom Teacher – Fall 2008 – August 2009
Genesis Preparatory Academy
First and Second Grade Combination Class
Focus on Science, Technology, Engineering and Mathematics

Senior Instructor Curriculum & Instruction – Generalist, Fall 2007-Summer 2008
University of Idaho
Courses:
EDCI 321, Literature for Children
EDCI 328, Elementary Social Studies Education

EDCI 428, Elementary Social Studies in the Classroom
EDCI 428-80, On-line Elementary Social Studies in the Classroom
EDCI 329, Elementary Science Education
EDCI 429, Elementary Science in the Classroom
ED 401, Professional Role Development
ED 302, Curriculum, Instruction and Assessment

Instructor, Spring 2007
University of Idaho
Course: EDCI Spring 2007, Literature for Children

Co-Instructor, 2005 – Spring 2007
University of Idaho
Course: ED 401, Professional Role Development

Teacher, 1993 – 2007
Lakeland School District 272
Grades: 1, 4 and 6

Paraprofessional, 1992-1993
Coeur d'Alene School District 271
Grades: 2, 3, 4 and 5

Grants:

- State Agency Higher Education (SAHE) Eligible Partnership Grant: supporting role focusing on pre-service educators: *Supporting Administrators' and Teachers; Professional Noticing of Mathematical and Scientific Thinking*: submitted April 2015
- North Idaho College Foundation Grant: submitted fall 2012 and fall 2015 for IVC classroom, for Smart Board Technology for North Idaho College Education Students (funded)
- Math Science Partnership Grant for Idaho: co-author: submitted January 2008, \$300,000 grant for elementary science/literacy integration focusing on science notebooks (funded)
- Albertson's Teaching with Technology Grant for technology integration with project based learning: framed student work in local business's (funded)
- Potlatch Grant: 2 class sets and over 50 small sets of classic children's literature purchased for sixth graders (funded)

Awards and Honors:

- 2015 Faculty Achievement Award, North Idaho College

- Runner-up Idaho State Teacher of the Year 2005
- VFW Outstanding Educator Award 2004
- Betty Kiefer Elementary Teacher of the Year 1996-97, 2003 and 2004
- Coeur d'Alene Press Educator Award
- Coeur d'Alene Tribal Award
- Muriel Green Award (NSTA award for undergraduate science education)

Presentations:

International:

- Pedagogy and Theatre of the Oppressed: *Changing the Education of Educators: Enacting and Embodying Social Justice*: Spring 2008

National:

- NACEP National Conference: *A Professional Development Course for New Concurrent Enrollment Instructors*: October 2012
- National Science Teachers Association Annual Conference: *STEM in the Primary Classroom*: March 20, 2009
- Curriculum and Pedagogy: *Maverick Unity: Using Poetry to Create Community in the University Classroom*: Fall 2009

State:

- Regional Academy on Mathematics and Science Education: *Number Talks and Noticing (in Science)*: Fall 2015, Spring 2016
- iSTEM 2014: *Celebrating Literacy and STEM Education K-3*: June 2014
- Idaho Environmental Education Association: *Region 1 Idaho Science, Technology, Engineering and Mathematics*: March 2011
- Idaho Science Teachers Association: *Draw How You Know: Using Science Notebooks in K-3 Education*: October 2010
- Idaho AEYC: *Soft Houses: Exploring STEM Education in Early Childhood*: October 2010
- Partnerships in Education: *Making PIE in Northern Idaho- Having our Cake and Eating it too! (Partnership between pre-service teachers and an elementary school)*: Fall 2008
- Partnerships in Education: *STEM in the Primary Classroom*: Fall 2008

Professional Development Activities:

- GEM Committee
- Advisor to North Idaho College/University of Idaho Education Club
- North Idaho College representative for Idaho Association of Colleges for Teacher Education (IACTE)
- North Idaho College representative for Idaho Coalition on Educator Preparation (ICEP)
- Representative on Student Learning, Outcomes Assessment Committee (SLOA) at North Idaho College
- Region 1 coordinator for Idaho Science, Technology, Engineering and Mathematics (i-STEM)
- Consultant for Head Start in the area of "team-building": Salem, Oregon

- Research Assistant: Idaho Science and Literacy in the Elementary Schools (ISLES Grant) course planning and data collection
- Research Assistant: aligning math curriculum and standards K-12 in the Plummer-Worley School District
- Research Assistant: Literacy Integration for Math and Science Secondary Teachers (LIMSST Grant) data collection
- Doctoral student: Curriculum & Instruction: University of Idaho: emphasis in Informal Science Education
- Supervisor to University of Idaho Interns at both the elementary and secondary level: fall 2007-present
- Scorekeeper for *Northern Idaho International Economic Summit*: fall 2007
- Host family for year-long foreign exchange students 2005-2008
- Betty Kiefer Elementary Data Team Leader 2003-2007
- Participant Summer Curriculum Summit for Lakeland 2005, 2006
 - As part of a team, I updated curriculum for reading, language arts, math
 - As part of a team, I rewrote the district curriculum guide for science
- Scorer for the Direct Math Assessment 2005, nominated for 2006
- Mentor to University of Idaho Interns 2000, 2003, and 2005
- Mentor to new teachers 2002-2004

Kristen,

I am interested in applying for the open secondary position on the PSC.

The following are a few of my qualifications:

** 1989 to 1995 - Teacher and Dean of Students at Pinon Mesa Middle School in Phelan, CA **

1995 to 1999 --> Assistant Principal at Burley Jr. High School

** 1999 to present --> Principal at Burley Jr. High School

** This is my 21st year as an administrator in Idaho

** 2006 to present --> I am the administrator on our district negotiations team

** 2002 to present --> Member of the State Accreditation Commission

** Principal of the Year for IASSP

** Active member of IASSP for 18 of the last 21 years

** Served as a member on a PSC hearing

If I am chosen for this position, I will be very dedicated to helping this commission operate in an effective and efficient manner. There are many timely and critical issues currently facing our State and I look forward to being involved with the process.

Sincerely,

Steve Copmann

Principal, Burley Jr. High School

Kathleen A. Davis

3058 Cherry Creek Rd.
St. Maries, ID 83861
208 245-3801
cherry3801kd@gmail.com

QUALIFICATIONS

During my employment with my school district, I have provided appropriate instruction to children in grades Pre K-8 while taking a proactive role in education. By seeking continuing education, which includes a focus on curriculum and instruction, I have used current research and data to offer my students optimal learning opportunities. My experience has included working with colleagues, preservice teachers, novice teachers, and college instructors in mentoring new teachers in order to provide resources and support that will ensure positive transition into the profession. Most recently I have been involved with colleagues at the local and state levels providing training in professional development and as an appointee on the Professional Standards Commission for Idaho SDE.

EDUCATION

- 1974-1978 High School Diploma, St. Maries High School, St. Maries, ID
1994-1998 B.S. Elementary Education, Lewis Clark State College, Lewiston, ID
Endorsements in Literacy K-12 and English 6-9
2002-2005 M. Ed. Curriculum and Instruction, University of Idaho, Moscow, ID

EMPLOYMENT

- 1998-1999 *Teacher, Heyburn Elementary, SD #41, St. Maries, ID*
Sept. - Jan Provided support for Special Education/Title programs grades K-5.
1999-1999 *Substitute Teacher, Heyburn Elementary, SD #41, St. Maries, ID*
Jan - June Performed as long-term substitute. Responsible for daily instruction for preschool age children including those with special needs. Responsible instruction in fourth grade classroom.
1999-2005 *Classroom Teacher, UpRiver Elementary, SD #41, St. Maries, ID*
Assigned instruction in all subjects for grades 6-8. This position included work within the Title I program while serving on technology, spelling bee, and assemblies committees.
2000-2008 *Teacher for Summer Reading Program, Heyburn Elementary, SD #41, St. Maries, ID*
Provided remediation for students in primary grades identified through IRI assessments.
2005-2019 *Classroom Teacher, St. Maries Middle School, SD #41, St. Maries, ID*
Language Arts, Grades 6-8, multiple subjects, Grade 6
Responsible for instruction of English Language Arts, Math, & P.E. Member of district professional development committee and RTI team. Mentor for novice and intern teachers. Facilitator for collaboration activities. Coordinator for building RTI team. Member of ELA curriculum adoption committee.

RELATED ACTIVITIES

- 1998-present Active Member St. Maries Education Association; Building Representative 2003-13
Treasurer 2008-13, Delegate 2008-10, Co-President 2013-18
2008-present Benewah County Free Library District Board Trustee; Chair 2010-2018, Vice Chair 2018-19
2010-present Active member P.E.O., Treasurer 2011-13, Chair Scholarship Committee 2010-12,
Chapter AN President 2015-17, Correspondence Secretary 2017-present
2015-present Idaho Education Association Trainer providing state and regional professional development
2016-present Idaho Dept. of Education Professional Standards Commission- Executive Committee

Exhibit J

Date submitted _____

**APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION**

Name Kathleen A. Davis School St. Maries Middle School

Home Address 3058 Cherry Creek Rd. Sch. Address 1315 Jefferson Ave.

City St. Maries Zip Code 83861 City St. Maries Zip 83861

Home Ph. 208 245 3801 Sch. Ph. 208 245-3495

E-mail Address cherry3058@aol.com

- PSC Position applied for: (a) classroom teacher
 (check one) (b) special education teacher
 (c) pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type		Expiration Date
Standard Elementary	All Subjects K-8	9-1-2019
Reading	K-12	9-1-2013
English	K-9	9-1-2013

Education Background [Degrees and places obtained]

Degree	School
<u>B.S. Elem Ed</u>	<u>Lewis-Clark State College, Lewiston, ID</u>
<u>M.Ed Curriculum & Instruction</u>	<u>University of Idaho, Moscow, ID</u>

Professional Experience [Date, place and position]

Date	Place	Position
<u>1998-1999</u>	<u>Heyburn Elementary, St. Maries, ID</u>	<u>Substitute Teacher</u>
<u>1999-2005</u>	<u>UpRiver School, Fernwood, ID</u>	<u>Classroom Teacher/Title I</u>
<u>2000-2008</u>	<u>Heyburn Elementary, St. Maries, ID</u>	<u>Summer Reading Teacher</u>
<u>2005-present</u>	<u>St. Maries Middle School, St. Maries, ID</u>	<u>Classroom Teacher</u>

(over)



St. Maries Middle School

Dennis Kachelmier, Principal/Athletic Director

Scott Sanford, Counselor
Inga McCarter, Secretary

**Professional Standards Commission
650 West State Street
PO Box 83720
Boise, ID 83720-0027**

To Whom It May Concern;

It is my pleasure to recommend Kathleen A Davis for the classroom teacher opening on the Professional Standards Commission. Mrs. Davis has taught Language Arts at St. Maries Middle School for the past seven years, which coincides with my arrival as principal at St. Maries.

Mrs. Davis has been a leader in areas of curriculum, innovation, student personnel and staff development. Her professionalism is beyond her years of experience, and she is definitely a leader of teachers. The conduct of "Kathy" Davis is above reproach. In 30 years of education I believe Kathy Davis would be in the top two people I would recommend for this commission.

Her professional, collaborative demeanor would make her a good selection for the committee due to the ability to work well within a group. Mrs. Davis is professional in her communications to students, staff, and the public. I can think of no limitation or personal attribute that would cause me any area of concern with this recommendation. As a result I give Kathleen A. Davis my highest recommendation, without reservation. If I can provide further information, please feel free to contact me at 208-582-0213.

Sincerely,

A handwritten signature in black ink that reads "Dennis Kachelmier".

Dennis Kachelmier, Principal

To Whom It May Concern:

I am writing this recommendation for Kathy Davis, a sixth grade teacher at St. Maries Middle School, for the PSC committee.

Kathy graduated with a Bachelor of Science degree from LCSC in 1998 with endorsements in Reading K-12, and English K-9. After substituting for one year, Kathy began her teaching career at Upriver Elementary where she taught Language Arts, Geography and Math for grades 6-8. During this time she served on the technology, spelling bee and assemblies committees. In 2005 she transferred to St. Maries Middle School where she taught Language Arts to the 7-8th grades. Presently she is teaching 6th grade. From 2000-2008 she was an instructor for the Summer Reading program offered here in St. Maries. In 2005 Kathy graduated with a masters degree in Curriculum and Instruction from the University of Idaho.

Kathy is truly an outstanding leader and a person who is dedicated to the teaching profession. She has been instrumental in leading our school district with the Charlotte Danielson evaluation process. Trained by the IEA, she has attended workshops, lead discussion groups in the district, and been a facilitator for the model. Her professional leadership has been noted in St. Maries School District as she has served on the district's professional development committee, text book selection committee, RTI team, a facilitator for collaboration activities, as well as a mentor for novice teachers.

In the community, Kathy has been active in P.E.O. and is currently serving on the Benewah County Library Association as a Board Trustee.

Kathy, an enthusiastic and engaging teacher, has excellent rapport and nurtures hers students to achieve success.

Kathy has been a member of her professional organization since becoming a teacher. She has served as a building representative, treasurer, and been a delegate to the IEA delegate assembly.

As a member of the Professional Standards Commission, Kathy would be a reliable, hard working and dependable individual. She is willing to commit her time and efforts necessary to work on this important committee. She has the background, motivation, and inspiration to work with her fellow educators. She would be an advocate for the teaching profession.

As a retired teacher and Region 1 board member, it is with great pleasure that I recommend Kathy Davis for the position on the Professional Standards Commission.

Sincerely,



Re: Kathy Davis

Dear Sir/Madam:

It is my pleasure to recommend Kathy Davis as a candidate for the Professional Standards Commission. I have known Kathy for seven years. I began teaching within the district five years ago and was grateful and fortunate to have Kathy as my mentor. Her commitment to aiding me in my educational growth has continued long after my first year of teaching.

Recommending Kathy is an honor when considering her level of professional dedication to education. She has been the cornerstone in developing and implementing RTI within our building. Kathy continues to take a proactive approach in educating herself on the latest RTI development; then she collaborates with staff and RTI committee members to provide quality educational growth for all students.

Kathy's dedication in assuring student learning and staff accountability has branched out in many leadership rolls within the middle school. She thrives at the opportunity to aide in committee development that supports students, staff, and district growth. Kathy is also a leader on the school Professional Development team and as well as an active member of IEA. Her commitment to education and students continue with her active involvement in community committees such as the Benewah Library Association and our local P.E.O

Kathy enhances the commitment level within the building through her ethical and moral practices as an educator. Her leadership qualities, years of educational experience, and ethical standards, make her a person that is not only a leader but a trusted colleague and mentor for all staff members. Your committee would benefit from Kathy's strong leadership, professionalism, and her ability to create strong collaboration among staff.

Sincerely,



Nikki Huddleston

Language/Art Teacher

MARK GORTON

13552 N. HALLEY STREET, RATHDRUM, ID 83858
PHONE (208) 660-3646. E-MAIL mgorton@lakeland272.org

OBJECTIVE:

Appointment to the Idaho Professional Standards Commission.

EDUCATION:

B.S. Communication Arts, December 1997 Lewis-Clark State College, Lewiston, Idaho

CERTIFICATION:

State of Idaho Teachers Certificate 6-12

Endorsements: Social Sciences, United States History, United States Government, World History, Computer Application Technology, Public Speaking and Drama

TEACHING EXPERIENCE:

- **Teacher, Mountain View Alternative School, Lakeland School District, Rathdrum, Idaho**
August 2001-Present
 - Public Speaking
 - Acting
 - Economics
 - U.S. Government
 - Computer Application

Teacher, Lakeland Junior High, Lakeland School District, Rathdrum Idaho 2000-2001

- United States History
- World History
- Computer Application Technology

Teacher, Lapwai Alternative School, Lapwai, School District, Lapwai, Idaho September, 1998-2000

- United States History
- Economics
- United States Government
-

Professional Organizations:

- Northwest Professional Educators 2001
- Lakeland School NWPE employee benefit fair representative 2003-2019

Activities:

- September 2016 to Present Member of the Idaho Professional Standards Commission
- February 2016 to Present Master of Ceremonies Idaho District 1 and 2 Wrestling, Basketball and Cheer and Dance Competition
- 2015/2016 Member of the Lakeland Mastery Learning and Report Card/Grade Report committee
- 2015/2016 Member of the Lakeland Mileposts/ExamView staff training committee
- 2014/2015 Member of the Lakeland Curriculum Committee
- 2014/2015 Member of the Lakeland Idaho LEADS committee
- 2004 Recipient of the NEH scholarship and summer workshop People, Place and Power summer workshop

CONSENT
APRIL 18, 2019

ATTACHMENT 10

BORAH HIGH SCHOOL



6001 CASSIA
BOISE, IDAHO 83709
208-854-4370
FAX 208-854-4371



HOME OF THE LIONS

February 19, 2019

To Whom it May Concern,

It is with great pleasure that I write this letter on behalf of one of our teachers, Mrs. Sheila Miller. Sheila is an accomplished foreign language teacher, mentor, and leader in high school education. She serves as a positive role model for her students, working diligently to help them reach their full potential.

Mrs. Miller heads the Foreign Language department at Borah High School. Her many responsibilities include, but are not limited to: working with administration and our counseling staff to create teacher class schedules, planning for and running weekly professional learning community meetings, communicating school wide/administrative news to her department, and fielding the daily requests placed on a department chair. Mrs. Miller has proven to be an effective leader in this regard.

Mrs. Miller has worked hard to establish positive rapport with her students and their families. She strives to provide the best possible learning environment in her classes, making her daily lessons enjoyable and fun. Mrs. Miller provides appropriate differentiation for her students; keeping educational progress at the forefront of each unit.

Sheila serves a crucial role at Borah as our Boise Education Association Representative. She provides positive leadership and guidance for our entire staff. I rely heavily on Sheila for guidance in all areas of administration and staff support. Her judgement and leadership are crucial to our success.

Respectfully,

A handwritten signature in black ink, appearing to read 'Tim Standlee'. The signature is fluid and cursive.

Tim Standlee

Principal, Borah High School

CONSENT
APRIL 18, 2019

ATTACHMENT 10

BORAH HIGH SCHOOL

6001 CASSIA
BOISE, IDAHO 83709
208-854-4370
FAX 208-854-4371

HOME OF THE LIONS



To Whom IT May Concern;

I am writing this letter on behalf of Sheila Miller, our Japanese teacher at Borah High School. Mrs. Miller is applying for the Professional Standards Commission. Mrs. Miller has been the BEA representative at Borah for the past 5 years. Below are some highlights of Mrs. Miller's professional career.

Mrs. Miller is the World Language department chair and has taught for over 25 years. She is an integral part of the staff at Borah. As the BEA representative Sheila works hard to ensure that the staff is informed of any changes in laws and the educational process in the state. As the BEA representative Sheila makes sure BEA members understand what can and cannot be done in the teaching profession.

Mrs. Miller will defend BEA members to the fullest extent when a teacher has not violated any code of conduct, but she also makes matters clear when a member is in the wrong. Mrs. Miller is very fair and professional when it comes to counseling teachers.

Mrs. Miller works diligently to ensure our staff understands their rights and protections under the master contract. She works hard to build relationships with staff and students and is very respected by staff, administration, and students. In my opinion Mrs. Miller would be a valuable addition to the Professional Standards Commission. Please do not hesitate to contact me with any questions.

Sincerely,

Dennis Konrad

Assistant Principal

Borah High School



The Independent School District of Boise City

8169 West Victory Road
Boise, ID 83709

(208) 854-4000
Fax (208) 854-4007

February 19, 2019

To Whom It May Concern:

It is a privilege and an honor to write this letter of recommendation for Sheila Miller for a position with the Professional Standards Commission. I have supervised Mrs. Miller for the last 5 years, and she is an outstanding example of a professional educator in every sense of the word.

Mrs. Miller sets high standards for herself as well her students. She believes in the power of education and that teachers serve not only students, but also the school and the community. She strives to provide opportunities for all students regardless of their challenges, and she sets high expectations for her students on a daily basis.

Sheila Miller recognizes the importance of being a role model for her students. She practices her profession according to very high ethical standards, and as the Department Head Leader, she inspires all teachers to strive towards excellence as well. She provides a safe, consistent, and accepting environment that inspires students to reach their full potential. Mrs. Miller is highly committed to her profession.

It is without hesitation that I support Sheila Miller for a position with the Professional Standards Commission.

Sincerely,

A handwritten signature in purple ink that reads "Helga Frankenstein".

Helga Frankenstein
Helga.frankenstein@boiseschools.org
208-854-4101
World Language Supervisor
Boise School District
8169 W. Victory Boise, ID 83709

"Educating Today For a Better Tomorrow"

An Equal Opportunity Employer-Educator

Pierrette Madrid Harris
5400 Sand Hollow Road New Plymouth, Idaho 83655
208-230-0685 pierrettemadhare62@gmail.com

Objective

Serve as a quality educator to all students. Use my passion for teaching in an environment where I will be appreciated for my expertise and commitment to the promotion of knowledge to the next generation of leaders.

Career Highlights

As a teacher in Idaho, I have committed myself to working toward challenging my students to reach their highest potential. I have asked my students to think about literature, not just read for comprehension, and to seek out the life lessons that pertain to their world and use those lessons to better themselves. I have asked students to write with creativity and preciseness. I have encouraged students to seek publication and 100's of my students are published poets. My students develop confidence in public speaking and learn the importance of good communication skills.

Professional Experience

From 2002 to present: New Plymouth High School

Teacher of English and Speech. I have taught Freshman English, American Literature, British Literature, Mythology and Speech. I have taught the dual credit course of Communication 101 for both Northwest Nazarene and College of Western Idaho as an adjunct professor.

Along with teaching, I have been a member of several leadership committees. I have been on several hiring teams for both the High School and the District. I am a member of the High School Leadership Team, which advises the Principal. I am a member of the Senior Project Team, which guides students toward completing their projects. I am a member of the SBAC/SAT English Team, which aims to improve standardized test scores. I have mentored several new teachers and supervised an Aspiring Teacher. I also am the advisor for both National Honor Society and the Student Council and have been for years. Both programs are run with integrity while still being learning and enjoyable experiences for the students. I coordinate Poetry Out Loud for our school and our representatives to the regional and state contest have been competitive.

Acknowledgments and Accomplishments

Over the years at New Plymouth High School, I have been recognized as an outstanding teacher several times. Once as the Kappa Chapter of the Delta Kappa Gamma Society International nominated. Three times as the teacher of the Year for the Veterans of Foreign War nominated by both Bicker Therein, Clete Edmunson and Dan Hull.

I am the President of the New Plymouth Education Association. I serve on the IEA Human and Civil Rights Committee.

I have completed the training as a Common Core Coach. I am both CPR and First Aid Certified.

I have served as several officer positions of the Women's Organization of my church at the local, regional and state levels.

References

Clete Edmunson, Former Principal	208-871-3930 cleteedmunson@gmail.com
Ryan Kerby, Former Superintendent	208-739-0190 rdkerby@live.com
Erin Murillo, Co-worker	208-900-8742 erinmurillo208@gmail.com

March 11, 2018

To Whom It May Concern:

It is a tremendous honor to be asked to write a letter of recommendation for Pierrette Madrid Harris. She is deserving of my highest recommendation for many reasons that I hope to convey to you here in this letter. I have known Pierrette for many years and feel confident that I can offer to you a good judgment of her teaching capabilities, leadership abilities and her interpersonal skills, all of which are important to be an effective teacher. I have witnessed firsthand how she exemplifies many of these qualities you are looking for in this position.

Pierrette is one of the leaders of our faculty, as is evident with her being asked to be on three of our leadership teams. At our school she has been tasked with one of the most important roles. She not only teaches all juniors Speech and all incoming freshman English Language Arts, she also instills discipline, respect and integrity into every one of her students. She sets the high standard we expect from all our students and it is because of her that we are considered one of the best high schools in Idaho.

She also excels as our advisor for both Student Leadership and National Honor Society and helps our students organize many events throughout the year. She is organized, goal oriented and has the ability to multitask in an efficient manner. In addition to all of her teaching responsibilities she has helped coordinate senior projects, organized our Poetry Out Loud Competitions, helped run the VFW Essay Competitions, along with countless other responsibilities on a yearly basis.

Pierrette also has tremendous communication skills, along with a great personality that the kids love. She is always smiling, fun to be around, engages in conversation easily, is courteous and respectful to others, and has countless other qualities that would fit perfectly within your school. Once again, I have no problem offering to you my highest recommendation for Pierrette Madrid Harris. If I was going to start up a new school, she would be my first hire, no doubt. Please feel free contact me if you would like to discuss this further.

Sincerely yours,

Clete Edmunson

Clete Edmunson
Cell: 208-871-3930
cleteedmunson@gmail.com

To Whom it May Concern,

March 12, 2018

During the last six years, I have had the pleasure of working with **Pierrette Madrid-Harris** as her mentor for the College of Western Idaho's "Dual Credit" Program. During this time, I have come to know Pierrette as an incredibly talented teacher who is very adept with presenting complex information in an easy-to-understand way to teenagers; who is extremely attentive to details, dates, and deadlines; and who cares deeply about her students. She has consistently performed at an elevated level and has always gone above and beyond the standard requirements of the job. On top of that, she's incredibly vested in the lives and well-being of her students, and it is obvious from watching her interactions with those in her classroom that she cares wholeheartedly about each and every one of them.

I say this all after having worked with her since 2012, and having sat in on her class for multiple classroom observations throughout the years. Her classroom is a warm and friendly environment, and her lectures are lively and very educational.

As an instructor teaching a "Dual Credit" class, Pierrette and I worked closely to ensure that her high school speech class followed the same guidelines and curriculum as the College of Western Idaho's Communication 101 course. But not only did her high school course have to follow the same curriculum, it also had to adhere to the same standards of performance as the college offering.

After watching Pierrette in action many times, and having reviewed her course documentation each and every semester, I can assure you that the rigor of her high school speech course meets and exceeds that of its on-campus college counterpart. The fact that Pierrette makes a college-level class palatable for 15-17 year old students is a testament to her teaching abilities. And the fact that she's never missed a deadline or document in all the time I've worked with her speaks volumes about her attention to detail.

I would highly recommend Pierrette for any teaching job she pursues. Her talents and energy would be a blessing to any school.

Please let me know if you have any questions, or would like to discuss further.



Matthew C. Vander Boegh
College of Western Idaho
Communication Department
Dual Credit Program Mentor
(208) 869-3608
mattvanderboegh@cwidaho.cc

NEW PLYMOUTH HIGH SCHOOL
SCHOOL DISTRICT NO. 372
(208) 278-5311

March 9, 2018

To Whom It May Concern,

It is a great pleasure to write a letter of recommendation for Mrs. Pierrette Madrid-Harris who is highly valued staff member, peer, and gifted teacher.

Pierrette has taught at New Plymouth High School for the last thirteen years. During her time at NPHS, her record has been above reproach, her knowledge of her subject areas is unquestionable and her capabilities as a teacher and leader of our students, school, and community have been inspiring. Pierrette has taught a variety of subjects including freshman English, American Literature, British Literature, Speech, and Mythology, a course she created and implemented. She also teaches Communication 101 as an adjunct professor through the College of Western Idaho, and previously through Northwest Nazarene University. Her students move on to college or to the work force well prepared and they often let her know that she was inspirational in their success outside of high school.

Pierrette has taken on leadership roles that include the hiring team for the high school and district office, the leadership committee which advises the principal, the senior project team, and the SBAC/SAT team. In addition, she has also been a teacher mentor for new teachers and has supervised an Intern Teacher.

Pierrette's excellence in teaching is evident not only in her daily interactions with students in the classroom, but through the recognition of several awards which include Outstanding Teacher for the Kappa Chapter of the Delta Kappa Gamma Society and twice as Teacher of the Year for the Veterans of Foreign War.

Pierrette is respected by her colleagues and administrators and loved by her students. Any district who hires her will be lucky to have such an asset. If you have any questions, please feel free to contact me.

Sincerely,



Erin Murillo
New Plymouth High School
New Plymouth ID, 83655
208-278-5311

Dawn Jeppesen Anderson

324 South 3rd East
Rexburg, ID 83440
208-356-4815 cell: 208-313-6512
davedawn@srv.net

Professional Profile

- Current Idaho Teacher Certification in Secondary Education (English emphasis)
- Master of Education Degree with major emphasis in Reading
- Twenty-five years experience teaching writing, literature, and reading education classes

Education, Honors, and Certifications

M Ed

Idaho State University, Pocatello, ID. 1995

Bachelor of Arts in Secondary Education (Honors)

Idaho State University, Pocatello, ID. 1987

Reading Endorsement K-12

Phi Kappa Phi Honor Society

Honorary Adjunct Teacher of the Year Award 2000-2001

Qualifications & Experience

- Taught 8th graders state standards content, including language use, literature analysis, vocabulary, and writing
- Taught freshman composition and advanced writing classes for many years, instructing students how to develop ideas, clarify concepts, defend arguments and master coherent writing skills.
- Taught children's literature and young adult literature to elementary and secondary education majors
- Developed a wide variety of curricula for use in the classroom, employing peer-editing, small group writing assignments, brainstorming activities, dynamic class discussions, and research instruction.
- Helped develop a clinical program where education majors visited local Madison schools and worked with remedial reading students.

Computer Skills

- Microsoft Windows® Office software, including Word, Power Point, and Publisher
- Internet research
- Adept in grading programs Blackboard and PowerTeacher

Employment

Brigham Young University-Idaho Adjunct Faculty English Dept. Fall 1987 -2008
Madison Junior High School -8th Grade English 2008 - present

Professional Development

Conference workshop presenter
Attended various conferences and workshops related to writing and teaching
Served on several scholarship and academic committees
CAT team member for Madison Junior High

Related Experience

Edited and published English Department newsletter for seven years
Regularly publish education editorials in the *Past Register* and *Standard Journal* newspapers
Worked as advocate for educators and education, serving as currently as president of the Rexburg Education Association

References available upon request

**Professional Associations and related activities other than IEA/NEA
(including offices)**

Advisor to the BYU-I College Democrats, 2001 - 2006

Madison County Democratic Chair, 2007 - 2012

BYU-Idaho Faculty Association, 2002 - 2004

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Rexburg Children's Museum Committee

Wrote grants for the Rexburg Children's Museum

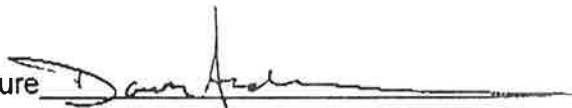
Presenter at BYU-I Literature Conference

Local President for Rexburg Ed Association (2011 - present)

Democratic Chair, Madison County 2008 - 2012

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES NO .

Applicant's signature



Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

Please keep file active
1 yr. 2 yr. NO .

1/07

FEB-12-2013(TUE) 15:53 OFFICE

CONSENT
APRIL 18, 2019

(FAX)208 359 3352

P 001/007

ATTACHMENT 12

Dawn Anderson
324 South 3rd East
ID 83440

President, Idaho Education Association
620 N. 6th St., P.O. Box 2638,
Boise, ID 83701

I am applying for a secondary education position on the Professional Standards Committee because I believe in the power of educators to transform lives and fortify a healthy, civic-minded society. Additionally, I feel that teaching is not just a profession—it is a craft, honed in the classroom and enriched by continuing education and personal dedication to the field.

When I left my position as adjunct faculty at BYU-Idaho after twenty-one years, a lot of people thought I was crazy. They couldn't understand how anyone would want to leave a cushy college position to teach in the public arena. And yet, for all those years I kept my teaching certificate current because I knew I would want to teach at the secondary level full time. I have not regretted that decision for a minute. I love my job. And my work for the past five years in the public school system teaching 8th graders has reinforced my belief that few things are more beneficial to a society than when a skilled and passionate teacher unlocks the potential of a child.

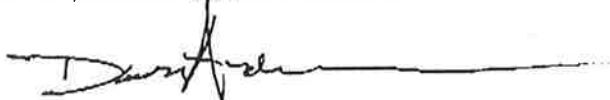
I'd like to be a part of a team that works together for the betterment of the profession—because what is good for the profession will translate into good for Idaho schools. When we treat and train teachers like the professionals they are, we not only build a quality Idaho school system, but we ensure that our students have the tools and skills they need to be successful in an increasingly globalized economy.

I bring twenty-six years of teaching experience to the table. Moreover, I've served in numerous collaborative capacities, including a scholarship committee, a college faculty association committee, and the Rexburg Children's Museum Committee where I was involved in grant writing. I've lead friendly negotiations with the Madison School Board of Trustees and served in the position of local president of the Rexburg Education Association for two years.

Included here are copies of

- o Professional resume
- o Three letters of recommendation, including one from my superintendent, my principal, and Dan Sakota who currently serves on the PSC.
- o Applications form.

Thank you for your consideration. I look forward to hearing back from you.



Dawn Anderson
208-356-4815
andersda64@gmail.com

Enclosures

Exhibit J

Date submitted _____

**APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION**

Name Dawn Anderson School Madison Junior High School
Home Address 324 South 3rd East Sch. Address 134 Madison Ave.
City Rexburg Zip Code 83440 City Rexburg Zip 83440
Home Ph. 208-313-6512 Sch. Ph. 208-359-3310
E-mail Address andersda64@gmail.com

PSC Position applied for: (a) classroom teacher
(check one) (b) special education teacher
(c) pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
<u>Standard Secondary English 6/12</u>	<u>09/01/ 2021</u>
<u>Literacy k/12</u>	<u>09/01/ 2021</u>
_____	_____

Education Background [Degrees and places obtained]

Degree	School
<u>Bachelor of Arts in Secondary Education</u>	<u>Idaho State University, 1987</u>
<u>Master of Education</u>	<u>Idaho State University, 1995</u>
_____	_____

Professional Experience [Date, place and position]

Date	Place	Position
<u>Fall 1987 - Fall 2008</u>	<u>Brigham Young Univ.-I</u>	<u>Faculty , English Dept.</u>
<u>Fall 2008 - present</u>	<u>Madison School District</u>	<u>Faculty, 8th Grade English</u>
_____	_____	_____

(over)

To whom it may concern,

This letter of support is for Dawn Anderson, an educator with whom I have worked for several years. In the time I have known Dawn I have been impressed with her intelligence, work ethic and ability to see an issue from a multitude of viewpoints.

Dawn is an excellent classroom instructor, is prepared, and has good rapport with children. She works collaboratively and effectively with staff and building administration.

Dawn has demonstrated effective leadership in the Madison School District by working as President of the Rexburg Education Association. In her conversations and meetings with the Board of Trustees or me, Dawn has consistently been cordial, thoughtful, supportive, articulate and always professional.

I am pleased to recommend Dawn for a position with the Professional Standards Committee. She will be an excellent addition and will serve with distinction.

Sincerely,

Dr. Geoffrey M. Thomas
Superintendent
Madison School District 321



Madison Junior High

134 Madison Ave.
Rexburg, ID 83440

Phone: (208) 359-3310
Fax: (208) 372-0105
Travis Schwab
Willy Berry
Asst. Principals

Randy Lords
Principal

To Whom It May Concern:

Mrs. Dawn Anderson has asked that I write her a letter of recommendation. I have known Mrs. Anderson for the past 6 years and have observed her on several occasions in an English classroom. She does a great job with the students in her classroom in helping them to understand the concepts that she is teaching them. She has made several adjustments throughout the school year to better meet the needs of her students as they study the English curriculum. Dawn is a very strong teacher who has a lot to offer through her instruction, personality and her techniques for delivery of information. Dawn is a very competent, honest, and hard working educator. Finally, she has also been extremely helpful in helping to develop a scope and sequence for the English curriculum in our building over the years. Dawn has a great passion for the success of public education, student and teachers. I would strongly recommend that Mrs. Dawn Anderson be considered for a position with Idaho State Professional Standards Commission.

Sincerely,

A handwritten signature in black ink, appearing to read "Randy Lords". The signature is stylized and cursive.

Randy Lords
Principal

To Whom It May Concern,

It is a pleasure for me to give a recommendation for Dawn Anderson to serve on the Professional Standards Commission. I have known Dawn for several years both as a colleague and as a former student. She did well as a student and is doing well as a teacher.

Dawn is very dedicated to the profession. She believes each teacher should be willing to do whatever it takes to be successful. She is consciences about doing all the duties she is assigned during the year. She fulfills all of her responsibilities. She is dependable. She is prompt in getting things done that she has been asked to do. She works well with others. She listens to each individual and takes into consideration their views before making a decision. She is active in her profession, her union and her community.

All these traits would make her a very good member of the Professional Standards Committee.

Dan Sakota

Michael Shane Wilkinson

2055 Elizabeth Blvd.
Twin Falls, Idaho
(208)404-4215
wilkinsonmi@tfstd.org

EDUCATION

Masters of Education in Counseling

Northwest Nazarene University, Nampa, Idaho
Graduation: December 2009

Bachelor of Arts in Spanish and History Education

Idaho State University, Pocatello, Idaho
Graduation: December 2002

Attended Boise State University 1995-1996.

COMPUTER SKILLS

Idaho Technology Portfolio Assessment. Met Idaho's technology standards on February 7, 2002.

RELATED EXPERIENCE

School Counselor – Robert Stuart Middle School (2010 – Current)

- Support students with socio-emotional issues so they can function at a high level in the classroom.
- Part of the building administrative team
- Help with student academic requirements as far as scheduling and matriculation

Student Assistance Specialist – Robert Stuart Junior High and Canyon Ridge High, Twin Falls, Idaho (August 2008-2010)

- Assisted students individually with socio-emotional difficulties
- Led psychoeducational and support groups weekly in areas such as substance-use prevention, anger management, divorce, LifeSkills, grief and loss, and study skills.
- Aided teachers and school staff to ensure every student received the education necessary to lead successful lives.
- Worked with families in addressing students' problems.

Spanish Teacher – Vera C. O'Leary Junior High School (2003 to 2008)

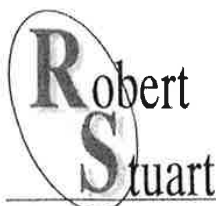
- Taught Spanish to eighth and ninth grade students
- Member of Building Leadership Team
- Student Council Advisor
- Intramural Director
- Track coach

ORGANIZATIONS AND ACTIVITIES

- Member of the American School Counselor Association
- Member of the National Education Association and the Idaho Education Association
- Current Co-President of the Twin Falls Education Association
- Served as Region representative and delegate for the Idaho Education Association

CERTIFICATIONS FROM STATE OF IDAHO

Pupil Personnel Services Certificate (PreK-12)
Standard Secondary Education Certificate with endorsements in Spanish and History



644 Caswell Ave. West Twin Falls, Idaho 83301-3798

Fax 733-4949
(208) 733-4875

April 28, 2016

To Whom It May Concern:

I have worked with Mike Wilkinson for the past five years at Robert Stuart Middle School and I highly recommend him as a school counselor. His strengths as a school counselor, his ability to connect with people, and his dedication to excellence contribute to his future success.

In today's schools, counselors are asked to do so much more than just counsel kids. They are expected to coordinate schedules, manage testing, direct 504 meetings, as well as meet the emotional and educational needs of their students. One of Mike's strengths, for sure, is his ability to manage all of these tasks, while always keeping the student's needs in the forefront. He is a very visible presence in our school and students frequently comment on how helpful and supportive he has been for them. He is a passionate advocate for all students, but especially for those struggling or at-risk.

Both as a counselor and as a colleague, he connects with people easily. He has strong relationships with students and uses that to encourage them to strive to be their best. He models his high expectations of conduct in all of his tasks. With his peers, he is highly respected. He is a natural leader and colleagues often seek his input. He took the lead in implementing Brainology (a computer-based program about developing a growth mindset) in our 6th grade

Lastly, it is his personal drive for excellence that sets him apart from others in his position. He contributes positively to the school's improvement initiatives, as well as develop an excellent working relationship with his peers. His professionalism, his knowledge of counseling, and his passion for students makes him a valuable contributing member to have on staff. I have personally really enjoyed working with Mike. I not only see how much the students have gained from him, but I have definitely grown from his insight and contributions as well. I fully support him attending the PSC meetings and I believe he will be a positive member of that committee.

Sincerely,

A handwritten signature in cursive script that reads "Amy McBride".

Amy McBride
Principal, Robert Stuart Middle School

Marianne Sletteland
Email: slet7778@vandals.uidaho.edu
Statement of Commitment

706 Mabelle Street
Moscow, ID 83843
208-301-8979

February 24, 2018

To: Professional Standards Committee,

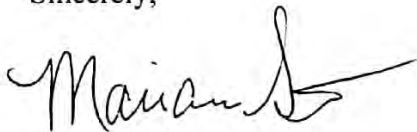
I am writing to express interest in the Exceptional Child PSC position. I have a Bachelor's Degree in Elementary Education, Master's Degrees in Special Education and Curriculum and Instruction. I currently hold an Idaho Teaching Certificate for Kindergarten through 8th grade and a certificate for Exceptional Children Kindergarten through 12th grade. I am currently enrolled at the University of Idaho in the Educational Specialist Educational Leadership program. I will complete this program in May of 2019.

I have spent the last five years employed with the Potlatch School District as its Intermediate Special Education Teacher. During my time in Potlatch, I have refined my skills in the area of Special Education. I have learned to take some of my special education teaching strategies and implement them within the general education setting.

My time with the Potlatch School District I have helped to create and grow our Response to Intervention (RTI) program for fourth through 6th grade. With my course work, my knowledge of benchmark testing, intervention strategies, Specific Learning Disabilities, pre-referral and referral process has grown to a point where I feel confident in my abilities to use this knowledge to assist all students.

I am committed to this profession for numerous reasons. I have been lucky enough to have a few amazing teachers in my life, and I strive to be that person for all of my students. In my current teaching position, I get to watch my students progress over a three-year period (4th grade through 6th grade), this is something unique to my job. Watching my students grow is not only a testament to my skills as their teacher and advocate but a testament to my district and all of the skilled educators who work with my students. Working with my students and in my district has solidified my commitment to teaching.

Sincerely,



Marianne Sletteland

Enclosures

Marianne Sletteland
Email: msletteland@gmail.com

706 Mabelle Street
Moscow, ID 83843
Phone: 208-301-8979

CAREER GOAL: To become a member of the Professional Standards Committee.

EDUCATION:

University of Idaho, Moscow, Idaho - Educational Specialist Educational Leadership **Expected Completion: May 2019**

Coursework

Educational Policy and Politics for Educational Leaders	Ethical Leadership and Law in Education
Administration of Special Education Law	Multicultural Diversity of Educational Leadership

University of Idaho, Moscow, Idaho - M.Ed. Curriculum and Instruction **Graduated: December 2013**

Coursework

Introduction to Research in Curriculum and Instruction	Models of Teaching
Planning and Administering the Curriculum	Measurement and Evaluation
History of Educational Thought	

Idaho State Department of Education - Idaho CORE Teacher Program **Completed: August 2015 - June 2017**

Coursework

PD-Instructional Coaching and Leadership	PD-EQuIP Units and Teaching
PD-Evaluation of Student Work	PD-Core Unit Design

University of Idaho, Moscow, Idaho - M.Ed. Special Education **Graduated: December 2013**

Coursework

Education for Exceptionalities	Behavioral Analysis for Children and Youth
Student with Behaviors-Emotional Issues	Classroom Applications of Learning Theories
Special Education Curriculum	Language and Communication Development and Disorders
Developing Instructional Programs	Language, Communication and Social/Emotional Enhancement
Advanced Evaluation Techniques	

University of Idaho, Moscow, Idaho - B.S. Elementary Education **Graduated: December 2009**

Coursework

Models of Teaching	Literacy Methods for Content Learning	Elementary Social Studies
Literature for Adolescents	Linguistics, Literacy, and Brain Functions	Elementary Science
Literature for Children	Math for Elementary Teachers I and II	Elementary Math

LICENSES AND CERTIFICATIONS:

- Certified Idaho Elementary Teacher K-8
- Certified Idaho Special Education K-12

ORGANIZATIONS

- | | |
|--------------------------------------------|-----------------------|
| • Potlatch Education Association Member | August 2013 - Present |
| • Potlatch Education Association President | June 2016 - Present |
| • Idaho Education Association Trainer | June 2016 - Present |

WORK EXPERIENCE:

Potlatch School District, Special Education Teacher
Supervisors: John Haire, 208-875-1331; Jeff Cirka, 208-875-0327 **August 2013 - Present**

Duties and Responsibilities: Assess students' cognitive skills using various assessments; create eligibility reports; create and implement Individualized Education Plans (IEPs); create Behavior Intervention Plans (BIP); progress monitor IEP goals; participate in Response to Intervention (RTI), progress monitor students and track their data; ability to run several small groups at once, including intervention groups as needed; utilization of technology within the classroom; create and manage paraprofessional schedules; counsel students as needed; create a positive learning environment, build positive student relationships; build positive parent relationships, problem solve parent concerns; build positive staff relationships and problem solve staff concerns; create and deliver meaningful professional development; mentor teachers

Troy School District, Special Education Paraprofessional
Supervisor: Nikki Goucher, 208-835-4261

August 2010 - May 2013

Duties and Responsibilities: Assess students' cognitive skills using various assessments; monitor students' progress using AimsWeb probes and benchmarks; analyze student data; delivery of Woodcock-Johnson III and WIATT; create and implement behavior intervention plans and individualized education plans; implement SRA decoding and comprehension materials; deliver small group and one-on-one instruction in reading, math, science, and social studies; manage and arrange student schedules to ensure support for as many students as possible; counsel students in behavioral changes that ensure stay in the general education classroom; participate in the educational training programs to include: Using Ipad and Other Mobile Devices to Increase Student Learning and Explosive Challenging & Resistant Kids: Over 101 Quick, Creative Techniques for Children & Adolescents; participate in Professional Learning Communities, develop and implement school-wide behavior plans; toilet students; ensure the safety of students during recess and various school activities.

Troy and Moscow School Districts, Elementary Substitute Teacher

January 2010 - May 2010

Duties and Responsibilities: Follow written classroom instructions and lesson plans; manage student behaviors; exhibit flexibility in scheduling and maintain open communication with staff members and district office employees.

Moscow Parks and Recreation Youth Recreation Supervisor
Program Summer/Program Spring/Program Winter Break Kids Kamps
Supervisor: Kelissa Owens, 208-883-7089

April 2008 - Present

Duties and Responsibilities: Plan and organize the daily schedules of activities for all Kamps programs; communicate and build relationships with area businesses; create and brainstorm different daily activities and outings; manage Kamp budget within fiscal guidelines for each Kamp; explore different supplier sites and maintain good working relationships with suppliers; interconnect with different vendors including transportation providers, University of Idaho Rockwall, Silverwood Theme Park; supervise 48+ children each week; effectively communicate with and assess the specific needs of children of all ages; collect and document parental information; problem-solve parental concerns.



Potlatch School District No. 285
130 Sixth St.
Potlatch, ID 83855-8757

District Office (208)875-0327
Elementary School (208)875-1331
Jr.-Sr. High School (208)875-1231
FAX (208)875-1028

November 18, 2018

To The Esteemed Members of the the Professional Standards Committee:

It is my honor to write and highly recommend without reservation, Mrs. Marianne Sletteland as a candidate for committee membership. I have the pleasure to have known Mrs. Sletteland over the past several years and have had the opportunity to work with her as a colleague as well as a supervisor.

Mrs. Sletteland is a dedicated professional. She is an instrumental leader in our system supporting our continuous change to better serve our children. Mrs. Sletteland is a team oriented practitioner. She seeks collaborative relationships and utilizes her experience and education to help guide the decision making process with the student's gain as the focus.

Mrs. Sletteland demonstrates mastery in the classroom on a daily basis. Her instructional methodology is of the highest caliber. She is adept at analyzing student data and modifying her craft to meet the students where they are and propelling them beyond the set standards. Her role is collaborative. She involves her parents in their role to help increase her student's gains and seeks out community support to her programming whenever possible.

The skill set she demonstrates daily, along with her passion to grow professionally through various in depth trainings, union leadership, and a second masters program pursuit in administration makes her an ideal candidate for this position. She is able to synthesize information, calibrate it on a personal, ethical, and legal level, and articulate her findings and growth through the exercise. She is open-minded, an out of the box thinker/problem solver, and is dedicated to doing her best work, no matter how many long hours it takes. This dedication is evident in the exceptional manner in which her tasks are completed.

Mrs. Sletteland sets the benchmark high for herself, her students, and those with whom she works. She is compassionate to her students and their needs and also interacts with those around her in a professional yet caring manner. She puts those with whom she interacts at ease. Her ability to communicate well at all levels is strength in her craft.

I am ecstatic for Mrs. Sletteland in making the decision to seek this opportunity to further build her knowledge base and challenge her current understanding of pedagogy. I appreciate her willingness to continue to grow and analyze her practice to improve services to students. She is an asset to our system and in turn to our children for whom we work. If further information is needed in regards to Mrs. Sletteland, please do not hesitate to contact me in person.

Sincerely,

John Haire

Principal, Potlatch Elementary

JASON MCKINLEY
Region 2 Director
Northern Organizing Center
jmckinley@idahoea.org

1712 "G" Street
Lewiston, ID 83501
800.422.0491 | 208.743.5555 | 208.746.0793 Fax



February 25, 2018

To Whom it May Concern:

I am writing this letter in support of Ms. Marianne Sletteland for the Idaho Professional Standards Commission (PSC). I have known Ms. Sletteland for five years in her capacity as an Elementary Special Education Teacher and as a leader in her professional association: the Potlatch Education Association (PEA), an affiliate of the Idaho Education Association (IEA).

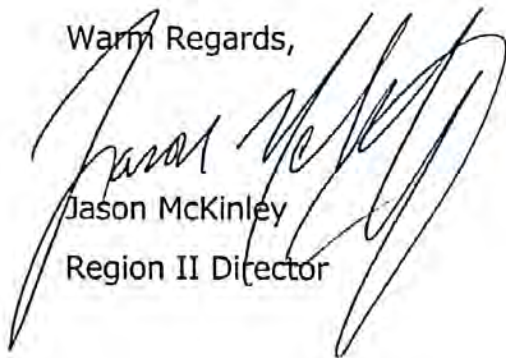
In working with Ms. Sletteland, I have found her to be a capable and respected leader. Her peers and supervisors seek her opinion on professional matters, especially as it pertains to special education and professional ethics. Over the past 2 (two) years Marianne has served as her local association president. As the local association president, Marianne has worked on numerous employment related matters involving educator rights and responsibilities. I have always found her to be an ethical and principled advocate.

I also know Ms. Sletteland to be a hard-working individual. She often works late hours into the evening and gives whatever task is before her front her 100% effort. Marianne is often the first person to arrive for a meeting, prepared and ready to work. Moreover, she is highly dependable. If Marianne says she is going to do something, she does it. Juggling the demands of her teaching career and association work can be challenging. Marianne always rises to the occasion and does what needs to be done.

As a former educator, IEA Region Director, and parent to 4 (four) children I understand the critical importance of public education. I also understand that the classroom teacher is an integral component of a quality public education system. I assure you that Ms. Marianne Sletteland is a high-quality educator who will serve her profession well as a member of the Idaho Professional Standards Commission.

If you have any questions about my recommendation, do not hesitate to contact me: jmckinley@idahoea.org or 208.790.0235.

Warm Regards,

A handwritten signature in black ink, appearing to read "Jason McKinley", is written over the typed name and title.

Jason McKinley
Region II Director



Potlatch School District No. 285
130 Sixth Street
Potlatch, ID 83855-8757

District Office (208)875-0327
Elementary School (208)875-1331
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February 23, 2018

Dear Professional Standards Commission,

It is with great pleasure to be able to highly recommend Marianne Sletteland to be a representative on the Professional Standards Commission. As a teacher at Potlatch Elementary School, I have had the opportunity of working with Mrs. Sletteland for the past five years. She is a driven and organized teacher in the Special Education Department, who develops strong, caring relationships with her students.

Marianne has worked diligently in developing her skills as a teacher. She quickly establishes an excellent rapport with each of her students, who know her as a caring, steadfast teacher, with a quick sense of humor. Marianne creates a classroom culture of feeling safe, while being able to explore new aspects of learning; which has allowed students to excel and make great gains academically, as well as socially, and emotionally.

Communication is a key aspect that is important to Marianne. She is continually in communication with parents to ensure that parents know the celebrations of students' success and growth at school. Marianne coordinates all of the IEP meetings of the fourth through sixth graders, with all of the parties involved, as well as completing the extensive reporting required by the government, with exacting precision. She also organizes the paraprofessionals and their schedules who are working with her students.

Marianne is a team player and a leader by taking on additional roles beyond that of being a special education teacher. She is a vital member of many committees, in which she collaborates and shares insights in providing enriching experiences for our students. On one of the committees, the Readers as Leaders Program, Marianne coordinates the school field trip to the University of Idaho basketball game, so that our students can be celebrated during half time for their reading achievements. She is also currently serving as President of the Potlatch Education Association. It is evident in everything that Marianne does she goes beyond the standard, to achieve excellence.

Mrs. Sletteland has great initiative and focus by being diligent in doing what is best for her students, and thus, our school. Marianne has high professional and personal standards that she achieves each day. I highly recommend Marianne to you without reservation, as she would be an excellent asset to the Commission. If you have any further questions, please feel free to contact me.

Sincerely,

Megan Weaver
Potlatch Elementary School
megan.weaver@psd285.org

CONSENT
APRIL 18, 2019

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Northwest Nazarene University – Idaho State Program Approval Review Team Report

REFERENCE

June 2016 Board accepted the Professional Standards Commission's recommendation to accept the 2015 Northwest Nazarene University state team program approval report thereby granting approval of the Elementary Education, English Language Arts, Mathematics, Physical Education, Biology, Physics, Government and Civics, Music, Visual Arts, World Languages (Spanish), School Administrator, School Superintendent, Director of Special Education, and History programs at Northwest Nazarene University; and granting conditional approval of the Health Education, Chemistry, Communications, and Economics programs at Northwest Nazarene University, as submitted.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258; Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked by the Board with reviewing and making recommendation of all Board approved educator preparation programs. From September 29 – October 2, 2018, the PSC convened a State Review Team composed of five (5) content experts and one (1) state observer to conduct a Mid-Cycle Focus Visit of Northwest Nazarene University's (NNU) educator preparation program. The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Northwest Nazarene University meet state standards for initial certification. The standards used to validate the institutional report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge, performance, and disposition indicators were used to assist team members in determining how well standards were being met. Idaho State specific requirements, as well as individual program foundation and enhancement standards were reviewed.

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Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: evidence provided and linked from NNU's evidence web site, syllabi, program guidelines, portfolios, lesson plans, Praxis scores, personnel files, transcripts, and observation records. In addition, several interviews were conducted with NNU faculty, cooperating teachers, candidates, completers, and university supervisors.

After the site visit and review of the state report, NNU submitted a rejoinder. The Standards Committee of the PSC reviewed all documents during the PSC meeting on January 24, 2019. The rejoinder to the state report addressed the findings of "conditionally approved" for Foundation Standards for Communication Arts Teachers, and "Conditionally Approved due to conditional approval of Foundation Standards" for Idaho Standards for Speech and Debate Teachers. At the full PSC meeting on January 25, 2019, the PSC voted to recommend acceptance of the state review team report, moving Idaho Foundation Standards for Communication Arts Teachers and Idaho Standards for Speech and Debate Teachers from "conditionally approved" to "approved."

IMPACT

The recommendations in this report will enable Northwest Nazarene University to continue to prepare educators in the best possible manner, ensuring that all state educator preparation standards are being effectively embedded in their educator preparation programs.

ATTACHMENTS

- Attachment 1 – 2018 NNU State Team Report
- Attachment 2 – NNU Rejoinder to the 2018 State Report

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs

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APRIL 18, 2019

meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and to approve Northwest Nazarene University's educator preparation program and endorsement areas reviewed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT: NORTHWEST NAZARENE UNIVERSITY

Mid-Cycle Focus Visit

SEPTEMBER 29 – OCTOBER 2, 2018

Stacey Jensen, Team Chair

Micah Lauer, Team Co-Chair

Katie Mathias, SDE Representative

Kristi Lund

Dr. Dana Johnson

Dr. Kevin Talbert

Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education



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INTRODUCTION

Historical Information

Source: <https://edaccreditation.nnu.edu/>

Founded in 1913, Northwest Nazarene University is a comprehensive university of the arts, humanities, sciences, and professions. The institution is sponsored by the Church of the Nazarene and governed by a Board of Trustees, representing seven church districts in eight Northwest states. Twenty miles west of Boise, Idaho, NNU is located in Nampa, the third largest city in Idaho, with a population of 92,000. The 34-building residential campus covers 90 acres. The university also has remote sites in Boise, Idaho Falls, and Twin Falls, as well as a variety of undergraduate and graduate program in on-line formats that reach students around the globe.

The university consists of two academic colleges: the undergraduate College of Arts and Sciences and the College of Adult and Graduate Studies, which serves professional and graduate students. Northwest Nazarene University presently offers six associate's degree majors, 40 bachelor's degree majors, eight master's degrees, four educational specialist degrees, and two doctoral degrees. In addition to programs on the home campus, NNU students may study in cooperative programs in 35 countries around the world.

The 2017-2018 undergraduate enrollment totaled 1,275 (1,069 TRAD, 206 APP) students, with 52.5% reporting Idaho residency. Remaining students come primarily from the Northwest region of the United States. Current enrollment figures represent 22 states and 13 foreign countries. Approximately 70% of undergraduates live on campus, with a 20.4 years of age average for the residential student population. The graduate enrollment in the same year totaled 673 students in 23 different graduate programs. Undergraduate education and teacher certification programs reported 205 students across both colleges, and the graduate education programs reported 198 students in seven graduate education programs, for a total of 403 students in education programs at NNU, representing 31.6% of the entire student population.

Northwest Commission on Colleges and Universities (NWCCU), an independent, nonprofit membership organization, has accredited NNU's education department's two associate's degree programs, 15 bachelor's programs, three masters programs, four educational specialists programs, and two doctoral programs. NWCCU has determined these programs meet established accreditation criteria and evaluation requirements.

NNU has prepared professional educators since 1931. In 1967, NNU was Idaho's first institution to receive NCATE accreditation for their department of education, which it has continuously maintained for over 50 years. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the School Counseling program; National Association of Schools of Music (NASM) accredits the music department.

NNU offers the following degrees in education:

- Elementary Education, A.A.

- Secondary Education, A.A.
- Elementary Education, B.A.
- Secondary Education, B.A.
- Curriculum, Instruction, and Innovation, M.Ed.
- Educational Leadership: Building Administrator, M.Ed.
- Educational Leadership: Building Administrator, Ed.S.
- Educational Leadership: Director of Special Education, Ed.S.
- Educational Leadership: Leadership & Organizational Development, Ed.S.
- Educational Leadership: Superintendent, Ed.S.
- Educational Leadership, Ed.D
- Educational Leadership, Ph.D.

The purpose of this mid-cycle focus visit by the Idaho State Department of Education on-site review was to determine if sufficient evidence was presented indicating that candidates at Northwest Nazarene University meet state standards for initial certification in the programs which previously received conditional approval or not approved during the 2015 State Team visit. A five-member state program approval team, accompanied by one state observer, conducted the review. The standards used to validate the Institutional Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho State Specific Requirements as well as individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: evidence provided and linked from NNU's evidence web site, syllabi, program guidelines, portfolios, lesson plans, Praxis scores, personnel files, transcripts, and observation records. In addition, several interviews were conducted with EPP faculty, cooperating teachers, candidates, completers, and university supervisors.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report:

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
State Specific Requirements Standard 1: Instructional Shifts for Language Arts	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 2: Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 3: Instructional Shifts for Mathematics	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 4: Instructional Technology and Data Literacy	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 5: Clinical Practice and Performance Assessments	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 6: IDAPA Rule Certification Requirements	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Foundation Standards for Communication Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Speech and Debate Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Health Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Chemistry Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

The rubrics describe three levels of performance: unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none">The program provides evidence that candidates meet fewer than 75% of the indicators.	<ul style="list-style-type: none">The program provides evidence that candidates meet 75%-100% of the indicatorsThe program provides evidence candidates use assessment results in guiding student instruction (when applicable).	<ul style="list-style-type: none">The program provides evidence that candidates meet 100% of the indicators.The program provides evidence of the use of data in program improvement decisions.The program provides evidence of at least three (3) cycles of data of which must be sequential.

STATE SPECIFIC REQUIREMENTS

STANDARD 1: INSTRUCTIONAL SHIFTS FOR LANGUAGE ARTS

- 1(a) Building Knowledge through Content-rich Nonfiction
 - Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.
 - Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.
- 1(b) Reading, writing and speaking grounded in evidence from text, both literary and informational
 - Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
 - Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.
- 1(c) Regular practice with complex text and its academic language
 - Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.
 - Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.
 - Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.

<i>Standard 1 Instructional Shifts for Language Arts</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Interviews with candidates and faculty, review of course syllabi and candidate assignments provide evidence that teacher candidates demonstrate an adequate knowledge of instructional shifts for language arts.

Sources of Evidence

- Interviews with candidates and faculty
- Course syllabi
- Candidate lesson plans and assignments
- edaccreditation.nnu.edu

<i>Standard 1 Instructional Shifts for Language Arts</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Interviews with candidates and faculty, review of lesson plans and assignments and course syllabi provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for language arts.

Sources of Evidence

- Interviews with candidates and faculty
- Candidate lesson plans
- Candidate assignments: collaborative learning activity
- *edaccreditation.nnu.edu*

Areas for Improvement

- Evidence clearly indicated all candidates have a grasp of instructional shifts for language arts. Candidates in a variety of content areas were able to precisely articulate implementation of ELA shifts. However, incorporation and implementation of content rich non-fiction text could be strengthened.

Recommended Action on Standard 1: Instructional Shifts for Language Arts

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 2: IDAHO COMPREHENSIVE LITERACY STANDARDS

- 2(a) Phonics
- 2(b) Phonological Awareness
- 2(c) Fluency
- 2(d) Vocabulary
Comprehension
- 2(e) Writing
- 2(f) Assessment Strategies
- 2(g) Intervention Strategies

<i>Standard 2 Idaho Comprehensive Literacy Standards</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
2.1 Knowledge		X	

2.1 Analysis – Review of course syllabi, interviews with candidates and faculty along with candidate lesson plans and assignments provide evidence that teacher candidates demonstrate adequate knowledge of Idaho Comprehensive Literacy Standards.

Sources of Evidence

- Course syllabi
- Interviews with candidates and faculty
- Candidate lesson plans and assignments
- edaccreditation.nnu.edu

<i>Standard 2 Idaho Comprehensive Literacy Standards</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
2.2 Performance		X	

2.2 Analysis – Interviews with candidates and completers, review of lesson plans and teacher work sample demonstrate an adequate ability to apply Idaho Comprehensive Literacy standards.

Sources of Evidence

- Interviews with candidates and completers
- Candidate Lesson Plans
- Teacher work sample
- edaccreditation.nnu.edu

Areas for Improvement

- Lesson plan templates assist candidates in establishing both content and language objectives in their lessons. Deepening and developing the language objectives to match the rigor of Common Core State ELA standards would strengthen candidates' ability to apply standards to improve student literacy skills.

Recommended Action on Standard 2: Idaho Comprehensive Literacy Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 3: INSTRUCTIONAL SHIFTS FOR MATHEMATICS

- 3(a) Focus strongly on the math Standards for Practice.
 - Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
- 3(b) Coherence- Thinking across grades and linking to major topics within grades
 - Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.
- 3(c) Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.
 - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.

<i>Standard 3 Instructional Shifts for Mathematics</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
3.1 Knowledge		X	

3.1 Analysis – Interviews with candidates and faculty, candidate assignments for coursework, and course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for mathematics.

Sources of Evidence

- Interviews with candidates and faculty
- Syllabi
- Candidate assignments
- edaccreditation.nnu.edu

<i>Standard 3 Instructional Shifts for Mathematics</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
3.2 Performance		X	

3.2 Analysis – Interviews with candidates and faculty, review of lesson plans, math candidates' IPLP and CSA demonstrate an adequate ability to apply instruction shifts for mathematics.

Sources of Evidence

- Interviews with candidates and faculty
- Candidate Lesson Plans
- Individual Professional Learning Plan (IPLP) and Common Summative Assessment (CSA)
- edaccreditation.nnu.edu

Areas for Improvement

- Strengthen Elementary and Secondary alignment to deepen candidate understanding of the progression of standards from grade to grade and to connect learning across the grades – including outside of certificate grade span.
- Although it is evident that candidates have strong knowledge and are well versed regarding instructional shifts for mathematics, stronger evidence on ability to apply instructional shifts for positive impact on student learning would be valuable. Elementary education candidates spoke of needing additional practice with developing strategies to help struggling students in mathematics.

Recommended Action on Standard 3: Instructional Shifts for Mathematics

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 4: INSTRUCTIONAL TECHNOLOGY AND DATA LITERACY

- 4(a) Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions
 - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.
- 4(b) Appropriate Integration of Educational Technology
 - Candidates meet pre-service technology requirement in the *Idaho Standards for Initial Certification of Professional School Personnel*.

Standard 4 Instructional Technology and Data Literacy	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Interviews with faculty, mentor teacher, candidates and completers along with review of syllabi and candidate assignments provide evidence that teacher candidates demonstrate adequate knowledge of instructional technology and data literacy.

Sources of Evidence

- Interviews with candidates, completer, mentor teacher, faculty
- Review of course syllabi
- Candidate assignments
- edaccreditation.nnu.edu

Standard 4 Instructional Technology and Data Literacy	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Interviews with teacher candidates, completers, mentor teacher and review of candidate lesson plans and assignments provide evidence that teacher candidates demonstrate ability to apply instructional technology and data literacy.

Sources of Evidence

- Interviews with candidates, completers and mentor teacher
- Candidate Lesson plans
- Candidate Assignments
- edaccreditation.nnu.edu

Areas for Improvement

- Although it is evident that candidates have strong knowledge and are well versed regarding instructional technology, stronger evidence on the impact on K-12 student learning would be valuable; including reflection and analysis on the value and benefit to student learning through the chosen mode of delivery.

Recommended Action on Standard 4: Instructional Technology and Data Literacy

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 5: CLINICAL PRACTICE AND PERFORMANCE ASSESSMENTS

- 5(a) Robust Clinical Practice and Internships
 - The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.
- 5(b) Accurate and Informative Performance Assessments
 - Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Clinical Practice and Performance Assessments</i>		X	

5.1 Analysis – Interviews with the directors, mentor teacher, candidates and completers and reviewing candidate performance evaluations provide evidence that the EPP demonstrates an in-depth clinical practice and use of performance assessments.

Sources of Evidence

- Interviews with mentor teacher, Directors of Field Placement and Clinical Practice, candidates
- Clinical Practice Handbook
- Teachscape Proficiency document, Individual Professional Learning Plans (IPLP) and Common Summative Assessments (CSA)
- Survey Data, Trend Data
- edaccreditation.nnu.edu

Areas for Improvement/Areas for consideration

- Candidates and completers indicated a strength in NNU’s Educator Preparation Program is the amount of time in the actual practice of teaching through their field experiences. Directors reported candidates would receive 150 hours of field experience prior to student teaching. However, elementary education candidates indicated unequal experience in second endorsement area.
- Continued discussions and conversations on ways to support mentor teachers
- Data on results of Nampa Student Teaching Fair and potential applicability to other districts.

Recommended Action on Standard 5: Clinical Practice and Performance Assessments

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 6: IDAPA RULE CERTIFICATION REQUIREMENTS

- 6(a) Random selection of candidates’ institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.
- Random selection of institutional recommendations for initial certification, including alternative authorizations
 - The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.
 - Random selection of institutional recommendations for adding endorsements, including alternative authorizations
 - If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.
 - The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.

<i>Standard 6</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
Candidates meet IDAPA Rule Certification Requirements		X	

Standard 6 Analysis – Analyzing a random selection of candidate institutional recommendations, including transcripts, student teaching placements, and Praxis II scores provided evidence that recent completers meet IDAPA Rule certification requirements. While all institutional recommendations reviewed indicated student teaching was completed, additional documentation did not always specifically note the content area and/or grade level. For one candidate that held two endorsements, it was difficult to find evidence of performance for the middle school endorsement. In addition, while records for one administrator and some counselor candidates showed projected hours for internship practice, actual hours or total hours spent in the internship could not be verified. In summary, although it is evident that candidates spent time in the field, in some instances there was a lack of evidence that the time was adequate and sufficient to satisfy proof of performance.

Sources of Evidence

- Institutional recommendations
- Transcripts
- Student teaching placement documentation
- IPLP and common summative assessment
- Praxis II score reporting

Areas for Improvement

- Careful record-keeping and collection of clinical experience data is particularly useful when the candidate is being recommended for more than one area of endorsement so it can be ensured that all candidates meet the requirements specified in IDAPA 08.02.02.018 relating to performance area assessments.

Recommended Action on Standard 6: IDAPA Rule Certification Requirements

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.
8. The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – EPP provides sufficient evidence for indicators (1), (2), (4), (5), (6), and (8) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers and speech outlines, as well as interviews with program completers, program faculty, and candidates. In the case of indicator (1), written evidence provided does not make it clear how “values and ethics affect communication.” However, Communications Faculty member noted where this indicator is embedded across multiple courses, despite the lack of context in course syllabi and provided exemplars. For multiple indicators-- (3), (7) -- evidence that the EPP provides lacks sufficient context to establish relevance. However, artifacts provided to meet the Performance Indicators demonstrate candidates’ knowledge and performance relative to those indicators.

Sources of Evidence

- Lesson plans
- Faculty interviews
- Coursework
- edaccreditation.nnu.edu

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).
2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral

components.

5. The teacher explains various methods of organization and their effects on the communication process.
6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

<i>Standard 4</i> <i>Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – EPP provides sufficient evidence for indicators (3), (4), (5), and (6). Insufficient evidence was provided for indicators (1) and (2). For indicator (1), evidence provided does not clearly link to the standard. Lessons focus on persuasiveness of language or other dimensions, but do not overtly connect to “the importance of values and ethics in communication,” nor are examples given relative to “a variety of formats” as the indicator requires. Evidence provided for indicator (2) does not show candidates “providing instruction” in “conducting research.” Note that for indicator (6), the EPP provided only one example of “historical, political, social, economic, and cultural perspectives.” Instead, lessons focused on other elements such as emotion or message content without any overt connection to the required contexts. However, the Media Literacy artifact that the EPP presented for Standard 9, Indicator (2), also demonstrates candidates’ knowledge consistent with this indicator.

Sources of Evidence

- Lesson plans
- Completer interviews
- Faculty interviews
- edaccreditation.nnu.edu

Standard #5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Standard #6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

- 9(a) The teacher understands contemporary legal standards relating to communication and media.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Completer interview indicated this as fulfilled during the EDUC 3650 Teaching Communications in the Secondary Schools course, but the written evidence provided is insufficient. The COMM 2020 Media Systems and Literacy midterm exam contains content relevant to this standard, but as a template does not show whether candidates have acquired the requisite understanding. A completed exam would have demonstrated candidate understanding more clearly. Faculty interview further corroborated that multiple courses provide introductory knowledge relative to this standard, beginning with COMM 1010 Introduction to Communications. She acknowledged the creation of a Communication Ethics course, though noted that she did not know if that would become a required course for teachers. Four case study assignments are included in which candidates simulate a copyright law case, but those case studies are from a class that is not a required program course. The four Mock-Trial photos provide no context and are thus insufficient. While the EPP provided evidence that candidates understand legal issues, including the code of ethics for educators, this standard speaks specifically to legal issues in communications.

Sources of Evidence

- Course syllabi
- Faculty Interview
- Midterm exam
- edaccreditation.nnu.edu

Performance

9(b) The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Completer interview indicated this as something included in candidate lessons, but the written evidence the EPP supplied did not show relevance to this indicator. Lessons did not include any information about “contemporary legal standards,” such as slander, libel, fair use, copyright, etc.

Sources of Evidence

- Completer interview

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	
Performance	2	1	1	

Areas for Improvement

- Ensure that evidence provided comes directly from courses required of all candidates pursuing communications licensure. In some cases, EPP presented evidence from courses that are not required for candidates to complete licensure according to the university catalog. Also, ensure that evidence is included from program candidates rather than non-teaching communications students.
- Provide stronger context for evidence, making clear links between the standard and what the evidence is intended to demonstrate.

Recommended Action on Idaho Foundation Standards for Communication Arts Teachers

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes and types of active listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions,

systems, developmental stages, problem solving).

5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.
9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.
11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).
13. The teacher knows how to identify and minimize communication anxiety.

<i>Standard 4</i> <i>Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – EPP provides multiple forms of evidence across indicators that demonstrate teachers’ requisite content knowledge, with a few exceptions. In indicator (2), no context is provided for the evidence provided and how, exactly, it evinces active listening. However, lesson plans submitted to fulfill the performance indicators for standard 4 (below) demonstrate candidates’ knowledge as they apply it in their teaching. Similarly, for indicator (3) the evidence presented does not provide sufficient context to demonstrate that the candidate “knows the nature of conflict and conflict resolution strategies,” yet the EPP includes relevant evidence to fulfill this standard in response to performance indicator (1) below. Evidence for indicators (10) and (11) are also demonstrated by evidence submitted for performance standards rather than that submitted for knowledge standards. Ultimately, however, given the evidence presented across the two content standards (knowledge and performance), the EPP offers sufficient data to demonstrate candidates’ knowledge as a foundation for their performance.

Sources of Evidence

- Candidate interviews
- Completer interviews
- Faculty interviews
- Coursework
- edaccreditation.nnu.edu

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction integrating digital media and visual displays to enhance presentations.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

<i>Standard 4</i> <i>Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – The EPP provides comprehensive and robust evidence that candidates meet this standard across all indicators. Evidence includes a variety of lesson plans relevant to each indicator.

Sources of Evidence

- Lesson plans
- Faculty interviews
- Completer interviews
- edaccreditation.nnu.edu

Standard #5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Standard #6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Summary

The Public Speaking and Debate program meets the standards; however, the program falls under “Conditionally Approved” because the foundation standards have not been fully met.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Speech and Debate Teachers

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR HEALTH TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
2. The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Syllabi, interviews, observation forms, assessments, and coursework demonstrated that teacher candidates have an understanding of appropriate instructional practices and strategies to help students engage in health-enhancing behaviors and developing the health skills to maintain health-enhancing behaviors. In addition, 100% of candidates passed the Health Praxis within 2 attempts. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: KINE 3350 - Quiz 1 and Quiz 3, Field Experience Evaluation (Course: Student Teaching Experience: Observation Forms, Peer Evaluation, KINE3380 Teaching PE in the K-8 Schools - Lesson examples
- Indicator 2: KINE1000L Fundamentals of Wellness Lab - Coursework (MyPlate, Exercise Readiness, Stress Management), KINE2430 Health Issues in Today's Society - Presentation 1
- edaccreditation.nnu.edu

Performance

1. The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
3.2 Performance		X	

3.2 Analysis – Lesson plans and a candidate health portfolio (binder) provided evidence that teacher candidates have the ability to adequately instruct students about positive health-enhancing behaviors inside and outside of school, and learning positive personal and social skills that promote positive relationships. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Lesson Plans that provided evidence that students were participating in self-reflection, planning, identifying strategies, and practicing healthy behaviors, Candidate Health portfolio (binder)
- Indicator 2: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Lesson plans that provided evidence that students were participating in activities to develop positive personal and social behaviors (communication, refusal, goal-setting, conflict resolution, etc.), Candidate Health portfolio (binder)

- edaccreditation.nnu.edu

Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.
2. The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands how to implement Common Core State Standards for Literacy in Technical Subjects (Health) for grades 6-12.
5. The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Course assessments, observation forms, coursework, and lesson samples demonstrated that teacher candidates have an understanding of methods of instructing health content, health-risk behaviors, and health skills. Candidates also understand how to implement Common Core State Standards as evidenced in lesson plans. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: KINE2430 Health Issues in Today’s Society - Exams, KINE3350 Teaching School Health - Quizzes 1 and 3, Evaluations, Multiple Intelligences
- Indicator 2: KINE2430 Health Issues in Today's Society- Presentation 1 and 2, KINE1000 Fundamentals of Wellness - Final exam, Drug response paper, KINE1000 Fundamentals of Wellness Lab - Weekly log, KINE2430 Health Issues in Today’s Society - Exams, YRBSS, KINE3350 Teaching School Health - ATOD Presentations, Multiple Intelligences

- Indicator 3: KINE2430 Health Issues in Today’s Society - Exams, YRBSS
- Indicator 4: Reading guides, Literacy, Building academic language
- Indicator 5: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Observation forms, Lesson examples: No Regrets Sex Ed, SMART goals, Alcohol, Cardio Lab, Communication, Conflict Resolution, Mental Health 1, Mental Illness, Mood Disorders, Nutrients, Speaking and Listening, Stress 1-4, Tobacco, Hard Drugs Group Research, Finding Reliable Sources
- edaccreditation.nnu.edu

Performance

1. The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Syllabi, interviews, lesson plans, and observation forms demonstrated that teacher candidates have the ability to instruct students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Multiple lesson plan examples, Observation forms, Completer interviews
- edaccreditation.nnu.edu

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Evidence from class discussions demonstrated that teacher candidates have an understanding of how student jargon and slang associated with high-risk behavior is ever changing.

Sources of Evidence

- Indicator 1: EDUC7635 Teaching Health in the Secondary School - Tips for Teens (Steroids, Heroin, Hallucinogens, Methamphetamines), “Affluenza” Article, Sexual Progression
- edaccreditation.nnu.edu

Performance

1. The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.
2. The teacher facilitates responsible decision-making, goal setting, and alternatives to high- risk behaviors that enhance health.
3. The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – Coursework, interviews, lesson plans, reflections, and observation forms demonstrated that teacher candidates have the ability to facilitate responsible decision-making, goal setting, and alternatives to high-risk behaviors, and is able to create a respectful and safe learning environment that is sensitive to controversial health issues. There was not strong evidence to demonstrate the ability to translate this jargon/slang into terminology appropriate to the educational setting in terms of candidate performance. 2 out of 3 of the indicators were strongly supported by evidence in the program and the first indicator could be strengthened by providing lesson examples or student work that reflect learning about jargon/slang related to high-risk behaviors.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Drug Paper - not strong evidence, only a question about street names of drugs
- Indicator 2: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Lesson examples
- Indicator 3: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Classroom management plans, Lesson examples to create a safe and respectful classroom, class activity on media illiteracy (Up and Out), Weekly

Schedule (Sex Ed setup, guest speaker), Interview: Opinion polls, Question box, highly debatable topics discussed in class

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands how positive evidence based community health values and practices play a role in the planning process.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
3. The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
4. The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Syllabi, interviews, exams, coursework, and lesson plans demonstrated that teacher candidates have an understanding of community health values and practices, accessing valid, appropriate health information, the influence of culture, media and technology, and accessing valid health resources as it relates to the instructional planning process. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: Exam 1-4, Study Guide
- Indicator 2: KINE2430 Health Issues in Today's Society - DASH YBRSS, KINE1000 Fundamentals of Wellness - Body Composition, EDUC7635 Teaching Health in the Secondary School - Methods Journal Articles
- Indicator 3: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Diversity Form/Data Analysis, Lesson plans referred to accommodations for students, Syllabus for ELL Content Literacy, Culture and Emotions Discussion Board, EDUC7635 Teaching Health in the Secondary School - Methods Journal Articles

- Indicator 4: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Finding Reliable Sources, Mental Health PPT, Mental Health Lesson, Interviews with completers, Guest speakers (weekly schedule, lesson plans)

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Coursework, lesson plans, and reflections demonstrated that teacher candidates have the ability to modify instruction that reflects current research and local policies for health. Teacher candidates are able to access appropriate health information and analyze the influence of culture, media, technology, and other factors as they embed those in the planning process. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Current events, No Regrets Sex Ed, Finding Reliable Resources, KINE2430 Health Issues in Today's Society - DASH YBRSS
- Indicator 2: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Finding Reliable Sources, Lesson Plan (Finding Reliable and Accurate Information), KINE2430 Health Issues in Today's Society - DASH YBRSS
- Indicator 3: Diversity Form/Data Analysis, Lesson plan (current event Friday)

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – Coursework and interviews demonstrated that teacher candidates know the laws and codes specific to health education and health services for minors.

Sources of Evidence

- Indicator 1 (code and law): EDUC7635 Teaching Health in the Secondary School - Code of Ethics Paper, Code of Ethics Discussion Board, Interview: Class discussions - Title IX training, District-specific requirements, sexual harassment training, Methods course addressed making others aware (principal, counselors), legal obligation to report, use admin and security as resources, homeless students/abuse, learned about programs offered by schools, KINE2410 Introduction to Athletic Training - In class lecture notes and text reading on substance abuse/misuse
- Indicator 1 (health services): KINE2430 Health Issues - YBRSS, School Health Policies and Practices studies from the CDC

Performance

1. The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – Candidate reflections and interviews did not demonstrate that teacher candidates have the ability to use appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior. It was evident that candidates in their student teaching needed more training and experience in this area.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - artifacts did not demonstrate candidate interventions

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Coursework, utilizing guest speakers from the community, campus events, and projects demonstrated that teacher candidates have an understanding of how to advocate for personal, family, and community health. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: KINE3350 Teaching School Health - Guest speakers, NNU Health Fair, STD Poster Project
- edaccreditation.nnu.edu

Performance

1. The teacher advocates for a positive school culture toward health and health education. (<http://www.shapeamerica.org/standards/health/>)

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Utilization of guest speakers from the community, lesson plans, and public events demonstrated that teacher candidates have the ability to advocate for positive school culture toward health and health education. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - VSD Policy, Guest Speakers, Respect in the Classroom, Creating a Safe Classroom, NNU Health Fair, STD Poster Project
- edaccreditation.nnu.edu

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	0	6	
Performance	6	1	5	

Areas for Improvement

- Standard 5.1 and 5.2 (knowledge and performance): The Teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.** The EPP was able to provide evidence for performance indicators 2 and 3 that demonstrate candidates' ability to facilitate the development of health skills in students as well as create an appropriate environment for discussions of controversial issues. The evidence was not as strong in regard to jargon and slang associated with high-risk behaviors. The only piece of evidence for the performance standard was an assigned drug paper that included a question about street names of drugs. The actual terminology or use of terminology was never evident in the artifacts or interviews. It is important that candidates can enter their school settings with a knowledge of the language being used by students when it comes to high risk behaviors so they can identify it and address it appropriately.
- Standard 9 (knowledge): The teacher knows the laws and codes specific to health education and health services to minors.** The EPP was able to provide ample evidence that candidates understand code of ethics and laws about reporting, substance abuse, etc. Artifacts regarding health services for minors were available at the review; however, evidence that NNU health-education students are provided with adequate opportunities to engage in this content would be helpful. In the school settings, candidates need to be equipped with a knowledge of the resources they can recommend to their students or be able to partner with school counselors/nurses for health services available to their students.
- Standard 9 (performance): The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.** The EPP supplied artifacts that highlighted candidate interactions with students in their student teaching experience that dealt more with student interaction and relationship building. However, in one reflection about a question about abortion, a candidate was caught off-guard and did not know what to do. It was not evident that candidates utilized any specific intervention or strategy upon learning of a student who was/possibly engaging in high-risk behaviors.

Recommended Action on Idaho Standards for Health Teachers

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
4.1 Knowledge			X

4.1 Analysis – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an exemplary understanding of the central tools of inquiry and structures of chemistry as a teaching discipline. At NNU, there is a cohesive programmatic approach to chemistry education with a diversity of course offerings available to teacher candidates. Candidates choose specific courses through an advising process. This standard is supported by considerable evidence across the indicators consisting of course syllabi; exam examples; lecture, lesson, and lab examples; candidate work samples; and interviews with recent completers, current candidates, and chemistry faculty. Furthermore, all teaching candidates complete a capstone research project required of science majors at NNU. This is a deep application of knowledge that helps candidates go into the teaching field able to speak from the authority of their real experiences as scientists. Candidates benefit from small class sizes and access to professors. Chemistry professors know their students and which students are teaching candidates. Teaching candidates at NNU also have access to opportunities not typically afforded to undergraduate students in many university settings, such as being lab TAs, writing for publication alongside professors, attending regional and national conferences, and conducting research. For this knowledge standard, evidence was provided in support of 100% of the indicators. In support of the exemplary rating, the EPP provided three cycles of assessment data in the form of Praxis II data (100% pass rate, N=3) in chemistry for the period of time from 2015-

2017. More holistically, the EPP extended that data set to include all sciences 2012-2017 with a 100% pass rate (N=6). Additionally, the EPP reported programmatic changes based on data/evidence from several sources. American Chemical Society (ACS) standardized tests are given at the end of each CHEM course and results are monitored and disaggregated to make programmatic decisions.

Sources of Evidence

- Indicator 1: MATH2510 Calculus Final Exam, CHEM2210 General Chemistry I practice exam and thermochemistry coursework, CHEM2220 General Chemistry II ACS practice exam and lab report samples, CHEM3510 Thermo and Kinetics sample coursework and lecture topic examples, MATH2510 syllabus, observation of CHEM3510 class, interview with program faculty
- Indicator 2: CHEM3620 Integrated Lab report, CHEM3510 Thermo and Kinetics sample lecture, worksheets, and candidate work samples, CHEM3620 and CHEM3510 syllabi, observation of CHEM3510 class, interview with program faculty
- Indicator 3: CHEM2610 Analytical Chemistry candidate lab report, article published in 'Journal of Chemistry' by professor and candidate presenting a problem-solving experiment for use in analytical chemistry at the university setting, CHEM2610 and CHEM2601L syllabi
- Indicator 4: CHEM2210 General Chemistry I candidate lab report, CHEM2220 candidate lab report, CHEM3210L lab samples (multiple examples provided)
- Indicator 5: PHYS1110/1111 homework samples, BIOL4410L biochemistry candidate lab sample
- Indicator 6: CHEM2210 and CHEM 2220 practice exams and candidate lab reports
- Indicator 7: CHEM2210 thermochemistry worksheet and candidate work sample, CHEM 2220 sample topics and lecture, sample candidate work from CHEM3510, candidate work sample from final presentation for BIOL4410 Biochemistry
- Indicator 8: CHEM2210 General Chemistry exam
- Indicator 9: CHEM3210 and CHEM3220 candidate lab reports (multiple examples provided)
- Indicator 10: CHEM2210 ACS practice exam, CHEM2220 ACS practice exam, CHEM2200 stoichiometry unit
- Indicator 11: CHEM3210/3220 Organic chemistry lab reports (multiple examples), BIOL4410 exam, CHEM4610 lab assignment
- Indicator 12: CHEM2210 ACS practice exam, CHEM2200 sample lecture, CHEM3620 lab assignment/report
- Indicator 13: CHEM3620L lab report and syllabi
- Indicator 14: Course work and syllabi from CHEM2210, CHEM2220, CHEM2610, CHEM3510
- Indicator 15: CHEM2220 exam sample, CHEM3510 coursework examples, CHEM3620 lab example, observation of CHEM3510 class

- Indicator 16: CHEM4970 research project, candidate's published research (multiple examples), syllabi for CHEM4980 senior seminar/capstone, interview with recent program completer

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.

19. The teacher helps the student understand and use chemical kinetics.
20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Evidence provided by the EPP demonstrates that teacher candidates are able to create learning experiences that make the central concepts, tools of inquiry, and structures of chemistry meaningful for students. The bulk of the evidence consisted of lesson plans and unit plans provided from candidate teaching experiences. These were lessons taught in a secondary school setting. Lessons covered a variety of subject matter and instructional approaches ranging from direct instruction to lab-based settings. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. Approximately 96% (26 of 27) of the indicators were supported by sufficient and aligned evidence.

Sources of Evidence

- Indicator 1: EDUC3510/7651 Teaching Methods in Secondary Schools candidate unit sketch, candidate lesson plans for the topics of chemical bonds, states of matter, and chromatography lab activity. One lesson plan included post-lesson reflection by the candidate. Interviews with a recent completer and current candidates (3).
- Indicator 2: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of atomic mass, balancing equations,

half-life, flame/light. Lessons/labs emphasize formulas/calculations and other mathematical concepts

- Indicator 3: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons lab activity 'calorimeter and magnesium combustion lab'
- Indicator 4: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of decay and half-life
- Indicator 5: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of atomic structure and states of matter
- Indicator 6: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of metallic bonding and ionic compounds (three different lesson examples for ionic compounds)
- Indicator 7: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of electron structure (two examples), Lewis structures, the periodic table, and trends on the periodic table. Some candidate work samples included post-lesson reflection.
- Indicator 8: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of chemical bonds, electron structure (two examples), noble gases, bean lab (electron configuration), and the periodic table
- Indicator 9: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of nuclear chemistry; fission, fusion, radioactivity; properties of matter; metallic bonding, and iron nail lab (properties of matter)
- Indicator 10: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of balancing equations and
- Indicator 11: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of chemical bonds, fission and fusion, and radioactivity
- Indicator 12: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of chemical bonds, covalent bonds, ionic compounds, metallic bonding
- Indicator 13: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of noble gases
- Indicator 14: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of states of matter and mixtures
- Indicator 15: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of states of matter, chromatography, thermochemistry
- Indicator 16: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of crystallization (solutions)
- Indicator 17: Interview with a current candidate
- Indicator 18: Evidence not provided or misaligned with indicator

- Indicator 19: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of combustion
- Indicator 20: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topic of photosynthesis, interview with a recent program completer
- Indicator 21: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of photosynthesis
- Indicator 22: Candidate work samples from CHEM2210 in the areas of ideal gases, limiting reagents, molarity, stoichiometry, thermochemistry, titrations
- Indicator 23: Candidate work samples from BIOL4440L (buffer egg lab) and CHEM3210 (multiple examples)
- Indicator 24: Candidate work samples from CHEM2210 and CHEM2220 (multiple examples)
- Indicator 25: Candidate work sample from CHEM2210
- Indicator 26: Candidate work sample from CHEM2210 and exam from CHEM2220
- Indicator 27: Candidate work sample from BIOL4440L (chromatography), EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of chromatography and mixtures

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1			1
Performance	1		1	

Areas for Improvement

- The EPP could consider collecting additional evidence of candidate performance in the form of completed lessons/units with reflection and samples of student work/data to better document the impact of candidates on student learning.
- The chemistry department tracks data (e.g. ACS exams) on candidate achievement and the ED department tracks data (PRAXIS) as well. In the future, programs could jointly evaluate candidate data to discuss potential programmatic changes. This line of communication and planning would further strengthen the excellent work that is being done in secondary science.

Recommended Action on Idaho Standards for Chemistry Teachers

- Approved**
- Conditionally Approved
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved



NORTHWEST
NAZARENE UNIVERSITY

December 18, 2018

To: PSC Administrator

Purpose: Submittal of rejoinder to the state team focused visit report

The Educator Preparation Program (EPP) at Northwest Nazarene University (NNU) received the final focused visit report from the SDE on November 26, 2018. It is the intent of the EPP to submit this correspondence as a rejoinder to the PSC Administrator to be presented with the state team focused visit report to the Professional Standards Commission.

The EPP disagrees with the findings of “Conditionally Approved” for Idaho Foundation Standards for Communication Arts Teachers, and “Conditionally Approved due to conditional approval of Foundation Standards” for Idaho Standards for Speech and Debate Teachers. The EPP disagrees with the state report based on one enigmatic performance standard element, and questionable use of the piloted State Program Approval Rubric.

The EPP faculty believe the use of the rubric was not in alignment with the stated use of the rubric, “The rubrics are to be used to make holistic judgement” (State Report, p 7). The findings of “Conditionally Approved” for Idaho Foundation Standards for Communication Arts Teachers, and the resulting “Conditionally Approved due to conditional approval of Foundation Standards” for Idaho Standards for Speech and Debate Teachers were determine based on the findings of one single performance element (9b) in the Foundation Standards for Communication (State Report, p 24).

The Foundation and Enhancement Standards for Communication and Speech/Debate total thirty-seven elements which must be addressed. Communication Foundation standards are comprised of two standards with knowledge and performance elements within each, for a total of sixteen elements. Only one element, out of sixteen, was determined to be unacceptable. The entire Foundation Standards for Communication were determined to be “Conditionally Approved” because of this one element (9b). Three of the knowledge and performance standards were found acceptable, and one was found unacceptable (which was comprised of the single unacceptable element, 9b), which yields 75% acceptable (State Report, p 24). However, the standard was still labeled “Conditionally Approved” (State Report, p 25).

The Speech and Debate Enhancement standards are comprised of twenty-one knowledge and performance elements within the standards. All elements of knowledge and performance were found “Acceptable” in the Enhancement Standards for Speech and Debate (State Report, p 29). However, the program was labeled “Conditionally Approved” based on the finding of unacceptable on one single performance element (9b) in the Foundation Standards for Communication. It is the belief of the NNU EPP faculty that the piloted State Program Approval Rubric was used in a manner which did not support the intent of holistic judgement, and resulted in an inaccurate analysis of program performance in the endorsement area of Speech and Debate, and Communication foundations. The following matrices summarily illustrate the arguments above.

Communication
Foundation Standards and Elements

Standard	Unacceptable	Acceptable
Com 4.K.1		X
Com 4.K.2		X
Com 4.K.3		X
Com 4.K.4		X
Com 4.K.5		X
Com 4.K.6		X
Com 4.K.7		X
Com 4.K.8		X
Com 4.P.1		X
Com 4.P.2		X
Com 4.P.3		X
Com 4.P.4		X
Com 4.P.5		X
Com 4.P.6		X
Com 9.K.1		X
Com 9.P.1	X	

Speech and Debate
Enhancement Standards and Elements

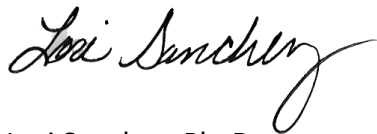
Standard	Unacceptable	Acceptable
Com 4.K.1		X
Com 4.K.2		X
Com 4.K.3		X
Com 4.K.4		X
Com 4.K.5		X
Com 4.K.6		X

Com 4.K.7		X
Com 4.K.8		X
Com 4.K.9		X
Com 4.K.10		X
Com 4.K.11		X
Com 4.K.12		X
Com 4.K.13		X
Com 4.P.1		X
Com 4.P.2		X
Com 4.P.3		X
Com 4.P.4		X
Com 4.P.5		X
Com 4.P.6		X
Com 4.P.7		X
Com 4.P.8		X

The intent of this communication is to demonstrate a possible fault in the method of application of the State Program Approval Rubric, and to have the “Conditionally Approved” recommendation on Communication Foundation Standards and Speech and Debate Enhancement Standards changed to “Approved.”

The NNU EPP faculty would like to thank the PSC Administrator and PSC members for their time and effort in consideration of this rejoinder.

Sincerely,



Lori Sanchez, Ph. D.

Chair, Department of Undergraduate Education
Director, Adult and Professional Programs in Education
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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18, 2019**

TAB	DESCRIPTION	ACTION
1	DIVISION OF CAREER AND TECHNICAL EDUCATION – MICROCERTIFICATION PLATFORM PRESENTATION	Information Item
2	BOARD POLICY III.V. – ARTICULATION AND TRANSFER – FIRST READING	Action Item
3	BOARD POLICY III.E. – CERTIFICATES AND DEGREEES – SECOND READING	Action Item
4	BOARD POLICY III.G. – PROGRAM APPROVAL AND DISCONTINUANCE – SECOND READING	Action Item
5	OPEN EDUCATION RESOURCES PROGRESS REPORT	Action Item

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18, 2019

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

SkillStack® - Idaho's Skill Based Learning System

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective B: Alignment and Coordination. GOAL 3: WORKFORCE READINESS: Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

SkillStack® is Idaho's system for tracking skill based learning, developed by Idaho Career Technical Education (CTE). SkillStack® badges are micro-certifications and can align to postsecondary credit, industry certifications and/or common job openings. Individuals must demonstrate competency in order to earn a badge. Each badge has a list of skills that are "checked" as the individual demonstrates that they can perform the skill. In some cases, that demonstration can be through a written assessment; in others, it must be observed through either role-play or a hands-on demonstration.

Digital badging (or micro-certifications) is a growing trend to help close the skills gap and enhance learning. Through SkillStack®, individuals can earn badges, educators can validate skills and business can search for qualified talent. Badges are developed with industry input and are validated by qualified educators.

IMPACT

Microcertifications (badges) will increase opportunities and options for individuals to gain the necessary workforce skills needed to meet industry needs in high demand areas. There is no fiscal impact to individuals using SkillStack®. The Workplace Readiness Incentive Grant will incentivize secondary CTE teachers to use SkillStack®. Idaho Career & Technical Education collaborates with Idaho Digital Learning on the maintenance and development of SkillStack®. Currently, institutions utilizing SkillStack® pay for each badge developed through a Memorandum of Understanding.

ATTACHMENTS

Attachment 1 – SkillStack® Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Dwight Johnson, CTE State Administrator, will provide an overview of SkillStack® in response to a request made by the Board at its February meeting. It is intended to inform the conversation regarding the proposed amendments to Board Policy

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18, 2019

III.E Certificates and Degrees, concerning a definition to be added for microcertification.

BOARD ACTION

This item is for informational purposes only.



Idaho's Skill-based Learning System

State Board of Education
Dwight Johnson
April 2019





SBOE Policy III. E. 1. a

viii. Microcertification

A credential in a narrowly focused area within career-technical education (CTE) or academic program that confirms mastery of a specific industry-related skillset or topic. Completion of multiple microcertification courses may lead to a certificate.



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Basics

- Badges represent skills or competencies
- Earn badges by demonstrating competency
- Skills validated by credentialed educators
- Developed with industry input
- Different Applications for Secondary & Postsecondary programs



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Secondary CTE Applications

- Measure, assess, validate and track student growth
- Teacher feedback for program improvement
- Articulate CTE college credit transfer to Technical Colleges



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Workforce Readiness Teacher Bonus

- SB1222 –2018 Legislature est. new program
- Provides bonus for secondary CTE teachers
- Based on the number of workforce ready students:
 - Earned all SkillStack® badges in pathway
 - Passed Workforce Readiness Assessment & Technical Skill Assessment
- FY2020 Appropriation - \$200,000
- Spring 2020 – First teacher bonus distribution



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Two ways to earn CTE College Credit

- Dual Credit
- Technical Competency Credit (TCC).



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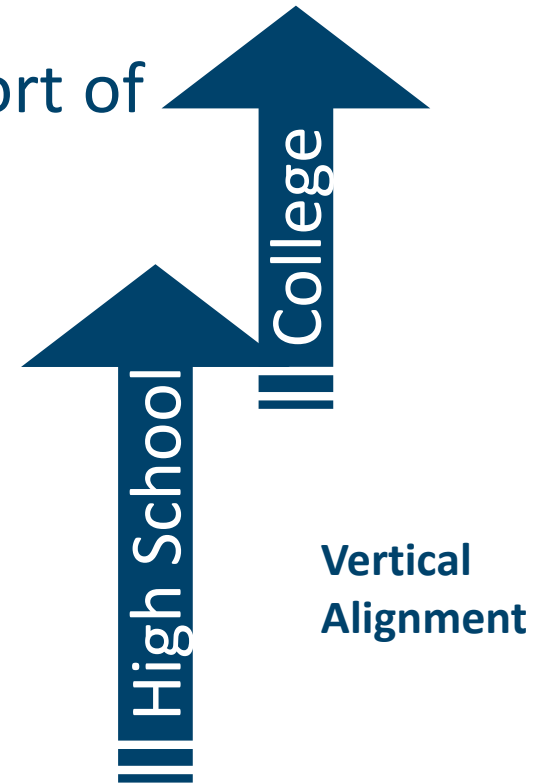


CTE Program Alignment

- Statewide Articulation Framework
- Enhance transfer of CTE College credit
- Increase the “Go-On” Rate in Support of 60% Goal



Horizontal
Alignment



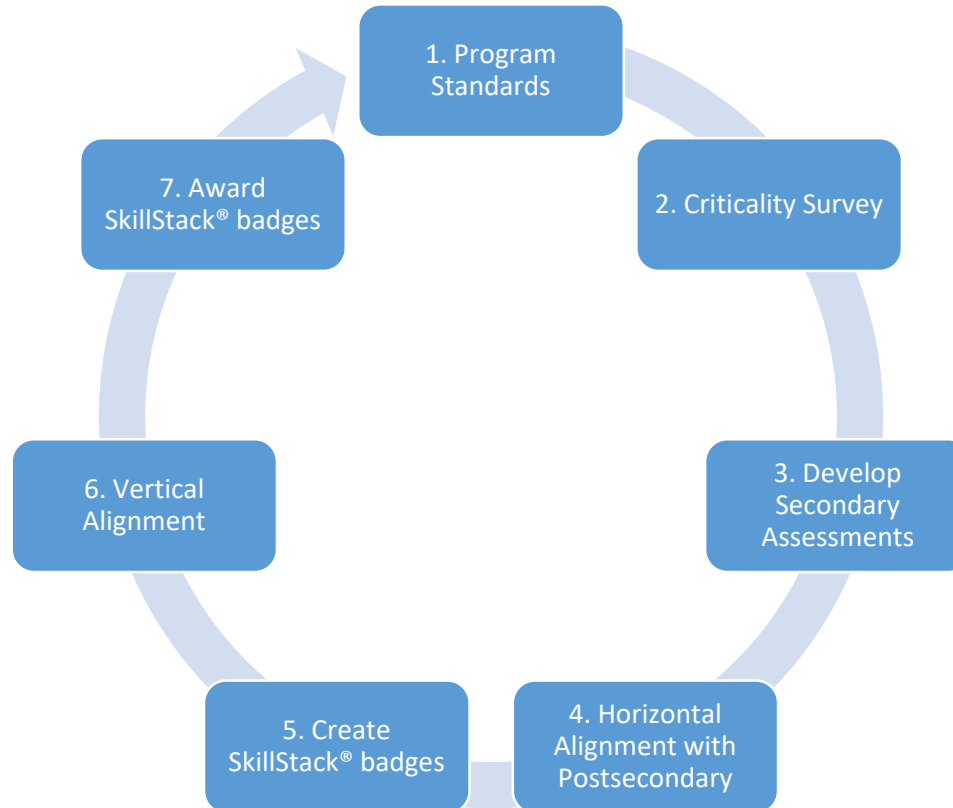
Vertical
Alignment



We prepare Idaho's youth and adults for high-skill, in-demand careers.



The Standards Setting Process



We prepare Idaho's youth and adults for high-skill, in-demand careers.



CTE Programs Aligned

16/17	17/18	18/19	19/20
Admin Services	Applied Accounting	Agribusiness	Ag Leadership & Communications
Auto Collision Repair	Culinary	Animal Science	Ag Food Science & Processing
Automotive Technology	Drafting	Business Management	Automated Manufacturing
Computer Support	Early Childhood Education	Certified Nursing Assistant	Business Digital Communications
Diesel Technology	Electronics Technology	Ornamental Horticulture	Cosmetology
Precision Machining	Graphic Design	Small Engines/Power Sports	Dental Assisting
Programming/Software	Hospitality Services		EMT
Web Design	Marketing		Pharmacy Technician
Welding	Network Support		Rehabilitation Services
	Pre-Engineering		
	Residential Construction		

35 OUT OF 50
PROGRAMS ALIGNED BY 2020



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Welding Bridge Pilot Success

- Pilot program to better “bridge” college credits for cohort programs
- 14 students enrolled Summer 2018 at CWI & CSI
- 12 students completed Summer Pilot
- 10 started as Sophomores the Fall after HS Graduation



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Postsecondary Applications

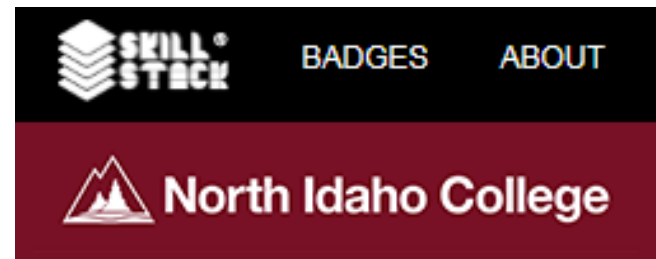
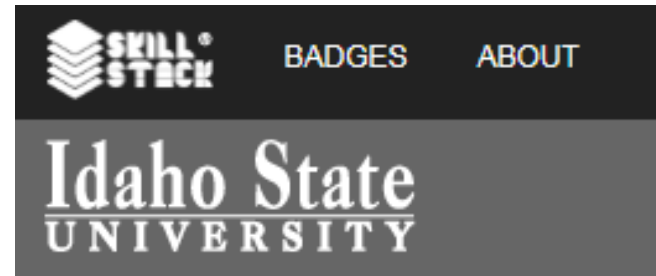
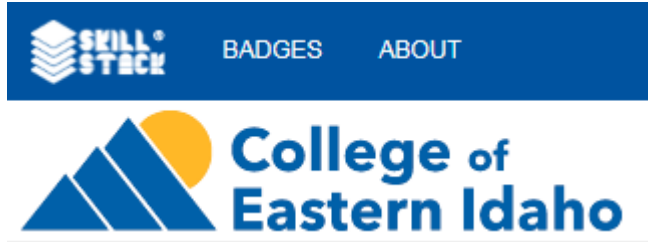
- Badge and assessment development
- Augments industry certifications
- Flexible, adaptable



We prepare Idaho's youth and adults for high-skill, in-demand careers.



SkillStack® - Workforce Training

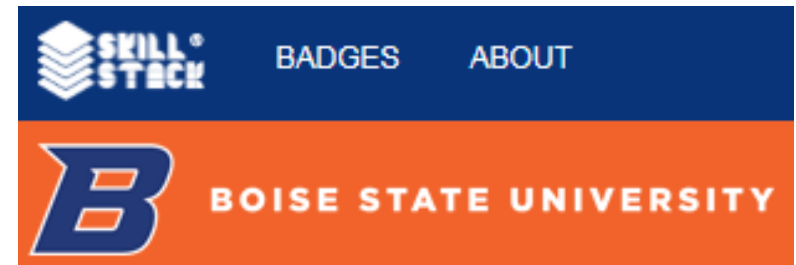


We prepare Idaho's youth and adults for high-skill, in-demand careers.



SkillStack® - Professional Development

- Business/Management
 - General Management
 - Leadership Development
- Career Development
 - Service Learning
- Information Technology (IT)
 - Web Accessibility

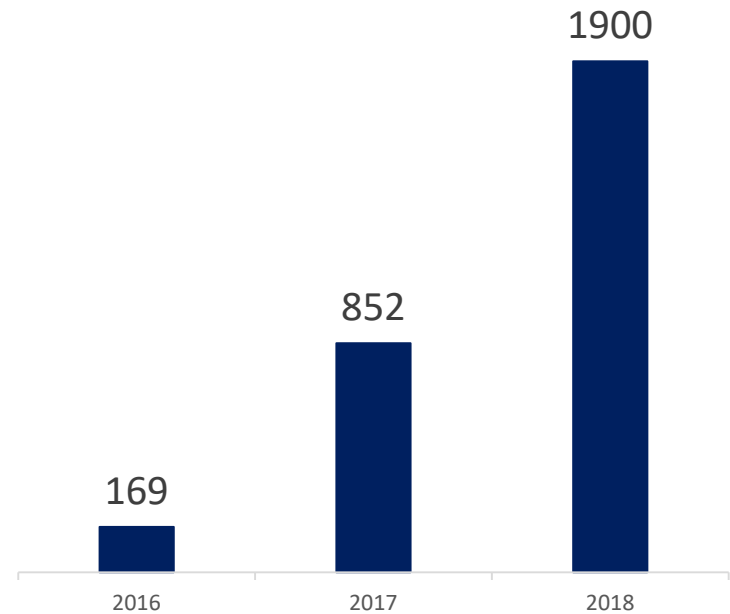
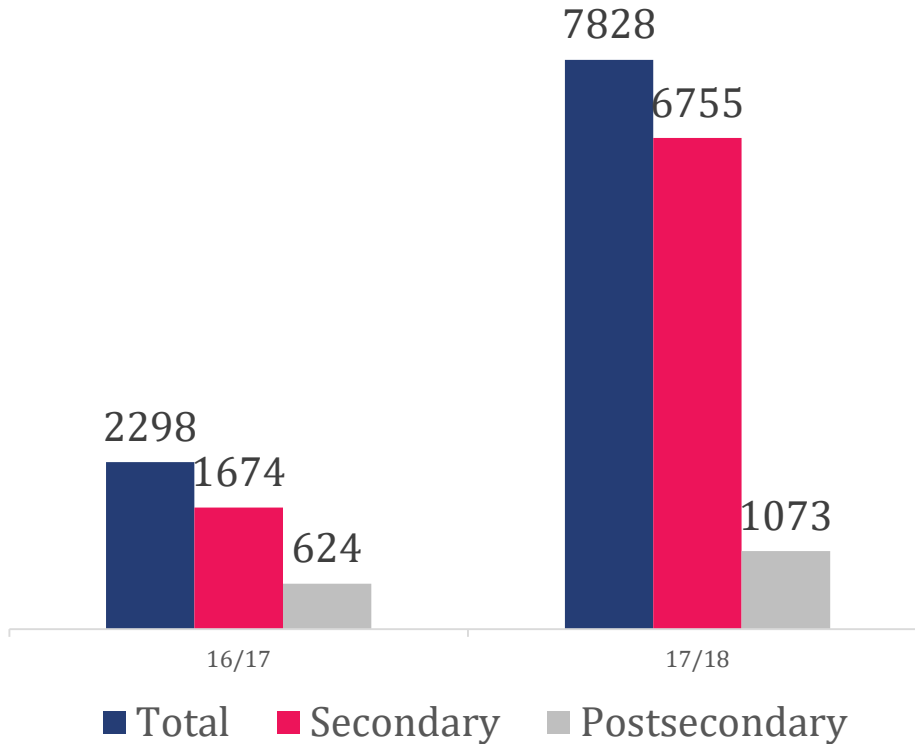


We prepare Idaho's youth and adults for high-skill, in-demand careers.



Badges Awarded (10,126)

Badges Earners (2,921)



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Long-term potential strategies for expansion

- Corrections
- Tribes
- Idaho Digital Learning
- Adult Education
- State Department of Education
 - Professional Standards Commission
 - Competency Based Education



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Thank you!

State Board of Education
Dwight Johnson
April 2019



WELDING Pathway



Individual Badges
Earned in High School
CTE Programs



Lab Rules and
Procedures



Hands Tools



Power Tools and
Equipment



Pass Technical Skills
Assessment (TSA)



Postsecondary
Assessment

Microcertifications (Stacked Badges)
Technical Competency Credits (TCC)



Safety and Leadership - 2 credits



Welding Theory - 2 credits



SMAW Practical - 4 credits



Blueprint Reading for Welders - 2 credits

**Basic Technical
Certificate (BTC)**

12
Months*

(≥ 8 credits)

**Intermediate
Technical
Certificate (ITC)**

18
Months*

(≥ 30 credits)

**Advanced Technical
Certificate (ATC)**

24
Months*

(≥ 52 credits)

**Associate of Applied
Science (AAS)
Welding**

24
Months*

(≥ 60 credits)



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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

SUBJECT

Board Policy III.V, Articulation and Transfer – First Reading

REFERENCE

October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.V, which clarified the transfer and articulation policy for general education credit applies to all Idaho public institutions.
June 2015	The Board approved the second reading of proposed amendments to Board Policy III.V.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

BACKGROUND/DISCUSSION

Board Policy III.V, Articulation and Transfer, establishes requirements for the articulation and transfer of courses between Idaho’s public postsecondary institutions. Proposed amendments to Board Policy III.V adds a requirement that credits awarded through a prior learning assessment (PLA) by one of the institutions for a course on the common course list or for meeting a general education requirement shall transfer between those institutions as the same course on the list and/or meet the same general education requirement.

IMPACT

Approval of proposed amendments will provide institutions and staff with necessary guidance for transfer of course credits awarded through PLA. It will also

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

provide maximum transparency and consistency for course articulation across institutions. This will help ensure students are provided with an opportunity to complete their degree in a timely manner without the need to repeat courses or to submit requests for evaluation of PLA credit awarded at a prior institution.

Furthermore, amendments conform with Section 33-3729, Idaho Code ensuring completion of the Board's general education requirements for students who earn an Associate of Arts or Associate of Science degree from any institution within or external to Idaho, which is regionally accredited by a body recognized by the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.V, Articulation and Transfer – 1st Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.V will provide for the seamless transfer of credits earned through PLA consistently across Idaho's public postsecondary institutions. Proposed policy amendments were shared with Council on Academic Affairs (CAAP) members, and institution provosts at the Instruction, Research, and Student Affairs (IRSA) meeting on January 31, 2019 and the March 21, 2019 meeting.

Furthermore, Section 33-3729, Idaho Code requires Idaho postsecondary institutions to recognize students who complete an Associate of Arts or Associate of Science degree at any institution accredited by a body recognized by the Board as having completed the Board's general education requirements and prohibits the institutions from requiring these students to complete any additional general education requirements. These policy amendments will require the institutions to also transfer PLA credits for general education purposes for students who complete an Associate of Arts or Associate of Science degree from an institution accredited by a body recognized by the Board.

Board staff recommends approval as presented.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III. V, Articulation and Transfer as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: V. Articulation and Transfer

June 2019⁹⁵

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

The Statewide General Education Policy, Board Policy III.N, Statewide General Education, outlines Idaho's General Education Framework and establishes guidelines for General Education Matriculated (GEM) curricula across all public postsecondary institutions. Statewide recognition of common GEM competencies creates a transparent and seamless transfer experience for undergraduates as defined in Board Policy III.N.

The transfer of GEM courses is predicated on the acquisition of competencies in broad academic areas. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their general education courses and programs.

1. Statewide Articulation

a. Academic Undergraduate Degrees

- i. Students who complete requirements for the Associate of Arts or Associate of Science degree at a regionally accredited postsecondary institution ~~in Idaho~~ will be considered as satisfying the general education requirement, as defined in Board Policy III.N., upon transfer to a ~~four-year~~ public institution in Idaho and will not be required to complete any additional general education requirements.
- ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and transfer from a regionally accredited postsecondary institution in Idaho will not be required to complete additional general education requirements at the receiving institution.
- iii. If a student has completed a GEM course(s) but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree, those GEM courses will be applied towards the associated GEM competency requirements at the receiving institution.

b. Associate of Applied Science (AAS) Degrees

- i. A student who satisfactorily completes a GEM course(s) as part of the Associate of Applied Science (AAS) degree and then subsequently transfers to another public Idaho postsecondary institution will have those GEM courses

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: V. Articulation and Transfer

June 2019~~5~~

~~will be~~ applied towards the associated GEM competency of the receiving institution.

- ii. A student who completes an AAS degree may pursue an interdisciplinary Bachelor of Applied Science or a Bachelor of Applied Technology degree focused on upper-level academic coursework.
2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of sections [33-107\(6\)\(be\)](#) and [33-2102, and 33-3729](#) Idaho Code and Board Policy III.V.2.c [through ed.](#) Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:
- a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.
 - b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.
 - c. Non-remedial course credits earned at an institution under the Board's governance, regardless of being a general education credit or not, are transferable to any other institution governed by this policy.
 - d. Academic credits accepted from a regionally accredited institution into an academic program by one institution under the Board's governance shall transfer from two- and four-year to four-year institutions as either equivalent or elective credits between the other postsecondary institutions governed by this policy.
 - e. [Courses on the common course index list, as provided in Board Policy III.N.6.b, that are awarded credit through prior learning assessments, as outlined in Board Policy III.L.1.b, from an institution shall transfer as equivalent course credit between those institutions. An area of general education, as listed in Board Policy III.N.3, for which credit is awarded by an institution through prior learning assessments, shall transfer across those institutions as meeting the same general education requirement.](#)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

SUBJECT

Board Policy III.E. Certificates and Degrees – Second Reading

REFERENCE

December 2013	Board approved first reading of amendments to Board Policy III.E that included updates to definitions for technical certificates and credit hour.
February 2014	Board approved the second reading of amendments to Board Policy III.E.
June 2018	Board approved the first reading of amendments to Board Policy III.E and asked staff to provide a definition of an applied baccalaureate degree, separate from the academic baccalaureate degree.
February 2019	Board approved another first reading of amendments to Board Policy III.E due to changes between readings. This included a definition of an applied baccalaureate degree and a definition of microcertifications.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective A: Data Access and Transparency. Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Proposed amendments add a definition of an applied baccalaureate degree and minimum credits required, which would be distinctive from the existing definition of an academic baccalaureate degree. The current definition describes degree requirements that are based on the length of time a student would pursue full-time study. The updated definition will provide greater clarity, as it will specify the maximum number of semester credit hours required for program completion. A provision was included to the definition that enables the Board to approve an exception due to accreditation, certification or professional licensure requirements. Updated definitions for an associate degree and baccalaureate degree were added to include similar language with regard to exceptions and credit requirements.

Other changes include a proposed definition for a graduate certificate and microcertifications. Board Policy III.E. provides definitions for certificates and degrees. Approval procedures and other program processes are covered in other Board policies or at the agency administrative process level as applicable.

There were no changes between the first and second reading of this policy.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

IMPACT

Proposed amendments will distinguish an applied baccalaureate degree from the current generic baccalaureate degree definition. Amendments will also add clarifying language allowing for individuals and institutions to better distinguish between the types of academic certificates, as well as microcertification.

ATTACHMENTS

Attachment 1 – Board Policy III.E. Certificates and Degrees – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

At the Board's June 21, 2018 meeting, Board members asked staff to include a clear definition of an applied baccalaureate degree, separate from the academic baccalaureate degree. Staff reviewed existing policy language, included amendments to update existing definitions for other academic degrees, and provided new definitions of a graduate certificate and microcertifications (badges). At their November 29, 2018 meeting, the Instruction, Research, and Student Affairs committee asked staff to review all sections of Board Policy III.E and update policy language where necessary.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their November 15, 2018 meeting. The Instruction, Research, and Student Affairs committee reviewed the proposed amendments at its November 29, 2018 and January 31, 2019 meetings.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy III.E. Certificates and Degrees as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: E. Certificates and Degrees

~~February 2014~~ April 2019

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. CERTIFICATES:

i. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic undergraduate certificate or a degree.

~~—Academic Certificate~~

~~A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that does not lead to a degree.~~

ii. Academic Undergraduate Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that ~~does not lead to a degree~~ may lead to an academic degree.

~~—Academic Certificate of Completion~~

~~A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic certificate or a degree.~~

iii. Graduate Certificate

A credential awarded for completion of a coherent program of study consisting of nine (9) or more semester credits of graduate course work, representing a coherent body of knowledge that may lead to a degree or may be unique and standalone.

iiiv. Technical Certificate of Completion

A career technical credential awarded by the institution consisting of seven (7) semester credits or less that represents mastery of a defined set of competencies.

iv. Basic Technical Certificate

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: E. Certificates and Degrees

[February 2014](#)[April 2019](#)

A credential awarded for completion of requirements in an approved career technical program of at least eight (8) semester credit hours and represents mastery of a defined set of competencies.

vi. Intermediate Technical Certificate

A credential awarded for the completion of requirements in an approved career technical program of at least 30 semester credit hours and represents mastery of a defined set of competencies.

vii. Advanced Technical Certificate

A credential awarded for completion of requirements in an approved career technical program of at least 52 semester credit and represents mastery of a defined set of competencies.

viii. Microcertification

A credential in a narrowly focused area within career technical program or academic program that confirms mastery through a formal assessment of a specific industry-related skillset or topic. Completion of multiple microcertification courses may lead to a certificate.

b. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved career technical program of at least 60 semester credits (includes a minimum of 15 general education credits) and represents mastery of a defined set of competencies. An Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree.

c. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least two (2) but normally less than four (4) years of 60 semester credits of full-time academic work. An Associate Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

d. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least four (4) years of 120 semester credits of full-time academic work. A baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, professional licensure purposes, or by exception approved by the Board.

e. APPLIED BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of 120 semester credits of academic and

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GOVERNING POLICIES AND PROCEDURES

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SUBSECTION: E. Certificates and Degrees

~~February 2014~~ April 2019

career technical coursework (includes a minimum of 36 general education credits). An applied baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

~~ef. MASTER'S GRADUATE DEGREES: A credential awarded for completion of requirements entailing at least one (1) but normally not more than two (2) years of full-time academic work beyond the baccalaureate degree, including any required research. Graduate degrees consist of master's degrees, specialist degrees, and doctoral degrees.~~

~~f. SPECIALIST DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally not more than three (3) years of full-time academic work beyond the baccalaureate degree.~~

~~g. DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.~~

2. Academic and Career Technical Credit Hour Requirements

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. Requirements for Certificate or Degree

Each institution will establish the number of earned credits required for each certificate or degree. The requirements may differ from the general requirements specified in the definitions in subsection 1; ~~but~~; however, all credit requirements must receive Board approval in accordance with the program approval policies provided in III.G.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
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[February 2014](#)[April 2019](#)

Institutional catalogs will specify the required number of earned credits for each certificate or degree.

4. Authorization Required

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Certificates and Degrees

A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education.

6. Honorary Degrees

Each institution may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board or the Board's staff, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

SUBJECT

Board Policy III.G, Postsecondary Program Approval and Discontinuance –
Second Reading

REFERENCE

June 19, 2013	Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval.
October 17, 2013	Board approved the first reading to repeal Board Policy III.F, Academic and Program Affairs and amendments to Board Policy III.G, Instructional Program Approval and Discontinuance.
December 19, 2013	Board approved the second reading of proposed amendments to Board Policy III.G.
August 13, 2015	Board approved the first reading of proposed amendments to Board Policy III.G. Proposed amendments changed approval procedures for certificates and program expansions to align with the Northwest Commission on Colleges and Universities (NWCCU) standards. A new section for career technical program inactivation was also added.
October 22, 2015	Board approved the second reading of proposed amendments to Board Policy III.G.
August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z, which added the responsibility for delivering applied baccalaureate degrees to the academic service regions.
February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.

APPLICABLE STATUTES, RULE OR POLICY

Section 33-2107A, Idaho Code.

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)

BACKGROUND/DISCUSSION

Proposed amendments add procedures for review and approval of academic and career technical microcertifications and add a new provision to Subsection 3.c.i(3) regarding proposal submission and approval procedures for applied baccalaureate

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

degree programs proposed by community colleges. Other amendments clarify procedures for graduate certificates of 30 credits or less and career technical education program components.

There were no changes between the first and second reading of this policy.

IMPACT

Approval of proposed amendments will create efficiencies and provide requirements for program approval of applied baccalaureate degrees and microcertifications.

ATTACHMENTS

Attachment 1 – Board Policy III.G. Postsecondary Program Approval and Discontinuance – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.G will provide procedures for the submission, review, and approval of proposed applied baccalaureate programs. This includes a provision requiring community colleges to obtain Board approval of proposed baccalaureate programs regardless of financial impact pursuant to Section 33-2107A, Idaho Code. This will give the Board the ability to provide direct input for those programs and view firsthand the trends and circumstances associated with the delivery of baccalaureate degree programs by Idaho's community colleges.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their November 15, 2018 meeting. The Instruction, Research, and Student Affairs committee reviewed the proposed amendments at its January 31, 2019 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy III.G. Postsecondary Program Approval and Discontinuance as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

~~October 2015~~ April 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E. A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, [microcertifications](#), or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include

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SECTION: III. POSTSECONDARY AFFAIRS

~~October 2015~~ April 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Career Technical Program Components including microcertifications shall ~~include option(s); which shall~~ mean ~~alternative~~ instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.

2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on ~~teacher education, and teaching standards educator preparation programs.~~ educator preparation programs.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

~~October 2015~~ April 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

- a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.
- b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs
 - i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be included in the annual budget request of the institution for Board approval.
 - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
 - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification of, and/or discontinuation of academic or career technical programs, and instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
 - 3) Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.
 - 34) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of all graduate ~~academic~~ programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
 - 45) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.
 - 5)ii. Modifications to existing programs shall include, but not be limited to, the following:

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

~~October 2015~~ April 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- a)1) Expanding ~~of~~ an existing program outside a designated service region.
- b)2) Converting one program option into a stand-alone program.
- e)3) Consolidating an existing program to create one or more new programs.
- e)4) Adding a degree program not already approved by the Board.
- e)5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- f)6) Transitioning of existing programs to an on-line format.
- g)7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.

- 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
- 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

iiy. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

iiiv. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards

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Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of thirty (30) credits or less may require a proposal. For academic program components requiring a proposal, subsection 3.c.i. of this policy applies.

- i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of thirty (30) credits or less; ~~program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes~~ credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes.
- ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.
- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.
- iiiv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., ~~require a proposal as specified in subsection 3.b.i of this policy, and shall be~~ must be requested in writing and submitted to Board staff for reviewed and approved by the Board.

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- iv. Minor curriculum changes, ~~minor curriculum changes; minor credit changes~~ in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Programs Proposal Submission and Approval Procedures

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval.

a. Learning Outcomes

All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

b. Career Technical Programs and Components

- i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.
 - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.
 - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.
 - 3) The Executive Director may refer any proposal to the Board ~~or~~ subcommittee of the Board for review and action.

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~~4)ii.~~ Modifications to existing programs shall include, but not be limited to, the following:

- ~~a)1)~~ Expanding an existing program outside a designated service region.
- ~~b)2)~~ Converting one program option into a stand-alone program.
- ~~c)3)~~ Consolidating an existing program to create one or more new programs.
- ~~d)4)~~ Adding a certificate or degree program not already approved by the Board.
- ~~e)5)~~ Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- ~~f)6)~~ Transitioning of existing programs to an on-line format.
- ~~g)7)~~ Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

iv. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.

- 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
- 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

c. Career Technical Programs ~~Components~~ Notification Procedures

~~New, modification of, and/or discontinuation~~ Program changes of to existing career technical programs ~~components~~ may require a proposal. For career technical programs ~~components~~ requiring a proposal, subsection 4.~~ab~~.i of this policy applies.

~~i. New, modification of, and/or discontinuation of career technical options for existing programs; or changes to a program's status to inactive, changes to CIP codes, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require~~ inactive requires a formal

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~~letter and Attachment B form notifying the State Administrator prior to implementation of such changes.~~

- ii. i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs require a formal letter notifying the State Administrator prior to implementation of such changes.
- ii. If the change is judged to be consistent with program ~~components~~ changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
- iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.

~~e.~~ d. Career Technical Program Inactivation

- i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.
- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
 - 1) Description and rationale for the modification
 - 2) Implementation date
 - 3) Arrangement for enrolled students to complete the program in a timely manner
 - 4) Impact of accreditation, if any
 - 5) Impact to current employees of the program
 - 6) Impact on current budget
- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.

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-
- iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. [Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.](#)

6. Academic and Career Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

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-
- b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
- i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.
- c. ~~Institutions shall notify the Board office in writing when an approved program has been officially implemented.~~

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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SUBJECT

Textbook Affordability Progress Report

REFERENCE

April 2018	The Board was provided with an overview of open educational resources (OER) and the benefits of adopting OER to reduce cost to students.
June 2018	The Board was provided with examples of OER implemented across other states; as well as whether or not a model was provided by any states or systems for addressing students' out-of-pocket costs for textbooks.
August 2018	Board approved line item request.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho Colleges and Universities.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: EDUCATIONAL ATTAINMENT: Objective A: Higher Level of Educational Attainment. Objective B: Timely Degree Completion. Objective C: Access.

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.

For Fiscal Year 2020 the state legislature has appropriated \$50,000 from the General Fund to pilot the development of open education resources (OER). Intent language in the appropriation legislation indicated that the "selection of the eligible course(s) for the pilot shall include consideration of the number of students taking the course system-wide, the cost of traditional textbooks associated with the course, and availability of the course to secondary students through advanced opportunities. Development of the open education resources shall be collaborative and serviceable to general education courses at no less than four (4) post-secondary institutions."

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In addition to this, \$25,000 was provided by the Board in system-wide funds to each of the four-year institutions at the end of the fiscal year 2018 to develop OER. The allocation focused on OER adoption for the 43 courses that reside within the Board's common course index. The report in Attachment 1 illustrates where institutions have planned OER delivery for courses by or within the 2019-20 academic year as supported by 2018 funds.

IMPACT

As a result of support provided by funding provided at the end of the 2018 fiscal year, 24 of the Board's 43 common-indexed courses are expected to be delivered with OER within the 2019-20 academic year by one or more of the Board's four-year institutions. A total of eight non-common indexed courses are reported as being supported with these funds at Boise State University and the University of Idaho. Once OER textbook adoption for all courses is completed in the coming year, Board staff will work with institutions to house as many of these texts as possible in an online repository. Such a resource will be accessible by faculty and students across the state. This will allow for faculty at all institutions to view and/or adopt the content delivered for common-indexed courses within Idaho at no cost to students; thus providing best practice examples to faculty across the state for achieving maximum affordability without expense to quality of instruction provided. The goal is to have all common-indexed courses, content permitting, delivered with OER capability at all four-year institutions. Upon doing so, community colleges could model similar approaches to textbook delivery. This could possibly be achieved in partnership with four-year institutions. In sum, all institutions working together on this strategy will help provide students with an option to choose course sections delivered with OER or non-OER textbooks.

Moving forward, as a result of the 2020 system-wide legislative appropriation, Board staff will work with institutions to develop OER adoption for high-impact, common-indexed courses that are delivered for dual credit purposes. This will provide maximum access for students at secondary and postsecondary levels. Furthermore, it may allow for OER to be added as an option for common-indexed courses where not currently planned for the 2019-20 academic year.

ATTACHMENTS

Attachment 1 – Open Education Resource Inventory

STAFF COMMENTS AND RECOMMENDATIONS

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) will help achieve maximum access and affordability for Idaho undergraduate students, as well as career-technical education (CTE) students seeking an Associate of Applied Science degree.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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BOARD ACTION

This item is for informational purposes only.

<u>Common Course Listing</u>	<u>BSU</u>	<u>ISU</u>	<u>LCSC</u>	<u>UI</u>
ENGL 101: Writing and Rhetoric I	YES	YES	YES	
ENGL 102: Writing and Rhetoric II			YES	
COMM 101: Fundamentals of Oral Communication			YES	
MATH 123: Math in Modern Society		YES		YES
MATH 130: Finite Mathematics				
MATH 143: College Algebra				YES
MATH 147: College Algebra and Trigonometry				
MATH 160: Survey of Calculus		YES		
MATH 170: Calculus I		YES		
MATH 153: Statistical Methods				YES
BIOL 100: Concepts of Biology				
BIOL 227: Human Anatomy and Physiology I				
CHEM 100: Concepts of Chemistry				
CHEM 101: Introduction to Chemistry		YES		
CHEM 102: Essentials of Organic and Biochemistry				
CHEM 111: General Chemistry I	YES			
PHYS 111: General Physics I				YES
PHYS 112: General Physics II				YES
GEOL 101: Physical Geology				
GEOL 102: Historical Geology				
ANTH 101 Physical Anthropology	YES			
ANTH 102 Cultural Anthropology				
ECON 201: Principles of Macroeconomics				YES
ECON 202: Principles of Microeconomics		YES		YES
HIST 101: World History I		YES	YES	
HIST 102: World History II		YES	YES	
HIST 111: United States History I	YES	YES		
HIST 112: United States History II	YES	YES		
POLS 101: American National Government		YES		
PSYC 101: Introduction to Psychology				
SOC 101: Introduction to Sociology				
SOC 102: Social Problems				
MUSC 100: Introduction to Music			YES	
PHIL 101: Introduction to Philosophy				

<u>Common Course Listing</u>	<u>BSU</u>	<u>ISU</u>	<u>LCSC</u>	<u>UI</u>
PHIL 103: Introduction to Ethics				
ENGL 175 Literature and Ideas				
ART 100: Introduction to Art		YES		
FREN 101 Elementary French I				
FREN 102 Elementary French II				
GERM 101 Elementary German I		YES		
GERM 102 Elementary German II				
SPAN 101 Elementary Spanish I		YES		
SPAN 102 Elementary Spanish II				
<u>Alternate Courses</u>				
CHEM 253 Quantitative Analysis				YES
GEOG 165 Introduction to Human Geography				YES
MusC 239/240 Aural Skills				YES
MusC 241 / 242 Music Theory				YES
OM 370/470 Operations Management				YES
EDCI 201 - Contexts of Education				YES
Media 301	YES			YES
ENG 267	YES			

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

TAB	DESCRIPTION	ACTION
	BOISE STATE UNIVERSITY	
1	Amendment to Multi-Year Employment Agreement – Cross Country Head Coach	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

BOISE STATE UNIVERSITY

SUBJECT

Multi-year Employment Agreement for Head Coach of Track & Field and Cross Country

REFERENCE

August 2013 Idaho State Board of Education (Board) approved a two year, nine month employment agreement with an addendum for Cory Ihmels, Head Coach of Track & Field and Cross Country

October 2014 The Board approved a second addendum to the original employment agreement through June 30, 2016.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN

Multi-year coach contracts are a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University (BSU) is seeking to renew and extend a contract for its head coach for Track & Field and Cross Country. The contract meets the threshold for Board approval because it is a five year agreement.

The contract is similar to the standard issued by BSU and is in substantial conformance with the Board approved Model Agreement.

IMPACT

No state funds are used and these amounts are paid only from program revenues, media, donations and other non-state funds. Terms are as follows:

Term: Fixed term contract of five years and three months.

Base Compensation:

April 21, 2019 – July 31, 2019 = \$31,535 (\$112,195 annual, prorated)
August 1, 2019 – July 31, 2020 = \$132,000
August 1, 2020 – July 31, 2021 = \$137,000
August 1, 2021 – July 31, 2022 = \$145,000
August 1, 2022 – July 31, 2023 = \$155,000
August 1, 2023 – July 31, 2024 = \$165,000

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Buy-Out Provision: If Coach terminates early without cause, he shall be required, to pay liquidated damages as follows:

On or before July 31, 2020 – \$50,000

Between August 1, 2020 and July 31, 2021 – \$30,000

Between August 1, 2021 and July 31, 2022 – \$10,000

Incentive Pay categories:

BSU's incentive pay model complies with Board policy, but departs from the Board's Model Coach Contract. BSU provides very particular categories for incentive pay – sums certain for specific benchmarks as opposed to the broad categories in the Model Coach Contract. The itemized method is preferable for a number of reasons including budgeting, accounting, and contract negotiation. The incentives are also specific to each sport (or sports, in this case) to appropriately award performance. We do not separately pay incentives for program development or media programs and public appearances; those are expectations of the job that are covered by the base salary. Incentive pay is at the discretion of the Athletic Director rather than the President, but potential earnings are itemized in the contract and the President approves the contract before it is placed on the Board's agenda for approval.

For Coach Ihmels, the team is comprised of six (6) sports: (Women's Cross Country (WCC), Men's Cross Country (MCC), Women's Indoor Track and Field (WIT), Men's Indoor Track and Field (MIT), and Women's Outdoor Track and Field (WOT), and Men's Outdoor Track and Field (MOT). Some incentive pay categories are based on performance per individual sport, some are based on combined sports (men's and women's combined or indoor and outdoor combined), some are based on individual student-athlete achievement, and some are one-time annual occurrences, as noted below for each category.

Incentive Pay - Academic:

At BSU, academic incentive pay is based only on Academic Progress Rate (APR), which provides a direct, sport-by-sport comparison to the rest of the NCAA. It is an objective comparison to measure BSU intercollegiate teams to their peers nationwide. All institutions use the same rules for APR. There are rewards with APR which include national recognition and NCAA revenue distribution. All institutions (usually via their conference) will start in Spring 2020 to be eligible for revenue distribution from the NCAA based on a school earning an academic unit by meeting any ONE of the three standards:

- 1) Division I APR for the previous year is equal to or greater than 985. The average of single-year scores for all teams is used to determine eligibility for this standard.
- 2) The Graduation Success Rate for the most recently available year is equal to or greater than 90 percent.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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- 3) The difference between the student-athlete and student body percentages in the most recently published Federal Graduation Rate is equal to or greater than 13 percentage points.

Along with rewards, there are penalties. If teams under-perform academically over time, penalties can affect the entire team and program from loss of practice hours to coaching suspensions, financial aid reductions and restricted NCAA membership. As teams must win in competition to be eligible for championships, they must also achieve in the classroom.

Other metrics to measure academic success are subjective measures, and therefore difficult to define contractually. All institutions maintain different definitions for many of those factors, including the different conferences. Additionally, the NCAA has different definitions for academic honors such as "all academic" and there are even differences within sports, which makes it difficult to come up with an objective standard that is meaningful. Institutions also have different definitions of at-risk or special admission student-athletes.

Without standards set nationally in academic areas, team GPA is hard to define among our sports. GPA could take into consideration a cohort, all roster participants, scholarship as compared to walk-on student-athletes, how long student-athletes have to be on the roster to count, etc. All these factors can change the team GPA radically and could be manipulated, which makes it hard to set a standard of excellence among our sports equally. It is difficult to compare the different sports to each other unless a standard is used that is relevant nationally. By way of example, a 3.0 team GPA in gymnastics would be among the worst in the nation, but for football it would place a team in the top ten percent.

Overall, APR helps BSU measure and portray our goal of a well-rounded student-athlete experience and allows our coaches and staff to know and be familiar with the level of academic excellence for which we strive.

Coach Ihmels may qualify for separate Academic Incentive Pay for each of the four (4) sport categories: Women's Cross Country (WCC), Men's Cross Country (MCC), Women's Track and Field (WTF) – indoor and outdoor combined, Men's Track and Field (MTF) – indoor and outdoor combined, if the annual Academic Progress Rate (APR) for a sport meets the following levels in the National Ranking:

<i>National Rank within Sport</i>	
50 th – 59.9%	\$500
60 th – 69.9 %	\$550
70 th – 79.9 %	\$600
80 th – 89.9%	\$750
90 th – 100%	\$3,000

Incentive Pay - Athletic:

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The number of different sports and sport combinations is complicated so an additional attachment is included to show the breakdown of these incentives.

- a) For per sport achievements (up to six (6) times per year):
- | | |
|------------------------------------------|-------------|
| Championship incentive pay | |
| Conference Championship | \$3,000 |
| National ranking pay: | |
| Top 5 National Ranking at end of season | \$5,000 or |
| Top 10 National Ranking at end of season | \$ 3,000 or |
| Top 15 National Ranking at end of season | \$ 2,500 or |
| Top 20 National Ranking at end of season | \$ 2,000 or |
| Top 25 National Ranking at end of season | \$ 1,000 |
- b) For per sport achievements (Men's and Women's Outdoor combined, Men's and Women's Indoor combined and Men's and Women's Cross Country combined, up to three (3) times per year):
- | | |
|--------------------------------------|----------|
| Qualify Team for NCAA Regionals: | |
| Five (5) or more student-athletes | \$ 750 |
| Ten (10) student-athletes | \$ 1,250 |
| Eleven (11) or more student-athletes | \$ 1,750 |
| Qualify Team for NCAA Nationals: | |
| Five (5) student-athletes | \$ 1,250 |
| Six (6) or more student-athletes | \$ 1,750 |
| Conference Coach of the Year | \$ 2,000 |
| NCAA Regional Coach of the Year | \$ 2,000 |
| NCAA National Coach of the Year | \$ 3,000 |
- c) One time per academic year achievements:
- | | |
|-----------------------|----------|
| National Championship | \$15,000 |
|-----------------------|----------|
- d) Individual Student-Athlete achievement in any sport:
- | | |
|--------------------------------------------------|----------|
| Individual Conference Champion
(per champion) | \$ 600 |
| NCAA Individual Champion
(per champion) | \$ 1,500 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
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NCAA Individual Scorer [2 - 8 Finish] (per champion)	\$ 1,000
All-American (Top 9-16 [WIT, MIT, WOT, MOT], Top 40 [WCC and MCC])	\$ 750

ATTACHMENTS

- Attachment 1 – Proposed Contract
- Attachment 2 – Redline of Proposed Contract to Model Agreement
- Attachment 3 – Redline of Proposed Contract to Current Agreement
- Attachment 4 – Maximum Compensation Calculation
- Attachment 5 – Base Salary and Incentive Comparison
- Attachment 6 – Detailed Athletic Incentive Pay
- Attachment 7 – 2013-2017 APR Summary
- Attachment 8 – Liquidated Damages Comparison

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy II.H. provides that coach contracts in excess of \$350,000 or more than 3 years requires Board approval. BSU requests approval of a 5-year contract. Coach Ihmels' contract was previously approved by the Board in October 2014. Changes in Board Policy II.H. negated the requirement for the Board to approve Coach Ihmels' contract that was in effect from 2014 to 2016.

The proposed contract for Corey Ihmels includes minor adjustments to the Athletic Achievement Incentive Pay. The contract includes increases each year to the base salary. The following table includes percentage changes from the previous year for each year of the proposed contract.

	Base salary	Percentage Change
3 Month (prorated)	\$ 112,195	N/A
Year 1	\$ 132,000	18%
Year 2	\$ 137,000	4%
Year 3	\$ 145,000	6%
Year 4	\$ 155,000	7%
Year 5	\$ 165,000	6%

Approval of the proposed contract by the Board constitutes approval of the Academic Progress Rate (APR) incentive structure, pursuant to Board Policy II.H.3.

Other changes in the contract include an increase in the amount of liquidated damages. The previous contract included a sliding scale for liquidated damages starting at \$20,000 and reducing to \$10,000. The proposed contract includes a sliding scale beginning at \$50,000 and reducing to \$10,000.

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The maximum compensation is difficult to calculate as there are incentives that are tied to individual performances by the athletes. The number of students participating in the various events would have an impact on the maximum compensation for Coach Ihmels.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a multi-year employment agreement, as proposed, with Corey Ihmels as head coach for Track & Field and Cross Country, commencing April 21, 2019 and terminating on July 31, 2024, at a base salary of \$112,195 and supplemental compensation provisions, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University), and Corey Ihmels (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate Track and Field & Cross Country team (the Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years and three (3) months, commencing on April 21, 2019 and terminating, without further notice to Coach, on July 31, 2024 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1. Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary as follows:
 - April 21, 2019 – July 31, 2019 = \$112,195 (\$31,353 prorated);
 - August 1, 2019 – July 31, 2020 = \$132,000;
 - August 1, 2020 – July 31, 2021 = \$137,000;
 - August 1, 2021 – July 31, 2022 = \$145,000;
 - August 1, 2022 – July 31, 2023 = \$155,000;
 - August 1, 2023 – July 31, 2024 = \$165,000;
 payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- c) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and
- d) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

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3.2. Supplemental Compensation. Each year Coach shall be eligible to receive supplemental compensation as detailed below. The Team is comprised of six (6) sports (Women’s Cross Country (WCC), Men’s Cross Country (MCC), Women’s Indoor Track and Field (WIT), Men’s Indoor Track and Field (MIT), and Women’s Outdoor Track and Field (WOT), and Men’s Outdoor Track and Field (MOT)). Incentive pay categories may be based on performance per individual sport, on performance for combined sports (men’s and women’s combined or indoor and outdoor combined), on individual student-athlete achievement, or for the entire Team, as noted below for each category.

3.2.1 Athletic Achievement Incentive Pay.

a) For per sport achievements (up to six times per year):

Championship incentive pay:	
Conference Championship	\$3,000

National ranking pay:	
Top 5 National Ranking at end of season	\$5,000 or
Top 10 National Ranking at end of season	\$3,000 or
Top 15 National Ranking at end of season	\$2,500 or
Top 20 National Ranking at end of season	\$2,000 or
Top 25 National Ranking at end of season	\$1,000

b) For per sport achievements (up to three times per year): [Men’s and Women’s Outdoor combined, Men’s and Women’s Indoor combined and Men’s and Women’s Cross Country combined]

Qualify Team for NCAA Regionals:	
5 or more student-athletes	\$750
10 student-athletes	\$1,250
11 or more student-athletes	\$1,750

Qualify Team for NCAA Nationals:	
5 student-athletes	\$1,250
6 or more student-athletes	\$1,750

Conference Coach of the Year	\$2,000
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NCAA Regional Coach of the Year	\$2,000
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NCAA National Coach of the Year	\$3,000
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c) One time per academic year achievements:

National Championship	\$15,000
d) <u>Individual Student-Athlete achievement in any sport:</u>	
Individual Conference Champion (per champion)	\$600
NCAA Individual Champion (per champion)	\$1,500
NCAA Individual Scorer [2 - 8 Finish] (per champion)	\$1,000
All-American (Top 9-16 [WIT, MIT, WOT, MOT], Top 40 [WCC and MCC])	\$750

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach within 45 days of the event or award giving rise to the Incentive Pay, if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

Coach may qualify for separate Academic Incentive Pay in each of the four (4) following sports (Women’s Cross Country (WCC), Men’s Cross Country (MCC), Women’s Track and Field (WTF) – indoor and outdoor, and Men’s Track and Field (MTF) – indoor and outdoor) if the annual Academic Progress Rate (“APR”) for a sport meets the following levels in the National Ranking:

<i>National Rank within Sport</i>		
50 th -59.9%	=	\$500
60 th - 69.9 %	=	\$550
70 th – 79.9 %	=	\$600
80 th – 89.9%	=	\$750
90 th – 100%	=	\$3,000

For the purposes of clarification and for the avoidance of doubt, Coach may be eligible for up to four (4) separate annual Academic Incentive Payments per academic year. If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

3.2.4. Coach agrees that the University has the priority right to operate camps and/or clinics on its campus using University facilities.

- a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University.
- b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
 - i) Coach compliance with all NCAA, Mountain West Conference (Conference), Board, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
 - ii) Payment for use of University facilities; and
 - iii) Provision of proof of liability insurance

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a camp and/or clinic to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the

University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the Conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable

laws, policies, rules, and regulations include: (a) the policies of the Department; (b) the University's Policy Manual; (c) Board policies; (d) the rules and regulations of the Conference; and (e) NCAA rules and regulations.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the Conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the Board.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7. Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. “Serious misconduct” is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8. Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team’s last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach’s duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach’s services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach’s show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University’s designated media outlets.

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The annual BAA barbecue
- b) The weekly BAA function during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The Boise State Athletic Hall of Fame dinner;
- e) The BAA Bronze Bronco Award banquet;
- f) The BAA/Alumni Auction dinner;
- g) All Department staff meetings called by the Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Golf Series Tournaments.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach’s duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- I) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2. Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant

terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3. Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: (a) if the Agreement is terminated on or before July 31, 2020, the sum of \$50,000.00; (b) if the Agreement is terminated between August 1, 2020 and July 31, 2021 inclusive, the sum of \$30,000.00; (c) if the Agreement is terminated between August 1, 2021 and July 31, 2022 inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages

by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4. Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University's policies.

[Corey Ihmels Contract](#)
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ARTICLE 6

6.1. Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2. University Property. All personal property (excluding vehicle(s) provided through the courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the

reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Boise State University
 Director of Athletics
 1910 University Drive
 Boise, Idaho 83725-1020

with a copy to: Boise State University
 Office of the President
 1910 University Drive
 Boise, Idaho 83725-1000

Coach: Corey Ihmels
 Last known address on file with
 University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

Signature: _____

Signature: _____

Curt Apsey
Athletic Director

Corey Ihmels
Head Track and Field & Cross Country Coach

Date: _____

Date: _____

Signature: _____

Martin E. Schimpf
Interim President

Approved by the Idaho State Board of Education on the _____ day of April, 2019.

~~(MODEL ATHLETICS MULTI-YEAR CONTRACT)~~
~~(template adopted by Idaho State Board of Education, _____, 2018)~~

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State
_____ (University (the University College)), and Corey
Ihmels (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University
~~(College)~~ shall employ Coach as the head coach of its intercollegiate Track and Field & Cross
Country (Sport) team (the Team.) ~~(or Director of Athletics)~~. Coach ~~(Director)~~ represents and
warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the
University's University (College)'s Athletic Director (Director) or the Director's designee. Coach
shall abide by the reasonable instructions of Director or the Director's designee and shall confer
with the Director or the Director's designee on all administrative and technical matters. Coach
shall also be under the general supervision of the University's President (President University
(College)'s Chief Executive Officer (Chief Executive Officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other
duties in the University's University (College)'s athletic program as the Director may assign and
as may be described elsewhere in this Agreement. ~~The University (College)~~ shall have the right,
at any time, to reassign Coach to duties at the University ~~(College)~~ other than as head coach of
the Team, provided that Coach's compensation and benefits shall not be affected by any such
reassignment, except that the opportunity to earn supplemental compensation as provided in
Sections 3.2.1 through 3.2.2 (depending on supplemental pay provisions used) shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) _____ years and
three (3) months, commencing on April 21, 2019 _____ and terminating, without further
notice to Coach, on July 31, 2024 _____ unless sooner terminated in accordance with other
provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the
University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed
by the parties. ~~Any renewal is subject to the prior approval of the Idaho State Board of Education~~
(Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall

Coach's service pursuant to this Agreement count in any way toward tenure at the University (College).

ARTICLE 3

3.1. Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University (College) shall provide to Coach:

- a) ~~a)~~ — An annual salary as follows:
April 21, 2019 – July 31, 2019 = \$112,195 (\$31,353 prorated);
August 1, 2019 – July 31, 2020 = \$132,000;
August 1, 2020 – July 31, 2021 = \$137,000;
August 1, 2021 – July 31, 2022 = \$145,000;
August 1, 2022 – July 31, 2023 = \$155,000;
August 1, 2023 – July 31, 2024 = \$165,000;
~~of \$ _____ per year,~~ payable in biweekly installments in accordance with normal University (College) procedures, and such salary increases as may be determined appropriate by the Director and President~~Chief Executive Officer~~ and approved by the Board;
- b) The opportunity to receive such employee benefits as the University (College) provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~-(except that in accordance with Board Policy II.H.6.b.ii, University (College) and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and~~
- c) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and
- ~~de)~~ The opportunity to receive such employee benefits as the University (College)'s ~~Department of Athletics (Department)~~ provides generally to its employees of a comparable level. Coach hereby

agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the ~~President~~Chief Executive Officer, in the ~~President's~~Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~President~~Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

~~3.2~~—3.2. Supplemental Compensation.

~~3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation as detailed below. The Team is comprised of six (6) sports (Women's Cross Country (WCC), Men's Cross Country (MCC), Women's Indoor Track and Field (WIT), Men's Indoor Track and Field (MIT), and Women's Outdoor Track and Field (WOT), and Men's Outdoor Track and Field (MOT)). Incentive pay categories may be in an amount up to (amount or computation) based on performance per individual sport, on performance for combined sports (men's and women's combined or indoor and outdoor combined), on individual student-athlete the academic achievement, or for the entire Team, as noted below and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students;~~

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~~the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief Executive Officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.~~

~~3.2.5 Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each category year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment).~~

3.2.1 Athletic Achievement Incentive Pay.

a) For per sport achievements (up to six times per year):

Championship incentive pay:
Conference Championship \$3,000

National ranking pay:
Top 5 National Ranking at end of season \$5,000 or
Top 10 National Ranking at end of season \$3,000 or
Top 15 National Ranking at end of season \$2,500 or
Top 20 National Ranking at end of season \$2,000 or
Top 25 National Ranking at end of season \$1,000

b) For per sport achievements (up to three times per year): [Men's and Women's Outdoor combined, Men's and Women's Indoor combined and Men's and Women's Cross Country combined]

Qualify Team for NCAA Regionals:
5 or more student-athletes \$750

<u>10 student-athletes</u>	<u>\$1,250</u>
<u>11 or more student-athletes</u>	<u>\$1,750</u>

Qualify Team for NCAA Nationals:

<u>5 student-athletes</u>	<u>\$1,250</u>
<u>6 or more student-athletes</u>	<u>\$1,750</u>

<u>Conference Coach of the Year</u>	<u>\$2,000</u>
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<u>NCAA Regional Coach of the Year</u>	<u>\$2,000</u>
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<u>NCAA National Coach of the Year</u>	<u>\$3,000</u>
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c) One time per academic year achievements:

<u>National Championship</u>	<u>\$15,000</u>
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d) Individual Student-Athlete achievement in any sport:

<u>Individual Conference Champion (per champion)</u>	<u>\$600</u>
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<u>NCAA Individual Champion (per champion)</u>	<u>\$1,500</u>
----------------------------------------------------	----------------

<u>NCAA Individual Scorer [2 - 8 Finish] (per champion)</u>	<u>\$1,000</u>
-----------------------------------------------------------------	----------------

<u>All-American (Top 9-16 [WIT, MIT, WOT, MOT], Top 40 [WCC and MCC])</u>	<u>\$750</u>
-------------------------------------------------------------------------------	--------------

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach within 45 days of the event or award giving rise to the Incentive Pay, if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

Coach may qualify for separate Academic Incentive Pay in each of the four (4) following sports (Women’s Cross Country (WCC), Men’s Cross Country (MCC), Women’s Track and Field (WTF) – indoor and outdoor, and Men’s Track and Field (MTF) – indoor and outdoor) if the annual Academic Progress Rate (“APR”) for a sport meets the following levels in the National Ranking:

National Rank within Sport

50 th -59.9%	=	\$500
60 th - 69.9 %	=	\$550
70 th – 79.9 %	=	\$600
80 th – 89.9%	=	\$750
90 th – 100%	=	\$3,000

For the purposes of clarification and for the avoidance of doubt, Coach may be eligible for up to four (4) separate annual Academic Incentive Payments per academic year. If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director’s sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach’s individual performance, athletic/academic performance of Coach’s assigned player personnel groups, or other performance-related factors.

3.2.4. ~~6~~ ~~(SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ Coach agrees that the University ~~(College)~~ has the ~~priority~~exclusive right to operate ~~youth (Sport)~~ camps and/or clinics on its campus using University ~~(College)~~ facilities.

- a) ~~If the University exercises its right to operate camps and/or clinics on campus, the University~~ ~~The University (College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the ~~University’s~~University (College)’s camps and/or clinics in Coach’s capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University’s~~University (College)’s ~~(Sport)~~ camps and/or clinics. ~~– Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach’s participation in the University’s~~University (College)’s summer (Sport) camps and/or clinics, the University ~~(College)~~ shall pay Coach ~~(amount) per year as~~ supplemental compensation during each year of his employment as ahead (Sport) coach at the University. ~~–(College). This amount shall be paid (terms of payment).~~

If the University allows ~~(SUMMER CAMP OPERATED BY COACH)~~ Coach to ~~may~~ operate camps and/or clinics ~~a summer youth (Sport) camp~~ at the University, such (College) under the following conditions:

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- ~~a) The summer youth camp operation shall be according to a reflects positively on the University (College) and the Department;~~
- ~~b) b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. Coach shall not use University (College) personnel, equipment, or facilities without the prior written agreement which shall include conditions such as: approval of the Director;~~
- ~~i) Coach compliancee) Assistant coaches at the University (College) are given priority when Coach or the private enterprise selects coaches to participate;~~
- ~~d) Coach complies with all NCAA, Mountain West (NAIA), Conference (Conference), Board, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps and/or clinics;~~
- ~~ii) Paymente) Coach or the private enterprise enters into a contract with University (College) and (campus concessionaire) for all campus goods and services required by the camp.~~
- ~~f) Coach or private enterprise pays for use of University (College) facilities; and including the _____.~~
- ~~iii) Provision of proof of liability insurance~~
- ~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as Exhibit A.~~
- ~~h) Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff - \$1 million; (2) catastrophic coverage: camper and staff - \$1 million maximum coverage with \$100 deductible;~~
- ~~i) To the extent permitted by law, Coach or the private enterprise shall defend and indemnify the State of Idaho, the University~~

~~(College) and the Board against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~

- j) ~~All employees of the summer youth camp(s) shall be employees of Coach or the private enterprise and not the University (College) while engaged in camp activities. Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

In the event of termination of this Agreement, suspension, or reassignment, University ~~(College)~~ shall not be under any obligation to permit a ~~summer youth camp and/or clinic~~ to be held by ~~the~~ Coach after the effective date of such termination, suspension, or reassignment, and the University ~~(College)~~ shall be released from all obligations relating thereto.

3.3. Footwear; Apparel; Equipment. ~~2.7~~ Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student ~~-~~ athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College)~~. ~~Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head (Sport) coach.~~ In order to avoid entering into an agreement with a competitor of any University selected vendors, ~~(Company Name)~~, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. ~~Coach shall also report such outside income to the University (College) in accordance with Section 4.3 of this Agreement, NCAA (or NAIA) rules.~~ Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including (Company Name), and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4.3 General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. —In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University ~~(College)~~, the Board, the ~~C~~onference, and the NCAA; ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the ~~University's~~ University (College)s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University ~~Coach shall cooperate fully with the University (College)~~ and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit ~~AB~~. The applicable laws, policies, rules, and regulations include: (a) the Board policies; (b) University (College)s (Faculty Staff) Handbook; (c) University (College)s Administrative Procedures Manual; (d) the policies of the Department; (b) the University's Policy Manual; (c) Board policies; (d) the e) NCAA (or NAIA) rules and regulations; and (f) ~~the~~ rules and

regulations of the Conference; and (e) NCAA rules and regulations(Sport) conference of which the University (College) is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably otherwise detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, (College), would reflect adversely upon the University (College) or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the PresidentChief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University'sthe University (College)'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).Chief Executive Officer.

4.3. Outside Income.——NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules, Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld)University (College)'s Chief Executive Officer for all athletically-related and other business--related income and benefits from sources outside the University (College) and shall report the source and amount of all such income and benefits in accordance withto the University (College)'s Chief Executive Officer whenever reasonably requested, but in no event less than annually before the Department's Outside Income Reporting Form,close of business on June 30th of each year or the last regular University (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. (College). In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University (College) booster club, University (College) alumni association, University (College) foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, (College), the Board, the Conference, or the NCAA. (or NAIA).

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of PresidentChief Executive Officer and the Board.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

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4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. ~~Such approval shall not unreasonably be withheld.~~

4.7. Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. ~~“Serious misconduct” is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.~~

4.8. Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team’s last regular season or post-season competition. ~~Agreements requiring Coach to participate in Programs related to Coach’s duties as an employee of University (College) are the property of the University. (College). The University (College) shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University (College) in order for the Programs to be successful and agrees to provide Coach’s services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach’s show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University’s University (College)’s designated media outlets.~~

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The annual BAA barbecue
- b) The weekly BAA function during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The Boise State Athletic Hall of Fame dinner;
- e) The BAA Bronze Bronco Award banquet;
- f) The BAA/Alumni Auction dinner;
- g) All Department staff meetings called by the Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Golf Series Tournaments.

ARTICLE 5

5.1. Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University; ~~(College)~~;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, ~~(College)~~, the Board, the ~~C~~onference or the NCAA, ~~(NAIA)~~, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the ~~University's~~ ~~University (College)'s~~ consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the ~~University's~~ ~~University (College)'s~~ judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, ~~(College)~~, the Board, the ~~C~~onference, or the NCAA; ~~(NAIA)~~;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, ~~(College)~~, the Board, the ~~C~~onference, or the NCAA, ~~(NAIA)~~, by one of

Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

- ~~i~~ i) A violation of any applicable law or the policies, rules or regulations of the University, ~~(College)~~, the Board, the ~~C~~onference, or the NCAA, ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the ~~University's~~ ~~University (College)'s~~ obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This Section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which Coach was employed.

5.2. Termination of Coach for Convenience of University. ~~(College)~~.

5.2.1 At any time after commencement of this Agreement, University, ~~(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. ~~In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment,~~

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such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University ~~(College)~~ health insurance plan and group life insurance as if Coach remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. -Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. -Coach further agrees to repay to University all compensation received from the University ~~(College)~~ after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University ~~(College)~~, which damages are extremely difficult to determine with certainty. -The parties further agree that the payment of such liquidated damages by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University ~~(College)~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.- Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were -Coach to resign or otherwise terminate employment with the University ~~(College)~~ before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University ~~(College)~~. Termination shall be effective ten (10) days after notice is given to the University ~~(College)~~.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College)~~, as liquidated damages and not a penalty, the following sum: (a) if the Agreement is terminated on

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or before July 31, 2020, the sum of \$50,000.00; (b) if the Agreement is terminated between August 1, 2020 and July 31, 2021 inclusive, the sum of \$30,000.00; (c) if the Agreement is terminated between August 1, 2021 and July 31, 2022 inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. -The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. -This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University. ~~(College)~~.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4. Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the ~~University's~~ ~~University (College)'s~~ disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to -Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the ~~University's~~ ~~University (College)'s~~ disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University. ~~(College)~~.

5.5. Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the ~~University's~~University (College)'s student-athletes or otherwise obstruct the ~~University's~~University (College)'s ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~-employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the ~~University's~~University (College) (Faculty Staff) Handbook.

ARTICLE 6

6.1. Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the ~~President~~Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and ~~University's~~University (College)'s rules regarding financial exigency.

6.2. University ~~(College)~~ Property. All personal property (excluding vehicle(s) provided through the courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the ~~University's~~University (College)'s direction or for the ~~University's~~University (College)'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College)~~. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. ~~The waiver of a particular breach in~~

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the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. ~~Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.~~

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University. ~~(College)~~

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University. ~~(College)~~

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Boise State University
~~(College)~~: Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University ~~Chief Executive Officer~~
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Corey Ihmels

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Last known address on file with
University's University (College)'s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. -Actual notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non--Use of Names and Trademarks. Coach shall not, without the University's University (College)'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University (College) (including contraction, abbreviation or simulation), except in the course and scope of official University (College) duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. -No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY (College)

COACH

Signature: _____

Signature: _____

Curt Apsey Printed
Name: _____
Athletic Director Chief Executive Officer

Corey Ihmels Printed
Name: _____
Head Track and Field & Cross Country Coach

Date: _____

Date: _____

Signature: _____

Martin E. Schimpf
Interim President

Approved by the Idaho State Board of Education on the _____ day of April,
2019, 20__.

~~[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]~~

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EMPLOYMENT AGREEMENT

This Employment Agreement (~~the “Agreement”~~) is entered into ~~this _____ day of July, 2016~~ (~~“Effective Date”~~) by and between Boise State University (~~“the University”~~) and Corey Ihmels (~~“Coach”~~).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach (~~the “Position”~~) of its intercollegiate Track and Field & Cross Country team (~~the “Team”~~). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University’s Athletic Director (~~of Athletics~~ (~~the “Director”~~)) or the Director’s designee. Coach shall abide by the reasonable instructions of Director or the Director’s designee and shall confer with the Director or the Director’s designee on all administrative and technical matters. Coach shall also be under the general supervision of the University’s President (~~the “President”~~).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University’s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach’s compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.2 shall cease ~~Coach shall, to the best of Coach’s ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.~~

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years and three (3) months ~~years one (1) month~~, commencing on April 21, 2019 ~~July 1, 2016~~ and terminating, without further notice to Coach, on July 31, 2024 ~~2019~~ (~~the “Term”~~), unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Idaho State University’s Board of Education (Board) Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach’s service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1. Regular Compensation.

3.1.1- In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) ~~An annual~~a) A salary as follows:
April 21, 2019 – July 31, 2019 = \$112,195 (\$31,353 prorated);
August 1, 2019 – July 31, 2020 = \$132,000 in the amount of \$107,000;
August 1, 2020 – July 31, 2021 = \$137,000;
August 1, 2021 – July 31, 2022 = \$145,000;
August 1, 2022 – July 31, 2023 = \$155,000;
August 1, 2023 – July 31, 2024 = \$165,000;
~~per year,~~ payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the ~~University's Board of Trustees;~~
- b) The opportunity to receive such employee benefits ~~calculated on the "base salary"~~ as the University provides generally to non-faculty exempt employees, provided that Coach qualifies;
- e) ~~The annual salary for such benefits by meeting all applicable eligibility requirements (except that this position includes compensation to employee in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); a courtesy vehicle; and~~
- c) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

- d) The opportunity to receive such employee benefits as the ~~University's Department of Athletics (the "Department")~~ provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

~~3.2~~ 3.2. Supplemental Compensation. Each year Coach shall be eligible to receive~~may earn~~ supplemental compensation as ~~follows:~~

~~3.2.1. Athletic Achievement Incentive Pay.~~

detailed below. The Team is comprised of six (6) sports (Women's Cross Country (WCC), Men's Cross Country (MCC), Women's Indoor Track and Field (WIT), Men's Indoor Track and Field (MIT), and Women's Outdoor Track and Field (WOT), and Men's Outdoor Track and Field (MOT)). Incentive pay categories may be~~Some Athletic Achievement Pay is~~ based on performance per individual sport, on performance for combined sports (men's and women's combined or indoor and outdoor combined),~~some are based~~ on individual student-athlete achievement, or for the entire Team, as noted below for each category~~and some are one-time annual occurrences.~~

~~3.2.1A.~~ Athletic Achievement Incentive Pay.

- a) For per sport achievements (up to six times per year):

Championship incentive pay:
 Conference Championship _____ \$3,000

National ranking pay:
 Top 5 National Ranking at end of season \$5,000 or
 Top 10 National Ranking at end of season \$3,000 or
 Top 15 National Ranking at end of season _____ \$2,500 or
 Top 20 National Ranking at end of season \$2,000 or
 Top 25 National Ranking at end of season \$1,000

- b) ~~B.~~ For per sport achievements (up to three times per year): [Men's and Women's Outdoor combined, Men's and Women's Indoor combined and Men's and Women's Cross Country combined]

Qualify Team for NCAA Regionals:	
5 or more student-athletes	-\$7500
10 student-athletes	\$1, 250000
11 or more student-athletes	\$1, 7500
Qualify Team <u>for</u> NCAA Nationals:	
5 student-athletes	\$1, 250000
6 or more student-athletes	\$1, 7500
Conference Coach of the Year	\$2,000
NCAA Regional Coach of the Year	\$2,000
NCAA National Coach of the Year	\$3,000 <u>2,500</u>

c) ~~C.~~ One time per academic year achievements:

National Championship	– \$1 50 ,000
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d) ~~D.~~ Individual Student-Athlete achievement in any sport:

Individual Conference Champion (per champion)	\$600 — \$500
NCAA Individual Champion (per champion)	\$1,500
NCAA Individual Scorer [2 - 8 Finish] (per champion)	\$1,000
All-American (Top 9-16 [WIT, MIT, WOT, MOT], Top 40 [WCC and MCC])	\$750

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach within 45 days of the event or award giving rise to the Incentive Pay, if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

Coach may qualify for separate Academic Incentive Pay in each of the four (4) following sports—encompassing the Team (Women’s Cross Country (WCC), Men’s Cross Country (MCC), Women’s Track and Field (WTF)—indoor and outdoor, and; Men’s Track and Field (MTF) — indoor and

outdoor) if the annual Academic Progress Rate (“APR”) for a sport meets the following levels in the National Ranking:

<i>National Rank within Sport</i>		
50 th -59.9%	=	\$500
60 th - 69.9 %	=	\$550
70 th – 79.9 %	=	\$600
80 th – 89.9%	=	\$750
90 th – 100%	=	\$3,000

For the purposes of clarification and for the avoidance of doubt, Coach may be eligible for up to four (4) separate annual Academic Incentive Payments per academic year. If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association (“NCAA”), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director’s sole discretion. -The decisions may be made based on a variety of factors, including, but not limited to, Coach’s individual performance, athletic/academic performance of Coach’s assigned player personnel groups, or other performance-related factors.

~~Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation and such justification shall be separately reportable to the Board of Trustees as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4. Coach may receive the compensation hereunder from the University or the University’s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, “Programs”). Agreements requiring Coach to participate in Programs related to Coach’s duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach’s services to and appear on the Programs and to cooperate in their production, broadcasting, and telecasting. Neither Coach nor any assistant coach shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach’s show, call in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements~~

~~which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.~~

3.2.45. Coach agrees that the University has the priority exclusive right to operate ~~athletic camps~~ and/or clinics (“Camps”) on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the ~~The~~ University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics ~~Camps~~ in Coach's capacity as a University employee. ~~Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics.~~ ~~Camps.~~ Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics ~~Camps~~, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University. ~~.~~

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:

i) Coach compliance with all NCAA, Mountain West Conference (Conference), Board, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;

ii) Payment for use of University facilities; and

iii) Provision of proof of liability insurance

~~3.2.6.—~~

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a camp and/or clinic to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student ~~_~~athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of ~~the~~ University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. ~~Coach shall also report such outside income~~

to the University in accordance with [Section 4.3 of this Agreement](#).~~NCAA rules.~~ Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products.

3.43. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to [Section 3.1.1](#)~~section 3.1.1 and paid from the University to Coach~~, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities.— In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the ~~University's Board of Trustees~~, the ~~conference of which the University is a member (the "Conference")~~, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the ~~Department's~~ ~~University's~~ Director of ~~NCAA~~ Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact

with prospects. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include ~~the following, as they may be amended from time to time:~~ (a) the policies of the Department; (Governing Policies and Procedures and Rule Manual of the University's Board of Trustees; (b) the University's Policy Manual; (c) Board~~the policies of the Department;~~ (d) NCAA rules and regulations; and ~~(e) the rules and regulations of the Conference; and (e) NCAA rules and regulations.~~

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably otherwise detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to~~Coach may not~~ use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and.~~Coach~~ shall report the source and amount of all such income and benefits in accordance with~~to the President whenever reasonably requested, but in no event less than annually before~~ the Department's Outside Income Reporting Form.~~close of business on June 30th of each year or the last regular University work day preceding June 30th.~~ The report shall be in a format reasonably satisfactory to ~~the~~ University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the Conference, or the NCAA~~University's Board of Trustees, the Conference, or the NCAA.~~ Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when

necessary or appropriate, be subject to the approval of President and the ~~University's Board of Trustees~~.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team's competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties ~~set forth herein~~ prior to the expiration of this Agreement, without the prior approval of the Director. ~~Such approval shall not unreasonably be withheld. Without first giving ten (10) days prior written notice to the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.~~

4.7. Disclosure of Serious Misconduct. ~~Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.~~

4.8. Media Obligations. ~~Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.~~

4.9. Attendance at Specific Gatherings. ~~Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:~~

- a) The annual BAA barbecue
- b) The weekly BAA function during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The Boise State Athletic Hall of Fame dinner;
- e) The BAA Bronze Bronco Award banquet;
- f) The BAA/Alumni Auction dinner;
- g) All Department staff meetings called by the Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Golf Series Tournaments.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and, regulations, ~~and policies~~.

5.1.1. In addition to the definitions contained in applicable rules and ~~regulations, policies, the~~ University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this ~~A~~agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within ~~thirty (30)~~ days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, the ~~University's Board of Trustees~~, the Conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or ~~NAIA National Association of Interscholastic Athletics ("NAIA")~~ member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the ~~University's Board of Trustees~~, the Conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the ~~University's Board of Trustees~~, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- ~~i)~~ A violation of any applicable law or the policies, rules or regulations of the University, the ~~University's Board of Trustees~~, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known ~~by ordinary supervision~~ of the violation and could have prevented it by ~~such~~ ordinary supervision.
- j) ~~The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.~~

5.1.2- Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or ~~the~~ Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, ~~the~~ University shall notify Coach whether, and if so when, the action will be effective.

5.1.3- In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4- If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This ~~S~~section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2. Termination of Coach for Convenience of University.

5.2.1- At any time after commencement of this Agreement, ~~the~~ University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2- In the event that ~~the~~ University terminates this Agreement for its own convenience, ~~the~~ University shall be obligated to pay ~~to~~ Coach, as liquidated damages and not a penalty, the ~~“base salary”~~ set forth in ~~S~~section 3.1.1(a), excluding all deductions required by law, on the regular paydays of ~~the~~ University until the ~~t~~Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. ~~In, provided however, in~~ the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be ~~adjusted and~~ reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in ~~S~~section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. ~~In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University’s obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach’s services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation received from paid by the University after the date Coach obtains other employment, to which Coach is obtained not entitled under this provision.~~

5.2.3- The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to ~~Coach’s~~ employment with ~~the~~ University, which damages are extremely difficult to determine with certainty. ~~The parties further agree that the payment of such liquidated damages by the University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.~~

~~5.2.4 In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.~~

5.3. Termination by Coach for Convenience.

5.3.1- Coach recognizes that Coach's promise to work for ~~the~~ University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate ~~Coach's~~ employment with the University before the end of the Agreement term~~contract Term~~.

5.3.2- Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after ~~such~~ written notice is given to the University. ~~Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.~~

5.3.3 _____. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: (a) if the Agreement is terminated on or before July 31, 2020~~17~~, the sum of \$~~5020~~0,000.00; (b) if the Agreement is terminated between August 1, 2020~~17~~ and July 31, 2021 inclusive, the sum of \$30,000.00; (c) if the Agreement is terminated between August 1, 2021 and July 31, 2022~~2018~~ inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

_____ 5.3.4- The parties have both been represented by ~~, or had the opportunity to consult with,~~ legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. ~~The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This~~ Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5- Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the Coach's right to receive all supplemental compensation and other payments ~~and all accumulated annual leave~~.

5.4. Termination ~~d~~Due to Disability or Death of Coach.

Corey Ihmels Contract
~~2016 to 2019~~ to 2024

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BAHR - SECTION I

TAB 1 Page 13

5.4.1- Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach~~Position~~, or dies.

5.4.2- If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3- If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of termination, suspension, or reassignment ~~or termination~~, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board policy, IDAPA of Education Rule Manual (ID. ADMIN. CODE r. 08.01.01 et seq.,) and the University's policies~~Governing Policies and Procedures Manual, and University Policies~~.

ARTICLE 6

6.1. Board Approval- This Agreement shall not be effective ~~until and~~ unless approved byof the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to: the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such

compensation is paid; and the Board ~~policies of Trustees~~ and University's rules ~~or policies~~ regarding ~~furloughs or~~ financial exigency.

6.2. University Property. All personal property (excluding vehicle(s) provided through the courtesy car program),⁵ material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. ~~Within twenty-four (24) hours of the expiration of the t~~Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. ~~The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach.~~ The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. ~~as an agreement to be performed in Idaho.~~ Any action based in whole or in part on this Agreement shall be brought in the courts of the state of district court in Ada County, Boise, Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. This Agreement and Non-Confidentiality. ~~Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by Coach. Coach further agrees that~~ all documents and reports Coach is required to produce under

this Agreement may be released and made available to the public ~~by~~ the ~~University~~University's ~~sole discretion~~.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, ~~or by facsimile~~. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Corey Ihmels
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. ~~Actual notice, however and from whomever received, shall always be effective.~~

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of ~~Coach's~~official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement ~~of between~~ the parties and supersedes all prior agreements and understandings with respect to the

same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the [University's Board](#) [if required under Board Policy II.Hof Trustees](#).

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

Signature: _____

Signature: _____

Curt Apsey
Athletic Director

Corey Ihmels
Head Track and Field & Cross Country Coach

Date: _____

Date: _____

Signature: _____

Martin E. Schimpf
Interim President

Approved by the Idaho State Board of Education on the _____ day of April, 2019.

~~IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.~~

UNIVERSITY _____

COACH _____

Corey Ihmels Contract
~~2016 to 2019~~ to 2024

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Curt Apsey, Director of Athletics

Corey Ihmels, Head Track and Field & Cross
Country Coach

Dr. Robert Kustra, President

Coach Corey Ihmels Maximum Compensation Calculation - 2019-2024

		2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
3.1.1a	Annual Base Salary	\$ 112,195	\$ 132,000	\$ 137,000	\$ 145,000	\$ 155,000	\$ 165,000
3.2.1	Additional Pay based on Performance	\$ 86,500	\$ 94,500	\$ 94,500	\$ 94,500	\$ 94,500	\$ 94,500
3.2.1.D	Additional Pay based on Performance	Indeterminate	Indeterminate	Indeterminate	Indeterminate	Indeterminate	Indeterminate
3.2.2	Additional Pay based on Academic Achievement	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
	Total Maximum potential annual compensation under Employment Agreement	\$ 210,695	\$ 238,500	\$ 243,500	\$ 251,500	\$ 261,500	\$ 271,500

**Salary and Incentive Comparisons
Head Track Cross Country Coaches in Mountain West Conference**

Coach	School	Base Salary	Incentives																																						
Ralph Lindeman	Air Force	Not available	NA																																						
Corey Ihmels	Boise State	\$ 112,195	<p>The Team is comprised of six (6) sports (Women's Cross Country (WCC), Men's Cross Country (MCC), Women's Indoor Track and Field (WIT), Men's Indoor Track and Field (MIT), and Women's Outdoor Track and Field (WOT), and Men's Outdoor Track and Field (MOT)). Some Athletic Achievement Pay is based on performance per individual sport, some are based on individual student-athlete achievement, and some are one-time annual occurrences.</p> <p><u>A. For per sport achievements (up to six times per year):</u></p> <p>Championship incentive pay:</p> <table border="0"> <tr> <td>Conference Championship</td> <td align="right">\$3,000</td> </tr> </table> <p>National ranking pay:</p> <table border="0"> <tr> <td>Top 5 National Ranking at end of season</td> <td align="right">\$5,000 or</td> </tr> <tr> <td>Top 10 National Ranking at end of season</td> <td align="right">\$3,000 or</td> </tr> <tr> <td>Top 15 National Ranking at end of season</td> <td align="right">\$2,500 or</td> </tr> <tr> <td>Top 20 National Ranking at end of season</td> <td align="right">\$2,000 or</td> </tr> <tr> <td>Top 25 National Ranking at end of season</td> <td align="right">\$1,000</td> </tr> </table> <p><u>B. For per sport achievements (up to three times per year):</u> [Men's and Women's Outdoor combined, Men's and Women's Indoor combined and Men's and Women's Cross Country combined]</p> <p>Qualify Team for NCAA Regionals:</p> <table border="0"> <tr> <td>5 or more student-athletes</td> <td align="right">\$750</td> </tr> <tr> <td>10 student-athletes</td> <td align="right">\$1,250</td> </tr> <tr> <td>11 or more student-athletes</td> <td align="right">\$1,750</td> </tr> </table> <p>Qualify Team NCAA Nationals:</p> <table border="0"> <tr> <td>5 student-athletes</td> <td align="right">\$1,250</td> </tr> <tr> <td>6 or more student-athletes</td> <td align="right">\$1,750</td> </tr> </table> <p>Conference Coach of the Year</p> <table border="0"> <tr> <td></td> <td align="right">\$2,000</td> </tr> </table> <p>NCAA Regional Coach of the Year</p> <table border="0"> <tr> <td></td> <td align="right">\$2,000</td> </tr> </table> <p>NCAA National Coach of the Year</p> <table border="0"> <tr> <td></td> <td align="right">\$3,000</td> </tr> </table> <p><u>C. One time per academic year achievements:</u></p> <table border="0"> <tr> <td>National Championship</td> <td align="right">\$15,000</td> </tr> </table> <p><u>D. Individual Student-Athlete achievement in any sport:</u></p> <table border="0"> <tr> <td>Individual Conference Champion (per champion)</td> <td align="right">\$600</td> </tr> <tr> <td>NCAA Individual Champion (per champion)</td> <td align="right">\$1,500</td> </tr> <tr> <td>NCAA Individual Scorer [2 - 8 Finish] (per champion)</td> <td align="right">\$1,000</td> </tr> </table> <p>All-American</p> <table border="0"> <tr> <td>(Top 9-16 [WIT, MIT, WOT, MOT], Top 40 [WCC and MCC])</td> <td align="right">\$750</td> </tr> </table> <p>If Coach qualifies for Athletic Achievement Incentive Pay under this</p>	Conference Championship	\$3,000	Top 5 National Ranking at end of season	\$5,000 or	Top 10 National Ranking at end of season	\$3,000 or	Top 15 National Ranking at end of season	\$2,500 or	Top 20 National Ranking at end of season	\$2,000 or	Top 25 National Ranking at end of season	\$1,000	5 or more student-athletes	\$750	10 student-athletes	\$1,250	11 or more student-athletes	\$1,750	5 student-athletes	\$1,250	6 or more student-athletes	\$1,750		\$2,000		\$2,000		\$3,000	National Championship	\$15,000	Individual Conference Champion (per champion)	\$600	NCAA Individual Champion (per champion)	\$1,500	NCAA Individual Scorer [2 - 8 Finish] (per champion)	\$1,000	(Top 9-16 [WIT, MIT, WOT, MOT], Top 40 [WCC and MCC])	\$750
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Salary and Incentive Comparisons
Head Track Cross Country Coaches in Mountain West Conference

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach within 45 days of the event or award giving rise to the Incentive Pay, if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

Coach may qualify for separate Academic Incentive Pay in each of the four (4) sports encompassing the Team (Women's Cross Country (WCC), Men's Cross Country (MCC), Women's Track and Field (WTF), Men's Track and Field (MTF) if the annual Academic Progress Rate ("APR") for a sport meets the following levels in the National Ranking:

<i>National Rank within Sport</i>		
50 th - 59.9%	=	\$500
60 th - 69.9%	=	\$550
70 th - 79.9%	=	\$600
80 th - 89.9%	=	\$750
90 th - 100%	=	\$3,000

Salary and Incentive Comparisons
Head Track Cross Country Coaches in Mountain West Conference

Brian Bedard	Colorado State	\$ 103,405	NA
Scott Winsor	Fresno State	\$ 94,488	<p>5.01 Compensation.</p> <p>a. Base Salary. The base salary paid by the University to Employee for his/her services and the satisfactory performance of the terms and conditions of this Appointment Letter in the position of Head Men's and Women's Track and Field/Cross Country Coach shall be at the rate of \$7,874.00 per month or \$94,488.00 on an annual basis, payable in equal monthly warrants by the University to Employee on or about the last day of each consecutive calendar month during the term of this appointment.</p> <p>b. Supplemental Compensation. The Fresno State Athletic Corporation shall pay to the Employee supplemental compensation based upon the criteria set forth below so long as Employee is employed by California State University, Fresno in the position of Head Men's and Women's Track and Field/Cross Country Coach. All annual bonuses will undergo the process of determination at the completion of each fiscal year. The process will continue until all applicable data has been quantified and confirmed, but will be paid out no later than November 30th of the following fiscal year.</p> <p>1) Achievement of Annual NCAA APR (Women's only)*</p> <ul style="list-style-type: none"> a. Above 950 provides \$1,100 b. Above 970 provides \$2,200 <p>2) Annual Team GPA (Men's and Women's)</p> <ul style="list-style-type: none"> a. 3.0 to 3.199 provides \$1,100 b. 3.2 and above provides \$2,200 <p>3) Mountain West Conference Achievement</p> <p>4) (Each of the five sports of supervision is considered as separate achievements)</p> <ul style="list-style-type: none"> a. Regular season champion or co-champion provides \$3,300 b. Coach of the Year award provides additional \$1,100 <p>5) NCAA Participation</p> <ul style="list-style-type: none"> a. Each individual qualifier for the NCAA Championship provides \$275 b. Each qualified relay team for the NCAA Championship provides \$275 c. Each individual and/or relay team named NCAA All-American provides \$550 d. Each individual and/or relay team achieving NCAA National Champion status provides \$1,100 <p>6) National Finish (NCAA Championship Final Team Standings)</p> <ul style="list-style-type: none"> a. Top 20 provides \$1,100 b. Top 10 provides \$3,300 c. National Championship provides \$11,000 <i>Only one may be awarded</i> <p>7) Use of Automobile: The Fresno State Athletic Corporation will provide Employee with the exclusive use of an automobile, including insurance, repairs and gas. The Employee is responsible for payment of gas for the Employee's personal use of the vehicle. Any personal use of the vehicle by the Employee is considered as imputed income for tax purposes.</p>

**Salary and Incentive Comparisons
Head Track Cross Country Coaches in Mountain West Conference**

Tim Boyce	Hawaii	\$ 83,496	<p>A. <u>Conference Achievements.</u> In the case of a tie for the Conference championship, Coach will be entitled to this bonus. It is understood that Coach shall receive only one (1) incentive payment in the event more than one (1) of the Teams attains this achievement.</p> <p>i. Team wins the Conference championship and/or participates in the National Collegiate Athletic Association ("NCAA") Championship 10% of annual base salary</p> <p><u>NCAA Achievements.</u> It is understood that Coach shall receive only one (1) incentive payment for each of the below categories in the event more than one (1) of the Teams or their members attain any of the following achievements.</p> <p>i. If the Team is not selected to participate in the NCAA Championship, a student-athlete individually participates in the NCAA Championship 2% of annual base salary for every student-athlete that participates (up to a maximum of five (5) student-athletes from the Teams)</p> <p>ii. Team wins the NCAA National Championship 20% of annual base salary</p> <p>C. <u>Coach of the Year Achievements.</u> These bonuses under this Subsection C are cumulative and apply in full if any such award is solo or shared. It is understood that Coach shall receive only one (1) incentive payment for each of the below categories in the event Coach attains the achievement for more than one (1) of the Teams.</p> <p>i. Conference Coach of the Year 5% of annual base</p>
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**Salary and Incentive Comparisons
Head Track Cross Country Coaches in Mountain West Conference**

			<p align="right">salary</p> <p>ii. National Coach of the Year (United States Track and Field and Cross Country Coaches Association – USTFCCCA) 10% of annual base salary</p> <p>University may provide Coach the opportunity to participate in an Athletics Department courtesy car program, if available, in accordance with the following provisions:</p> <ul style="list-style-type: none"> i. The Athletics Director or designee shall administer the car program; ii. Under no circumstances shall Coach solicit auto dealers for cars; iii. Coach shall obtain necessary auto insurance at Coach's own expense in accordance with State laws and/or requirements of the auto dealer; iv. Coach shall be personally responsible for care and maintenance of the car; and v. The auto dealer and/or the Athletics Director may terminate the courtesy car program agreement at any time. <p>Each year, so long as this Agreement is in effect and subject to availability from private sponsorship, Coach may be provided a gas card redeemable for up to \$2,000 (Two Thousand and no/100 Dollars) in gas; and</p>
Shantel Twiggs (women's only)	Nevada	\$ 79,452	NA

Salary and Incentive Comparisons
Head Track Cross Country Coaches in Mountain West Conference

Joe Franklin	New Mexico	\$ 115,000	<p><u>SALARY AND CONTRACT PERIOD:</u> The contract term shall be for five (5) years for the period July 1, 2016 through June 30, 2021 (the "Contract Term"), which constitutes five (5) separate and distinct contract employment years (each a "Contract Employment Year" or collectively the "Contract Employment Years"). Coach Franklin's base salary will be One Hundred and Fifteen Thousand Dollars (\$115,000.00) per Contract Employment Year. Effective July 1, 2017, and each Contract Employment Year thereafter within the Contract Term, Coach Franklin's base salary may be adjusted in accordance with the Regents' annual salary review for staff as provided in University Administrative Policies and Procedures Manual (UAPPM) #3500, Wage and Salary Administration, Section 4.1. Coach Franklin understands and agrees that this Agreement does not guarantee or entitle Coach Franklin to any annual increases in base salary. Employer-paid fringe benefits shall be paid in addition to the base salary consistent with University policies, provided, however, that Coach Franklin may accrue up to 168 hours of paid annual leave but will not be entitled to payment for unused annual leave upon separation from employment as provided in UAPPM #3400, Annual Leave, Section 7.</p> <p><u>OTHER COMPENSATION:</u> Coach Franklin may be granted the following compensatory benefits during the period of performance of this Agreement:</p> <ol style="list-style-type: none"> a. <u>Car Donor Program:</u> Subject to availability and at the discretion of the VPIA, in accordance with the car donor program and in cooperation with local Albuquerque car and truck dealers, the University may provide a courtesy car for Coach Franklin's personal and business use. Coach Franklin shall be responsible for obtaining automobile liability insurance in accordance with insurance laws of the State of New Mexico, and will name the University as a third party beneficiary of such insurance policies. In addition, Coach Franklin shall comply with all other federal and state laws, National Collegiate Athletic Association (NCAA) rules, University policies, and any other policies or directives of the Athletic Department applicable to the car donor program. Coach Franklin understands and agrees that the provision of a courtesy car is in the exclusive discretion of the VPIA, and that Coach Franklin will surrender any courtesy car provided upon request of the VPIA. Coach Franklin further understands and agrees that any courtesy car provided pursuant to this paragraph constitutes taxable compensation to b. <u>Incentive Payments:</u> An incentive payment is a direct cash payment over and above the Coach Franklin's base salary, in an amount to be determined by the VPIA in his exclusive discretion and subject to availability of funds. Coach Franklin is eligible for an incentive payment upon achieving performance criteria established by the VPIA in his exclusive discretion, and which are subject to annual review and revision by the VPIA. Coach Franklin will be eligible for such incentive salary payments after completing the Contract Employment Year in which the incentive is earned. Incentive payments, if any, will be paid no later than sixty (60) days after the end of such Contract Employment Year. No incentive salary payments will be paid in any Contract Employment Year where the team either exceeds its approved budget or has any academically ineligible players after summer school. Coach Franklin understands and agrees that incentive payments, if any, are taxable compensation to her and that Coach Franklin is solely responsible for the tax consequences associated therewith. c. All compensatory benefits are subject to compliance with University policies and procedures, the Mountain West Conference (MWC) rules and regulations, and the NCAA policies and procedures.
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**Salary and Incentive Comparisons
Head Track Cross Country Coaches in Mountain West Conference**

Sheila Burrell (women's only)	San Diego State	\$ 115,896	NA
Kendra Reimer-Gonzales	San Jose State	\$ 96,000	NA
Yvonne Wade (women's only)	UNLV	\$ 75,000	NA
Matt Ingebritsen	Utah State	\$ 51,180	NA
Bryan Berryhill	Wyoming	\$ 88,008	<p><u>SUPPLEMENTAL BENEFITS</u> During the term of Employee's appointment as Head Coach for Men's & Women's Track and Field/Cross Country, Employee shall receive supplemental benefits in the form of 4 complimentary season tickets for all applicable University of Wyoming home (athletic) competitions and a University stipend for a cell phone (e.g., iPhone, etc.). In addition, the Employee may be eligible for additional</p> <p><u>ADDITIONAL COMPENSATION</u> In addition to the University base salary and supplemental benefits, the University recognizes that the Head Coach for Men's & Women's Track and Field/Cross Country has the opportunity to receive additional income from outside sources such as, but not limited to: shoe, apparel, equipment, and ball contracts, independent speaking engagements, and camps and clinics. In accordance with NCAA and University policies, all agreements for such additional compensation must be submitted annually for prior written approval by the Athletic Director, with the concurrence by the President of the University, which, in either case, shall not be unreasonably withheld, and kept on file in the office of the Athletic Director or his/her Designee. Any additional compensation must be reported on NCAA Outside Income Forms per NCAA regulations.</p> <p><u>ACADEMIC ACHIEVEMENT AWARDS</u> Grade Point Average (GPA):</p> <p>Employee shall receive \$500 for each year in which the cumulative team GPA is a 3.0 or higher at the end of the full academic year including summer. For purposes of this incentive the following provisions apply:</p> <ol style="list-style-type: none"> Men's cross country, women's cross country, men's indoor track, women's indoor track, men's outdoor track and women's outdoor track shall be considered six separate "teams." The annual "team" shall be defined as the official squad list that is sent to the MWC prior to the 1st date of competition. The annual "team" GPA shall be calculated using the following parameters: <ul style="list-style-type: none"> The GPA shall be calculated at the end of the full academic year including the following summer. For example, when calculating the annual "team" GPA for the 2016-2017 academic year, the fall 2016, spring 2017 and summer 2017 term GPAs will be utilized. <ul style="list-style-type: none"> The exception to this rule will be that the summer term <i>prior to</i> the academic year will be included in the calculation for any newcomers (including those newcomers receiving an athletic scholarship and those not receiving an athletic scholarship) who took summer school prior to initial enrollment. Thus, when calculating the annual "team" GPA for the 2016-2017 academic year, the summer 2016 (only for newcomers taking summer school prior to initial enrollment), the fall 2016, spring 2017 and summer 2017 term GPAs will be utilized. The annual "team" GPA will be calculated using the Quality (GPA) Hours and Quality Points earned for each term as outlined above. <p>3. The annual "team" GPA shall be calculated by the Athletic Office of Academic Support.</p> <p>Any incentive compensation for achieving academic performance goals that is earned by</p>

Salary and Incentive Comparisons
Head Track Cross Country Coaches in Mountain West Conference

ATTACHMENT 5

Any incentive compensation for achieving academic performance goals shall be payable to Employee by the University within thirty (30) days following the end of the full academic year including summer.

COMPETITIVE EXCELLENCE - ACHIEVEMENT AWARD

Employee will be eligible for a \$1,000 competitive excellence achievement award for each year in which a team finishes in the top 3 at the conference championships. For purposes of this incentive the following provisions apply:

1. Men's cross country, women's cross country, men's indoor track, women's indoor track, men's outdoor track and women's outdoor track shall be considered six separate "teams."

Max Compensation Calculation for Athletic Incentives
Corey Ihmels - Head Coach

ATTACHMENT 6

Current Contract - Athletic Incentives

A. For per sport achievements (up to six times per year):		
Championship incentive pay:		
Conference Championship	\$3,000	\$18,000
National ranking pay:		
Top 5 National Ranking at end of season	\$5,000 or	\$30,000
Top 10 National Ranking at end of season	\$3,000 or	
Top 15 National Ranking at end of season	\$2,500 or	
Top 20 National Ranking at end of season	\$2,000 or	
Top 25 National Ranking at end of season	\$1,000	
B. For per sport achievements (up to three times per year): [Men's and Women's Outdoor combined, Men's and Women's Indoor combined and Men's and Women's Cross Country combined]		
Qualify Team for NCAA Regionals:		
5 or more student-athletes	\$500	\$4,500
10 student-athletes	\$1,000	
11 or more student-athletes	\$1,500	
Qualify Team NCAA Nationals:		
5 student-athletes	\$1,000	\$4,500
6 or more student-athletes	\$1,500	
Conference Coach of the Year	\$2,000	\$6,000
NCAA Regional Coach of the Year	\$2,000	\$6,000
NCAA National Coach of the Year	\$2,500	\$7,500
C. One time per academic year achievements:		
National Championship	\$10,000	\$10,000
D. Individual Student-Athlete achievement in any sport:		
Individual Conference Champion (per champion)	\$500	Indeterminate
NCAA Individual Champion (per champion)	\$1,500	Indeterminate
NCAA Individual Scorer [2 - 8 Finish] (per champion)	\$1,000	Indeterminate
All-American (Top 9-16 [WIT, MIT, WOT, MOT], Top 40 [WCC and MCC])	\$750	Indeterminate

Current Max Compensation \$86,500

Proposed Contract Changes - Athletic Incentives

A. For per sport achievements (up to six times per year):		
Championship incentive pay:		
Conference Championship	\$3,000	\$18,000
National ranking pay:		
Top 5 National Ranking at end of season	\$5,000 or	\$30,000
Top 10 National Ranking at end of season	\$3,000 or	
Top 15 National Ranking at end of season	\$2,500 or	
Top 20 National Ranking at end of season	\$2,000 or	
Top 25 National Ranking at end of season	\$1,000	
B. For per sport achievements (up to three times per year): [Men's and Women's Outdoor combined, Men's and Women's Indoor combined and Men's and Women's Cross Country combined]		
Qualify Team for NCAA Regionals:		
5 or more student-athletes	\$750	\$5,250
10 student-athletes	\$1,250	
11 or more student-athletes	\$1,750	
Qualify Team NCAA Nationals:		
5 student-athletes	\$1,250	\$5,250
6 or more student-athletes	\$1,750	
Conference Coach of the Year	\$2,000	\$6,000
NCAA Regional Coach of the Year	\$2,000	\$6,000
NCAA National Coach of the Year	\$3,000	\$9,000
C. One time per academic year achievements:		
National Championship	\$15,000	\$15,000
D. Individual Student-Athlete achievement in any sport:		
Individual Conference Champion (per champion)	\$600	Indeterminate
NCAA Individual Champion (per champion)	\$1,500	Indeterminate
NCAA Individual Scorer [2 - 8 Finish] (per champion)	\$1,000	Indeterminate
All-American (Top 9-16 [WIT, MIT, WOT, MOT], Top 40 [WCC and MCC])	\$750	Indeterminate

Proposed Max Compensation \$94,500

BOISE STATE UNIVERSITY

APR History and National Percentile Rank

Men's and Women's Track & Field and Cross-Country

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2013-14	2014-15	2015-16	2016-17
Women's Cross-Country	1000	1000	973	1000
<i>National % Rank by Sport</i>	<i>90-100</i>	<i>90-100</i>	<i>10-20</i>	<i>90-100</i>

	2013-14	2014-15	2015-16	2016-17
Women's Track & Field	992	1000	955	981
<i>National % Rank by Sport</i>	<i>70-80</i>	<i>90-100</i>	<i>0-10</i>	<i>30-40</i>

	2013-14	2014-15	2015-16	2016-17
Men's Cross-Country	824	1000	1000	1000
<i>National % Rank by Sport</i>	<i>0-10</i>	<i>90-100</i>	<i>90-100</i>	<i>90-100</i>

	2013-14	2014-15	2015-16	2016-17
Men's Track & Field	889	1000	1000	1000
<i>National % Rank by Sport</i>	<i>0-10</i>	<i>90-100</i>	<i>90-100</i>	<i>90-100</i>

MULTI-YEAR APR (4-Year Rolling Average)				
Women's Cross-Country	963	996	993	997
Women's Track & Field	977	985	973	979
Men's Cross-Country	945	950	964	967
Men's Track & Field	948	958	955	973

REPORT YEAR
Raw Score for single year
<i>Percentile Rank for Sport</i>

Liquidated Damages
Head Track and Cross Country Coaches in Mountain West Conference

ATTACHMENT 8

Coach	School	Length of Contract	2018-19 Salary	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Ralph Lindeman	Air Force	NA	NA	NO	NA	None
Corey Ihmels	Boise State	5 years	\$ 112,195	YES	Sliding Scale	5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: (a) if the Agreement is terminated on or before July 31, 2020, the sum of \$50,000.00; (b) if the Agreement is terminated between August 1, 2020 and July 31, 2021 inclusive, the sum of \$30,000.00; (c) if the Agreement is terminated between August 1, 2021 and July 31, 2022 inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.
Brian Bedard	Colorado State	at will	\$ 103,405	NO	NA	None
Scott Winsor	Fresno State	3 years	\$ 94,488	NO	NA	Limitation. Employee has special, exceptional and unique knowledge, skill and ability as a coach at the intercollegiate level which, in addition to the continued acquisition of coaching experience at the University, as well as the University's special need for continuity in its athletics program, renders Employee's services unique. Employee shall not seek, discuss or negotiate for employment requiring performance of duties prior to the expiration or termination of this Appointment Letter without first personally notifying the Director of Athletics.
						TERMINATION OF AGREEMENT BY COACH. A. Coach may terminate this Agreement without legal or equitable penalty (including any payment of liquidated damages as referenced below) by giving verbal and written notice to the Athletics Director at least sixty (60) days in advance of termination that 1) termination of the Agreement will occur within the thirty day period following the last scheduled regular season contest or, if applicable, last post-season contest, or 2) if in the last year of this Agreement, giving verbal and written notice to the Athletics Director that termination of the Agreement will occur at any time following the last scheduled regular season contest or, if applicable, last post-season contest. If Coach voluntarily terminates this Agreement prior to the end of the term set forth in Section 2.A above and without providing sixty (60) days written

Liquidated Damages
Head Track and Cross Country Coaches in Mountain West Conference

Tim Boyce	Hawaii	3 years	\$ 83,496	YES	Flat Rate

notice to the Athletics Director as set forth in Section 9.A, then Coach shall pay the University as liquidated damages, a lump sum amount equal to fifty percent (50%) of Coach's then annual base salary within ninety (90) days of the date on which the termination occurs. This payment is the University's exclusive remedy subject to Coach also complying with Coach's obligations under Sections 1.E, 8.A.viii, and 10. Coach shall not be liable or responsible for any other damages or loss to University, and the liquidated damage amount to be paid by Coach to University is in lieu of any and all other legal remedies or equitable relief and without regard to any mitigation of damages or loss that University obtains.

In addition to the payment of liquidated damages as provided above in the event of a termination by the Coach, Coach will be obligated to reimburse University for any non-work related expenses incurred by Coach and paid through University.

Other than outlined in this Section, the Coach shall have no other obligation to the University. Specifically, the Coach shall not be obligated to pay anything more or other than the liquidated damages calculated above as of the date of termination.

The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation or outside compensation relating to his employment at University, which are extremely difficult to determine with certainty, or fairly or adequately, and that the University may incur financial expenses and

losses and suffer other injuries or damages as a result of Coach's termination of this Agreement, which are extremely difficult to determine with certainty, or fairly or adequately.

Liquidated Damages
Head Track and Cross Country Coaches in Mountain West Conference

ATTACHMENT 8

						<p>iv. Coach and University further agree that payment of such liquidated damages by Coach and acceptance thereof by University shall constitute adequate and reasonable compensation to University for loss, damages and injury suffered because of such termination by Coach. The foregoing shall not be construed to be a penalty.</p> <p>In the event of such termination by the Coach, all compensation, performance incentives and other benefits furnished by the University in this Agreement will terminate on the date of termination of this Agreement by the Coach, and the University will not be liable to Coach in any way for compensation, performance incentives, and/or other benefits, including any collateral business opportunities, personal services contracts, or other benefits associated with Coach's position as Head Coach of the Sports Program.</p>
Shantel Twiggs (women's only)	Nevada	at will	\$ 79,452	NO	NA	None
Joe Franklin	New Mexico	5 years	\$ 115,000	YES	Flat Rate	<p>10. TERMINATION BY REQUEST OF COACH FRANKLIN: Coach Franklin may terminate this Agreement at any time upon thirty (30) days' notice to the VPIA. In the event that Coach Franklin terminates this Agreement pursuant to this paragraph, the University shall have no further liability except for base salary as specified in paragraph 2 above accrued to the date of termination. Coach Franklin understands and agrees that termination of this Agreement pursuant to this paragraph prior to the expiration of the Contract Term of this Agreement will cause irreparable harm to the reputation and athletic programs of the University in an amount not capable of precise calculation or quantification. Therefore, Coach Franklin agrees to pay to the University, as liquidated damages (the "Liquidated Damages") and not as penalty, a sum of Twenty Five Thousand Dollars (\$25,000.00) in the event that Coach Franklin terminates this Agreement pursuant to this paragraph at any time. Any Liquidated Damages sum shall be paid in full to the University within sixty (60) days of termination. Failure to pay the full Liquidated Damages sum shall constitute a material and actionable breach of this Agreement. The Liquidated Damages shall be the University's sole and exclusive quantification and limitation of Coach Franklin's damages owed to the University pursuant to this paragraph and the University shall seek no other remedies or damages whatsoever against Coach Franklin related to Coach Franklin's termination of this Agreement</p> <p>(c) Notice. Coach Franklin shall promptly, but no less than ten (10) days from acceptance of other employment, notify the VPIA in writing of such employment and the total compensation to be paid to Coach Franklin for the employment during the Term of this Agreement (had it naturally expired). In addition, Coach Franklin agrees to provide the University with a copy of his W-2 form for each calendar year as long as the University has the obligation to make severance payments under this paragraph 11.</p> <p>Except as otherwise expressly provided in this paragraph, all rights and obligations due from each party to the other under this Agreement shall cease upon the effective date of termination as set forth in the written notice required by this paragraph.</p>
Shelia Burrell (women's only)	San Diego State	1 year (temp)	\$ 115,896	NO	NA	None
Kendra Reimer-Gonzales	San Jose State	at will	\$ 96,000	NO	NA	None
Yvonne Wade (women's only)	UNLV	at will	\$ 75,000	NO	NA	None
Matt Ingebritsen	Utah State	at will	\$ 51,180	NO	NA	None

Liquidated Damages
Head Track and Cross Country Coaches in Mountain West Conference

ATTACHMENT 8

Bryan Berryhill	Wyoming	3 years	\$ 88,008	NO	NA	<p><u>CONCLUSION OF APPOINTMENT/VOLUNTARY RESIGNATION</u> If not renewed, Employee's appointment as Head Coach for Men's & Women's Track and Field/Cross Country will end at the conclusion of the stated period of this Agreement in Section 1, except as extended by mutual agreement of the Parties.</p> <p>Otherwise, the Employee may voluntarily terminate this Agreement, and the Employee shall forgo any supplemental salaries and awards. Supplemental salaries, incentive supplements and awards, and any other additional compensation conferred by virtue of his University employment will terminate upon the date of separation of Employee from the University.</p>
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*Sliding Scale, Flat Rate, Tied to years in contract

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY V.E. Gifts and Affiliated Foundations - First Reading	Motion to approve
2	AMENDMENT TO BOARD POLICY V.X. Intercollegiate Athletics Limits - First Reading	Motion to approve
3	AMENDMENT TO BOARD POLICY V.B. Budget Policies - Second Reading	Motion to approve
4	INTERCOLLEGIATE ATHLETICS FY2018 Revenue and Expenses Reports	Information Item
5	INTERCOLLEGIATE ATHLETICS FY2018 and FY2019 Compensation Reports	Information Item
6	INTERCOLLEGIATE ATHLETICS FY2018 Gender Equity Reports	Motion to approve
7	FY2020 APPROPRIATIONS	Motion to approve
8	FY2020 OPPORTUNITY SCHOLARSHIP EDUCATIONAL COSTS	Motion to approve
9	FY2021 BUDGET GUIDELINES	Motion to approve
10	BOISE STATE UNIVERSITY Professional Fee – Computer Science Programs	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

TAB	DESCRIPTION	ACTION
11	BOISE STATE UNIVERSITY Professional Fee – Construction Management Programs	Motion to approve
12	IDAHO STATE UNIVERSITY Construction Authorization – Davis Field Project	Motion to approve
13	IDAHO STATE UNIVERSITY Construction Authorization – EAMES Project	Motion to approve
14	IDAHO STATE UNIVERSITY Construction Authorization – Meridian Parking Lot Project	Motion to approve
15	IDAHO STATE UNIVERSITY Property Purchase – Meridian Health Sciences Center	Motion to approve
16	UNIVERSITY OF IDAHO Update to Six Year Capital Plan – Energy Plant	Motion to approve
17	UNIVERSITY OF IDAHO Planning and Design Authorization – Energy Plant Project	Motion to approve
18	LEWIS-CLARK STATE COLLEGE Funding and Construction Authorization - Career Technical Education Building Project	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

SUBJECT

Policy V.E. – First Reading

REFERENCE

February 2006	Idaho State Board of Education (Board) approved the second reading of amendments to Board policy V.E.
December 2017	Board approved the first reading of amendments to Board policy V.E., requiring Board approval of affiliated foundation operating agreements
February 2018	Board approved the second reading of amendments to Board policy V.E.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION

Board Policy V.E. sets out the requirements for foundations to be affiliated foundations and an institutions' relationships with their affiliated foundations and the Board's role in approving institution-foundation operating agreements. Affiliated foundations operate as Idaho nonprofit organizations that are legally separate from the institutions and are recognized as 501(c)(3) public charities by the Internal Revenue Service. The institution is required to enter into a written operating agreement with each of its affiliated foundations.

At its November 2018 meeting, the Audit Committee recommended several changes to Board Policy V.E. and the foundation operating agreement template. The Board's deputy attorney general worked with general counsel from the four 4-year institutions to address the Committee's concerns and recommendations.

IMPACT

Under the proposed amendment, Board Policy V.E. and the operating agreement template will include the following changes:

1. Board Policy V.E.:
 - a. Allow institutions to transfer scholarship funds raised by the institutions to foundations for investment and distribution.
 - b. Provide that in the event of the dissolution of a foundation, its assets and records can be distributed to the Board or to the affiliated institution. Currently the policy allows distribution to the affiliated institution

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

- only. Language referencing qualified charitable organization status is also removed.
- c. Encourage foundations to be open to public inquiries pursuant to the Idaho Public Records Law while protecting personal and private information related to private individuals.
2. Board Foundation Operating Agreement Template changes:
- a. Corresponding change regarding transfer of scholarship funds raised by the institution to the foundation.
 - b. Corresponding change to allow transfer of foundation assets to the Board if the foundation is dissolved.
 - c. Corresponding change to encourage the foundation to be open to public inquiries pursuant to the Idaho Public Records Law while protecting personal and private information related to private individuals.
 - d. Deleted reference to Risk Management providing foundations with liability coverage. Risk Management does not insure 501(c)(3) organizations.

ATTACHMENTS

- Attachment 1: V.E. Gifts and Affiliated Foundations
- Attachment 2: Affiliated Foundation Agreement Template

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment clarifies the intent of the Board with regards to the transferring of funds between institutions and affiliated foundations. The updated policy clarifies foundation assets may be distributed to either the Board or the affiliated institution, and it encourages each foundation to be open to public inquiries pursuant to the Idaho Public Records Law while protecting personal and private information related to private individuals. The standard template for foundation operating agreements has been revised, and is provided as Attachment 2.

The Business Affairs and Human Resources Committee reviewed the proposed amendment on April 5, 2019.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the revisions to Board policy V.E. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

AND

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

I move to approve the amendments to the affiliate foundation agreement template as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: E. Gifts and Affiliated Foundations

~~February 2018~~ June 2019

1. Purpose of the Policy

- a. The Board recognizes the importance of voluntary private support and encourages grants and contributions for the benefit of the institutions and agencies under its governance. Private support for public education is an accepted and firmly established practice throughout the United States. Tax-exempt foundations are one means of providing this valuable support to help the institutions and agencies under the Board's governance raise money through private contributions. Foundations are separate, legal entities, tax-exempt under Section 501(c) of the United States Internal Revenue Code of 1986, as amended, associated with the institutions and agencies under the Board's governance. Foundations are established for the purpose of raising, receiving, holding, and/or using funds from the private sector for charitable, scientific, cultural, educational, athletic, or related endeavors that support, enrich, and improve the institutions or agencies. The Board wishes to encourage a broad base of support from many sources, particularly increased levels of voluntary support. To achieve this goal, the Board will cooperate in every way possible with the work and mission of recognized affiliated foundations
- b. The Board recognizes that foundations:
 - i. Provide an opportunity for private individuals and organizations to contribute to the institutions and agencies under the Board's governance with the assurance that the benefits of their gifts supplement, not supplant, state appropriations to the institutions and agencies;
 - ii. Provide assurance to donors that their contributions will be received, distributed, and utilized as requested for specified purposes, to the extent legally permissible, and that donor records will be kept confidential to the extent requested by the donor and as allowed by law;
 - iii. Provide an instrument through which alumni and community leaders can help strengthen the institutions and agencies through participation in the solicitation, management, and distribution of private gifts; and
 - iv. Aid and assist the Board in attaining its approved educational, research, public service, student loan and financial assistance, alumni relations, and financial development program objectives.
- c. The Board, aware of the value of tax-exempt foundations to the well being of the institutions and agencies under the Board's governance, adopts this policy with the following objectives:

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: E. Gifts and Affiliated Foundations

February 2018 June 2019

- i. To preserve and encourage the operation of recognized foundations associated with the institutions and agencies under the Board's governance; and
 - ii. To ensure that the institutions and agencies under the Board's governance work with their respective affiliated foundations to make certain that business is conducted responsibly and according to applicable laws, rules, regulations, and policies, and that such foundations fulfill their obligations to contributors, to those who benefit from their programs, and to the general public.
2. Institutional Foundations
- a. General Provisions Applicable to all Affiliated Foundations
 - i. All private support of an institution not provided directly to such institution shall be through a Board approved affiliated foundation. While an institution may accept gifts made directly to the institution or directly to the Board, absent unique circumstances making a direct gift to the institution more appropriate, donors shall be requested to make gifts to the Board approved affiliated foundations.
 - ii. Each affiliated foundation shall operate as an Idaho nonprofit corporation that is legally separate from the institution and is recognized as a 501(c)(3) public charity by the Internal Revenue Service. The management and control of a foundation shall rest with its governing board. All correspondence, solicitations, activities, and advertisements concerning a particular foundation shall be clearly discernible as from that foundation, and not the institution.
 - iii. The institutions and foundations are independent entities and neither will be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members, or staff.
 - iv. It is the responsibility of the foundation to support the institution at all times in a cooperative, ethical, and collaborative manner; to engage in activities in support of the institution; and, where appropriate, to assist in securing resources, to administer assets and property in accordance with donor intent, and to manage its assets and resources.
 - v. Foundation funds shall be kept separate from institution funds. No institutional funds, assets, or liabilities may be transferred directly or indirectly to a foundation without the prior approval of the Board except as provided herein. Funds may be transferred from an institution to a foundation without prior Board approval when:

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- 1) A donor inadvertently directs a contribution to an institution that is intended for the foundation. If an affiliated foundation is the intended recipient of funds made payable to the Board or to an institution, then such funds may be deposited with or transferred to the affiliated foundation, provided that accompanying documents demonstrate that the foundation is the intended recipient. Otherwise, the funds shall be deposited in an institutional account, and Board approval will be required prior to transfer to an affiliated foundation; or
 - 2) The institution has gift funds that were transferred from and originated in an affiliated foundation, and the institution wishes to return a portion of funds to the foundation for reinvestment consistent with the original intent of the gift.
 - 3) The transfer is of a *de minimis* amount not to exceed \$10,000 from the Institution to the Foundation and the transferred funds are for investment by the Foundation for scholarship or other general Institution/Agency support purposes.
 - ~~3)4)~~ The transfer is of funds raised by the institution for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.
- vi. Transactions between an institution and an affiliated foundation shall meet the normal tests for ordinary business transactions, including proper documentation and approvals. Special attention shall be given to avoiding direct or indirect conflicts of interest between the institution and the affiliated foundation and those with whom the foundation does business. Under no circumstances shall an institution employee represent both the institution and foundation in any negotiation, sign for both the institution and foundation in a particular transaction, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the institution and the foundation.
 - vii. Prior to the start of each fiscal year, an affiliated foundation must provide the institution chief executive officer with the foundation's proposed annual budget, as approved by the foundation's governing board.
 - viii. Each foundation shall conduct its fiscal operations to conform to the institution's fiscal year. Each foundation shall prepare its annual financial statements in accordance with Government Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) principles, as appropriate.

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- ix. Institution chief executive officers shall be invited to attend all meetings of an affiliated foundation's governing board in an advisory role. On a case by case basis, other institution employees may also serve as advisors to an affiliated foundation's governing board, as described in the written foundation operating agreement approved by the Board.
- x. The foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent possible or reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or other information that would normally be open in the conduct of institution affairs pursuant to the Idaho Public Records Law, as set forth in Idaho Code Title 74, Chapter 1.
- xi. A foundation's enabling documents (e.g., articles of incorporation and bylaws) and any amendments are to be provided to ~~the~~ institution. These documents must include a clause requiring that in the event of the dissolution of a foundation, its assets and records will be distributed to the Board or the its affiliated institution, ~~provided the affiliated institution is a qualified charitable organization under relevant state and federal income tax laws.~~ To the extent practicable, the foundation shall provide the institution with an advance copy of any proposed amendments, additions, or deletions to its articles of incorporation or bylaws. The institution shall be responsible for providing all of the foregoing documents to the Board.
- xii. Foundations may not engage in activities that conflict with federal or state laws, rules and regulations; or cause an institution to be in violation of Board policy~~the policies of the Board~~; or the role and mission of the institutions. Foundations shall comply with applicable Internal Revenue Code provisions and regulations and all other applicable policies and guidelines.
- xiii. Fund-raising campaigns and solicitations of major gifts for the benefit of an institution by its affiliated foundation shall be developed cooperatively between the institution and its affiliated foundation. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by an institution, a foundation will obtain the prior approval of the institution chief executive officer or a designee.
- xiv. Foundations shall obtain prior approval in writing from the institution chief executive officer or a designee if gifts, grants, or contracts include a financial or contractual obligation binding upon the institution.
- xv. Foundations shall make clear to prospective donors that:

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- 1) The foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the institution; and
 - 2) Responsibility for the governance of the foundation, including investment of gifts and endowments, resides in the foundation's governing board.
- xvi. Institutions shall ensure that foundation controlled resources are not used to acquire or develop real estate or to build facilities for the institution's use without prior Board approval. The institution shall notify the Board, at the earliest possible date, of any proposed purchase of real estate for such purposes, and in such event should ensure that the foundation coordinates its efforts with those of the institution. Such notification to the Board may be through the institution's chief executive officer in executive session pursuant to Idaho Code, Section 74-206(1)(c).
- b. Foundation Operating Agreements

Each institution shall enter into a written operating agreement with each of its affiliated foundations that ensures compliance with this Policy.

Board approval of affiliated foundation operating agreements is required if an affiliated foundation will receive donations, membership dues, gifts or other funds (collectively "funds") and delivers those funds directly to the institution. If an affiliated foundation will not receive or maintain funds, or if it routes all funds received to the institution through another Board-approved affiliated foundation, Board approval of the operating agreement is not required. In such cases, the institution shall ensure that services provided by a Board approved affiliated foundation to another affiliated foundation are provided pursuant to a service agreement between the affiliated foundations which complies with Board policy, a copy of which is available to the institution and to the Board.

Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. Operating agreements requiring Board approval must be approved by the Board prior to execution and must be re-submitted to the Board for re-approval every three (3) years, or as otherwise requested by the Board. Operating agreements shall follow the operating agreement template approved by the Board and found at <http://boardofed.idaho.gov/>. When an operating agreement is presented to the Board for review, an institution must include a redline to the Board's operating agreement template, as well as a redline to the previously Board approved version of the operating agreement, if there is one.

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Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

- i. Institution Resources and Services.
 - 1) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.
 - 2) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:
 - a) Access to the institution's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution's financial system, the foundation shall comply with the institution's financial and administrative policies and procedures manuals);
 - b) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;
 - c) Investment, management, insurance, benefits administration, and similar services; and
 - d) Development services, encompassing research, information systems, donor records, communications, and special events.
 - 3) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.

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- 4) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution. No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.
- ii. Management and Operation of Foundations.
 - 1) Guidelines for receiving, depositing, disbursing and accounting for all funds, assets, or liabilities of a foundation, including any disbursements/transfers of funds to an institution from an affiliated foundation. Institution officials into whose department or program foundation funds are transferred shall be informed by the foundation of the restrictions, if any, on such funds and shall be responsible both to account for them in accordance with institution policies and procedures, and to notify the foundation on a timely basis regarding the use of such funds.
 - 2) Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with signature authority shall be an institution employee in a key administrative or policy making capacity (including, but not limited to, an institution vice-president or equivalent position).
 - 3) The liability insurance coverage the foundation will have in effect to cover its operations and the activities of its directors, officers, and employees.
 - 4) Description of the investment policies to be utilized by the foundation, which shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is achieved, with due regard for the fiduciary responsibilities of the foundation's governing board. Moreover, such investments must be consistent with the terms of the gift instrument.
 - 5) Procedures that will be utilized to ensure that institution and foundation funds are kept separate.
 - 6) Detailed description of the organization structure of the foundation, which addresses conflict of interest in management of funds and any foundation data.
 - iii. Foundation Relationships with the Institutions
 - 1) The institution's ability to access foundation books and records.

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- 2) The process by which the institution chief executive officer, or designee, shall interact with the foundation's board regarding the proposed annual operating budget and capital expenditure plan prior to approval by the foundation's governing board.
 - 3) Whether, and how, supplemental compensation from the foundation may be made to institutional employees. Any such payments must have prior Board approval, and shall be paid by the foundations to the institutions, which in turn will make payments to the employee in accordance with normal practice. Employees shall not receive any payments or other benefits directly from the foundations.
- iv. Audits and Reporting Requirements.
- 1) The procedure foundations will utilize for ensuring that regular audits are conducted and reported to the Board. Unless provided for otherwise in the written operating agreement, such audits must be conducted by an independent certified public accountant, who is not a director or officer of the foundation. The independent audit shall be a full scope audit, performed in accordance with generally accepted auditing standards.
 - 2) The procedure foundations will use for reporting to the institution chief executive officer the following items:
 - a) Regular financial audit report;
 - b) Annual report of transfers made to the institution, summarized by department;
 - c) Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;
 - d) A list of foundation officers, directors, and employees;
 - e) A list of institution employees for whom the foundation made payments to the institution for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
 - f) A list of all state and federal contracts and grants managed by the foundation; and
 - g) An annual report of the foundation's major activities;

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- h) An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding foundation fiscal year for the benefit of the institution; and
- i) An annual report of any actual litigation involving the foundation during its fiscal year, as well as legal counsel used by the foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the foundation.

v. Conflict of Interest and Code of Ethics and Conduct.

A description of the foundation's conflict of interest policy approved by the foundation's governing board and applicable to all foundation directors, officers, and staff members, and which shall also include a code of ethics and conduct. Such policy must assure that transactions involving the foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the foundation's governing board. In addition, such policy must provide that directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest. Finally, such policy must assure that no director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

vi. Affiliated Research Foundations and Technology Transfer Organization for Institutions of Higher Education

The Board wishes to encourage research and technology transfer and the corresponding economic development potential for the state of Idaho. The Board acknowledges that independent, affiliated foundations operating to support an institution's research and technology transfer efforts can be useful tools to provide institutions with avenues for engagement with the private sector as well as with public and private entities interested in funding research, funding technology transfer and promoting spin-off enterprises arising from institutional intellectual property and technology. Such affiliated foundations should operate substantially within the framework for affiliated foundations set out in paragraph 1 and 2 of this policy, with such variances as are reasonable based on the nature of the anticipated function of the specific foundation.

- 1) The institutions under the Board's governance may affiliate with non-profit entities which generally meet the criteria set forth in paragraph 2.b. of this

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policy and which operate for the purpose of supporting the research and technology transfer efforts of one or more of the institutions.

- 2) Research and Technology Transfer Foundation Operating Agreements. The requirement of a foundation operating agreement under paragraph 2.c. of this policy shall also apply to foundations supporting research and technology transfer. Institutions proposing to affiliate with a particular foundation may propose reasonable variances from specific requirements under paragraph 2.c. based upon the anticipated function of the foundation, provided that any such variances are specifically identified by the institution in materials presented to the Board when requesting approval of the foundation.
3. Foundations for Other Agencies

Other agencies under the Board's jurisdiction may establish foundations to accept gifts made for the benefit of the agencies' operating purposes. These agencies are subject to the same policies as the institutional foundations. However, agency foundations with annual revenues less than \$100,000 are not required to obtain an independent audit. These agencies must instead submit an annual report to the Board of gifts received and the disposition of such gifts.

4. Idaho Educational Public Broadcasting System Foundations and Friends Groups

Foundations and Friends groups that exist for the benefit of the Idaho Educational Public Broadcasting System (IEPBS) are required by Federal Communications Commission (FCC) regulations to have specific spending authority designated by the Board. Audits of the IEPBS Foundation and Friends groups will be conducted by the State Legislative Auditor.

- a. By action of the Board, the Idaho Educational Public Broadcasting System Foundation, Inc., has been designated to accept gifts made for the benefit of public television in the state of Idaho. The Foundation will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.
- b. By action of the Board, the Friends of Channel 4, Inc., has been designated to accept gifts made for the Benefit of KAID TV, Channel 4. The Friends of Channel 4, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.
- c. By action of the Board, the Friends of Channel 10, Inc., has been designated to accept gifts made for the benefit of KISU TV, Channel 10. The Friends of Channel

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10, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

- d. By action of the Board, the Friends of KUID, Inc., has been designated to accept gifts made for the benefit of KUID TV, Channel 12. The Friends of Channel 12, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

5. Acceptance of Direct Gifts

Notwithstanding the Board's desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and devises (hereinafter "gifts") of real and personal property on behalf of the state of Idaho that are made directly to the Board or to an institution or agency under its governance. Gifts worth more than \$250,000 must be reported to and approved by the executive director of the Board before such gift may be expended or otherwise used by the institution or agency. Gifts worth more than \$500,000 must be approved by the Board. The chief executive officer of any institution or agency is authorized to receive, on behalf of the Board, gifts that do not require prior approval by the executive director or the Board and that are of a routine nature. This provision does not apply to transfers of gifts to an institution or agency from an affiliated foundation (such transfers shall be in accordance with the written operating agreement between the institution or agency and an affiliated foundation, as described more fully herein).

**OPERATING AGREEMENT
BETWEEN
FOUNDATION, INC.
AND
INSTITUTION/AGENCY**

This Operating Agreement between Foundation, Inc. and Institution/Agency (“Operating Agreement”) is entered into as of this ____ day of _____, 20__, by and between Institution, herein known as “Institution/Agency” and the Foundation, Inc., herein known as “Foundation”.

WHEREAS, the Foundation was organized and incorporated in ____ for the purpose of ~~stimulating-generating~~ voluntary private support from _____, _____, friends, corporations, foundations, and others for the benefit of the Institution/Agency.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the Institution/Agency, and provide opportunities for _____ (e.g. students) and a degree of institutional excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the Institution/Agency in the building of the endowment to address, through financial support, the long-term academic and other priorities of the Institution/Agency.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the Institution/Agency, soliciting cash, securities, real and intellectual property, and other private resources for the support of the Institution/Agency, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the Institution/Agency.

WHEREAS, the Institution/Agency and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the Institution/Agency intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.[eb](#).

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the Institution/Agency. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the Institution/Agency from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the Institution/Agency; and (3) support and assist the Institution/Agency in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: ~~conflict with~~ (1) [conflict with](#) federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) [cause the Institution to be in violation of](#) applicable policies of the State Board; or (3) [conflict with](#) the role and mission of the Institution/Agency.

ARTICLE II Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the Institution/Agency. The Foundation, to the extent practicable, also shall provide the Institution/Agency with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The Institution/Agency shall provide all such documents to the State Board.

ARTICLE III
Institution/Agency Resources and Services

1. Institution/Agency Employees.

a. *Institution/Agency/Foundation Liaison:* The Institution/Agency's Vice President for Institution/Agency Advancement shall serve as the Institution/Agency's Liaison to the Foundation.

- i. The Institution/Agency's Vice President for Institution/Agency Advancement shall be responsible for coordinating the Institution/Agency's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the Institution/Agency to the Foundation.
- ii. The Vice President for Institution/Agency Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the Institution/Agency to the ~~the~~ Foundation's Board of Directors regarding the Institution/Agency's coordination with the Foundation's fundraising efforts.

b. *Managing Director:* The *Managing Director* of the Foundation is an employee of the Institution/Agency loaned to the Foundation. All of the *Managing Director's* services shall be provided directly to the Foundation as follows:

- i. The *Managing Director* shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the *Managing Director* may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in paragraph (iii) below. The *Managing Director* shall be subject to the control and direction of the Foundation.
- ii. The *Managing Director* shall be entitled to Institution/Agency benefits to the same extent and on the same terms as other full-time Institution/Agency employees of the same classification as the *Managing Director*. The Foundation shall reimburse the Institution/Agency for all costs incurred by the Institution/Agency in connection with the Institution/Agency's employment of the *Managing Director* including such expenses as salary, payroll taxes, and benefits.

iii. The Foundation and the Institution/Agency shall enter into a written agreement, in the form of Exhibit “A” hereto, establishing that the Managing *Director* is an employee of the Institution/Agency but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the Institution/Agency with respect to the Managing *Director*, including the following:

1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.
2. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall constitute grounds for a termination proceeding by the Institution/Agency or for non-renewal of any obligation of the Institution/Agency to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the Institution/Agency.
3. The Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or designee.

c. *Other Loaned Employees.* Other loaned employees providing services pursuant to this Operating Agreement shall also serve pursuant to a Loaned Employee Agreement which shall set forth their particular responsibilities and duties.

d. *Other Institution/Agency Employees Holding Key Foundation or Administrative or Policy Positions:* In the event the Institution/Agency and the Foundation determine it is appropriate for one or more additional Institution/Agency employees who function in a key administrative or policy making capacity for the Institution/Agency (including, but not limited to, any Institution/Agency Vice-President or equivalent position) to serve both the Institution/Agency and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such Institution/Agency employee.

e. *Limited Authority of Institution/Agency Employees.* Notwithstanding the foregoing provisions, no Institution/Agency employee who functions in a key administrative or policy making capacity for the Institution/Agency (including, but not limited to, any Institution/Agency Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. Support Services. The Institution/Agency shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). All Institution/Agency employees who provide support services to the Foundation shall remain Institution/Agency employees under the direction and control of the Institution/Agency, unless agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the Institution/Agency the portion of the overhead costs associated with the services provided to the Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. Institution/Agency Facilities and Equipment. The Institution/Agency shall provide the use of the Institution/Agency's office space and equipment to the Foundation upon the terms agreed to by the Institution/Agency and the Foundation. The terms of use (including amount of rent) of the Institution/Agency's office space and equipment shall be as set forth in the Service Agreement.

4. No Foundation Payments to Institution/Agency Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an Institution/Agency employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

Authority of Vice President for Institution/Agency Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Vice President for Institution/Agency Advancement.

a. *Form of Solicitation.* Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the

Institution/Agency; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee.* Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the Institution/Agency.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts.* Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the Institution/Agency, the Foundation shall obtain the prior written approval of the Institution/Agency. Similarly, the Foundation shall also obtain the prior written approval of the Institution/Agency of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the Institution/Agency.

b. *Acceptance of Gifts of Real Property.* The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the Institution/Agency shall be approved by the State Board before acceptance by the Institution/Agency and the Foundation. In cases where the real property is intended to be used by the Institution/Agency in connection with carrying out its proper functions, the real property may be conveyed directly to the Institution/Agency, in which case the Institution/Agency and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the Institution/Agency or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the Institution/Agency on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers.* The Foundation shall inform the Institution/Agency officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such Institution/Agency officials shall account for such restricted funds separate from other program and department funds in accordance with applicable Institution/Agency policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers.* The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the Institution/Agency, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority.* The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the Institution/Agency; provided, however, in no event may the person with Foundation signature authority for financial transactions be an Institution/Agency employee.

b. *Expenditures.* All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. Institution/Agency Report on Distributed Funds. On a regular basis, which shall not be less than annually, the Institution/Agency shall report to the Foundation on the use of restricted and unrestricted funds transferred to the Institution/Agency. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of Institution/Agency Assets to the Foundation. No Institution/Agency funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

a. A donor inadvertently directs a contribution to the Institution/Agency that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the Institution/Agency's transfer of such funds to the Foundation.

b. The Institution/Agency has gift funds that were originally transferred to the Institution/Agency from the Foundation and the Institution/Agency wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.

c. Transfers of a *de minimis* amount not to exceed \$10,000 from the Institution to the Foundation provided such funds are for investment by the Foundation for

scholarship or other general Institution/Agency support purposes. This exception shall not apply to payments by the Institution to the Foundation for obligations of the Institution to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

~~e.d. The transfer is of funds raised by the Institution for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.~~

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the Institution/Agency such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. ~~To the extent that the Foundation is not covered by the State of Idaho Retained Risk program,~~ The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the Institution/Agency any updates to such investment policy which updates shall also be attached hereto as Exhibit "C".

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws. The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the Institution/Agency and the State Board. Any such amendments to the Articles and Bylaws shall be attached hereto as additions to Exhibit "D" and "E", respectively.

ARTICLE V

Foundation Relationships with the Institution/Agency

At all times and for all purposes of this Operating Agreement, the Institution and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the Institution and the Foundation acknowledge that the Association

carries out functions for the benefit of the Institution. As such, the Parties shall share certain information as provided below.

1. Access to Records. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the Institution/Agency shall be limited to the Institution/Agency's President and any designee of the Institution/Agency's President.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. The Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent possible or reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or other information that would normally be open in the conduct of institution affairs pursuant to the Idaho Public Records Law, as set forth in Idaho Code Title 74, Chapter 1. Except to the extent that records are confidential (including confidential donor information), the Foundation agrees to be open to public inquiries for information that would normally be open in the conduct of Institution/Agency affairs and to provide such information in a manner consistent with the Idaho Public Records Law, set forth in Idaho Code Title 74, Chapter 1, except where otherwise required by state and federal law.

3. Name and Marks. Consistent with its mission to help to advance the plans and objectives of the Institution, the Institution grants the Association the limited, non-exclusive use of the name Institution, for use in its support of the Institution. The Association shall operate under the Institution's logotype in support of its organizational business and activities. Any use by the Association of the Institution's logotypes or other trademarks must be with prior approval of the Institution through the Office of Trademark Licensing and Enforcement.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. The Foundation shall provide the Institution/Agency with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Any of the Institution/Agency's funding requests to the Foundation shall be communicated in writing to the Foundation's Treasurer and Assistant Treasurer by April 1 of each year.

6. Attendance of Institution/Agency's President at Foundation's Board of Director Meetings. The Institution/Agency's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. Supplemental Compensation of Institution/Agency Employees. Any supplemental compensation of Institution/Agency employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the Institution/Agency, and the Institution/Agency shall then pay compensation to the employee in accordance with the Institution/Agency's normal practice. No Institution/Agency employee shall receive any payments or other benefits directly from the Foundation.

ARTICLE VI

Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the Institution/Agency shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the Institution/Agency's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the Institution/Agency as defined by the Government Accounting Standards Board (GASB). Accordingly, the Institution/Agency is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will include in its audited financial statement, schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the Institution/Agency Office of Finance and Administration in sufficient time to incorporate the same into the Institution/Agency's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. Separate Audit Rights. The Institution/Agency agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the Institution/Agency's books and records pertinent to the expenditure of donated

funds. The Foundation agrees that the Institution/Agency and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to Institution/Agency President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the Institution/Agency President setting forth the following items:

- a. the annual financial audit report;
- b. an annual report of Foundation transfers made to the Institution/Agency, summarized by Institution/Agency department;
- c. an annual report of unrestricted funds received by the Foundation;
- d. an annual report of unrestricted funds available for use during the current fiscal year;
- e. a list of all of the Foundation's officers, directors, and employees;
- f. a list of Institution/Agency employees for whom the Foundation made payments to the Institution/Agency for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the Institution/Agency; and
- j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII

Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".

2. Dual Representation. Under no circumstances may an Institution/Agency employee represent both the Institution/Agency and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related Party in a transaction between the Institution/Agency and the Foundation. This shall not prohibit Institution/Agency employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of Institution/Agency. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the Institution/Agency without first obtaining the prior written approval of the Institution/Agency. Institution/Agency approval of any such contract shall comply with policies of the State Board with respect to State Board approval of Institution/Agency contracts.

4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the Institution/Agency's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the Institution/Agency, the Institution/Agency shall notify the State Board at the earliest possible date. Any such proposed purchase for the Institution/Agency's use shall be a coordinated effort of the Institution/Agency and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

ARTICLE VIII General Terms

1. Effective Date. This Operating Agreement shall be effective on the date set forth above.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the Institution/Agency choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the Institution/Agency to pay, within 180 days of written notice, all debt incurred by the Foundation on the Institution/Agency's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Institution/Agency that is not cured within the time frame set forth above, the

Institution/Agency may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Dispute Resolution. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Board of the Foundation and the Institution/Agency President. If the Foundation Board Chair and Institution/Agency President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)-(3) organization, the Foundation shall transfer to the State Board (or Institution, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, ~~shall~~ and such property shall be vested in the State Board in trust for the use and benefit of the Institution/Agency. ~~Any such assets not so disposed of shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.~~

5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Document to and Obtaining Approval from the Institution/Agency. Unless otherwise indicated herein, any time documents are to be provided to the Institution/Agency or any time the Institution/Agency's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the Institution/Agency's President or an individual to whom such authority has been properly delegated by the Institution/Agency's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the Institution/Agency:

President
Institution/Agency
Street Address
City, State and Zip

To the Foundation:

Managing Director
Foundation, Inc.
Street Address
City, State and Zip

10. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the Institution/Agency and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. Liability. The Institution/Agency and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

12. Indemnification. To the ~~extend~~ extent allowed by law, the Institution/Agency and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its

obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the Institution/Agency’s liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

13. Assignment. This Operating Agreement is not assignable by either Party, in whole or in part.

14. Governing Law. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the Institution/Agency and the Foundation have executed this Operating Agreement on the above specified date.

Institution/Agency

By: _____
Its: President

Institution/Agency Foundation, Inc.

By: _____
Its: Chairman

EXHIBIT "A"

Loaned Employee Agreement

EXHIBIT "B"

Service Agreement

EXHIBIT "C"

Investment Policy

EXHIBIT "D"

Articles of Incorporation

EXHIBIT "E"

Bylaws

EXHIBIT "F"

Conflict of Interest Policy

EXHIBIT "G"

Code of Ethical Conduct

BUSINESS AFFAIRS AND HUMAN RESOURCES
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SUBJECT

Idaho State Board of Education (Board) Policy V.X. “Intercollegiate Athletics” first reading

REFERENCE

June 2012	Board approved first reading of amendments tying general fund limit to General Fund appropriation and tying institutional fund limit to total appropriation as new Board Policy V.X.
August 2012	Board approved second reading of new Board Policy V.X.
June 2014	Board approved first reading of amendments setting athletic limits through formula rather than Board approval.
August 2014	Board approved second reading of amendments to Board Policy V.X.
April 2016	Board approved first reading of amendments revising the reporting requirements for gender equity and financial reporting.
June 2016	Board approved use of the 4-year institutions’ Federal Title IX reports for tracking compliance with Gender Equity regulations; and use of annual NCAA reports (and the NCAA report format in the case of Lewis-Clark State College) for annual tracking of institutions’ athletic revenues and expenditures.

APPLICABLE STATUTE, RULE, OR POLICY

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

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

At the direction of the Business Affairs and Human Resources (BAHR) Committee, members from each of the four-year institutions and Board staff were charged with carrying out a comprehensive review of Board Policy V.X., and developing recommendations for updates to the policy. A number of concerns about the current policy and limits were raised. Institutions expressed concern that the current policy limited the amount that student athletic fees could be increased,

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despite the support from the students for a larger increase than currently allowed. Some Institutions also expressed concern that separating general athletic expenditures and athletic expenditures for gender equity resulted in a bifurcation of allowable expenditures that did not provide the institution flexibility in addressing various athletic-related issues. The current formula for increasing the athletic spending limit did not allow for additional increases due to factors such as athletic conference changes, the addition of new sports, expansion of team rosters and/or schedules, and other student-related factors such as room and board increases, spikes in tuition, or inflationary factors related to academic support and tutoring. The proposed amendment addresses each of these areas and makes other technical changes to improve clarity and correct inaccuracies in the current text.

IMPACT

The proposed revisions to Board Policy V.X., Intercollegiate Athletics, will address a number of long-standing concerns with the current policy, improve clarity, correct technical accuracy and readability, and increase institutions' flexibility to manage athletic financial operations while improving the Board's ability to track and oversee athletic operations.

ATTACHMENTS

Attachment 1: Board policy V.X. – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed revision of Policy V.X. includes changes to the following areas:

- Clarifies that the policy pertains to the athletic operations at the four 4-year institutions and adds appropriate references to the NCAA and NAIA.
- Merges the previously separate athletic limit categories for Gender Equity, General Fund, and Institutional Fund spending into a single category.
- Allows Student Activity Athletic Fee revenues to be collected at a level consistent with student authorization and approval.
- Provides new FY 2020 athletic spending limits and clarifies that adjustments must be equal to the growth in General Fund revenue or through Board approval.
- Provides a mechanism for Chief Executive Officers to request Board approval for one-time or ongoing changes to the above limits when justified on the basis of adding or expanding programs, investing in facility upgrades or repairs, meeting new federal or state regulatory compliance requirements, and/or meeting intercollegiate athletic association or conference requirements.
- Clarifies the process for dealing with annual athletic budget deficits and fund balance requirements—provides flexibility for the Board to direct deficit/fund deficiencies on a case-by-case basis (as opposed to a two-year fixed term).

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Adjustments to the spending limits were requested by the institutions as what is needed for a competitive, yet not extravagant, athletics program. The following table highlights the current limit, the proposed limit, and the difference for the applicable institutions.

	Current	Proposed	Difference
BSU	5,014,900	5,014,900	0
LCSC	1,284,800	3,200,000	1,915,200
UI	5,457,400	7,000,000	1,542,600
ISU	4,742,600	4,754,600	12,000

Institution presidents will be available to answer any questions.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board policy Section V.X., Intercollegiate Athletics, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

~~1. Philosophy~~

~~The Board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the Board.~~

~~In the area of intercollegiate athletics, the Board seeks to establish programs which:~~

- ~~a. Provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees;~~
- ~~b. Reflect accurately the priorities and academic character of its institutions;~~
- ~~c. Fuel school spirit and community involvement;~~
- ~~d. Serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation; and~~
- ~~e. Actively and strategically progress toward compliance with Title IX of the Higher Education Amendments Act of 1972.~~

~~Given these goals, the Board has a continuing interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the Board will, from time to time in the context of this policy statement, promulgate, as necessary, policies governing the conduct of athletic programs at its institutions.~~

21. Policies

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level ~~must~~ shall be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, ~~it is the institution~~ shall follow Board policy and the ~~responsibility of the~~ institution's chief executive officer ~~to~~ shall notify the Board in a timely manner. ~~Likewise, a~~ Any knowledge of serious NCAA, NAIA, or conference rule infractions involving an institution ~~should~~ shall be communicated by the athletic department to the chief executive officer of the institution immediately and the chief executive officer shall notify the Executive Director.

~~The Board recognizes that the financing of intercollegiate athletics, while controlled at the institutional level, is ultimately the responsibility of the Board itself. In assuming~~

~~that responsibility, t~~The sources of funds for intercollegiate athletics shall be defined in the following categories:

- a. State General Funds means state General Funds (as defined in ~~section~~ Section 67-1205, Idaho Code) appropriated to the institutions.
 - b. Student Athletic Fee Revenue means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.b.ii.
 - c. Program Funds means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.
 - d. Institutional Funds means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds ~~do shall~~ not include tuition and fee revenue collected under policy V.R.3. Examples of Institutional Funds include, but are not limited to, fees from Auxiliary Enterprises (as defined in Board Policy V.B.4.a) auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus.
3. ~~Funds allocated and used by athletics from the above sources are limited as follows~~ Athletic spending limits: The Board shall establish annual limits on the expenditures drawn from State General Funds and Institutional Funds. No limits are set for the expenditure of athletic Program Funds.
- a. State General Funds and Institutional Funds
 - i. ~~The limit for State General Funds shall be allocated in two categories: General Funds used for athletics and General Funds used to comply with Title IX.~~
 - ii. The Board set the following FY 2013 General Fund FY 2020 limits on total athletics spending from State General Funds and Institutional Funds are limits:
 - 1) General Funds for Athletics:

a) <u>Universities Boise State University</u>	\$ <u>2,424,400</u> <u>5,014,900</u>
b) <u>Idaho State University</u>	\$ <u>4,754,600</u>
c) <u>University of Idaho</u>	\$ <u>7,000,000</u>
d) <u>Lewis-Clark State College</u>	\$ 901,300 <u>3,200,000</u>
 - 2) ~~General Funds for Gender Equity:~~

a) Boise State University	\$1,069,372
b) Idaho State University	\$ 707,700
c) University of Idaho	\$ 926,660
d) Lewis-Clark State College	\$ ————0

~~ii. The methodology for computing the limits for both categories of State General Funds athletic limits shall be to calculated annually based on the rate of change for the next fiscal year of ongoing State General Funds appropriated funds compared to the ongoing State General Funds appropriated funds in the current fiscal year, and then apply the rate of change to both limits approved by the Board in the previous year unless set through Board action.~~

~~4. Adjustments to Athletic Spending limits: Institution chief executive officers may request from the Board, one-time or permanent changes to the above-described spending limits to address non-routine programmatic changes. Changes that may be used as evidence for adjustments to the Athletic Spending Limit may include but are not limited to the addition of new sports, new expenditures related to gender equity or other compliance requirements, transitions to different athletic conferences, expansion of team rosters and schedules, inflationary factors related to the expense of academic support and tutoring, room and board increases, or atypical spikes in tuition rates.~~

~~b. Institutional funds~~

~~i. The Board set the following FY 2013 limits:~~

1) Boise State University	\$386,100
2) Idaho State University	\$540,400
3) University of Idaho	\$772,100
4) Lewis-Clark State College	\$154,300

~~ii. The methodology for computing the limits for Institutional Funds shall be to calculate the rate of change for the next fiscal year ongoing Appropriated Funds compared to the ongoing Appropriated Funds in the current fiscal year, and then apply the rate of change to the limit approved by the Board in the previous year. For purposes of this paragraph, "Appropriated Funds" means all funds appropriated by the Legislature to the institutions, including but not limited to, State General Funds, endowment funds, and appropriated tuition and fees.~~

~~c. Student Athletic Fee Revenue shall not exceed revenue generated from student activity fee dedicated for the athletic program. Institutions may increase the student~~

~~fee for the athletic program at a rate not more than the rate of change of the total student activity fees.~~

~~d.b.~~ Program Funds

The institutions can use the program funds generated, without restriction.

5. Fund Balances

- a. The ~~president~~ chief executive officer of each institution is accountable for balancing the budget of the athletic department on an annual basis. In accounting for the athletic programs, a positive fund balance for the total athletic program must be maintained. ~~In the event that revenue within a fiscal year exceeds expenses, the surplus would increase the fund balance and would be available for future fiscal years. In the event that expenses within a fiscal year exceeds revenue, the deficit would reduce the fund balance.~~ Athletic program funds shall be maintained in a separate account. If the fund balance becomes negative in any fiscal year, the institutions shall submit a plan for Board approval that eliminates the deficit ~~within two fiscal years~~. Reduction in program expenditures and/or increased revenue (program funds only) can be used in an institutional plan to eliminate a negative fund balance. If substantial changes in the budget occur during the fiscal year resulting in a projected deficit for that year, the ~~president~~ chief executive officer shall advise the Executive Director ~~Board~~ of the situation ~~at the earliest opportunity~~ immediately.
- b. Donations to athletics at an institution must be made and reported according to Board policy V.E. The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.

~~It is the intent of the Board that increases in program revenues should be maximized before increases to the athletic limits under subsection 3 will be considered.~~

4.6. Gender Equity

- a. ~~Gender equity means compliance with~~ Title IX of the Higher Education Amendments Act of 1972 ~~which~~ prohibits discrimination on the basis of gender in any education program or activity receiving federal financial assistance, including athletics. ~~Congress delegated authority to promulgate regulations (34 C.F.R. §106.41) for determining whether an athletics program complies with Title IX. The U.S. Department of Education, through its Office of Civil Rights (OCR) is responsible for enforcing Title IX.~~
- b. —

~~c.a. _____ Title IX measures gender equity in athletics in three distinct areas: participation, scholarships, and equivalence in other athletics benefits and opportunities.~~

d.b. _____ The chief executive officer of each institution shall prepare a gender equity narrative for review by the Board in a format and time to be determined by the Executive Director. An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.

65. Financial Reporting.

~~The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing.~~ The NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors for each university will be provided to the Board and will also serve as a reporting template for a similar annual report for Lewis-Clark State College. Additional reporting requirements may be required based on a timeline and format established by the Executive Director.

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SUBJECT

Board Policy V.B. – Budget Policies - Second Reading

REFERENCE

February 2018	Idaho State Board of Education (Board) approved second reading of amendments to policy V.B. clarifying the guidelines for the Occupancy Cost formula and codifying the institutional 5% reserve target.
December 2018	The institution presidents discussed with the Board the mental health services provided and additional needs at the campuses.
February 2019	Board approved first reading of V.B. Budget Policies

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

This agenda item is a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

Auxiliary Enterprises are defined as an enterprise that provides a service to students, faculty, or staff and charges a fee related to but not necessarily equal to the cost of services. Board Policy V.B. states that state appropriated funds cannot be allocated to cover any portion of the operating costs of auxiliary enterprises. Student health services have historically been classified as auxiliary enterprises. The proposed changes reflect the discussion during the December Board meeting with the institution presidents and their request to exclude student health services from the definition of auxiliary enterprises. This would clarify that state appropriated funds may be used for student health programs that are directly related to the physical, emotional, and/or mental health of students. Language is also include to allow for state funds to be used for intercollegiate athletics, consistent with Board Policy V.X.

IMPACT

The institutions would be allowed to request and use state appropriated funds for student health services. This change provides consistency regarding state appropriated funds for athletics between Board Policy V.B. and Board Policy V.X.

ATTACHMENTS

Attachment 1 – Board Policy Section V.B – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The policy changes would allow institutions to use state funds for student health services and would not require that these services are self-support auxiliaries. The

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changes also align Board policies V.B. and V.X. in regards to the ability to use state funds for intercollegiate athletics. No changes were made between first and second readings.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Governing Policy and Procedures V.B., Budget Policies, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

~~For purposes of Items 1, 8, and 10., the College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College are included.~~

1. Budget Requests

~~For purposes of Items 1. and 10., the College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College are included.~~

a. Submission of Budget Requests

The Board is responsible for submission of budget request for the institutions and agencies under its governance to the executive and legislative branches of government. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

b. Direction by the Office of the State Board of Education

The preparation of all annual budget requests is to be directed by the Office of the State Board of Education which designates forms to be used in the process. The procedures for the preparation and submission of budget requests apply to operational and capital improvements budgets.

c. Preparation and Submission of Annual Budget Requests

Annual budget requests to be submitted to the Board by the institutions and agencies under Board governance are due in the Office of the State Board of Education on the date established by the Executive Director.

d. Presentation to the Board

Annual budget requests are formally presented to the designated committee by the chief executive officer of each institution or agency or his or her designee. The designated committee will review the requests and provide recommendations to the Board for Board action.

2. Budget Requests and Expenditure Authority

a. Budget requests must include projected student tuition and fee revenue based on the enrollment of the fiscal year just completed (e.g., the FY 2003 budget request, prepared in the summer of 2001, projected student tuition and fee revenue based on academic year 2001 enrollments which ended with the Spring 2001 semester).

b. Approval by the Executive Director, or his or her designee, as authorized, for all increases and decreases of spending authority caused by changes in student tuition and fee revenue is required.

- c. Student tuition and fee revenue collected by an institution will not be allocated to another institution. The lump sum appropriation will not be affected by changes in student tuition and fee revenue.
3. Operating Budgets (Appropriated)
 - a. Availability of Appropriated Funds
 - i. Funds appropriated by the legislature from the State General Fund for the operation of the institutions and agencies (exclusive of funds for construction appropriated to the Permanent Building Fund) become available at the beginning of the fiscal year following the session of the legislature during which the funds are appropriated, except when the appropriation contains an emergency clause.
 - b. Approval of Operating Budgets
 - i. The appropriated funds operating budgets for the institutions and agencies under Board supervision are based on a fiscal year, beginning July 1 and ending on June 30 of the following year.
 - ii. During the spring of each year, the chief executive officer of each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director for review and formal approval before the beginning of the fiscal year.
 - c. Appropriation Transactions
 - i. Chief Executive Officer Approval

The chief executive officer of each institution, agency, office, or department is responsible for approving all appropriation transactions. Appropriation transactions include original yearly set up, object and program transfers, receipt to appropriation and non-cognizable funds.
 - ii. Institution Requests

Requests for appropriation transactions are submitted by the institutions to the Division of Financial Management and copies provided concurrently to the Office of the State Board of Education.
4. Operating Budgets (Non-appropriated -- Auxiliary Enterprises)
 - a. Auxiliary Enterprises Defined

An auxiliary enterprise directly or indirectly provides a service to students, faculty, or staff and charges a fee related to but not necessarily equal to the cost of services. The distinguishing characteristic of most auxiliary enterprises is that they are managed essentially as self-supporting activities, whose services are provided primarily to individuals in the institutional community rather than to departments of the institution, although a portion of student fees or other support is sometimes allocated to them. Auxiliary enterprises should contribute and relate directly to the mission, goals, and objectives of the college or university. Intercollegiate athletics ~~and student health services~~ should be included in the category of auxiliary enterprises if the activities are essentially self-supporting.

All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs. However, rental charges for uses of the facilities or services provided by auxiliary enterprises may be assessed to departments or programs supported by state-appropriated funds. Student health services may use state appropriated funds for programs directly related to the physical, emotional, and mental health of students. Intercollegiate Athletics may use state appropriated funds as allowed under State Board of Education Section V, Subsection X – Financial Affairs – Intercollegiate Athletics.

b. Operating Budgets

Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

5. Operating Budgets (Non-appropriated -- Local Service Operations)

a. Local Service Operations Defined

Local service operations provide a specific type of service to various institutional entities and are supported by charges for such services to the user. Such a service might be purchased from commercial sources, but for reasons of convenience, cost, or control, is provided more effectively through a unit of the institution. Examples are mailing services, duplicating services, office machine maintenance, motor pools, and central stores.

b. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.

c. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

6. Operating Budgets (Non-appropriated -- Other)

- a. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.
- b. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

7. Agency Funds

- a. Agency funds are assets received and held by an institution or agency, as custodian or fiscal agent for other individuals or organizations, but over which the institution or agency exercises no fiscal control.
- b. Agency funds may be expended for any legal purpose prescribed by the individual or organization depositing the funds with the institution or agency following established institutional disbursement procedures.

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8 the community colleges (CEI, CSI, CWI and NIC) are included, except as noted in V.B.8.b.ii.

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

i. Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the Executive Director. Only technical revisions may be made to the request for a given fiscal year after the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

ii. Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the Executive Director. Substantive and fiscal revisions to a requested project are resubmitted to the Board for approval. This subsection shall not apply to the community colleges.

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

9. Approval by the Board

Requests for approval of major capital improvement projects must be submitted for Board action. Major capital improvement projects, which are approved by the Board and for which funds from the Permanent Building Fund are requested, are placed in priority order prior to the submission of major capital budget requests to the Division of Public Works.

10. Occupancy Costs.

a. Definitions.

- i. "Auxiliary Enterprise" is an entity that exists to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services.
- ii. "Eligible Space" means all owner-occupied space other than auxiliary enterprise space. Space owned by an institution but leased to another entity is not eligible space. Occupancy costs for "common use" space (i.e. space which shares eligible and auxiliary enterprise space) will be prorated based on its use. When funds are used to expand, remodel, or convert existing space, the eligible space shall be limited to the new, incremental square footage of the expanded, remodeled or converted space, only.
- iii. "Gross Square Feet" (GSF) means the sum of all areas on all floors of a building included within the outside faces of its exterior walls.
- iv. "Occupancy costs" means those costs associated with occupying eligible space including custodial, utility, maintenance and other costs as outlined in the occupancy costs formula.

- v. "Remodel" means the improvement, addition, or expansion of facilities by work performed to change the interior alignment of space or the physical characteristics of an existing facility.
- b. Notification of Eligible Space
- i. Prior written notification must be provided to the Division of Financial Management (DFM) and the Legislative Services Office Budget and Policy Analysis Division (LSO-BPA) before an institution requests funding for occupancy costs for eligible space in a capital improvement project in which the institution acquires, builds, takes possession of, expands, remodels, or converts facility space. This written notification to DFM and LSO-BPA will be provided following final approval of the project and not later than the first business day of September for occupancy cost requests which would take effect in the subsequent fiscal year. Written notification will be by one of the following entities, using the Occupancy Cost Notification data sheet provided at the Board website at <http://boardofed.idaho.gov>:
- 1) the State Board of Education or its ~~executive~~Executive ~~director~~Director for projects approved by the Board;
 - 2) the community college board of trustees for projects approved under their authority; or
 - 3) the institution's financial vice president (or functional equivalent) for projects for which, by virtue of their smaller scope, approval authority has been delegated to the institution's chief executive.
- ii. Written notification shall include:
- 1) description of the eligible space, its intended use, and how it relates to the mission of the institution;
 - 2) estimated cost of the building or facility, and source(s) of funds;
 - 3) estimated occupancy costs; and
 - 4) estimated date of completion.
- iii. If an approving authority approves a project after the first business day of September, the notification and/or funding request shall be submitted the following September. If by error or oversight the approving authority fails to submit notification by the September deadline, there is a one-time, one-year grace period such that the approving authority may submit the notification as soon as possible, to be followed by a funding request not later than the first business day of the following September.
- c. Sources of Funds: Institutions may request occupancy costs regardless of the source(s) of funds used to acquire or construct eligible space.

- d. Required Information: Requests for occupancy costs shall include the following information: (i) projected date of occupancy of the eligible space; (ii) gross square feet of eligible space; and (iii) number of months of the fiscal year the eligible space will be occupied (i.e. identify occupancy of eligible space for a full or partial fiscal year).
- e. Once an institution has taken occupancy of a facility, or the remodeled or expanded area of a facility, the institution shall provide verification to DFM and LSO-BPA of the gross square footage, construction costs, current replacement value, and, if applicable, current or proposed lease space.
- f. Occupancy Costs Formula
 - i. Custodial: Based on the personnel costs (including benefits) for one custodian, pro-rated for each 26,000 GSF [For example, a 13,000 GSF eligible facility would equate to one-half (.50) custodial FTE] In addition, 10¢ per GSF may be requested for custodial supplies.
 - ii. Utility Costs: \$1.75 per GSF.
 - iii. Building Maintenance: 1.5% of the construction costs, excluding pre-construction costs (e.g. architectural/engineering fees, site work, etc.) and moveable equipment.
 - iv. Other Costs:
 - 1) 77¢ per GSF for information technology maintenance, security, general safety, and research and scientific safety;
 - 2) .0005 current replacement value for insurance; and
 - 3) .0003 current replacement value for landscape maintenance.
 - v. The formula rates may be periodically reviewed against inflation.
 - vi. Reversions:
 - 1) If eligible space which received occupancy costs is later:
 - a) razed and replaced with non-eligible space; or
 - b) converted to non-eligible space, then the institution shall revert back to the state the occupancy cost funding at the base level originally funded.
 - 2) If eligible space is razed and replaced with new eligible space, then the institution may retain the base occupancy costs, net the funded GSF against any additional GSF, and request funding for the difference.
- g. Unfunded Occupancy Costs: If occupancy costs for eligible space have been requested but not funded due to budgetary reasons, institutions may request occupancy costs again in the following year. If, however, occupancy costs are

denied for non-budgetary reasons, no further requests for occupancy costs related to the space in question will be considered.

11. Program Prioritization

- a. "Program Prioritization" is a process adopted by the Board in setting priorities and allocating resources among programs and services with a specific focus on Mission, Core Themes and Strategic Plans.
- b. Program Prioritization shall be incorporated in the colleges and universities' annual budgeting and program review process.
- c. Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

12. Target Reserves

The volatility of state funding, as well as fluctuations in enrollment and tuition revenue, necessitate that institutions maintain fund balances sufficient to stabilize their operating budgets. As such, the Board has set a minimum target reserve of 5%, defined as unrestricted funds available divided by operating expenditures, as defined in the institution's unrestricted net position report, which will be submitted to the Board each year in accordance with the timing and format established by the Executive Director.

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SUBJECT

Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE

June 2016 Board directed that the universities' National Collegiate Athletics Association (NCAA) "Agreed Upon Procedures Reports" would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

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

Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the Board's external auditor.

IMPACT

The reports of Revenues and Expenses are presented for each institution for fiscal year 2018 in Attachments 1 through 4. Below is a summary of the four institutions' reported excess or deficiency of revenues over expenses, from the bottom line, right side totals from the attached reports.

	Excess (Deficiency) <u>[includes State Support]</u>
Boise State University	\$5,169
Idaho State University	(\$365,482)
University of Idaho	(\$1,113,257)
Lewis-Clark State College	\$20,941

ATTACHMENTS

Attachment 1 Boise State University
Attachment 2 Idaho State University
Attachment 3 University of Idaho
Attachment 4 Lewis-Clark State College

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STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2018. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions (i.e., ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting). If (hypothetically) state funds were to be removed from the reported revenue side, all four institutions would be in “deficiency” status (-\$3.0M for BSU, -\$4.3M for ISU, -\$5.5M for UI, and -\$1.3M for LCSC). Representatives from the institutions will be available to respond questions from Board members, if applicable.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY INTERCOLLEGIATE ATHLETICS DEPARTMENT
STATEMENT OF REVENUES AND EXPENDITURES
FOR THE YEAR ENDED JUNE 30, 2018

ATTACHMENT 1

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals	GL
OPERATING REVENUES:									
Ticket Sales	80.63%	18.19%	0.03%	0.32%	0.35%	0.48%	0.00%	100.00%	
Ticket Sales	5,314,568	1,198,888	2,067	20,926	23,032	31,694	-	6,591,176	6,591,176
Student Fees	-	-	-	-	-	-	3,503,114	3,503,114	3,503,114
Guarantees	525,000	-	-	-	7,000	-	-	532,000	532,000
Contributions	1,117,652	74,935	51,248	29,529	7,615	198,418	8,718,124	10,197,520	10,197,520
Direct State/Govt Support	-	199,967	288,491	345,068	148,302	1,110,650	959,721	3,052,200	3,052,200
Gender Equity	-	-	-	-	-	-	1,346,300	1,346,300	1,346,300
Direct Institutional Support	-	-	-	-	-	-	483,300	483,300	483,300
Indirect Facilities and Administrative Support	-	-	-	-	-	-	2,231,611	2,231,611	2,231,611
NCAA/Tournaments	674,958	260,779	138,060	46,020	61,360	352,819	380,327	1,914,323	2,505,030
Conference/ Tournaments	1,015,678	392,421	207,752	69,251	92,334	530,923	-	2,308,360	2,308,360
Broadcast TV/Radio Rights	2,352,530	530,696	915	9,263	10,195	14,030	-	2,917,629	2,917,629
Program/Novelty Sales, Concessions, Payroll	532,481	120,120	207	2,097	2,308	3,176	-	660,388	660,388
Royalty, Advertisement, Sponsorship	4,160,943	938,647	1,619	16,384	18,033	24,815	-	5,160,439	5,160,439
Sport Camp Revenues	373,066	19,880	5,126	11,855	40,629	194,819	-	645,375	645,375
Endowment/Investment Income	-	-	-	-	-	-	-	-	0
Other	369,519	185,108	1,329	-	-	-	1,797,115	2,353,071	2,353,071
Bowl Revenues	590,706	-	-	-	-	-	-	590,706	-
Subtotal Cash Revenue	17,027,101	3,921,441	696,814	550,393	410,808	2,461,343	19,419,613	44,487,513	44,487,513
Third Party Support	-	-	-	-	-	-	-	-	0
OST Revenue	1,010,856	153,160	355,120	222,082	168,476	900,154	143,449	2,953,297	2,953,297
Subtotal non-cash Revenue	1,010,856	153,160	355,120	222,082	168,476	900,154	143,449	2,953,297	2,953,297
Total operating revenues	18,037,957	4,074,601	1,051,934	772,475	579,284	3,361,497	19,563,062	47,440,810	47,440,810
OPERATING EXPENDITURES:									
Athletics Student Aid	1,824,550	312,088	601,372	360,603	264,682	1,923,177	184,079	5,470,551	5,470,551
Guarantees	500,000	180,000	-	46,604	16,000	-	-	742,604	742,604
Coaching Salary/Benefits	4,884,765	1,329,824	676,693	727,352	340,156	1,632,292	68,015	9,659,097	9,659,097
Admin Staff Salary/Benefits	-	-	-	-	-	-	7,619,516	7,619,516	7,619,516
Severance Payments	-	-	-	-	-	-	-	-	0
Recruiting	391,135	112,973	33,532	61,272	32,019	83,723	-	714,654	714,654
Team Travel	898,892	340,411	324,183	243,372	137,892	845,091	4,525	2,794,367	2,794,367
Equipment, Uniforms and Supplies	733,824	54,726	67,250	23,793	21,017	235,814	297,230	1,433,654	2,086,050
Away Game Ticket Expense	318,199	-	-	-	-	-	-	318,199	-
Game Expenses	673,084	221,846	24,618	111,541	52,857	73,496	286,428	1,443,870	1,569,033
Fund Raising, Marketing, Promotion	-	-	-	-	-	-	358,235	358,235	358,235
Sports Camp Expenses	305,024	21,360	1,346	7,256	14,297	98,137	-	447,421	447,421
Athletics, Facilities and Debt Service	3,846,379	0	34,032	0	0	113,931	266,739	4,261,081	6,717,970
Direct Overhead and Administrative Support	262,378	385,660	85,019	385,660	105,298	376,317	2,328,005	3,928,337	-
Spirit Group	-	-	-	-	-	-	150,714	150,714	150,714
Indirect Facilities and Administrative Support	-	-	-	-	-	-	2,231,611	2,231,611	2,231,611
Medical Expenses & Insurance	-	-	-	-	-	-	678,270	678,270	678,270
Memberships & Dues	13,311	19,839	8,162	7,955	380	6,249	744,123	800,019	800,019
Other Operating Expenses	69,207	28,536	10,466	4,758	7,037	53,276	47,650	220,930	2,442,231
Student Athlete Meals (Non-Travel)	511,879	38,152	2,201	10,491	7,821	43,290	38,562	652,396	-
Bowl Expenses	556,817	-	-	-	-	-	-	556,817	-
Subtotal Cash Expenses	15,789,442	3,045,416	1,868,874	1,990,658	999,457	5,484,794	15,303,703	44,482,345	44,482,344
Gift-in-Kind Expense	-	-	-	-	-	-	-	-	0
OST Expense	1,010,856	153,160	355,120	222,082	168,476	900,154	143,449	2,953,297	2,953,297
Subtotal non-cash Expense	1,010,856	153,160	355,120	222,082	168,476	900,154	143,449	2,953,297	2,953,297
Total operating Expenses	16,800,298	3,198,576	2,223,994	2,212,740	1,167,933	6,384,948	15,447,152	47,435,642	47,435,641
Net Income/(deficit)	1,237,659	876,025	(1,172,060)	(1,440,265)	(588,649)	(3,023,451)	4,115,910	5,169	5,169

ATTACHMENT 2

IDAHO STATE UNIVERSITY
ATHLETICS DEPARTMENT
SCHEDULE OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018 (UNAUDITED)

	Men's Basketball	Football	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals
OPERATING REVENUES:								
Ticket Sales	54,627	157,388	2,548	26,718	7,025	6,356	-	254,661
Student Fees	-	-	-	-	-	-	1,798,079	1,798,079
Guarantees	430,000	580,000	2,000	97,500	-	10,000	-	1,119,500
Contributions	36,655	53,557	2,949	16,310	1,900	29,843	348,627	489,840
In-Kind Donation Revenue	66,352	101,183	4,913	30,457	16,039	22,180	113,764	354,887
Direct State or Other Government Support	372,594	776,228	175,027	310,872	164,866	891,295	1,252,444	3,943,327
Direct Institutional Support	-	-	-	-	-	-	676,500	676,500
Indirect Institutional Support	17,456	41,836	5,159	-	-	5,159	106,904	176,514
NCAA Distributions	111,765	-	-	-	-	-	677,576	789,341
Conference Distributions	688	(1,366)	30	(5,131)	720	541	46,404	41,886
Media Rights	1,500	16,942	-	-	29	29	-	18,500
Program Sales, Concessions, Novelty Sales and Parking	5,127	23,171	12,519	30,509	1,589	17,118	82,976	173,007
Royalties, Licensing, Advertisements, and Sponsorships	-	-	800	-	-	-	443,911	444,711
Sport Camp Revenues	25,948	146,250	2,850	12,655	89,297	36,268	-	313,268
Athletics Restricted Endowment and Investment Income	-	-	-	-	-	-	-	-
Other Revenues	-	-	-	238	-	-	-	238
Bowl Revenues	-	-	-	-	-	-	-	-
Subtotal Cash Revenue	1,122,711	1,895,189	208,794	520,128	281,464	1,018,787	5,547,186	10,594,259
Third Party Support	-	-	-	-	-	-	-	-
OST Revenue	-	-	-	-	-	-	-	-
Subtotal non-cash Revenue	-	-	-	-	-	-	-	-
Total operating revenues	1,122,711	1,895,189	208,794	520,128	281,464	1,018,787	5,547,186	10,594,259
OPERATING EXPENSES								
Athletic Student Aid	223,960	955,617	145,141	251,669	161,149	777,151	95,999	2,610,685
Guarantees	25,749	66,500	300	6,700	-	3,300	-	102,549
Coaching Salaries, Benefits, and Bonuses	374,096	522,221	161,046	327,077	165,780	486,921	159,103	2,196,243
Support Staff/Administrative Salaries, Benefits, and Bonuses	26,070	269,234	15,177	-	402	15,177	1,581,084	1,907,144
Severance Payments	-	-	-	-	-	-	-	-
Recruiting	49,621	63,553	12,331	27,919	11,996	34,476	22,636	222,532
Team Travel	192,059	273,099	87,360	183,848	82,299	315,247	50,105	1,184,018
Equipment, Uniforms and Supplies	43,271	189,950	35,184	27,632	28,678	94,411	140,031	559,157
Game Expenses	95,953	58,055	5,777	67,169	16,950	34,564	48,812	327,280
Fundraising, Marketing, Promotion	38,283	41,672	-	22,595	1,395	1,119	75,481	180,545
Sports Camp Expenses	27,716	145,079	-	19,907	75,448	30,516	-	298,666
Direct Facilities/Maint/Rentals	-	-	-	-	-	-	-	-
Spirit Group	-	-	-	-	-	-	-	-
Direct Overhead and Administrative Expenses	17,327	74,678	13,011	9,467	11,395	40,068	178,872	344,817
Indirect Institutional Support	17,456	41,836	5,159	-	-	5,159	106,904	176,514
Medical Expenses & Insurance	-	-	-	-	-	-	337,656	337,656
Memberships & Dues	260	-	655	320	699	1,195	50,026	53,155
Other Operating Expenses	24,251	35,996	8,514	35,264	11,503	18,638	225,693	359,860
Student Athlete Meals (Non-Travel)	13,263	51,030	3,756	4,756	4,208	12,589	9,318	98,920
Bowl Expenses	-	-	-	-	-	-	-	-
Subtotal Cash Expenses	1,169,336	2,788,520	493,408	984,325	571,902	1,870,529	3,081,720	10,959,740
Gift-in-Kind Expense	-	-	-	-	-	-	-	-
OST Expense	-	-	-	-	-	-	-	-
Subtotal non-cash Expense	-	-	-	-	-	-	-	-
Total operating expenses	1,169,336	2,788,520	493,408	984,325	571,902	1,870,529	3,081,720	10,959,740
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE	(46,625)	(893,331)	(284,614)	(464,197)	(290,438)	(851,743)	2,465,466	(365,482)
OTHER REPORTING ITEMS								
Total Institutional Debt	-	-	-	-	-	-	-	36,434,190

See notes to Schedule of Revenue and Expenses

University of Idaho
Intercollegiate Athletics
Schedule of Revenue and Expenses
For the Year Ended June 30, 2018 (unaudited)

ATTACHMENT 3

	Football	Men's Basketball	Other Men's Sports	Women's Volleyball	Women's Basketball	Other Women's Sports	Non-Program Specific	Grand Total
Operating Revenues								
Ticket Sales	\$ 569,246	\$ 60,615	\$ -	\$ 4,970	\$ 9,402	\$ -	\$ -	\$ 644,233
Student Fees	-	-	-	-	-	-	2,084,136	2,084,136
Direct Institutional Support								
General Education Funds	842,039	322,754	138,462	141,675	183,332	285,481	1,138,457	3,052,200
Gender Equity Funds	-	-	-	212,879	229,454	857,467	-	1,299,800
Institutional Support Funds	266,665	102,213	43,850	44,867	58,059	90,410	360,536	966,600
Other Institutional Support (includes OST Waivers)	1,084,737	163,240	301,803	187,726	171,402	786,463	557,546	3,252,917
Indirect Institutional Support	-	-	-	-	-	-	471,675	471,675
Indirect Institutional Support - Athletic Facilities Debt Service, Lease & Rental Fees	-	-	-	-	-	-	1,069,429	1,069,429
Guarantees	1,515,000	267,331	-	-	59,831	6,100	-	1,848,262
Contributions	939,997	193,960	162,184	101,961	122,056	435,007	315,778	2,270,943
In-Kind	12,600	12,600	-	-	4,200	-	12,600	42,000
Compensation & Benefits Provided by 3rd Party	260,272	99,500	4,000	25,000	18,000	39,500	15,000	461,272
Media Rights	100,000	1,500	-	58	-	-	75,000	176,558
NCAA Distributions	200,236	38,078	89,505	34,863	42,073	198,293	471,089	1,074,137
Conference Distributions (Non-Media or Bowl)	524,449	-	-	-	-	-	-	524,449
Program, Novelty, Parking & Concessions	23,301	4,458	38	408	1,232	1,654	-	31,091
Royalties, Licensing, Advertising & Sponsorships	19,100	6,450	-	-	-	-	365,974	391,524
Sports Camp Revenues	156,360	2,400	-	-	2,443	-	-	161,203
Athletics Restricted Endowment & Investment Income	162,688	23,252	36,087	19,036	52,128	72,981	59,666	425,838
Other Operating Revenues	3,674	-	318	300	-	3,081	212,635	220,008
Total Operating Revenues	\$ 6,680,364	\$ 1,298,351	\$ 776,247	\$ 773,743	\$ 953,612	\$ 2,776,437	\$ 7,209,521	\$ 20,468,275
Operating Expenses								
Athletic Student Aid	2,696,485	434,031	626,731	404,626	405,190	1,660,127	218,206	6,445,396
Guarantees	325,000	10,477	-	-	2,000	2,500	-	339,977
Coaching Salaries, Benefits & Bonuses	1,383,412	547,342	229,555	231,014	345,881	469,836	-	3,207,040
Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	260,272	99,500	4,000	25,000	18,000	39,500	-	446,272
Support Staff/Admin Compensation Benefits & Bonuses	69,283	50,880	-	275	707	654	2,653,466	2,775,265
Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party	-	-	-	-	-	-	15,000	15,000
Recruiting	154,060	104,753	15,426	25,854	71,226	69,356	-	440,675
Team Travel	1,201,858	289,940	224,053	147,836	235,008	501,290	-	2,599,985
Sports Equipment, Uniforms & Supplies	221,091	41,639	41,670	17,113	33,600	92,366	185,324	632,803
Game Expenses	346,569	153,524	25,906	35,809	126,118	76,036	-	763,962
Fund Raising, Marketing & Promotion	-	-	-	-	-	-	423,913	423,913
Sports Camp Expenses	24,917	2,400	-	-	723	-	-	28,040
Spirit Groups	-	-	-	-	-	-	2,500	2,500
Athletic Facilities, Debt Service, Leases & Rental Fees	-	-	-	-	-	-	1,185,077	1,185,077
Direct Overhead & Administrative Expenses	918	606	-	936	1,248	1,957	12,218	17,883
Indirect Institutional Support	-	-	-	-	-	-	471,675	471,675
Medical Expenses & Insurance	-	-	-	-	-	-	493,761	493,761
Memberships & Dues	-	3,560	1,445	355	160	6,758	153,497	165,775
Student-Athlete Meals (non-travel)	33,802	7,208	3,213	949	4,480	8,463	22,981	81,096
Other Operating Expenses	78,001	69,723	29,373	22,228	32,096	76,308	737,708	1,045,437
Total Operating Expenses	\$ 6,795,668	\$ 1,815,583	\$ 1,201,372	\$ 911,995	\$ 1,276,437	\$ 3,005,151	\$ 6,575,326	\$ 21,581,532
Excess (Deficiency) of Revenues Over (Under) Expenses	\$ (115,304)	\$ (517,232)	\$ (425,125)	\$ (138,252)	\$ (322,825)	\$ (228,714)	\$ 634,195	\$ (1,113,257)
Other Reporting Items								
Total Athletics Related Debt							\$ 23,295,000	\$ 23,295,000
Total Institutional Debt							\$ 173,360,000	\$ 173,360,000

See Accompanying Notes to Schedule of Revenues and Expenses

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2018 (Unaudited)

	Baseball	Men's Basketball	Other Men's Sports	Women's Volleyball	Women's Basketball	Other Women's Sports	Non- Program Specific	Grand Total
Operating Revenues								
01 Ticket Sales	18,862	8,299		2,263	8,299			37,723
02 Student Fees							427,601	427,601
03 Direct State/Govt Support	246,964	84,408	95,865	68,517	83,535	99,288	575,325	1,253,902
04 Direct Institutional Support (excludes Out of State Waivers)							193,200	193,200
05 Direct Institutional Support (Out of State Waivers)	350,626	122,344	214,579	144,912	108,684	335,135	114,722	1,391,002
06 Indirect Institutional Support							222,774	222,774
07 Guarantees								0
08 Contributions							479,162	479,162
09 In-Kind	9,250	8,750		7,250	8,250			33,500
10 Compensation & Benefits Provided by 3rd Party								0
11 Media Rights							4,800	4,800
12 NCAA Distributions							708,057	708,057
13 Conference Distributions (Non-Media or Bowl)								0
14 Program, Novelty, Parking & Concessions								0
15 Royalties, Licensing, Advertising & Sponsorships								0
16 Sports Camp Revenues	11,110	30,885		2,895	19,550		33,816	98,256
17 Athletics Restricted Endowment & Investment Income								0
18 Other Operating Revenues								0
Total Operating Revenues	636,812	254,686	310,444	225,837	228,318	434,423	2,759,457	4,849,977
Operating Expenditures								
19 Athletic Student Aid	521,399	190,043	260,010	227,253	207,355	390,344	117,584	1,913,988
20 Guarantees	9,755	9,400	0	0	6,000	390	0	25,545
21 Coaching Salaries, Benefits & Bonuses	261,028	136,001	114,441	76,852	105,387	117,819		811,528
22 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party								0
23 Support Staff/Admin Compensation Benefits & Bonuses	10,157	6,211					390,114	406,482
24 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party								0
25 Recruiting	3,256	4,024	1,151	3,835	6,446	2,324	3,878	24,914
26 Team Travel	65,693	39,805	72,433	49,378	49,604	72,914		349,827
27 Sports Equipment, Uniforms & Supplies	22,169	19,589	55,645	21,586	23,723	66,011	30,735	239,458
28 Game Expenses	14,163	16,475	6,776	9,555	12,340	8,526	42,888	110,723
29 Fund Raising, Marketing & Promotion								0
30 Sports Camp Expenses	10	12,446	6,270	0	8,791	6,270	0	33,787
31 Spirit Groups								0
32 Athletic Facilities, Debt Service, Leases & Rental Fees								0
33 Direct Overhead & Administrative Expenses								0
34 Indirect Institutional Support	9,250	8,750	0	7,250	8,250	0	222,774	256,274
35 Medical Expenses & Insurance							14,970	14,970
36 Memberships & Dues								0
37 Other Operating Expenses	2,102	3,935	6,224	1,040	3,079	5,459	619,701	641,540
Total Operating Expenditures	918,982	446,679	522,950	396,749	430,975	670,057	1,442,644	4,829,036
Excess (Deficiency) of Revenues Over (Under) Expenses	(282,170)	(191,993)	(212,506)	(170,912)	(202,657)	(235,634)	1,316,813	20,941
Other Reporting Items								
38 Conference Realignment Expenses							0	0
39 Total Athletics Related Debt							0	0
40 Total Institutional Debt							0	0
41 Value of Athletics Dedicated Endowments							486,868	486,868
42 Value of Institutional Endowments							8,727,486	8,727,486

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

SUBJECT

Intercollegiate Athletics Department Employee Compensation Report

REFERENCE

April 2018 Board received FY 2017 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN

The Intercollegiate Athletics employee compensation report is a non-strategic, Board governance agenda item.

BACKGROUND/ DISCUSSION

The attached spreadsheets show actual compensation figures for FY2018 and estimated compensation figures for FY2019. The sources of funding for athletic department positions vary widely. A number of the most highly-paid coaching positions are funded entirely from program revenues.

IMPACT

The report details the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 – Boise State University	FY18 Actual
Attachment 2 – Boise State University	FY19 Estimate
Attachment 3 – Idaho State University	FY18 Actual
Attachment 4 – Idaho State University	FY19 Estimate
Attachment 5 – University of Idaho	FY18 Actual
Attachment 6 – University of Idaho	FY19 Estimate
Attachment 7 – Lewis-Clark State College	FY18 Actual
Attachment 8 – Lewis-Clark State College	FY19 Estimate

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated, through Board Policy II.B., personnel management authority to the Chief Executive Officer of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the Chief Executive Officer of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

with a total annual compensation amount of \$350,000 or higher, is subject to approval by the Board.

BOARD ACTION

This item is for informational purposes only.

**Intercollegiate Athletics Compensation Report
Boise State University
FY2018 Actual**

ATTACHMENT 1

PCN	Depart/Name/Title	Compensation				Contract Bonus			Perks		Multi-Yr Contract	State Approp.	Program Revenue	Funding All Other
		Athletic FTE	Base Salary	Camps/Clinics	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car				
1700	Heather Berry Athletic Administration	Assistant AD, Personnel	1.00	64,666	0	1,000	0	0	0	No	No	No	64,666	1,000
1701	Curt Apey	Executive Director, Athletics	1.00	352,090	0	2,000	35,000	35,000	20,000	Yes	Yes	Yes	442,090	2,000
1702	Robert Carney	Assoc AD, Facilities and Operations	1.00	93,806	0	2,500	0	0	0	No	No	No	93,806	2,500
1711	Marc Paul	Assoc. AD/Athletic Trainer	1.00	79,699	0	2,500	0	0	2,000	No	No	No	81,699	2,500
1715	Tyler Smith	Assoc Athletic Trainer	1.00	59,670	0	1,000	0	0	1,000	No	No	No	59,670	1,000
1717	Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.00	125,394	0	2,500	0	0	0	No	Yes	No	125,394	-
1724	Kassondra Landry	Head Cheer/Dance Coach	1.00	40,474	0	500	0	0	0	No	No	No	40,474	500
1725	Brandon Voigt	Asst Athletic Trainer	1.00	42,527	0	500	0	0	1,000	No	No	No	42,527	1,000
1726	James Spooner	Assoc. Athletic Trainer	1.00	51,859	1,000	1,000	0	0	1,000	No	No	No	51,859	1,000
1727	Doug Link	Associate Sports Info Director	1.00	46,447	0	500	0	0	0	No	No	No	46,447	500
1735	Seth Rede/Hudson	Asst Athletic Trainer	1.00	34,283	0	500	0	0	0	No	No	No	34,283	500
1736	Cameron Howard	Asst Director, Marketing & Promotions	1.00	39,184	0	500	0	0	0	No	No	No	39,184	500
1739	David (DJ) Giumento	Asst AD, Facility Operations	1.00	15,131	0	0	0	0	0	No	No	No	15,131	-
1740	Peter Clark	Asst Sports Info Director & Web Coor	1.00	34,482	0	500	0	0	0	No	No	No	-	34,482
1741	Christopher Nichol	Academic Advisor, Director of Tutor Program	1.00	44,922	0	500	1,500	0	0	No	No	No	41,824	4,599
1742	Julie Rising	Manager, Athletic Game Operations	1.00	45,562	0	500	0	0	0	No	No	No	45,562	500
1743	Matthew Mayer	Assistant Business Manager	1.00	43,094	0	500	0	0	0	No	No	No	43,094	-
1751	Jolene Dimeo	Facility Operations Supervisor	1.00	58,558	0	500	0	0	0	No	No	No	58,558	500
1752	Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	59,447	6,000	2,000	0	0	1,000	No	No	No	60,447	8,000
1753	Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	44,353	0	500	0	0	0	No	No	No	44,353	500
1754	Scott Duncan	Facility Maintenance Supervisor	1.00	36,736	0	500	0	0	0	No	No	No	36,736	500
1755	Dominic Shelden	Assistant Director Creative Services	1.00	4,548	0	0	0	0	0	No	No	No	-	4,548
1758	Benjamin Jaeger	Associate Director, Sports Performance Coach	1.00	43,294	350	500	0	0	1,000	No	No	No	44,294	850
1759	Patricia Moran	Asst Athletic Director Business & Finance	1.00	64,398	0	1,000	0	0	0	No	No	No	64,398	1,000
1760	Lauren Rodgers	Asst Athletic Trainer	1.00	39,947	0	500	0	0	1,000	No	No	No	40,947	500
1761	Tyler Whitmer	Associate Director, Sports Performance Coach	1.00	46,381	0	500	0	0	2,000	No	No	No	48,381	500
1763	Rachel Caton/Walsch	Associate Sports Info Director	1.00	38,059	0	500	0	0	0	No	No	No	-	38,059
1764	Justin LaChapelle	Athletic Technical Support Specialist	1.00	47,227	0	500	0	0	0	No	No	No	47,227	500
1766	Tyler Wilson	Asst Director of Compliance	1.00	10,315	0	0	0	0	0	No	No	No	10,315	-
1767	Kyle Moeller/Haynes	Asst Director, Athletic Equipment Operations	1.00	31,016	0	500	0	0	0	No	No	No	31,016	500
1768	Caleb Howard	Coordinator, Video Services	1.00	43,891	0	500	0	0	0	No	No	No	43,891	500
1770	Brayden Dunning	Sr. Director, Development	1.00	42,408	0	500	0	0	0	No	No	No	42,408	500
1773	Connor Bennett	Asst Athletic Trainer	1.00	37,577	0	500	0	0	0	No	No	No	-	37,577
1774	Joseph Nickell	Associate Athletic Director, Media Relations	1.00	71,991	0	2,500	0	0	0	No	No	No	71,991	2,500
1776	Mackenzie Cabot	Business Office Analyst	1.00	34,967	0	500	0	0	0	No	No	No	34,967	500
1777	Rene Barraza	Athletic Facilities Scheduling Coordinator	1.00	28,633	0	500	0	0	0	No	No	No	28,633	500
3005	* Natalie Keffer	Assistant Athletic Director, Development	0.01	673	0	1,000	0	0	0	No	No	No	673	1,000
3023	Cody Smith	Asst Athletic Director, Event Operations	1.00	59,971	0	1,000	0	0	0	No	No	No	59,971	1,000
3030	Brad Larrondo	Senior Associate Athletic Director, External	1.00	102,632	10,000	2,500	4,000	2,000	3,000	No	Yes	No	111,632	12,500
3064	Taylor Little	Coordinator, Video Services	1.00	47,887	0	500	0	0	0	No	No	No	47,887	500
3072	Benjamin Price	Director of Development	1.00	33,448	0	500	0	0	0	No	No	No	33,448	500
3110	Taryn Schutte	Academic Advisor	1.00	39,579	0	500	1,500	0	0	No	No	No	39,579	1,500
3125	Matthew Thomas	Asst AD, Mktng & Promotions	1.00	62,994	0	1,000	0	0	0	No	No	No	62,994	1,000
3132	Jennifer Bellomy	Assistant Athletic Director, Compliance	1.00	66,194	0	1,000	0	0	0	No	No	No	66,194	1,000
3145	Gabe Rosenvall	Assoc AD, Student Athlete Development	1.00	83,967	0	2,500	5,500	0	0	No	No	No	83,967	5,500
3149	Anita Guerricabeitia	Asst AD - Tkt Operations	1.00	74,262	0	1,000	0	0	0	No	No	No	74,262	1,000
3150	Aaron Juarez	Associate Sports Info Director	1.00	46,447	0	500	0	0	0	No	No	No	46,447	-

**Intercollegiate Athletics Compensation Report
Boise State University
FY2018 Actual**

ATTACHMENT 1

PCN	Depart/Name/Title		Compensation				Contract Bonus			Perks		Multi-Yr Contract	State Approp.	Program Revenue	Funding All Other
			Athletic FTE	Base Salary	Camps/Clinics	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car				
3154	Spencer Jahn	Director, Marketing & Promotions	1.00	45,407	0	500	0	0	0	No	No	No		45,407	500
3167	Sara Swanson	Assistant Athletic Director, Student-Athlete Develop	1.00	59,073	0	1,000	1,500	0	0	No	No	No		60,573	1,000
3188	Katherine Tuller	Director, Special Events	1.00	32,714	0	500	0	0	0	No	No	No		32,714	500
3194	Nicole Gamez	Associate Athletic Director, Business Affairs	1.00	98,730	0	1,500	0	0	0	Yes	No	No		98,730	1,500
3410	Danielle Charters	Director Business Operations	1.00	56,616	0	1,000	0	0	0	No	No	No		56,616	1,000
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	73,410	0	1,000	0	0	0	No	No	No		73,410	1,000
3529	Justine Callen	Asst Director of Compliance	1.00	10,315	0	0	0	0	0	No	No	No		10,315	-
3530	Adam Herman	Director, Sports Performance Coach	1.00	79,630	0	2,000	0	0	2,000	No	No	No		81,630	2,000
3545	Shaela Priaux-Soho	Ticket Manager	1.00	50,284	0	500	0	0	0	No	No	No		50,284	500
3549	Matt Brewer	Associate Athletic Director, Complinance	1.00	88,807	0	2,500	0	0	0	No	No	No		88,807	2,500
3563	Eric Kile	Director, Student Athlete Learning Center	1.00	47,974	0	500	1,500	0	0	No	No	No	47,974	1,500	500
3584	Christina Webster	Director, Annual Giving	1.00	43,114	0	500	0	0	0	No	No	No		43,114	500
3592	* Bart Hendricks	Director, Development/Athletics	0.28	13,967	0	500	0	0	0	No	No	No		13,967	500
3804	Jacob Thompson	Assistant Director Development	1.00	39,262	0	500	0	0	0	No	No	No		39,262	500
3805	Keita Shimada	Assoc. Athletic Trainer	1.00	52,774	0	1,000	0	0	1,000	No	No	No		53,774	1,000
3806	Nicole Denno	Assistant Athletic Trainer	1.00	39,587	0	500	0	0	1,000	No	No	No		40,587	500
3947	Victoria Lewis	Business Manager	1.00	48,947	0	500	0	0	0	No	No	No		48,947	500
3950	Rene Barraza	Asst Manager, Athletic Events and Facilities	1.00	41,417	0	500	0	0	0	No	No	No		41,417	500
3970	Syringa Stark	Athletic Insurance Coordinator	1.00	39,621	0	500	0	0	0	No	No	No		39,621	500
4381	Katherine Tuller	Human Resources Specialist	1.00	18,080	0	0	0	0	0	No	No	No		18,080	-

**Intercollegiate Athletics Compensation Report
Boise State University
FY2018 Actual**

ATTACHMENT 1

PCN	Depart/Name/Title	Athletic FTE	Compensation			Contract Bonus			Perks		Multi-Yr Contract	State Approp.	Program Revenue	Funding All Other
			Base Salary	Camps/Clinics	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car				
Men's Sports														
Football														
1704	Bryan Harsin	Head Coach	1.00	1,393,083	0	3,000	20,000	125,000	0	Yes	Yes	Yes	1,538,083	3,000
1705	Jeff Popovich	Assistant Coach	1.00	191,361	2,000	2,000	4,000	15,000	6,000	No	Yes	No	216,361	4,000
1706	Eric Kiesau	Assistant Coach	1.00	192,358	2,000	2,000	2,000	25,000	6,000	No	Yes	No	225,358	4,000
1707	Bradley Bedell	Assistant Coach	1.00	232,419	2,000	2,000	0	25,000	6,000	No	Yes	No	263,419	4,000
1708	Andy Avalos	Defensive Coordinator	1.00	320,936	2,000	2,000	4,000	35,000	6,000	No	Yes	No	365,936	4,000
1728	Tyson Gale	Assistant Coach, FB Strength & Conditioning	1.00	44,733	2,000	500	0	0	2,000	No	No	No	46,733	2,500
1730	Joel Schneider	Director, Football Operations/Ext Relations	1.00	54,132	4,000	0	4,000	2,000	3,000	No	No	No	63,132	4,000
1732	Kevin Riley	Dir. FB Video/Technology	1.00	50,678	0	500	0	2,000	3,000	No	No	No	55,678	500
1762	Darren Uscher	Director of Recruiting	1.00	58,045	3,000	1,000	4,000	2,000	3,000	No	No	No	67,045	4,000
1772	Brandon Pringle	Assistant Coach, Strength & Conditioning/Football	1.00	44,733	2,000	500	0	0	2,000	No	No	No	46,733	2,500
1775	Taylor Tharp	Director, Program Development	1.00	74,712	20,092	2,000	4,000	2,000	3,000	No	No	No	83,712	22,092
3103	Zak Hill	Offensive Coordinator	1.00	289,449	2,000	2,000	4,000	25,000	6,000	No	Yes	Yes	324,449	4,000
3109	Spencer Danielson	Assistant Coach	1.00	34,371	0	0	0	0	0	Yes	Yes	Yes	34,371	-
3134	Lee Marks	Assistant Coach	1.00	148,868	2,000	2,000	4,000	25,000	6,000	No	Yes	No	183,868	4,000
3153	Jeff Pitman	Head Coach, Strength-Football	1.00	152,381	3,000	2,000	4,000	25,000	6,000	No	No	No	187,381	5,000
3160	Chad Kauhaahaa	Asst HC-Defensive Line	1.00	231,553	2,000	2,000	4,000	15,000	6,000	No	Yes	No	256,553	4,000
3162	Gabe Franklin	Defensive Coordinator	1.00	199,448	2,000	2,000	4,000	25,000	6,000	No	Yes	Yes	234,448	4,000
3186	Kent Riddle	Assoc HC- TE/Spc Team Coord	1.00	279,459	2,000	2,000	4,000	25,000	6,000	No	Yes	Yes	314,459	4,000
Basketball														
1710	Leon Rice	Head Coach	1.00	680,290	0	10,000	20,000	8,000	6,000	Yes	Yes	Yes	714,290	10,000
1712	Michael Burns	Assistant Coach, Men's Basketball	1.00	129,258	0	2,500	5,000	2,000	2,000	No	Yes	No	138,258	2,500
1714	Phil Beckner	Assistant Coach, Men's Basketball	1.00	121,696	0	2,500	5,000	2,000	2,000	No	Yes	No	130,696	2,500
1745	David Moats	Director, Men's BB Operations	1.00	42,871	0	2,500	0	0	0	No	No	No	42,871	2,500
3133	Chris Acker	Assistant Coach, Men's Basketball	1.00	125,500	0	2,500	0	0	0	No	Yes	No	125,500	2,500
Wrestling														
1713	Michael Mendoza	Head Coach	1.00	49,255	0	0	0	0	0	No	No	No	49,255	-
3180	Levi Jones	Assistant Coach	1.00	4,326	0	0	0	0	0	No	No	No	4,326	-
3182	Riley Orozco	Assistant Coach	1.00	38,086	0	500	1,200	0	0	No	No	No	38,086	1,200
Golf														
3566	Dan Potter	Head Coach	1.00	61,910	0	2,000	3,000	0	0	Yes	Yes	No	64,910	2,000
Tennis														
3151	Kristian Widen/Patton	Head Coach	1.00	103,426	0	2,000	0	0	0	No	Yes	No	103,426	2,000
3178	Pierre Tafelski/Ouellette	Assistant Coach	1.00	26,366	0	500	0	0	0	No	No	No	26,366	500
Men/Women's Track & Field														
1719	Patrick McCurry	Assistant Coach	1.00	48,854	0	500	2,400	4,250	0	No	No	No	48,854	6,650
1721	Travis Hartke	Assoc Head CC & Asst Track and Field Coach	1.00	49,994	0	500	2,400	5,250	0	No	No	No	49,994	7,650
2223	Corey Ihmels	Head Coach	1.00	108,836	0	4,000	9,000	22,000	0	No	No	Yes	139,836	4,000
3177	Gavin O'Neal	Assistant Coach	1.00	47,180	0	500	1,200	750	0	No	No	No	47,180	1,950
Baseball														
3191	Gary Van Tol	Head Coach	1.00	41,548	0	2,000	0	0	0	Yes	Yes	Yes	41,548	2,000

**Intercollegiate Athletics Compensation Report
Boise State University
FY2018 Actual**

ATTACHMENT 1

PCN	Depart/Name/Title	Athletic FTE	Base Salary	Compensation		Equip Co & Other	Contract Bonus			Perks		Multi-Yr Contract	State Approp.	Program Revenue	Funding All Other
				Camps/ Clinics			Academic Perform.	Winning Perform.	Other	Club Mbership	Car				
Women's Sports															
Basketball															
3181	Cariann Ramirez	Assistant Coach	1.00	75,005	2,750	500	5,000	7,000	0	No	No	No	75,005	12,000	3,250
1744	Julia Fishman	Dir, Women's BB Operations	1.00	39,164	1,000	500	2,500	3,500	0	No	No	No	39,164	6,000	1,500
2226	Gordon Presnell	Head Coach	1.00	230,584	750	7,500	12,500	21,500	5,000	No	No	Yes		269,584	8,250
1720	Heather Sower	Assistant Coach	1.00	85,010	1,250	500	5,000	7,000	0	No	Yes	No	85,010	12,000	1,750
3129	Cody Butler	Assistant Coach	1.00	95,014	1,250	500	5,000	7,000	0	No	Yes	No	95,014	12,000	1,750
Soccer															
1722	James Thomas	Head Coach	1.00	86,531	37,000	2,000	3,000	0	0	No	No	Yes	86,531	3,000	39,000
1723	Edward Moore	Assistant Coach	1.00	35,734	22,000	500	1,200	0	0	No	No	No	35,734	1,200	22,500
1748	Weber/Zabala	Assistant Coach	1.00	25,294	12,000	500	1,200	0	0	No	No	No		26,494	12,500
Volleyball															
1716	Shawn Garus	Head Coach	1.00	113,744	11,500	3,500	5,000	1,500	0	Yes	Yes	Yes		120,244	15,000
3130	Candy Murphy	Assistant Coach	1.00	66,019	9,000	500	1,200	1,750	0	No	No	No	66,019	2,950	9,500
3176	Allison Buck	Assistant Coach	1.00	36,005	2,500	500	1,200	1,750	0	No	No	No	36,005	2,950	3,000
Gymnastics															
1718	Neil Resnick	Co-Head Coach	1.00	84,686	0	2,000	2,000	9,000	0	Yes	Yes	Yes	84,686	11,000	2,000
3164	Patti Murphy	Assistant Coach	1.00	39,419	1,000	500	1,200	2,000	0	No	No	No	39,419	3,200	1,500
3174	Tina Bird	Co-Head Coach	1.00	74,813	5,099	2,000	2,000	9,000	0	No	Yes	Yes		85,813	7,099
Tennis															
3163	Sherman Roghaar	Head Coach	1.00	66,518	3,535	2,000	4,000	0	0	No	Yes	Yes	61,506	9,012	5,535
3179	Kristian Widen	Assistant Coach	1.00	44,355	1,773	500	1,200	0	0	No	No	No	34,350	11,205	2,273
Golf															
3127	Nicole Bird	Head Coach	1.00	47,729	0	2,000	3,000	0	0	Yes	Yes	No	47,729	3,000	2,000
Softball															
1737	Cynthia Malone	Head Coach	1.00	72,827	7,784	2,000	3,000	4,000	0	No	No	No	72,827	7,000	9,784
1738	Bailey Wigness	Assistant Coach	1.00	31,420	7,784	500	1,200	0	0	No	No	No	31,420	1,200	8,284
1747	Joel Oliver	Assistant Coach	1.00	29,342	7,784	500	1,200	0	0	No	No	No	29,342	1,200	8,284
Swimming															
1731	Jeremy Kipp	Head Coach	1.00	82,589	4,150	2,000	3,000	6,000	0	No	Yes	Yes	82,589	9,000	6,150
1733	Meghan Hawthorne	Assistant Coach	1.00	44,500	3,150	500	1,200	2,000	0	No	No	No	39,884	7,816	3,650
1746	Brandon Blaisdell	Diving Coach	1.00	42,300	0	500	1,200	2,000	0	No	No	No	42,300	3,200	500
Grand Totals			122.29	10,815,540	212,500	149,000	232,700	539,250	128,000				1,973,803	9,741,687	361,500

Notes:

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

Base Salary does not include vacation payout

**Intercollegiate Athletics Compensation Report
Boise State University
FY2019 Estimated Compensation**

ATTACHMENT 2

PCN	Depart/Name/Title Athletic Administration	Athletic FTE	Compensation			Academic Perform.	Contract Bonus		Perks			State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change	Comments	
			Base Salary	Camps/ Clinics	Equip Co & Other		Winning Perform.	Other	Club Mbership	Car	Multi-Yr Contract						
1179	Gregory Patton	Assistant Director Development	1.00	40,000	-	0	0	0	No	No	No		40,000	-	New PCN 3151 Head Coach Tennis		
1454	* Jacob Thompson	Director Development Athletics	0.31	14,739	-	500	0	0	No	No	No		14,739	500	New Split funded w/advancement		
1523	* Kathryn Chase	NCAA Compliance (Financial Aid)	0.28	8,270	-	0	0	0	No	No	No	8,270	0	-	New Split funded w/Financial Aide		
1700	Heather Berry	Assistant AD, Personnel	1.00	74,455	-	1,000	0	0	No	No	No		74,455	1,000	15% Promotion		
1701	Curt Apsey	Executive Director, Athletics	1.00	359,944	-	2,000	40,000	50,000	30,000	Yes	Yes	Yes	479,944	2,000	2% CEC		
1702	Robert Carney	Assoc AD, Facilities and Operations	1.00	106,725	-	2,500	4,000	0	0	No	No	No	110,725	2,500	14% Promotion		
1711	Marc Paul	Assoc. AD/Athletic Trainer	1.00	88,192	-	2,500	0	0	3,000	No	No	No	91,192	2,500	11% Promotion		
1715	Tyler Smith	Assoc Athletic Trainer	1.00	61,526	-	1,000	0	0	1,000	No	No	No	61,526	1,000	3% CEC		
1717	Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.00	128,378	-	2,500	10,000	0	0	No	Yes	No	128,378	10,000	2,500	2% CEC	
1724	Kassandra Landry	Head Cheer/Dance Coach	1.00	40,768	-	500	0	0	0	No	No	No	40,768	500	1% CEC		
1725	Brandon Voigt	Asst Athletic Trainer	1.00	43,597	-	500	0	0	1,000	No	No	No	43,597	1,000	500	3% CEC	
1726	Connor Bennett	Assoc. Athletic Trainer	1.00	55,016	1,000.00	1,000	0	0	1,000	No	No	No	55,016	1,000	2,000	6% Turnover/Spooner	
1727	Doug Link	Associate Sports Info Director	1.00	47,944	-	500	0	0	0	No	No	No	47,944	500	500	3% CEC	
1735	Seth Rede	Asst Athletic Trainer	1.00	44,595	-	500	0	0	1,000	No	No	No	45,595	500	500	30% Turnover/Hudson	
1736	Cameron Howard	Asst Director, Marketing & Promotions	1.00	40,581	-	500	0	0	0	No	No	No	40,581	500	500	4% CEC	
1739	David (DJ) Giumento	Asst AD, Facility Operations	1.00	58,053	-	0	0	0	0	No	No	No	58,053	-	-	284% Position vacant until Q4 fy18	
1740	Peter Clark	Asst Sports Info Director & Web Coor	1.00	43,597	-	500	0	0	0	No	No	No	-	43,597	500	500	26% Position new in FY18
1741	Christopher Nichol	Academic Advisor, Director of Tutor Pro	1.00	46,322	-	500	1,500	0	0	No	No	No	43,127	4,695	500	3% CEC	
1742	Julie Rising	Manager, Athletic Game Operations	1.00	48,277	-	500	0	0	0	No	No	No	48,277	500	500	6% Turnover/Giumento	
1743	Robin Debuhr	Assistant Business Manager	1.00	43,410	-	500	0	0	0	No	No	No	43,410	-	500	1% Turnover/Mayer	
1749	vacant	Assistant Athletic Trainer	1.00	39,998	-	0	0	0	1,000	No	No	No	40,998	-	-	New	
1751	Jolenne Dimeo	Facility Operations Supervisor	1.00	60,570	-	500	0	0	0	No	No	No	60,570	500	500	3% CEC	
1752	Dale Holste	Assoc Dir, Athletic Equipment Operati	1.00	60,674	6,000.00	2,000	0	0	1,000	No	No	No	61,674	8,000	2,000	2% CEC	
1753	Raul Ibarra	Assistant Director, Athletic Equipment O	1.00	45,198	-	500	0	0	0	No	No	No	45,198	500	500	2% CEC	
1755	Dominic Shelden	Assistant Director Creative Services	1.00	39,416	-	0	0	0	0	No	No	No	-	39,416	-	-	767% Position new in FY18
1757	Dustin Kelley	Asst Director Athletic Equipment Operati	1.00	39,416	-	500	0	0	0	No	No	No	39,416	500	500	New	
1758	Matthew Lemanowicz	Associate Director, Sports Performance	1.00	33,509	350.00	500	0	0	1,000	No	No	No	34,509	850	850	-23% Turnover	
1759	Brenda Robinson	Asst Athletic Director CFO	1.00	85,010	-	500	0	0	0	No	No	No	85,010	(0)	500	32% ReClass position	
1760	Lauren Rodgers	Asst Athletic Trainer	1.00	40,955	-	500	0	0	1,000	No	No	No	41,955	500	500	3% CEC	
1761	Tyler Whitmer	Associate Director, Sports Performance	1.00	55,931	-	500	0	0	2,000	No	No	No	57,931	500	500	21% Promotion	
1763	Craig Lawson	Associate Sports Info Director	1.00	47,944	-	500	0	0	0	No	No	No	47,944	500	500	26% Promotion	
1764	Justin LaChapelle	Athletic Technical Support Specialist	1.00	48,630	-	500	0	0	0	No	No	No	48,630	500	500	3% CEC	
1766	Tyler Wilson	Asst Director of Compliance	1.00	39,395	-	0	0	0	0	No	No	No	39,395	-	-	282% Position vacant until Q4 fy18	
1767	Kyle Moeller	Asst Director, Athletic Equipment Operat	1.00	39,395	-	500	0	0	0	No	No	No	39,395	500	500	27% Turnover	
1768	Grady Titus	Coordinator, Video Services	1.00	40,414	-	500	0	0	0	No	No	No	40,414	500	500	-8% Turnover	
1769	Mackenzie Cabot	Ticket Service Coordinator	1.00	40,019	-	500	0	0	0	No	No	No	40,019	500	500	New	
1770	* Bryan McMartin	Sr. Director, Development	0.19	9,196	-	500	0	0	0	No	No	No	9,196	500	500	13% Split funded w/advancement	
1773	Rowe, Allison	Asst Athletic Trainer	1.00	39,416	-	500	0	0	1,000	No	No	No	40,416	500	500	5% Turnover	
1774	Joseph Nickell	Associate Athletic Director, Media Relati	1.00	78,000	-	2,500	0	0	0	No	No	No	78,000	2,500	2,500	8% Promotion & CEC	
1776	Jeannette Knerr	Business Office Analyst	1.00	43,410	-	500	0	0	0	No	No	No	43,410	500	500	24% Turnover	
1834	Vacant	Asst Director Multimedia Services	1.00	39,400	-	0	0	0	0	No	No	No	39,400	-	-	New	
1941	vacant	Asst Director Sports Performance	1.00	33,530	-	0	0	0	1,000	No	No	No	34,530	-	-	New	
2403	Stephanie Donaldson	Dir Ath Performance Psychologh	1.00	97,614	-	0	0	0	0	No	No	No	97,614	-	-	New	
3005	* Guerricabeitia, Anita	Assistant Athletic Director, Development	0.62	48,000	-	1,000	0	0	0	No	No	No	48,000	1,000	1,000	16% Split funded w/advancement	
3023	Cody Smith	Asst Athletic Director, Event Operations	1.00	61,859	-	1,000	0	0	0	No	No	No	61,859	1,000	3,000	3% CEC	
3030	Brad Larrondo	Senior Associate Athletic Director, Extern	1.00	106,392	10,000.00	2,500	5,000	7,500	5,820	No	Yes	No	124,712	12,500	12,500	4% Promotion	
3064	Taylor Little	Coordinator, Video Services	1.00	52,000	-	500	0	0	0	No	No	No	52,000	500	500	9% CEC equity	
3072	Benjamin Price	Director of Development	1.00	47,944	-	500	0	0	0	No	No	No	47,944	500	500	43% Position new in FY18	
3110	Taryn Schutte	Academic Advisor	1.00	40,976	-	500	1,500	0	0	No	No	No	40,976	1,500	500	4% CEC	
3125	Matthew Thomas	Asst AD, Mktng & Promotions	1.00	67,018	-	1,000	0	0	0	No	No	No	67,018	1,000	1,000	6% CEC equity	
3132	Jennifer Bellomy	Assistant Athletic Director, Compliance	1.00	67,558	-	1,000	0	0	0	No	No	No	67,558	1,000	2,000	2% CEC	
3145	Gabe Rosenvall	Assoc AD, Student Athlete Development	1.00	87,214	-	2,500	5,500	0	0	No	No	No	87,214	5,500	2,500	4% Promotion	
3149	Shaela Priaulx-Soho	Asst AD - Tkt Operations	1.00	63,814	-	1,000	0	0	0	No	No	No	63,814	1,000	1,000	-14% Turnover	
3150	Aaron Juarez	Associate Sports Info Director	1.00	47,944	-	500	0	0	0	No	No	No	47,944	-	500	3% CEC	
3154	Vacant	Director, Marketing & Promotions	1.00	46,883	-	500	0	0	0	No	No	No	46,883	500	500	3% CEC	
3167	Sara Swanson	Assistant Athletic Director, Student-Athle	1.00	61,090	-	1,000	1,500	0	0	No	No	No	62,590	1,000	1,000	3% CEC	
3188	Vacant	Assistant Director Donor Relations & eve	1.00	39,416	-	500	0	0	0	No	No	No	39,416	500	500	20% Turnover	
3194	Nicole Gamez	Associate Athletic Director, Business Affi	1.00	101,816	-	1,500	0	0	0	Yes	No	No	101,816	1,500	1,500	3% CEC	
3410	Danielle Charters	Director Business Operations	1.00	58,386	-	1,000	0	0	0	No	No	No	58,386	1,000	3,000	3% CEC	
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	74,818	-	1,000	0	0	0	No	No	No	74,818	1,000	2,000	2% CEC	
3529	Justine Callen	Asst Director of Compliance	1.00	39,395	-	0	0	0	0	No	No	No	39,395	-	-	282% Position vacant until Q4 fy18	
3530	Adam Herman	Director, Sports Performance Coach	1.00	82,098	-	2,000	0	0	3,000	No	No	No	85,098	2,000	2,000	3% CEC	

**Intercollegiate Athletics Compensation Report
Boise State University
FY2019 Estimated Compensation**

ATTACHMENT 2

PCN	Depart/Name/Title		Athletic FTE	Compensation			Academic Perform.	Contract Bonus		Perks		Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change	Comments
				Base Salary	Camps/ Clinics	Equip Co & Other		Winning Perform.	Other	Club Mbership	Car						
3545	Christopher Hansen	Ticket Manager	1.00	45,011	-	500	0	0	0	No	No	No		45,011	500	-10% Turnover	
3549	Matt Brewer	Associate Athletic Director, Complina	1.00	90,626	-	2,500	0	0	0	No	No	No		90,626	2,500	2% CEC	
3563	Eric Kile	Director, Student Athlete Learning Cente	1.00	49,629	-	500	1,500	0	0	No	No	No	49,629	1,500	500	3% CEC	
3584	Christina Webster	Director, Annual Giving	1.00	44,075	-	500	0	0	0	No	No	No		44,075	500	2% CEC	
3592	* Bart Hendricks	Director, Development/Athletics	0.28	14,231	-	500	0	0	0	No	No	No		14,231	500	2% CEC	
3805	Keita Shimada	Assoc. Athletic Trainer	1.00	54,683	-	1,000	0	0	1,000	No	No	No		55,683	1,000	4% Equity	
3806	Nicole Denno	Assistant Athletic Trainer	1.00	43,576	-	500	0	0	1,000	No	No	No		44,576	500	10% Equity	
3950	Barraza, Rene	Asst Manager, Athletic Events and Facili	1.00	40,581	-	500	0	0	0	No	No	No		40,581	500	-2% Turnover	
3970	Syringa Stark	Athletic Insurance Coordinator	1.00	47,008	-	500	0	0	1,000	No	No	No		48,008	500	19% Promotion	
4925	Katherine Tuller	Human Resources Specialist	1.00	48,568	-		0	0	0	No	No	No		48,568	-	New Promoted to new position	
4903	Matthew Mayer	Business Manager	1.00	52,707	-	500	0	0	0	No	No	No	52,707	-	500	New Promoted to new position	
4931	Vacant	Associate AD Development	1.00	84,906	-	0	0	0	0	No	No	No		84,906	-	New	
4932	Winston Venable	Asst Director Football Performance	1.00	42,400	-	500	0	0	1,000	No	No	No		43,400	500	New	

**Intercollegiate Athletics Compensation Report
Boise State University
FY2019 Estimated Compensation**

ATTACHMENT 2

PCN	Depart/Name/Title	Athletic FTE	Compensation			Academic Perform.	Contract Bonus		Perks			State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change	Comments	
			Base Salary	Camps/Clinics	Equip Co & Other		Winning Perform.	Other	Club Mbership	Car	Multi-Yr Contract						
Men's Sports																	
Football																	
1704	Bryan Harsin	Head Coach	1.00	1,550,016	-	Nike 3,000	APR 50,000	Winning 215,000	Bowl/Other 50,000	Yes	Yes	Yes	1,865,016	3,000	11%	Contract-January	
1705	Jalil Brown	Assistant Coach	1.00	140,000	2,000.00	2,000	5,000	15,000	10,500	No	Yes	No	170,500	4,000	-27%	3/1/19 Contract	
1706	Eric Kiesau	Assistant Coach	1.00	250,000	2,000.00	2,000	5,000	15,000	18,750	No	Yes	No	288,750	4,000	30%	3/1/19 Contract	
1707	Bradley Bedell	Assistant Coach	1.00	250,000	2,000.00	2,000	5,000	15,000	18,750	No	Yes	No	288,750	4,000	8%	3/1/19 Contract	
1708	Vacant	Defensive Coordinator	1.00	350,000	2,000.00	2,000	5,000	15,000	26,250	No	Yes	No	396,250	4,000	9%	3/1/19 Contract	
1728	Tyson Gale	Assistant Coach, FB Strength & Conditio	1.00	50,003	2,000.00	500	0	0	2,000	No	No	No	52,003	2,500	12%	Promotion Q4 FY18	
1730	Joel Schneider	Director, Football Operations/Ext Relatio	1.00	46,010	4,000.00	0	0	2,000	3,000	No	No	No	51,010	4,000	-15%	Turnover	
1732	Kevin Riley	Dir. FB Video/Technology	1.00	51,730	-	500	0	2,000	3,000	No	No	No	56,730	500	2%		
1762	Darren Uscher	Director of Recruiting	1.00	65,000	3,000.00	1,000	5,000	2,000	3,000	No	No	No	75,000	4,000	12%	equity	
1772	Brandon Pringle	Assistant Coach, Strength & Conditioning	1.00	50,003	2,000.00	500	0	0	2,000	No	No	No	52,003	2,500	12%	Promotion	
1775	Taylor Tharp	Director, Program Development	1.00	71,011	15,000.00	2,000	5,000	2,000	3,000	No	No	No	81,011	17,000	-5%	Turnover	
3103	Zak Hill	Offensive Coordinator	1.00	300,000	2,000.00	2,000	5,000	15,000	22,500	No	Yes	Yes	342,500	4,000	4%	3/1/19 contract	
3109	Spencer Danielson	Assistant Coach	1.00	160,000	-	-	5,000	15,000	12,000	No	Yes	No	192,000	-	366%	3/1/19 contract	
3134	Lee Marks	Assistant Coach	1.00	185,000	2,000.00	2,000	5,000	15,000	13,875	No	Yes	No	218,875	4,000	24%	3/1/19 contract	
3153	Jeff Pitman	Head Coach, Strength-Football	1.00	158,018	3,000.00	2,000	5,000	15,000	11,851	No	No	No	189,869	5,000	4%	CEC	
3160	Jeff Schmedding	Assistant Coach	1.00	175,000	2,000.00	2,000	5,000	15,000	13,125	No	Yes	No	208,125	4,000	-24%	3/1/19 contract	
3162	Gabe Franklin	Assistant Coach	1.00	210,000	2,000.00	2,000	5,000	15,000	15,750	No	Yes	Yes	245,750	4,000	5%	3/1/19 contract	
3186	Kent Riddle	Assistant Coach	1.00	250,000	2,000.00	2,000	5,000	15,000	18,750	No	Yes	Yes	288,750	4,000	-11%	3/1/19 contract	
Basketball																	
1710	Leon Rice	Head Coach	1.00	700,003	-	10,000	20,000	28,000	15,000	Yes	Yes	Yes	763,003	10,000	3%	Contract	
1712	Michael Burns	Assistant Coach, Men's Basketball	1.00	139,506	-	2,500	5,000	9,500	1,500	No	Yes	No	155,506	2,500	8%	Contract	
1714	Timothy Duryea	Assistant Coach, Men's Basketball	1.00	80,018	-	2,500	5,000	9,500	1,500	No	Yes	No	96,018	2,500	-34%	Turnover	
1745	David Moats	Director, Men's BB Operations	1.00	46,488	-	2,500	2,500	4,750	1,500	No	No	No	46,488	8,750	2,500	8%	Equity
3133	Chris Acker	Assistant Coach, Men's Basketball	1.00	150,010	-	2,500	5,000	9,500	750	No	Yes	No	165,260	2,500	20%	Retention	
Golf																	
3566	Dan Potter	Head Coach	1.00	64,397	-	2,000	3,000	11,000	14,000	Yes	Yes	No	92,397	2,000	4%	CEC	
Tennis																	
3151	Kristian Widen	Head Coach	1.00	61,402	-	2,000	3,000	9,000	15,000	No	Yes	No	88,402	2,000	-41%	Turnover	
3178	Ali Borhani	Assistant Coach	1.00	38,002	-	500	1,200	1,000	2,500	No	No	No	38,002	4,700	500	44%	Turnover
Men/Women's Track & Field																	
1400	Benjamin Wetli	Asst Coach track & field & CC	1.00	48,006	-	500	2,400	15,000	23,000	No	No	No	88,406	500		New	
1719	Cody Sohn	Asst Coach track & field & CC	1.00	40,019	-	500	2,400	15,000	23,000	No	No	No	40,019	40,400	500	-18%	Turnover
1721	Travis Hartke	Assoc Head CC & Asst Track and Field (1.00	59,218	-	500	2,400	15,000	23,000	No	No	No	59,218	40,400	500	18%	CEC + promotion
2223	Corey Ihmels	Head Coach	1.00	112,195	-	4,000	12,000	48,000	54,200	No	No	Yes	226,395	4,000	3%	CEC	
3177	Gavin O'Neal	Assistant Coach	1.00	50,003	-	500	1,200	10,000	16,500	No	No	No	50,003	27,700	500	6%	CEC + equity
Baseball																	
3105	Hilton Richardson	Assistant Coach	1.00	45,011	-	0	1,200	0	0	No	No	No	46,211	-		New	
3107	Brock Huntzinger	Assistant Coach	1.00	55,000	-	0	1,200	0	0	No	No	No	56,200	-		New	
3191	Gary Van Tol	Head Coach	1.00	81,494	-	2,000	3,000	14,000	22,000	Yes	Yes	Yes	120,494	2,000	96%	New positon FY18	

**Intercollegiate Athletics Compensation Report
Boise State University
FY2019 Estimated Compensation**

ATTACHMENT 2

PCN	Depart/Name/Title	Athletic FTE	Compensation			Academic Perform.	Contract Bonus		Perks			State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change	Comments
			Base Salary	Camps/Clinics	Equip Co & Other		Winning Perform.	Other	Club Mbership	Car	Multi-Yr Contract					
Women's Sports																
Basketball																
1720	Heather Sower	Assistant Coach	1.00	86,569	1,250.00	500	5,000	12,000	1,500	No	Yes	No	86,569	18,500	1,750	2% CEC
1744	Julia Fishman	Dir. Women's BB Operations	1.00	40,061	1,000.00	500	2,500	6,000	750	No	No	No	40,061	9,250	1,500	2% CEC
2226	Gordon Presnell	Head Coach	1.00	240,011	750.00	7,500	20,000	52,000	31,500	No	No	Yes	343,511	8,250	8,250	4% Contract
3129	Cody Butler	Assistant Coach	1.00	96,762	1,250.00	500	5,000	12,000	1,500	No	Yes	No	96,762	18,500	1,750	2% CEC
3181	Cariann Ramirez	Assistant Coach	1.00	76,378	2,750.00	500	5,000	12,000	1,500	No	No	No	76,378	18,500	3,250	2% CEC
Soccer																
1722	James Thomas	Head Coach	1.00	92,019	37,000.00	2,000	3,000	9,500	28,000	No	No	Yes	92,019	40,500	39,000	6% Contract
1723	Edward Moore	Assistant Coach	1.00	38,646	22,000.00	500	1,500	4,750	250	No	No	No	38,646	6,500	22,500	8% Equity
1748	Weber/Zabala	Assistant Coach	1.00	32,510	12,000.00	500	1,500	4,750	0	No	No	No	38,760	12,500	29%	Turnover
Volleyball																
1716	Shawn Garus	Head Coach	1.00	126,006	8,406.93	3,500	5,000	15,000	13,000	Yes	Yes	Yes	159,006	11,907	11%	Contract
1817	Allison Buck	Head Coach Beach Volleyball	1.00	42,016	2,000.00	500	2,000	5,250	1,750	No	No	No	51,016	2,500		New
3130	Candy Murphy	Assistant Coach	1.00	68,307	9,000.00	500	1,200	5,000	0	No	No	No	68,307	6,200	9,500	3% CEC
3176	Hayley Peterson	Assistant Coach	1.00	37,274	1,000.00	500	1,200	1,000	250	No	No	No	37,274	2,450	1,500	4% CEC
Gymnastics																
1718	Neil Resnick	Co-Head Coach	1.00	87,734	-	2,000	2,000	10,000	10,000	Yes	Yes	Yes	87,734	22,000	2,000	4% Contract
3164	Patti Murphy	Assistant Coach	1.00	40,643	1,000.00	500	1,200	5,000	0	No	No	No	40,643	6,200	1,500	3% CEC
3174	Tina Bird	Co-Head Coach	1.00	77,272	5,098.57	2,000	2,000	10,000	10,000	No	Yes	Yes	99,272	7,099		3% Contract
Tennis																
3163	Sherman Roghaar	Head Coach Womens Director	1.00	85,010	3,535.23	2,000	7,000	14,500	24,000	No	Yes	Yes	85,010	45,500	5,535	28% Promotion
3179	Maria Lopez	Assistant Coach	1.00	47,008	1,773.05	500	1,200	5,000	0	No	No	No	-	53,208	2,273	6% Turnover
Golf																
3127	Nicole Bird	Head Coach	1.00	48,630	-	2,000	3,000	8,000	10,000	Yes	Yes	No	48,630	21,000	2,000	2% CEC
Softball																
1737	Maggie Livreri	Head Coach	1.00	80,018	7,784.00	2,000	3,000	18,000	45,250	No	No	No	80,018	66,250	9,784	10% Turnover
1738	Andrew Rich	Assistant Coach	1.00	39,000	7,784.00	500	1,200	3,500	6,000	No	No	No	39,000	10,700	8,284	24% Turnover
1747	Matison Snow	Assistant Coach	1.00	39,000	7,784.00	500	1,200	3,500	6,000	No	No	No	39,000	10,700	8,284	33% Turnover
Swimming																
1731	Christine Mabile	Head Coach	1.00	85,010	4,150.00	2,000	3,000	8,000	15,000	No	Yes	Yes	85,010	26,000	6,150	3% Turnover
1733	Lieberman, Jordan	Assistant Coach	1.00	43,014	3,150.00	500	1,500	4,500	2,000	No	No	No	37,013	14,001	3,650	-3% Turnover
1746	Brandon Blaisdell	Diving Coach	1.00	47,278	3,150.00	500	1,500	4,500	2,000	No	No	No	47,278	8,000	3,650	12% CEC + Interim appt
Grand Totals			129.68	12,122,787	207,966	149,500	336,700	878,500	729,621				2,105,885	11,961,724	357,466	

Notes:
* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

Base Salary for est is based on FY19 Budget as of 2/28/19

FY19 Est for Incentives is based on highest incentive option. Prior year was est based on what was known at time of report
 Winning - regular season wins and championships, End of season ranking
 Other - Bowl or NCAA wins, coach/player of the year awards
 Est is 1 win in NCAA
 Est is 2 student athletes being confrence champs in individual sports

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2018 Actual Compensation**

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding		
		Base Salary	Camps/Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration:															
Jeff Tingey		Athletic Director	1.00	150,467	15,000		6,000		Yes	Yes		Yes	150,467	21,000	
Jim Kramer		Asst Athl Dir/ UBO	1.00	77,251								No	77,251		
Nancy Graziano		Assoc Athl Dir/Compliance	1.00	81,474								No	81,474		
Matthew Steuart		Athletic Academic Advisor	1.00	56,919								No	56,919		
Steve Schaack		Asst AD for Media Relations	1.00	58,926								No	58,926		
Jenna Larson	(A)	Asst Dir Media Relations	0.97	37,320								No	37,320		
Jodi Wotowey		Head Athletic Trainer	1.00	55,349								No	55,349		
Brandon Payne		Athletic Sport Trainer	1.00	41,642								No	41,642		
Shannon Burke	(A)	Asst Sport Trainer	0.94	34,947								No	34,947		
Elizabeth Reinstein		Athletic Sport Trainer	1.00	38,126								No	38,126		
Daniel Ryan		Dir of Strength & Conditioning	0.98	44,146								No	44,146		
Kalee Ralphs	(A)	Director of Marketing & Promos	0.78	33,683								No		33,683	
Joe Borich		Asst AD for Development	1.00	75,005					Yes	Yes		No		75,005	
Robert Crompton		Athletic Equipment Manager	1.00	37,357	200							No	37,357		200
Michael Kramer		Former Head Football Coach	0.56	91,756								No		91,756	
Bengal Foundation															
Donna Hays		Exec Dir Bengal Foundation	1.00	52,000								No		52,000	
Men's Sports															
Football															
Robert Phenicie		Interim Hd Coach	0.54	45,523								No	45,523		
Robert Phenicie		Hd Coach	0.37	61,795	5,000		750 2,000			Yes		Yes	61,795	2,750	5,000
Spencer Toone	(A)	Asst Coach/Offensive Line	0.54	31,136								No	31,136		
Roman Sapolu	(B)	Asst Coach/Offensive Line	0.42	16,931	7,000							No	16,931		7,000
Dorian Keller	(A)	Asst Coach	0.65	27,214								No	27,214		
James Staggs	(B)	Asst Coach	0.34	13,545	7,200							No	13,545		7,200
Roger Cooper		Defensive Coordinator	1.00	55,998	15,000					Yes		No	55,998		15,000
Tyson Munns		Dir of Football Operations/Video Coord.	1.00	48,443	7,000							No	48,443		7,000
Steven Fifita		Asst Coach/Def Line/NFL Coord	1.00	43,421	7,000							No	43,421		7,000
Aaron Prier		Asst Coach / Academic Liaison	1.00	27,315	7,300							No	27,315		7,300
Matthew Troxel	(A)	Asst Coach - Offensive Coord.	0.58	40,392								No	40,392		
Michael Ferriter	(B)	Asst Coach - Offensive Coord.	0.42	25,388	7,200							No	25,388		7,200
Charles Yancy		Asst Coach	1.00	40,019	7,000							No	40,019		7,000
Tevita Fiefia		Asst Coach/Special Teams Coord.	1.00	54,621	7,300							No	54,621		7,300
Basketball															
William Evans		Hd Coach	0.96	106,213	1,800 20,000							Yes	106,213	20,000	1,800
Andrew Ward	(A)	Asst Coach	1.00	66,955	1,800							Yes	66,955		1,800
Kyle Taylor	(B)	Asst Coach	0.04	2,453								Yes	2,453		
Jay Collins	(A)	Asst Coach	1.00	43,368	1,800							No	43,368		1,800
Christopher Killin	(B)	Asst Coach	0.08	3,394								No	3,394		
Tim Walsh		Asst Coach	1.00	44,678	1,800							No	44,678		1,800
Tennis															
Gretchen Maloney		Hd Coach	0.42	21,243								No	21,243		
Mark Rodel		Asst Coach	0.38	17,328								No	17,328		

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2018 Actual Compensation**

Depart/Name/Title		Athletic FTE	Compensation			Contract Bonuses			Perks			Multi-Yr Contract	Funding		
			Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other
Track & Field															
Hillary L. Merkley	Hd Coach	0.46	29,121									No	29,121		
Yuriy Litvinski	Asst Coach	0.50	18,730									No	18,730		
Natasha Powell	Asst Coach	0.11	2,501									No	2,501		
Daniel Walker	Asst Coach	0.26	14,000									No	14,000		
Cross Country															
Nathan Houle	Hd Coach	0.50	24,003				500					No	24,003	500	
Women's Sports															
Basketball															
Seton Sobolewski	Hd Coach	0.96	99,499		5,000		1,250				Yes	Yes	99,499	6,250	
Michael Trujillo	Asst Coach	1.00	48,714	1,458							Yes	No	48,714		1,458
Ryan Johnson	Asst Coach	1.00	40,019	1,458								No	40,019		1,458
Bryanna Mueller	Asst Coach	1.00	26,790	1,458								No	26,790		1,458
Volleyball															
Fredrick Reynolds	Hd Coach	0.91	62,803	6,500							Yes	Yes	62,803		6,500
Keisha Fisher	(A) Asst Coach	0.63	19,826	3,500								No	19,826		3,500
April Sanchez	(B) Asst Coach	0.36	11,295	5,500								No	11,295		5,500
Hayley Farrer	Asst Coach	0.15	7,072									No	7,072		
Tennis															
Gretchen Maloney	Hd Coach	0.42	21,243									No	21,243		
Mark Rodel	Asst Coach	0.38	17,328									No	17,328		
Track & Field															
Hillary L. Merkley	Hd Coach	0.46	29,121									No	29,121		
Yuriy Litvinski	Asst Coach	0.50	18,730									No	18,730		
Natasha Powell	Asst Coach	0.11	2,501									No	2,501		
Daniel Walker	Asst Coach	0.26	14,000									No	14,000		
Golf															
Dallen Atkins	Hd Coach	0.27	13,519									No	13,519		
Greta Carlson	Asst Coach	0.06	2,125									No		2,125	
Cross Country															
Nathan Houle	Hd Coach	0.50	24,003				500					No	24,003	500	
Soccer															
Allison Gibson	Hd Coach	1.00	65,894	7,600			4,600				Yes	Yes	65,894	4,600	7,600
Christopher Cogan	(A) Asst Coach	0.54	17,853	1,000								No	17,853		1,000
Stephanie Beall	(B) Asst Coach	0.45	19,827	2,000								No	19,827		2,000
Neal Ozmun	Asst Coach	0.19	7,762	1,000								No	7,762		1,000
Softball															
Candi Letts	Hd Coach	1.00	58,011	2,500							Yes	Yes	58,011		2,500
Alex Schultz	Asst Coach	1.00	36,067	4,000								No	36,067		4,000
Grand Total		<u>44.95</u>	<u>2,556,100</u>	<u>122,375</u>	<u>40,000</u>	<u>0</u>	<u>13,600</u>	<u>2,000</u>	<u>0</u>				<u>2,301,531</u>	<u>310,169</u>	<u>122,375</u>

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2018 Actual Compensation**

Depart/Name/Title	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding		
	Athletic FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other

Game Guarantee Payments

No Game Guarantee Payments will be issued this fiscal year.

(* These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2019 Estimated Compensation**

Depart/Name/Title	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change	
	Athletic FTE	Base Salary	Camps/Clinics	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other		
Athletic Administration:																
Jeff Tingey		Former Athletic Director	1.00	155,002		7,500				Yes	Yes	Yes	155,002	7,500		3%
Pauline Thiros		Interim Athletic Director	0.08	12,030								No	12,030			New
Nancy Graziano		Assoc Athl Dir / Compliance	1.00	83,117								No	83,117			2%
Jim Kramer		Asst Athl Dir/ UBO	1.00	78,811								No	78,811			2%
Phillip Pleasant		Dir Academic Services/FB	1.00	48,651								No	48,651			New
Steve Schaack		Asst AD for Media Relations	1.00	60,694								No	60,694			3%
Graysen Ludiker		Asst Director Media Relations	0.98	37,352								No	37,352			New
Jodi Wotowey		Head Athletic Trainer	1.00	57,574								No	57,574			4%
Danielle Burningham		Asst Sports Trainer	0.87	34,050								No	34,050			New
Brandon Payne		Athletic Sport Trainer	1.00	42,910								No	42,910			3%
Elizabeth Reinstein		Athletic Sport Trainer	1.00	39,270								No	39,270			3%
Daniel Ryan		Dir of Strength & Conditioning	1.00	53,285								No	46,363	6,922		18%
Alexis Malhado		Director of Sports Marketing	0.98	37,352								No		37,352		New
Joe Borich		Asst AD for Development	1.00	76,523						Yes	Yes	No		76,523		2%
Robert Crompton	(A)	Athletic Equipment Manager	0.20	7,936								No	7,936			5%
Quintin Kohorst	(B)	Athletic Equipment Manager	0.88	34,684								No	34,684			New
Bengal Foundation																
Donna Hays		Exec Dir Bengal Foundation	1.00	53,560						Yes		No		53,560		3%
Men's Sports																
Football																
Robert Phenicie		Hd Coach	0.91	150,156							Yes	Yes	150,156			0%
Charles Yancy		Asst Coach	1.00	41,621								No	41,621			4%
Roman Sapolu		Asst Coach/Offensive Line	1.00	40,019								No	40,019			0%
James Staggs		Asst Coach	1.00	40,019								No	40,019			0%
Roger Cooper		Defensive Coordinator	1.00	66,930							Yes	No	60,008	6,922		20%
Tyson Munns		Director of Football Oper./Video Coord.	1.00	50,398								No	50,398			4%
Steven Fifita		Asst Coach - Defensive Line	1.00	45,011								No	45,011			4%
Michael Ferriter		Asst Coach/Offensive Coord.	1.00	60,008								No	60,008			0%
Aaron Prier		Asst Coach/Academic Liaison	1.00	30,014								No	30,014			10%
Tevita Fiefia		Asst Coach / Special Teams Coord.	1.00	60,008								No	60,008			10%
Basketball																
William Evans		Hd Coach	0.96	106,213	1,900						Yes	Yes	106,213		1,900	0%
Kyle Taylor		Asst Coach	1.00	63,003	1,900						Yes	No	63,003		1,900	0%
Christopher Killin		Asst Coach	1.00	42,016	1,900							No	42,016		1,900	0%
Tim Walsh		Asst Coach	1.00	50,003	1,900							No	50,003		1,900	12%
Tennis																
Mark Rodel		Hd Coach	0.77	36,048								No	36,048			4%
(A) = indicates previous coach / employee																
(B) = indicates current coach / employee																

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2019 Estimated Compensation**

Depart/Name/Title	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change
	Athletic FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Track & Field															
Hillary L. Merkley			Hd Coach									No	30,001		3%
Yuriy Litvinski		(A)	Asst Track & Field Coach									No	825		4%
Joseph Silvers		(B)	Asst Track & Field Coach									No	17,990		New
Cross Country															
Nathan Houle			Hd Coach									No	25,480		6%
Women's Sports															
Basketball															
Seton Sobolewski			Hd Coach			5,000				Yes	Yes	104,736	5,000		5%
Ryan Johnson			Asst Coach		810				Yes	No	No	48,714		810	22%
Bryanna Mueller			Asst Coach		1,420					No	No	33,176		1,420	24%
D'Shara Strange			Asst Coach		460					No	No	27,331		460	New
Volleyball															
Fredrick Reynolds			Hd Coach		2,000					Yes	Yes	64,071		2,000	2%
April Sanchez			Asst Coach		2,000					No	No	31,242		2,000	0%
Tennis															
Gretchen Maloney			Hd Coach									No	43,771		3%
Track & Field															
Hillary L. Merkley			Hd Coach									No	30,001		3%
Yuriy Litvinski		(A)	Asst Track & Field Coach									No	825		4%
Joseph Silvers		(B)	Asst Track & Field Coach									No	17,990		New
Golf															
Dallen Atkins			Hd Coach									No	19,032		0%
Cross Country															
Nathan Houle			Hd Coach									No	25,480		6%
Soccer															
Allison Gibson		(A)	Hd Coach		4,710		2,500			Yes	Yes	36,749	2,500	4,710	0%
Deborah Brereton		(B)	Hd Coach							Yes	Yes	28,980			New
Stephanie Beall			Asst Coach		1,500						No	44,013		1,500	0%
Softball															
Candi Letts			Hd Coach							Yes	Yes	59,758			3%
Alex Schultz			Asst Coach								No	37,170			3%
Grand Total	44.52			2,521,605	20,500	12,500	0	2,500	0	0			2,340,326	196,279	20,500

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2019 Estimated Compensation**

Depart/Name/Title	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change
	Athletic FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	

Game Guarantee Payments

No Game Guarantee Payments will be issued this fiscal year.

(*) These coaches receive pay for their participation in off-campus clinics or events. These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report
University of Idaho
FY2018 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			
		Base Salary	Camps/Clinics	Media	Equip Co & Other [^]	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other	
Athletic Administration:																
Rob Spear		Athletic Director	1.00	192,738		15,000	540	10,000				yes*	yes	202,738	15,540	
Thomas Zimmer		Business Manager, Athletics	1.00	80,074										80,074	-	
Ugis Svazs		Compliance Coordinator	1.00	40,860										40,860	-	
Margaret Henderson		Asst Business Manager, Athletics	1.00	42,893											42,893	
Amber Pittman		Administrative Coordinator	1.00	35,251											35,251	
Jill Reader		Administrative Coordinator (resigned)	1.00	22,871											22,871	
Alyssa Wilson		Administrative Coordinator (new hire)	1.00	2,421											2,421	
Anthony Castro		Dir. Equip Rm	1.00	50,983			360								51,343	
Marisa Vitek		Asst Equip Rm	1.00	20,776			120								20,896	
Tim Jackson		Video Coord.	1.00	55,312	2,000		240								55,552	2,000
Janel Lee		Asst. Video Svcs	1.00	28,296											28,296	
Becky Paull		Dir. Med. Rel (resigned)	1.00	2,469											2,469	
Mike Walsh		Dir. Med. Rel (new hire)	1.00	51,621											51,621	
Seth Pringle		Asst. Med Rel	1.00	40,009			180								40,189	
Joe St. Pierre		Asst. Med Rel	1.00	37,314			180								37,494	
Chelsea Richardson		Asst Trainer (new hire)	1.00	41,940											41,940	
Christopher Walsh		Asst Trainer	1.00	48,427	750		240							48,427	240	750
Toby van Amerongen		Asst Trainer (resigned)	1.00	5,182			20							5,182	20	
Justin Pomar		Asst Trainer (new hire)	1.00	38,026										38,026	-	
Barrie Steele		Hd Trainer	1.00	79,609	588		360							79,609	360	588
Margaret Eldrich		Student Insurance Coord (resigned)	1.00	27,316										27,316	-	
Stacy Bowman		Student Insurance Coord (new hire)	1.00	6,696										6,696	-	
Jake Scharnhorst		Strength Coach	1.00	62,908			480								63,388	
Miles Gemberling		Asst Strength	1.00	41,714											41,714	
Isaiah Phelps		Asst Strength (resigned)	1.00	16,019	500										16,019	500
Isaac Wendt		Asst Strength (new hire)	1.00	11,000											11,000	
Tim Mooney		Assoc AD/External Ops	0.50	57,939.06	^		480				yes				58,419	
Pete Isakson		Assoc AD/Revenue Generation	0.50	52,998.80	^		480								53,479	
Samantha Parrott		Devl. Coord.	0.50	28,913.70	^		480								29,394	
Suzanne Stride		Devl. Coord. (resigned)	0.50	11,141.76	^		160								11,302	
Shelly Robson		Devl. Coord.	0.50	23,694.01	^		480				yes				24,174	
Emily Adams		Devl. Coord.	1.00	41,368.00			240								41,608	
Andrew Clausen		Dir Marketing/Promotions	1.00	37,963											37,963	
Chris Apenbrink		Director of Ticket Ops (resigned)	1.00	18,044											18,044	
Hardin, Glendon		Ticket Sales Manager (resigned)	1.00	1,485											1,485	
Men's Sports																
Football																
Paul Petrino		Hd Coach	1.00	190,864		255,000	480	30,000				yes+	yes	220,864	255,480	
Kris Cinkovich		Assistant	1.00	155,612	3,000		480					yes+		155,612	480	3,000
Michael Breske		Assistant	1.00	135,160	3,000		480							135,160	480	3,000
Jason Shumaker		Assistant (resigned)	1.00	62,558	3,000		440				yes			62,558	440	3,000
Brian Reader		Assistant (new hire)	1.00	11,156	3,000						yes*			11,156	-	3,000
Charles Molnar		Assistant	1.00	76,362	3,000	5,272	480				yes			76,362	5,752	3,000
Aric Williams		Assistant (resigned)	1.00	45,455	3,000		280							45,455	280	3,000
Vernon Smith		Assistant (new hire)	1.00	19,750							yes+			19,750	-	
Luther Elliss		Assistant	1.00	70,507	3,000		480				yes			70,507	480	3,000
Troy Purcell		Assistant	1.00	68,888	3,000		480				yes+			68,888	480	3,000
Eric Brown		Assistant (resigned)	1.00	40,276	7,500		280				yes+			40,276	280	7,500
Adam Breske		Assistant (new hire)	1.00	2,750							yes+			2,750	-	
John Graham		Assistant (new hire/resigned)	1.00	11,250							yes+			11,250	-	
Bobby Daly		Assistant	1.00	57,863	5,390		480							57,863	480	5,390
Brandon Mitchell		Assistant (new hire)	1.00	12,263										12,263	-	
Brian Reader		Dir. of FB Ops (resigned)	1.00	40,211			480							40,211	480	

Intercollegiate Athletics Compensation Report University of Idaho FY2018 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			
		Base Salary	Camps/Clinics	Media	Equip Co & Other [^]	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other	
Steve Oliver Dir. of FB Ops (new hire)	1.00	2,424											2,424		-	
Basketball																
Don Verlin Hd Coach	1.00	185,158		60,000	480		12,500	48,802 &		yes		yes	246,459	60,480		
Tim Murphy Assistant	1.00	70,922		15,000	480					yes			70,922	15,480		
Zachary Claus Assistant	1.00	46,319		12,000	480								46,319	12,480		
Kirk Earlywine Assistant	1.00	44,554		12,500	480					yes+			44,554	12,980		
Brooks Malm Dir Player Development	1.00	37,631								yes			37,631	-		
Men's Track & XC																
Tim Cawley Dir. of T&F	0.50	33,556		4,000	480	2,000							35,556	4,480		
Cathleen Cawley Assistant	0.50	18,581											18,581	-		
Travis Floeck Assistant	0.50	23,891			240								23,891	240		
Jason Fearheiley Assistant (new hire)	0.50	6,349											6,349	-		
Golf																
David Nuhn Hd Coach	1.00	41,959			480	750							42,709	480		
Tennis																
Abid Akbar Hd Coach	1.00	40,651			480								40,651	480		
Women's Sports																
Basketball																
Jon Newlee Hd Coach	1.00	108,062		18,000	480	1,500	9,500	30,000 &		yes		yes	149,062	18,480		
Christa Sanford Assistant	1.00	63,662			480								63,662	480		
Jeri Jacobson Assistant	1.00	34,236	500		480								34,236	480	500	
Steven Fennelley Assistant (resigned)	1.00	6,839	500		80								6,839	80	500	
Drew Muscatell Assistant (new hire)	1.00	5,655											5,655	-		
Women's Track & XC																
Tim Cawley Dir. of T&F	0.50	33,556		4,000		2,000							35,556	4,000		
Cathleen Cawley Assistant	0.50	18,581			480								18,581	480		
Travis Floeck Assistant	0.50	23,891			240								23,891	240		
Jason Fearheiley Assistant	0.50	6,349											6,349	-		
Volleyball																
Debbie Buchanan Hd Coach	1.00	91,638		15,000	480	1,500				yes+		yes	93,138	15,480		
Brian Lamppa Associate	1.00	43,709		10,000	480								43,709	10,480		
Kara Newlee Assistant	1.00	33,470			480								33,470	480		
Women's Soccer																
Derek Pittman Hd Coach (resigned)	1.00	45,191		15,000	440	1,500	4,000					yes	50,691	15,440		
Joshua Davis Assistant (non-renewal)	1.00	32,662			480								32,662	480		
Women's Golf																
Lisa Johnson Hd Coach	1.00	47,690			480	1,000							48,690	480		
Tennis																
Babar Akbar Hd Coach	1.00	39,842			480								39,842	480		
Women's Swimming																
Mark Sowa Hd Coach	1.00	56,783		18,000	480								56,783	18,480		
Kelsie Saxe Assistant (resigned)	1.00	5,731		2,500	80								5,731	2,580		
James Southerland Assistant	1.00	29,897			480								26,234	4,142		
Grand Totals	75.50	3,636,635	41,728	461,272	20,080	50,250	26,000	78,802					2,950,681	1,322,358	41,728	

[^] other portion of full FTE paid by Advancement

^{^^} cell phone stipend

& share of game guarantee and/or gate per contract

yes+ receive a car stipend between \$200-\$400/month rather than a car; this amount not included in base salary

Intercollegiate Athletics Compensation Report University of Idaho FY2019 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			Base Salary Annualized Change	Comments	
		Base Salary	Camps/Clinics	Media	Equip Co & Other ^{^^}	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other			
Athletic Administration:																		
Rob Spear	Athletic Director	1.00	194,834		7,500		10,000					yes	204,834	7,500		1.1%		
Pete Isakson	Interim Athletic Director	1.00	133,910		7,500								133,910	7,500		26.3%	interim appt	
Thomas Zimmer	Business Manager, Athletics	1.00	85,550										85,550	0		6.8%	market increase	
Ugis Svazs	Compliance Coordinator	1.00	52,416										52,416	0		28.3%	market increase	
Margaret Henderson	Asst Business Manager	1.00	44,970											44,970		4.8%	market increase	
Sean McIlraith	Administrative Coordinator	1.00	41,600											41,600			New	
Alyssa Wilson	Administrative Coordinator	1.00	31,470											31,470		1200.0%	new hire in FY18	
Anthony Castro	Dir. Equip Rm	1.00	52,042											52,042		2.1%		
Vacant (Vitek)	Asst Equip Rm	1.00	31,658											31,658			New	
Tim Jackson	Video Coord.	1.00	57,658	750										57,658	750	4.2%	market increase	
Vacant (Lee)	Asst. Video Svcs	1.00	31,013											31,013			New	
Mike Walsh	Dir. Med. Rel	1.00	62,067											62,067		20.2%	new hire in FY18	
Kiaira Cooper	Asst. Med Rel	1.00	38,168											38,168			New	
Joe St. Pierre	Asst. Med Rel	1.00	40,248											40,248		7.9%	promotion	
Chelsea Richardson	Asst Trainer	1.00	48,901	225										48,901	225	16.6%	new hire in FY18	
Christopher Walsh	Asst Trainer	1.00	48,901	1,000									48,901	0	1,000	1.0%		
Justin Pomar	Asst Trainer	1.00	48,880										48,880	0		28.5%	new hire in FY18	
Barrie Steele	Hd Trainer	1.00	83,574	800									83,574	0	800	5.0%	market increase	
Stacy Bowman	Student Insurance Coord	1.00	34,819										34,819	0		420.0%	new hire in FY18	
Jake Schamhorst	Strength Coach	1.00	64,293											64,293		2.2%		
Miles Gemberling	Asst Strength	1.00	42,598											42,598		2.1%		
Isaac Wendt	Asst Strength	1.00	26,520											26,520		141.1%	new hire in FY18	
Tim Mooney	Assoc AD/External Ops	0.50	59,160	^								yes		59,160		2.1%		
Vacant (Isakson)	Assoc AD/Revenue Generatic	0.50	55,796	^										55,796			New	
Vacant (Parrott)	Devl. Coord.	0.50	30,212	^										30,212			New	
Shelly Robson	Devl. Coord.	0.50	25,750	^								yes		25,750		8.7%	market increase	
Abigail McLauchlin	Devl. Coord.	1.00	40,019											40,019			New	
Andrew Clausen	Dir Marketing/Promotions	1.00	44,949											44,949		18.4%	new hire in FY18	
Men's Sports																		
Football																		
Paul Petrino	Hd Coach	1.00	195,042		255,000		20,000					yes+	yes	215,042	255,000		2.2%	
Kris Cinkovich	Assistant	1.00	158,850	2,000								yes+		158,850	0	2,000	2.1%	
Michael Breske	Assistant	1.00	137,987	2,000										137,987	0	2,000	2.1%	
Charles Molnar	Assistant	1.00	78,042	2,000	5,272							yes*+		78,042	5,272	2,000	2.2%	
Luther Elliss	Assistant	1.00	72,051	2,000								yes		72,051	0	2,000	2.2%	
Troy Purcell	Assistant	1.00	70,408	6,000										70,408	0	6,000	2.2%	
Vernon Smith	Assistant	1.00	66,310	2,000								yes+		66,310	0	2,000	235.7%	new hire in FY18
Adam Breske	Assistant	1.00	65,000	2,000								yes+		65,000	0	2,000	2263.6%	new hire in FY18
Bobby Daly	Assistant	1.00	59,134	8,500								yes*		59,134	0	8,500	2.2%	
Brian Reader	Assistant	1.00	58,011	2,000								yes		58,011	0	2,000	420.0%	new hire in FY18
Brandon Mitchell	Assistant	1.00	37,752	4,000										37,752	0	4,000	207.8%	new hire in FY18
Steve Oliver	Dir. of FB Ops	1.00	45,011	2,000										45,011	0	2,000	1757.1%	new hire in FY18
Basketball																		
Don Verlin	Hd Coach	1.00	189,155		60,000		0	15,000	4,911	&		yes	yes	209,066	60,000		2.2%	
Tim Murphy	Assistant	1.00	72,488		15,000							yes		72,488	15,000		2.2%	

Intercollegiate Athletics Compensation Report University of Idaho FY2019 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			Base Salary Annualized Change	Comments
		Base Salary	Camps/Clinics	Media	Equip Co & Other ^{^^}	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other		
Zachary Claus Assistant	1.00	47,341		12,000									47,341	12,000		2.2%	
Kirk Earlywine Assistant	1.00	45,531		12,500									45,531	12,500		2.2%	
Brooks Malm Dir Player Development	1.00	39,166											39,166	0		4.1%	market increase
Men's Track & XC																	
Tim Cawley Dir. Of T&F	0.50	34,258		4,000		2,000							36,258	4,000		2.1%	
Travis Floeck Assistant	0.50	24,388											24,388	0		2.1%	
Cathleen Cawley Assistant	0.50	18,970											18,970	0		2.1%	
Brett Olsen Assistant	0.50	12,958											12,958	0		New	
Golf																	
David Nuhn Hd Coach	1.00	42,890				750							43,640	0		2.2%	
Tennis																	
Daniel Hangstefer Hd Coach	1.00	37,003											37,003	0		New	
Women's Sports																	
Basketball																	
Jon Newlee Hd Coach	1.00	112,570		18,000		1,500	6,000	42,000	&	yes		yes	162,070	18,000		4.2%	
Christa Sanford Assistant	1.00	65,000											65,000	0		2.1%	
Drew Muscatell Assistant	1.00	35,006	350	5,000									35,006	5,000	350	519.0%	new hire in FY18
Jeri Jacobson Assistant	1.00	34,986	350										34,986	0	350	2.2%	
Women's Track & XC																	
Tim Cawley Dir. Of T&F	0.50	34,258		4,000		2,000							36,258	4,000		2.1%	
Travis Floeck Assistant	0.50	24,388											24,388	0		2.1%	
Cathleen Cawley Assistant	0.50	18,970											18,970	0		2.1%	
Brett Olsen Assistant	0.50	12,958											12,958	0		New	
Volleyball																	
Debbie Buchanan Hd Coach	1.00	93,558		15,000		1,500				yes+		yes	95,058	15,000		2.1%	
Brian Lamma Associate	1.00	44,637		10,000									44,637	10,000		2.1%	
Vacant (K Newlee) Assistant	1.00	39,042											39,042	0		New	
Women's Soccer																	
Jeremy Clevenger Hd Coach	1.00	52,000										yes	52,000	0		New	
Sean Mapson Assistant	1.00	33,010											33,010	0		New	
Women's Golf																	
Lisa Johnson Hd Coach	1.00	48,734				1,000	3,675						53,410	0		2.2%	
Tennis																	
Babar Akbar Hd Coach	1.00	40,726											40,726	0		2.2%	
Women's Swimming																	
Mark Sowa Hd Coach	1.00	58,032		18,000		750						yes	58,782	18,000		2.2%	
James Southerland Assistant	1.00	30,555											26,812	3,743		2.2%	
Grand Totals	61.99	3,938,152	37,975	448,772	0	39,500	24,675	46,911					3,176,404	1,321,606	37,975		

[^] other portion of full FTE paid by Advancement
^{^^} cell phone stipend (we quit paying cell stipends in FY19)
 & share of game guarantee/gate per contract
 yes+ receive a car stipend between \$200-\$400/month rather than a car; this amount not included in base salary
 yes* had a car for part of year only

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2018 Actual Compensation**

Dept/Name/Title	FTE	Compensation				Contract Bonus			Other			All Compensation		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration														
Gary Picone (Old)							2,500	No	No	No	2,225	275	0	
Brooke Henze (New)	1.00	79,832						No	Yes	No	71,050		8,782	
Scott McClure	1.00	51,074						No	No	No	20,940		30,134	
Tracy Collins	1.00	49,138	1,500					No	No	No	49,138	1,500		
Taryn Cadez-Schmidt	1.00	38,643						No	No	No	28,982		9,661	
Alexandria Tygerson (Old)	1.00	19,320						No	No	No	19,320			
Allison Beck (New)	1.00	22,350						No	No	No	22,350			
Kristina Keener	1.00	41,898						No	No	No	14,245		27,653	
Allison Beck (Old)	1.00	15,456						No	No	No	5,255		10,201	
Melissa Strerath (New)	1.00	16,744						No	No	No	5,693		11,051	
Men's Sports														
Basketball														
Brandon Rinta (Old)	1.00	52,312	20,000				500 1,000	No	Yes	No	53,812	20,000		
Austin Johnson (New)	1.00	6,136						No	Yes	No	6,136			
Drew Church (Old)	0.11	4,250	835					No	No	No		5,085		
Baseball														
Jeremiah Robbins	1.00	72,450	5,525				1,000 1,500	No	Yes	No	74,950	5,525		
Kyle Blackwell (Old)	1.00	14,276	5,525					No	No	No	14,276	5,525		
William Silvestri (New)	1.00	27,497						No	No	No	27,497			
Allen Balmer	1.00	49,178						No	No	No	49,178			
Cross-Country														
Mike Collins	0.25	13,808					500 750	No	No	No	15,058			
Cyrus Hall	0.25	9,692						No	No	No	9,692			
Track														
Mike Collins	0.25	13,808	1,250				250 250	No	No	No	14,308	1,250		
Cyrus Hall	0.25	9,692	400					No	No	No	9,692	400		
Lawrence Sandahl (New)	0.04	1,350						No	No	No		1,350		
Matthew Kelley (New)	0.03	1,125						No	No	No		1,125		
Tennis														
Kai Fong	0.50	27,234					500 250	No	No	No	8,375		19,609	
Deanri Human (New)	0.02	625						No	No	No			625	
Golf														
Drew Reinland (Old)	0.25	12,164						No	No	No	9,364	2,801		
Kyla (Clancy) Lien (New)	0.25	192						No	No	No	146	46		
Fred Noland	0.07	2,500						No	No	No		2,500		
Maxton Reinland (New/Old)	0.05	1,667						No	No	No		1,667		

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Lewis-Clark State College
FY2018 Actual Compensation
Page 2

Depart/Name/Title	FTE	Compensation				Contract Bonus			Perks		Multi-Yr Contract	All Compensation		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car		State Approp.	Program Revenue	All Other
Women's Sports														
Basketball														
Brian Orr		1.00	57,486	6,354			1,000	1,000	No	Yes	No	59,486	6,354	
Caelyn Orlandi (New)		0.28	9,762						No	No	No		9,762	
Cross-Country														
Mike Collins		0.25	13,808					250	No	No	No	14,058		
Cyrus Hall		0.25	9,692						No	No	No	9,692		
Track														
Mike Collins		0.25	13,808	1,250			250	250	No	No	No	14,308	1,250	
Cyrus Hall		0.25	9,692	400					No	No	No	9,692	400	
Lawrence Sandahl (New)		0.04	1,350						No	No	No		1,350	
Matthew Kelley (New)		0.03	1,125	150					No	No	No		1,275	
Volleyball														
Latoya Harris (Old)		1.00	26,539				500		No	Yes	No	27,039		
Shaun Pohlman (New)		1.00	20,962						No	Yes	No	20,962		
JaLisa Jose (New)		0.12	4,504						No	No	No		4,504	
Tennis														
Kai Fong		0.50	28,186				500	500	No	No	No	8,892		20,294
Deanri Human (New)		0.02	625						No	No	No			625
Golf														
Drew Reinland (Old)		0.25	12,674						No	No	No	9,874	2,801	
Kyla (Clancy) Lien (New)		0.25	192						No	No	No	146	46	
Fred Noland		0.07	2,500						No	No	No		2,500	
Maxton Reinland (New/Old)		0.05	1,667						No	No	No		1,667	
GRAND TOTAL		22.93	868,982	43,189	0	0	0	4,500	8,750			705,829	80,957	138,635

Intercollegiate Athletics Compensation Report
 Lewis-Clark State College
 FY2019 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other			All Compensation			Base Salary
		Base Salary	Camps/ Clinics	Equip Co & Other	Media	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
Athletic Administration															
Brooke Henze		Director, Athletics	1.00	82,387			2,000	No	No	No	75,104		9,283	3.2%	
Scott McClure		Assoc. Director	1.00	58,995				No	No	No	24,188		34,807	3.5%	
Tracy Collins		Trainer	1.00	50,858	1,600			No	No	No	50,858	1,600		3.5%	
Taryn Cadez-Schmidt		Asst. Athletic Trainer	1.00	39,996				No	No	No	29,997		9,999	3.5%	
Allison Beck		Athletic Operations Manager	1.00	40,454				No	No	No	40,454			3.75%	
Kristina Keener		Business Manager	1.00	43,469				No	No	No	14,779		28,690	3.75%	
Melissa Strerath		Admin. Asst. 2	1.00	34,570				No	No	No	11,754		22,816	3.2%	
Men's Sports															
Basketball															
Brandon Rinta (Old)		Head Coach					1,000	No	No	No	1,000			0.0%	
Austin Johnson (New)		Head Coach	1.00	56,980				No	Yes	No	56,980			New	
Leif Karlberg (New)		Assoc. Head Coach	0.32	12,217	6,567			No	No	No		18,784		New	
Gray Reid (New)		Asst. Coach	0.26	10,000				No	No	No		10,000		New	
Baseball															
Jeremiah Robbins (Old)		Head Coach					500 1,000	No	No	No	1,500			0.0%	
Jake Taylor (New)		Head Coach	1.00	70,000				No	Yes	No	70,000			New	
William Silvestri		Asst. Coach	1.00	39,803				No	No	No	39,803			3.0%	
Allen Balmer		Asst. Coach	1.00	50,653				No	No	No	50,653			3.0%	
Cross-Country															
Mike Collins		Head Coach	0.25	14,291			500 1,000	No	No	No	15,791			3.5%	
Cyrus Hall		Asst. Coach	0.25	10,031				No	No	No	10,031			3.5%	
Sam Atkin		Asst. Coach	0.04	1,350				No	No	No		1,350		New	
Track															
Mike Collins		Head Coach	0.25	14,291	1,500		750	No	No	No	15,041	1,500		3.5%	
Cyrus Hall		Asst. Coach	0.25	10,031	500			No	No	No	10,031	500		3.5%	
Lawrence Sandahl (Old)		Asst. Coach	0.04	450				No	No	No		450		0.0%	
Jacob Whittaker (New)		Asst. Coach	0.04	700				No	No	No		700		New	
Matthew Kelley		Pole Vault Asst.	0.04	1,350				No	No	No		1,350		*20%	
Tennis															
Kai Fong		Head Coach	0.50	29,173			250	No	No	No	8,418		21,005	3.5%	
Golf															
Kyla (Clancy) Lien		Head Coach	0.25	10,000				No	No	No	7,600		2,400	New	
Chris Lien		Asst. Coach	0.12	4,500				No	No	No		4,500		New	

Intercollegiate Athletics Compensation Report
 Lewis-Clark State College
 FY2019 Estimated Compensation
 Page 2

Depart/Name/Title	FTE	Compensation			Contract Bonus			Perks		Multi-Yr Contract	All Compensation			Base Salary Annualized Change
		Base Salary	Camps/ Clinics	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car		State Approp.	Program Revenue	All Other	
Women's Sports														
Basketball														
Brian Orr		Head Coach	1.00	59,498	9,000			500	No	Yes	No	59,998	9,000	3.5%
Caelyn Orlandi		Asst. Coach	0.28	9,762					No	No	No		9,762	New
Cross-Country														
Mike Collins		Head Coach	0.25	14,291			500		No	No	No	14,791		3.5%
Cyrus Hall		Asst. Coach	0.25	10,031					No	No	No	10,031		3.5%
Sam Atkin		Asst. Coach	0.04	1,350					No	No	No		1,350	New
Track														
Mike Collins		Head Coach	0.25	14,291	1,500		250		No	No	No	14,541	1,500	3.5%
Cyrus Hall		Asst. Coach	0.25	10,031	500				No	No	No	10,031	500	3.5%
Lawrence Sandahl (Old)		Asst. Coach	0.04	450					No	No	No		450	0.0%
Jacob Whittaker (New)		Asst. Coach	0.04	700					No	No	No		700	New
Matthew Kelley		Pole Vault Asst.	0.04	1,350					No	No	No		1,350	*20%
Volleyball														
Shaun Pohlman		Head Coach	1.00	50,000					No	Yes	No	50,000		New
George Laughlin (New)		Asst. Coach	0.18	7,000					No	No	No		7,000	New
Tennis														
Kai Fong		Head Coach	0.50	29,173			250		No	No	No	8,418	21,005	3.5%
Golf														
Kyla (Clancy) Lien		Head Coach	0.25	10,000					No	No	No	7,600	2,400	New
Chris Lien		Asst. Coach	0.12	4,500					No	No	No		4,500	New
GRAND TOTAL			18.10	908,975	21,167	0	0	0	1,000	7,500		709,392	76,845	152,405

* Increase in FTE and salary over prior year

BUSINESS AFFAIRS AND HUMAN RESOURCES
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SUBJECT

Athletics Gender Equity Reports

REFERENCE

June 2016 Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY

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

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

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (20 U.S.C. §1681(a))

In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test" to determine if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history and continuing practice of program expansion** which is demonstrably responsive to the developing interests and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

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Second, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies, scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment. Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

Idaho State Board of Education (Board) Policy V.X.4.c requires the four-year institutions to provide gender equity reports for review by the Board. The reports from the institutions include a narrative discussion of gender equity-related issues along with a summary table which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

Idaho State University (ISU) recently underwent a comprehensive external Title IX gender equity review. A number of substantial issues were identified and the Department of Athletics took immediate and necessary steps to provide an equitable and quality experience and appropriate support to all student athletes during the current fiscal year. A series of investments were made in the areas of team travel, training tables, recruiting, gear, and equipment to begin to alleviate the most significant inequities. Idaho State University requests a one-time exception to the State General Fund athletic spending cap outlined in State Board of Education Policy V.X.3 to allow an additional \$125,000 in appropriated funding to the athletic department to assist with these corrections in FY 2020.

ISU's current year athletics budget depends heavily on institutional funds. By the end of fiscal year 2019 nearly all institutional reserve balances will be depleted. Institutional fund balances have declined by approximately \$1.8M since fiscal year 2016. The department is undertaking efforts to stabilize the financial situation of the department through student fee increases, increased ticket revenues, and strategic spending reductions.

Lewis-Clark State College also recently underwent a Title IX gender equity review. A review of Equity in Athletics Data Analysis (EADA) data and reports reveals that Lewis-Clark State College (LCSC) needs to address issues of equity associated with athletic participation/Title IX compliance (See Table 1).

Table 1: Title IX/Athletics & LCSC - EADA Report most recent 2 years

2017-2018 EADA report: #/%				2016-2017 EADA report: #/%			
Enrollment		Student-Athlete Participants		Enrollment		Student-Athlete Participants	
<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
862/39%	1337/61%	157/57%	120/43%	914/40%	1349/60%	162/58%	118/42%

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Part 1 of a two part plan involves maximizing current women's sport roster capacities over a 3-year implementation timeline. Part 1 emphasizes growth in women's sports participation while holding men's sport participation constant. This results in a net gain of 24 women's sport participants, which translates to 45% women's sport participation. The proposal suggests a 3- to 5-year implementation timeline. Implementing these roster goals will move LCSC from 39% to 45% in terms of women's sport participation and progress toward prong-1 of the Title IX compliance 3-part test pertaining to the accommodation of interest and abilities.

In order to achieve these roster goals, coaching personnel, operating budgets and student-athlete scholarship dollars need to be increased. Attachment 10 displays the current personnel (salary) budget and associated fund sources, and the proposed personnel budget. It shows that LCSC is heavily reliant on coaches performing "other" duties and tasks as well as fundraising to support basic sport personnel salaries. Furthermore, a review of Idaho and Frontier athletic conference data/information revealed that LCSC is currently the only Idaho institution (2 or 4 year) that does not have appropriated (full-time) salaries across the full range of assistant coaches. LCSC has appropriated dollar allocations for assistant coaches only for baseball and XC/track and field. Appropriated fund allocations to support coaching salaries will allow LCSC to have personnel to help with recruitment and retention and use funds that were previously used for personnel on potential scholarships.

Lewis-Clark State College's FY20 athletic personnel priorities include fully funding a full-time head coach with benefits for each sport and funding assistant coaches for all women's sports. As such, the head coach for golf and assistant coaches for women's basketball and volleyball are priorities for FY20. The additional \$115,000 spending limit increase along with the inclusion of additional funds from an internal reorganization will achieve these priorities.

Lewis-Clark State College requests a one-time exception to the State General Fund athletic spending cap outlined in State Board of Education Policy V.X.3 to allocate an additional \$115,000 in appropriated funding to the athletic department to assist with progressing towards compliance in participation opportunities.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

The ISU request for one-time distribution of \$125,000 of appropriated funding will offset measures taken in fiscal year 2019 to address areas of significant concern related to Title IX gender equity compliance.

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The LCSC request for one-time distribution of \$115,000 of appropriated funding will aid in progressing towards Title IX gender equity compliance.

ATTACHMENTS

- Attachment 1: BSU Gender Equity Narrative
- Attachment 2: BSU Gender Equity Worksheet
- Attachment 3: ISU Gender Equity Narrative
- Attachment 4: ISU Gender Equity Worksheet
- Attachment 5: UI Gender Equity Narrative
- Attachment 6: UI Gender Equity Worksheet
- Attachment 7: LCSC Gender Equity Narrative
- Attachment 8: LCSC Gender Equity Worksheet
- Attachment 9: ISU Allocation of One-Time Increase of \$125,000
- Attachment 10: LCSC Allocation of One-Time Increase of \$115,000

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed “Equity in Athletics Data Analysis (EADA)” reports are also available for review and analysis by the public on the U.S. Department of Education website at <https://ope.ed.gov/athletics/>. This site also provides tools to download EADA reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance in the three parts of Title IX.

Boise State University (BSU) provided an in-depth analysis of their compliance to Title IX in all three tests. BSU reported compliance in the first test because women accounted for 54.3% of the enrollment and 54.6% of the participants. BSU reported non-compliance in the second test for financial assistance with a 2.1% advantage to males. Additionally, fifth year aid was disproportionately higher for men and summer term aid appeared to favor men. For the third test, BSU did not report any disparities. With the addition of baseball in FY 2018-19, BSU expects to be back in proportion for financial aid. For the third test, BSU addresses each program separately.

Idaho State University (ISU) is in compliance for the first test. While ISU does not strictly meet the 1% participation proportionality prong (enrollment for women is 53.9% but the participation rate is only 50%), the university does comply by showing they are effectively accommodating the interests and abilities of the underrepresented sex as there have been no documentation of unmet need. For the second test for financial aid, ISU appears to be in compliance. ISU states that financial opportunities are equitably available between genders, but the annual awarding and accepting of scholarships varies. For the third test, ISU is working

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to reallocate resources to address areas that are not equitable at the current time, as well as working to increase revenue to supplement budget lines that do not currently support the suitable level of equity.

University of Idaho (UI) reported a 2.7% differential in the first test with a disadvantage to females. UI reported noncompliance in the second test for financial assistance with a 4.5% disadvantage to females. UI did not state whether they were in compliance in the third test, however they did note how specific program enhancements would improve equal treatment.

Lewis-Clark State College (LCSC) reported noncompliance in the first test because it missed substantial proportionality in enrollments by 17% with a disadvantage to females. LCSC intends to address participation by growing women's participation while holding men's participation constant and by adding women's soccer. LCSC reported noncompliance in the second test for financial assistance by 5% with a disadvantage to males. LCSC reports compliance in the thirteenth test for program equivalency.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

ISU's request for a one-time increase to their general fund limit of \$125,000 appears reasonable and staff recommends approval.

LCSC's request for a one-time increase to their general fund limit of \$155,000 appears reasonable and staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to provide a one-time exception to the State Board of Education Policy V.X to allow the University to allocate \$125,000 of the General Fund in FY 2020 to the athletic department to be used to comply with Title IX as presented in Attachment 9.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Lewis-Clark State College to provide a one-time exception to the State Board of Education Policy V.X to allow the College to allocate \$115,000 of the General Fund in FY 2020 to the athletic department to be used towards compliance with Title IX as presented in Attachment 10.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Title IX Compliance – Boise State Athletics

In 2017-2018, Boise State University retained national consultant, Good Sports, Inc., Title IX and Gender Equity Specialists, to review the intercollegiate athletics program and identify potential compliance concerns. This process included the review of questionnaires that were completed by the head coaches and selected student-athletes. Additionally, athletics staff members completed questionnaires addressing Title IX program areas pertinent to their positions. Assistant coaches completed questionnaires regarding their individual qualifications. Other information needed to complete the review was requested in order to assess each of the 13 Title IX Athletic Requirements program areas. Facilities were reviewed via video as an on-site visit had been conducted during a previous review in 2014. The preliminary review focused on student-athlete benefits for the 2017-18 academic year. The final report will be drafted after a follow up review of similar data from the 2018-19 academic year and will include an evaluation of the Title IX impacts of the addition of baseball.

The outcome of this process included a preliminary draft summary of information regarding Boise State's athletics program, Good Sports Inc.'s opinions as to Boise State's compliance status, and strategies or options for resolving compliance concerns that were identified.

SUMMARY OF CONCLUSIONS AND STRATEGIES

Accommodation of Interests and Abilities (Participation)

Factors: Participation opportunities

Conclusion: Boise State is meeting test one (proportionality) of the three-part test for participation opportunities. In 2017-18, women accounted for 54.3% of the enrollment and 54.6% of the participants. A difference of 0.3% between athletic participation and enrollment rates demonstrates compliance with the proportionality test.

Athletic Financial Assistance (Scholarships)

Factors: Regular academic year awards, summer term and fifth year aid

Conclusion: In 2017-18, women were awarded scholarship dollars at a rate (49.9%) less than their rate of participation (52.0%); the 2.1% difference does not fall within OCR's 1.0% standard for presumed compliance. In addition, fifth year aid was disproportionately higher for men and summer term aid appeared to favor the men's program.

Strategy: Adjust participation and/or awards to offer regular year, fifth year, and summer term awards each within one percentage point of rates of participation.

Compliance Note: With the addition of male participants and scholarships awarded over the 2018-19 and 2019-20 academic years for baseball, in combination with roster management of the existing men's and women's programs, scholarship dollars awarded are expected to be back within proportion to athletic participation and bring Boise State back into compliance with Title IX with regard to athletic financial aid.

Equipment and Supplies

Factors: Amount, quality, and maintenance

Conclusion: The amount and quality of game and practice uniforms and sport-specific equipment appear to favor the men's program; equipment storage appears to favor the men's program.

Strategy: Provide higher quality practice and game uniforms as well as sport-specific equipment for women's teams identified as being disadvantaged. Otherwise, reduce the quality of equipment for the football team.

Compliance Note: For 2018-19, NIKE game day funds have been increased for several disadvantaged women's sports to mitigate these deficiencies.

Scheduling of Games and Practice Time

Factors: Number of contests, time of competitive events, practice opportunities, pre-season and post-season competition

Conclusion: Differences in the number of regular season and pre-season contests disadvantage three women's teams. The game times are offsetting in part, but appear to disadvantage one women's team, soccer, which would like to schedule night games, but the team competes in a facility without lights. One women's team—beach volleyball – does not have post-season opportunities and has one less coach than the maximum allowed by the NCAA. This can reduce the availability of coaches, which can present concerns for practice opportunities.

Strategy: Coaches' discretion is taken into consideration when evaluating this program. In general, the institution should schedule the same number of contests for women's and men's teams in the same sport and schedule the same percentage of the allowable contests for men's and women's teams in dissimilar sports; they should also schedule the number of pre-season contests preferred by the head coaches. To address timing concerns, Boise State should install lights at the soccer field or identify a lighted field elsewhere on-campus or in the community to allow for night games and arrange post-season competition for beach volleyball.

Compliance Note: A feasibility and strategy evaluation is being conducted to add lights to the existing soccer facility. A beach volleyball head coach was hired for FY19 and the department is looking at adding an assistant for FY20 to fully staff the sport.

Travel and Per Diem Allowances

Factors: Modes of transportation, housing and dining during travel, length of stay before and after competitive events, special travel

Conclusion: Differences for the modes of transportation and dining arrangements appear to disadvantage women's teams. Housing during travel appears to disadvantage one women's team but the length of stay and special travel appear comparable.

Strategy: Schedule more charter flights for women's teams or fewer charter flights for men's teams; schedule additional charter bus transportation for women's teams. Assign softball athletes two per hotel room, or assign three athletes per hotel room for a men's team. Provide sufficient funding to improve dining arrangements for the women's soccer and softball teams, or otherwise reduce benefits for the men's basketball team.

Tutoring

Factors: Availability, qualifications, compensation

Conclusion: The availability, qualifications, and compensation of tutors appear comparable

Coaching

Factors: Availability, qualifications, compensation

Conclusion: The availability of coaches disadvantages the women's beach volleyball and volleyball teams. Coaches' qualifications appear comparable program-wide, but the compensation of coaches favors the men's program.

Strategy: Hire additional coaches so that the women's volleyball team has three full-time coaches and the women's beach volleyball team has two full-time coaches who do not have dual coaching responsibilities for volleyball. Otherwise, an assistant coaching position in the men's program may be eliminated.

Compliance Note: A head beach volleyball coach was hired for 2018-19 and the department is looking at adding an assistant for FY20 to fully staff the sport.

Locker Rooms, Practice and Competitive Facilities

Factors: Availability, quality, exclusivity

Conclusion: The men's and women's teams for several sports (basketball, cross country, golf, tennis, indoor track, and outdoor track) use the same practice and competitive facilities. The remaining six women's teams (beach volleyball, gymnastics, soccer, softball, swimming, and volleyball) do not have facilities comparable to the remaining men's team (football), which creates a significant compliance concern. Additionally, higher quality locker rooms are provided to disproportionately more male than female athletes.

Strategy: Practice / Competitive Facilities

- a) Improve the facilities for the women's beach volleyball, gymnastics (practice facility), soccer, softball, swimming, and volleyball teams.
- a) Reassign women's soccer to Bronco Stadium and volleyball to the Taco Bell Arena; improve the facilities for women's beach volleyball, gymnastics (practice room), softball, and swimming.
- b) Provide women's teams with benefits superior to men's teams in other program areas.

Strategy: Locker Rooms

- a) Improve the locker rooms for the women's gymnastics, soccer, softball, swimming, tennis, and volleyball teams to be comparable to the football team locker room; provide the beach volleyball team with a high quality locker room.
- b) Provide women's teams with benefits superior to men's teams in other program areas.

Compliance Note: A renovation of locker room space to provide women's beach volleyball with their own dedicated space is underway. Work is being done with Capital Planning to have a study performed on the feasibility of lights at the soccer complex and estimates are being collected to install a video board. Upgrades to the gymnastics practice facility to improve lighting, mats and overall function of the space are complete. The University is in the process of identifying funds for improvements to the softball practice/competition facility to include artificial turf, lighting, locker room and video board installations.

Medical and Training Facilities and Services

Factors: Availability of medical personnel and services; availability and qualifications of athletic trainers; quality and availability of training rooms and weight rooms; insurance

Conclusion: The assignment of medical personnel and athletic trainers appears to be based on the nature of the sports, which is equitable. The availability of training and weight rooms appears to favor the men's program due to the Bleymaier Football Center (BFC); insurance coverage appears equitable. The BFC training room is open to all student-athletes for rehabilitation purposes.

Strategy: Arrange for greater use of the BFC weight and training rooms by women's teams so an equivalent proportion of female athletes are using the BFC as male athletes. Otherwise, renovate other existing facilities or construct new facilities to achieve the same result.

Housing and Dining Facilities and Services

Factors: Housing and dining during the regular term and at term breaks; special housing and dining services; pre-game and post-game meals

Conclusion: Housing arrangements during the regular academic year and at term breaks appear equitable; regular academic year dining arrangements appear equitable. Information for pre-game / post-game meals and training table meals is inconsistent; dining arrangements during term breaks appear to have favored the men's program.

Strategy: Review the interest of all teams for training table meals and pre-game/post-game meals during 2018-19 and provide such meals to proportionate numbers of female and male athletes desiring such meals. Additionally, ensure adequate funding to provide equitable dining arrangements during term breaks.

Compliance Note: Athletics will survey the coaches in spring of 2019 and provide information to the athletic director for budgeting purposes.

Publicity

Factors: Availability and qualifications of sports information personnel; publications; other publicity resources

Conclusion: Assignments of sports information staff appear to favor the men's program, but the provision of publications appears equitable. The availability of marketing and promotional activities appear comparable, but performances by support groups (cheerleaders, pep band, marching band, dance team, mascot) appear to favor the men's program.

Strategy: Survey coaches to determine which sports would like to have a liaison travel with them who do not currently have one. Where deficiencies exist, assign sports information staff to travel with additional women's teams; otherwise, evaluation of the travel by sports information directors with men's teams needs to be done. Provide support groups at home events for three or four more women's teams, or discontinue performances at men's events.

Support Services

Factors: Administrative and secretarial support; office space and equipment

Conclusion: The availability of administrative support appears comparable, while the availability of clerical support suggests the potential for a minor concern disadvantaging women's teams. The overall quality of office space appears comparable and/or justified by employment considerations and private offices are provided to nearly proportionate numbers of women's and men's coaches.

Strategy: Consider creating a director of operations for Olympic sports.

Recruitment of Student-Athletes

Factors: Opportunity to recruit; financial resources; treatment of prospective athletes

Conclusion: The opportunity to recruit/availability of coaches and financial resources for recruitment favored the men's program; the treatment of prospective athletes appears equitable.

Strategy: Hire additional coaches so that the women's volleyball team has three full-time coaches and the women's beach volleyball team has two full-time coaches who do not have dual coaching responsibilities for volleyball. Additionally, provide funding that is equivalently adequate for women's teams, and equitable benefits for courtesy cars or allowances.

Compliance Note: A beach volleyball head coach was hired for FY19 and the department is looking at adding an assistant for FY20 to fully staff the sport. Additional ongoing funding for recruitment was provided to the track team starting in 2018-19.

CONCLUSION

The deficiencies relating to equipment and supplies, medical and training facilities and services, housing and dining facilities and services, publicity, and support services are minor and can be readily addressed. The concern for scholarships may involve adjusting dollars or participation or both, but will also stabilize with the additional baseball participants and scholarship awards. The issue for coaching and the opportunity to recruit are the same, while funding adjustments for recruitment are necessary to resolve that concern. Resolution of the scheduling and travel concerns is likely to require additional funding, unless Boise State chooses to reduce benefits for men's teams. The concerns for facilities may require significant long-term action to resolve. All areas of compliance need further consideration as the baseball program enters into their first competitive season.

**Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2017 through June 30, 2018**

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	5,682	46%
Female Students	6,762	54%
Totals	12,444	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	\$2,738,010	52%	\$571,780
Women's Teams	\$2,548,462	48%	\$189,346
Totals for All Teams	\$5,286,472	100%	\$761,126

Athletic Participation

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
	Basketball	15	15	0	0	0
Beach Volleyball	0	17	0	11	0	0
Cross Country	23	31	21	30	19	29
Football	108	0	0	0	0	0
Golf	10	9	0	0	0	0
Gymnastics	0	15	0	0	0	0
Soccer	0	33	0	0	0	0
Softball	0	22	0	0	0	0
Swimming and Diving	0	28	0	0	0	0
Tennis	11	9	0	0	0	0
Track, Indoor	35	43	30	41	19	29
Track, Outdoor	33	40	30	40	19	29
Volleyball	0	18	0	11	0	0
Wrestling	0	0	0	0	0	0
Others	0	0	0	0	0	0
Total Participants	235	280	81	133	57	87
Participant Proportion	45.63%	54.37%				
Unduplicated Count of Participants	184	199				

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 4,184,145	\$ 429,749	\$ 4,613,894	\$ 2,649,924	\$ 1,612,352	\$ 4,262,276	\$ 1,534,221	\$ (1,182,603)	\$ 351,618
Beach Volleyball	\$ -	\$ 38,424	\$ 38,424	\$ -	\$ 115,491	\$ 115,491	\$ -	\$ (77,067)	\$ (77,067)
Football	\$ 20,470,985	\$ -	\$ 20,470,985	\$ 11,803,457	\$ -	\$ 11,803,457	\$ 8,667,528	\$ -	\$ 8,667,528
Golf	\$ 102,479	\$ 239,590	\$ 342,069	\$ 327,557	\$ 299,094	\$ 626,651	\$ (225,078)	\$ (59,504)	\$ (284,582)
Gymnastics	\$ -	\$ 420,528	\$ 420,528	\$ -	\$ 634,215	\$ 634,215	\$ -	\$ (213,687)	\$ (213,687)
Soccer	\$ -	\$ 405,317	\$ 405,317	\$ -	\$ 884,574	\$ 884,574	\$ -	\$ (479,257)	\$ (479,257)
Softball	\$ -	\$ 228,089	\$ 228,089	\$ -	\$ 802,438	\$ 802,438	\$ -	\$ (574,349)	\$ (574,349)
Swimming and Diving	\$ -	\$ 216,547	\$ 216,547	\$ -	\$ 826,315	\$ 826,315	\$ -	\$ (609,768)	\$ (609,768)
Tennis	\$ 117,179	\$ 248,416	\$ 365,595	\$ 385,829	\$ 443,309	\$ 829,138	\$ (268,650)	\$ (194,893)	\$ (463,543)
Track	\$ 196,633	\$ 564,091	\$ 760,724	\$ 744,208	\$ 806,178	\$ 1,550,386	\$ (547,575)	\$ (242,087)	\$ (789,662)
Volleyball	\$ -	\$ 367,751	\$ 367,751	\$ -	\$ 851,781	\$ 851,781	\$ -	\$ (484,030)	\$ (484,030)
Wrestling	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals for All Teams	\$ 25,071,421	\$ 3,158,502	\$ 28,229,923	\$ 15,910,975	\$ 7,275,747	\$ 23,186,722	\$ 9,160,446	\$ (4,117,245)	\$ 5,043,201
Not Allocated by Gender/Sport			\$ 9,830,786			\$ 12,459,912			\$ (2,629,126)
Grand Totals for Athletics			\$ 38,060,709			\$ 35,646,634			\$ 2,414,075
Totals for All Sports Except Football & Basketball	\$ 416,291	\$ 2,728,753	\$ 3,145,044	\$ 1,457,594	\$ 5,663,395	\$ 7,120,989	\$ (1,041,303)	\$ (2,934,642)	\$ (3,975,945)

Operating (Game Day) Expenses

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$655,135	\$389,198	\$1,044,333	15	14	29	\$43,676	\$27,800	\$71,476
Beach Volleyball	\$ -	29,103	\$29,103		17	17		\$1,712	\$1,712
Football	2,762,184	\$ -	\$2,762,184	109		109	\$25,341		\$25,341
Golf	105,082	72,601	\$177,683	10	9	19	\$10,508	\$8,067	\$18,575
Gymnastics	\$ -	222,983	\$222,983		15	15		\$14,866	\$14,866
Soccer	\$ -	180,338	\$180,338		30	30		\$6,011	\$6,011
Softball	\$ -	248,666	\$248,666		22	22		\$11,303	\$11,303
Swimming and Diving	\$ -	189,555	\$189,555		28	28		\$6,770	\$6,770
Tennis	96,489	68,983	\$165,472	11	9	20	\$8,772	\$7,665	\$16,437
Track	205,219	222,321	\$427,540	86	114	200	\$2,386	\$1,950	\$4,336
Volleyball	\$ -	190,485	\$190,485		17	17		\$11,205	\$11,205
Wrestling	0	\$ -	\$0	0		0			
Totals for All Teams	\$3,824,109	\$1,814,233	\$5,638,342	231	275	506	\$16,555	\$6,597	\$11,143
Totals for All Sports Except Football & Basketball	\$406,790	\$1,425,035	\$1,831,825	107	261	368	\$21,666	\$69,548	\$91,214

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's	Men's Teams	Women's
		Teams		Teams
Average Annual Institutional Salary per Coach	\$ 530,865	\$ 100,901	\$176,633	\$53,907
Number of Coaches Used to Calculate Average	5	10	17	18
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$589,850	\$118,707	\$193,727	\$61,374
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	8.50	15.50	15.81

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Wrestling	0		0						0
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	4	1	5	0	0	0	0	0	5
Women's Varsity Teams									
Basketball	1		1						1
Beach Volleyball		1	1						1
Golf					1		1		1
Gymnastics					1		1		1
Soccer	1		1						1
Softball					1		1		1
Swimming & Diving	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball		1	1						1
Totals for Women's Teams	4	3	7	0	3	0	3	0	10

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3		3						3
Football	10	4	10	4					14
Golf		1		1					1
Tennis	1	2	1	2					3
Wrestling	0	0	0	0					0
Track & Field & Cross Country		8	3	5		3		3	11
Totals for Men's Teams	14	15	17	12	0	3	0	3	32
Women's Varsity Teams									
Basketball	1		1		2		2		3
Beach Volleyball						1	1		1
Golf		1		1					1
Gymnastics	1		1		1		1		2
Soccer	1		1		1		1		2
Softball	1		1		1	1	1	1	3
Swimming & Diving	1		1		1		1		2
Tennis	1		1			2		2	3
Track & Field & Cross Country		8	3	5		3		3	11
Volleyball		1		1	1	1	2		3
Totals for Women's Teams	6	10	9	7	7	8	9	6	31

**Idaho State University Gender Equity Narrative
February 2019**

The Idaho State University Department of Athletics is committed to providing quality opportunities and experiences to all student-athletes, and in doing so will comply with Title IX of the Education Amendments of 1972. As the Board is aware, President Kevin Satterlee made a change in leadership in the Department of Athletics in August 2018. Since that time, in partnership with the President, the Department of Athletics has placed a high priority on identifying concerns and generally addressing Gender Equity in our program.

In order to best inform the steps and resources necessary to support this commitment, the Office of the President requested that General Counsel hire a qualified consulting firm to complete a comprehensive review of the department of athletics-related to Title IX. General Counsel retained Athletic Staffing Consultants (ASC) which conducted a full review of 13 program areas under Title IX. ASC collected information from coaches, administrative staff and student-athletes via surveys. They requested and were provided with data, including but not limited to budgets, revenue and expense reports, squad lists, travel records, equipment orders, scholarship information, and policies and procedures. Finally, they spent three days on the campus of Idaho State University conducting personal interviews, touring facilities and requesting additional information to complete their review.

In addition to utilizing the outcomes of the review, the Department of Athletics has been working to evaluate gender equity status and address issues when readily apparent. The Interim Director of Athletics, Faculty Athletics Representative, University Business Officer assigned to Athletics, and Chief Compliance Officer are developing a new Five Year Plan for Gender Equity to address gender equity issues and present a path to demonstrated expansion of opportunities for women.

Prong I of Title IX - Participation Proportionate to Enrollment

The 2017-18 FTE at ISU included 2,869 men and 3,350 women, or 46.1% male and 53.9% female. Total participation in intercollegiate athletics at ISU included 192 opportunities for men and 191 opportunities for women, equating to proportions of 50% and 50%. We fall below the exact proportion of equity by 3.9%. Idaho State University has the goal to achieve equity within the generally accepted standard range of 1% of the ideal. The Five Year Plan for Gender Equity will address this deficiency.

The 2018-2019 EADA report of the current year's participation numbers also reflect some inequity. Again, the Five Year Gender Equity Plan will include strategies to address this inequity in the proper manner over time. This strategy may include some limit to the number which may be carried on the football roster, however, that measure alone is not a long term solution.

Prong II of Title IX - History and Continuing Practice of Program Expansion for the Underrepresented Sex

ISU currently offers 15 teams, six teams for men and nine teams for women. Participation opportunities have not increased in more than 5 years (Title IX definition of history of expansion.)

The last NCAA Gender Equity Certification Report was issued in 2010, and subsequently a Gender Equity Plan was presented to the President in 2012. That plan called for the expansion of women's participation opportunities. However, that plan was not implemented. The Gender Equity Committee has not been active since 2013. At this time, the Department of Athletics is developing an updated plan and will appoint a new Gender Equity Committee to support the ongoing review and implementation of effective measures to advance toward the plan objectives. It is apparent that ISU must immediately begin to demonstrate progress toward expansion, with the goal of adding a women's sport in the near future.

Prong III of Title IX - Full and Effective Accommodation of the Interests/Abilities of Underrepresented Sex

The determination of whether women are fully and effectively accommodated by the present program includes determining whether there is sufficient interest and ability among women for a viable team not currently offered in the intercollegiate program. No expressed interest nor request has been received by the Interim Athletic Director, and no records exist from the previous Athletic Director indicating anyone expressed interest or made such requests.

Currently, the Department of Athletics has coordinated efforts with the FAR and the Athletics Advisory Board (AAB) to conduct interest surveys and gather data regarding the level of interest and ability with regard to potential womens sport additions. The surveys have targeted all current full-time students at Idaho State University.

Financial Aid

Each ISU female sport is funded to the NCAA maximum level of scholarships, while limits are imposed internally on men's tennis, track & field and cross country. In 2017-2018 a fundamentally equal amount of athletic financial aid was distributed to male and female student athletes, with \$2,270,000 distributed to men and \$2,265,000 distributed to women. Due to regular fluctuations in rosters attributed to early graduations, transfers, or recruiting gaps, four womens sports did not utilize their full scholarship allocation. Women's softball utilized 9.85/12, women's soccer 11.56/14, women's track 15.94/18 and women's volleyball 10.47/12.

Efforts will be made to ensure the NCAA maximums are awarded in all women's sports in the future, which will improve the proportion of financial aid to a figure exceeding the current 50% awarded to female student-athletes. Further, a policy will be implemented which prevents unutilized scholarship funds within a program from being spent to fund other areas of that program, eliminating an unintended incentive to "save" scholarship funds in order to supplement other budgetary needs.

Equitable Treatment and Quality of Experience Within Programs

Providing a quality experience and appropriate support to ALL student athletes is the top priority of the Department of Athletics. We are achieving an equally high quality experience for men and women in many areas, and falling short in others. As the budget process is currently underway, we are working

to reallocate resources to address areas which are not equitable at the current time, as well as working to increase revenue to supplement budget lines which do not currently support the suitable level of equity. In addition, we are developing policies and procedures to eliminate systems which have been, albeit unintentionally, creating inequities.

A number of measures have been taken since September 2018 to begin to address inequities, including the following:

- Addressing the lack of a suitable facility for outdoor track & field and women's soccer by properly advancing and funding the renovation of Davis Field.
- Reallocation of Adidas promotional account funding to purchase additional gear for track & field, cross country, and tennis.
- The addition of a Career Path Intern to serve as assistant equipment room manager and increase the level of service to women's sports.
- A reallocation of budget resources for travel, when needed, to meet standards for lodging during travel to competition.
- A change in policy to ensure 5th year scholarships extend to the spring semester for student-athletes whose competition season concludes in the fall.
- Allocation of AASP grant funds to provide summer scholarships equal to those provided from the FAT Football Endowment to women's fall sports.
- The addition of a second assistant to women's soccer, which may take the form of a part-time employee or a graduate assistant, TBD prior to end of spring semester.
- Installing a press set for Reed Gymnasium which is equivalent in size and quality to the set utilized in Holt Arena.
- Advancing a proposal to a corporate partner to fund an assistant strength and conditioning coach, two additional athletic trainers, and a renovation of space related to athletic training, fueling stations, and team meeting space.
- Requesting, and the student body is supporting, a \$10 student fee increase to include significant support to address gender equity needs.
- Retaining Janet Judge to complete Title IX training sessions with all coaches and Athletic Department staff prior to the beginning of the Fall 2019 semester.

It is the goal of the Idaho State University Department of Athletics to continue to advance in our level of compliance with Title IX, and to continually demonstrate great strides toward equity among programs. The overall vision is to support not only equitable experiences among programs, but to become a model for excellence in the quality of experience provided across all programs.

**Idaho State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2017 through June 30, 2018**

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	2,869	46.1%
Female Students	3,350	53.9%
Totals	6,219	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$ 2,270,122	50%	\$ 125,324
Women's Teams	2,265,655	50%	85,278
Totals for All Teams	\$ 4,535,777	100%	\$ 210,602

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	19	15	34				
Football	92		92	6		2	
Golf		10	10				
Soccer		28	28				
Softball		20	20				
Tennis	8	9	17				
Track & Field (Indoor)	34	38	72	33	37	11	18
Track & Field (Outdoor)	28	37	65	28	37	11	18
Cross Country	11	19	30	10	18	9	18
Volleyball		15	15				
Total Participants	192	191	383	77	92	33	54
Percentage of Total	50%	50%	100%				
Unduplicated Count	141	132	273				

**Idaho State University
Equity in Athletics Disclosure Act (EADA) Report**

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$1,246,443	\$ 699,561	\$ 1,946,004	\$1,291,300	\$1,156,506	\$ 2,447,806	\$ (44,857)	\$ (456,945)	\$ (501,802)
Football	2,362,123		2,362,123	3,256,625		3,256,625	(894,502)		(894,502)
Golf		57,038	57,038		185,143	185,143		(128,105)	(128,105)
Soccer		553,809	553,809		788,375	788,375		(234,566)	(234,566)
Softball		619,476	619,476		625,701	625,701		(6,225)	(6,225)
Tennis	145,625	173,231	318,856	232,952	335,239	568,191	(87,327)	(162,008)	(249,335)
Track & Field & Cross Country	282,909	385,258	668,167	482,096	710,847	1,192,943	(199,187)	(325,589)	(524,776)
Volleyball		305,047	305,047		599,886	599,886		(294,839)	(294,839)
Totals for All Teams	\$4,037,100	\$2,793,420	\$ 6,830,520	\$5,262,973	\$4,401,697	\$ 9,664,670	(\$1,225,873)	(\$1,608,277)	(\$2,834,150)
Not Allocated by Gender/Sport			5,901,463			3,432,794			2,468,669
Grand Totals for Athletics			\$12,731,983			\$13,097,464			\$ (365,481)
Totals for All Sports Except Football & Basketball	\$428,534	\$2,093,859	\$2,522,393	\$715,048	\$3,245,191	\$3,960,239	(\$286,514)	(\$1,151,332)	(\$1,437,846)

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 350,060	\$ 281,577	\$ 631,637	19	15	34	\$ 18,424	\$ 18,772	\$ 18,578
Football	598,292		598,292	92		92	6,503		6,503
Golf		57,182	57,182		10	10		5,718	5,718
Soccer		152,821	152,821		28	28		5,458	5,458
Softball		112,378	112,378		20	20		5,619	5,619
Tennis	41,503	46,278	87,781	8	9	17	5,188	5,142	5,164
Track & Field & Cross Country	89,324	88,638	177,962	73	94	167	1,224	943	1,066
Volleyball		125,120	125,120		15	15		8,341	8,341
Totals for All Teams	\$1,079,179	\$863,994	\$1,943,173	192	191	383	\$5,621	\$4,524	\$5,074
Totals for All Sports Except Football & Basketball	\$ 130,827	\$ 582,417	\$ 713,244	81	176	257	\$ 1,615	\$ 3,309	\$ 2,775

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$ 64,876	\$ 50,884	\$ 38,116	\$ 24,199
Number of Head Coaches Used to Calculate Average	5	8	15	12
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$ 90,382	\$ 66,017	\$ 44,230	\$ 34,435
Full-Time Equivalent (FTEs) Used to Calculate Average	3.59	6.17	12.93	8.43

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball		1	1						1
Football		1	1						1
Tennis		1		1					1
Track & Field & Cross Country		1	1			1	1		2
Totals for Men's Teams	0	4	3	1	0	1	1	0	5
Women's Varsity Teams									
Basketball		1	1						1
Golf		1		1					1
Soccer					1		1		1
Softball					1		1		1
Tennis						1		1	1
Track & Field & Cross Country		1	1			1	1		2
Volleyball		1	1						1
Totals for Women's Teams	0	4	3	1	2	2	3	1	8

**Idaho State University
Equity in Athletics Disclosure Act (EADA) Report**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3		3						3
Football	8	1	8	1					9
Tennis									0
Track & Field & Cross Country		3	1	2		1		1	4
Totals for Men's Teams	11	4	12	3	0	1	0	1	16
Women's Varsity Teams									
Basketball	2		2		1		1		3
Golf						1		1	1
Soccer	1	1	1	1	1		1		3
Softball					1		1		1
Tennis						1		1	1
Track & Field & Cross Country		3	1	2		1		1	4
Volleyball					1	1	1	1	2
Totals for Women's Teams	3	4	4	3	4	4	4	4	15

University of Idaho Gender Equity Narrative

The University of Idaho conducts gender equity assessments that include interviews with all head coaches and student-athletes. The results of these conversations have produced resource reallocation and adjustments to specific sports budgets. Gender equity issues are taken seriously by the Department of Athletics and the University of Idaho.

I. Participation Opportunities

For 2017-18, undergraduate enrollment was 52.3% male and student-athlete participation was 55.0% male. This resulted in a 2.7% differential with females being the under-represented gender.

For 2018-19 the University of Idaho is working toward compliance with the participation opportunity prong of gender equity. Current UI undergraduate enrollment is 51.9% male and student-athlete participation is 53.9% male. This results in a 2.0% differential with females being the under-represented gender. Assuming a consistent enrollment differential and with continued dedication to providing participation opportunities for men and women, the University of Idaho anticipates compliance with gender equity guidelines.

II. Financial Aid

In 2017-18 the number of unduplicated males represented 55.8% of total unduplicated participants with 177 males and 140 females participating. The scholarship amounts awarded to males and females were \$3,757,247 and \$2,469,944 representing 60.3% and 39.7%, respectively. When the unduplicated participant ratio is compared to the financial aid awarded ratio it resulted in a 4.5% variance.

For 2018-19, the University is made substantial progress due in large part to the lower FCS football scholarship limits. The department continues to study the factors involved and is committed to achieving compliance. The number of unduplicated males represents 54.8% of total unduplicated participants with 171 males and 141 females participating. The estimated scholarship amounts awarded to males and females are \$3,437,451 and \$2,623,484 representing 56.7% and 43.3% respectively. When the unduplicated participant ratio is compared to the financial aid awarded ratio it results in a 1.9% variance. This variance can be brought into compliance by effecting the unduplicated participant ratio, the financial aid totals ratio, or a combination of the two.

We will try to maintain the number of male student-athletes while slightly increasing the number female student-athletes. This will bring the variance closer to compliance. At this time we encourage coaches in our women's programs to fully allocate all of their available scholarships. This will also close the variance, and, when coupled with our participant efforts will bring us within +/- 1%.

III. Equal Treatment within Programs

The Gender Equity Committee continues to work on the self-studies for the Athletic Department. The departure and re-staffing of the Senior Woman Administrator and the Director of Compliance positions has slowed this process. Despite the challenges with staff turnover, the department continues to make improvements in this area. Planning for a new basketball arena has included both men's and women's programs to ensure equitable program needs are incorporated. Upon completion of a new arena, volleyball will become the sole athletic department occupant of Memorial Gym which will ensure better practice times and access. Representatives on the gender equity committee consist of the Faculty Athletic Representative, University Title IX Coordinator, Senior Woman Administrator, Faculty Representative and Coaching Representative. Interviews have not revealed any serious deficiencies.

IV. Conclusion

The University of Idaho dedicates significant resources toward gender equity compliance, but the SBOE approved gender equity funding is significantly less than gender equity obligations. The University of Idaho will continue to meet Title IX Prong One compliance, through roster management. In an effort to meet Title IX Prong Two compliance, we will monitor rosters and encourage the use of all available scholarships in our women's programs.

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2017 through June 30, 2018

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,737	52%
Female Students	3,407	48%
Totals	7,144	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$3,757,247	60%	\$274,239
Women's Teams	2,469,944	40%	166,437
Totals for All Teams	\$6,227,191	100%	\$440,676

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	16	14	30				
Football	111		111	1			
Golf	8	7	15				
Soccer		28	28				
Swimming & Diving		34	34				
Tennis	9	8	17				
Track & Field (Indoor)	33	31	64	33	31	12	11
Track & Field (Outdoor)	32	31	63	32	31	12	11
Cross Country	13	11	24	12	11	12	11
Volleyball		18	18				
Total Participants	222	182	404	78	73	36	33
Percentage of Total	55.0%	45.0%	100%				
Unduplicated Count	177	140	317				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 1,716,084	\$ 1,258,438	\$ 2,974,522	\$ 1,716,084	\$ 1,258,438	\$ 2,974,522	\$ -	\$ -	\$ -
Football	6,535,395		6,535,395	6,535,395		6,535,395	-		-
Golf	286,111	391,365	677,476	286,111	391,365	677,476	-	-	-
Soccer		838,602	838,602		838,602	838,602		-	-
Swimming & Diving		736,065	736,065		736,065	736,065		-	-
Tennis	305,807	383,645	689,452	305,807	383,645	689,452	-	-	-
Track & Field & Cross Country	605,453	672,753	1,278,206	605,453	615,974	1,221,427	-	56,779	56,779
Volleyball		886,995	886,995		886,995	886,995		-	-
Totals for All Teams	\$ 9,448,850	\$ 5,167,863	\$ 14,616,713	\$ 9,448,850	\$ 5,111,084	\$ 14,559,934	\$ -	\$ 56,779	\$ 56,779
Not Allocated by Gender/Sport			4,962,442			5,019,221			(56,779)
Grand Totals for Athletics			\$ 19,579,155			\$ 19,579,155			\$ -
Totals for All Sports Except Football & Basketball	\$ 1,197,371	\$ 3,909,425	\$ 5,106,796	\$ 1,197,371	\$ 3,852,646	\$ 5,050,017	\$ -	\$ 56,779	\$ 56,779

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 485,103	\$ 394,727	\$ 879,830	16	14	30	\$ 30,319	\$ 28,195	\$ 29,328
Football	1,769,518		1,769,518	111		111	15,942		15,942
Golf	92,887	99,492	192,379	8	7	15	11,611	14,213	12,825
Soccer		231,122	231,122		28	28		8,254	8,254
Swimming & Diving		149,297	149,297		34	34		4,391	4,391
Tennis	96,460	89,963	186,423	9	8	17	10,718	11,245	10,966
Track & Field & Cross Country	102,282	99,817	202,099	78	73	151	1,311	1,367	1,338
Volleyball		200,758	200,758		18	18		11,153	11,153
Totals for All Teams	\$ 2,546,250	\$ 1,265,176	\$ 3,811,426	222	182	404	\$ 11,470	\$ 6,952	\$ 9,434
Totals for All Sports Except Football & Basketball	\$291,629	\$870,449	\$1,162,078	95	168	263	\$3,070	\$5,181	\$4,419

**University of Idaho
Equity in Athletics Disclosure Act (EADA) Report**

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$118,210	\$68,200	\$64,800	\$28,255
Number of Head Coaches Used to Calculate Average	5	7	16	11
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$131,344	\$73,446	\$74,501	\$38,850
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	6.50	13.92	8.00

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part-Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part-Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	4	1	5	0	0	0	0	0	5
Women's Varsity Teams									
Basketball	1		1						1
Golf					1		1		1
Soccer	1		1						1
Swimming & Diving	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball					1		1		1
Totals for Women's Teams	4	1	5	0	2	0	2	0	7

**University of Idaho
Equity in Athletics Disclosure Act (EADA) Report**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3		3						3
Football	9	5	9	5					14
Golf		1		1					1
Tennis									0
Track & Field & Cross Country		3	2	1		4	1	3	7
Totals for Men's Teams	12	9	14	7	0	4	1	3	25
Women's Varsity Teams									
Basketball		1		1	2	1	2	1	4
Golf						1		1	1
Soccer	1		1			2		2	3
Swimming & Diving	1		1			2		2	3
Tennis									0
Track & Field & Cross Country		3	2	1		4	1	3	7
Volleyball	1	1	1	1	1		1		3
Totals for Women's Teams	3	5	5	3	3	10	4	9	21

Gender Equity – Narrative Lewis-Clark State College

I. Participation Opportunities: Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

A. Proportionate to enrollment

In FY18, athletic participation was 57% male to 43% female. LCSC's fulltime undergraduate enrollment in FY18 was 39% male and 61% female. This results in a 17% overrepresentation of male student-athletes. LCSC has drafted, and is in the process of routing approvals for a 2-part Title IX Compliance Plan: Part 1 involves maximizing current women's sport roster capacities; with a plan to initiate expansion fall 2019, and achieve participation goals by 2022. In order to achieve these roster goals, coaching personnel, operating budgets and student-athlete scholarship dollars need to be increased. Part 2 involves the addition of women's soccer.

B. Demonstrate continuing program expansion

As noted, Part 2 of the LCSC Title IX Compliance Plan involves the addition of a women's sport. In 2010 LCSC engaged a sport-interest inquiry to determine which women's sport addition would have the greatest likelihood of success. Through that process it was determined that women's soccer should be LCSC's next sport addition consideration. This determination was based on: (a) National and NAIA women's sport growth trends; (b) local/regional women's sport participation interests as reflected by high school sport participation (Special attention was paid to local/regional high schools with the highest relative numbers of LCSC enrollment); (c) potential regional/conference competition opportunities; and (d) facilities needs and accessibility.

C. Fully accommodate the interest and abilities of the underrepresented gender

Relative to Title IX compliance, given LCSC's athletics history and tradition, prong 1 of the 3-prong interest and abilities Title IX compliance assessment category is the focus of this proposal. Part 1 emphasizes growth in women's sports participation while holding men's sport participation constant. This results in a net gain of 24 women's sport participants, which translates to 45% women's sport participation (this proposal suggests a 3- to 5-year implementation timeline). Part 2 includes the addition of women's soccer. The initial roster size is estimated at 20 participants, with a potential to grow to 28 participants within 3 years of sport launch. This sport addition would translate to 50% - 52% women's sport participation. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?).

II. Financial Aid: The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is currently tilted toward females. Athletic student aid totals (allocation of actual resources in FY18) were 53% to males and 47% to females in comparison to the unduplicated participation rate of 58% males to 42% females. This results in a 5% proportional advantage for females. The recruitment efforts identified in the previous section will assist in progressing towards compliance.

III. Equal Treatment of Programs: The benefits, opportunities, and treatments afforded sports participants are equivalent. LCSC is compliant with the Equal Treatment of Programs requirement of Title IX. The LCSC Athletics Department is finalizing and will adopt an

intercollegiate athletics manual, with standardized policies and procedures that will help ensure ongoing compliance in this area.

The Executive Summary of LCSC’s Title IX compliance plan appears below. The plan will move forward pending approval of funds generated over time through tuition increases.

LCSC ATHLETICS TITLE IX COMPLIANCE PLAN EXECUTIVE SUMMARY

Lewis-Clark State College (LCSC) is affiliated with the National Association for Intercollegiate Athletics (NAIA) and a member of the Frontier Conference. The role and mission of the NAIA is to “...position member institutions to maximize “return on athletics” (e.g., enrollment, retention, student-athlete success, etc.) and optimize the student-athlete experience.” Within this framework the Conference mission emphasizes “promoting academic & athletic excellence.” The key in both instances is word order emphasizing *student* over *athlete* and *academic* over *athletic*. LCSC’s athletic affiliations (NAIA and Conference) align with and support its educational mission, emphasizing opportunity, success and partnerships to “...prepare students to become successful leaders, engaged citizens, and lifelong learners” (LCSC Mission Statement).

A review of EADA data and reports reveals that Lewis-Clark State College (LCSC) needs to address issues of equity associated with athletic participation/Title IX compliance (See Table 1). This proposal outlines a 2-part plan and the funding needed to implement it.

Table 1: Title IX/Athletics & LCSC - EADA Report most recent 2 years

2017-2018 EADA report: #/%				2016-2017 EADA report: #/%			
Enrollment		Student-Athlete Participants		Enrollment		Student-Athlete Participants	
<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
862/39%	1337/61%	157/57%	120/43%	914/40%	1349/60%	162/58%	118/42%

Part 1 involves maximizing current women’s sport roster capacities over a 3-year implementation timeline. Currently, LCSC Athletics is supported at just over a million dollars/year through appropriated/institutional funds. **The additional funding needed to support Part 1 of the plan is \$1,454,430.** Page 4 details budget categories (personnel, operating and scholarships) and calculations associated with the funding gap determination.

Part 1: Rationale Key-Points

- Approximately 40% of LCSC athletics' operating expense budget (i.e., "bread & butter/meat & potatoes" (e.g. travel, equipment, supplies, etc.) needs are dependent upon fundraising. This is not an athletics budget-model norm, places LCSC at a distinct disadvantage in terms of community resources and broader/College fundraising efforts, and makes the notion of adding sports (i.e., one more horse lined up to drink from an already limited trough) untenable.
- Historically LCSC has not been party to appropriated allocations/caps specific to gender equity (funding options in place in Idaho's other 4-year schools for over a decade).
- LCSC boasts the highest relative enrollment percentage of student-athletes and Idaho resident student-athletes of Idaho's 4-year schools (data derived from EADA reports).

School	% of Student Athletes	% of Student-Athletes from Idaho
LCSC	12.4	32.20
UI	5.7	17.26
ISU	5.5	29.77
BSU	4.2	14.10

Part 2 involves the addition of a women's sport. Funding needed to add women's soccer includes one-time monies (facilities renovation and equipment = 2.3-2.7 million \$), and **ongoing/appropriated monies of \$451,601: personnel, operating expenses and scholarships.** Details appear on page 4.

Summary

Relative to Title IX compliance, given LCSC's athletics history and tradition, prong 1 of the 3-prong interest and abilities Title IX compliance assessment category is the focus of this proposal. Part 1 emphasizes growth in women's sports participation while holding men's sport participation constant. **This results in a net gain of 24 women's sport participants, which translates to 45% women's sport participation (this proposal suggests a 3- to 5-year implementation timeline).** Part 2 includes the addition of women's soccer. The initial roster size is estimated at 20 participants, with a potential to grow to 28 participants within 3 years of sport launch. This sport addition would translate to 50% - 52% women's sport participation. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?).

Total Costs:

Compliance Plan Part 1 Maximizing Roster Capacities (ongoing new funds)

Operating/Equity – appropriated/institutional funds

Personnel \$326,978

Operating \$131,064

Scholarships \$996,388

\$ needed Compliance Plan Part 1 (ongoing) \$1,454,430

Compliance Plan Part 2 Women’s Sport Addition – Soccer

One-time Start-up Costs

Est. Facilities* \$1,800,000 - 2,200,000

Est. Facilities Equipment \$500,000

\$2,300,000 – 2,700,000

Sport addition (ongoing)

Personnel, Operating, Scholarships \$451,601

*Ongoing facilities/maintenance costs have not been estimated at this time

SBOE Policy - Athletics Budget Limit parameters

\$2.7-3.2* Million

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2017 through June 30, 2018

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	862	39%
Female Students	1,337	61%
Totals	2,199	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$1,013,718	53.04%	\$6,175
Women's Teams	897,407	46.96%	5,944
Totals for All Teams	\$1,911,125	100%	\$12,119

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	40		40				
Basketball	15	12	27				
Golf	9	6	15				
Tennis	12	14	26				
Track & Field (Indoor)	32	29	61	31	26	14	12
Track & Field (Outdoor)	32	27	59	30	27	14	12
Cross Country	17	15	32	14	13	14	12
Volleyball		17	17				
Total Participants	157	120	277	75	66	42	36
Percentage of Total	57%	43%	100%				
Unduplicated Count	111	81	192				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	\$895,658		\$895,658	\$895,658		\$895,658	\$0		\$0
Basketball	390,352	405,039	795,391	390,352	405,039	795,391	0	0	0
Golf	135,313	141,575	276,888	135,313	141,575	276,888	0	0	0
Tennis	121,856	145,923	267,779	121,856	145,923	267,779	0	0	0
Track & Field (Indoor)	37,934	70,517	108,451	37,934	70,517	108,451	0	0	0
Track & Field (Outdoor)	70,448	130,961	201,409	70,448	130,961	201,409	0	0	0
Cross Country	147,297	170,978	318,275	147,297	170,978	318,275	0	0	0
Volleyball		387,172	387,172		387,172	387,172		0	0
Totals for All Teams	\$1,798,858	\$1,452,165	\$3,251,023	\$1,798,858	\$1,452,165	\$3,251,023	\$0	\$0	\$0
Not Allocated by Gender/Sport			686,071			663,835			22,236
Grand Totals for Athletics	\$1,798,858	\$1,452,165	\$3,937,094	\$1,798,858	\$1,452,165	\$3,914,858	\$0	\$0	\$22,236
Totals for All Sports Except Baseball & Basketball	\$512,848	\$1,047,126	\$1,559,974	\$512,848	\$1,047,126	\$1,559,974	\$0	\$0	\$0

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	\$92,224		\$92,224	40		40	\$2,306		\$2,306
Basketball	63,422	74,762	138,184	15	12	27	4,228	\$6,230	5,118
Golf	22,090	21,901	43,991	9	6	15	2,454	3,650	2,933
Tennis	21,930	22,498	44,428	12	14	26	1,828	1,607	1,709
Track & Field (Indoor)	12,759	9,272	22,031	32	29	61	399	320	361
Track & Field (Outdoor)	19,138	17,220	36,358	32	27	59	598	638	616
Cross Country	22,421	31,049	53,470	17	15	32	1,319	2,070	1,671
Volleyball		69,664	69,664		17	17		4,098	4,098
Totals for All Teams	\$253,984	\$246,366	\$500,350	157	120	277	\$1,618	\$2,053	\$1,806
Totals for All Sports Except Baseball & Basketball	\$98,338	\$171,604	\$269,942	102	108	210	\$964	\$1,589	\$1,285

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$27,406	\$22,641	\$9,366	\$3,408
Number of Head Coaches Used to Calculate Average	7	7	13	12
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$66,381	\$54,840	\$43,330	\$37,867
Full-Time Equivalents (FTEs) Used to Calculate Average	2.89	2.89	2.81	1.08

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Baseball	1		1						1
Basketball	1		1						1
Golf		1		1					1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Totals for Men's Teams	2	5	6	1	0	0	0	0	7
Women's Varsity Teams									
Basketball	1		1						1
Golf		1		1					1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Volleyball					1		1		1
Totals for Women's Teams	1	5	5	1	1	0	1	0	7

**Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Baseball	2		2						2
Basketball		1		1					1
Golf		2		2					2
Tennis						1		1	1
Track & Field (Indoor)		3	1	2					3
Track & Field (Outdoor)		3	1	2					3
Cross Country		1	1						1
Totals for Men's Teams	2	10	5	7	0	1	0	1	13
Women's Varsity Teams									
Basketball						1		1	1
Golf		2		2					2
Tennis						1		1	1
Track & Field (Indoor)		3	1	2					3
Track & Field (Outdoor)		3	1	2					3
Cross Country		1	1						1
Volleyball						1		1	1
Totals for Women's Teams	0	9	3	6	0	3	0	3	12

Proposal to Use \$125K

This proposal examines the difference between the FY 19 budget, and the actual amount identified in the zero based budget as the need.
 From there, a proportional amount was provided based on the amount allocated to each category.

GEAR -7375

Amount to Allocate to this category **37,500.00**

Sport	Total
Golf	3,848.37
Soccer	6,670.92
Softball	9,064.12
Tennis	3,449.11
Track/CC	9,688.28
Volleyball	4,779.20
	37,500.00

Aspirational Budget	% of total funds needed	Proportionate Amount
16,000.00	10%	3,848.37
27,735.00	18%	6,670.92
37,685.00	24%	9,064.12
14,340.00	9%	3,449.11
40,280.00	26%	9,688.28
19,870.00	13%	4,779.20
155,910.00	100%	37,500.00

Team Travel - 7830

Amount to Allocate to this category **50,000.00**

Sport	Total
Golf	3,236.30
Soccer	8,695.19
Softball	11,735.39
Tennis	3,875.57
Track/CC	16,632.20
Volleyball	5,825.35
	50,000.00

Aspirational Budget	% of total funds needed	Proportionate Amount
40,500.00	6%	3,236.30
108,814.00	17%	8,695.19
146,860.00	23%	11,735.39
48,500.00	8%	3,875.57
208,140.00	33%	16,632.20
72,900.00	12%	5,825.35
625,714.00	100%	50,000.00

Recruiting - 7820

Amount to Allocate to this category **37,500.00**

Sport	Total
Golf	3,384.80
Soccer	8,907.36
Softball	6,680.52
Tennis	3,384.80
Track/CC	8,462.00
Volleyball	6,680.52
	37,500.00

Aspirational Budget	% of total funds needed	Proportionate Amount
4,560.00	9%	3,384.80
12,000.00	24%	8,907.36
9,000.00	18%	6,680.52
4,560.00	9%	3,384.80
11,400.00	23%	8,462.00
9,000.00	18%	6,680.52
50,520.00	100%	37,500.00

Attachment 1: Lewis-Clark State College Title IX Personnel - Coaching Part I

Coaching Position	Current 18-19 Salaries & Fringe				Funding Source (Salary & Fringe)			Proposed Salaries, Fringe, & FTE						Appropriated Funding Request (Gap)	
	FTE	Sport Salaries/position	Fringe	Salary & Fringe	Approp \$/% Coaching	Approp \$/% "other"	\$/% Fundraising	FTE	Salary Approp \$	Approp Fringe	Total Approp Salary & Fringe	Other Funding, Non-Athletic Approp \$	"Other" Salary Only	Salary	Salary & Fringe
Baseball HC	1.00	\$ 70,000	\$ 26,287	\$ 96,287	\$96,287	\$0	\$0	1.00	\$ 70,000	\$ 26,287	\$ 96,287			\$ -	\$ -
Baseball Asst Coach	1.00	\$ 50,653	\$ 22,242	\$ 72,895	\$72,895	\$0	\$0	1.00	\$ 50,653	\$ 22,242	\$ 72,895			\$ -	\$ -
Baseball Asst Coach	1.00	\$ 39,803	\$ 19,973	\$ 59,776	\$59,776	\$0	\$0	1.00	\$ 39,803	\$ 19,973	\$ 59,776			\$ -	\$ -
Men's BB HC	1.00	\$ 56,980	\$ 23,565	\$ 80,545	\$80,545	\$0	\$0	1.00	\$ 56,980	\$ 23,565	\$ 80,545			\$ -	\$ -
Men's BB Asst Coach	0.00	\$ -	\$ -	\$ -	\$0	\$0	\$0	1.00	\$ 40,000	\$ 20,014	\$ 60,014	\$ 30,007		\$ 20,000	\$ 30,007
Women's BB HC	1.00	\$ 59,498	\$ 24,091	\$ 83,589	\$83,589	\$0	\$0	1.00	\$ 59,498	\$ 24,091	\$ 83,589			\$ -	\$ -
Women's BB Asst Coach	0.00	\$ 30,000	\$ 17,923	\$ 47,923	\$0	\$20,000	\$10,000	1.00	\$ 40,000	\$ 20,014	\$ 60,014	\$ 30,007		\$ 20,000	\$ 30,007
XC & Track W/M HC	1.00	\$ 57,165	\$ 23,603	\$ 80,768	\$80,768	\$0	\$0	1.00	\$ 57,165	\$ 23,603	\$ 80,768			\$ -	\$ -
XC & Track W/M Asst Coach	1.00	\$ 40,125	\$ 20,040	\$ 60,165	\$40,125	\$0	\$0	1.00	\$ 40,125	\$ 20,040	\$ 60,165			\$ -	\$ -
XC & Track W/M Asst Coach	0.00	\$ -	\$ -	\$ -	\$0			1.00	\$ 38,085	\$ 19,614	\$ 57,699			\$ 38,085	\$ 57,699
Golf W/M HC	0.50	\$ 20,000	\$ 15,832	\$ 35,832	\$27,232		\$8,600	1.00	\$ 40,000	\$ 20,014	\$ 60,014			\$ 24,800	\$ 32,782
Golf W/M Asst Coach	0.00	\$ 7,000	\$ 1,464	\$ 8,464	\$0	\$0	\$7,000	1.00	\$ 38,085	\$ 19,614	\$ 57,698			\$ 38,085	\$ 57,698
Tennis W/M HC	0.28	\$ 16,337	\$ 6,678	\$ 23,015	\$23,015	\$0	\$0	0.63	\$ 36,758	\$ 15,026	\$ 51,784			\$ 20,421	\$ 28,769
Tennis W/M Asst Coach	0.00	\$ -	\$ -	\$ -	\$0	\$0	\$0	0.52	\$ 19,804	\$ 10,199	\$ 30,003	\$ 30,127	\$ 18,281	\$ 19,804	\$ 30,003
Women's Volleyball HC	1.00	\$ 50,000	\$ 22,105	\$ 72,105	\$72,105	\$0	\$0	1.00	\$ 50,000	\$ 22,105	\$ 72,105			\$ -	\$ -
VB Asst Coach	0.00	\$ 7,000	\$ 1,464	\$ 8,464	\$0	\$7,000		1.00	\$ 40,000	\$ 20,014	\$ 60,014			\$ 40,000	\$ 60,014
Total	8.78	\$ 504,561	\$ 225,266	\$ 729,827	\$636,336	\$27,000	\$25,600	15.15	\$ 716,956	\$ 326,413	\$ 1,043,369	\$ 90,141		\$ 221,195	\$ 326,978

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

SUBJECT

FY 2020 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2019)

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 2019 Legislature has passed and the Governor has signed the appropriation bills for most of the agencies and institutions of the Board.

The table on Tab 7 page 2 lists the FY 2020 appropriations related to the State Board of Education.

IMPACT

Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho’s citizens.

ATTACHMENTS

Attachment 1 – FY 2020 Appropriations List

STAFF COMMENTS

Staff comments and recommendations are included for each specific institution and agency allocation.

BOARD ACTION

Motions for the allocations for College and Universities, Community Colleges, and Career Technical Education are found on each specific institution and agency allocation.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019**

ATTACHMENT 1

**State Board of Education
FY 2020 Appropriations to Institutions and Agencies**

	General Fund	% Δ From FY 2019	Total Fund
<u>Allocations</u>			
College and Universities	\$306,026,000	3.5%	\$304,295,400
Community Colleges	47,751,800	3.5%	48,606,800
Career Technical Education	68,455,500	3.1%	78,760,200
<u>Agencies</u>			
Agricultural Research & Extension Service	32,530,700	3.9%	32,530,700
Health Education Programs	21,296,700	13.8%	21,625,700
Special Programs	19,500,000	1.3%	32,025,000
Office of the State Board of Education	Pending		Pending
Idaho Public Television	2,925,200	13.1%)	9,601,100
Division of Vocational Rehabilitation	8,874,000	2.6%	28,755,400
State Department of Education (Superintendent of Public Instruction)	15,490,600	3.9%	40,514,800

Statewide Issues

Permanent Building Fund Advisory Committee Recommendations:

Only Alteration and Repair projects were recommended.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

SUBJECT

FY 2020 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.S.
House Bill 267 (2019)

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 Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects.; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board.

This action allocates the FY 2020 College and Universities appropriation to the institutions for general education programs and system-wide needs. These funds, allocated along with revenue generated from potential fee increases, will establish the funding for the general education programs for FY 2020. The allocation for FY 2020 is shown on Tab 7a Attachment 1. The FY 2020 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):

• Increases in variable benefit costs	\$62,700
• 3% ongoing Change in Employee Compensation (CEC)	6,565,400
• Compensation Schedule Changes	9,100
• Statewide cost allocation	106,200
• Enrollment Workload Adjustment (EWA)	3,685,800

Line Items:

• Occupancy costs	
Boise State University	683,700
Idaho State University	94,400
University of Idaho	109,700
• Open Education Resource	50,000
• Dual Enrollment System	<u>150,000</u>
Total General Fund increase over Base	\$11,517,000

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

ATTACHMENTS

- Attachment 1 - C&U FY 2019 Appropriation Allocation
- Attachment 2 - Statement of Purpose/Fiscal Note
- Attachment 3 - Appropriation Bill (H267)

STAFF COMMENTS

Staff recommends approval of the FY 2020 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2020 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 7a, Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho 4-year Institutions FY 2020 Appropriation Allocation - HB 267 21-Mar-19

	BSU	ISU	UI	LCSC	Systemwide	Total
1 FY 19 Total Appropriation						
2 General Funds	99,811,800	79,822,400	92,726,900	17,186,300	6,215,800	295,763,200
3 Economic Recovery Funds	-	-	-	-	-	-
4 Millennium Funds	-	-	-	-	-	-
5 Endowment Funds	-	3,749,000	10,498,800	2,205,000	-	16,452,800
6 Student Fees	144,156,000	147,969,200	100,479,300	34,430,200	-	427,034,700
7 Total FY19 Total Appropriation	243,967,800	231,540,600	203,705,000	53,821,500	6,215,800	739,250,700
8						
9 FY 20 Base						
10 General Funds	99,811,800	79,800,400	91,500,700	17,180,300	6,215,800	294,509,000
11 Endowment Funds	-	3,739,400	10,498,800	2,205,000	-	16,443,200
12 Student Fees	118,188,200	62,107,600	76,974,300	16,244,700	-	273,514,800
13 Total FY 20 Base	218,000,000	145,647,400	178,973,800	35,630,000	6,215,800	584,467,000
14						
15 FY 20 Maintenance Items						
16 Benefit Cost Increases						
17 General Funds	40,600	(26,900)	55,200	(6,200)	-	62,700
18 Endowment Funds	-	(1,300)	2,900	-	-	1,600
19 Student Fees	40,500	(11,600)	40,100	(5,800)	-	63,200
20 Inflation						
21 General Funds	-	-	-	-	-	-
22 Endowment Funds	-	-	296,000	55,000	-	351,000
23 Student Fees	941,900	876,200	542,500	53,100	-	2,413,700
24 Replacement Capital						
25 General Funds	-	-	-	-	-	-
26 Student Fees	-	-	116,700	-	-	116,700
27 Statewide Cost Allocation						
28 General Funds	23,300	(55,000)	124,600	13,300	-	106,200
29 CEC: 3%						
30 General Funds	2,136,400	1,907,600	2,146,700	374,700	-	6,565,400
31 Endowment Funds	-	91,300	115,800	-	-	207,100
32 Student Fees	2,132,500	821,900	1,558,700	353,700	-	4,866,800
33 Pay Structure Adjustments						
34 General Funds	7,900	-	-	1,200	-	9,100
35 Endowment Funds	-	-	-	-	-	-
35 Student Fees	4,200	-	-	-	-	4,200
36 Enrollment Workload Adjustment	2,489,100	499,900	608,900	87,900	-	3,685,800
37 Endowment Funds Adjustments	-	203,200	(129,100)	213,000	-	287,100
38 Total FY 20 Maintenance Items	7,816,400	4,305,300	5,479,000	1,139,900	-	18,740,600
39						
40 FY 20 Maintenance						
41 General Funds	104,509,100	82,126,000	94,436,100	17,651,200	6,215,800	304,938,200
42 Endowment Funds	-	4,032,600	10,784,400	2,473,000	-	17,290,000
43 Student Fees	121,307,300	63,794,100	79,232,300	16,645,700	-	280,979,400
44 Total FY 20 Maintenance	225,816,400	149,952,700	184,452,800	36,769,900	6,215,800	603,207,600
45						
46 FY 20 Line Items						
47 Open Education Resource					50,000	50,000
48 HE Dual Enrollment System					150,000	150,000
49 Occupancy Costs	683,700	94,400	109,700			887,800
50 Total Line Items	683,700	94,400	109,700	0	200,000	1,087,800
51 FY 20 Total Appropriation						
52 General Funds	105,192,800	82,220,400	94,545,800	17,651,200	6,415,800	306,026,000
53 Endowment Funds	-	4,032,600	10,784,400	2,473,000	-	17,290,000
54 Student Fees	121,307,300	63,794,100	79,232,300	16,645,700	-	280,979,400
55 FY 20 Total Appropriation	226,500,100	150,047,100	184,562,500	36,769,900	6,415,800	604,295,400
56 GF Change from FY 19 Total	5.4%	3.0%	2.0%	2.7%	3.2%	3.5%
57 GF Appropriation Allocation						
58 PC	91,570,200	80,530,100	83,164,500	15,393,900		270,658,700
59 OE	9,864,800	1,690,300	7,818,500	1,823,300	2,057,800	23,254,700
60 CO	3,757,800		3,562,800	434,000		7,754,600
61 TB					4,158,000	4,158,000
62 Total General Funds	105,192,800	82,220,400	94,545,800	17,651,200	6,215,800	305,826,000
63						
64 General Fund Ongoing	105,192,800	82,220,400	94,545,800	17,651,200	6,415,800	306,026,000
65 Student Fees Ongoing	121,307,300	63,794,100	79,115,600	16,645,700	-	280,862,700
66						
67 FY 19 Total Ongoing General Funds	99,811,800	79,800,400	91,500,700	17,180,300	6,215,800	294,509,000
68 Ongoing general fund increase	5,381,000	2,420,000	3,045,100	470,900	200,000	11,517,000
69 Ongoing general fund increase %	5.4%	3.0%	3.3%	2.7%	3.2%	3.9%

STATEMENT OF PURPOSE

RS27093

This is the FY 2020 original appropriation bill for College and Universities. It appropriates a total of \$604,248,500 and does not cap the number of authorized full-time equivalent positions.

For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP; provides a 5.5% increase for the employer's share of PERSI contributions; and temporarily reduces the rate agencies pay the Division of Human Resources for its services. Inflationary adjustments include \$2,764,700 from dedicated funds for general inflation. Funding for replacement items includes \$116,700 from dedicated funds for replacement items. For statewide cost allocation, \$106,200 is provided. Nondiscretionary adjustments include an increase of \$3,685,800 and endowment adjustments include an increase of \$233,500. The bill also provides funding for the equivalent of a 3% change in employee compensation for permanent employees, with a minimum increase of \$550 for each employee and the remaining amount to be distributed based on merit. Funding for a 3% upward shift in the compensation schedule is also included.

The bill funds three line items, which provide: \$50,000 onetime from the General Fund to pilot the development of open education resources, a no-cost or low-cost electronic textbook option for students; \$150,000 in ongoing operating expenditures from the General Fund for Idaho's postsecondary institutions to join a dual enrollment registration system; and 3.18 FTP and \$887,800 ongoing from the General Fund (\$115,900 for personnel costs, \$771,900 for operating expenditures) for occupancy costs of Boise State University, Idaho State University, and University of Idaho.

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2019 Original Appropriation	4,680.80	295,763,200	281,023,200	0	576,786,400
Reappropriation	0.00	0	162,464,300	0	162,464,300
FY 2019 Total Appropriation	4,680.80	295,763,200	443,487,500	0	739,250,700
Noncognizable Funds and Transfers	69.56	0	22,824,500	0	22,824,500
Expenditure Adjustments	0.00	0	(4,166,300)	0	(4,166,300)
FY 2019 Estimated Expenditures	4,750.36	295,763,200	462,145,700	0	757,908,900
Removal of Onetime Expenditures	0.00	(1,254,200)	(172,187,700)	0	(173,441,900)
Base Adjustments	0.00	0	0	0	0
FY 2020 Base	4,750.36	294,509,000	289,958,000	0	584,467,000
Benefit Costs	0.00	62,700	64,800	0	127,500
Inflationary Adjustments	0.00	0	2,764,700	0	2,764,700
Replacement Items	0.00	0	116,700	0	116,700
Statewide Cost Allocation	0.00	106,200	0	0	106,200
Change in Employee Compensation	0.00	6,579,100	5,080,200	0	11,659,300
Nondiscretionary Adjustments	0.00	3,685,800	0	0	3,685,800
Endowment Adjustments	0.00	0	233,500	0	233,500
FY 2020 Program Maintenance	4,750.36	304,942,800	298,217,900	0	603,160,700
3. Open Education Resources	0.00	50,000	0	0	50,000
7. Higher Ed Dual Enrollment System	0.00	150,000	0	0	150,000
8. Occupancy Costs - BSU, ISU, UI	3.18	887,800	0	0	887,800
Budget Law Exemptions	0.00	0	0	0	0
FY 2020 Total	4,753.54	306,030,600	298,217,900	0	604,248,500
Chg from FY 2019 Orig Approp	72.74	10,267,400	17,194,700	0	27,462,100
% Chg from FY 2019 Orig Approp.	1.6%	3.5%	6.1%		4.8%

Contact:

Janet E Jessup
 Budget and Policy Analysis
 (208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fifth Legislature First Regular Session - 2019

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 267

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR FISCAL YEAR 2020; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2020; PROVIDING REAPPROPRIATION AUTHORITY; EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS; PROVIDING REQUIREMENTS FOR SYSTEMWIDE NEEDS; PROVIDING REQUIREMENTS FOR AN OPEN EDUCATION RESOURCES PILOT; DIRECTING AN ADJUSTMENT FOR STUDENT TUITION AND FEES FOR FISCAL YEAR 2020; DIRECTING AN ADJUSTMENT FOR STUDENT TUITION AND FEES FOR FISCAL YEAR 2019; AND DECLARING AN EMERGENCY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2019, through June 30, 2020:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. BOISE STATE UNIVERSITY:					
FROM:					
General					
Fund	\$91,574,200	\$9,864,800	\$3,757,800		\$105,196,800
Unrestricted					
Fund	<u>88,834,100</u>	<u>32,337,900</u>	<u>137,400</u>		<u>121,309,400</u>
TOTAL	\$180,408,300	\$42,202,700	\$3,895,200		\$226,506,200
II. IDAHO STATE UNIVERSITY:					
FROM:					
General					
Fund	\$80,530,100	\$1,690,300			\$82,220,400
Charitable Institutions Endowment Income					
Fund	1,534,400				1,534,400

	FOR	FOR	FOR	FOR	
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE	
	COSTS	EXPENDITURES	OUTLAY	AND	
				BENEFIT	
				PAYMENTS	TOTAL
1					
2					
3					
4					
5					
6	Normal School Endowment Income				
7	Fund	2,473,000			2,473,000
8	Unrestricted				
9	Fund	<u>34,475,600</u>	<u>25,614,500</u>	<u>\$3,704,000</u>	<u>63,794,100</u>
10	TOTAL	\$119,013,100	\$27,304,800	\$3,704,000	\$150,021,900
11	III. UNIVERSITY OF IDAHO:				
12	FROM:				
13	General				
14	Fund	\$83,164,500	\$7,818,500	\$3,562,800	\$94,545,800
15	Agricultural College Endowment Income				
16	Fund	929,600	183,800	352,600	1,466,000
17	Scientific School Endowment Income				
18	Fund	3,430,000	103,600	1,396,400	4,930,000
19	University Endowment Income				
20	Fund		3,323,100	1,036,900	4,360,000
21	Unrestricted				
22	Fund	<u>59,928,000</u>	<u>18,999,200</u>	<u>305,100</u>	<u>79,232,300</u>
23	TOTAL	\$147,452,100	\$30,428,200	\$6,653,800	\$184,534,100
24	IV. LEWIS-CLARK STATE COLLEGE:				
25	FROM:				
26	General				
27	Fund	\$15,394,500	\$1,823,300	\$434,000	\$17,651,800
28	Normal School Endowment Income				
29	Fund		2,473,000		2,473,000
30	Unrestricted				
31	Fund	<u>14,449,800</u>	<u>2,175,900</u>	<u>20,000</u>	<u>16,645,700</u>
32	TOTAL	\$29,844,300	\$6,472,200	\$454,000	\$36,770,500
33	V. SYSTEMWIDE PROGRAMS:				
34	FROM:				
35	General				
36	Fund		\$2,257,800	\$4,158,000	\$6,415,800
37	GRAND TOTAL	\$476,717,800	\$108,665,700	\$14,707,000	\$4,158,000
					\$604,248,500

1 SECTION 2. REAPPROPRIATION AUTHORITY. There is hereby reappropriated
2 to the State Board of Education and the Board of Regents of the University of
3 Idaho for College and Universities and the Office of the State Board of Edu-
4 cation any unexpended and unencumbered balances appropriated or reappropri-
5 ated to the State Board of Education and the Board of Regents of the Univer-
6 sity of Idaho for College and Universities and the Office of the State Board
7 of Education from dedicated funds for fiscal year 2019 to be used for nonre-
8 curring expenditures for the period July 1, 2019, through June 30, 2020.

9 SECTION 3. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS.
10 The State Board of Education and the Board of Regents of the University
11 of Idaho for College and Universities and the Office of the State Board of
12 Education is hereby exempted from the provisions of Section 67-3511(1),
13 (2), and (3), Idaho Code, allowing unlimited transfers between object codes
14 and between programs for all moneys appropriated to it for the period July
15 1, 2019, through June 30, 2020. Legislative appropriations shall not be
16 transferred from one fund to another fund unless expressly approved by the
17 Legislature.

18 SECTION 4. SYSTEMWIDE NEEDS. Of the amount appropriated in Section 1,
19 Subsection V. of this act, the following amounts may be used as follows: (1)
20 an amount not to exceed \$902,600 may be used by the Office of the State Board
21 of Education for systemwide needs that benefit all of the four-year insti-
22 tutions including, but not limited to, projects to promote accountability
23 and information transfer throughout the higher education system; and (2)
24 an amount of approximately \$1,960,500 may be used for the mission and goals
25 of the Higher Education Research Council as outlined in State Board of Ed-
26 ucation Policy III.W., which includes awards for infrastructure, matching
27 grants, and competitive grants through the Idaho Incubation Fund program.

28 SECTION 5. OPEN EDUCATION RESOURCES. Of the amount appropriated in Sec-
29 tion 1 of this act for open education resources, up to \$50,000 from the Gen-
30 eral Fund shall be used to pilot open education resources for postsecondary
31 courses. Selection of the eligible course(s) for the pilot shall include
32 consideration of the number of students taking the course systemwide, the
33 cost of traditional textbooks associated with the course, and availability
34 of the course to secondary students through dual credit. Development of the
35 open education resources shall be collaborative and serviceable to general
36 education courses at no less than four (4) postsecondary institutions.

37 SECTION 6. STUDENT TUITION AND FEES FOR FISCAL YEAR 2020. Notwith-
38 standing the provisions of Section 67-3516(2), Idaho Code, the Division of
39 Financial Management may approve the expenditure of dedicated state funds
40 pursuant to the noncognizable process for student tuition and fees during
41 fiscal year 2020. Each of the institution's budget requests for fiscal year
42 2021 shall reflect all adjustments so approved by the Division of Financial
43 Management.

44 SECTION 7. STUDENT TUITION AND FEES FOR FISCAL YEAR 2019. Notwith-
45 standing the provisions of Section 67-3516(2), Idaho Code, the Division of

1 Financial Management may approve the expenditure of dedicated state funds
2 pursuant to the noncognizable process for student tuition and fees during
3 fiscal year 2019. Each of the institution's budget requests for fiscal year
4 2020 shall reflect all adjustments so approved by the Division of Financial
5 Management.

6 SECTION 8. An emergency existing therefor, which emergency is hereby
7 declared to exist, Section 7 of this act shall be in full force and effect on
8 and after passage and approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

SUBJECT

Community Colleges FY 2020 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1188 (2019)

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 Legislature makes an annual appropriation to the State Board of Education for community college support. The allocation to the colleges includes the current year (FY 2019) base allocation plus each college’s respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT

The FY 2020 appropriation, shown on Tab 7b Attachment 1, includes ongoing increase for variable benefits, 3% ongoing Change in Employee Compensation (CEC) increases and Enrollment Workload Adjustment. Line item enhancements include a transfer of \$10,000 from each community college to a Systemwide Needs program for costs administered centrally by the Office of the State Board of Education, a transfer of two faculty from College of Southern Idaho to College of Eastern Idaho, spending authority for the remaining interest in the Community College Startup account by College of Eastern Idaho, and occupancy costs for North Idaho College.

ATTACHMENTS

- Attachment 1 – FY 2020 CC Appropriations Allocation
- Attachment 2 – Statement of Purpose/Fiscal Note
- Attachment 3 – Appropriation Bill (S1188)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY 2020 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2020 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and College of Eastern Idaho, as presented on Tab 7b, Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Community Colleges
 FY 2020 Appropriation Allocation - SB 1188
 21-Mar-19

General Educ Approp: JFAC Action		CSI	CEI	CWI	NIC	Systemwide	Total
1	FY 19 Total Appropriation						
2	General Funds	14,264,000	5,013,800	13,938,900	12,909,900		46,126,600
3	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
4	Total FY19 Total Appropriation	14,464,000	5,213,800	14,138,900	13,109,900	-	46,926,600
5							
6	FY 20 Base						-
7	General Funds	14,054,000	5,013,800	13,938,900	12,518,900		45,525,600
8	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
9	Total FY 20 Base	14,254,000	5,213,800	14,138,900	12,718,900	-	46,325,600
10							-
11	FY 20 Maintenance Items						
12	Changes in Benefit Costs	44,300	15,400	42,600	54,500		156,800
13	Inflationary Cost Increases	-	-	-	-		-
14	Replacement Items	-	-	-	-		-
15	CEC: 3% ongoing	270,400	121,300	259,400	282,700		933,800
16	Enrollment Workload Adjustment	200,200		1,086,100	(268,100)		1,018,200
17	Total FY 20 Maintenance	514,900	136,700	1,388,100	69,100	-	2,108,800
18	FY 20 Maintenance						-
19	General Funds	14,568,900	5,150,500	15,327,000	12,588,000	-	47,634,400
20	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
21	Total FY 20 Maintenance	14,768,900	5,350,500	15,527,000	12,788,000	-	48,434,400
22							
23	FY 20 Line Items						
24	Transfer to CC Systemside Funds	(10,000)	(10,000)	(10,000)	(10,000)	40,000	-
25	Transfer Faculty to CEI	(132,200)	132,200				-
26	Community College Startup Interest		55,000				55,000
27	Occupancy Costs				117,400		117,400
28	Total Line Items	(142,200)	177,200	(10,000)	107,400	40,000	172,400
29							
30	FY 20 Total Appropriation						
31	General Funds	14,426,700	5,272,700	15,317,000	12,695,400	40,000	47,751,800
32	Dedicated Funds	200,000	255,000	200,000	200,000	-	855,000
33	FY 20 Total Appropriation	14,626,700	5,527,700	15,517,000	12,895,400	40,000	48,606,800
34							
35							
36	GF Change from FY 19 Total	1.1%	5.2%	9.9%	-1.7%	0.0%	3.5%
37							
38	GF Appropriation Allocation						
39	PC	11,962,100	5,272,700	11,371,600	10,791,300		39,397,700
40	OE	1,857,200		3,945,400	1,904,100	40,000	7,746,700
41	CO	607,400					607,400
42	TB						0
43	Total General Funds	14,426,700	5,272,700	15,317,000	12,695,400	40,000	47,751,800

STATEMENT OF PURPOSE

RS27096

This is the FY 2020 original appropriation bill for Community Colleges. It appropriates a total of \$48,606,800 and does not cap the number of authorized full-time equivalent positions. For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP; provides a 5.5% increase for the employer's share of PERSI contributions; and temporarily reduces the rate agencies pay the Division of Human Resources for its services. The bill also provides funding for the equivalent of a 3% change in employee compensation for permanent employees, with a minimum increase of \$550 for each employee and the remaining amount to be distributed based on merit. Nondiscretionary adjustments include an increase of \$1,018,200. The bill funds four line items, which provide a net-zero transfer of \$10,000 ongoing from the General Fund from each of the community colleges to Systemwide Programs; a net-zero transfer of \$132,200 ongoing from the General Fund from the College of Southern Idaho to the College of Eastern Idaho for personnel; \$117,400 ongoing for Occupancy Costs; and \$55,000 onetime from the Higher Education Stabilization fund for the College of Eastern Idaho.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2019 Original Appropriation	0.00	46,126,600	800,000	0	46,926,600
Noncognizable Funds and Transfers	0.00	0	0	0	0
FY 2019 Estimated Expenditures	0.00	46,126,600	800,000	0	46,926,600
Removal of Onetime Expenditures	0.00	(601,000)	0	0	(601,000)
FY 2020 Base	0.00	45,525,600	800,000	0	46,325,600
Benefit Costs	0.00	156,800	0	0	156,800
Inflationary Adjustments	0.00	0	0	0	0
Change in Employee Compensation	0.00	933,800	0	0	933,800
Nondiscretionary Adjustments	0.00	1,018,200	0	0	1,018,200
FY 2020 Program Maintenance	0.00	47,634,400	800,000	0	48,434,400
4. Systemwide Expenses	0.00	0	0	0	0
5. CSI and CEI, Transfer of Faculty	0.00	0	0	0	0
7. NIC, Occupancy Costs	0.00	117,400	0	0	117,400
8. CEI, Interest Earning Distributions	0.00	0	55,000	0	55,000
Budget Law Exemptions	0.00	0	0	0	0
FY 2020 Total	0.00	47,751,800	855,000	0	48,606,800
Chg from FY 2019 Orig Approp	0.00	1,625,200	55,000	0	1,680,200
% Chg from FY 2019 Orig Approp.		3.5%	6.9%		3.6%

Contact:

Janet E Jessup
 Budget and Policy Analysis
 (208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

LEGISLATURE OF THE STATE OF IDAHO
 Sixty-fifth Legislature First Regular Session - 2019

IN THE SENATE

SENATE BILL NO. 1188

BY FINANCE COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2020; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2020; AND EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education for Community Colleges the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2019, through June 30, 2020:

	FOR	FOR	FOR	FOR	TOTAL
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
	COSTS	EXPENDITURES	OUTLAY	BENEFIT	
				PAYMENTS	
I. COLLEGE OF SOUTHERN IDAHO:					
FROM:					
General					
Fund	\$11,962,100	\$1,857,200	\$607,400		\$14,426,700
Community College					
Fund	<u>155,100</u>	<u>26,900</u>	<u>18,000</u>		<u>200,000</u>
TOTAL	\$12,117,200	\$1,884,100	\$625,400		\$14,626,700
II. COLLEGE OF WESTERN IDAHO:					
FROM:					
General					
Fund	\$11,371,600	\$3,945,400			\$15,317,000
Community College					
Fund	<u>0</u>	<u>200,000</u>			<u>200,000</u>
TOTAL	\$11,371,600	\$4,145,400			\$15,517,000
III. NORTH IDAHO COLLEGE:					
FROM:					
General					
Fund	\$10,791,300	\$1,904,100			\$12,695,400

	FOR	FOR	FOR	FOR	
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
	COSTS	EXPENDITURES	OUTLAY	BENEFIT	TOTAL
				PAYMENTS	
1					
2					
3					
4					
5	Community College				
6	Fund	<u>122,200</u>	<u>52,800</u>	<u>\$25,000</u>	<u>200,000</u>
7	TOTAL	\$10,913,500	\$1,956,900	\$25,000	\$12,895,400
8	IV. COLLEGE OF EASTERN IDAHO:				
9	FROM:				
10	General				
11	Fund	\$5,272,700			\$5,272,700
12	HESF Community College Startup				
13	Fund			\$55,000	55,000
14	Community College				
15	Fund	<u>200,000</u>		<u>0</u>	<u>200,000</u>
16	TOTAL	\$5,472,700		\$55,000	\$5,527,700
17	V. CC SYSTEMWIDE:				
18	FROM:				
19	General				
20	Fund		\$40,000		\$40,000
21	GRAND TOTAL	\$39,875,000	\$8,026,400	\$650,400	\$55,000
					\$48,606,800

22 SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS.
 23 The State Board of Education for Community Colleges is hereby exempted from
 24 the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing
 25 unlimited transfers between object codes and between programs for all moneys
 26 appropriated to it for the period July 1, 2019, through June 30, 2020. Leg-
 27 islative appropriations shall not be transferred from one fund to another
 28 fund unless expressly approved by the Legislature.

SUBJECT

Allocation of the Idaho Division of Career Technical Education appropriation.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 257 (2019)

ALIGNMENT WITH STRATEGIC PLAN

Goal 2 (Innovation and Economic Development) Objective A (Workforce Readiness- Prepare students to efficiently and effectively enter and succeed in the workforce).

BACKGROUND

The Idaho Legislature appropriates funds for career technical education to the Division of Career Technical Education (CTE) in five designated functions: State Leadership and Technical Assistance, General Programs, Post-Secondary Programs, Dedicated Programs, and Related Services. CTE requests approval of the allocation of the FY 2020 appropriated funds detailed in Attachment 1.

DISCUSSION

The allocation is based on the increased level of funding in House Bill No. 257 and the provisions of the State Plan for CTE. The State General Fund reflects an overall increase of 3.0% from the original FY 2019 appropriation. The Legislature funded a 3% change in employee compensation; employee benefit increases; statewide cost allocation increases; \$629,500 for one-time replacement capital (\$34,900 at CTE and \$594,600 in post-secondary programs); \$95,000 for general program alignment; \$200,000 for workforce readiness incentive grants; \$100,000 for the program quality initiative; \$319,600 and 1 FTP for post-secondary nuclear energy and advanced reactor manufacturing; \$800,000 for Perkins federal grant income; \$264,800 to offset projected shortfalls in added cost funding; and \$25,000 for an Idaho Quality Program Standards agricultural incentive grant.

IMPACT

Establish FY 2020 operating budget.

ATTACHMENTS

Attachment 1- FY 2020 Allocation of Career Technical Education

Attachment 2- Statement of Purpose/ Fiscal Note

Attachment 3- Appropriation Bill (H257)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the allocation of the FY 2020 appropriation for CTE as detailed in Attachment 1.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

BOARD ACTION

I move to approve the request from the Division of Career Technical Education for the allocation of the FY 2020 appropriation as detailed in Attachment 1.

Moved by _____ Seconded by _____ Yes ____ No ____

Idaho Division of Career Technical Education
Appropriation by Function, Program and Fund

	FY 2020	FY 2019	% Inc/(Dcr)	
1	01 - State Leadership & Technical Assistance			
2	By Program			
3	Administration and Assistance	3,411,400	3,315,400	2.9%
4	Total	3,411,400	3,315,400	2.9%
5	By Fund			
6	General	3,072,500	3,018,900	1.8%
7	General (One-Time)	34,900		
8	Federal	304,000	296,500	2.5%
9	Total	3,411,400	3,315,400	2.9%
10				
11	02 - General Programs			
12	By Program			
13	Secondary Added Cost	8,139,800	7,875,000	3.4%
14	Career Technical Schools	4,838,400	4,825,800	0.3%
15	Program Quality Initiative Grants	700,000	300,000	133.3% (1)
16	Workforce Rediness Incentive Gr	200,000		
17	General Programs Leadership	861,700	1,014,700	(15.1%) (2)
18	Workforce Training Centers	0	483,100	(100.0%) (1)
19	Agriculture & Natural Resources	25,000		
20	Carl D. Perkins Grant	7,090,300	6,290,300	12.7% (3)
21	Hazardous Materials Training	67,800	67,800	0.0%
22	SkillStack Maintenance	15,000	15,000	0.0%
23	Total	21,938,000	20,871,700	5.1%
24	By Fund			
25	General	14,752,300	14,250,600	3.5%
26	General (One-Time)		248,000	(100.0%) (2)
27	Hazardous Materials (0274)	67,800	67,800	0.0%
28	Federal	7,102,900	6,290,300	12.9% (3)
29	Miscellaneous Revenue	15,000	15,000	0.0%
30	Total	21,938,000	20,871,700	5.1%
31				
32	03 - Post-Secondary			
33	By Region			
34	R1 - North Idaho College	5,897,900	5,636,500	4.6%
35	R2 - Lewis-Clark State College	5,027,400	4,868,200	3.3%
36	R3 - College of Western Idaho	9,541,700	9,255,700	3.1%
37	R4 - College of Southern Idaho	7,347,000	7,320,700	0.4%
38	R5 - Idaho State University	12,799,300	12,336,200	3.8%
39	R6 - College of Eastern Idaho	7,228,600	6,895,300	4.8%
40	Total	47,841,900	46,312,600	3.3%
41	By Fund			
42	General	47,057,300	45,778,800	2.8%
43	General (One-Time)	784,600	533,800	47.0% (4)
44	Total	47,841,900	46,312,600	3.3%
45				

	FY 2020	FY 2019	% Inc/(Dcr)	
46	04 - Dedicated Programs			
47	By Program			
48	Agriculture & Natural Resources	325,000	325,000	0.0%
49	Program Quality Initiative Grants	0	300,000	(100.0%) (1)
50	Workforce Training Centers	1,233,100	750,000	64.4% (1)
51	Displaced Homemaker	170,000	170,000	0.0%
52	Standards Alignment (Plum/HVAC)	0	82,000	(100.0%)
53	Total	1,728,100	1,627,000	6.2%
54	By Fund			
55	General	1,558,100	1,375,000	13.3%
56	Displaced Homemaker	170,000	170,000	0.0%
57	Miscellaneous Revenue	0	82,000	(100.0%)
58	Total	1,728,100	1,627,000	6.2%
59				
60	05 - Related Services			
61	By Program			
62	Adult Education	3,540,800	3,536,500	0.1%
63	Annual REACH Conference	300,000	300,000	0.0%
64	Total	3,840,800	3,836,500	0.1%
65	By Fund			
66	General	1,195,800	1,192,800	0.3%
67	Federal	2,345,000	2,343,700	0.1%
68	Miscellaneous Revenue	300,000	300,000	0.0%
69	Total	3,840,800	3,836,500	0.1%
70				
71	06 - Special Grants (Continuous Appropriation per IC 33-4904)			
72	By Program			
73	Motorcycle Safety Training	0	0	
74				
75	All Functions			
76	By Object			
77	Personnel Costs	46,590,500	45,236,500	3.0%
78	Operating Expenditures	5,217,700	5,180,500	0.7%
79	Capital Outlay	819,500	583,500	40.4% (4)
80	Trustee and Benefit Payments	26,132,500	24,962,700	4.7%
81	Total	78,760,200	75,963,200	3.7%
82	By Fund			
83	General	67,636,000	65,616,100	3.1%
84	General (One-Time)	819,500	781,800	4.8%
85	Displaced Homemaker	170,000	170,000	0.0%
86	Hazardous Materials	67,800	67,800	0.0%
87	Federal	9,751,900	8,930,500	9.2%
88	Miscellaneous Revenue	315,000	397,000	(20.7%)
89	Total	78,760,200	75,963,200	3.7%
90				

91 1) Funding realignment between functions: \$300k from 04 to 02; \$483,100 from 02 to 04

92 2) Line item added \$95k for program alignment; removed FY 2019 one-time programs

93 3) Federal Perkins grant ongoing funding

94 4) Significantly one-time funding for nuclear energy program in ISU and CTE

STATEMENT OF PURPOSE

RS27065

This is the FY 2020 original appropriation bill for the Division of Career Technical Education. It appropriates a total of \$78,760,200 and does not cap the number of authorized full-time employees. For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP; provides a 5.5% increase for the employer's share of PERSI contributions; and temporarily reduces the rate agencies pay the Division of Human Resources for its services. Funding for replacement items includes \$629,500 for post-secondary course equipment and office computer equipment. For statewide cost allocation, \$25,500 is provided. The bill also provides funding for the equivalent of a 3% change in employee compensation for permanent employees, with a minimum increase of \$550 for each employee and the remaining amount to be distributed based on merit. The bill funds seven line items, which provides: \$95,000 for program alignment, \$200,000 for the workforce readiness incentive grant, \$100,000 for the Program Quality Initiative; \$319,600 for the nuclear energy and advanced reactor manufacturing, \$800,000 for the Perkins Federal Grant income, \$264,800 to offset projected shortfalls in added cost funding, and \$25,000 for the Idaho Quality Program Standards Incentive Grant.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2019 Original Appropriation	580.26	66,397,900	634,800	8,930,500	75,963,200
Reappropriation	0.00	0	629,400	5,157,200	5,786,600
FY 2019 Total Appropriation	580.26	66,397,900	1,264,200	14,087,700	81,749,800
Expenditure Adjustments	0.00	0	(287,500)	0	(287,500)
FY 2019 Estimated Expenditures	578.17	66,397,900	976,700	14,087,700	81,462,300
Removal of Onetime Expenditures	0.00	(831,500)	(423,900)	(5,157,200)	(6,412,600)
FY 2020 Base	580.26	65,566,400	552,800	8,930,500	75,049,700
Benefit Costs	0.00	138,600	0	2,600	141,200
Replacement Items	0.00	629,500	0	0	629,500
Statewide Cost Allocation	0.00	25,500	0	0	25,500
Change in Employee Compensation	0.00	1,091,100	0	18,800	1,109,900
FY 2020 Program Maintenance	580.26	67,451,100	552,800	8,951,900	76,955,800
6. Program Alignment	0.00	95,000	0	0	95,000
8. Workforce Readiness Incentive Grant	0.00	200,000	0	0	200,000
9. Program Quality Initiative	0.00	100,000	0	0	100,000
11. Nuclear Energy and Adv Reactor Adjust	1.00	319,600	0	0	319,600
12. Perkins Federal Grant	0.00	0	0	800,000	800,000
13. Offset of Projected Shortfall	0.00	264,800	0	0	264,800
14. Idaho Quality Program Standards Grant	0.00	25,000	0	0	25,000
FY 2020 Total	581.26	68,455,500	552,800	9,751,900	78,760,200
Chg from FY 2019 Orig Approp	1.00	2,057,600	(82,000)	821,400	2,797,000
% Chg from FY 2019 Orig Approp.	0.2%	3.1%	(12.9%)	9.2%	3.7%

Contact:

Janet E Jessup
Budget and Policy Analysis

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).



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LEGISLATURE OF THE STATE OF IDAHO
 Sixty-fifth Legislature First Regular Session - 2019

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 257

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2020; APPROPRIATING MONEYS TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2020; EXEMPTING THE APPROPRIATION FROM OBJECT TRANSFER LIMITATIONS FOR THE POSTSECONDARY PROGRAM; PROVIDING REAPPROPRIATION AUTHORITY; AND PROVIDING REPORTING REQUIREMENTS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the Division of Career Technical Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2019, through June 30, 2020:

	FOR	FOR	FOR	FOR	TOTAL
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
	COSTS	EXPENDITURES	OUTLAY	BENEFIT	
				PAYMENTS	
I. STATE LEADERSHIP & TECHNICAL ASSISTANCE:					
FROM:					
General					
Fund	\$2,702,400	\$370,100	\$34,900		\$3,107,400
Federal Grant					
Fund	<u>249,000</u>	<u>55,000</u>	<u>0</u>		<u>304,000</u>
TOTAL	\$2,951,400	\$425,100	\$34,900		\$3,411,400
II. GENERAL PROGRAMS:					
FROM:					
General					
Fund		\$295,000		\$14,457,300	\$14,752,300
Hazardous Materials/Waste					
Enforcement Fund				67,800	67,800
Miscellaneous Revenue					
Fund				15,000	15,000
Federal Grant					
Fund	<u>\$449,200</u>	<u>294,800</u>		<u>6,358,900</u>	<u>7,102,900</u>
TOTAL	\$449,200	\$589,800		\$20,899,000	\$21,938,000

	FOR	FOR	FOR	FOR		
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND		
	COSTS	EXPENDITURES	OUTLAY	BENEFIT	TOTAL	
				PAYMENTS		
1						
2						
3						
4						
5	III. POSTSECONDARY PROGRAMS:					
6	FROM:					
7	General					
8	Fund	\$43,037,500	\$3,779,300	\$784,600	\$240,500	\$47,841,900
9	IV. DEDICATED PROGRAMS:					
10	FROM:					
11	General					
12	Fund				\$1,558,100	\$1,558,100
13	Displaced Homemaker					
14	Fund				<u>170,000</u>	<u>170,000</u>
15	TOTAL				\$1,728,100	\$1,728,100
16	V. RELATED SERVICES:					
17	FROM:					
18	General					
19	Fund	\$99,200	\$5,700		\$1,090,900	\$1,195,800
20	Miscellaneous Revenue					
21	Fund		300,000			300,000
22	Federal Grant					
23	Fund	<u>53,200</u>	<u>117,800</u>		<u>2,174,000</u>	<u>2,345,000</u>
24	TOTAL	\$152,400	\$423,500		\$3,264,900	\$3,840,800
25	GRAND TOTAL	\$46,590,500	\$5,217,700	\$819,500	\$26,132,500	\$78,760,200

26 SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. Postsec-
 27 ondary Programs within the Division of Career Technical Education is hereby
 28 exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, al-
 29 lowing unlimited transfers between object codes for all moneys appropriated
 30 to it for the period July 1, 2019, through June 30, 2020. Legislative ap-
 31 propriations shall not be transferred from one fund to another fund unless
 32 expressly approved by the Legislature.

33 SECTION 3. REAPPROPRIATION AUTHORITY. There is hereby reappropriated
 34 to the Division of Career Technical Education any unexpended and unencum-
 35 bered balances appropriated to the Division of Career Technical Education
 36 from dedicated and federal funds for fiscal year 2019 to be used for nonre-
 37 curring expenditures for the period July 1, 2019, through June 30, 2020.

1 SECTION 4. REPORTING REQUIREMENTS. The Division of Career Technical
2 Education shall work with the Legislative Services Office and the Divi-
3 sion of Financial Management and provide a written report to the Joint
4 Finance-Appropriations Committee, the Senate Education Committee, and the
5 House Education Committee on a sustainable plan to support added costs fund-
6 ing for secondary career technical education programs no later than February
7 1, 2020.

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SUBJECT

FY 2020 Idaho Opportunity Scholarship Educational Costs

REFERENCE

April 2016	The Board set the FY2017 maximum annual award amount at \$3,000, expected student contribution at \$3,000 and educational cost for each institution.
December 2016	Board reviewed annual State Scholarship Report.
April 2017	The Board set the FY2018 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution.
December 2017	Board reviewed annual State Scholarship Report.
April 2018	The Board set the FY2019 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution.
December 2018	Board reviewed annual State Scholarship Report.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4303, Idaho Code, Idaho Opportunity Scholarship
IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program
S1193, Special Programs Appropriation

ALIGNMENT WITH STRATEGIC PLAN

Goal 2 (“Educational Attainment”) Objective A (“Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system”) and Objective C (“Access - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.”)

BACKGROUND/ DISCUSSION

The legislature appropriated approximately \$27.7M in the FY 2020 budget for Scholarships and Grants managed by the Board office. This amount is made up of approximately \$15.2M from the General Fund, \$1M from Miscellaneous Revenue, \$4.5M in federal funds, and \$7M from the Opportunity Scholarship Program Fund. The FY 2020 appropriation increases the available funds for the Idaho Opportunity Scholarship by \$7M. The \$7M are one time funds transferred from the Opportunity Scholarship Program Fund, commonly referred to as the Opportunity Scholarship Corpus. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the Work Study Program, Armed Forces and Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship. At the time of agenda production the legislature has approved multiple appropriation bills reducing the amount held in the Opportunity Scholarship Program Fund from approximately \$18.96M to \$5.31M. In addition to the \$7M for scholarship awards (SB1193), \$3.16M was transferred to the public schools educational support program (Children’s

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Programs) for K-3 literacy intervention (HB222) and \$3.4M is to be transfer to the public schools stabilization fund (HB281).

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible. Eligible students are then ranked based on a combination of need and merit. Need is based on the students' expected family contribution calculated on the FAFSA and makes up 70% of the weighting used for ranking students. The remaining 30% is based on the students accumulated grade point average. Beginning in FY 2019, the Board was authorized to award up to 20% of the amount appropriated for the Idaho Opportunity Scholarship for adult students who have earned at least 24 credits toward a certificate or degree and who return to complete a certificate or degree. Pursuant to Section 33-4303, Idaho Code, the purpose of the Idaho Opportunity Scholarship is to:

- a. Recognize that all Idaho citizens benefit from an educated citizenry;
- b. Increase individual economic vitality and improve the overall quality of life for many of Idaho's citizens;
- c. Provide access to eligible Idaho postsecondary education through funding to remove financial barriers;
- d. Increase the opportunity for economically disadvantaged Idaho students; and
- e. Incentivize students to complete a postsecondary education degree or certificate.

Idaho Administrative Code, IDAPA 08.01.13.03, Rules Governing the Opportunity Scholarship Program, requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility as part of the shared model of responsibility.

The educational cost is the amount determined annually by the Board as necessary for student tuition, fees, books and other such expenses reasonably related to attendance at an eligible Idaho postsecondary education institution. Pursuant to IDAPA 08.01.13, these amounts are required to be set for each eligible institution. Staff recommendations are based on the institutions' published educational cost for fulltime undergraduate students attending two semesters per year.

While not required by statute or rule, the Board has historically set a maximum award amount in order to increase the number of awardees. Pursuant to IDAPA 08.01.13, the award amount received by the student may not exceed the student's actual cost of tuition and fees. When the student's cost for tuition and fees is over the maximum award amount, the award is limited to the set maximum award amount. Should the Board choose not to set a maximum award amount, the award would be limited to the actual cost to the student of tuition and fees and the

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maximum educational cost. A student's actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

Regardless of whether the student attended a 2-year or a 4-year institution, in FY 2019 the majority of students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.

School Year	Amount	Number of Awards	Average Award Amount
2014-2015	\$4,916,579	1,465	\$3,440
2015-2016	\$5,146,248	1,868	\$2,881
2016-2017	\$9,868,532	3,454	\$2,857
2017-2018	\$11,418,815	3,724	\$3,066
2018-2019	\$14,197,231	4,318	\$3,288

Of the awards made for the 2018-2019 school year, 49 awardees earned the scholarship under the provisions established for Adult Learners. Currently, 8,245 students have applied for the Opportunity Scholarship for the 2019-2020 school year.

Individual student award amounts for the Opportunity Scholarship are calculated based on the educational cost for the institution the student attends, the student contribution amount, other scholarships and financial aid the student receives, actual tuition costs and the maximum award amount. Students may use scholarships and grants that do not come from institutional, state, or federal funds to offset the student contribution amount. Student loans are not included in the calculation of the eligible award amount.

As an example, based on the proposed amounts, if a student attends the University of Idaho with a set educational cost of \$21,300, the Opportunity Scholarship award amount would be calculated as follows:

	<u>Student A</u>	<u>Student B</u>	<u>Student C</u>
Educational Cost for Institution	\$21,300	\$21,300	\$21,300
Student Contribution	\$3,000	\$3,000	\$3,000
Other scholarships and financial aid	<u>\$10,000</u>	<u>\$15,000</u>	<u>\$5,000</u>
Total Remaining	\$8,300	\$3,300	\$13,300
Eligible Award Amount	\$3,500	\$3,300	\$3,500

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual

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amount charged to the student. Payments are made directly to the institution on the students' behalf.

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and finalizing award determinations for FY 2020.

ATTACHMENTS

Attachment 1 – Educational Costs at Institutions

STAFF COMMENTS AND RECOMMENDATIONS

The Board approved a temporary rule amending IDAPA 08.01.13, Rules Governing the Opportunity Scholarship, to account for those adult students who had earned 24 or more credits toward a certificate or degree but had not yet earned a certificate or degree. The current eligibility requirements include:

- A student pursuing their first certificate or undergraduate degree
- An un-weighted minimum cumulative grade point of average of two point seven (2.7) or better on a scale of four point zero (4.0)
- A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better
- A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the Opportunity Scholarship program.

To renew the scholarship, traditional Opportunity Scholarship awardees must complete 24 credit hours or its equivalent each academic year if attending a four-year institution and 18 credit hours or its equivalent each academic year if attending a community college. Awardees meeting the definition of an Adult Learner must complete 12 or more credit hours each year to remain eligible. All students must meet their institution's requirements for satisfactory academic progress.

During the 2018 rulemaking cycle the Board vacated the pending rule amendments proposed for those earning the scholarship under the provisions for Adult Learners and asked staff to explore options for allowing the scholarship to be used to earn multiple credentials, particularly at the certificate level. The current provisions will expire at the end of the 2019 legislative session. Board staff will bring forward a new temporary and proposed rule for the Board's consideration at the June 2019 Board meeting.

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Based on the educational costs for each eligible institution, staff recommends the FY 2020 educational cost for the Idaho Opportunity Scholarship award formula to be set for each public institution as follows:

1. \$21,350 for students attending University of Idaho (.2% increase over FY 2019)
2. \$23,500 for students attending Boise State University (5.9% increase over FY 2019)
3. \$22,458 for students attending Idaho State University (6.82% increase over FY 2019)
4. \$18,648 for students attending Lewis-Clark State College (4.2% increase over FY 2019)
5. \$14,824 for students attending College of Eastern Idaho (-3.2% decrease over FY 2019)
6. \$14,548 for students attending College of Southern Idaho (8.1% increase over FY 2019)
7. \$14,784 for students attending College of Western Idaho (12.4% increase over FY 2019)
8. \$14,992 for students attending North Idaho College (.2% increase over FY 2019)

Pursuant to IDAPA 08.01.13, the FY 2020 educational cost for the Idaho Opportunity Scholarship award formula for students attending eligible Idaho private, not-for-profit postsecondary institutions must be the average of the amount set for the four public 4-year institutions. For FY2020, this amount would be \$21,489.

Staff recommends:

- The FY 2020 student contribution remain \$3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.
- The maximum award amount remain \$3,500 for FY 2020.

BOARD ACTION

I move to approve the FY2020 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

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I move to approve the Opportunity Scholarship maximum award amount for FY2020 to be set at \$3,500.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the FY2020 student contribution be set at \$3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

University of Idaho	\$21,350
Boise State University	\$23,500
Idaho State University	\$22,458
Lewis-Clark State College	\$18,648
College of Eastern Idaho	\$14,824
College of Southern Idaho	\$14,548
College of Western Idaho	\$14,784
North Idaho College	\$14,992

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SUBJECT

FY 2021 Budget Development Process (Line Items)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V.B.1.

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

Idaho State Board of Education (Board)-approved budget requests for FY 2021 must be submitted to the executive and legislative branches [Division of Financial Management (DFM) and Legislative Services Office (LSO)] on September 3, 2019. To meet the annual September submission deadline, the Board has established a process for developing institutional line item requests. The first step is the approval of line item request guidelines at the April Board meeting. The institutions then use these guidelines to develop line item requests which are evaluated by the Board at its June meeting. The final budget request, which includes line items and maintenance of current operations (MCO) items (described below), is approved in August.

MCO requests are calculated using state budget guidelines and Board policy. MCO requests include funding for Change in Employee Compensation (CEC), health insurance cost increases, inflationary increases for operating expenses (including utilities), and state agency cost reimbursements (Treasurer, Controller, Risk Management, etc.). These items are calculated using rates established by DFM. Other MCO items include replacement capital (i.e. equipment), and external non-discretionary adjustments such as health education program contract adjustments. Replacement capital requests take into account equipment depreciation schedules, and institutions may request one-time replacement capital in General Funds based on the B-7 Replacement Capital form. An MCO budget is considered the minimum to maintain the current level of operations, while line items are requests for new or expanded programs, occupancy costs, and other initiatives deemed important by the Board, institution/agency, Legislature, or Governor.

The capital building budget request is a parallel process which flows through the Division of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC), with funding provided from the Permanent Building Fund (PBF). Agencies and institutions seek funding for major capital projects and major Alteration and Repair (A&R) maintenance projects through that process.

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FY2021 Line Item request guidelines. The following guidelines are proposed for the college/university line item requests for FY2021. These guidelines are elective in nature for the community colleges and the Division of Career Technical Education (CTE). In its submission to DFM, the Board will support no more than two line item requests from each institution for FY2021, with a combined dollar value cap of 5% of the requesting institution's FY2020 General Fund appropriation. This line item guidance is different from the Board's guidance in prior years. Budget requests should focus on specific strategies or expanding proven and successful programs as described below.

The budget line item requests should support the implementation of student success strategies that the Board has adopted. The strategies are as follows:

- 15 to Finish
- Math Pathways
- Corequisite Support
- Momentum Year
- Academic Maps with Proactive Advising
- A Better Deal for Returning Adults

Institutions may also submit budget line item requests that expand or replicate programs which have been supported by the Governor and the Legislature in the past. For example, an institution may want to request funding to implement a program similar to the Lewis-Clark State College Work Scholars program.

There are no restrictions on the number or size of formula-driven occupancy cost requests for newly-eligible space.

Additionally, institutions may request a line item for faculty promotions. Staff will work with the institutions to create a consistent method of calculating the annual cost of faculty promotions.

All line item requests should be clearly defined and should follow the instructions and formats provided in the Budget Development Manual. When a line item contains multiple elements, those elements should be prioritized to make them "scalable" in the event only partial funding is made available for the line item. Draft line item requests from institutions/agencies should be submitted along with the other agenda item materials for the June 2019 Board meeting. Final review and approval of line items is expected to take place at the August 2019 Board meeting.

IMPACT

The proposed guidelines for FY2021 line item requests are based on the template used for the past several years. The model is flexible and can facilitate fine-tuning of individual requests to accommodate the fiscal situation that evolves over the course of the planning cycle and the upcoming Legislative session. The line item request process will complement the parallel budget planning activities related to

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facilities/infrastructure, endowment funds, student tuition/fees, and the MCO process.

STAFF COMMENTS AND RECOMMENDATIONS

During the review period of the FY2020 line item budget requests, the Governor considered the Board's request for an Outcomes-Based Funding (OBF) model for higher education. The Governor did not include the OBF request in his budget recommendations for FY2020. In subsequent discussions with the Governor's office, the Governor expressed his desire to continue to review the higher education funding formula and work with the Board to develop a new mechanism to fund higher education.

Until the State's budget strategy for higher education funding in FY2021 is clear, it is important that the institutions use due diligence in developing line item requests to meet their strategic needs and align with the strategic priorities of the Board.

Staff recommends approval.

BOARD ACTION

I move to direct the college and universities to limit Fiscal Year 2021 budget line items requests to those that will measurably support implementation of student success strategies approved by the Board. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2020 total General Fund appropriation. Requests for occupancy costs for eligible space and faculty promotions will not count towards the two line item limit or the 5% cap.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BOISE STATE UNIVERSITY

SUBJECT

Professional fees for Computer Science Programs

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment Objective A: Higher Level of Educational Attainment and Timely Degree Completion

Goal 3: Workforce Readiness Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Boise State University (BSU) is proposing a professional fee for Computer Science (CS) of \$35 per upper division credit. If approved, and upon establishment of this fee, BSU will discontinue charging upper division course fees for these programs. BSU believes all of the criteria identified in the above-referenced policy for professional fees have been met and the overall impact on students will be positive. Alternatives to a professional fee have been considered and BSU has concluded that these alternatives would negatively impact students in other programs.

CS graduates from BSU are highly employable and secure high salaries upon graduation. Last year, CS graduated 98 students with a Bachelor's of Science in Computer Science. Excluding students who went on to graduate school, 41 different companies hired BSU graduates and 93 percent accepted jobs in Idaho. The average salary for CS graduating students is \$74,000, with a majority of students getting offers near the average. BSU CS graduates earn significantly higher salaries than national averages due to the high quality of the program as well as the specific demand for BSU CS graduates. Nationally, computer science majors are also one of the highest paid majors.

This fee proposal meets the criteria for professional fees as detailed in the above-referenced policy as follows:

Credential or Licensure Requirement:

The technology industry is highly driven by credentials that demonstrate proficiency and expertise. The Bachelor of Science in Computer Science degree offered by Boise State University requires a specific sequence of courses that provide the specialized knowledge for graduates to qualify for software engineering jobs. Accreditation of the degree (see next section) ensures the credential of a BS

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in Computer Science from Boise State has the necessary rigor, quality, and relevance needed by industry.

Essentially, the credential of a BS in Computer Science is a requirement to become a software engineer. There are exceptions: because to a shortage in the number of CS graduates relative to the demand, in some instances companies may fill software engineering positions with outstanding candidates who do not have a CS degree but who have acquired the same broad set of skills and knowledge through substantial prior work experience. However, there are few individuals with that depth of work experience, and it is only with the credential of a BS in Computer Science that a new college graduate will be hired as a software engineer.

Accreditation Requirement:

CS is accredited by the Computing Accreditation Commission of Accreditation Board for Engineering and Technology, Inc. (ABET), which is the primary accreditation board for Engineering and Computer Science programs.

Extraordinary Program Costs:

The CS program commands some of the highest faculty salaries at Boise State University. BSU must pay competitively to ensure students receive instruction from high quality faculty who are current in their field.

	Average Salaries	
	Computer Science	Boise State University
Assistant Professor	\$96,438	\$75,757
Associate Professor	\$116,892	\$74,964
Professor	\$129,054	\$88,796

In addition, CS students need hands-on experience with the latest technology in order to ensure they are prepared to enter the workforce. Maintaining current technology is expensive due to short life cycles and the high costs of some equipment and software. For example, it will cost upwards of \$100K just this year to replace the computing infrastructure that supports various classes and hosts several specific software programs needed for instruction.

CS is a very demanding discipline. To help with retention, BSU employs numerous lab and learning assistants. As a result, retention in the first two years of the program has increased from 50 percent to 85 percent, which has resulted in the number of graduates quadrupling over the last five years. Last year, BSU spent approximately \$65,000 on assistants. To keep growing, CS will need to invest in increasing the number of assistants and purchasing additional equipment.

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IMPACT

There were 4,419 upper division CS credits for 2018-19 which would have resulted in \$154,665 in revenues from the professional fee. These revenues would have been offset by \$42,525 in lost course fee revenue from the discontinuation of course fees. The net investment available from the establishment of a professional fee would have been \$112,140. BSU anticipates a similar impact if the professional fee is approved.

BSU has decided to implement these professional fees for upper division courses only. This ensures that only those students who are most likely to graduate with a CS degree will be charged the fee, resulting in a positive return on investment for these students. In addition, students who reach their junior year have access to more scholarships and financial aid to help offset higher program costs. Over the last four years, CS has awarded more than \$500,000 in scholarships to BSU students. Finally, most of these students are already in highly paid internships/jobs in the tech industry during their junior and senior years.

The additional cost to an individual student would be approximately \$1,045 during his/her time at Boise State.

Professional fees will be used to support student success and enhance the quality of our students' education by providing greater access to the latest technology and technology experts. Without these funds, access to the latest technology will be curtailed, updates to existing technology will be limited, and students will find their career options more limited and starting salaries lower.

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University is requesting a professional fee that applies to only the upper division credits of the computer science program. Board Policy V.R. states that in order to qualify for a professional fee, certain criteria must be met. The criteria required is as follows:

- Credential or Licensure Requirement
- Accreditation Requirement
- Extraordinary Program Costs

Under the Credential or Licensure Requirement, the Board policy states, "a professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required". Similar professional fees have been assessed on programs like engineering, where a professional certification is required or law, where the program prepares you for a licensing exam.

Board Policy V.R.3.b.iv.a.2 requires that a program which can be charged a professional fee "leads to a degree which provides at least the minimum

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capabilities required for entry to the practice of a profession.” Boise State University states that “in some instances, companies may fill software engineering positions with outstanding candidates who do not have a CS degree but who have acquired the same broad set of skills and knowledge through substantial prior work experience.” Boise State University’s description of the software engineering field, along with a review of required qualifications for software engineering jobs in Boise, does not meet the criteria for the assessment of a professional fee.

If this program is deemed to warrant a professional fee by the Board, it would be hard to argue that every other engineering, business, or multi-disciplinary program which contains a number of high-cost courses would not also be eligible for professional fees—leading to a proliferation of professional fees (as quasi course fees) for programs which are not intimately linked to licensure/credentialing. Professional fees could become the rule rather than the exception—with the impact being a shift in the balance between finding additional funds to support quality programs and preserving access/affordability to students—an issue which merits deliberate and systematic analysis by the Board.

Boise State University brought forward a similar proposal in April 2017 for a \$35 per credit professional fee to be assessed on upper division courses in a new general BS in engineering program. The Board did not approve the requested professional fee. At the April 2017 Board meeting, BSU explained that they had not requested professional fees for two other baccalaureate programs offered by BSU’s College of Engineering: (i) Computer Science has received substantial legislative support that has covered the high cost of the program, and (ii) Construction Management faculty members do not command the high salaries of engineering departments. It has not been identified how the structure of the CS program itself has changed since 2017 that would now qualify and justify the program for a professional fee.

This item deserves discussion and direction by the Board regarding the assessing of professional fees and if additional requirements for professional fees should be considered.

Staff does not recommend approval.

BOARD ACTION

I move to approve the request by Boise State University to establish Computer Science professional program fees of \$35 per upper division credit hour, effective fall 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BOISE STATE UNIVERSITY

SUBJECT

Professional fees for Construction Management

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment Objective A: Higher Level of Educational Attainment and Timely Degree Completion

Goal 3: Workforce Readiness Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Boise State University (BSU) is proposing a professional fee for Construction Management (CM) of \$35 per upper division credit. If approved, and upon establishment of this fee, BSU will discontinue charging upper division course fees for the CM program. BSU believes all of the criteria identified in the above-referenced policy for professional fees have been met and the overall impact on students will be very positive. Alternatives to a professional fee have been considered and Boise State has concluded that these alternatives would negatively impact students in other programs.

CM graduates from BSU are highly employable and there is a substantial shortage in the industry both in Idaho and nationally. According to Idaho Department of Labor projections, there are 91 CM job openings annually in Idaho. As the only public university CM program in Idaho, Boise State is falling short of delivering enough graduates to meet this need. Current capacity in the program is limited due to high program costs. Boise State is currently graduating approximately 40 students a year. Implementation of a professional fee will not only allow Boise State graduates to be better prepared when entering the workforce, it will allow CM to increase the number of graduates in the program and help meet the industry need.

This fee proposal meets the criteria for professional fees as detailed in the above-referenced policy as follows:

Credential or Licensure Requirement:

There are multiple licensing and credentialing requirements for construction management graduates depending on where they choose to work. Boise State recommends certification for all CM graduates and requires all graduates to pass the American Institution of Constructors Level 1 Certified Professional Constructors Examination. These licensing requirements include:

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- Idaho Construction Manager's License: The State of Idaho requires that construction managers be licensed for any project where the estimated cost of the entire project is \$50,000 or more and where the project involves public funding from the State of Idaho or any other political subdivision of the state that is authorized to let or award contracts for any public work.
- Associate Constructor (AC) certification from the American Institute of Constructors.
- Certified Construction Manager (CCM) is a personnel credential accredited by the American National Standards Institute (ANSI) under the International Organization for Standardization's ISO-17024 standard.

Accreditation Requirement:

Construction Management is accredited by the American Council for Construction Education.

Extraordinary Program Costs:

CM is a highly specialized field that requires the use of expensive equipment and technology to prepare students for the workforce. This equipment provides hands-on experience with equipment such as Robotic Total Station Survey Equipment, GPS Technologies, and drones, as well as access to technology and software such as iPlan Digital Plan Tables, OnCenter On-Screen Take-Off Software, and Autodesk Revit Building Information Modeling (BIM) Software.

Graduates of CM will find themselves in charge of multi-million dollar projects and it is essential that they are well prepared for this undertaking. Much like other highly specialized fields, investment in equipment and technology is critical to ensuring Boise State graduates are well prepared and ready to ensure the structures they are responsible for are constructed safely and in compliance with applicable laws and regulations.

Example of use of technologies used by Construction Management graduates:

Building Information Modeling (BIM) has become the standard in building and project design. This model-based approach is used for both communication and collaboration; however, BIM can be used for more than just 3D models. These uses include:

1. Capturing the most accurate representations of the structure or site
2. Design and Constructability review and collaboration
3. Simulation of construction work process, in collaboration with the work schedule

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4. Conflict resolution prior to construction
5. Cloud application access to information
6. Pre-construction project imaging with project walkthrough
7. Augmented reality driven changes

IMPACT

There were 1,943 upper division CM credits for 2018-19 which would have resulted in \$68,005 in revenues from the professional fee. These revenues would have been offset by \$22,225 in lost course fee revenue from the discontinuation of course fees. The net investment available from the establishment of a professional fee would have been \$45,780. Boise State anticipates a similar impact if the professional fee is approved.

Boise State has decided to implement these professional fees for upper division courses only. This ensures that only those students who are most likely to graduate with a CM degree will be charged the fee, generating a positive return on investment for these students. In addition, students who reach their junior year have access to more scholarships and financial aid to offset increased program costs. Finally, many of these students are already in highly paid jobs in the construction industry during their junior and senior years in the CM program.

The additional cost to an individual student would be approximately \$1,350 during his/her time at Boise State.

Professional fee funds will be used to expand access and enhance the quality of our students' education by providing greater access to the latest CM software and equipment. Without these funds, access to the latest technology and equipment will be curtailed and students may find their career options more limited.

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University is requesting a professional fee that applies to only the upper division credits of the computer science program. Board Policy V.R. states that in order to qualify for a professional fee, certain criteria must be met. The criteria required is as follows:

- Credential or Licensure Requirement
- Accreditation Requirement
- Extraordinary Program Costs

Under the Credential or Licensure Requirement, the Board policy states, "a professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required". Similar professional fees have been assessed on programs like engineering, where a professional certification is required or law, where the program prepares you for a licensing exam.

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Charging a professional fee for upper division courses results in a situation where students within the program are charged significantly higher rates in order to complete their BS degree. Boise State University's rationale for assessing this fee includes an argument that many of these students are already in highly paid jobs during those final two years and can therefore afford additional fees.

If this program is deemed to warrant a professional fee by the Board, it would be hard to argue that every other engineering, business, or multi-disciplinary program which contains a number of high-cost courses would not also be eligible for professional fees—leading to a proliferation of professional fees (as quasi course fees) for programs which are not intimately linked to licensure/credentialing. Professional fees could become the rule rather than the exception—with the impact being a shift in the balance between finding additional funds to support quality programs and preserving access/affordability to students—an issue which merits deliberate and systematic analysis by the Board.

Boise State University brought forward a similar proposal in April 2017 for a \$35 per credit professional fee to be assessed on upper division courses in a new general BS in engineering program. The Board did not approve the requested professional fee. At the April 2017 Board meeting, BSU explained that they had not requested professional fees for two other baccalaureate programs offered by BSU's College of Engineering: (i) Computer Science has received substantial legislative support that has covered the high cost of the program, and (ii) Construction Management faculty members do not command the high salaries of engineering departments. It has not been identified how the structure of the CM program itself has changed since 2017 that would now qualify and justify the program for a professional fee.

This item deserves discussion and direction by the Board regarding the assessing of professional fees and if additional requirements for professional fees should be considered.

Staff does not recommend approval.

BOARD ACTION

I move to approve the request by Boise State University to establish Construction Management professional program fees of \$35 per upper division credit hour, effective fall 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

IDAHO STATE UNIVERSITY

SUBJECT

Bidding and construction of the Davis Field Renovation project

REFERENCE

February 2019

The Idaho State Board of Education (Board) approved the request from Idaho State University to proceed with planning and design for the Davis Field Renovation, and to amend their 6 year capital improvement plan to include the Davis Field Renovation.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The request aligns with the following State Board of Education Strategic Plans:
Goal 1: Educational System Alignment. The corresponding Objective is: Objective B: Alignment and Coordination.

BACKGROUND/DISCUSSION

Idaho State University (ISU) requests approval to renovate Davis Field. This facility, the original "Spud Bowl" is a historic feature of the campus. However, in its current state it is unsuitable for ISU soccer and track and field programs and other university and community uses. The planned construction will provide for moving the field events out of the oval and into the venue's south berm area. Planned lighting will extend the hours that the facility can be used by both track and soccer. These renovations will allow ISU Track & Field to host home meets for the first time in 10 years. The lighted field will increase scheduling capacity for both teams, and allow soccer to play at the prime times for fan and student attendance rather than in the middle of the day. Most importantly, the renovation eliminates significant safety hazards which place student athletes and other users at risk. Much of the east portion of the facility is currently fenced off and unusable due to its deteriorated and unsafe condition. This project is currently estimated not to exceed \$5,000,000.

IMPACT

ISU retained a civil engineer to do a final design and cost estimate for this project. ISU will utilize institutional reserve funds for the construction of this project. If ISU desires to issue tax-exempt bonds on this property in the future, it will require future Board approval, pursuant to Board Policy V.K.3.d.

Bond counsel advised the language below is necessary.

ISU may expend monies from its own internal funds for costs of the project as indicated above and in such event, may be reimbursed from the proceeds of any future tax-exempt bonds (the "Bonds") for any expenditure ("Expenditure") made on

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

or after a date not more than 60 days prior to April 18, 2019. Further, that each Expenditure was and will be either: (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of the date of the Expenditure), (b) a cost of issuance with respect to the Bonds or (c) a nonrecurring item that is not customarily payable from current revenues. Further, that the maximum principal amount of the Bonds to be issued for the project described above (the "Project") is not expected to exceed \$5,000,000 and the Bonds may also finance other University projects. ISU reasonably expects on April 18, 2019 that it will reimburse the Expenditures with all or a portion of the proceeds of the Bonds. Further, that ISU will keep books and records of all expenditures and will make a reimbursement allocation, which is a written allocation that evidences ISU's use of proceeds of the Bonds to be a reimbursement of Expenditures no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. Finally, this agenda item evidences ISU's intent and reasonable expectation under Treas. Reg. Section 1.150-2 (d)(1) to use the proceeds of the Bonds to pay the costs of the Project and to reimburse ISU for expenditures for the costs of the Project paid prior to the issuance of the Bonds to the extent permitted by federal tax regulations.

ATTACHMENTS

- Attachment 1 – David Field concept floor plan
- Attachment 2 – Davis Field Kick-off Minutes

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. requires that capital construction projects over \$1 million require Board approval. ISU received Board approval for the planning and design phase of the project at the February 2019 Board meeting and are now requesting for bidding and construction for the project. It is estimated that the project will not exceed \$5,000,000. This project is included in the institution's six-year capital project plan that was amended in February 2019. The institution expects to pay for the project out of reserve funds, however, ISU may decide to issue bonds which according to Board Policy V.F., must be brought before the Board for approval at that time.

Staff recommends approval.

BOARD ACTION

I move to approve the request from Idaho State University for bidding and construction for the Davis Field renovation as described herein and to authorize the Vice President for Finance and Business Affairs to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed \$5,000,000.

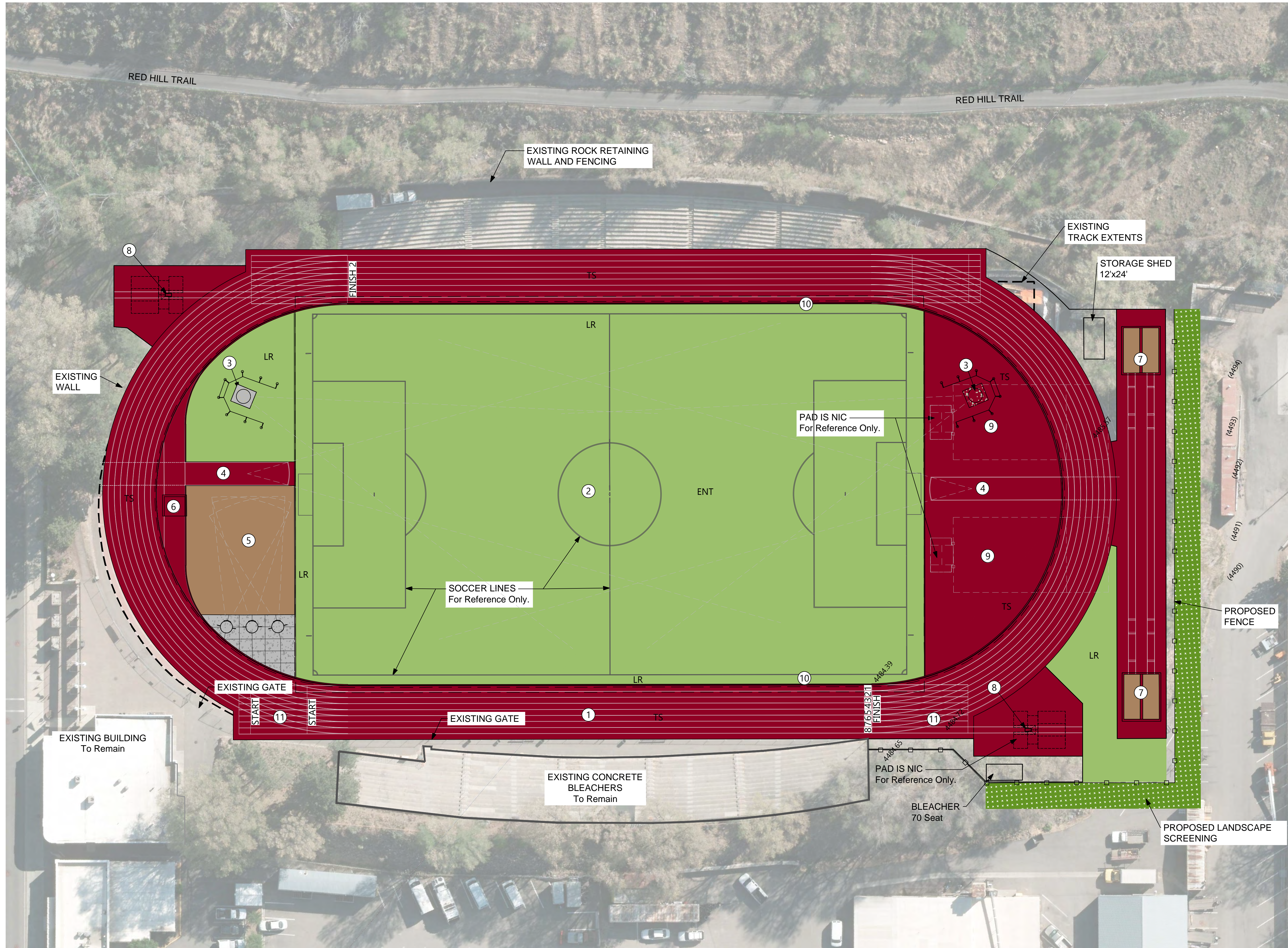
Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

I move to approve the request from Idaho State University for authority to use future bond proceeds to reimburse itself for costs and expenses of the project as described in the second paragraph of the Impact Section above; provided however any issuance of bonds will require additional Board approval, consistent with Board Governing Policies and Procedures.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

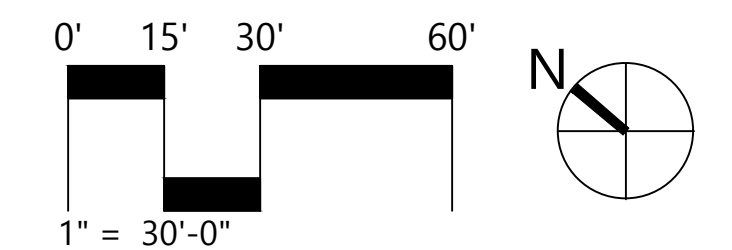


KEY NOTES:

- ① Eight lane, 400 meter track, 112' radius, 42 inch lanes. New base rock, asphalt paving and track surfacing. Refer to detail 3/L-401.
- ② Existing irrigated natural turf field to remain. Field includes sand channel drainage and perimeter concrete curb. Soccer field meets NCAA minimum size: 345' x 210'.
- ③ Discus: new discus cage, circle, and concrete pad.
- ④ Javelin Runway: Concrete paving with track surfacing. Refer to details 1 and 2/L-403.
- ⑤ Shot Put: In ground shot circle (competition), two practice circles, cinders, and concrete header. Refer to details 4, 5, and 6/L-401.
- ⑥ Steeplechase: New pit form, barrier, and cover. Refer to details 1 and 2/L-402.
- ⑦ Long/Triple Jump: New in-ground take off boards and sand pit with concrete header. Refer to details 3, 4, and 5/L-402.
- ⑧ Pole Vault: New in-ground vault boxes. Salvage existing landing pads for re-use. Confirm pad size with Owner. Pad is NIC. Refer to 3 and 4/L-403.
- ⑨ High Jump: Salvage existing landing pad for re-use.
- ⑩ Interior 6" track curb per detail 3/L-401.
- ⑪ Primary 100/110m start lines and extended runout area.

LEGEND:

- SYNTHETIC TRACK SURFACING
- GRASS
- CLAY / SAND / CINDERS
- CONCRETE PAVING
- FENCING
- FENCING
- LANDSCAPE PLANT SCREENING



NO.	REVISIONS	BY	DATE

This document or any part thereof in detail or design concept is the personal property of Keller Associates, Inc. and shall not be copied in any form without the written authorization of Keller Associates, Inc.

DRAWN: NL	CHECKED: JG/CM
DESIGNED:	APPROVED:
VERIFY SCALE: Scales based on 22"x34" prints.	
2 Inches	

**CAMERON
McCARTHY**
LANDSCAPE ARCHITECTURE & PLANNING
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(503) 485-7385

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131 SW 5th Avenue, Suite A
Meridian, Idaho 83642
(208) 288-1992

IDAHO DEPARTMENT
OF PUBLIC WORKS

IDAHO STATE UNIVERSITY - DAVIS FIELD
PRELIMINARY TRACK SITE PLAN

PROJECT NO. 208106-044
SHEET NO. L-100

Idaho State University - dpw #16-241

DAVIS FIELD RECONSTRUCTION

04 MARCH 2019

GOTO MEETING: <https://global.gotomeeting.com/join/121177645>

OR By Phone 571-317-3112, Access Code: 121-177-645

MINUTES SHOWN IN RED

ATTENDEES

ISU:

Pauline Thiros, Debs Brereton, Cheryl Hansen, Hillary Merkley,
(not in attendance: Jason Adams, Chris Wagner, Becky Naber)

Keller Associates:

Nathan Cleaver, Kris Wiese, Jeny Thornton, Adam Neiwert, Donovan Campbell, TJ Centanni, David Kinzer

Cameron McCarthy:

Jason Gillies

DPW

John Julian

McAlvain:

Tammie Newman

AGENDA

New Business

1. Introductions
2. Summarize scope of the project

Refer to the concept pdf attached to the calendar invite.

1. **Widening and** partial resurfacing of the track and D-zones. (The D-zone is the area between a soccer field end zone and the running track.),
2. Add new starting area and runout on the west side of the track,
3. Provide drainage improvements to eliminate ponding on the track/soccer field edge,
4. Remove the east concrete bleachers, and install a *concrete block retaining wall* at the toe of the slope.
5. *Add starting areas and runouts on the east side of the track,*
6. *Add a pole vault area to the west side of the track (south end),*

7. *Add the removal of the earth berm located on the south end of the stadium and expand jumping events to this area,*
8. *Add perimeter/exterior fencing on the south end of the stadium,*
9. *Add stadium lighting*
10. *Add the relocation of the scoreboard located in the south end of the stadium,*
11. *Add electrical and communication to the starting lines,*
12. *Add a block retaining wall 16 feet from the existing stone wall to allow for a flat area to support equipment for the repair of the stone wall.*

3. Bid Packages

- Bid Package 1 – This bid package will include demolition, major earthwork activity to remove the south berm, rough grading, construction of the concrete block retaining walls on the east side, electrical, **paving, and track surfacing.**
- Bid Package 2 – This bid package will include the construction of the track facilities and equipment, overall site improvements, and Additive Bid 1 and 2.
- Additive Bid 1 – Repairs to the stone wall
- Additive Bid 2 – Portable **or modular** wood framed storage shed. The design will include a performance specification for the structure. The shed will be designed by the supplier.

4. Schedule of Deliverables

Schedule

- March 4, 2019 - Notice to Proceed issued
- **April 2, 2019 - PBFAC presentation**
- April 5, 2019 - 95% Bid Package 1 CD documents submitted
- **April 11, 2019** - 95% Bid Package 1 Design Review Meeting
- **April 11, 2019** - 50% Bid Package 2 CD documents submitted at ISU <Cameron McCarthy to attend IN PERSON>
- **April 17, 2019 - State Board of Education meeting**
- April 19, 2019 - 100% Bid Package 1 CD documents submitted
- May 13, 2019 - Bid Package 1 - Anticipated construction start
- May 13, 2019 - Anticipated DBS building permit of walls and underground electrical
- May 17, 2019 - 95% Bid Package 2 CD documents submitted
- May 31, 2019 - 95% Bid Package 2 Design Review Meeting at ISU <Cameron McCarthy to attend IN PERSON> **(exact day and time of meeting TBD)**
- June 11, 2019 - 100% Bid Package 2 CD documents submitted
- July 8, 2019 - Bid Package 2 - Anticipated construction start Monday
- August 30, 2019 - Anticipated paving completed
- September 27, 2019 - Anticipated track surfacing applied
- November 22, 2019 - Anticipated substantial completion

5. Set on-site meeting

- March 5, 2019 - Meeting with Hillary, Nathan, and Kris
- April 11, 2019 - 95% Design Review meeting at 10:30 am

WISHLIST

- Long jump covers & sand capture system
- Removal net behind score goals to prevent balls from going into the D zones

ACTION ITEMS

- Hillary to look at storage facilities to determine appropriate size - due April 11th
- Verify steeplechase barriers are in design
- KA to check with vendors about the 2 lighting standards (regional or national televised event)

NEXT WEEK'S AGENDA ITEMS

- Monday, March 18, 2019 at 11 am

Idaho State University - dpw #16-241

DAVIS FIELD RECONSTRUCTION

04 SEPTEMBER 20XX / 4:30 PM / ROOM 436

ATTENDEES

Wendy Writer, Ronny Reader, Abby Author

AGENDA

Last Meeting Follow-up

1. Lorem ipsum dolor sit amet, consectetur adipiscing elit.

New Business

6. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
7. Suspendisse scelerisque mi a mi.

NOTES

- **Lorem ipsum dolor sit amet** consectetur adipiscing elit.
- **Vestibulum ante ipsum primis elementum**, libero interdum auctor cursus, sapien enim dictum quam.
 - [Phasellus vehicula nonummy](#)

ACTION ITEMS

- **Lorem ipsum dolor sit amet** consectetur adipiscing elit.

NEXT WEEK'S AGENDA

Lorem ipsum dolor sit amet, consectetur adipiscing elit.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

IDAHO STATE UNIVERSITY

SUBJECT

EAMES Project Construction - Phase II bid with Phase I

REFERENCE

February 2017	Idaho State Board of Education (Board) approved engineering and cost estimates to move College of Technology Academic Programs to the RISE Building.
August 2017	Idaho State University (ISU) FY19 Six-Year Capital Project Plan approved.
August 2018	Idaho State University (ISU) FY20 Six-Year Capital Project Plan approved.
December 2018	Board approved Idaho State University's request, pending Joint Finance Appropriations Committee approval, to reallocate the \$10M dollars of funding from Gale Life Science to the EAMES Project, to allow ISU to begin construction of Phase I of EAMES Building remodel for moving College of Technology Programs at a total project cost estimated at \$13.3M.
February 2019	Legislature passed and the Governor signed House Bill 20 to reallocate \$10M dollars of funding from Gale Life Science to the EAMES Project.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.3 b & c.

ALIGNMENT WITH STRATEGIC PLAN

The request aligns with the following State Board of Education Strategic Plans:
Goal 1: Educational System Alignment. The corresponding Objective is: B: Alignment and Coordination

BACKGROUND/DISCUSSION

Idaho State University (ISU) has been successful in fundraising efforts to support Phase II of the EAMES Complex. The original plan was to construct Phase I and return at a later date for approval to construct Phase II. Given the success in

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

fundraising, ISU requests permission to construct both Phases if the bids come within budget.

While the overall fundraising for this Phase II was quite successful, the feasibility of including Phase II with the timing of Phase I became a reality when the JA and Katherine Albertson Foundation recently donated \$2,000,000 to this phase of the project. Their gift allows ISU to consider bidding both phases of the project together as it may provide some economic advantages to have both under construction at the same time with the existing contractor and design team that has been working with the Division of Public Works (DPW) on this project.

This project provides for collocation of several College of Technology Programs in one building and supporting the alignment of resources and creating additional efficiencies across campus. Phase II includes moving the Diesel Tech Program now housed in a separate off-campus building in Old Town Pocatello. The current facility is beyond its useable life and ISU intends to dispose of it once the programs move to the newly constructed areas of the EAMES Complex.

Phase II of the project is estimated at \$4,651,844. Recently cost estimates came in at \$14,300,054.50 for Phase I. The total estimate for both projects is \$18,951,898.50.

IMPACT

This expansion will create future capability and use of existing facilities to further career technical education and research possibilities.

Source of funds for this Phase II of the project is 100% fund raised from donors. ISU has raised a total of \$4.5 million with approximately \$2 million that has been pledged, but not yet received as cash.

ATTACHMENTS

- Attachment 1 – EAMES floorplan
- Attachment 2 – EAMES renovations budget

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. states that institutions under the governance of the Board shall submit to the Board for its approval a six-year capital construction plan prior to commencing a capital construction project. Both Phases of the proposed project were included in the ISU six-year capital plan that was most recently approved by the Board in August 2018. In December 2018, the Board approved reallocating \$10 million originally intended to renovate the Gale Life Sciences building to instead use those funds for the EAMES complex remodel. Both the Division of Public Works and the Legislature has approved of the funding change. Due to a gift from the JA and Katherine Albertsons Foundation, Phase II may be bid as an add alternate to Phase I or as a combined bid, a change from the original

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

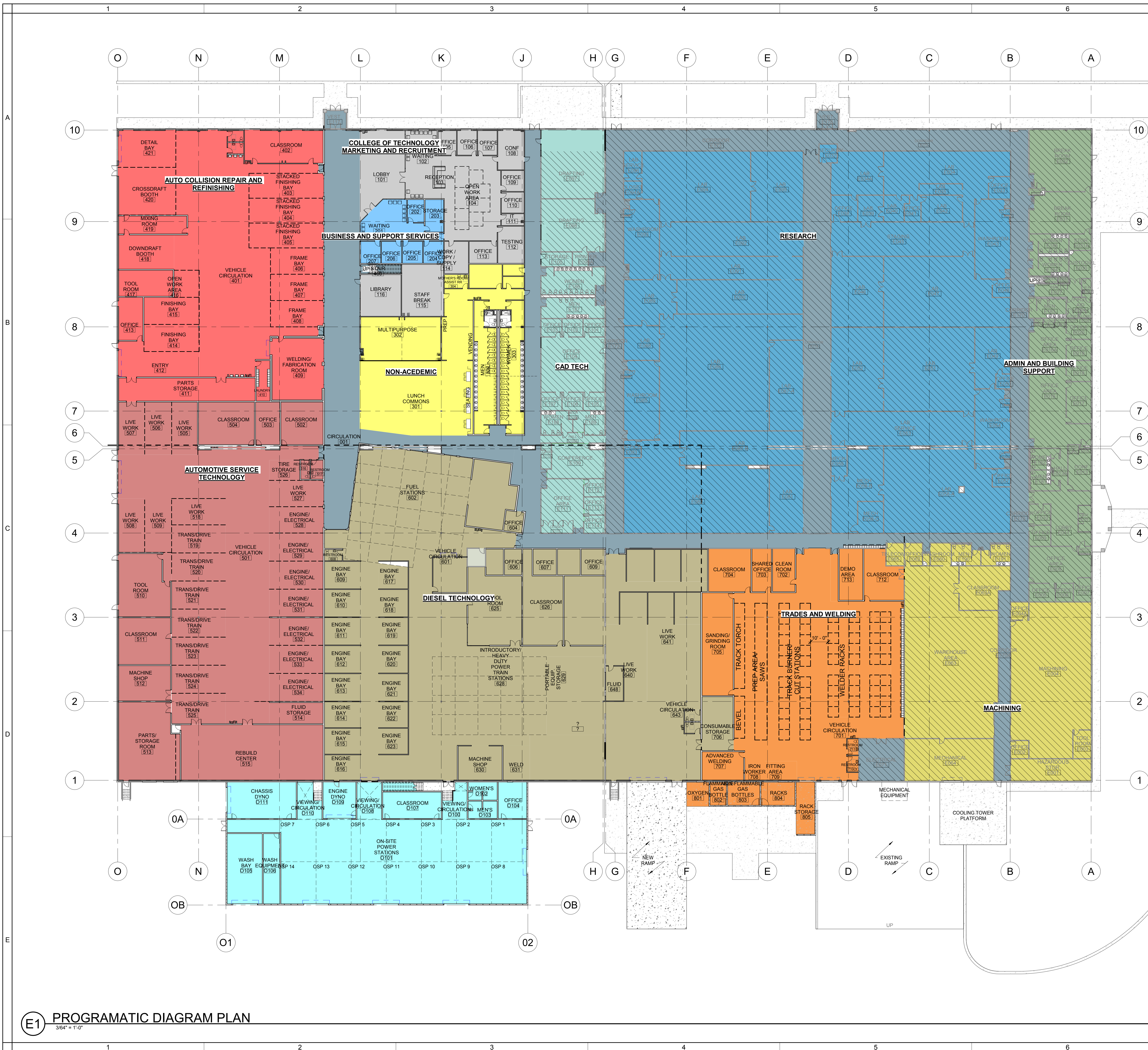
construction plan. By allowing ISU to bid for both phases, there are potential advantages in the construction costs.

Staff recommends approval.

BOARD ACTION

I move to approve Idaho State University's request to bid Phase I, with Phase II as an add alternate contingent upon collection of donated funds, for a total construction amount not to exceed \$18,952,000 as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



KEYNOTES

- 1 ON SITE POWER BUILDING PROPOSED LOCATION. DEVELOPMENT INCLUDED IN UPCOMING PHASE.

PROGRAM LEGEND

- ADMIN AND BUILDING SUPPORT
- AUTO COLLISION REPAIR AND REFINISHING
- AUTOMOTIVE SERVICE TECHNOLOGY
- BUSINESS AND SUPPORT SERVICES
- CAD TECHNOLOGY
- Demolition
- DIESEL TECHNOLOGY / ON-SITE POWER
- GENERAL
- MACHINING
- NON-ACADEMIC AREAS
- ON SITE POWER
- RESEARCH
- STUDENT SERVICES
- TRADES AND WELDING

FLOOR PLAN LEGEND

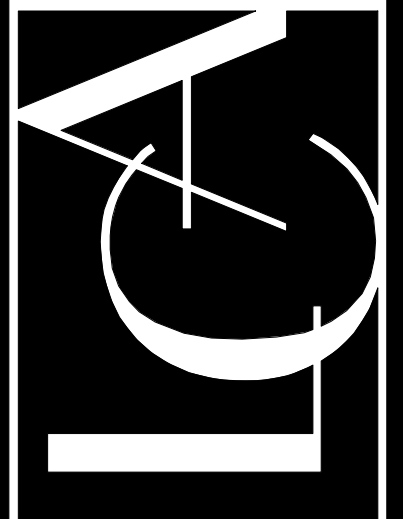
- EXISTING STEEL STUD WALLS TO REMAIN
- EXISTING PRECAST WALLS TO REMAIN
- EXISTING STEEL STUD WALLS TO BE DEMOLISHED
- NEW STEEL STUD WALLS
- NEW CMU WALLS
- EXISTING BUILDING TO REMAIN INTACT
- EXISTING CONCRETE
- NEW CONCRETE RAMP

GENERAL NOTES

- NO REMODEL WORK IN SHADED AREAS. PROTECT THOSE AREAS FROM DAMAGE.
- INTERIOR DIMENSIONS ARE TO CENTERLINE OF COLUMN OR CENTERLINE OF WALL UNLESS NOTED OTHERWISE.
- ALL INTERIOR WALLS SHALL EXTEND FROM FINISH FLOOR TO BOTTOM OF DECK UNLESS NOTED OTHERWISE.
- SEE SHEET A2.3 FOR DOOR AND WINDOW ELEVATIONS.
- EXTERIOR DIMENSIONS ARE TO FACE OF FOUNDATION. CENTERLINE OF COLUMN OR ROUGH OPENING UNLESS OTHERWISE NOTED. SEE WALL SECTIONS FOR RELATIONSHIP OF FRAMING/FINISHES TO FACE OF FOUNDATION.
- SEE FINISH FLOOR PLAN SHEET A2.3 AS WELL AS ROOM FINISH SCHEDULE AND ROOM FINISH INFORMATION.
- PROVIDE SOUND ATTENUATION INSULATION AT ALL INTERIOR WALL FROM FLOORS TO DECK UNLESS NOTED OTHERWISE.
- CONTRACTOR TO VERIFY ALL EXISTING CONDITIONS AND NOTIFY ARCHITECT OF ANY CONFLICTS WITH SCOPE OF WORK.
- ALL EXISTING HOLLOW METAL DOOR FRAMES ARE TO BE PAINTED TO MATCH NEW DOOR FRAMES.
- CONTRACTOR TO VERIFY FINAL EQUIPMENT MODELS AND OBTAIN CUT SHEETS FROM OWNER OR VENDOR PRIOR TO ROUGH-IN.
- INFORM ARCHITECT OF ANY DISCREPANCY.
- REFER TO WALL SECTIONS FOR EXTERIOR WALL REQUIREMENTS.

E1 PROGRAMATIC DIAGRAM PLAN
3/64" = 1'-0"

LCA Architects, P.A.
ARCHITECTURE - PLANNING - INTERIOR DESIGN
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Boise, Idaho 83702
PHONE: (208) 345-6677 - FAX: (208) 344-9902
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OWNER: DRW AGENCY: ISU
DP PROJECT NO. 17236

Idaho State UNIVERSITY
EAMES ATEIC RENOVATIONS
OVERALL PROGRAMATIC DIAGRAM PLAN

MRK	DATE	DESCRIPTION

JOB NO. 17236.01
DATE: 2/28/18
DRAWN BY: ERT
CHECKED BY: CH

SHEET NO. **A2.02**

DPW 17236: EAMES RENOVATIONS BUDGET 03/01/2019

Group	Description	Subitem Description	Budget
DESIGN PROFESSIONAL SERVICES			
1.0 Design Prof Services	A/E Fee Design (Phases 1-3)	Programming	\$ 109,537.54
1.0 Design Prof Services	A/E Fee Design (Phases 1-3)	Schematic Design	\$ 234,723.30
1.0 Design Prof Services	A/E Fee Design (Phases 1-3)	Design Development	\$ 234,723.30
1.0 Design Prof Services	A/E Fee Design (Phases 1-3)	Construction Documents	\$ 547,687.70
1.0 Design Prof Services	A/E Fee Construction Administration	Bidding	\$ 78,241.10
1.0 Design Prof Services	A/E Fee Construction Administration	Construction Administration- Phase 1	\$ 312,964.40
1.0 Design Prof Services	A/E Fee Construction Administration	Construction Administration -Phase 2	\$ 86,118.00
1.0 Design Prof Services	A/E Fee Construction Administration	Close-out Phase 1	\$ 46,944.66
1.0 Design Prof Services	A/E Fee Construction Administration	Close-out -Phase 2	\$ 6,145.00
1.0 Design Prof Services	Design Prof Reimbursables	Design Prof Reimbursables- Phase 1	\$ 43,000.00
1.0 Design Prof Services	Design Prof Reimbursables	Design Prof Reimbursables- Phase 2	\$ 15,000.00
			\$ 1,715,085.00
PROFESSIONAL SERVICES			
2.0 Professional Services	STARR Pre-Construction Services	Starr Pre-Construction	\$ 25,000.00
2.0 Professional Services	Site Survey	Site Survey	\$ 13,020.00
2.0 Professional Services	Soil Investigation	Soil Investigation- MTI	\$ 10,293.50
2.0 Professional Services	Soil Investigation	Reimbursables	\$ 2,000.00
2.0 Professional Services	Testing During Construction	Testing During Construction	\$ 30,000.00
2.0 Professional Services	Test & Balance	Test & Balance	\$ 60,000.00
2.0 Professional Services	Test & Balance	TAB Reimbursables	\$ 10,000.00
2.0 Professional Services	Commissioning	Commissioning	\$ 80,000.00
2.0 Professional Services	Commissioning	Commissioning Reimbursables	\$ 10,000.00
			\$ 240,313.50
CONSTRUCTION SERVICES			
3.0 Construction	Construction Contract	Phase 1	\$ 11,500,000.00
3.0 Construction	Construction Contract	Phase 2	\$ 4,200,000.00
3.0 Construction	DPW Contingency	DPW Contingency (8%)	\$ 1,256,000.00
			\$ 16,956,000.00
MICELANEOUS FEES			
4.0 Miscellaneous	Project Contingency	Project Contingency	\$ 20,000.00
4.0 Miscellaneous	Plan Check Fees	Plan Check Fees	\$ 19,000.00
4.0 Miscellaneous	Advertising	Advertising	\$ 1,322.45
4.0 Miscellaneous	Advertising	Advertising- RFQ- CM/GC Construction	\$ 96.65
4.0 Miscellaneous	Advertising	Advertising- RFQ- Design Services	\$ 80.90
			\$ 40,500.00
TOTAL PROJECTED BUDGET FOR PHASE 1 & 2			\$ 18,951,898.50

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

IDAHO STATE UNIVERSITY

SUBJECT

Permission to construct Meridian Parking Lot

REFERENCE

January 18, 2019

Idaho State Board of Education (Board) approved Idaho State University (ISU) acquiring property owned by West Ada School District, authorized Idaho State University to proceed with the planning and design for a parking lot, and amended the six-year Capital Improvement Plan.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The request aligns with the following State Board of Education Strategic Plans: Goal 3: Deliver relevant education that meets the health care needs of Idaho and the region. The corresponding Objective is: Objective B: Medical Education.

BACKGROUND/DISCUSSION

ISU seeks approval from the Board to construct a parking lot at the Sam and Aline Skaggs Health Science Center in Meridian. The property the parking lot will be built on was recently acquired from the West Ada School District and the planning and design of this project has been completed. ISU is ready to begin the construction. If permission is granted, ISU is planning to go out to bid in May.

ISU's program growth in Meridian has been substantial over recent years, providing the prime rationale for acquiring more land for parking and, potentially, facilities. New programs include the Doctor of Physical Therapy (ultimately 72 students), MS in Clinical Psychopharmacology (24 students), MS in Nutrition with Dietetic Internship (40 students), PhD in Rehabilitative and Communication Sciences (8-15 students) and an increase from 30 to 42 seats in the Accelerated Program in Nursing. The three-year plan adds Occupational Therapy (60 students) and Dental Hygiene (28 students) to meet ongoing and emerging workforce needs.

The parking lot cost for construction is estimated at \$1,705,405. The planning, and subdivision application costs are currently estimated at \$69,000. With the inclusion of any unforeseen planning or construction costs, the total project cost is not expected to exceed \$2,000,000. The subdivision and certificate of zoning compliance (CZC) application with the City of Meridian, which includes a landscape plan is scheduled to be complete by April 1st. The project schedule has the following additional milestones: construction drawings - 100% design submittal

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

April 29, 2019, bidding May 6, 2019 to May 20, 2019, construction June 24, 2019 to August 26, 2019.

IMPACT

Construction of the parking lot will resolve emergent parking needs and afford long-term mission-driven expansion of ISU Health Science Programs to meet workforce needs throughout the state. Significant SBOE approved health sciences programmatic expansion is already underway and is likely to continue to occur in the next few years. Source of funds is University reserves and the potential for an infrastructure bond issuance in the future.

Bond counsel advised the language below is necessary.

ISU may expend monies from its own internal funds for costs of the project as indicated above and in such event, may be reimbursed from the proceeds of any future tax-exempt bonds (the "Bonds") for any expenditure ("Expenditure") made on or after a date not more than 60 days prior to April 18, 2019. Further, that each Expenditure was and will be either: (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of the date of the Expenditure), (b) a cost of issuance with respect to the Bonds or (c) a nonrecurring item that is not customarily payable from current revenues. The maximum principal amount of the Bonds to be issued for the project described above (the "Project") is not expected to exceed \$2,000,000 and the Bonds may also finance other University projects. ISU reasonably expects on April 18, 2019 that it will reimburse the Expenditures with all or a portion of the proceeds of the Bonds. Further, that ISU will keep books and records of all expenditures and will make a reimbursement allocation, which is a written allocation that evidences ISU's use of proceeds of the Bonds to be a reimbursement of Expenditures no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. Finally, this agenda item evidences ISU's intent and reasonable expectation under Treas. Reg. Section 1.150-2 (d)(1) to use the proceeds of the Bonds to pay the costs of the Project and to reimburse ISU for expenditures for the costs of the Project paid prior to the issuance of the Bonds to the extent permitted by federal tax regulations.

ATTACHMENTS

- Attachment 1 – Parking Lot Site Plan
- Attachment 2 – Parking Lot Cost Estimate

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. requires that capital construction projects over \$1 million require Board approval. ISU received Board approval for the planning and design phase of the project at a special January 2019 Board meeting and are now requesting for bidding and construction for the project. The purchase of the property was \$1,710,000. The planning and construction of the parking lot is estimated not to exceed \$2,000,000, bringing a total cost for the project to \$3,710,000.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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The project will create approximately 561 parking spaces, according to Attachment 1. ISU reported that additional parking was planned for the Meridian campus, especially as the buildout of programs occurred and not as a direct result of the construction of ICOM. There are still approximately 70 parking spaces that are part of the ground lease with ICOM. Those spaces are included in the lease payments from ICOM to ISU.

ICOM is purchasing a parcel of land across Central Drive. ICOM currently accesses parking spaces on West Ada School District property. The addition of these 200-300 parking spaces, in addition to the 70 spaces on the ISU property and additional parking utilized by ICOM on West Ada property, should be sufficient for ICOM students. While the class sizes at ICOM are approximately 160 students, the last two years of their medical training are focused on clinical rotations. The students in rotations are rarely required to be on campus.

This project was first included in the institution's six-year capital project plan that was amended in January 2019. The institution expects to pay for the project out of reserve funds, however, ISU may decide to issue bonds which according to Board Policy V.F., will be brought before the Board for approval at that time.

Staff recommends approval.

BOARD ACTION

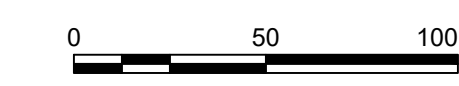
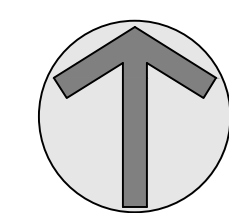
I move to approve the request from Idaho State University to proceed with the planning and construction of the Meridian parking lot at an amount not to exceed \$2,000,000 as detailed herein and in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____






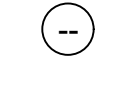
AND

I move to approve the request from Idaho State University for authority to use future bond proceeds to reimburse itself for costs and expenses of the project as described in the second paragraph of the Impact Section above; provided however any issuance of bonds will require additional Board approval, consistent with Board Policies & Procedures.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



LEGEND

TOTAL AREA	5.36ac
AREA IN INTERSTATE LANDSCAPE SETBACK	0.24ac
AREA IN NAMPA MERIDIAN IRRIGATION DISTRICT EASEMENT	0.44ac
NET AREA	4.70ac
REMAINDER AREA	12.91ac
CROSS ACCESS AREA	0.69ac
PARKING STALLS	561
	TOTAL AREA
	NAMPA MERIDIAN IRRIGATION DISTRICT
	INTERSTATE LANDSCAPE SETBACK
	CROSS ACCESS AREA
	PEDESTRIAN ROUTE
	NUMBER OF PARKING STALLS

PRELIMINARY
 Not For Construction

NO.	REVISIONS	DATE

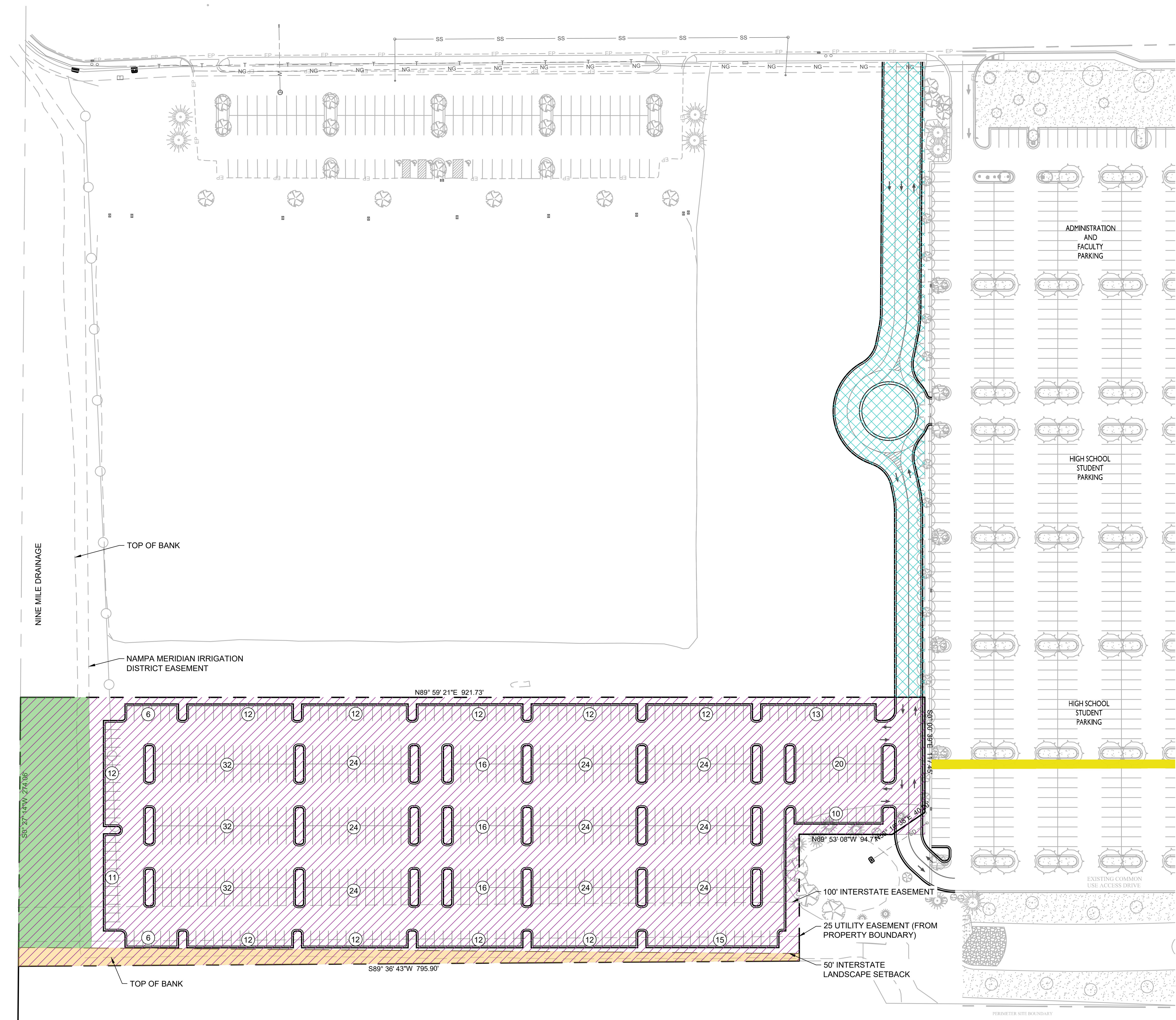
This document or any part thereof in detail or design concept is the personal property of Keller Associates, Inc. and shall not be copied in any form without the written authorization of Keller Associates, Inc.



IDAHO STATE UNIVERSITY
 MERIDIAN CAMPUS
 PARKING LOT SITE PLAN - OPTION #2

DRAWN: EWC	CHECK: RVM
VERIFY SCALE: Scales based on 22"x34" prints.	
1-1/2 Inches	
PROJECT NO. 218116-000	PAGE
SHEET NO.	FIGURE #2

P:218116 ISU MERIDIAN WESTERN PARKING_CAD2_PRELIMD_PLANS-1(OPTION #2).DWG LAST SAVED: 10/30/2018 12:36 PM PRINTED: 10/30/2018 5:14 PM





131 SW 5th Avenue, Suite A Meridian, Idaho 83642
 Phone: 208.288.1992 - kellerassociates.com

ATTACHMENT 2

Project: ISU Meridian Parking
 Engineer: Ryan V. Morgan, P.E.
 Client: Idaho State University
 Printed: Dec 10, 2018 2:40 PM

ENGINEER'S OPINION OF MOST PROBABLE CONSTRUCTION COST

MINI-ROUNDBOUT (INCLUDES RECONSTRUCTION OF PAVEMENT SECTION THROUGH INTERSECTION)

CONSTRUCTION ITEM	QUANTITY	UNITS	UNIT PRICE	COST
ESC ITEMS	1	LS	\$ 2,300	\$ 2,300
CONSTRUCTION TRAFFIC CONTROL	1	LS	\$ 2,400	\$ 2,400
CLEARING AND GRUBBING	5.9	AC	\$ 2,000	\$ 11,800
EXCAVATE AND HAUL OFF	21000	CY	\$ 8	\$ 168,000
AGGREGATE SUBBASE (12" DEPTH)	11750	TON	\$ 15	\$ 176,250
AGGREGATE BASE (4" DEPTH)	3900	TON	\$ 22	\$ 85,800
ASPHALT PAVEMENT SP 3 PG 58-28 (3" thickness)	4,000	TON	\$ 80	\$ 320,000
CURB AND GUTTER	6700	LF	\$ 25	\$ 167,500
MOUNTABLE ROUNDABOUT CURB	190	LF	\$ 25	\$ 4,750
PAVEMENT MARKINGS AND STRIPING	1	LS	\$ 22,500	\$ 22,500
STORMWATER FACILITIES	1	LS	\$ 160,000	\$ 160,000
SIGNING	1	LS	\$ 3,000	\$ 3,000
LIGHTING	19	EA	\$ 6,500	\$ 123,500
LANDSCAPING*	49000	SF	\$ 0.85	\$ 41,650
IRRIGATION*	49000	SF	\$ 0.30	\$ 14,700
CHAIN LINK FENCING	250	LF	\$ 15	\$ 3,750
GATE (ASSUMES 1 28' SIGNAL BAR GATE)	1	EA	\$ 1,200	\$ 1,200
CURB DEMOLITION	110	LF	\$ 3	\$ 330
ASPHALT DEMOLITION	700	SF	\$ 2	\$ 1,400
FENCE DEMOLITION	250	LF	\$ 4	\$ 1,000
CONSTRUCTION SURVEYING	1	LS	\$ 4,500	\$ 4,500
			SUB-TOTAL	\$ 1,311,830
MOBILIZATION, BONDING, & INSURANCE			10%	\$ 131,200
CONSTRUCTION CONTINGENCY (CHANGE ORDERS)			5%	\$ 65,600
SCHEMATIC DESIGN CONTINGENCY			15%	\$ 196,775
			CONSTRUCTION TOTAL	\$ 1,705,405

* Landscaping numbers do not include landscaping inside the Nine Mile Drain easement

The opinion of most probable cost herein is based on our perception of current conditions at the project location. This estimate reflects our opinion of probable costs at this time and is subject to change as the project design matures. Keller Associates has no control over variances in the cost of labor, materials, equipment, services provided by others, contractor's methods of determining prices, competitive bidding or market conditions, practices or bidding strategies. Keller Associates cannot and does not warrant or guarantee that proposals, bids or actual construction costs will not vary from the costs presented herein.

**MERIDIAN PARKING LOT AGENDA ITEM
OFFICIAL INTENT PURSUANT TO SECTION 1.150-2, CFR**

A RESOLUTION OF THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY DECLARING ITS OFFICIAL INTENT TO REIMBURSE CERTAIN REIMBURSABLE EXPENDITURES RELATING TO A CERTAIN PROJECT FROM TAX-EXEMPT OBLIGATIONS

WHEREAS, Idaho State University (the “University”) may in the future enter into a certain tax-exempt financing to finance the costs of the acquisition and construction of certain major improvements to Meridian Parking Lot on the University’s campus in Meridian, Idaho in the approximate amount of \$2,000,000 (the “Meridian Parking Lot”); and

WHEREAS, the University desires to initially use its own funds to pay the costs of the Meridian Parking Lot but also desires to preserve its ability to reimburse itself for such prior expenditures (the “Reimbursable Expenditures”) with proceeds of a tax-exempt financing.

NOW, THEREFORE, IT IS RESOLVED as follows:

Section 1. The purpose of this Resolution is to permit the University to reimburse itself for Reimbursable Expenditures not exceeding \$2,000,000 relating to the Meridian Parking Lot Project.

Section 2. The University intends to incur and pay for Reimbursable Expenditures with available funds, and the University reasonably expects to reimburse itself for those Reimbursable Expenditures from financing proceeds not later than 18 months after the later of (i) the date of the expenditure, or (ii) the date the Meridian Parking Lot Project is placed in service, but no later than three years after the date of the expenditure.

Section 3. The maximum aggregate principal amount of the financing to be entered into to finance the Meridian Parking Lot Project is \$2,000,000.

Section 4. This declaration of official intention is made pursuant to Section 1.150-2, Code of Federal Regulations.

Section 5. The officials of the University are hereby authorized and directed, for and in the name and on behalf of the University to take any and all actions and execute, acknowledge and deliver any and all agreements, instruments or other documents and revisions or corrections thereof and amendments thereto, as may in their discretion be deemed necessary or desirable to carry out the terms, provisions and intent of this Resolution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

IDAHO STATE UNIVERSITY

SUBJECT

Property acquisition for Idaho State University (ISU) Meridian Health Sciences Center

REFERENCE

January 2019 Board approved ISU 6-year Capital Improvement Budget

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.;
Idaho State Board of Education Governing Policies & Procedures, Section V.I.

ALIGNMENT WITH STRATEGIC PLAN

The request aligns with the following State Board of Education Strategic Plans:
Goal 3: Deliver relevant education that meets the health care needs of Idaho and the region. The corresponding Objective is: Objective B: Medical Education.

BACKGROUND/DISCUSSION

In Meridian, the ISU Sam and Aline Skaggs Health Science Center (ISU or University) shares the campus with the West Ada School District (WASD) and the Idaho College of Osteopathic Medicine (ICOM). Together, the University and WASD function under a SBOE-approved Master Declaration Agreement and Joint Operations and Maintenance Agreement; ICOM serves as a tenant on the property.

The Meridian campus is currently at maximum occupancy making the long term need of space for program expansion the prime rationale for additional land acquisition. ISU's program growth in Meridian has been substantial over recent years. New programs include the Doctor of Physical Therapy (ultimately 72 students), MS in Clinical Psychopharmacology (24 students), MS in Nutrition with Dietetic Internship (40 students), PhD in Rehabilitative and Communication Sciences (8-15 students) and an increase from 30 to 42 seats in the Accelerated Program in Nursing. The three-year plan adds Occupational Therapy (60 students) and Dental Hygiene (28 students) to meet ongoing and emerging workforce needs. Opportunities also exist for program growth in Speech Language Pathology, Audiology, Emergency Management, Paramedic Science, Fire Services, Public Health, Counseling, Deaf Education and Health Informatics.

Future expansion of health science programs in Meridian is dependent upon increased space for academic programs, the ancillary support functions for those programs, teaching clinics, the health research enterprise, food service as well as parking. The University is preparing to undergo a university-wide master plan; if approved this subject property will be included as part of the Meridian campus.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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ISU seeks approval to purchase real property across Central Drive and northeast of the current Meridian campus in order to meet the needs of future program growth. The property is currently owned by an estate and is located at 785 S. Locust Grove. The University presented a Contract of Sale – contingent upon SBOE approval - to the estate to purchase two contiguous parcels consisting of 22.024 acres of land (Attachment 1 and Attachment 2) for \$3,500,000. Both parties have signed a Letter of Intent (Attachment 3).

In order to complete the purchase, ISU has engaged an appraisal firm (Valbridge) and civil engineering firm Keller and Associates to work on the formal description of the property. An appraisal has been completed and valued the property at \$3,500,000 (Attachment 4). Other due diligence items are also currently underway.

IMPACT

Acquisition of the property will allow for long-term mission-driven expansion of ISU Health Science Programs to meet workforce needs throughout the State. Significant SBOE-approved health sciences programmatic expansion is already underway and will continue for the foreseeable future. Source of funds is University reserves and the potential for an infrastructure bond issuance at a later time.

Bond counsel advised the language below is necessary.

ISU may expend monies from its own internal funds for costs of the acquisition of the property as indicated above and in such event, may be reimbursed from the proceeds of any future tax-exempt bonds (the "Bonds") for any expenditure ("Expenditure") made on or after a date not more than 60 days prior to April 18, 2019. Further, that each Expenditure was and will be either: (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of the date of the Expenditure), (b) a cost of issuance with respect to the Bonds or (c) a nonrecurring item that is not customarily payable from current revenues. The maximum principal amount of the Bonds to be issued for the acquisition of the property described above (the "Property") is not expected to exceed \$3,500,000 and the Bonds may also finance other University projects. ISU reasonably expects that it may reimburse the Expenditures with all or a portion of the proceeds of the Bonds. Further, that ISU will keep books and records of all expenditures and will make a reimbursement allocation, which is a written allocation that evidences ISU's use of proceeds of the Bonds to be a reimbursement of Expenditures no later than 18 months after the later of the date on which the Expenditure is paid or the Property is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. Finally, this agenda item evidences ISU's intent and reasonable expectation under Treas. Reg. Section 1.150-2 (d)(1) to use the proceeds of the Bonds to pay the costs of the Property and to reimburse ISU for expenditures for the costs of the

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

Property paid prior to the issuance of the Bonds to the extent permitted by federal tax regulations.

ATTACHMENTS

Attachment 1 – Property Map

Attachment 2 – Contract of Sale

Attachment 3 – Letter of Intent to Purchase Everett Property

Attachment 4 – Appraisal from Valbridge

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I. requires that the Board approve any acquisition of real property valued at more than \$1,000,000. Board Policy V.K. states, “if a major project is not included in [an institution’s Board-approved six-year Plan] and an institution or agency under the governance of the Board desires to obtain approval of the major project, before seeking approval, it shall first bring an amended plan to the Board for approval at a regularly scheduled meeting of the Board.”

The only other property in proximity to the ISU Meridian campus is a small parcel of property being sought by the Idaho College of Osteopathic Medicine for additional parking. Purchase of this property will provide for expansion opportunities at the ISU Meridian campus. No current capital projects are scheduled for the property. Prior to any capital projects build on the property, ISU will bring before the Board a six-year Capital Improvement Budget which must include planned capital projects. The Board last approved the ISU six-year Capital Improvement Budget in January 2019. No projects planned for the subject property are included on that approved plan.

Board Policy V.F. includes a debt burden ratio that measures an institution’s dependence on debt as a fund source for financing its operations and the relative cost of debt to an institution’s total expenditures. The limit in Board Policy V.F. is 8.0%. ISU is currently at a debt burden ratio of 2.5%. If the Board later approves debt financing for reimbursement of this property purchase, ISU’s debt burden ratio would still be below 3.0%, within Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to acquire the real property as described in Attachment 2 for a purchase price not to exceed \$3,500,000, and to delegate authority to Kevin Satterlee, President of Idaho State University, to execute the Real Estate Contract of Sale Agreement as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

AND

I move to approve the request from Idaho State University for authority to use future bond proceeds to reimburse itself for costs and expenses of the acquisition of the property as described in the second paragraph of the Impact Section above; provided however any issuance of bonds will require additional Board approval, consistent with Board Policies & Procedures.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



CONTRACT OF SALE

Between

**The Estate of Marvin L. Everett,
by and through the Personal Representative Francis R. Everett,**

as Seller

and

**Idaho State University,
by and through the State Board of Education,**

as Buyer

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CONTRACT OF SALE

THIS CONTRACT OF SALE (“**Contract**”) is effective as of the date last set forth below (“**Effective Date**”), between THE ESTATE OF MARVIN L. EVERETT, by and through the Personal Representative Francis R. Everett (“**Seller**”), and BOARD OF TRUSTEES and THE STATE of IDAHO, by and through the State Board of Education (“**Buyer**”).

1. Purchase. Seller shall sell, and Buyer shall purchase that certain real property consisting of approximately 22.026 acres more or less, located at 785 South Locust Grove Road, in the City of Meridian, County of Ada, State of Idaho. which is more particularly described on Exhibit “A” attached hereto and made a part hereof, together with all buildings, improvements, easements, rights and appurtenances thereto, whether or not recorded, including, without limitation, all development rights, air rights, rights of lateral support, and water and water rights used in connection with the real property, if any, (the “**Subject Property**”), but does not include farm equipment, vehicles, furniture, or other tangible personal property located on or in Subject Property all in accordance with the terms and conditions hereinafter set forth.

2. License for Entry. Seller understands that Buyer desires to acquire for future development purposes the Subject Property, and Seller grants to Buyer a license to enter upon the Subject Property during the “**Due Diligence Period**” as defined in Section 5, and any extension thereof, for all purposes reasonably related to a full and adequate determination of the suitability of the Subject Property for such purposes, including, without limitation, the right to conduct surveys, soils tests, engineering studies, and environmental tests and audits and Buyer shall promptly pay for all costs and charges for such work, studies and tests and prior to any lien being filed against the Subject Property.

To the extent allowed by law, Buyer shall indemnify, defend and hold harmless Seller from any and all liabilities, liens, claims, damages, expenses (including, without limitation, reasonable attorneys’ fees and reasonable attorneys’ fees on any appeal), judgments, proceedings and causes of action of any kind whatsoever (collectively, “**Claims**”), resulting from Buyer’s exercise of the license granted herein, unless caused by the willful or negligent act or omission of Seller, its agents, contractors or employees. Without limiting the foregoing, Buyer shall not be liable for any Claims or diminution in value arising or resulting from (i) Buyer’s discovery of any pre-existing condition (including, without limitation, the existence of “**Hazardous Substances**” as defined in Section 5d) in, on, under or about the Subject Property, or (ii) any exacerbation of a preexisting condition in, on, under or about the Subject Property, except to the extent, if any, said exacerbation results from the willful or negligent act or omission of Buyer, its agents, contractors or employees.

3. Purchase Price and Method of Payment. The total purchase price for the Subject Property shall be the sum of three million five hundred and No/100 dollars (\$3,500,000.00) (“**Purchase Price**”).

(a) Within three (3) business days after the Effective Date, Buyer shall deliver the sum of one hundred and fifty thousand and No/100 dollars (\$150,000) to Pioneer Title Company of Ada County, 8151 W. Rifleman Street, Boise, Idaho 83704, Attn: Mark Anderson (“**Escrow Agent**”) as Buyer’s refundable deposit (“**Earnest Money Deposit**”). The failure to deposit the Earnest Money Deposit on a timely basis shall render this Contract void ab initio. The

Escrow Agent shall invest the Earnest Money Deposit in an interest-bearing account at a federally-insured bank or savings and loan approved by Seller and Buyer. Buyer shall provide its taxpayer identification number to the Escrow Agent contemporaneously with its deposit of the Earnest Money Deposit.

(b) Upon closing, the Earnest Money Deposit, together with all interest earned on the Earnest Money Deposit shall be applicable to and credited to Buyer towards the Purchase Price. All of the Earnest Money Deposit, together with all accrued interest, shall be credited to and considered as payment of part of the Purchase Price at the time and upon consummation of the closing of this transaction. The Earnest Money Deposit and all accrued interest shall be returned to Buyer if this Contract is terminated upon Buyer's election to terminate same due to the failure of the conditions set forth in Section 5 below prior to the expiration of the Due Diligence Period as defined herein. In the event Buyer defaults under this Contract following its satisfaction and/or waiver of its conditions and expiration of the Due Diligence Period and any extension thereof, the Earnest Money Deposit and all accrued interest shall be remitted to Seller as liquidated damages and as Seller's sole and exclusive remedy for Buyer's default. The Earnest Money Deposit, including all interest accrued thereon, shall be non-refundable upon expiration of the Due Diligence Period and any extension thereof, except in the event of Seller's default under this Contract.

(c) The balance of the Purchase Price necessary to complete the payment of the Purchase Price after credits, adjustments and prorations, shall be paid to Seller by Buyer at the Closing Date hereunder by certified or cashier's check, wire transfer or other immediately available funds acceptable to Escrow Agent.

4. Delivery of Documents. Within (5) days of the date of execution of this Contract, Seller shall deliver to Buyer a copy of all documents and items listed on Exhibit "B" attached hereto, if any, within Seller's possession or control or which is known to Seller. If Buyer terminates this Contract for any reason whatsoever, Buyer shall return to Seller all items mentioned above which Seller has delivered to Buyer, together with any ALTA Survey defined below.

5. Conditions Subsequent. At any time prior to the expiration of the Due Diligence Period, Buyer may, in its discretion, terminate this Contract by giving written notice thereof to Seller, at which time Buyer shall be entitled to a return of the Earnest Money Deposit less the sum of \$100.00 as independent consideration within three (3) business days after the day on which Buyer gives written notice of termination. In the event that Buyer does not terminate this Contract at or prior to the end of the Due Diligence Period and any extension thereof, then, in that event, Buyer shall be deemed to have elected to proceed with the transaction set forth herein and the Earnest Money Deposit shall be non-refundable to Buyer, except for Seller's default hereunder. For purposes of this Contract, the "**Due Diligence Period**" shall be fifty-five (55) days and shall expire at 5:00 p.m. (Mountain Time) on the day which is fifty-five (55) days after the Effective Date, which period may be extended by mutual written agreement of the parties. Seller shall cooperate with Buyer to execute any documents which may be necessary or convenient to the satisfaction of the following conditions prior to the expiration of the Due Diligence Period:

(a) Buyer completes, to its satisfaction, its due diligence of the Subject Property;

(b) Buyer obtains the approval of the purchase by the State Board of Education, Board of Trustees.

(c) Buyer agrees to allow Seller entry to facilitate and complete the sale of the farm equipment, vehicles, furniture and any other tangible personal property (i.e. furniture, fixtures, and contents of buildings and home), on or in the Subject Property through May 31, 2019, even if closing occurs prior to the date.

(d) Buyer's receipt of an appraisal and environmental assessment which indicates that the Property is free from "**Hazardous Substances**", if Buyer opts to conduct such assessments and secure such an appraisal. The terms "hazardous substance," "release," and "removal" shall have the definition and meaning as set forth in Title 42 U.S.C. § 9601 (or the corresponding provision of any future law in effect prior to the Closing Date); provided, however that the term "hazardous substance" shall include "hazardous waste" as defined in Title 42 U.S.C. § 6903 (or the corresponding provision of any future law in effect prior to the Closing Date) and "petroleum" as defined in Title 42 U.S.C. § 6991 (or the corresponding provision of any future law in effect prior to the Closing Date). The term "superfund" shall mean the Comprehensive Environmental Response, Compensation and Liability Act, Title 42 U.S.C. § § 9601, *et seq.* (or the corresponding provision of any future law in effect prior to the Closing Date) and any similar statute, ordinance, rule or regulation of any state or local legislature, agency or body. The term "underground storage tank" shall have the definition and meaning as set forth in Title 42 U.S.C. § 6991 (or the corresponding provision of any future law in effect prior to the Closing Date).

(e) Buyer's review of any plat, record of survey, or survey of the Subject Property that exists and has confirmed to its satisfaction the legal description of the Subject Property.

(f) Buyer may at its own cost and expense, elect to obtain a current certified ALTA boundary and topographic survey of the Subject Property prepared by a surveyor selected by Buyer ("**ALTA Survey**"), which ALTA Survey shall (i) comply with the requirements of the Title Company, as defined below, and (ii) comply with the current "Minimum Standard Detail Requirements for Land Title Surveys" adopted by the American Land Title Association and the American Congress of Surveyors and Mappers for a Class A survey, and include, but not be limited to (a) setback, (b) all improvements, (c) location of utilities; (d) significant observations otherwise disclosed, and (e) show that the Subject Property boundaries extend to all adjacent streets, alleys and rights of way which have been dedicated to and accepted for public use by the appropriate governmental authority. The failure to obtain the ALTA Survey during the Due Diligence Period shall not extend the Due Diligence Period.

(g) Within ten (10) days after the Effective Date, Seller, at its expense, shall cause to be delivered to Buyer a current commitment for title insurance ("**Commitment**") covering the Subject Property issued by Escrow Agent, as agent for Pioneer Title Company of Ada County ("**Title Company**"), together with a copy of each document listed (i) as an encumbrance upon the title to the Subject Property or (ii) as an exception to coverage in the Commitment. Buyer, at its option and cost, may purchase an Extended Coverage Owner's Policy of Title Insurance. Buyer shall examine the Commitment and shall make any objections thereto in writing to Seller ("**Notice of Objection**") no later than twenty (20) days after the Buyer's receipt of the Commitment. In the

event there exists any such encumbrance or exception in the Commitment to which Buyer objects, Seller shall have ten (10) days after its receipt of the Notice of Objection to elect (in Seller's sole reasonable discretion) to cure and remove or insure over the objectionable encumbrance or exception. Seller need not cure any objection to a financial encumbrance or exception prior to closing, it being agreed that such financial encumbrances or exceptions shall be satisfied at closing from the proceeds of the Purchase Price. In the event Seller elects not to cure and remove or to insure over the objectionable non-financial encumbrance or exception within said ten (10) day period or in the event Seller does elect to cure and remove the objectionable encumbrance or exception but is unable to cure and remove said objectionable encumbrance or exception or, alternatively, to obtain a commitment from the Title Company prior to the expiration of the Due Diligence Period or any extensions thereof that the Title Company will insure over the same, this Contract, at the option of Buyer and upon written notice from Buyer to Seller, shall terminate. In the event Seller elects to cure and remove the objectionable encumbrance(s) or exception(s), Seller agrees to use reasonable efforts to remove any objectionable encumbrance or exception. It is understood and agreed that if this Contract is terminated by Buyer as provided in this Section 5, Seller shall be responsible for all fees charged by Escrow Agent for cancellation of the Commitment. Title to the Subject Property shall be good and marketable and shall be free and clear of all liens encumbrances, easements, assessments, restrictions, tenancies (whether recorded or unrecorded) and other exceptions to title, except the lien of taxes not yet due and payable, those exceptions approved in writing by or caused by Buyer and those exceptions caused or created by Buyer ("**Permitted Exceptions**").

(h) The Title Company has committed to issue at Seller's expense, upon closing, for a Policy of Title Insurance ("**Title Policy**"), in the amount of the Purchase Price, insuring that marketable fee simple title to the Subject Property is vested in Buyer, subject only to the lien for taxes not yet due or payable and the Permitted Exceptions and the documents approved and executed by the parties at closing. The Subject Property must be a lawfully subdivided legal parcel and free of leases or parties in possession and is title-insured as such by the Title Company as a condition precedent to the non-refunding of the Earnest Money Deposit and Buyer's obligation to purchase the Property.

(i) Seller shall deliver an extended coverage owner's affidavit to the Title Company. In the event Buyer, at any time prior to the expiration of the Due Diligence Period, or any extension thereof as allowed herein, deems any of the conditions set forth in this Section 5 unsatisfied, Buyer may terminate this Contract by providing Seller with written notice of Buyer's election to terminate this Contract. In the event of such termination of this Contract, the Earnest Money Deposit and all accrued interest thereon shall be returned to Buyer and thereafter both parties shall be released from any further obligations hereunder, except for liabilities, actual or contingent, which arose prior to the date of termination. If Buyer does not terminate this Contract before the end of the Due Diligence Period, conditions (a) and (c) will be deemed satisfied or waived by Buyer.

6. Closing. Closing shall occur within five (5) business days after the expiration of the Due Diligence Period, or any extensions thereof exercised by Buyer pursuant to this Contract ("**Closing Date**"). Exclusive possession passes to Buyer on closing. With the exception that the Buyer agrees, and the Seller reserves the right to access the property to facilitate the sale of the farm equipment, and any tangible personal property (i.e. furniture, fixtures, and contents of

property), through May 31, 2019, even if closing occurs prior to the date. Prior to closing, Seller shall deposit with the Escrow Agent duly executed and acknowledged Grant Deed (“Deed”) in the form of Exhibit “C” attached hereto conveying to Buyer the Subject Property and all of Seller’s right, title and interest in and to all streets, alleys and rights of way adjacent thereto, subject only to lien for taxes not yet due and payable and the Permitted Exceptions, together with instructions to deliver and record the Deed when Escrow Agent is in a position to pay the Purchase Price to Seller. After all of the conditions of closing as set forth in Section 5 have been met or waived on the applicable date and Buyer has been so advised, Buyer shall on the Closing Date deposit the balance of the Purchase Price by means of wire transfer or certified or cashier’s check with the Escrow Agent with instructions to disburse the Purchase Price to Seller upon recordation of Seller’s Deed, and issuance of the Title Policy required by Section 5. The Subject Property shall be conveyed free of brokerage, management and service contracts.

7. Section 1445 Affidavit. At or prior to the Closing Date, Seller shall deliver to Buyer an affidavit in compliance with Section 1445 of the Internal Revenue Code providing Seller’s United States taxpayer identification number and business address and stating whether Seller is a “foreign person” as defined in the Internal Revenue Code and regulations applicable thereto (“Code”). If Seller fails to deliver such affidavit or is a “foreign person” as defined in the Code, Buyer shall be entitled to withhold from the Purchase Price, and to pay to the Internal Revenue Service, such amounts as are required to be withheld by the Code, and Seller agrees to cooperate with Buyer and to furnish Buyer with such tax forms and information as are reasonably required to insure Buyer’s compliance with the Code.

8. Costs. Any escrow fees and the cost of recording the Deed shall be paid equally by both parties. Taxes and utilities, if any, shall be prorated as of the Closing Date. Seller shall pay recording costs to remove financial encumbrances or exceptions and Buyer shall pay recording cost for any other instruments for the benefit of Buyer or Buyer’s lender. Seller shall pay the premium for standard coverage title insurance and Buyer shall pay the additional premium for the issuance of an extended coverage policy of title insurance plus the fee for any endorsements required by Buyer.

9. Brokerage. Seller and Buyer hereby acknowledge, represent and warrant to each other that no commissions are payable by Seller or Buyer to any broker or finder in connection with this Contract or the transaction contemplated herein, and Seller and Buyer agree to indemnify, defend, save and hold each other harmless from and against the payment of any further commissions or fees or claims for commissions or fees by virtue of any acts or actions undertaken by them, respectively; it being expressly agreed that the foregoing agreement of indemnification shall expressly survive the closing under this Contract. Seller has no commission payment obligation under this Agreement. Buyer has no commission payment obligation under this Agreement.

10. Seller’s Representations and Warranties.

(a) Seller represents and warrants that Seller has authority to enter into this Contract and to grant the license granted in Section 2 and that Seller holds marketable title to the Subject Property.

(b) Seller represents and warrants that Seller has properly formed all entities owning any portion of the Subject Property, that Seller possesses the ability to convey marketable fee simple title to the Subject Property, and that Seller can and will deliver at closing all necessary resolutions, agreements or other documents necessary to evidence and confirm these representations and warranties at closing.

(c) There are no leases, licenses, or other similar rights to occupy any portion of the Subject Property in existence, exempt for Seller's temporary need to access the Subject Property as provided stated in Section 5(c).

(d) No claim, action, litigation, arbitration, or other legal or administrative proceeding of any kind, including any condemnation action, has been served upon or received by Seller relating to the Subject Property or any part thereof, and no other claim, action, litigation, arbitration, or other legal or administrative proceeding of any kind, including any condemnation action, is pending, threatened against or otherwise involves the Subject Property.

(e) To Seller's knowledge, the historic use of the Subject Property does not invoke any application of Meridian City's legal non-conforming use ordinance, but Buyer shall conduct its own examination of Meridian City ordinances. Seller has not received written notice from any governmental authority of any violations of any law or governmental regulation, statute, ordinance, code, rule or regulation applicable to the Subject Property.

(f) Seller has not received written notice of any violations of any federal, state, or local environmental laws applicable to the Subject Property or the ownership, use or occupancy thereof, and there are no current violations of any such laws.

(g) The representations and warranties set forth in this Section 10 shall constitute continuing representations and warranties and shall be deemed to be true and correct as of the Closing Date of Buyer's purchase of the Subject Property.

11. Property Purchased "AS IS". The Subject Property is being purchased "AS IS" and no warranty, express or implied is made by Seller, except as provided in this Section 11, the Deed attached as Exhibit C, and the following: **THE PROPERTY IS SOLD AND CONVEYED TO BUYER AS IS, WHERE IS, AND WITH ALL FAULTS AND DEFECTS, INCLUDING BOTH LATENT AND PATENT DEFECTS. OTHER THAN AS EXPRESSLY SET FORTH HEREIN, NO WARRANTIES, EXPRESS OR IMPLIED, ARE MADE BY SELLER CONCERNING THE PROPERTY. BUYER, BY ACCEPTING THE DEED IN THE FORM OF EXHIBIT C, RELEASES SELLER FROM ANY AND ALL LIABILITY RELATING TO ANY ASPECT OR CONDITION OF THE PROPERTY, KNOWN OR UNKNOWN, FORESEEABLE OR UNFORESEEABLE, ACTUAL OR CONTINGENT, ARISING BY STATUTE, COMMON LAW OR OTHERWISE, INCLUDING BUT NOT LIMITED TO ALL ISSUES SET FORTH IN THE DEED.**

12. Condemnation. Seller alone shall bear the risk of loss prior to closing should there be damage to any portion of the Subject Property by fire or other casualty. Should any entity having the power of condemnation bring an action or otherwise indicate an intent to either Buyer or Seller prior to the Closing Date to acquire all or any portion of, or any interest in, the Subject

Property, Buyer, at Buyer's sole option, may elect either (i) to terminate Buyer's obligation to purchase the Subject Property by giving written notice to Seller at any time prior to the Closing Date, or (ii) to complete the purchase of the Subject Property with Seller, with no adjustment in the Purchase Price. Seller agrees to provide Buyer, and Buyer agrees to provide Seller, within ten (10) days after either party's receipt of same but in no event later than the Closing Date, written notice of any actual or threatened condemnation proceeding.

13. Successors. This Contract shall be binding on the heirs, successors, assigns and personal representatives of the parties hereto.

14. Counsel and Attorneys' Fees. Buyer and Seller acknowledge that each has had the opportunity to seek the advice of independent counsel. No presumption in interpreting this Contract and Exhibits shall attach to the fact that Seller's attorney prepared the initial draft of this Contract and Exhibits. In the event either party initiates or defends any legal action or proceeding in any way connected with this Contract, the prevailing party in any such action or proceeding (in addition to any other relief which may be granted, whether legal or equitable), shall be entitled to recover from the losing party in any such action its reasonable costs and attorneys' fees (including, without limitation, its reasonable costs and attorneys' fees on any appeal). All such costs and attorneys' fees shall be deemed to have accrued on commencement of any legal action or proceeding and shall be enforceable whether such legal action or proceeding is prosecuted to judgment.

15. Default.

(a) Neither party shall be deemed to be in default of this Contract except upon the expiration of thirty (30) days (ten [10] days in the event of failure to pay money) from receipt of written notice from the other party specifying the particulars in which such party has failed to perform its obligations under this Contract unless such party, prior to expiration of said thirty (30) day period (ten [10] days in the event of failure to pay money), has rectified the particulars specified in said notice of default.

(b) In the event Buyer defaults or breaches this Contract and fails to cure such default or breach, Buyer and Seller agree that the damage to Seller because of such default or breach would be extremely costly, difficult and inconvenient to ascertain and therefore, in the event of Buyer's default or breach, the amount of the Earnest Money Deposit, together with any accrued interest thereon, at the time of Buyer's default or breach is a reasonable estimate of the damages that the Seller would incur. Buyer and Seller agree that the payment and delivery of such amount to Seller shall be the sole remedy of Seller in the event of Buyer's default or breach of this Contract.

(c) In the event of Seller defaults or breaches this Contract and fails to cure such default or breach, Buyer may either (i) terminate this Contract upon written notice to Seller, obtain a refund of all amounts paid hereunder, including all accrued interest, and immediately receive reimbursement of the cost of the ALTA Survey plus third party out of pocket expenses, but not to exceed the amount of \$14,000.00, plus the Earnest Money Deposit or (ii) institute an action for specific performance of this Contract against Seller.

16. Notices.

(a) All notices given pursuant to this Contract shall be in writing and shall be given by personal service, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, or by facsimile or by electronic mail (“Email”) addressed to the appropriate party at the address set forth below:

Seller:	Estate of Marvin L. Everett c/o Personal Representative Attn: Francis R. Everett 3850 W. Victory Rd. Meridian, ID 83642 Telephone: 208-288-5521 Cell: 208-559-0450
With a Copy to:	Parsons Behle & Latimer Fredric V. Shoemaker 800 West Main Street, Suite 1300 Boise, ID 83702 Telephone: (208) 562-4900 Facsimile: (208) 562-4801 Email: fshoemaker@parsonsbehle.com
Buyer:	Idaho State University Attn: Kevin Satterlee, President 921 South 8 th Ave., Stop 8310 Pocatello, ID 83209 Telephone: 208-282-3440 Fax: 208-282-3414 Email: president@isu.edu
With a Copy to:	Idaho State University Patricia Z. Marincic 1311 E. Central Dr. Meridian, ID 83642 Telephone: (208) 373-1708 Email: maripatr@isu.edu

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Contract shall be deemed given upon receipt.

(b) For the purpose of this Contract, the term “receipt” shall mean the earlier of any of the following: (i) the date of delivery of the notice, other document, facsimile or Email to the address specified pursuant to subparagraph (a) above, as shown on the return receipt, if

applicable (ii) the date of actual receipt of the notice, other document, facsimile or Email by the person or entity specified pursuant to subparagraph (a) above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark on the return receipt, or (C) the date of receipt of notice of refusal or notice of non-delivery by the sending party.

17. Assignment. Buyer shall have the right to assign this Contract without Seller's prior written consent to an entity owned by Buyer or controlled by Buyer. Notice of such assignment prior to closing shall be delivered by Buyer to Seller and Seller shall thereafter convey title pursuant to the Deed to Buyer's assignee identified in the notice.

18. Captions and Headings. The captions and headings in this Contract are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions or agreements contained herein.

19. Entire Agreement. This Contract contains the entire agreement between the parties hereto and supersedes all prior agreements, oral or written, with respect to the subject matter hereof. The provisions of this Contract shall be construed as a whole and not strictly for or against any party.

20. Construction. In construing the provisions of this Contract and whenever the context so requires, the use of a gender shall include all other genders, the use of the singular shall include the plural, and the use of the plural shall include the singular.

21. Joint and Several Obligations. In the event any party hereto is composed of more than one person, the obligations of said party shall be joint and several.

22. Counterparts. This Contract may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute a single instrument, and shall be effective upon execution of one or more of such counterparts by each of the parties hereto. Facsimiles or copies of original executed documents shall be deemed an original.

23. Time Period Computation. All time periods in this Contract shall be deemed to refer to calendar days unless the time period specifically references business days; provided that if the last date on which to perform any act or give any notice under this Contract shall fall on a Saturday, Sunday or local, state or national holiday, such act or notice shall be deemed timely if performed or given on the next succeeding business day.

24. Binding Contract. This Contract shall not be binding or enforceable until both parties have fully executed this Contract and have delivered to each other an original counterpart of this Contract fully executed by the delivering party.

25. Survival. All of the representations and warranties set forth in this Contract shall constitute continuing representations and warranties, shall be deemed to be true and correct as of the date of closing of Buyer's purchase of the Subject Property from Seller, and shall (along with all indemnification, defense and hold harmless obligations related thereto) survive the closing of Buyer's purchase of the Subject Property.

all indemnification, defense and hold harmless obligations related thereto) survive the closing of Buyer's purchase of the Subject Property.

26. No Third-Party Beneficiary Rights

. This Contract is not intended to create, nor shall it in any way be interpreted or construed to create, any third-party beneficiary rights in any person not a party hereto unless otherwise expressly provided herein.

EXECUTED effective as of the date last written below.

IN WITNESS WHEREOF, the parties have executed this Contract effective as of the day and year first above written.

SELLER:

Estate of Marvin L. Everett,

By: Francis R. Everett P.R.
Francis R. Everett
Personal Representative of Estate

Date: 3-1-19

BUYER:

Idaho State University,

By: Kevin Satterlee
Kevin Satterlee
President

Date: 2-26-19

STATE OF IDAHO)
) ss.
County of Bannock)

On this 26 day of February, 2019, before me the undersigned, a Notary Public in and for the State of Idaho, personally appeared Kevin Satterlee, known or identified to me to be the President and Authorized Representative of Idaho State University, entity that executed the within and foregoing instrument or the person who executed the instrument on behalf of said entity, and on behalf of the Board of Trustees and the State of Idaho by and through the State Board of Education, and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.



Jennifer Forshee
Notary Public for Idaho State University
Residing at Pocatello, ID
My commission expires 02-06-2025

STATE OF IDAHO)
) ss.
County of Ada)

On this 1 day of March, 2019, before me the undersigned, a Notary Public in and for the State of Idaho, personally appeared Francis R. Everett, known or identified to me to be the Personal Representative of the Estate of Marvin L. Everett (official or representative capacity) that executed the said instrument, and acknowledged to me that such Francis R. Everett is the Personal Representative of the Estate of Marvin L. Everett (official or representative capacity) executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.



April Eggers
Notary Public for Idaho
Residing at Boise, ID
My commission expires 9-26-24

EXHIBIT "A"

LEGAL DESCRIPTION OF SUBJECT PROPERTY

Parcel 1:

LEGAL DESCRIPTION:

The South Half of the Southwest Quarter (SE¼) of the Northeast Quarter (NE¼) of Section Eighteen (18), in Township Three (3) North of Range One (1) East of the Boise Meridian, Ada County, State of Idaho.

Together with all water, water rights, ditches and ditch rights appurtenant thereto or connected therewith.

Parcel 2:

LEGAL DESCRIPTION:

Commencing at the East ¼ corner of Section 18, Township 3N., Range 1E., B.M., Ada County, Idaho, said point being the point of beginning; Thence S 89°05'00" W, 639.00 feet to a point on the centerline of an irrigation lateral; Thence S 24°01'00" E, along said centerline 240.80 feet to a point; Thence N 89°05'00" E, 540.98 feet to a point on the section line; Thence N 00°00'00" E, 221.52 feet to the point of beginning, together with all water rights appurtenant thereto and used in connection therewith.

Parcel contains 3.00 acres more or less and is subject to easement of South Locust Grove Road.

LESS

EXCEPTING THEREFROM

Ada County Highway District
Project No. 602012.0
Locust Grove Road (Central/Bentley to Franklin)

**• Parcel 7 •
Right-of-Way Take Description**

A parcel located in the SE ¼ of the NE ¼ of Section 18, Township 3 North, Range 1 East, Boise Meridian, Ada County, Idaho, more particularly described as follows:

BEGINNING at a 5/8 inch diameter iron pin marking the southeasterly corner of said SE ¼ of the NE ¼ from which a 5/8 inch diameter iron pin marking the northeasterly corner of said SE ¼ of the NE ¼ bears N 0°31'11" E a distance of 1329.16 feet;

Thence N 0°31'11" E along the easterly boundary of said SE ¼ of the NE ¼ a distance of 664.58 feet to a point;

Thence leaving said easterly boundary S 89°35'42" W a distance of 48.01 feet to a point;

Thence S 0°31'11" W a distance of 664.63 feet to a point on the southerly boundary of said SE ¼ of the NE ¼;

Thence N 89°32'05" E along said southerly boundary a distance of 48.01 feet to the POINT OF BEGINNING.

This parcel contains 0.732 acres (31,901 square feet) and is subject to any easements existing or in use. Said parcel contains 0.381 acres (16,615 square feet) of existing Locust Grove Road prescriptive right-of-way.

Prepared by: Glenn K. Bennett, PLS
Civil Survey Consultants, Incorporated
May 22, 2002



EXCEPTING THEREFROM

Ada County Highway District
Project No. 602012.0
Locust Grove Road (Central/Bentley to Franklin)

**• Parcel 2 •
Right-of-Way Take Description**

A parcel located in the NE ¼ of the SE ¼ of Section 18, Township 3 North, Range 1 East, Boise Meridian, Ada County, Idaho, more particularly described as follows:

BEGINNING at a 5/8 inch diameter iron pin marking the northeasterly corner of said NE ¼ of the SE ¼ from which a brass cap monument marking the southeasterly corner of said Section 18 bears S 0°30'32" W a distance of 2659.49 feet;

Thence S 0°30'32" W along the easterly boundary of said NE ¼ of the SE ¼ a distance of 221.53 feet to a point;

Thence leaving said easterly boundary S 89°32'05" W a distance of 48.01 feet to a point;

Thence N 0°30'32" E a distance of 221.53 feet to a point on the northerly boundary of said NE ¼ of the SE ¼;

Thence N 89°32'05" E along said northerly boundary a distance of 48.01 feet to the POINT OF BEGINNING.

This parcel contains 0.244 acres (10,633 square feet) and is subject to any easements existing or in use. Said parcel contains 0.127 acres (5,538 square feet) of existing Locust Grove Road prescriptive right-of-way.

Prepared by: Glenn K. Bennett, PLS.
Civil Survey Consultants, Incorporated
May 22, 2002



EXHIBIT "B"

LIST OF DOCUMENTS/ITEMS SELLER IS TO PROVIDE TO BUYER

1. Existing surveys, if any.
2. An itemized list of all personal property to be included in the sale, if any.
3. Correspondence with any governmental agency over the last three (3) years including any real property taxing authority.
4. If applicable, copy of any warranties, maintenance, service, supply, management or other agreements presently in effect, or which may come into effect, of whatsoever nature affecting the Subject Property.
5. If applicable, complete record of income and expenses for the three (3) most recent calendar years and the most current monthly statement of income and expenses for the current year.
6. Copy of real estate tax bills and assessments for the last year and current year. Copies of any business improvement district ordinances applicable to the Subject Property.
7. Current commitment for title insurance from the Title Company, together with the copies of all documents referred to therein and all documents giving rise to exceptions to title.
8. Any existing soils, asbestos, hazardous waste, and Phase I and/or Phase II environmental assessment reports.
9. Licenses, permits, and certificates of occupancy of which Seller has actual knowledge.
10. Copy of all recent appraisals.

EXHIBIT "C"

Recording Requested By and
When Recorded Return to:

Parsons Behle & Latimer
Attn: Fredric V. Shoemaker
800 West Main Street, Suite 1300
Boise, ID 83702

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

GRANT DEED

FOR GOOD AND VALUABLE CONSIDERATION, the receipt and sufficiency of which is hereby acknowledged, Francis Everett, as Personal Representative by and through the Estate of Marvin L. Everett, a single man ("Grantor"), does hereby grant, bargain, sell and convey unto Board of Trustees and the State of Idaho by and through the State Board of Education, ("Grantee"), whose address is 650 W. State St., Boise, Idaho 83720, all of Grantor's right, title and interest in and to the real property located in Ada County, Idaho, legally described as follows:

Parcel 1:

The South Half of the Southwest Quarter (SE¼) of the Northeast Quarter (NE¼) of Section Eighteen (18), in Township Three (3) North of Range One (1) East of the Boise Meridian, Ada County, State of Idaho.

Together with all water, water rights, ditches and ditch rights appurtenant thereto or connected therewith.

Parcel 2:

Commencing at the East ¼ corner of Section 18, Township 3N., Range 1E., B.M., Ada County, Idaho, said point being the point of beginning; Thence S 89°05'00" W, 639.00 feet to a point on the centerline of an irrigation lateral; Thence S 24°01'00" E, along said centerline 240.80 feet to a point; Thence N 89°05'00" E, 540.98 feet to a point on the section line; Thence N 00°00'00" E, 221.52 feet to the point of beginning, together with all water rights appurtenant thereto and used in connection therewith.

Parcel contains 3.00 acres more or less and is subject to easement of South Locust Grove Road.

EXCEPTING THEREFROM

Ada County Highway District
Project No. 602012.0
Locust Grove Road (Central/Bentley to Franklin)

**• Parcel 7 •
Right-of-Way Take Description**

A parcel located in the SE ¼ of the NE ¼ of Section 18, Township 3 North, Range 1 East, Boise Meridian, Ada County, Idaho, more particularly described as follows:

BEGINNING at a 5/8 inch diameter iron pin marking the southeasterly corner of said SE ¼ of the NE ¼ from which a 5/8 inch diameter iron pin marking the northeasterly corner of said SE ¼ of the NE ¼ bears N 0°31'11" E a distance of 1329.16 feet;

Thence N 0°31'11" E along the easterly boundary of said SE ¼ of the NE ¼ a distance of 664.58 feet to a point;

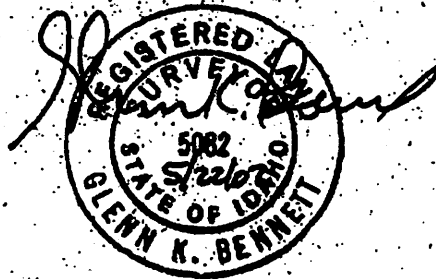
Thence leaving said easterly boundary S 89°35'42" W a distance of 48.01 feet to a point;

Thence S 0°31'11" W a distance of 664.63 feet to a point on the southerly boundary of said SE ¼ of the NE ¼;

Thence N 89°32'05" E along said southerly boundary a distance of 48.01 feet to the POINT OF BEGINNING.

This parcel contains 0.732 acres (31,901 square feet) and is subject to any easements existing or in use. Said parcel contains 0.381 acres (16,615 square feet) of existing Locust Grove Road prescriptive right-of-way.

Prepared by: Glenn K. Bennett, PLS
Civil Survey Consultants, Incorporated
May 22, 2002



EXCEPTING THEREFROM

Ada County Highway District
Project No. 602012.0
Locust Grove Road (Central/Bentley to Franklin)

**• Parcel 2 •
Right-of-Way Take Description**

A parcel located in the NE ¼ of the SE ¼ of Section 18, Township 3 North, Range 1 East, Boise Meridian, Ada County, Idaho, more particularly described as follows:

BEGINNING at a 5/8 inch diameter iron pin marking the northeasterly corner of said NE ¼ of the SE ¼ from which a brass cap monument marking the southeasterly corner of said Section 18 bears S 0°30'32" W a distance of 2659.49 feet;

Thence S 0°30'32" W along the easterly boundary of said NE ¼ of the SE ¼ a distance of 221.53 feet to a point;

Thence leaving said easterly boundary S 89°32'05" W a distance of 48.01 feet to a point;

Thence N 0°30'32" E a distance of 221.53 feet to a point on the northerly boundary of said NE ¼ of the SE ¼;

Thence N 89°32'05" E along said northerly boundary a distance of 48.01 feet to the POINT OF BEGINNING.

This parcel contains 0.244 acres (10,633 square feet) and is subject to any easements existing or in use. Said parcel contains 0.127 acres (5,538 square feet) of existing Locust Grove Road prescriptive right-of-way.

Prepared by: Glenn K. Bennett, PLS.
Civil Survey Consultants, Incorporated
May 22, 2002



SCHEDULE I

APPROVED EXCEPTIONS

[insert BUYER'S approved exceptions from title commitment]

January 22, 2019

VIA EMAIL: PRESIDENT@ISU.EDU

Kevin Satterlee, President
Idaho State University
921 South 8th Avenue
Pocatello, ID 83209

**Re: 22171.003: Reply to Letter of Intent to Purchase 22.024 Acres of Land,
785 S. Locust Grove, Meridian, ID**

Dear Mr. Satterlee:

The undersigned, Francis Everett, Personal Representative of the Estate of Marvin Everett, hereby responds to the Letter of Intent presented by Idaho State University, dated January 18, 2019, offering to purchase 22.024 acres of land located at 785 S. Locust Grove in Meridian, Idaho.

The Estate of Marvin Everett, deceased, is prepared to enter into a binding purchase agreement to sell the subject property for \$3,500,000.00 and to close the purchase of the subject property in accordance with the terms and procedures outlined in Idaho State University's Letter of Intent of January 18, 2019, except for the price, and ask that Idaho State University acknowledge its willingness to purchase the property in accordance with the Letter of Intent as modified by the above by signing and returning its response by 5:00 p.m. (MST) time January 30, 2019 to Fredric V. Shoemaker, the attorney for the Personal Representative, by one of the following means you select.

Parsons Behle & Latimer
Attn: Fredric V. Shoemaker
800 W. Main Street, Suite 1300
Boise, ID 83702
Email: fshoemaker@parsonsbehle.com
Fax: 208-562-4901

Very truly yours,



Francis Everett
Date: January 22, 2019

AGREED AND ACCEPTED BY IDAHO STATE UNIVERSITY:

By: 

Date: 1/30, 2019

Idaho State UNIVERSITY

Attachment 3

Office of the President
921 South 8th Avenue, Stop 8310 • Pocatello, Idaho 83209-8310

January 29, 2019

Francis R. Everett
c/o Fredric V. Shoemaker
Parsons Behle & Latimer
800 West Main Street, Suite 1300
Boise, Idaho 83702

Re: Purchase of subject property, 22.024 acres of land, located at 785 S. Locust Grove, Meridian, ID

Dear Mr. Everett:

Idaho State University is prepared to enter into a Purchase and Sale Agreement to acquire the subject property for \$3,500,000.00, and to close the purchase of the subject property in accordance with the terms and procedures outlined in Idaho State University's Letter of Intent dated January 18, 2019.

The Purchase and Sale Agreement will be subject to the approval of the Idaho State Board of Education per its Policy V.I. – Real and Personal Property Services.

Sincerely,



Kevin D. Satterlee
President
Idaho State University



Valbridge
PROPERTY ADVISORS

Appraisal Report

Commercial Development Land
785 S. Locust Grove Road
Meridian, Ada County, Idaho 83642

Report Date: February 27, 2019



FOR:

Idaho State University
Attn: Tom Meyer
Campus Stop 8219
Pocatello, Idaho 83209

**Valbridge Property Advisors |
Mountain States**

1459 Tyrell Lane, Suite B
Boise, ID 83706
208-336-1097 phone
208-345-1175 fax
valbridge.com

Valbridge File Number:
ID02-19-0034-000



Joe Corlett, MAI, SRA
Moe Therrien, MAI
Kevin Ritter, MAI
Derek Newton, CGA
Jeff Vance, MAI
Dave Pascua, RT
Paul Dehlin, MAI

1459 Tyrell Lane
Suite B
Boise, ID 83706
208-336-1097 phone
208-345-1175 fax
valbridge.com

February 27, 2019

Idaho State University
Attn: Tom Meyer
Campus Stop 8219
Pocatello, Idaho 83209

RE: Appraisal Report
Commercial Development Land
785 S. Locust Grove Road
Meridian, Ada County, Idaho 83642

Dear Mr. Meyer:

In accordance with your request, we have performed an appraisal of the above referenced property. This appraisal report sets forth the pertinent data gathered, the techniques employed, and the reasoning leading to our value opinions. This letter of transmittal is not valid if separated from the appraisal report.

The subject property is 22.024 acres of commercial development land located in central Meridian. Highest and best use is for mixed-use development to include some combination of office, office/flex, and possibly multi-family uses.

The subject was appraised using generally accepted principles and theory. We developed our analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Interagency Appraisal and Evaluation Guidelines; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of our client as we understand them. The report is presented in Appraisal Report format and complies with the requirements set forth under Standards Rule 2-2(a) of USPAP. It presents a narrative discussion of the pertinent data gathered, the techniques employed, and the reasoning leading to our value opinions.

The appraisal problem is to develop an opinion of Market Value: As Is. The client in this assignment is Idaho State University. The intended use is to document market value to assist in the potential purchase of the subject property. The intended users of this report include the client and any duly appointed representatives of the client, specifically authorized by the client to view or use this appraisal in accordance with the stated purpose or function.

The acceptance of this appraisal assignment and the completion of the appraisal report submitted herewith are subject to the General Assumptions and Limiting Conditions contained in the report. The findings and conclusions are further contingent upon the following extraordinary assumptions and/or hypothetical conditions which might have affected the assignment results:

Extraordinary Assumptions:

- None

Hypothetical Conditions:

- None

Based on the analysis contained in the following report, our value conclusions are summarized as follows:

Value Conclusions

Component	As Is
Value Type	Market Value
Property Rights Appraised	Fee Simple
Effective Date of Value	February 19, 2019
Value Conclusion	\$3,500,000

Respectfully submitted,
Valbridge Property Advisors | Mountain States



Jeff Vance, MAI
Senior Appraiser
Idaho, Certification # CGA-2828
Certificate Expires 04/18/2019



G. Joseph Corlett, MAI, SRA
Senior Managing Director
Idaho, Certification # CGA-7
Certificate Expires 03/11/19

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Summary of Salient Facts

Property Identification

Client Identification Number	n/a
Property Name	Commercial Development Land
Property Address	785 S. Locust Grove Road Meridian, Ada County, Idaho 83642
Tax Parcel Number(s)	S1118142201, S1118417255
Property Owner	Marvin L Everett

Site

Current Zoning	RUT; Rural Urban Transition & R-6; Single-family Residential
Meridian's Comprehensive Plan Designation	C-G; General Retail and Service Commercial
FEMA Flood Map No.	16001C0232H
Flood Zone	X
Gross Land Area	22.024 acres; ±959,365 square feet
Usable Land Area	22.024 acres; ±959,365 square feet

Existing Improvements

Improvements	Older single-family home and farm related outbuildings (noncontributory to value)
--------------	--------------------------------------------------------------------------------------

Valuation Opinions & Dates

Highest & Best Use - As If Vacant/As Vacant	Mixed-use commercial
Highest & Best Use - As Improved	Raze the existing improvements for mixed-use development
Reasonable Exposure Time	6-12 months
Reasonable Marketing Time	6-12 months
Date of Inspection	February 19, 2019
Date of Value	February 19, 2019
Date of Report	February 27, 2019

Value Indications & Conclusions

Valuation - Market Value: As Is	
Cost Approach	Not developed
Income Capitalization Approach	Not developed
Sales Comparison Approach	\$3,500,000
Conclusion - Market Value: As Is	\$3,500,000

Aerial and Site Views

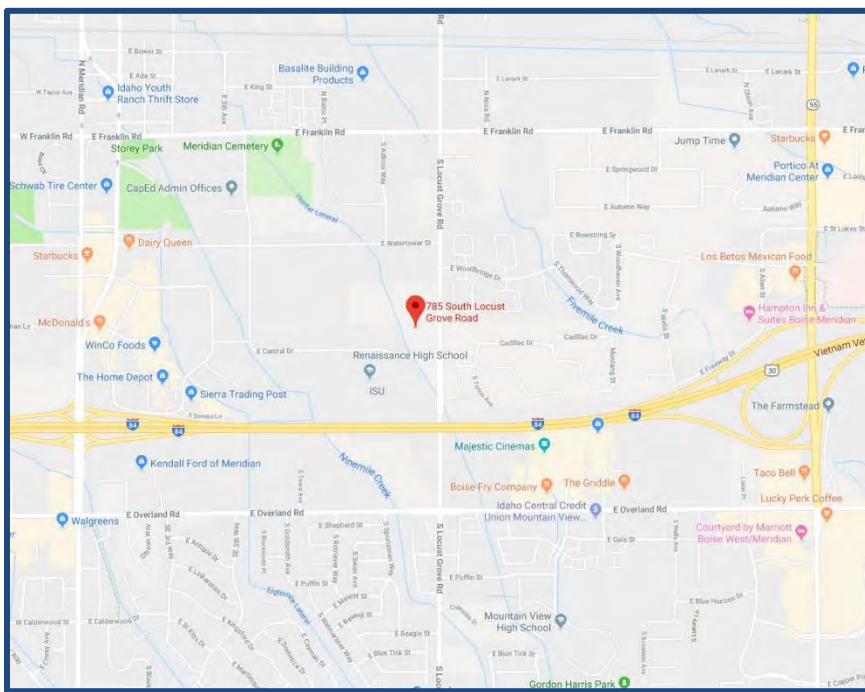
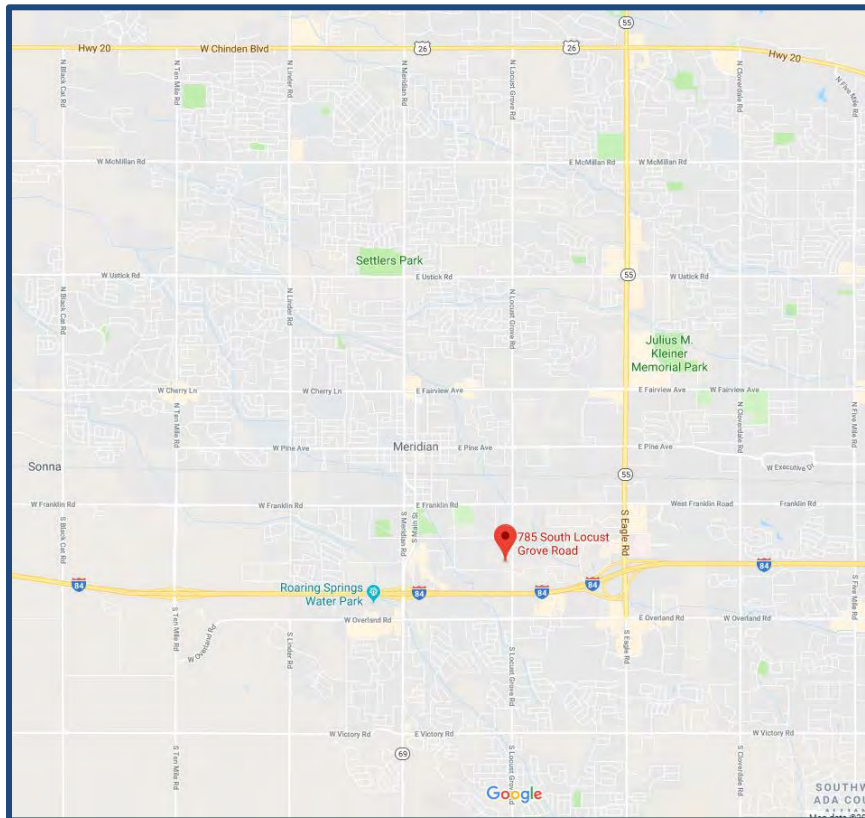
AERIAL VIEW



SITE VIEW



Location Maps





Introduction

Client and Intended Users of the Appraisal

The client in this assignment is Idaho State University. The intended users of this report include the client and any duly appointed representatives of the client, specifically authorized by the client to view or use this appraisal in accordance with the stated purpose or function.

Intended Use of the Appraisal

The intended use is to document market value to assist in the potential purchase of the subject property.

Real Estate Identification

The subject property is located at 785 S. Locust Grove, Meridian, Ada County, Idaho 83642. The Ada County Assessor identifies the subject as Assessor Parcel Number S1118142201 and S1118417255. The property is located adjacent to the incorporated city limits of Meridian.

Legal Description

LEGAL DESCRIPTION The legal description was obtained from the county assessor. The legal description of the property is presented following.

Parcel No. S1118142201 of the south half of the southeast quarter of the northeast quarter of Section 18, Township 3 North, Range 1 East, Ada County, Boise-Meridian, Idaho.

Parcel No. S1118417255 of the northeast corner of the northeast quarter of the southeast quarter of Section 18, Township 3 North, Range 1 East, Record of Survey 424, except right of way, Ada County, Boise-Meridian, Idaho.

Use of Real Estate as of the Effective Date of Value

The subject site is currently improved with an older single-family home and farm related outbuildings. The land has been used for irrigated farming and a homesite.

Use of Real Estate as Reflected in this Appraisal

The subject is commercial development land. The older improvements are noncontributory to value.

Ownership of the Property

According to Ada County Assessor records, title to the subject property is vested in Marvin L. Everett.

History of the Property

Marvin L. Everett has owned the property for well over three years.



Listings/Offers/Contracts

The subject is not listed for sale. A signed letter of intent (LOI) to purchase the subject was provided in conjunction with this appraisal and is included in the addenda of this report. The potential buyer is Idaho State University, which has offered \$3,500,000 to purchase the property. According to the LOI, the seller, The Estate of Marvin Everett, is prepared to enter into a binding purchase agreement to sell the property for \$3,500,000. The pending transaction is arms-length and both the buyer and seller appear to be typically motivated. The sale price is assumed to be unaffected by any known special or creative financing or sales concessions granted by anyone associated with the sale. Based on the valuation presented herein, the agreed upon price of \$3,500,000 is representative of market value.

Type and Definition of Value

The appraisal problem (the term "Purpose of Appraisal" has been retired from appraisal terminology) is to develop an opinion of the market value of the subject property. "Market Value," as used in this appraisal, is defined as "the most probable price that a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

- *Buyer and seller are typically motivated.*
- *Both parties are well informed or well advised, each acting in what they consider their own best interests;*
- *A reasonable time is allowed for exposure in the open market;*
- *Payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto; and*
- *The price represents the normal consideration for the property sold unaffected by special or creative financing or sale concessions granted by anyone associated with the sale."*

(Source: 12 C.F.R. Part 34.42(g); 55 Federal Register 34696, August 24, 1990, as amended at 57 Federal Register 12202, April 9, 1992; 59 Federal Register 29499, June 7, 1994. Also Interagency Appraisal and Evaluation Guidelines as referenced on Page 77472 of the Federal Register/Vol. 75, No. 237/Friday December 10, 2010/Notices)

Fee Simple Estate

Absolute ownership unencumbered by any other interest or estate, subject only to limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat.

Source: The Dictionary of Real Estate Appraisal, Fourth Edition, Appraisal Institute, page 113.

Please refer to the Glossary in the Addenda section for additional definitions of terms used in this report.



Valuation Scenarios, Property Rights Appraised, and Effective Dates of Value

Per the scope of our assignment we developed opinions of value for the subject property under the following scenarios of value:

Valuation Scenario	Property Rights Appraised	Effective Date of Value
Market Value: As Is	Fee Simple	February 19, 2019

The "as is" date of value coincides with the date of the property inspection.

Date of Report

The date of this report is February 27, 2019 which is the same as the date of the letter of transmittal.

List of Items Requested but Not Provided

None

Assumptions and Conditions of the Appraisal

The acceptance of this appraisal assignment and the completion of the appraisal report submitted herewith are subject to the General Assumptions and Limiting Conditions contained in the report. The findings and conclusions are further contingent upon the following extraordinary assumptions and/or hypothetical conditions which might have affected the assignment results:

Extraordinary Assumptions

- None

Hypothetical Conditions

- None

Scope of Work

The elements addressed in the Scope of Work are (1) the extent to which the subject property is identified, (2) the extent to which the subject property is inspected, (3) the type and extent of data researched, (4) the type and extent of analysis applied, (5) the type of appraisal report prepared, and (6) the inclusion or exclusion of items of non-realty in the development of the value opinion. These items are discussed as below.

Extent to Which the Property Was Identified

The three components of the property identification are summarized as follows:

- Legal Characteristics - The subject was legally identified via city, county, and public records.
- Economic Characteristics - Economic characteristics of the subject property were projected via comparison to properties with similar locational, physical, and financial characteristics.
- Physical Characteristics - The site inspection was relied upon for describing the site.

Extent to Which the Property Was Inspected

The subject was personally inspected by Jeff Vance, MAI, on February 19, 2019. This included walking the site, viewing the property from several different angles, and driving the neighborhood. Joe Corlett, MAI, SRA, also performed a current site inspection of the subject.

Type and Extent of Data Researched

We researched and analyzed: (1) market area data, (2) property-specific market data, (3) zoning and land-use data, and (4) current data on comparable listings and transactions. We also interviewed people familiar with the subject market/property type.

Disclosure of Comparable Verification/Inspection

Idaho is a non-disclosure state. Essential information like grantor, grantee, sale price, and sale date from real estate transactions is not required to be listed in public record. Therefore, the appraiser must gather the key data details from parties involved who may have no incentive to cooperate. Often, appraisers are compelled to obtain information from secondary sources. The appraisers made reasonable attempts, within the scope of this work, to obtain all key information from seemingly reliable sources, but some data may not be completely accurate.

Valbridge Property Advisors – Mountain States Appraisal and Consulting Incorporated (VPA-MSA) maintains an extensive database containing sale, rent, capitalization rate, and expense comparables, as well as other pertinent market data. Unless otherwise noted, the comparables utilized herein were all verified personally by Jeff Vance, MAI, and/or another appraiser employed with VPA-MSA. Verification was made from various sources including purchase contracts, rent rolls, real estate brokers, property management companies, buyers, sellers, and landlords. The conformation source is noted for each comparable utilized herein. For improved properties in the local market, we have completed at minimum exterior inspections of the comparables; either in conjunction with this appraisal or as a part of previous appraisals of other properties. Interior inspections have been completed for some but not all of the local comparable properties.

Type and Extent of Analysis Applied (Valuation Methodology)

We observed surrounding land use trends, the condition of any improvements, demand for the subject property, and relevant legal limitations in concluding a highest and best use. We then valued the subject based on that highest and best use conclusion.

Appraisers develop an opinion of property value with specific appraisal procedures that reflect three distinct methods of data analysis: the cost approach, sales comparison approach, and income capitalization approach. One or more of these approaches are used in all estimations of value.

- Cost Approach - In the cost approach, the value indication reflects the sum of current depreciated replacement or reproduction cost, land value, and an appropriate entrepreneurial incentive or profit.
- Sales Comparison Approach - In the sales comparison approach, value is indicated by recent sales and/or listings of comparable properties in the market, with the appraiser analyzing the impact of material differences in both economic and physical elements between the subject and the comparables.
- Income Capitalization Approach - In the income capitalization approach, value is indicated by the capitalization of anticipated future income. There are two types of capitalization: direct capitalization and yield capitalization, more commonly known as discounted cash flow (DCF) analysis.

Approaches Applied

All of these approaches to value were considered. We assessed the availability of data and applicability of each approach to value within the context of the characteristics of the subject property and the needs and requirements of the client. Based on this assessment only the sales comparison approach was developed to derive market value for the subject. Further discussion of the extent of our analysis and the methodology of each approach is provided later in the respective valuation sections.

Appraisal Conformity and Report Type

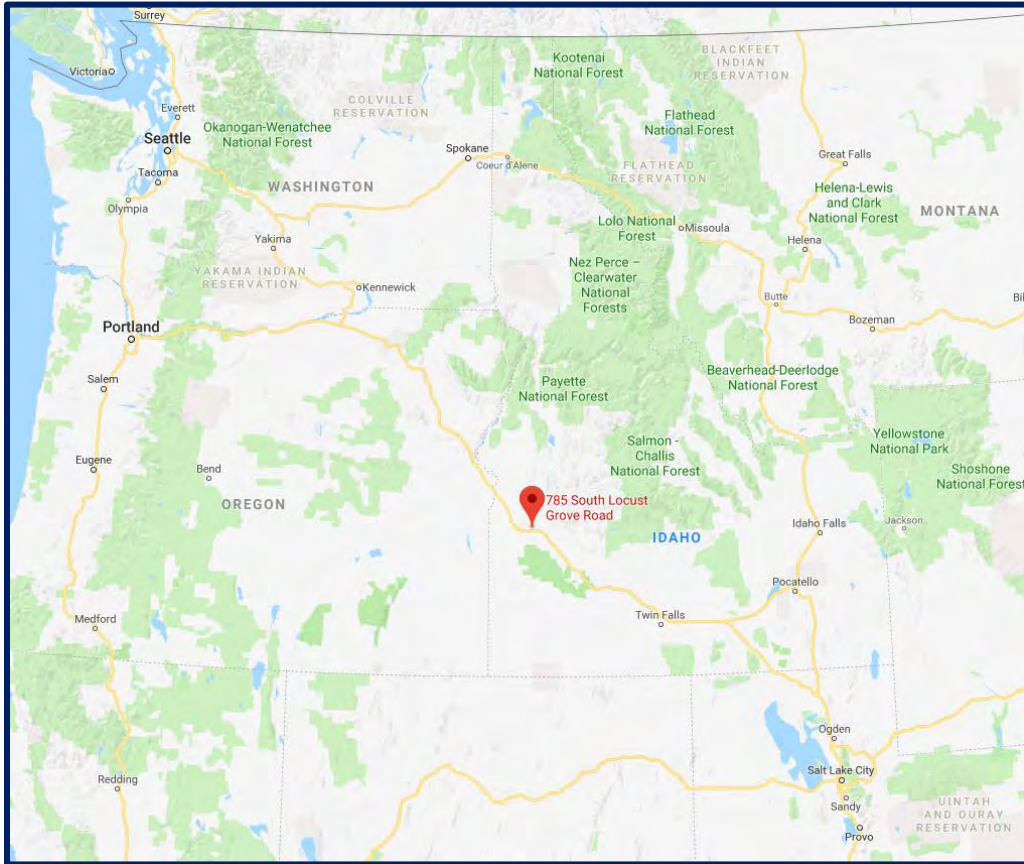
We developed our analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Interagency Appraisal and Evaluation Guidelines; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of our client as we understand them. The report is presented in Appraisal Report format and complies with the requirements set forth under Standards Rule 2-2(a) of USPAP. It presents a narrative discussion of the pertinent data gathered, the techniques employed, and the reasoning leading to our value opinions.

Personal Property/FF&E

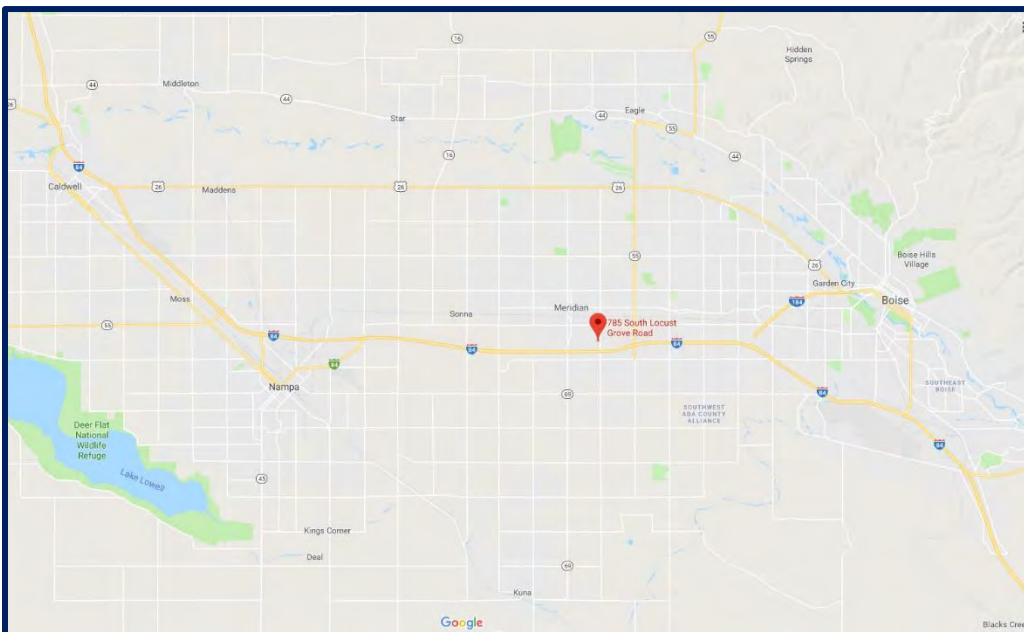
All items of non-realty are excluded from this analysis. The opinion of market value developed herein is reflective of real estate only.

Regional and Market Area Analysis

REGIONAL MAP

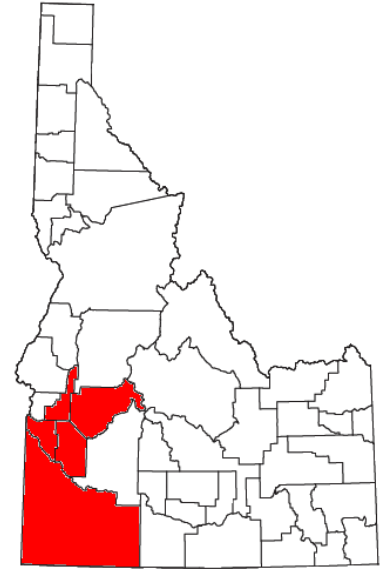


BOISE MSA MAP



Regional Overview

The subject's regional area is southwest Idaho, which is generally referred to as the Treasure Valley or the Boise-Nampa Metropolitan Statistical Area (Boise MSA). As defined by the U.S. Census Bureau, the Boise MSA consists of five counties (Ada, Boise, Canyon, Gem and Owyhee) as shown in adjacent exhibit. The Boise MSA is the state's largest metropolitan statistical area and includes Idaho's three largest cities – Boise, Meridian, and Nampa. Approximately 41% of Idaho's total population resides in the Treasure Valley with 95% of the metro area's population residing in Ada and Canyon counties.

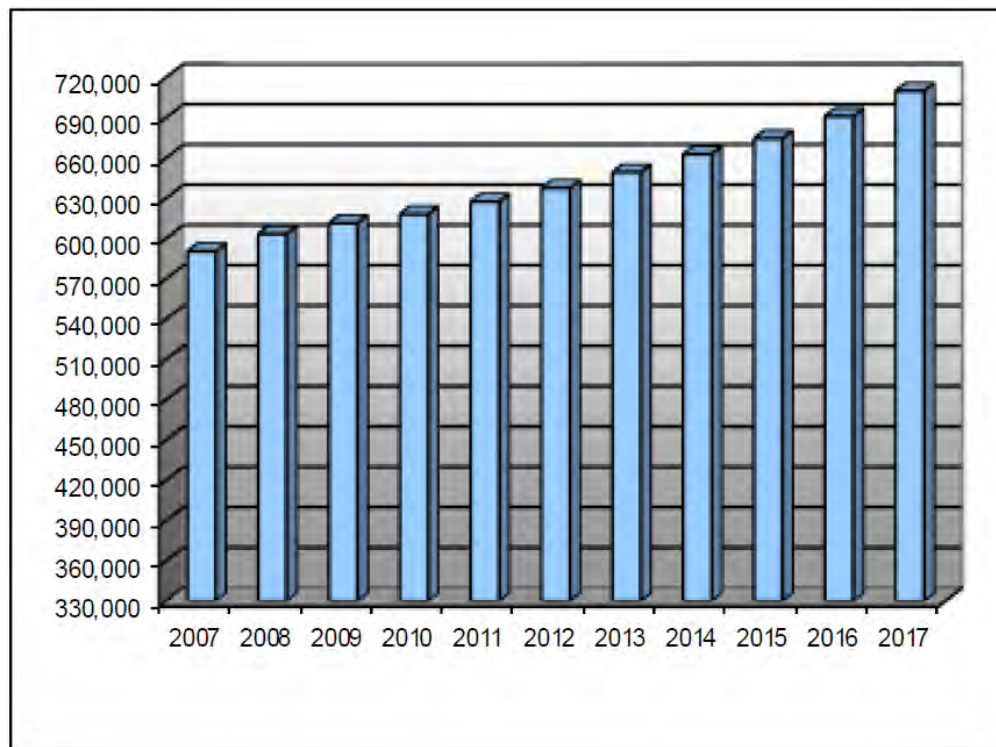


The metro area is currently the 3rd largest in the Pacific Northwest after Seattle and Portland. The general area has been a popular relocation destination for new residents attracted to the outdoor lifestyle, low cost of living, the diversity of the economy and availability of employment.

Population

The following graph produced by the Idaho Department of Labor illustrates population trends for the Boise MSA from 2007 through and 2017. At year-end 2017, total population was 691,423.

POPULATION



As apparent in the graph, population growth has experienced an increasing trend during the past decade. Total population growth from 2007 through 2017 was approximately 121,000 or a 21% increase over the ten year period indicating a straight-line increase of 2.1% annually.

Ada County Overview

Ada County is the state's most populated county with over 457,000 residents. Incorporated cities in Ada County include Boise, Meridian, Eagle, Garden City, Kuna, and Star. An overview of the four largest cities follows:

Cities

Boise is the most populous city in Idaho with over 226,570 residents. It is the State Capitol and Ada County's seat of government. Located along the Boise River, Boise is the principal city in the Boise MSA, and is the largest city between Salt Lake City, Utah and Portland, Oregon. Boise is headquarters for a number of major corporations and serves as the primary government, economic, cultural, and education center for Southwest Idaho, Eastern Oregon, and Northern Nevada. Boise is continually recognized in numerous publications as one of the best places to live in the country.



Meridian is located adjacent west of Boise and is one of the state's fastest-growing cities. At over 99,926 residents, Meridian recently surpassed Nampa, Pocatello, and Idaho Falls in population and is now the 2nd largest city in the state. Because of Meridian's significant growth, the majority of residential neighborhoods in the city are relatively new. Over the past two decades, Meridian has become a center of retail and commercial development in southwest Idaho.

Eagle is located approximately 10 miles northwest of downtown Boise. The population of Eagle is 26,089 residents. Eagle has become one of the most desirable cities in the Treasure Valley because of its location near the Boise River, views of the Boise Foothills, and its upscale quality of residential and commercial developments.

Garden City is located adjacent to Boise's downtown business core. Garden City is primarily developed with strip retail and service commercial uses along Chinden Boulevard and older residential subdivisions, mobile home parks, and older industrial buildings throughout the nonarterial streets. At 11,602 residents, population growth has been nominal during the past several years, because it is nearly fully built-up. Development of infill parcels and renovation of older properties has occurred during the past two decades.

Canyon County Overview

Canyon County is located adjacent west of Ada County. At over 211,000 residents, Canyon County is the second most populous county in Idaho. Canyon County's economy is more agriculturally based and although it only ranks 39th (out of 44 Idaho counties in size), it produces 10% of the state's agricultural income. The county ranks 47th among 3,079 counties nationwide in agricultural production with approximately 84% of the land being used for this endeavor. As a product of the agricultural base, a number of agricultural manufacturing and processing businesses are headquartered in the county. Although Canyon County's economy has historically been agriculturally-oriented, it has become more urbanized over the past two decades as a result of strong population growth. The two largest cities in Canyon County are Nampa and Caldwell. Middleton, Greenleaf, Melba, Notus, Parma, and Wilder are smaller rural communities also located within Canyon County. An overview of the two largest cities follows:



Cities

Nampa is located approximately 25 miles west of Boise and 30 miles east of the Oregon state line. At over 93,000 residents, Nampa is the largest city in Canyon County and the 3rd largest in the state. Many residents commute to neighboring Ada County for work opportunities to benefit from lower overall housing prices and a more rural environment relative to Ada County.

Caldwell is located approximately 8 miles west of Nampa. At over 54,000 residents, Caldwell is the 2nd largest city in Canyon County. Caldwell's economy is largely agricultural based. Caldwell is the county seat of Canyon County.

Employment

Since bottoming out at around 292,000 during the recession years of 2008 and 2009, average annual total employment has increased to 360,698 as of December 2018, representing an increase of 23.5%. The following graph presents historical employment in the Boise MSA.



Employment distribution for the Boise MSA as reported in the Idaho Department of Labor - Workforce Trends publication is presented following:



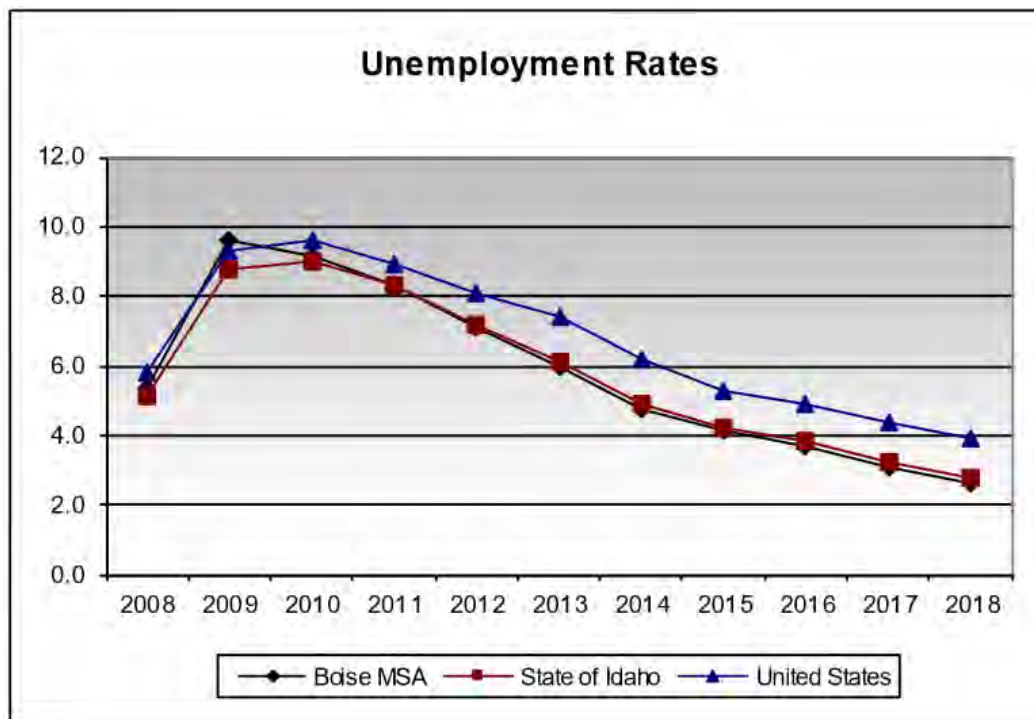
Major employers in the Boise MSA as identified by the Idaho Department of Labor are presented in the following table.

Major Employers

Albertsons
Amalgamated Sugar
Blue Cross of Idaho Health Services
DirecTV
Fred Meyer
Hewlett Packard
Idaho Power Co.
J.R. Simplot
Micron Technology Inc.
Century Link
St. Alphonsus Regional Medical Center
St. Lukes Health Systems
Wal-Mart
WDS Global

Unemployment

Unemployment trends for the Boise metro area via Workforce Trends are presented following. The black colored line shows MSA unemployment, the red line shows the State of Idaho, and the blue line shows the United States on an annual basis between 2007 and 2017:



Consistent with the recession, unemployment increased rapidly in 2008 and then began to decrease in 2011 with economic recovery. The unemployment rate in the Boise MSA was below 4% at year-end 2016. As of December 2018, the Boise MSA unemployment rate was 2.6%.

Household Income

Total median and average household income for both Ada County and Meridian are presented in the following table. Median and average household income is moderately higher in Meridian versus greater Ada County.



Household Income Profile

Ada County, ID
 Ada County, ID (16001)
 Geography: County

Prepared by Esri

Households by Income	2017		2022	
	Number	Percent	Number	Percent
Household	170,257	100%	186,824	100%
<\$15,000	19,200	11.3%	21,417	11.5%
\$15,000-\$24,999	15,933	9.4%	16,714	8.9%
\$25,000-\$34,999	16,098	9.5%	16,245	8.7%
\$35,000-\$49,999	20,268	11.9%	20,355	10.9%
\$50,000-\$74,999	30,520	17.9%	30,242	16.2%
\$75,000-\$99,999	20,684	12.1%	23,038	12.3%
\$100,000-\$149,999	29,835	17.5%	36,466	19.5%
\$150,000-\$199,999	9,604	5.6%	12,065	6.5%
\$200,000+	8,115	4.8%	10,282	5.5%
Median Household Income	\$58,845		\$63,251	
Average Household Income	\$78,964		\$87,673	
Per Capita Income	\$30,047		\$33,162	



Household Income Profile

Meridian City, ID
 Meridian City, ID (1652120)
 Geography: Place

Prepared by Esri

Households by Income	2017		2022	
	Number	Percent	Number	Percent
Household	31,380	100%	34,893	100%
<\$15,000	2,562	8.2%	2,966	8.5%
\$15,000-\$24,999	2,189	7.0%	2,335	6.7%
\$25,000-\$34,999	2,795	8.9%	2,858	8.2%
\$35,000-\$49,999	3,566	11.4%	3,590	10.3%
\$50,000-\$74,999	6,592	21.0%	6,533	18.7%
\$75,000-\$99,999	4,179	13.3%	4,603	13.2%
\$100,000-\$149,999	5,991	19.1%	7,309	20.9%
\$150,000-\$199,999	2,090	6.7%	2,726	7.8%
\$200,000+	1,416	4.5%	1,973	5.7%
Median Household Income	\$65,098		\$70,633	
Average Household Income	\$83,131		\$93,218	
Per Capita Income	\$28,031		\$31,289	

Transportation

Primary ground transportation is via Interstate 84 that connects the area with Idaho Falls, Pocatello, and Salt Lake City, Utah to the southeast; and Portland, Oregon to the west. The Boise MSA is also served by several state and U.S. highways. The nearest major airport is the Boise Airport, located in southeast Boise.

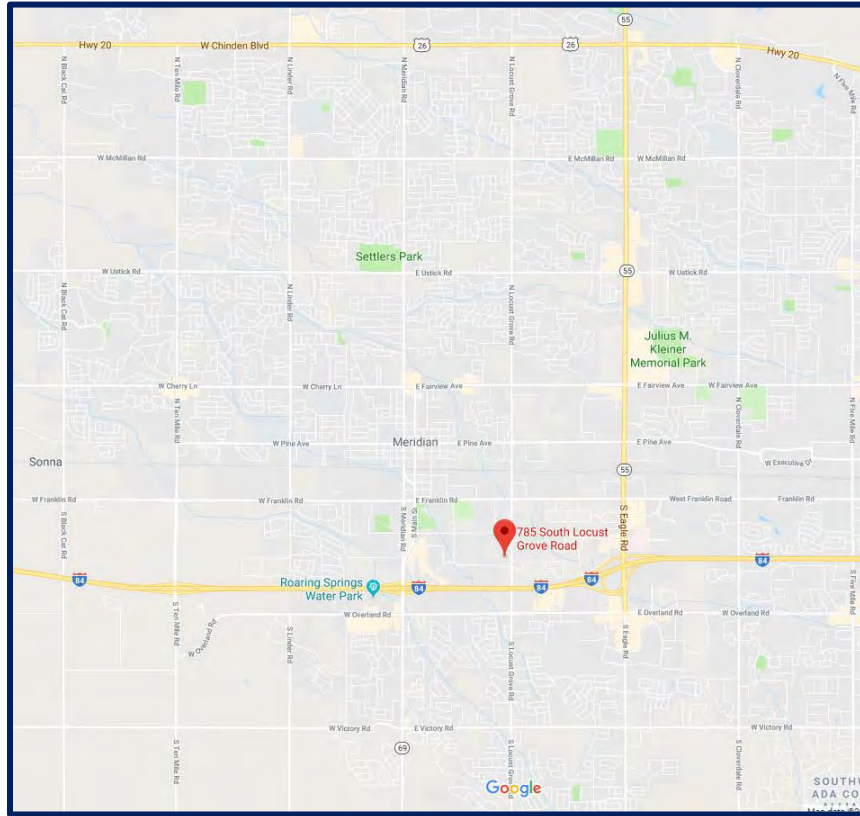


Conclusions

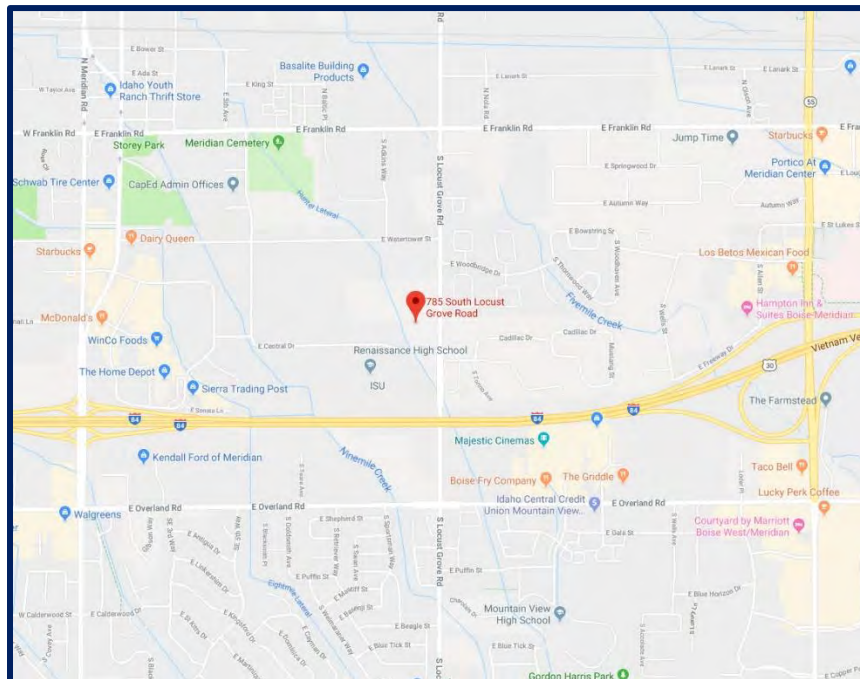
The Boise MSA serves as the governmental, economic, cultural center for Southwest Idaho, Eastern Oregon, and Northern Nevada. The Boise MSA is the 3rd largest in the Northwest, behind Seattle and Portland. The long-term economic outlook for the Boise MSA appears positive. Boise and surrounding neighboring communities are continually recognized by numerous publications as one of the best places to live in the country. Idaho was recently ranked #1 in the nation for job growth (U.S. Department of Labor), top performing economy (Bloomberg), and personal income growth (Idaho Department of Labor). The Boise was recently named the fastest growing city in the U.S. (Forbes 2018). Population is expected to continue an increasing trend in the foreseeable future which will likely strengthen the demand for real estate long-term.

Neighborhood Analysis

CITY MAP



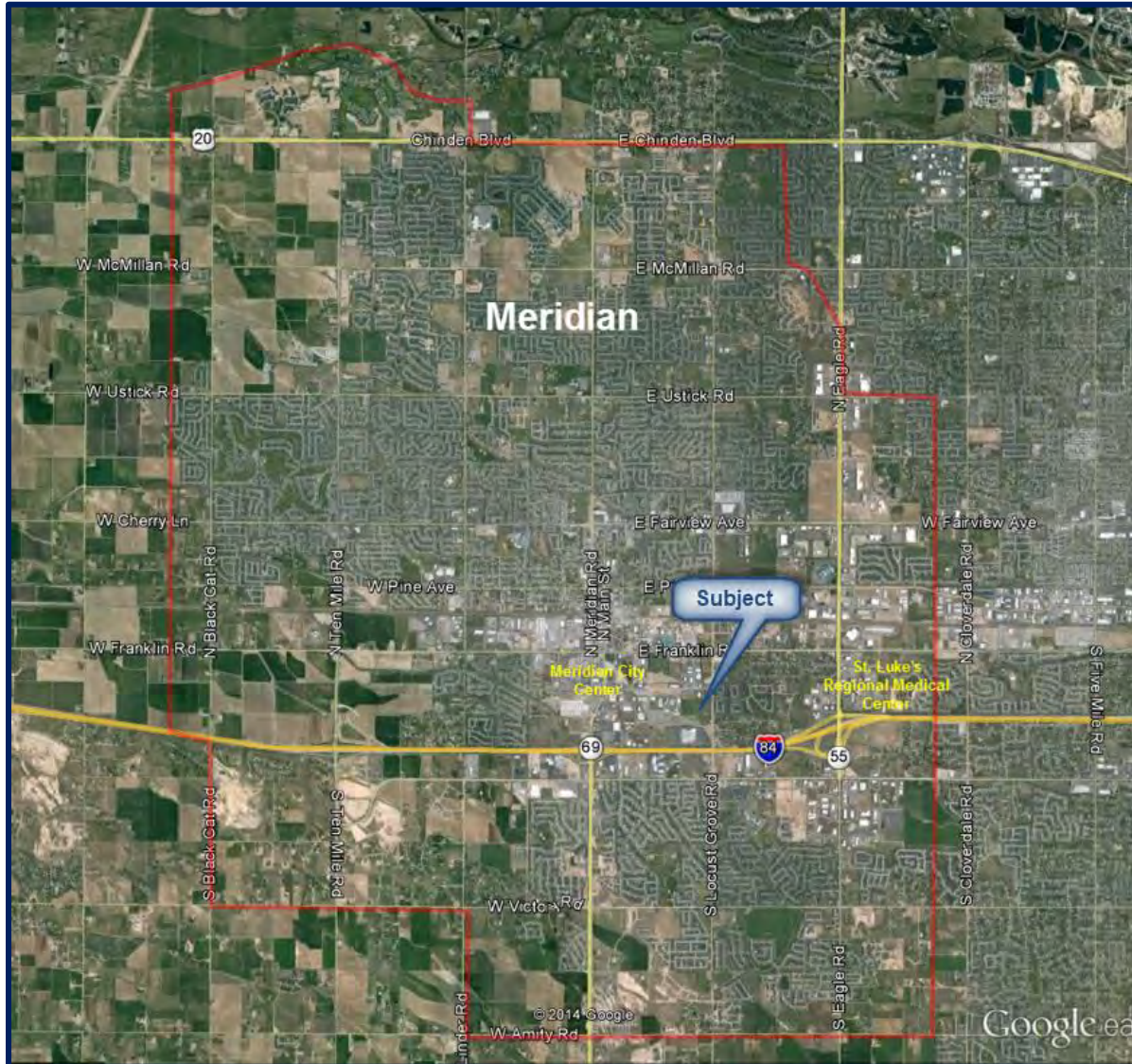
NEIGHBORHOOD MAP



Overview

The neighborhood boundaries are reasonably defined by the major commercial real estate firms within the local market. Vacancy, absorption, and supply data is tracked for each submarket within Ada and Canyon Counties.

NEIGHBORHOOD AERIAL




Neighborhood Location and Boundaries

The subject is located in the Meridian submarket. The neighborhood boundaries are generally defined by Chinden Boulevard to the north, Eagle Road and Cloverdale Road to the east, Victory Road and Amity Road to the south, and Black Cat Road to the west.

Demographics

The following table depicts the area demographics within a one, three, and five-mile radius from the subject.



		Market Profile		
		Prepared by Esri		
		Latitude: 43.59468		
		Longitude: -116.38211		
		Meridian, Idaho		
		Rings: 1, 3, 5 mile radii		
		1 mile	3 miles	5 miles
Population Summary				
2000 Total Population		3,327	36,318	95,994
2010 Total Population		5,474	53,451	149,826
2018 Total Population		6,196	67,465	184,548
2018 Group Quarters		52	344	597
2023 Total Population		7,014	74,791	205,273
2018-2023 Annual Rate		2.51%	2.08%	2.15%
2018 Total Daytime Population		11,718	73,895	163,993
Workers		8,427	38,441	67,016
Residents		3,291	35,454	96,977
Household Summary				
2000 Households		1,188	12,381	32,672
2000 Average Household Size		2.79	2.91	2.92
2010 Households		2,041	18,964	51,814
2010 Average Household Size		2.66	2.80	2.88
2018 Households		2,321	23,761	63,425
2018 Average Household Size		2.65	2.82	2.90
2023 Households		2,630	26,335	70,422
2023 Average Household Size		2.65	2.83	2.91
2018-2023 Annual Rate		2.53%	2.08%	2.12%
2010 Families		1,635	14,441	39,828
2010 Average Family Size		2.95	3.19	3.27
2018 Families		1,820	17,787	47,820
2018 Average Family Size		2.97	3.25	3.32
2023 Families		2,047	19,543	52,652
2023 Average Family Size		2.99	3.26	3.34
2018-2023 Annual Rate		2.38%	1.90%	1.94%
Housing Unit Summary				
2000 Housing Units		1,243	12,837	33,858
Owner Occupied Housing Units		83.3%	80.1%	80.7%
Renter Occupied Housing Units		12.4%	16.3%	15.7%
Vacant Housing Units		4.3%	3.6%	3.5%
2010 Housing Units		2,149	19,985	54,727
Owner Occupied Housing Units		76.6%	70.7%	72.9%
Renter Occupied Housing Units		18.4%	24.1%	21.8%
Vacant Housing Units		5.0%	5.1%	5.3%
2018 Housing Units		2,427	24,785	66,221
Owner Occupied Housing Units		76.7%	71.1%	73.8%
Renter Occupied Housing Units		18.9%	24.8%	21.9%
Vacant Housing Units		4.4%	4.1%	4.2%
2023 Housing Units		2,720	27,422	73,549
Owner Occupied Housing Units		79.6%	72.8%	74.5%
Renter Occupied Housing Units		17.1%	23.3%	21.2%
Vacant Housing Units		3.3%	4.0%	4.3%
Median Household Income				
2018		\$74,216	\$66,716	\$67,701
2023		\$88,618	\$78,364	\$78,560
Median Home Value				
2018		\$245,461	\$227,501	\$232,054
2023		\$271,849	\$248,724	\$250,857
Per Capita Income				
2018		\$34,331	\$30,422	\$30,110
2023		\$40,593	\$35,650	\$34,916
Median Age				
2010		35.3	33.7	34.0
2018		36.2	34.9	35.1
2023		36.5	35.3	35.6

Data Note: Household population includes persons not residing in group quarters. Average Household Size is the household population divided by total households. Persons in families include the householder and persons related to the householder by birth, marriage, or adoption. Per Capita Income represents the income received by all persons aged 15 years and over divided by the total population.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2018 and 2023 Esri converted Census 2000 data into 2010 geography.

November 01, 2018



Transportation Access

Interstate access is from the Eagle Road, Meridian Road, and Ten Mile Road Interchanges located in south-central Meridian. The nearest major airport is the Boise Airport, located approximately eight miles southeast. Meridian's city center is located north of the Meridian Road/Interstate 84 Interchange. Boise's central business district is located approximately ten miles east.

Three major north-south arterials in the neighborhood include Eagle Road, Meridian Road, and Ten Mile Road. Eagle Road connects Interstate 84 with east Meridian/west Boise and Eagle. Eagle Road has some of the highest traffic counts in the State. Meridian Road connects downtown Meridian to Interstate 84 and the city of Kuna to the south. The Ten Mile Road Interchange was completed in 2012. The Ten Mile Road corridor is projected to be the next area to experience strong commercial growth. Four major east-west arterials include Fairview Avenue, Overland Road, Franklin Road, and Chinden Boulevard. Fairview Avenue bisects Meridian and connects Meridian to west Boise. Overland Road is located south of Interstate 84 and connects south Meridian and southwest Boise. Franklin Road bisects Meridian's city center. Chinden Boulevard extends along the northern boundary of the neighborhood and connects north Meridian and west and north Boise.

Neighborhood Land Use

The neighborhood includes a mix of approximately 70% residential, 15% commercial, and 15% undeveloped land. The commercial uses are further delineated as 55% office, 45% retail, and 5% industrial. Meridian is in a stage of growth, based on typical lifecycle stages of growth, stabilization, decline, and revitalization. Development within Meridian's downtown core initially began in the 1950 to 1960's. The core area has experienced development of infill parcels and renovation of many older properties during the past decade. Residential subdivision development was strong in the north and west portions of the neighborhood during the 1990's through the mid 2000's, as a result of strong population growth. Commercial development during the past two decades had also been strong along the neighborhood's arterial streets, particularly along the Eagle Road corridor. However, from 2008 through mid-2010, both residential and commercial development slowed significantly, as a result of the recession. Since mid-to-late 2010, the economy has strengthened and both commercial and residential markets in Meridian have resumed new development. Construction has increased significantly since the recession years. The Eagle Road corridor remains one of the most attractive areas for commercial development in the Boise MSA.

Major Employment Centers

Major employment centers are located throughout Meridian. North of Interstate 84 and Eagle Road is St. Luke's Meridian Medical Center. Located adjacent north of St. Luke's is Portico, a 24-acre mixed-use development. Construction within Portico began in 2008 and includes two 84,000 square foot medical office towers, one 134,000 professional office tower, and several retail and restaurant buildings. Located south of Interstate 84 along Overland Road are several quality commercial developments. Silverstone is a 160-acre business park developed in 2002. El Dorado is an 80-acre business park developed in 2003. Gramercy is a 70-acre commercial and residential development originally constructed in 2008. It is partially built-out. The 35-acre Scentsy campus was completed in 2013 at the corner of Eagle Road and Pine Avenue.

Numerous shopping centers are located in Meridian. CenterPoint Marketplace, Ustick Marketplace, and Gateway Marketplace are all located at the intersection of Eagle Road and Ustick Road. The centers are anchored by Lowe's, Kohl's, and Rosauers. The Eagle Island Center, anchored by Fred

Meyer, opened in 2012 at the northeast corner of Chinden Boulevard and Linder Road. Home Depot, WinCo, and numerous national chain restaurants and retailers are located at the northeast corner of the Meridian Road Interchange. Meridian Crossroads, anchored by ShopKo and Walmart, is located at the southeast corner of Fairview Avenue and Eagle Road. The Village at Meridian is a new lifestyle center at the northeast corner of Fairview Avenue and Eagle Road. When fully complete, this commercial development will be one of the largest power centers in the state. Big Al's, Gordmans, Marshalls, and several national chain restaurants have recently opened in the center. The intersection of Eagle Road/Fairview Avenue has some of the highest traffic counts in the State.

Significant Recent Developments

- The Ten Mile Road Interchange was completed in 2012. Several office and commercial buildings are under construction on the north side of the interchange.
- Fred Meyer opened in May 2012 at the new Eagle Island Center located at the northeast corner of Chinden Boulevard and Linder Road. Pad sites fronting the center have been developed with national fast-food restaurants and other retail uses.
- The Village at Meridian, a 500,000 square foot power center located at the northeast corner of Fairview Avenue and Eagle Road, was largely constructed in the mid-2010s with ongoing pad site development. Anchor tenants include Gordmans, Marshalls, Big Al's (bowling center) along with a host of other regional retailers and national restaurant chains.
- Touchmark at Meadow Lake Village in Meridian broke ground in Oct. 2014 on a \$17 million expansion that includes 59 new assisted living units and fitness facility. The 75,800-square-foot building is scheduled to open 2015. Touchmark has 321 existing housing units from earlier phases that include studio apartments and free-standing cottages with approximately 410 people living on the 100-acre campus.
- A new 151,000 square foot Walmart store located at 5001 N. Ten Mile Road opened for business in January 2015.
- The Meridian Road Interchange was replaced in 2016. The interchange was originally built in 1965 and traffic volume had increased from about 10,000 to 128,000 cars per day.
- A WinCo store is proposed for construction on the north side of E. Overland Road, just west of S. Eagle Road (SWC of S. Eagle Road/I-84 Interchange).
- A Costco store is proposed for construction at the southwest corner of Chinden Boulevard and N. Ten Mile Road.
- New single-family residential development continues to be ongoing throughout Meridian; absorption of new lots and homes has been strong during the past several years.

IMMEDIATE NEIGHBORHOOD AERIAL**Immediate Neighborhood**

The immediate neighborhood is generally bordered by Interstate-84 to the south, E. Franklin Road to the north, S. Meridian Road to the west, and S. Locust Grove Road to the east. Commercial development within the immediate neighborhood is primarily retail along the major arterial streets and a mix of office, office/flex, and office/warehouse uses throughout the neighborhood interior. A major retail center, anchored by Home Depot and Win-Co, is located at the northeast corner of Interstate 84 and Meridian Road. This retail center was constructed in the late 1990's. Commercial development surrounding this center was strong during the past decade as evidenced by numerous retail and restaurant buildings recently constructed in the area.

The subject is located approximately 1 mile east of the Meridian Road/Interstate 84 Interchange. It fronts S. Locust Grove Road, a secondary arterial within the neighborhood. Located north of the subject are offices, office/warehouse buildings, and the Meridian Police Department Headquarters. West of the subject is the Idaho State Police Headquarters. West are single-family residential subdivisions. South is a single family residence. Further south across E. Central Drive is a 500,000 square foot building containing the Idaho State University-Meridian Campus, Renaissance High School, and West Ada School District offices. Also south is the new 94,000 square foot Idaho College of Osteopathic Medicine (ICOM) building. The \$32,000,000 medical school building is the first of its kind in Idaho and was completed in June 2018.

Site Description

The characteristics of the site are summarized as follows:

Site Characteristics

Location: 786 S. Locust Grove Road, Meridian, Idaho

Land Area:

Land Size		
<u>Parcel</u>	<u>Sq. Ft.</u>	<u>Acres</u>
S1118142201	839,314	19.268
S1118417255	<u>120,051</u>	<u>2.756</u>
Total Land Area	959,365	22.024

Usable Land Area: 22.024 Acres or 959,365 SF

Note, an irrigation ditch extends across the central portion of the property. The ditch will need to be tiled and buried to fully utilize the entire site.

Shape: Slightly irregular; average functional utility

Topography: Generally level

Drainage: Appears adequate

Grade: At street grade

Utilities: All typical utilities are available to the subject along S. Locust Grove Road and include public water and sewer, electricity, natural gas, and telephone service.

Off-Site Improvements: S. Locust Grove Road is a 2-way, 4-lane roadway with center turn lane. It is improved with asphalt paving and concrete curbing and sidewalks.

Interior or Corner: Mid-block

Signalized Intersection: No

Street Frontage / Access

Access: S. Locust Grove Road

Street Type: Secondary arterial street

Access Rating: Access is rated average.

Visibility/Exposure: The subject has ±885 linear feet of frontage along S. Locust Grove Road. Exposure is rated average

Traffic Counts: 16,907 vehicles per day (2017 MPSI estimate)



Flood Zone Data

Flood Map Panel/Number:	16001C0232H
Flood Map Date:	February 19, 2003
Flood Zone:	X
Description:	Zones B, C, and X are the areas outside the 1% annual chance floodplain, areas of 1% annual chance sheet flow flooding where average depths are less than one foot, areas of 1% annual chance stream flooding where the contributing drainage area is less than one square mile, or areas protected from the 1% annual chance flood by levees. No Base Flood Elevations or depths are shown within this zone. Insurance purchase is not required in these zones. Source: FEMA

Other Site Conditions

Soil Type:	Subsoil and drainage appear adequate to support the existing use.
Environmental Issues:	During the property inspection, we did not observe any obvious environmental concerns. As real estate appraisers, we are not qualified to determine if any environmental hazards exist on the property, whether such hazards are obvious or not. Therefore, this appraisal assumes any environmental hazards to be nonexistent or minimal.
Easements/Encroachments:	<p>The property is subject to the following known atypical easements or restrictions:</p> <p>The Hunter Lateral Irrigation Easement extends across the central portion of the property. The irrigation ditch will need to be tiled and buried to fully utilize the entire site.</p> <p>A title report was not provided in connection with this assignment. Based on our own observations, no other adverse easements or restrictions exist. This appraisal assumes only standard utility easements and governmental restrictions exist, none of which are assumed to impact value. An A.L.T.A survey is recommended if further assurance is needed. If questions arise regarding easements, encroachments, or other encumbrances, further research is advised.</p>
Earthquake Zone:	The subject is located within Earthquake Zone 2B, considered a moderate zone with respect to seismic activity.



Adjacent Land Uses

North:	Offices, office/warehouse buildings, and Meridian Police Department Headquarters
South:	Idaho State University – Meridian Campus, Renaissance High School, and West Ada School District offices (occupying same building), and new 94,000 square foot medical school building
East:	Single-family residential subdivisions
West:	Idaho State Police Headquarters

Zoning Designation

Zoning Jurisdiction:	Ada County
Zoning Classification:	RUT (Rural Urban Transition) According to Ada County Zoning, this zone is defined as 1) To provide standards and regulations for the development of property within areas of city impact, consistent with the goals and policies of the applicable city comprehensive plan. 2) Allow agriculture and rural residential uses to continue within areas of city impact until urban services are extended; 3) Provide design standards that shall permit redevelopment of property to higher densities when urban services are extended; and 4) Limit new agricultural uses within the areas of city impact to those that shall not significantly impact nearby urbanizing areas with noise, odor, dust, or other nuisances normally related to more intensive farm uses, such as livestock confinement facilities with 301 or more animal units. This article, however, shall in no way preclude the continued use of properties within these areas of agriculture. R-6 (Single-family Residential) According to Ada County Zoning, this zone is defined as 1) To provide regulations and standards for development where urban public facilities are programmed. 2) Provide options for applicants so they may develop areas with the most appropriate density as it relates to the surrounding land uses and the applicable comprehensive plan designation.
Permitted Uses:	The RUT District allows for agricultural and very low-density residential uses. The R-6 District allows for single-family uses with up to 6 dwelling units per acre.



Meridian's Comprehensive Plan: According to Meridian's Comprehensive Plan and future land use map, the subject is designated to be rezoned to commercial (C-G). C-G, General Retail and Service Commercial

According to Meridian City zoning, this zone is defined as "The purpose of the commercial districts is to provide for the retail and service needs of the community in accordance with the Meridian comprehensive plan. This district allows use on the largest scale and broadest mix of retail, office, service, and light industrial uses. Multi-family use is an allowable use via a conditional use permit. Its designated location is for close proximity and/or access to interstate or arterial intersections.

As Is Condition

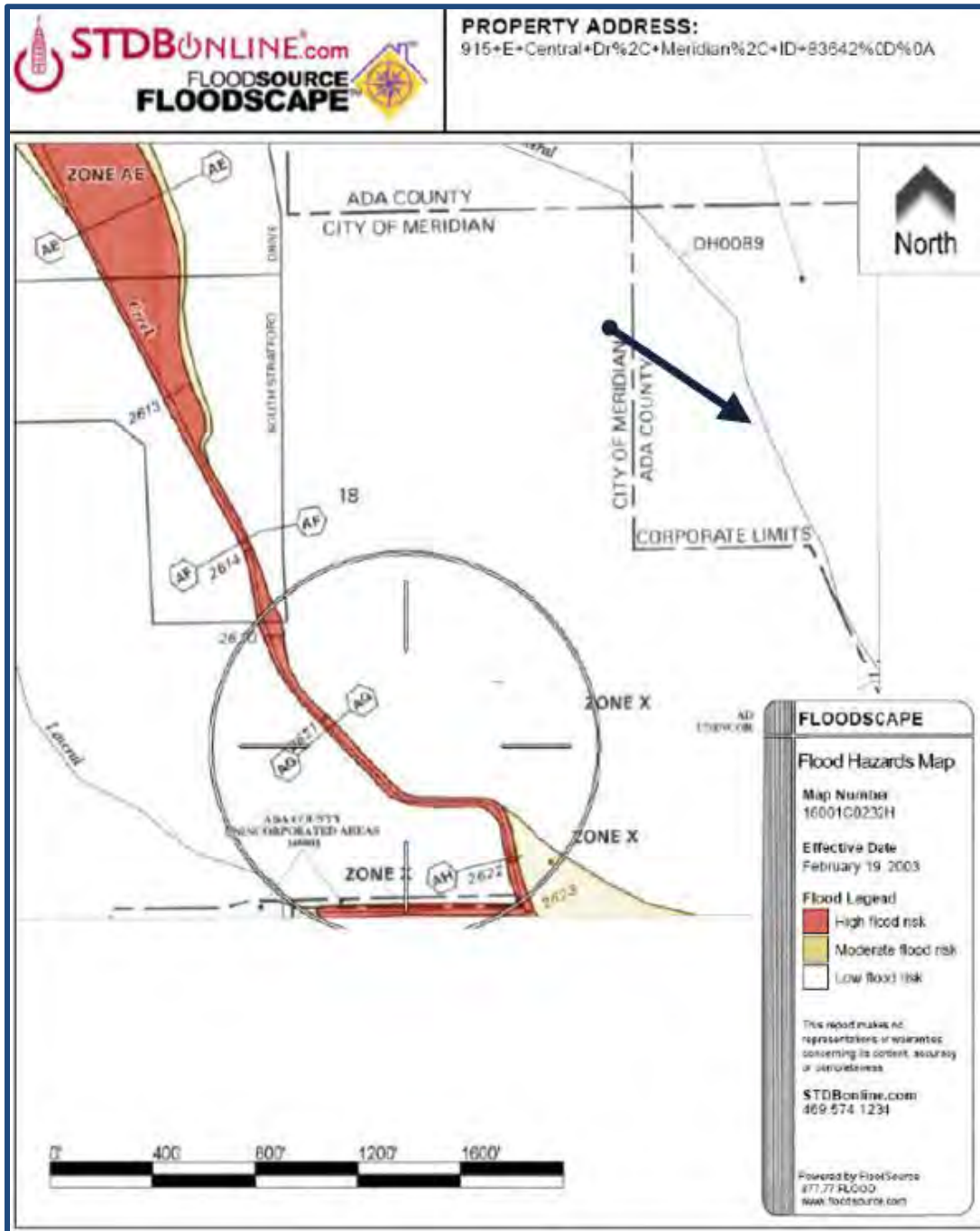
Improvements: The subject site is improved with a 1,344 square foot home built in 1983 and older farm related outbuildings. The improvements are noncontributory to value.

Photographs of Subject: The photographs in the Addenda section provide additional clarification as to the "As Is" condition of the property.

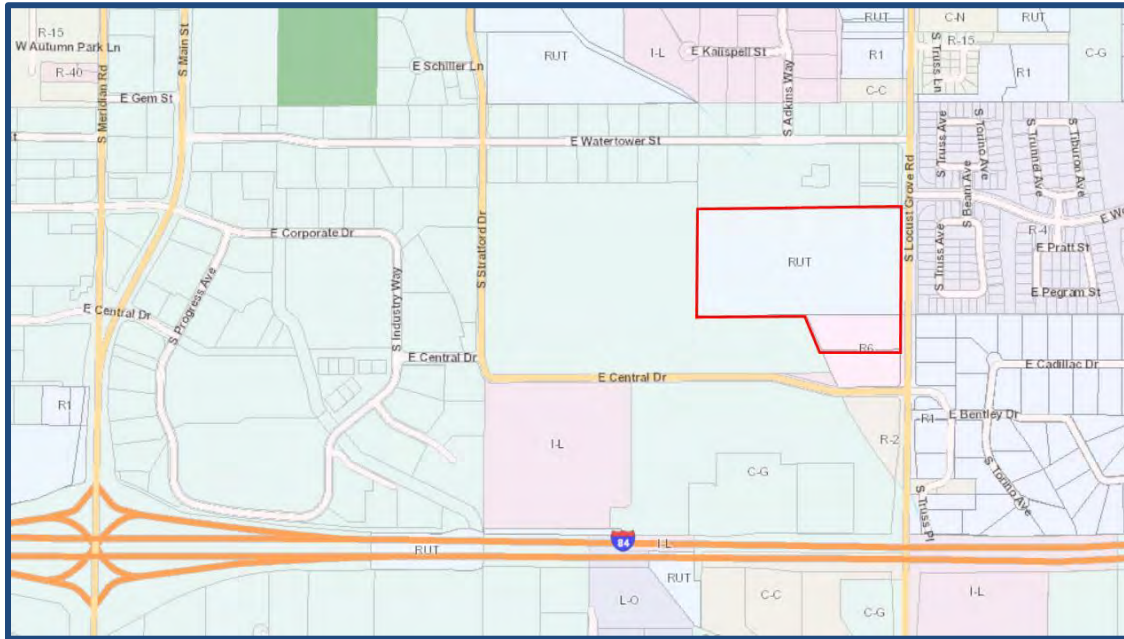
Site Rating

Location:	Average
Access:	Average
Exposure:	Average
Functional Utility:	Average
Overall Site:	Average

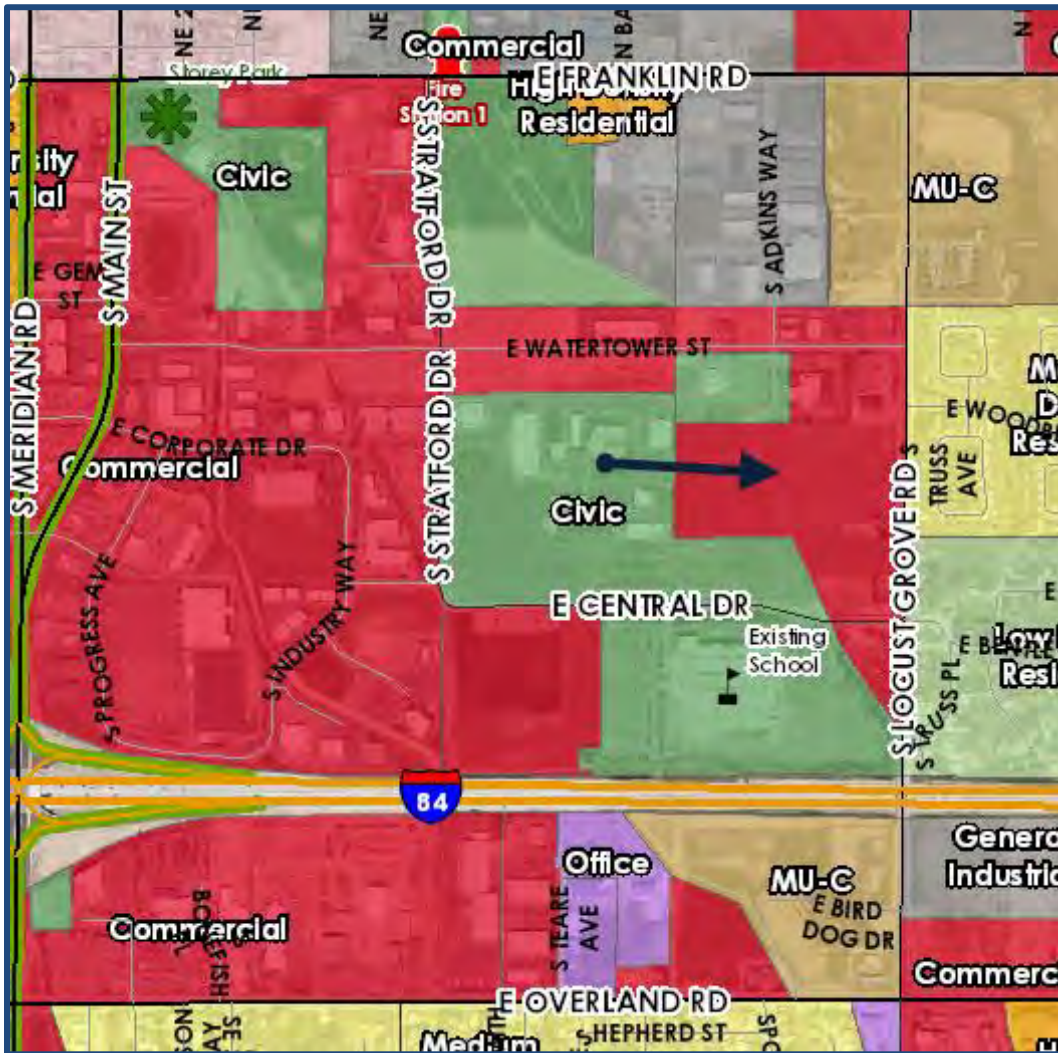
FLOOD MAP



ZONING MAP



COMPREHENSIVE PLAN MAP – COMMERCIAL DESIGNATION IN RED





Assessment and Tax Data

Assessment Methodology

Property is assessed by the county assessor's office at true cash value with actual physical re-appraisals on a five-year cycle; with trending during the interim.

Current Assessed Value and Property Taxes

The subject's current assessed value, applicable tax rates and total taxes, including direct assessments, are shown in the following table. Note, the land assessments are low as a result of current zoning and agricultural exemptions.

Tax Schedule

Count	Tax Year	Parcel Number	Assessor Land Size (AC)	Assessor Bldg Size (SF)	Assessor's Value - Land	Assessor's Value - Imp.	Assessor's Total Value	Tax Rate	Tax Expense
1	2018	S1118417255	2.756	n/a	\$4,800	\$0	\$4,800	1.0087%	\$48
2	2018	S1118142201	19.268	1,344	\$158,800	\$143,900	\$302,700	1.0087%	\$2,045
Total			22.024		\$163,600	\$143,900	\$307,500	1.0087%	\$2,093

According to Ada County Treasurer records, the subject's property taxes are current as of the date of value.

Highest and Best Use

The Highest and Best Use of a property is the use that is legally permissible, physically possible, and financially feasible which results in the highest value. An opinion of the highest and best use results from consideration of the criteria noted above under the market conditions or likely conditions as of the effective date of value. Determination of highest and best use results from the judgment and analytical skills of the appraiser. It represents an opinion, not a fact. In appraisal practice, the concept of highest and best use represents the premise upon which value is based.

Analysis of Highest and Best Use As If Vacant/As Vacant

The primary determinants of the highest and best use of the property as if vacant are the issues of (1) Legal permissibility, (2) Physical possibility, (3) Financial feasibility, and (4) Maximum productivity.

Legally Permissible

The property's current RUT and R-6 zoning allows for agricultural and single-family residential uses. According to Meridian's Comprehensive Plan and future land use map, the subject is designated to be rezoned to commercial (C-G). This district allows use on the largest scale and broadest mix of retail, office, service, and light industrial uses. Multi-family use is an allowable use via a conditional use permit. The properties immediately surrounding the subject are primarily zoned C-G. Based on the zoning of the surrounding properties and considering the subject's future designation as C-G within Meridian's Comprehensive Plan, it is likely the subject would receive approval to be rezoned to C-G. We are not aware of any other land use regulations that would limit the use of the property. There are no known easements, encroachments, covenants or other use restrictions that would unduly limit or impede development of a probable nature. Considering the legally permissible uses, prevailing land use patterns in the immediate area, and secondary arterial street frontage location, only office and commercial uses are given further consideration in determining highest and best use as vacant.

Physically Possible

As evidenced by the physical characteristics of the property, including its size, configuration, accessibility and availability of public utilities, all of the legally permissible uses could be developed on the land. The site does not have any physical characteristics that would hinder development.

Financially Feasible

Statistics indicate strong market fundamentals across all commercial markets, characterized by declining vacancies, significant positive net absorption, moderate new construction, and increasing lease rates. Near-term, due to a shrinking supply and limited speculative construction in the subject's submarket, vacancies are anticipated to continue to decline, and lease rates are anticipated to continue to moderately increase. Commercial markets have improved significantly during the past several years, although speculative development continues to be only marginally financially feasible as market rent levels may not justify current construction costs and increasing land values.

Maximally Productive

Of the financially feasible uses, the maximally productive use is the use that produces the highest residual land value. Considering the aforementioned factors, the maximally productive, and therefore highest and best use, as if vacant/as vacant, is for mixed-use development to include some combination of office, office/flex, and possibly multi-family uses when market conditions warrant development. A feasibility analysis would be required to determine the ideal improvement to be developed on the land.



Conclusion of Highest and Best Use As If Vacant/As Vacant

The conclusion of the highest and best use as if vacant/as vacant is for mixed-use development to include some combination of office, office/flex, and possibly multi-family uses as market conditions warrant development.

Highest and Best Use As Improved

Although the improvements are a legally conforming use, they are not consistent with our conclusions for the highest and best use of the subject site as if vacant and do not represent the ideal improvement for the site. The principle of consistent use holds that land cannot be valued based on one use while the improvements are valued based on another. Considering the ideal improvement is some form of mixed-use development, the existing improvements are noncontributory to value.

The older improvements are noncontributory to value and should be razed upon development. Furthermore, an irrigation ditch extends across the central portion of the property. The ditch will need to be tiled and buried to fully utilize the entire site. Any potential interim income generated by the current farming/single-family use would mostly likely offset the costs to demolish the improvements and tile the ditch to ready the site for development. As such, no deductions to the as is value is applied.

Conclusion of Highest and Best Use As Improved

In recognition of the preceding, the highest and best use of the subject as improved, is to raze the existing improvements for mixed-use development as market conditions warrant.

Most Probable Buyer

The most probable buyer of the subject property is an investor.



Valuation - Market Value: As Is Sales Comparison Approach

Methodology

Land value is most often estimated using the sales comparison approach. This approach develops an indication of market value by analyzing closed sales, listings, or pending sales of properties similar to the subject, focusing on the difference between the subject and the comparables using all appropriate elements of comparison. This approach is based on the principles of supply and demand, balance, externalities, and substitution, or the premise that a buyer would pay no more for a specific property than the cost of obtaining a property with the same quality, utility, and perceived benefits of ownership. The process of developing the sales comparison approach consists of the following: (1) researching and verifying transactional data, (2) selecting relevant units of comparison, (3) analyzing and adjusting the comparable sales for differences in various elements of comparison, and (4) reconciling the adjusted sales into a value indication for the subject.

Comparable Sales Data

To obtain and verify comparable sales and listings of competing properties, we conducted a search of public records, field surveys, interviews with knowledgeable real estate professionals in the area, as well as a review of our internal database.

Six properties were selected for comparison to the subject, as these were judged to be the most comparable to develop an indication of market value for the subject site. Emphasis was placed on date of sale, location, size, and zoning/highest and best use in the selections. Comparables 2-6 are closed sales of commercial sites occurring in competing areas of the Meridian market from 2016-2018. Comparable 1 is the accepted offer (signed LOI/pending PSA) for purchase of the subject site.

As previously discussed, the subject is designated for commercial use in the Meridian City Comprehensive Plan and is primarily surrounded by commercially (C-G) zoned properties. Considering the Comprehensive Plan and surrounding commercial uses, it is highly likely the subject would be granted a rezone to C-G or similar commercial designation. A rezone is considered a formality. As such, the comparables utilized herein include commercial sites zoned for commercial and/or multi-family use, which is consistent with the subject's highest and best use as vacant.

Unit of Comparison

The primary unit of comparison in the market for properties such as the subject is price per square foot.

Elements of Comparison

Elements of comparison are the characteristics or attributes of properties and transactions that cause the prices of real estate to vary. The primary elements of comparison considered in sales comparison analysis are as follows: (1) property rights conveyed, (2) financing terms, (3) conditions of sale, (4) expenditures made immediately after purchase, (5) market conditions, (6) location, and (7) physical characteristics such as size, configuration, availability of utilities, and other factors.



Sales Comparison Analysis

When necessary, adjustments were made for differences in various elements of comparison. If the element in comparison is considered superior to that of the subject, we applied a negative adjustment. Conversely, a positive adjustment to the comparable was applied if inferior.

The land adjustment analysis uses market based data from paired-sales, construction costs for site improvements, or other market indicators. In instances where there is limited market data available, the adjustment is based on the appraiser's estimate of market reaction. The adjustment categories are discussed briefly as follows, and the adjustments are illustrated in the Land Sale Comparable Summation Table to follow.

Transaction Adjustments

Transaction adjustments include: (1) real property rights conveyed, (2) financing terms, (3) conditions of sale, and (4) expenditures made immediately after purchase. These items, which are applied prior to the market conditions and property adjustments, are discussed as follows:

Real Property Rights Conveyed

This adjustment considers real property rights relating to a property, such as a lease contract or deed restrictions

Similar to the subject, the sales are all fee simple sales. No adjustments were warranted.

Financing Terms

The transaction price of one property may differ from that of an identical property due to different financial arrangements. Sales involving financing terms that are not at or near market terms require adjustments for cash equivalency to reflect typical market terms. A cash equivalency procedure discounts the atypical mortgage terms to provide an indication of value at cash equivalent terms.

All of the comparables were cash equivalent sales with market terms. No adjustments were warranted.

Conditions of Sale

Atypical conditions of sale may result in a price that is higher or lower than a normal transaction. Such atypical conditions of sale often occur in conjunction with sales between related parties or those in which one of the parties is atypically motivated to complete the transaction. Additionally, a downward adjustment may be applied to a listing price, which usually reflects the upper limit of value.

All of the sales are typically motivated, arms-length sales. No adjustments were warranted.

Expenditures Made Immediately After Purchase

A knowledgeable buyer considers expenditures required upon purchase of a property, as these costs affect the price the buyer agrees to pay. Such expenditures may include: costs to demolish and remove any improvements, costs to petition for a zoning change, and costs to remediate environmental contamination. The relevant figure is not the actual cost incurred, but the cost anticipated by both the buyer and seller.

No adjustments were warranted.



Market Conditions Adjustment

Market conditions change over time because of inflation, deflation, fluctuations in supply and demand, or other factors. Changing market conditions may create a need for adjustment to comparable sale transactions completed during periods of dissimilar market conditions.

Commercial development land sale prices throughout Ada County declined significantly from January 2008 through mid-2010. Market conditions began to stabilize in mid-2010 and remained generally flat through 2011. Since 2012, commercial market fundamentals have improved moderately as evidenced by declining vacancies and capitalization rates and increasing rental rates. Demand for well-located commercial land has also increased as evidenced by an increase in transactions and new construction. Locations similar to the subject have exhibited moderate appreciation since 2012, estimated herein +3% per year from 2012 through 2013, and +5% per year beginning in 2014 to-date. The market conditions estimate was based on paired sales, although limited, and supported by several interviews with market participants.

Property Adjustments

Property adjustments are usually expressed quantitatively as percentages or dollar amounts that reflect the differences in value attributable to the various characteristics of the property. In some instances, however, qualitative adjustments are used. These adjustments are based on locational and physical characteristics and are applied after the application of transaction and market conditions adjustments. Our reasoning for the property adjustments made to each sale comparable follows. The discussion will analyze each adjustment category deemed applicable to the subject property.

Location

This category considers value differences as a function of location qualities, desirability, and accessibility. This category also considers primary arterial frontage locations versus secondary arterial or second tier non-frontage locations, and anchored versus non-anchored locations. Other factors include freeway access, surrounding uses, access to markets, etc.

Locational differences were applied by three separate adjustments: 1) Immediate neighborhood, 2) Arterial street or freeway exposure, and 3) Access. The subject's immediate neighborhood is rated average. It is located in central Meridian near newer commercial development and approximately 1 mile east of a freeway interchange. The subject fronts a secondary arterial; visibility and exposure are rated average. Access is rated average.

Immediate Neighborhood: Comparables 2, 4, and 6 are located along the desirable Eagle Road corridor in superior retail-oriented locations. Comparables 2 and 4 are further superior due to their highly visible locations adjacent to an interstate interchange. Downward adjustments ranging from 10% to 20% were applied. The balance of the comparables are considered reasonably similar to the subject for location. No adjustments were applied.

Arterial Street or Freeway Exposure: Comparables 2, 3, 4, and 6 have superior arterial street and/or Interstate 84 exposure. Downward adjustments ranging from 15% to 25% were applied.

Access: Comparables 2, 4, and 6 have superior access via arterial streets. Downward adjustments of 10% were applied. Comparable 3 has inferior access via an interior subdivision street. An upward adjustment of 10% was applied.



Zoning/Use

This category considers value differences associated with variances in zoning designations or uses allowed.

The comparables are similar to the subject for zoning/allowable use. No adjustments were applied.

Size

This category considers value differences resulting from variances in property size. In general, smaller parcels have higher price per square foot (or per acre) sale prices versus larger parcels.

Comparables 2-4 are moderately larger than the subject. Upward adjustment ranging from 10% to 15% were applied.

Configuration

This category considers differences in land use or value associated with property configuration. Irregular parcels typically have lower price per square foot sales prices versus rectangular parcels do to less functional utility.

Similar to the subject, the comparables all have functional configurations. No adjustments were applied.

Topography

This category considers differences in land use or value associated with property topography. Commercial parcels with uneven topographies typically have lower price per square foot sale prices because the cost to develop is greater versus a level parcel.

The comparables have generally level topographies similar to the subject. No adjustments were warranted.

Utilities: Water and Sewer

This category considers the availability of water and sewer services to the property.

The comparables are similar to the subject for utilities. No adjustments were applied.

Site Improvements

This adjustment category considers value differences as a result of site improvements located on a property.

No adjustments were warranted.

Non-Realty Components of Value

Non-realty components of value include tangible items, equipment, and business concerns that do not constitute real property but are included in either the sale price of the comparable property or the ownership interest in the subject property. These components should be analyzed separately from the real property. In most cases, the economic lives, associated investment risks, rate of return criteria, and collateral security for such non-realty components differ from those of the real property.



None of the comparables had non-realty components included in the sale price. No adjustments were warranted.

Other

No further adjustments were warranted.

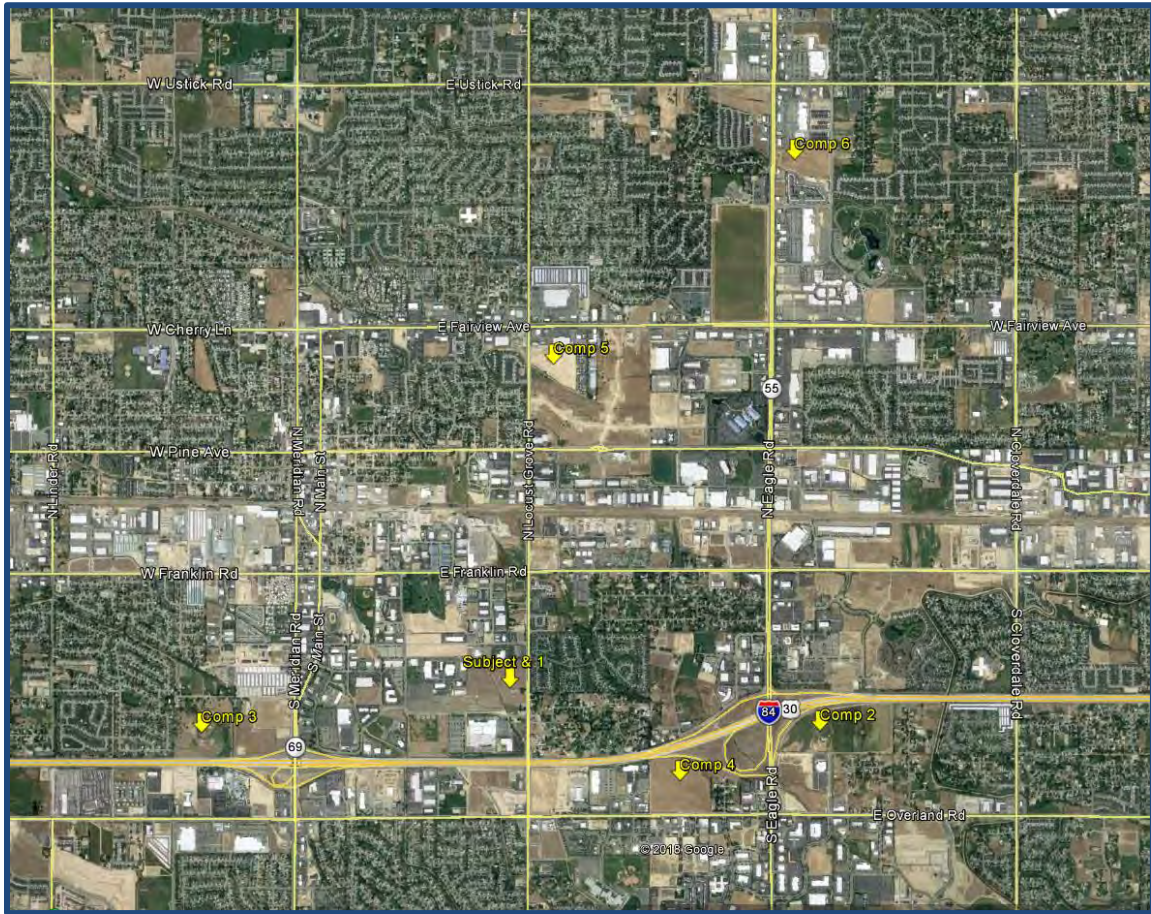
Presentation

Presented on the following pages are the Land Sale Comparable Summation Table, Sale Comparable Location Map, the discussion and analysis of the comparables, and conclusion(s) of market value for the subject.

Land Sale Comparable Summation Table

	Subject	1 & Subject	2	3	4	5	6
Location							
Name	Commercial Development Land	Mixed-Use Development Land	SEC I-84 & Eagle Road	Interstate 84 and Waltman Lane	WinCo	Little Creek Apartments	2600 N. Eagle Road
Address	785 S. Locust Grove Road	785 S. Locust Grove Road	1020 S. Eagle Road	W. Waltman Lane	2600 & 2700 E. Overland Rd.	1470 N. Locust Grove Rd.	Meridian, Idaho
City & state	Meridian, Ada County, Idaho 83642	Meridian, Idaho	Meridian, Idaho	Meridian, Idaho	Meridian, Idaho	Meridian, Idaho	Meridian, Idaho
Parcel No.	S1118142201, S1118417255	S1118142201, S1118417255	S1116325510	Multiple	S1117438626, S1117438451	R7104253850, R7104253810	S1104233710/642
Location quality (Neighborhood)	Average	Average	Superior	Similar	Superior	Similar	Superior
Property description							
Gross land size (Acre)	22.02	22.02	51.59	37.82	34.64	15.85	16.68
Gross land size (sf)	959,365	959,365	2,247,260	1,647,439	1,508,701	690,631	726,581
Unusable or effective (sf)	0	0	0	0	0	(42,689)	0
Usable land size (usf)	959,365	959,365	2,247,260	1,647,439	1,508,701	647,942	726,581
Land type	Mixed-use	Mixed-Use	Commercial	Mixed use	Commercial	Multi-family residential	Commercial
Zoning	C-G in comp plan	RUT/R-6; C-G in comp plan	C-G	C-G	C-G	RUT (High density res. in comp plan)	C-G
Land use at sale	n/a	SFR & farming	Vacant	Vacant	Vacant	Vacant	Vacant
Buyer's intended use	n/a	Hold	n/a	MU development	Build: WinCo grocery store	204 townhome style apartments	Future retail development
Configuration	Slightly irregular	Slightly irregular	Slightly irregular	Rectangular	Nearly rectangular	Slightly irregular	Slightly irregular
Topography	Generally level	Generally level	Generally level	Generally level	Level	Generally level	Level
Utilities: Water & Sewer	City water & sewer	City water & sewer	City water & sewer	City water & sewer	City water & sewer	City water & sewer	City water & sewer
Site improvements	None	None	None	None	None	None	None
Sale description							
Data source	n/a	Buyer - ISU	JV: Tommy Ahlquist, Ahlquist Development LLC	DP: Tyler Johnson, Land Advisors/Records Boise Waltman, LLC	JV & DP: Confidential/Records	JV: PSA, and broker Moe Therrien	DP: Mark Bottles, MBRE/Records
Seller	n/a	Marvin L. Everette	Idaho Elks Rehab Hospital, Inc	Bling LLC (Russell Hunemiller)	Volante Investments	Inperspective LLC	B1 LLC (Jake Centers)
Buyer	n/a	Idaho State University	Idaho Central Credit Union		WinCo Foods LLC	Northwest Partners LLC (or related entity, Little Creek Partners, LLC)	GFI -Meridian Investments LLC
Marketing time	6-12 months	Not marketed	Several years	Unknown	Unknown	Unknown	29 months (Costar)
Sale date	Eff. date of appraisal (2/19)	Signed LOI/pending PSA	7/18	2/17	11/16	11/16	4/16
Price	n/a	\$3,500,000	\$11,775,000	\$3,997,400	\$10,000,000	\$2,106,000	\$4,722,777
Financing terms	Cash	Cash	Cash	Cash	Cash	Cash	Cash
Conditions of sale	Typical arms-length	Typical arms-length	Typical arms-length	Typical arms-length	Typical arms-length	Typical arms-length	Typical arms-length
Non-realty components	None	None	None	None	None	None	None
Comments			Approx. 40 acres of the site are now pending sale at a price of \$5.24/sf; the buyer is Ahlquist Development LLC	43.595232-116.400967. Asking price was \$4.06 psf and marketed as retail mid and big box, etc with no interest from developers as retail offering. Buyer intends to develop as mixed-use with mostly single-family, multi-family and some office along I-84.	WinCo to construct a new grocery store on approximately 12-acres of the site.	Prior to purchase, buyer received approval for annexation into Meridian and rezone to R-40 and CUP for 204-unit apartment complex (not reflected in sale price); unusable land area above is the irrigation canal extending across south of property	Sale price reported as \$6.50 psf. MBRE is marketing for mid to big-box retailers for buyer.
Financial indicators							
Price/usf		\$3.65	\$5.24	\$2.43	\$6.63	\$3.25	\$6.50
Adjustments							
Real Property Rights Conveyed	Fee Simple	No adjust. necessary	Fee Simple 0%	Fee Simple 0%	Fee Simple 0%	Fee Simple 0%	Fee Simple 0%
Adjusted sale price		\$3.65	\$5.24	\$2.43	\$6.63	\$3.25	\$6.50
Financing terms	Cash	No adjust. necessary	Cash 0%	Cash 0%	Cash 0%	Cash 0%	Cash 0%
Adjusted sale price		\$3.65	\$5.24	\$2.43	\$6.63	\$3.25	\$6.50
Conditions of sale	Typical arms-length	No adjust. necessary	Typical arms-length 0%	Typical arms-length 0%	Typical arms-length 0%	Typical arms-length 0%	Typical arms-length 0%
Adjusted sale price		\$3.65	\$5.24	\$2.43	\$6.63	\$3.25	\$6.50
Expenditures After Purchase	None	No adjust. necessary	None 0%	None 0%	None 0%	None 0%	None 0%
Adjusted sale price		\$3.65	\$5.24	\$2.43	\$6.63	\$3.25	\$6.50
Market conditions (time)	Eff. date of appraisal (2/19)	+5%/yr	Signed LOI/pending PSA 0%	7/18 3%	2/17 10%	11/16 11%	4/16 14%
Adjusted sale price		\$3.65	\$5.37	\$2.66	\$7.35	\$3.60	\$7.39
Location: Immediate neighborhood	Average	Adjustment applied	Similar 0%	Superior -20%	Similar 0%	Superior -20%	Similar 0%
Location: Exposure	Average	Adjustment applied	Similar 0%	Superior -25%	Superior -15%	Superior -25%	Similar 0%
Location: Access	Average	Adjustment applied	Similar 0%	Superior -10%	Inferior 10%	Superior -10%	Superior -10%
Zoning/Use	C-G in comp plan	No adjust. applied	RUT/R-6; C-G in comp plan 0%	C-G 0%	C-G 0%	C-G 0%	RUT (High density res. in comp plan) 0%
Usable land size	22.02	Adjustment applied	22.02 0%	51.59 15%	37.82 10%	34.64 10%	14.87 0%
Configuration	Slightly irregular	No adjust. applied	Slightly irregular 0%	Slightly irregular 0%	Rectangular 0%	Nearly rectangular 0%	Slightly irregular 0%
Topography	Generally level	No adjust. applied	Generally level 0%	Generally level 0%	Generally level 0%	Level 0%	Generally level 0%
Utilities: Water & Sewer	City water & sewer	No adjust. applied	City water & sewer 0%	City water & sewer 0%	City water & sewer 0%	City water & sewer 0%	City water & sewer 0%
Site improvements	None	No adjust. applied	None 0%	None 0%	None 0%	None 0%	None 0%
Non-realty components	None	No adjust. necessary	0%	0%	0%	0%	0%
Other		No adjust. necessary	0%	0%	0%	0%	0%
Net adjustment		0%	-40%	5%	-45%	0%	-35%
Indicated subject value (usf)		\$3.65	\$3.22	\$2.79	\$4.04	\$3.60	\$4.81

LAND SALE COMPARABLE LOCATION MAP





Sales Comparison Approach Value Indication

From the market data available, six properties were utilized in the comparative analysis and adjustments were applied based on pertinent elements of comparison. The following table summarizes the unadjusted and adjusted comparable prices:

Metric	Unadjusted	Adjusted
Minimum Sale Price per Sq. Ft.	\$2.43	\$2.79
Maximum Sale Price per Sq. Ft.	\$6.63	\$4.81
Median Sale Price per Sq. Ft.	\$4.44	\$3.63
Mean Sale Price per Sq. Ft.	\$4.62	\$3.69

Prior to adjustment, the comparable prices range from \$2.43/SF to \$6.63/SF, with a median of \$4.44/SF and mean of \$4.62/SF. The price differences are primarily attributable to date of sale, location, and size. Comparables 4 and 6 represent the upper-tier of the range. They are commercial sites having superior retail locations along the desirable S. Eagle Road corridor. Comparable 3 represents the lower-tier of the range. It is a sale of a larger site with inferior access. It was purchased to be developed with primarily single-family and multi-family uses. After adjustment, the comparables bracket market value for the subject in a range of \$2.79/SF to \$4.81/SF, with a median of \$3.63/SF and mean of \$3.69/SF. Comparable 1 is the best comparable. It is the accepted offer (signed LOI/pending PSA) for purchase of the subject site. At \$3.65/SF, the pending price is near the mid-tier of the adjusted range, and is considered representative of market value. As such, **market value for the subject is concluded to be \$3.65/SF**. The calculations to value are presented in the following table, resulting in Market Value: As Is for the subject.

Market Value: As Is

$$\begin{array}{r} \text{Size (usf)} \times \text{value/sf} = \text{total value} \\ 959,365 \quad \times \quad \$3.65 \quad \quad \$3,501,684 \end{array}$$

**Sales Comparison Approach Conclusion,
Market Value: As Is**

\$3,500,000



Value Conclusion - Market Value: As Is

Approaches to Value

The sales comparison approach resulted in a reliable conclusion of market value due to an adequate number of recent sales of similar commercial sites located in competing areas of the Meridian market. This approach directly considers the sale prices of alternative properties which have similar utility. This approach is an applicable approach for valuing land in this market and is an approach primarily relied upon by market participants.

The cost approach and income capitalization approach were not developed; they are not applicable for land valuation in this market. The exclusion of these approaches did not diminish the credibility of our value conclusion(s) presented herein.

Value Conclusion

Our conclusion of Market Value: As Is for the subject is presented in the following table.

Value Conclusions

Component	As Is
Value Type	Market Value
Property Rights Appraised	Fee Simple
Effective Date of Value	February 19, 2019
Value Conclusion	\$3,500,000

Exposure and Marketing Times

Marketing time is the time frame subsequent to the effective date of appraisal necessary to affect a sale of the property at the estimate of value(s) detailed herein. The estimate of value in this appraisal assumes the subject would experience a marketing time typical of the current market. Exposure time is the length of time a property would have been offered on the market prior to consummation of sale at the estimate of market value on the effective date of the appraisal. Exposure time is a retrospective estimate based on the analysis of past events and market conditions.

Based on statistical information about days on market, escrow length, and marketing times gathered through national investor surveys, sales verification, and interviews of market participants, marketing and exposure time estimates of 6-12 months, respectively, are considered reasonable and appropriate for the subject property.



General Assumptions and Limiting Conditions

This appraisal is subject to the following limiting conditions:

1. The legal description – if furnished to us – is assumed to be correct.
2. No responsibility is assumed for legal matters, questions of survey or title, soil or subsoil conditions, engineering, availability or capacity of utilities, or other similar technical matters. The appraisal does not constitute a survey of the property appraised. All existing liens and encumbrances have been disregarded and the property is appraised as though free and clear, under responsible ownership and competent management unless otherwise noted.
3. Unless otherwise noted, the appraisal will value the property as though free of contamination. Valbridge Property Advisors | Mountain States will conduct no hazardous materials or contamination inspection of any kind. It is recommended that the client hire an expert if the presence of hazardous materials or contamination poses any concern.
4. The stamps and/or consideration placed on deeds used to indicate sales are in correct relationship to the actual dollar amount of the transaction.
5. Unless otherwise noted, it is assumed there are no encroachments, zoning violations or restrictions existing in the subject property.
6. The appraiser is not required to give testimony or attendance in court by reason of this appraisal, unless previous arrangements have been made.
7. Unless expressly specified in the engagement letter, the fee for this appraisal does not include the attendance or giving of testimony by Appraiser at any court, regulatory, or other proceedings, or any conferences or other work in preparation for such proceeding. If any partner or employee of Valbridge Property Advisors | Mountain States is asked or required to appear and/or testify at any deposition, trial, or other proceeding about the preparation, conclusions or any other aspect of this assignment, client shall compensate Appraiser for the time spent by the partner or employee in appearing and/or testifying and in preparing to testify according to the Appraiser's then current hourly rate plus reimbursement of expenses.
8. The values for land and/or improvements, as contained in this report, are constituent parts of the total value reported and neither is (or are) to be used in making a summation appraisal of a combination of values created by another appraiser. Either is invalidated if so used.



9. The dates of value to which the opinions expressed in this report apply are set forth in this report. We assume no responsibility for economic or physical factors occurring at some point at a later date, which may affect the opinions stated herein. The forecasts, projections, or operating estimates contained herein are based on current market conditions and anticipated short-term supply and demand factors and are subject to change with future conditions.
10. The sketches, maps, plats and exhibits in this report are included to assist the reader in visualizing the property. The appraiser has made no survey of the property and assumed no responsibility in connection with such matters.
11. The information, estimates and opinions, which were obtained from sources outside of this office, are considered reliable. However, no liability for them can be assumed by the appraiser.
12. Possession of this report, or a copy thereof, does not carry with it the right of publication. Neither all, nor any part of the content of the report, or copy thereof (including conclusions as to property value, the identity of the appraisers, professional designations, reference to any professional appraisal organization or the firm with which the appraisers are connected), shall be disseminated to the public through advertising, public relations, news, sales, or other media without prior written consent and approval.
13. No claim is intended to be expressed for matters of expertise that would require specialized investigation or knowledge beyond that ordinarily employed by real estate appraisers. We claim no expertise in areas such as, but not limited to, legal, survey, structural, environmental, pest control, mechanical, etc.
14. This appraisal was prepared for the sole and exclusive use of the client for the function outlined herein. Any party who is not the client or intended user identified in the appraisal or engagement letter is not entitled to rely upon the contents of the appraisal without express written consent of Valbridge Property Advisors | Mountain States and Client. The Client shall not include partners, affiliates, or relatives of the party addressed herein. The appraiser assumes no obligation, liability or accountability to any third party.
15. Distribution of this report is at the sole discretion of the client, but third-parties not listed as an intended user on the face of the appraisal or the engagement letter may not rely upon the contents of the appraisal. In no event shall client give a third-party a partial copy of the appraisal report. We will make no distribution of the report without the specific direction of the client.
16. This appraisal shall be used only for the function outlined herein, unless expressly authorized by Valbridge Property Advisors |Mountain States.



17. This appraisal shall be considered in its entirety. No part thereof shall be used separately or out of context.
18. Unless otherwise noted in the body of this report, this appraisal assumes that the subject property does not fall within the areas where mandatory flood insurance is effective. Unless otherwise noted, we have not completed nor have we contracted to have completed an investigation to identify and/or quantify the presence of non-tidal wetland conditions on the subject property. Because the appraiser is not a surveyor, he or she makes no guarantees, express or implied, regarding this determination.
19. The flood maps are not site specific. We are not qualified to confirm the location of the subject property in relation to flood hazard areas based on the FEMA Flood Insurance Rate Maps or other surveying techniques. It is recommended that the client obtain a confirmation of the subject property's flood zone classification from a licensed surveyor.
20. If the appraisal is for mortgage loan purposes 1) we assume satisfactory completion of improvements if construction is not complete, 2) no consideration has been given for rent loss during rent-up unless noted in the body of this report, and 3) occupancy at levels consistent with our "Income and Expense Projection" are anticipated.
21. It is assumed that there are no hidden or unapparent conditions of the property, subsoil, or structures which would render it more or less valuable. No responsibility is assumed for such conditions or for engineering which may be required to discover them.
22. Our inspection included an observation of the land and improvements thereon only. It was not possible to observe conditions beneath the soil or hidden structural components within the improvements. We inspected the buildings involved, and reported damage (if any) by termites, dry rot, wet rot, or other infestations as a matter of information, and no guarantee of the amount or degree of damage (if any) is implied. Condition of heating, cooling, ventilation, electrical and plumbing equipment is considered to be commensurate with the condition of the balance of the improvements unless otherwise stated. Should the client have concerns in these areas, it is the client's responsibility to order the appropriate inspections. The appraiser does not have the skill or expertise to make such inspections and assumes no responsibility for these items.
23. This appraisal does not guarantee compliance with building code and life safety code requirements of the local jurisdiction. It is assumed that all required licenses, consents, certificates of occupancy or other legislative or administrative authority from any local, state or national governmental or private entity or organization have been or can be obtained or renewed for any use on which the value conclusion contained in this report is based unless specifically stated to the contrary.



24. When possible, we have relied upon building measurements provided by the client, owner, or associated agents of these parties. In the absence of a detailed rent roll, reliable public records, or "as-built" plans provided to us, we have relied upon our own measurements of the subject improvements. We follow typical appraisal industry methods; however, we recognize that some factors may limit our ability to obtain accurate measurements including, but not limited to, property access on the day of inspection, basements, fenced/gated areas, grade elevations, greenery/shrubbery, uneven surfaces, multiple story structures, obtuse or acute wall angles, immobile obstructions, etc. Professional building area measurements of the quality, level of detail, or accuracy of professional measurement services are beyond the scope of this appraisal assignment.
25. We have attempted to reconcile sources of data discovered or provided during the appraisal process, including assessment department data. Ultimately, the measurements that are deemed by us to be the most accurate and/or reliable are used within this report. While the measurements and any accompanying sketches are considered to be reasonably accurate and reliable, we cannot guarantee their accuracy. Should the client desire a greater level of measuring detail, they are urged to retain the measurement services of a qualified professional (space planner, architect or building engineer). We reserve the right to use an alternative source of building size and amend the analysis, narrative and concluded values (at additional cost) should this alternative measurement source reflect or reveal substantial differences with the measurements used within the report.
26. In the absence of being provided with a detailed land survey, we have used assessment department data to ascertain the physical dimensions and acreage of the property. Should a survey prove this information to be inaccurate, we reserve the right to amend this appraisal (at additional cost) if substantial differences are discovered.
27. If only preliminary plans and specifications were available for use in the preparation of this appraisal, then this appraisal is subject to a review of the final plans and specifications when available (at additional cost) and we reserve the right to amend this appraisal if substantial differences are discovered.
28. Unless otherwise stated in this report, the value conclusion is predicated on the assumption that the property is free of contamination, environmental impairment or hazardous materials. Unless otherwise stated, the existence of hazardous material was not observed by the appraiser and the appraiser has no knowledge of the existence of such materials on or in the property. The appraiser, however, is not qualified to detect such substances. The presence of substances such as asbestos, urea-formaldehyde foam insulation, or other potentially hazardous materials may affect the value of the property. No responsibility is assumed for any such conditions, or for any expertise or engineering knowledge required for discovery. The client is urged to retain an expert in this field, if desired.



29. The Americans with Disabilities Act ("ADA") became effective January 26, 1992. We have not made a specific compliance survey of the property to determine if it is in conformity with the various requirements of the ADA. It is possible that a compliance survey of the property, together with an analysis of the requirements of the ADA, could reveal that the property is not in compliance with one or more of the requirements of the Act. If so, this could have a negative effect on the value of the property. Since we have no direct evidence relating to this issue, we did not consider possible noncompliance with the requirements of ADA in developing an opinion of value.
30. This appraisal applies to the land and building improvements only. The value of trade fixtures, furnishings, and other equipment, or subsurface rights (minerals, gas, and oil) were not considered in this appraisal unless specifically stated to the contrary.
31. No changes in any federal, state or local laws, regulations or codes (including, without limitation, the Internal Revenue Code) are anticipated, unless specifically stated to the contrary.
32. Any income and expense estimates contained in the appraisal report are used only for the purpose of estimating value and do not constitute prediction of future operating results. Furthermore, it is inevitable that some assumptions will not materialize and that unanticipated events may occur that will likely affect actual performance.
33. Any estimate of insurable value, if included within the scope of work and presented herein, is based upon figures developed consistent with industry practices. However, actual local and regional construction costs may vary significantly from our estimate and individual insurance policies and underwriters have varied specifications, exclusions, and non-insurable items. As such, we strongly recommend that the Client obtain estimates from professionals experienced in establishing insurance coverage. This analysis should not be relied upon to determine insurance coverage and we make no warranties regarding the accuracy of this estimate.
34. The data gathered in the course of this assignment (except data furnished by the Client) shall remain the property of the Appraiser. The appraiser will not violate the confidential nature of the appraiser-client relationship by improperly disclosing any confidential information furnished to the appraiser. Notwithstanding the foregoing, the Appraiser is authorized by the client to disclose all or any portion of the appraisal and related appraisal data to appropriate representatives of the Appraisal Institute if such disclosure is required to enable the appraiser to comply with the Bylaws and Regulations of such Institute now or hereafter in effect.

35. You and Valbridge Property Advisors | Mountain States both agree that any dispute over matters in excess of \$5,000 will be submitted for resolution by arbitration. This includes fee disputes and any claim of malpractice. The arbitrator shall be mutually selected. If Valbridge Property Advisors | Mountain States and the client cannot agree on the arbitrator, the presiding head of the Local County Mediation & Arbitration panel shall select the arbitrator. Such arbitration shall be binding and final. In agreeing to arbitration, we both acknowledge that, by agreeing to binding arbitration, each of us is giving up the right to have the dispute decided in a court of law before a judge or jury. In the event that the client, or any other party, makes a claim against Mountain States or any of its employees in connections with or in any way relating to this assignment, the maximum damages recoverable by such claimant shall be the amount actually received by Valbridge Property Advisors | Mountain States for this assignment, and under no circumstances shall any claim for consequential damages be made.
36. Valbridge Property Advisors | Mountain States shall have no obligation, liability, or accountability to any third party. Any party who is not the "client" or intended user identified on the face of the appraisal or in the engagement letter is not entitled to rely upon the contents of the appraisal without the express written consent of Valbridge Property Advisors |Mountain States. "Client" shall not include partners, affiliates, or relatives of the party named in the engagement letter. Client shall hold Valbridge Property Advisors | Mountain States and its employees harmless in the event of any lawsuit brought by any third party, lender, partner, or part-owner in any form of ownership or any other party as a result of this assignment. The client also agrees that in case of lawsuit arising from or in any way involving these appraisal services, client will hold Valbridge Property Advisors | Mountain States harmless from and against any liability, loss, cost, or expense incurred or suffered by Valbridge Property Advisors | Mountain States in such action, regardless of its outcome.
37. The Valbridge Property Advisors office responsible for the preparation of this report is independently owned and operated by Mountain States. Neither Valbridge Property Advisors, Inc., nor any of its affiliates has been engaged to provide this report. Valbridge Property Advisors, Inc. does not provide valuation services, and has taken no part in the preparation of this report.
38. If any claim is filed against any of Valbridge Property Advisors, Inc., a Florida Corporation, its affiliates, officers or employees, or the firm providing this report, in connection with, or in any way arising out of, or relating to, this report, or the engagement of the firm providing this report, then (1) under no circumstances shall such claimant be entitled to consequential, special or other damages, except only for direct compensatory damages, and (2) the maximum amount of such compensatory damages recoverable by such claimant shall be the amount actually received by the firm engaged to provide this report.



39. This report and any associated work files may be subject to evaluation by Valbridge Property Advisors, Inc., or its affiliates, for quality control purposes.
40. Acceptance and/or use of this appraisal report constitutes acceptance of the foregoing general assumptions and limiting conditions.

Certification – Jeff Vance

I certify that, to the best of my knowledge and belief:

1. The statements of fact contained in this report are true and correct.
2. The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions and are my personal, impartial, and unbiased professional analyses, opinions, and conclusions.
3. I have no present or prospective interest in the property that is the subject of this report and no personal interest with respect to the parties involved.
4. I have performed no services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding acceptance of this assignment.
5. I have no bias with respect to the property that is the subject of this report or to the parties involved with this assignment.
6. My engagement in this assignment was not contingent upon developing or reporting predetermined results.
7. My compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the cause of the client, the amount of value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
8. My analyses, opinions and conclusions were developed, and this report has been prepared, in conformity with the Uniform Standards of Professional Appraisal Practice.
9. I have made a current site inspection of the property that is the subject of this report.
10. No one other than Joe Corlett, MAI, SRA, provided significant real property appraisal assistance to the person signing this certification.
11. The reported analyses, opinions and conclusions were developed, and this report has been prepared, in conformity with the requirements of the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.
12. The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
13. As of the date of this report, the undersigned has completed the continuing education program for Designated Members of the Appraisal Institute.



Jeff Vance, MAI
Senior Appraiser
Idaho, Certification # CGA-2828



Certification – Joe Corlett

I certify that, to the best of my knowledge and belief:

1. The statements of fact contained in this report are true and correct.
2. The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions and are my personal, impartial, and unbiased professional analyses, opinions, and conclusions.
3. I have no present or prospective interest in the property that is the subject of this report and no personal interest with respect to the parties involved.
4. I have performed no services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding acceptance of this assignment.
5. I have no bias with respect to the property that is the subject of this report or to the parties involved with this assignment.
6. My engagement in this assignment was not contingent upon developing or reporting predetermined results.
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9. I have made a current site inspection of the property that is the subject of this report.
10. No one other than Jeff Vance, MAI, provided significant real property appraisal assistance to the person signing this certification.
11. The reported analyses, opinions and conclusions were developed, and this report has been prepared, in conformity with the requirements of the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.
12. The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
13. As of the date of this report, the undersigned has completed the continuing education program for Designated Members of the Appraisal Institute.

G. Joseph Corlett, MAI, SRA
Senior Managing Director
Idaho, Certification # CGA-7



Addenda

Engagement Letter

Subject Photos

Letter of Intent to Purchase

Glossary

Qualifications

- Jeff Vance, MAI – Senior Appraiser
- G. Joe Corlett, MAI, SRA – Senior Managing Director

Information on Valbridge Property Advisors

Office Locations



785 S. LOCUST GROVE ROAD, MERIDIAN
CERTIFICATION

Engagement Letter



Joe Corlett, MAI, SRA 1450 Tyrell Lane
 Tyler, Oklahoma 74069 Suite 11
 Email: JoeC@valbridge.com Phone: 405-437-0955
 Daniel Hession, MAI 2005-09-10037 pms.com
 200 Vance, MAI 700-843-1177 lat
 Steve Feltus, CFP 99valbridge.com
 Paul Harkin, MAI

February 14, 2019

Mr. Tom Meyer
Idaho State University

Re: Appraisal of:
22.02 acres of development land
785 S. Locust Grove Road
Meridian, Idaho 83642

Mr. Meyer:

This letter serves as our agreement for appraisal services relating to the above referenced property. The subject property is two parcels containing ± 22.02 acres of development land located in Meridian. The purpose of this appraisal is to provide an opinion of fee simple market value, as is for the subject.

The intended use of this appraisal is for internal business decisions and/or to assist in establishing a potential sale price. The appraisal will be presented in appraisal report format as defined by Uniform Standards of Professional Appraisal Practice under Standards Rule 2-2(a). Reporting will include narrative discussions of the pertinent data gathered, the techniques employed, and the reasoning leading to our value opinions. The depth of the discussion contained in this report is specific to the needs of the client and the intended use.

The fee will be \$2,500. Delivery of the report will be no later than February 28, 2019. The fee is due within 30 days of delivery. Jeff Vance, MAI, and Joe Corlett, MAI, SRA, will be co-signors of the report.

VALBRIDGE PROPERTY ADVISORS: ANCHOR • ATLANTA • BATON ROUGE • BOISE • BOSTON • BOULDER • CENTRAL VALLEY CA/CENTRAL COUNTIES • CHARLESTON • CHARLOTTE • CHICAGO • COEUR D'ALENE • DALLAS-FORT WORTH • DAVENPORT • EAST LANSING • GREENVILLE • HARTFORD • HILTON HEAD • HOUSTON • INDIANAPOLIS • JACKSONVILLE • KANSAS CITY • KNOXVILLE • LAS VEGAS • LOS ANGELES • ORANGE COUNTY • LOUISVILLE • LUBBOCK • MEMPHIS • MILWAUKEE • MINNEAPOLIS • MONTEBELVIE/CALIF. • MORTONSBERRY • NAPLES • NASHVILLE • NEW ORLEANS • NORFOLK/VIRGINIA BEACH • NORWALK/STAMFORD • OLYMPIA • ORLANDO • PHILADELPHIA • PITTSBURGH • RALEIGH • RICHMOND • RIVINGTON • SACRAMENTO • SALT LAKE CITY • SAN ANTONIO • SAN DIEGO • SAN FRANCISCO BAY AREA/EAST BAY • SAN FRANCISCO BAY AREA/SILICON VALLEY • SEATTLE • SHREVEPORT • SPOKANE • SOUTHERN UTAH • TAMPA/ST. PETERSBURG • TUCSON • TULSA • WASHINGTON DC/BALTIMORE



785 S. LOCUST GROVE ROAD, MERIDIAN
CERTIFICATION



1459 Tyrrel Lane
Suite B
Dome, ID 83706
208-336-1097 phone
208-345-1175 fax
valbridge.com

If you agree to these terms, please have the person(s) responsible for payment acknowledge the intent for payment by signing this engagement letter. Thank you for the opportunity to be of service.

Sincerely,
**Valbridge Property Advisors | Mountain States
Appraisal & Consulting, Inc.**

Jeff Vance, MAI
Idaho Certified General Appraiser
CGA-2828
Phone: 208-336-1097, ext. 22
E-mail: jvance@valbridge.com

I agree to these terms.

Client Signature
Glen R. Nelson

Client Name
Idaho State University

Business Name

2/19/17

Date

VALBRIDGE PROPERTY ADVISORS: AKRON • ATLANTA • BATON ROUGE • BOISE • BOSTON • BOULDER • CENTRAL VALLEY CA/CENTRAL COUNTIES • CHARLESTON • CHARLOTTE • CINCINNATI •
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TULSA • WASHINGTON DC/BALTIMORE

Subject Photographs



Subject site viewing southwest



Viewing south



Viewing north



Older SFR and outbuildings



S. Locust Grove Road, viewing south, subject on right



Letter of Intent to Purchase

January 22, 2019

VIA EMAIL: PRESIDENT@ISU.EDU

Kevin Satterlee, President
Idaho State University
921 South 8th Avenue
Pocatello, ID 83209

Re: 22171.003: Reply to Letter of Intent to Purchase 22.024 Acres of Land,
785 S. Locust Grove, Meridian, ID

Dear Mr. Satterlee:

The undersigned, Francis Everett, Personal Representative of the Estate of Marvin Everett, hereby responds to the Letter of Intent presented by Idaho State University, dated January 18, 2019, offering to purchase 22.024 acres of land located at 785 S. Locust Grove in Meridian, Idaho.

The Estate of Marvin Everett, deceased, is prepared to enter into a binding purchase agreement to sell the subject property for \$3,500,000.00 and to close the purchase of the subject property in accordance with the terms and procedures outlined in Idaho State University's Letter of Intent of January 18, 2019, except for the price, and ask that Idaho State University acknowledge its willingness to purchase the property in accordance with the Letter of Intent as modified by the above by signing and returning its response by 5:00 p.m. (MST) time January 30, 2019 to Fredric V. Shoemaker, the attorney for the Personal Representative, by one of the following means you select.

Parsons Behle & Latimer
Attn: Fredric V. Shoemaker
800 W. Main Street, Suite 1300
Boise, ID 83702
Email: fshoemaker@parsonsbhle.com
Fax: 208-562-4901

Very truly yours,

Francis Everett
Date: January 22, 2019

AGREED AND ACCEPTED BY IDAHO STATE UNIVERSITY:

By: Date: 1/30, 2019



785 S. LOCUST GROVE ROAD, MERIDIAN
CERTIFICATION

Idaho State UNIVERSITY

Office of the President
121 South 815 Avenue, Stop 8310 • Pocatello, Idaho 83209-8310

January 29, 2019

Francis R. Everett
c/o Fredric V. Shoemaker
Parsons Behle & Latimer
800 West Main Street, Suite 1300
Boise, Idaho 83702

Re: Purchase of subject property, 22.024 acres of land, located at 785 S. Locust Grove, Meridian, ID

Dear Mr. Everett:

Idaho State University is prepared to enter into a Purchase and Sale Agreement to acquire the subject property for \$3,500,000.00, and to close the purchase of the subject property in accordance with the terms and procedures outlined in Idaho State University's Letter of Intent dated January 18, 2019.

The Purchase and Sale Agreement will be subject to the approval of the Idaho State Board of Education per its Policy V.I. - Real and Personal Property Services.

Sincerely,

Kevin D. Satterlee
President
Idaho State University

Phone: (208) 282-3440 • Fax: (208) 282-4487 • www.isu.edu/president
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Glossary

Definitions are taken from The Dictionary of Real Estate Appraisal, 6th Edition (Dictionary), the Uniform Standards of Professional Appraisal Practice (USPAP), and Building Owners and Managers Association International (BOMA).

Absolute Net Lease

A lease in which the tenant pays all expenses including structural maintenance, building reserves, and management; often a long-term lease to a credit tenant. (Dictionary)

Amortization

The process of retiring a debt or recovering a capital investment, typically through scheduled, systematic repayment of the principal; a program of periodic contributions to a sinking fund or debt retirement fund. (Dictionary)

As Is Market Value

The estimate of the market value of real property in its current physical condition, use, and zoning as of the appraisal date. (Dictionary)

Base Rent

The minimum rent stipulated in a lease. (Dictionary)

Base Year

The year on which escalation clauses in a lease are based. (Dictionary)

Building Common Area

In office buildings, the areas of the building that provide services to building tenants but which are not included in the office area or store area of any specific tenant. These areas may include, but shall not be limited to, main and auxiliary lobbies, atrium spaces at the level of the finished floor, concierge areas or security desks, conference rooms, lounges or vending areas, food service facilities, health or fitness centers, daycare facilities, locker or shower facilities, mail rooms, fire control rooms, fully enclosed courtyards outside the exterior walls, and building core and service areas such as fully enclosed mechanical or equipment rooms. Specifically excluded from building common area are floor common areas, parking space, portions of loading docks outside the building line, and major vertical penetrations. (BOMA)

Building Rentable Area

The sum of all floor rentable areas. Floor rentable area is the result of subtracting from the gross measured area of a floor the major vertical penetrations on that same floor. It is generally fixed for the life of the building and is rarely affected by changes in corridor size or configuration. (BOMA)

Certificate of Occupancy (COO)

A formal written acknowledgment by an appropriate unit of local government that a new construction or

renovation project is at the stage where it meets applicable health and safety codes and is ready for commercial or residential occupancy. (Dictionary)

Common Area Maintenance (CAM)

The expense of operating and maintaining common areas; may or may not include management charges and usually does not include capital expenditures on tenant improvements or other improvements to the property. (Dictionary)

The amount of money charged to tenants for their shares of maintaining a [shopping] center's common area. The charge that a tenant pays for shared services and facilities such as electricity, security, and maintenance of parking lots. Items charged to common area maintenance may include cleaning services, parking lot sweeping and maintenance, snow removal, security and upkeep. (ICSC – International Council of Shopping Centers, 4th Ed.)

Condominium

A multiunit structure, or a unit within such a structure, with a condominium form of ownership. (Dictionary)

Conservation Easement

An interest in real estate restricting future land use to preservation, conservation, wildlife habitat, or some combination of those uses. A conservation easement may permit farming, timber harvesting, or other uses of a rural nature as well as some types of conservation-oriented development to continue, subject to the easement. (Dictionary)

Contributory Value

A type of value that reflects the amount a property or component of a property contributes to the value of another asset or to the property as a whole.

The change in the value of a property as a whole, whether positive or negative, resulting from the addition or deletion of a property component. Also called deprival value in some countries. (Dictionary)

Debt Coverage Ratio (DCR)

The ratio of net operating income to annual debt service (DCR = NOI/Im), which measures the relative ability of a property to meet its debt service out of net operating income; also called *debt service coverage ratio (DSCR)*. A larger *DCR* typically indicates a greater ability for a property to withstand a reduction of income, providing an improved safety margin for a lender. (Dictionary)

Deed Restriction

A provision written into a deed that limits the use of land. Deed restrictions usually remain in effect when title passes to subsequent owners. (Dictionary)

Depreciation

- 1) In appraisal, a loss in property value from any cause; the difference between the cost of an improvement on the effective date of the appraisal and the market value of the improvement on the same date.
- 2) In accounting, an allocation of the original cost of an asset, amortizing the cost over the asset's life; calculated using a variety of standard techniques. (Dictionary)

Disposition Value

The most probable price that a specified interest in property should bring under the following conditions:

- Consummation of a sale within a specified time, which is shorter than the typical exposure time for such a property in that market.
- The property is subjected to market conditions prevailing as of the date of valuation;
- Both the buyer and seller are acting prudently and knowledgeably;
- The seller is under compulsion to sell;
- The buyer is typically motivated;
- Both parties are acting in what they consider to be their best interests;
- An adequate marketing effort will be made during the exposure time;
- Payment will be made in cash in U.S. dollars (or the local currency) or in terms of financial arrangements comparable thereto; and
- The price represents the normal consideration for the property sold, unaffected by special or creative financing or sales concessions granted by anyone associated with the sale. (Dictionary)

Easement

The right to use another's land for a stated purpose. (Dictionary)

EIFS

Exterior Insulation Finishing System. This is a type of exterior wall cladding system. Sometimes referred to as dry-vit.

Effective Date

- 1) The date on which the appraisal or review opinion applies. (SVP)
- 2) In a lease document, the date upon which the lease goes into effect. (Dictionary)

Effective Gross Income (EGI)

The anticipated income from all operations of the real estate after an allowance is made for vacancy and collection losses and an addition is made for any other income. (Dictionary)

Effective Rent

Total base rent, or minimum rent stipulated in a lease, over the specified lease term minus rent concessions; the rent that is effectively paid by a tenant net of financial concessions provided by a landlord. (TIs). (Dictionary)

EPDM

Ethylene Propylene Diene Monomer Rubber. A type of synthetic rubber typically used for roof coverings. (Dictionary)

Escalation Clause

A clause in an agreement that provides for the adjustment of a price or rent based on some event or index. e.g., a provision to increase rent if operating expenses increase; also called *escalator clause*, *expense recovery clause* or *stop clause*. (Dictionary)

Estoppel Certificate

A signed statement by a party (such as a tenant or a mortgagee) certifying, for another's benefit, that certain facts are correct, such as that a lease exists, that there are no defaults, and that rent is paid to a certain date. (Black's) In real estate, a buyer of rental property typically requests estoppel certificates from existing tenants. Sometimes referred to as an *estoppel letter*. (Dictionary)

Excess Land

Land that is not needed to serve or support the existing use. The highest and best use of the excess land may or may not be the same as the highest and best use of the improved parcel. Excess land has the potential to be sold separately and is valued separately. (Dictionary)

Excess Rent

The amount by which contract rent exceeds market rent at the time of the appraisal; created by a lease favorable to the landlord (lessor) and may reflect unusual management, unknowledgeable or unusually motivated parties, a lease execution in an earlier, stronger rental market, or an agreement of the parties. (Dictionary)

Expense Stop

A clause in a lease that limits the landlord's expense obligation, which results in the lessee paying operating expenses above a stated level or amount. (Dictionary)

Exposure Time

- 1) The time a property remains on the market.
- 2) The estimated length of time that the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal; Comment: Exposure time is a retrospective opinion based on an analysis of past events assuming a competitive and open market. (Dictionary)

Extraordinary Assumption

An assumption, directly related to a specific assignment, as of the effective date of the assignment results, which, if found to be false, could alter the appraiser's opinions or conclusions. Comment: Extraordinary assumptions presume as fact otherwise uncertain information about physical, legal, or economic characteristics of the subject property; or about conditions external to the property such as market conditions or trends; or about the integrity of data used in an analysis. (USPAP, 2016-2017 ed.)

Fee Simple Estate

Absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat. (Dictionary)

Floor Common Area

In an office building, the areas on a floor such as washrooms, janitorial closets, electrical rooms, telephone rooms, mechanical rooms, elevator lobbies, and public corridors which are available primarily for the use of tenants on that floor. (BOMA)

Full Service (Gross) Lease

A lease in which the landlord receives stipulated rent and is obligated to pay all of the property's operating and fixed expenses; also called a *full service lease*. (Dictionary)

Furniture, Fixtures, and Equipment (FF&E)

Business trade fixtures and personal property, exclusive of inventory. (Dictionary)

Going-Concern Value

An outdated label for the market value of all the tangible and intangible assets of an established and operating business with an indefinite life, as if sold in aggregate; more accurately termed the *market value of the going concern* or *market value of the total assets of the business*. (Dictionary)

Gross Building Area (GBA)

- 1) Total floor area of a building, excluding unenclosed areas, measured from the exterior of the walls of the above-grade area. This includes mezzanines and

basements if and when typically included in the market area of the type of property involved.

- 2) Gross leasable area plus all common areas.
- 3) For residential space, the total area of all floor levels measured from the exterior of the walls and including the superstructure and substructure basement; typically does not include garage space. (Dictionary)

Gross Measured Area

The total area of a building enclosed by the dominant portion (the portion of the inside finished surface of the permanent outer building wall which is 50 percent or more of the vertical floor-to-ceiling dimension, at the given point being measured as one moves horizontally along the wall), excluding parking areas and loading docks (or portions of same) outside the building line. It is generally not used for leasing purposes and is calculated on a floor by floor basis. (BOMA)

Gross Up Method

A method of calculating variable operating expenses in income-producing properties when less than 100% occupancy is assumed. Expenses reimbursed based on the amount of occupied space, rather than on the total building area, are described as "grossed up." (Dictionary)

Gross Retail Sellout

The sum of the separate and distinct market value opinions for each of the units in a condominium, subdivision development, or portfolio of properties, as of the date of valuation. The aggregate of retail values does not represent the value of all the units as though sold together in a single transaction; it is simply the total of the individual market value conclusions. Also called the *aggregate of the retail values*, *aggregate retail selling price* or *sum of the retail values*. (Dictionary)

Ground Lease

A lease that grants the right to use and occupy land. Improvements made by the ground lessee typically revert to the ground lessor at the end of the lease term. (Dictionary)

Ground Rent

The rent paid for the right to use and occupy land according to the terms of a ground lease; the portion of the total rent allocated to the underlying land. (Dictionary)

HVAC

Heating, ventilation, air conditioning (HVAC) system. A unit that regulates the temperature and distribution of heat and fresh air throughout a building. (Dictionary)

Highest and Best Use

- 1) The reasonably probable use of property that results in the highest value. The four criteria that the highest

and best use must meet are legal permissibility, physical possibility, financial feasibility, and maximum productivity.

- 2) The use of an asset that maximizes its potential and that is possible, legally permissible, and financially feasible. The highest and best use may be for continuation of an asset's existing use or for some alternative use. This is determined by the use that a market participant would have in mind for the asset when formulating the price that it would be willing to bid. (IVS)
- 3) [The] highest and most profitable use for which the property is adaptable and needed or likely to be needed in the reasonably near future. (Uniform Appraisal Standards for Federal Land Acquisitions) (Dictionary)

Hypothetical Condition

- 1) A condition that is presumed to be true when it is known to be false. (SVP – Standards of Valuation Practice, effective January 1, 2015)
- 2) A condition, directly related to a specific assignment, which is contrary to what is known by the appraiser to exist on the effective date of the assignment results, but is used for the purpose of analysis. Comment: Hypothetical conditions are contrary to known facts about physical, legal, or economic characteristics of the subject property; or about conditions external to the property, such as market conditions or trends; or about the integrity of data used in an analysis. (USPAP, 2016-2017 ed.) (Dictionary)

Industrial Gross Lease

A type of modified gross lease of an industrial property in which the landlord and tenant share expenses. The landlord receives stipulated rent and is obligated to pay certain operating expenses, often structural maintenance, insurance and real property taxes, as specified in the lease. There are significant regional and local differences in the use of this term. (Dictionary)

Insurable Value

A type of value for insurance purposes. (Typically this includes replacement cost less basement excavation, foundation, underground piping and architect's fees). (Dictionary)

Investment Value

The value of a property to a particular investor or class of investors based on the investor's specific requirements. Investment value may be different from market value because it depends on a set of investment criteria that are not necessarily typical of the market. (Dictionary)

Just Compensation

In condemnation, the amount of loss for which a property owner is compensated when his or her property is taken. Just compensation should put the owner in as good a position pecuniarily as he or she would have been if the property had not been taken. (Dictionary)

Leased Fee Interest

The ownership interest held by the lessor, which includes the right to receive the contract rent specified in the lease plus the reversionary right when the lease expires. (Dictionary)

Leasehold Interest

The right held by the lessee to use and occupy real estate for a stated term and under the conditions specified in the lease. (Dictionary)

Lessee (Tenant)

One who has the right to occupancy and use of the property of another for a period of time according to a lease agreement. (Dictionary)

Lessor (Landlord)

One who conveys the rights of occupancy and use to others under a lease agreement. (Dictionary)

Liquidation Value

The most probable price that a specified interest in property should bring under the following conditions:

- Consummation of a sale within a short time period.
- The property is subjected to market conditions prevailing as of the date of valuation.
- Both the buyer and seller are acting prudently and knowledgeably.
- The seller is under extreme compulsion to sell.
- The buyer is typically motivated.
- Both parties are acting in what they consider to be their best interests.
- A normal marketing effort is not possible due to the brief exposure time.
- Payment will be made in cash in U.S. dollars (or the local currency) or in terms of financial arrangements comparable thereto.
- The price represents the normal consideration for the property sold, unaffected by special or creative financing or sales concessions granted by anyone associated with the sale. (Dictionary)

Loan to Value Ratio (LTV)

The ratio between a mortgage loan and the value of the property pledged as security, usually expressed as a percentage. (Dictionary)

Major Vertical Penetrations

Stairs, elevator shafts, flues, pipe shafts, vertical ducts, and the like, and their enclosing walls. Atria, lightwells and

similar penetrations above the finished floor are included in this definition. Not included, however, are vertical penetrations built for the private use of a tenant occupying office areas on more than one floor. Structural columns, openings for vertical electric cable or telephone distribution, and openings for plumbing lines are not considered to be major vertical penetrations. (BOMA)

Market Rent

The most probable rent that a property should bring in a competitive and open market reflecting the conditions and restrictions of a specified lease agreement, including the rental adjustment and revaluation, permitted uses, use restrictions, expense obligations; term, concessions, renewal and purchase options and tenant improvements (TIs). (Dictionary)

Market Value

The most probable price that a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

- Buyer and seller are typically motivated;
- Both parties are well informed or well advised, and acting in what they consider their own best interests;
- A reasonable time is allowed for exposure in the open market;
- Payment is made in terms of cash in United States dollars or in terms of financial arrangements comparable thereto; and
- The price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.

(Dictionary)

Marketing Time

An opinion of the amount of time it might take to sell a real or personal property interest at the concluded market value level during the period immediately after the effective date of an appraisal. Marketing time differs from exposure time, which is always presumed to precede the effective date of an appraisal. (Advisory Opinion 7 of the Appraisal Standards Board of the Appraisal Foundation and Statement on Appraisal Standards No. 6, "Reasonable Exposure Time in Real Property and Personal Property Market Value Opinions" address the determination of reasonable exposure and marketing time.) (Dictionary)

Master Lease

A lease in which the fee owner leases a part or the entire property to a single entity (the master lease) in return for

a stipulated rent. The master lessee then leases the property to multiple tenants. (Dictionary)

Modified Gross Lease

A lease in which the landlord receives stipulated rent and is obligated to pay some, but not all, of the property's operating and fixed expenses. Since assignment of expenses varies among modified gross leases, expense responsibility must always be specified. In some markets, a modified gross lease may be called a *double net lease*, *net net lease*, *partial net lease*, or *semi-gross lease*. (Dictionary)

Operating Expense Ratio

The ratio of total operating expenses to effective gross income (TOE/EGI); the complement of the net income ratio, i.e., OER = 1 – NIR (Dictionary)

Option

A legal contract, typically purchased for a stated consideration, that permits but does not require the holder of the option (known as the *optionee*) to buy, sell, or lease real estate for a stipulated period of time in accordance with specified terms; a unilateral right to exercise a privilege. (Dictionary)

Partial Interest

Divided or undivided rights in real estate that represent less than the whole, i.e., a fractional interest such as a tenancy in common, easement, or life interest. (Dictionary)

Pass Through

A tenant's portion of operating expenses that may be composed of common area maintenance (CAM), real property taxes, property insurance, and any other expenses determined in the lease agreement to be paid by the tenant. (Dictionary)

Potential Gross Income (PGI)

The total income attributable to property at full occupancy before vacancy and operating expenses are deducted. (Dictionary)

Prospective Future Value Upon Completion

A prospective market value may be appropriate for the valuation of a property interest related to a credit decision for a proposed development or renovation project. According to USPAP, an appraisal with a prospective market value reflects an effective date that is subsequent to the date of the appraisal report. ... The prospective market value –as completed- reflects the property's market value as of the time that development is expected to be complete. (Dictionary)

Prospective Future Value Upon Stabilization

A prospective market value may be appropriate for the valuation of a property interest related to a credit decision for a proposed development or renovation project. According to USPAP, an appraisal with a prospective market value reflects an effective date that is subsequent to the date of the appraisal report ...The prospective market value – as stabilized – reflects the property's market value as of the time the property is projected to achieve stabilized occupancy. For an income-producing property, stabilized occupancy is the occupancy level that a property is expected to achieve after the property is exposed to the market for lease over a reasonable period of time and at comparable terms and conditions to other similar properties. (Dictionary)

Replacement Cost

The estimated cost to construct, at current prices as of a specific date, a substitute for a building or other improvements, using modern materials and current standards, design, and layout. (Dictionary)

Reproduction Cost

The estimated cost to construct, at current prices as of the effective date of the appraisal, an exact duplicate or replica of the building being appraised, using the same materials, construction standards, design, layout, and quality of workmanship and embodying all of the deficiencies, superadequacies, and obsolescence of the subject building. (Dictionary)

Retrospective Value Opinion

A value opinion effective as of a specified historical date. The term *retrospective* does not define a type of value. Instead, it identifies a value opinion as being effective at some specific prior date. Value as of a historical date is frequently sought in connection with property tax appeals, damage models, lease renegotiation, deficiency judgments, estate tax, and condemnation. Inclusion of

the type of value with this term is appropriate, e.g., "retrospective market value opinion." (Dictionary)

Sandwich Leasehold Estate

The interest held by the sandwich leaseholder when the property is subleased to another party; a type of leasehold estate. (Dictionary)

Sublease

An agreement in which the lessee in a prior lease conveys the right of use and occupancy of a property to another, the sublessee, for a specific period of time, which may or may not be coterminous with the underlying lease term. (Dictionary)

Subordination

A contractual arrangement in which a party with a claim to certain assets agrees to make his or her claim junior, or subordinate, to the claims of another party. (Dictionary)

Surplus Land

Land that is not currently needed to support the existing use but cannot be separated from the property and sold off for another use. Surplus land does not have an independent highest and best use and may or may not contribute value to the improved parcel. (Dictionary)

Triple Net (Net Net Net) Lease

An alternative term for a type of net lease. In some markets, a net net net lease is defined as a lease in which the tenant assumes all expenses (fixed and variable) of operating a property except that the landlord is responsible for structural maintenance, building reserves, and management; also called *NNN lease*, *net net net lease*, or *fully net lease*. (Dictionary)

(The market definition of a triple net lease varies; in some cases tenants pay for items such as roof repairs, parking lot repairs, and other similar items.)

Usable Area

The measured area of an office area, store area, or building common area on a floor. The total of all the usable areas for a floor shall equal floor usable area of that same floor. (BOMA)

Value-in-Use

The value of a property assuming a specific use, which may or may not be the property's highest and best use on the effective date of the appraisal. Value in use may or may not be equal to market value but is different conceptually. (Dictionary)



Qualifications of Jeff R. Vance, MAI

Senior Appraiser

Valbridge Property Advisors | Mountain States Appraisal & Consulting Inc.

Independent Valuations for a Variable World

State Certifications

State of Idaho, CGA-2828

Education

Bachelor of Science
Business Marketing
University of Idaho

Contact Details

208-336-1097 (p)
208-345-1175 (f)

Valbridge Property Advisors |
Mountain States Appraisal &
Consulting Inc.
1459 Tyrell Lane, Suite B
Boise, Idaho 83706

www.valbridge.com
jvance@valbridge.com



Membership/Affiliations:

Member: Appraisal Institute - MAI Designation

Appraisal Institute & Related Courses:

Year - Course

2006 to Present- USPAP; including updates every 2 years
2006- Appraisal Principles
2007- Real Estate Financing, Statistics, & Valuation Modeling
2007- General Appraiser Income Approach Part 1
2008- General Market Analysis & Highest and Best Use
2008- General Sales Comparison Approach
2008- General Site Valuation & Cost Approach
2008- General Report Writing & Case Studies
2009- General Appraiser Income Approach Part 2
2009- 2014- Business Practices & Ethics
2010- Foreclosure, Short Sale, Auction Price Seminar
2010- Subdivision Valuation
2011- Advanced Concepts & Case Studies
2012- Advanced Income Capitalization
2013- General Demonstration Report – Capstone Program
2016- Uniform Appraisal Standards for Federal Land Acquisitions
2016- Introduction to Legal Descriptions
2017- Disclosures and Disclaimers

Experience:

Senior Appraiser, MAI

Valbridge Property Advisors | Mountain States Appraisal & Consulting Inc. (2013-Present)

Appraiser, CGA

Mountain States Appraisal & Consulting Inc. (2010-2013)

Associate Appraiser, RT

Haxton & Company (2008-2010)

Mountain States Appraisal & Consulting Inc. (2007-2008)

Appraisal/valuation and consulting assignments include: apartments; condominiums; retail; restaurants; shopping centers; professional and medical office; industrial; religious and special purpose properties including schools, churches, and daycares; residential and commercial subdivisions; and vacant industrial, commercial, and residential land. Assignments have been concentrated in southwest Idaho.



Qualifications of G. Joseph Corlett, MAI, SRA
Senior Managing Director
Valbridge Property Advisors | Mountain States



Independent Valuations for a Variable World

State Certifications

State of Idaho CGA-7
State of Oregon C-000294

Education

Bachelor of Science
In Business with a Degree
In Finance
University of Idaho

Contact Details

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208-345-1175 (f)

Valbridge Property Advisors |
Mountain States Appraisal &
Consulting, Inc.

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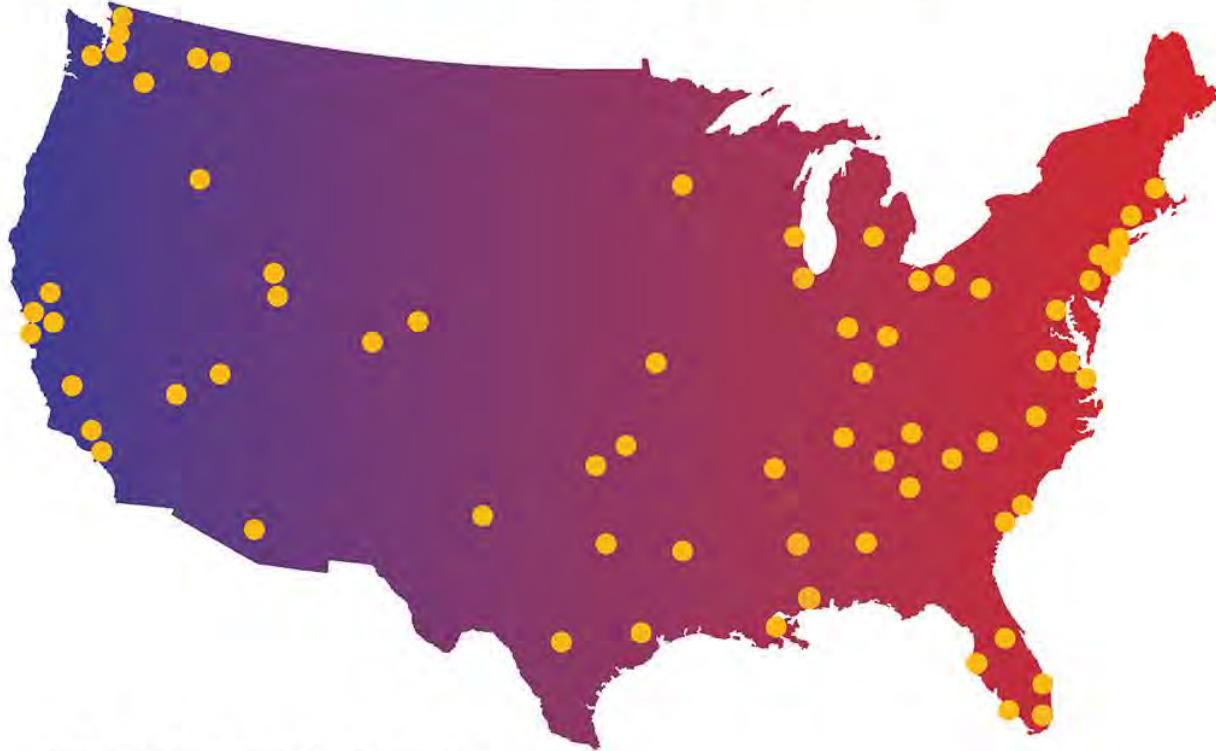
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262.782.7990

**MERIDIAN PROPERTY AGENDA ITEM
OFFICIAL INTENT PURSUANT TO SECTION 1.150-2, CFR**

A RESOLUTION OF THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY DECLARING ITS OFFICIAL INTENT TO REIMBURSE CERTAIN REIMBURSABLE EXPENDITURES RELATING TO A CERTAIN PROJECT FROM TAX-EXEMPT OBLIGATIONS

WHEREAS, Idaho State University (the “University”) may in the future enter into a certain tax-exempt financing to finance the costs of the acquisition of a parcel of land in Ada County, Idaho, in the approximate amount of \$3,500,000 (the “Meridian Project”); and

WHEREAS, the University desires to initially use its own funds to pay the costs of the Meridian Project but also desires to preserve its ability to reimburse itself for such prior expenditures (the “Reimbursable Expenditures”) with proceeds of a tax-exempt financing.

NOW, THEREFORE, IT IS RESOLVED as follows:

Section 1. The purpose of this Resolution is to permit the University to reimburse itself for Reimbursable Expenditures not exceeding \$3,500,000 relating to the Meridian Project.

Section 2. The University intends to incur and pay for Reimbursable Expenditures with available funds, and the University reasonably expects to reimburse itself for those Reimbursable Expenditures from financing proceeds not later than 18 months after the later of (i) the date of the expenditure, or (ii) the date the Meridian Project is placed in service, but no later than three years after the date of the expenditure.

Section 3. The maximum aggregate principal amount of the financing to be entered into to finance the Meridian Project is \$3,500,000.

Section 4. This declaration of official intention is made pursuant to Section 1.150-2, Code of Federal Regulations.

Section 5. The officials of the University are hereby authorized and directed, for and in the name and on behalf of the University to take any and all actions and execute, acknowledge and deliver any and all agreements, instruments or other documents and revisions or corrections thereof and amendments thereto, as may in their discretion be deemed necessary or desirable to carry out the terms, provisions and intent of this Resolution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

UNIVERSITY OF IDAHO

SUBJECT

Updated Six-Year Capital Plan (FY2020-25)

REFERENCE

August 2018 Idaho State Board of Education (Board) approved Six-Year Capital Plan

February 2019 Idaho State Board of Education (Board) approved updated Six-Year Capital Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.K.2.a and b.

ALIGNMENT WITH STRATEGIC PLAN

This item is a non-strategic Board governance item.

BACKGROUND/DISCUSSION

The University of Idaho (UI) is providing an updated Six-Year Capital Plan to reflect the addition of one project to the plan.

University of Idaho Energy Plant Micro-Turbine Installation and Power Generation

The University of Idaho intends to implement a capital project to install three steam-driven micro-turbines within UI's Central Energy Plant. University of Idaho Micro-Turbine Installation and Power Generation project will install three back pressure micro-turbines in the district energy plant, modernize, restore and repair existing plant electrical system, and support the installation of a natural gas 350kW generator serving as tertiary backup power.

The scope of the project focuses on developing the ability to generate electrical power through three steam-driven micro-turbine generators at an average of 5.7 million kWh per year, or 12% of the total campus average load at 48 million kWh annually. During extended electrical outages the district energy plant must have the ability to continue operations in an electrically isolated mode, thus protecting against injury to repairers in the field. Hence, a tertiary 350 kW backup generator serving only critical motor controls functions and boilers is included in the scope to serve as backup in the event of multiple system failures.

Anticipated avoided annual electrical cost resulting from this effort are estimated at approximately \$300,000/yr. This is a project newly added to the six-year plan at this time.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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IMPACT

This project is key in the success of UI's strategic plan, supporting Goal 2, Engage, Goal 3, Transform, and Goal 4, Cultivate, engaging the community and enriching the collegiate experiences and careers of the students of the UI. There is no material financial impact from approval of the updated Six-Year Capital Plan. UI will seek approval of the individual construction project described above in compliance with Board policy, at which time the financial impact of the project will be addressed in accordance with applicable policy.

ATTACHMENTS

Attachment 1 – Revised Six-Year Capital Plan

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. states that institutions under the governance of the Board shall submit to the Board for its approval a six-year capital construction plan prior to commencing a capital construction project. Projects must be on the approved six-year capital construction plan prior to an institution soliciting or committing funds for projects estimated to exceed \$1,000,000. The proposed plan adds the Central Energy Plant Micro Turbine Installation project to the institution's six-year plan in accordance with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the revision to the FY2020–25 University of Idaho's six-year capital plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN
(Major Capital Projects greater than \$1 mil Total Project Cost)
FY 2020 THROUGH FY 2025
(\$ in 000's)

Institution: University of Idaho
FY2020 REVISED SUBMITTAL APR 19

Project Title	Est. Cost	Prev. Fund.	FY 2020			FY 2021			FY 2022			FY 2023			FY 2024			FY 2025		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
Aquaculture Research Facility CP140029	2,350	2,350	In Punchlist Status as of 1 Aug 18																	
Admin Bldg. Entry Foyer & Stair Life Safety Imp & Renovations CP150004, DPW 15-251	2,318	2,318	In Punchlist Status as of 1 Aug 18																	
WWAMI Medical Education Tenant Improvements at Gritman MOB CP170041	3,000	3,000	In Punchlist Status as of 1 Aug 18																	
Northern Idaho Collaborative Education Facility (NICE) CP150079, DPW 16-251	9,728	9,728	In Construction Status as of 1 Aug 18																	
University House CP160071	1,950	1,950	In Construction Status as of 1 Aug 18																	
WWAMI Medical Education Building Improvements and Expansion CP180006, DPW 18-256	4,625	4,625	In Construction Status as of 1 Aug 18																	
NMCREEC Classroom and Office Building, Salmon CP180024	2,500	2,500	In Bid Award Status as of 1 Aug 18																	
ICCU Idaho Arena CP170040	45,800	45,800	In Design Status as of 1 Aug 18																	
West Campus Utilities Extension CP180021	3,500	3,500	In Design Status as of 1 Aug 18																	
Nuclear Seed Potato Germplasm & Storage Building CP190012, DPW 19-250	5,500	5,500	In Design Status as of 1 Aug 18																	
Bruce M. Pitman Center Exterior Envelope Repairs CP190013, DPW 19-262	1,622	1,622	In Design Status as of 1 Aug 18																	
Idaho Center for Agriculture, Food, and Environment (CAFÉ)	45,000	10,000	5,000	20,000	25,000		10,000	10,000												
Tribal and Diversity Center Facility	7,500	0	125		125	3,688		3,688	3,688		3,688									
Engineering/STEM Education/Classroom Facility	40,000	0	600		600	3,700	32,000	35,700	3,700		3,700									
CALS Parma Extension and Analytics Center	6,100	0		600	600		5,500	5,500												
College of Education, Health and Human Sciences Innovation Lab	7,000	0		500	500		6,500	6,500												
6th Street Greenhouses Expansion and Improvements	1,500	0		1,500	1,500															
CALS Equine Pavilion and Display Arena	3,500	0		3,500	3,500															
Central Energy Plant Micro Turbine Installation	2,500	0		2,500	2,500															
Idaho Avenue Extension Repairs and Repaving	1,005	0				1,005		1,005												
Life Sciences South HVAC Upgrades, Ph. 3, PBF A&R	1,298	0									1,298		1,298							
Gibb Hall HVAC Upgrades, Ph. 2, PBF A&R	1,296	0												1,296		1,296				
Steam Plant Emergency Generator	1,103	0												1,103		1,103				
Perimeter Drive Replace Paradise Creek Undercrossing	1,012	0															1,012		1,012	
Admin Bldg. HVAC, Ph. 2, PBF A&R	1,299	0															1,299		1,299	
Gibb Hall HVAC Upgrades, Ph. 3, PBF A&R	1,299	0															1,299		1,299	
Library Collections Maintenance Facility #	TBD	0																		
Coll. of Agricultural & Life Sciences New Meats Laboratory #	7,220	0																		
McCall Field Campus Improvements per the 2014 Master Plan #	7,000	0																		
Pedestrian Walkway Improvements, phase 1 #	1,000	0																		
New Undergraduate Housing, Phase 1 #	36,000	0																		
	255,524	92,893	5,725	28,600	34,325	8,392	54,000	62,392	7,388	0	7,388	1,298	0	1,298	2,400	0	2,400	3,610	0	3,610

S:\Facilities\CapitalPlanning\Capital Budget\FY 20 State Request\Six Year Plan (Set C)\FY 2020 Six Year Plan.

Project schedule is TBD and dependent upon funding availability.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18, 2019

UNIVERSITY OF IDAHO

SUBJECT

Request for planning and design authority - University of Idaho (UI) Energy Plant Micro-turbines.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

In 1986, the UI divested itself of coal with the installation of a wood fired boiler in the Energy Plant. This boiler now produces steam for 61 core campus facilities. Three natural gas fired boilers provide backup capacity during periods of peak demand. For 33 years, UI has used wood chips as the primary fuel source for its energy plant. These wood chips are a byproduct of the state's timber and wood products manufacturing industries.

In 2008, UI used an energy savings program to construct a wood chip storage facility. The facility was designed to reduce moisture content in the wood fuels and increase efficiency in the production of thermal energy. Thanks to these efforts, UI produces steam with wood chips at a cost of approximately \$4 per 1000 pounds of steam compared to production with natural gas at approximately \$8 per 1000 pounds of steam.

UI proposes to install micro-turbine generators which will transform the plant from an energy plant, where it produces only heating and cooling, to a tri-generation plant, producing heating, cooling, and electrical power. In exploring the proposed project, UI engaged with Avista, Schweitzer Engineering Laboratories, Idaho's timber industry, and private, commercial and government land owners striving to develop sustainable forest practices.

The project allows UI to harness both waste material from the wood products industry and slash from the forest floor to generate power. The project also transforms the campus electrical infrastructure into a smart micro-grid and distributed energy source nested within Avista's electrical grid. Large-scale energy efficiency projects of this nature are an important part of the University's ongoing effort to reduce costs and improve operating performance.

The proposed \$2.5M capital project will install three synchronous backpressure micro-turbines, and will generate significant savings for UI. The project will be fully funded by utility savings, federal grants, and Avista incentives.

Project Description

The Micro-turbine Power Generation project will install three steam-driven micro-turbines in its district energy plant. The project will also modernize, restore and repair existing plant electrical systems, and install a recycled diesel generator to provide backup power. The backpressure micro-turbines will be installed in parallel with the existing pressure reducing valves and generate an average of 5.7 million kWh per year, or 12% of the total campus electricity load at 48 million kWh annually.

During extended local power outages, the district energy plant must have the ability to “island” the electricity produced, protecting against injury to repair technicians in the field. Hence, work to modernize and repair university electrical infrastructure at the energy plant is needed. The 350 kW backup generator will serve only critical motor control functions and boilers in the event of multiple system failures. This project updates the 93-year old district energy plant, and provides additional electrical power from existing steam energy. Utility savings are estimated at approximately \$300,000 per year.

Authorization Request

This request is for the requisite capital project planning and design phase authorization necessary to prepare construction documents for the proposed Micro-Turbine Installation and Power Generation project. This project is to be delivered via the design-build methodology. UI will return to the Board at a later date to secure the necessary construction authorization for the project.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI’s strategic plan, specifically:

Goal 1, Engage – This project carries specific intent to support a learning living campus and research activities, which engages with UI’s stakeholders, students, staff, alumni and the greater community of the State of Idaho. The project provides strong educational opportunities for the Colleges of Engineering, Business, Architecture and Natural Resources.

Goal 2, Transform – As noted, the proposed Micro-Turbine Installation and Power Generation project will steward existing university environmental and natural resources, leading collegiate experiences and careers of the students of the University of Idaho into a sustainable future. By generating power, the project reduces the electrical demand on the utility grid, avoiding \$300,000 annually in energy costs. These anticipated educational benefits, outreach opportunities, and cost savings will engage the community and transform the lives of students and community members alike.

Goal 4, Cultivate – The research and activities supported through the project will improve cohesion, connectivity, and morale within UI by providing students with a living example of renewable energy resources

BUSINESS AFFAIRS AND HUMAN RESOURCES
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being utilized in a sustainable, economically viable manner through partnerships with Idaho’s timber industry. In addition, the education, outreach, extension and research activities supported by the facility have the potential to cultivate relationships and improve communication and collaboration between UI and the greater community.

This project is fully consistent with the principles, goals, and objectives within the University of Idaho’s Long Range Campus Development Plan (LRCDP), developing the central district energy plant as a combined heat and power plant.

IMPACT

The total cost of this project is estimated at \$2,500,000. The cost of the planning and design phase is estimated at \$250,000.

The project will be funded by energy savings, federal grants, and Avista incentives. Utility savings are estimated at \$300,000 per year. UI also anticipates a \$1,091,300 incentive from Avista and a \$250,000 Wood Innovation Grant from the U.S. Department of Agriculture.

Overall Project

Funding

State	\$	0
Federal (Grant)		250,000
Other (UI)		0
Gifted Funds &		0
Gifts in Kind		0
Student Fee		0
Energy Incentives		1,091,300
Utility Savings		<u>1,158,700</u>
 Total	 \$	 2,500,000

Estimate Budget

Administrative Support	\$	2,000
A/E & Professional Fees		235,000
Construction, Contractor		2,000,000
Construction, Other		0
Const. Contingency		200,000
Owner Costs, AV & FFE		
 Project Contingency		 <u>63,000</u>
 Total	 \$	 2,500,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. states that institutions under the governance of the Board shall submit to the Board for its approval a six-year capital construction plan prior to commencing a capital construction project. The University of Idaho is asking for the Board’s approval to add this project to their six-year capital construction plan under a separate agenda item at this meeting. This project is anticipated to save approximately \$300,000 per year. After approximately four years, the savings will be a net positive for the institution.

The institution plans to use current budget within Facilities Management to cash flow the project until the utility savings are realized. The institution has worked

BUSINESS AFFAIRS AND HUMAN RESOURCES
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with Avista and has received acceptance of the project as eligible for the incentive program. The grant money is not guaranteed, but the institution has indicated that if the grant was not received, the additional cost would be recovered through an extension of the utility savings fund recovery.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authorization to enter the planning and design phase of the Micro-Turbine Installation and Power Generation Project, a design-build project for an amount not to exceed \$250,000 as described in Attachment 1. Authorization includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the planning and design phase of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
 Capital Project Tracking Sheet
 As of April, 2019

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Planning, Programming and Design Phases Authorization, University of Idaho Micro-Turbine Installation and Power Generation, University of Idaho, Moscow, Idaho.
- 2 **Project Description:** A project effort to plan, program and design - build a capital project, University of Idaho Micro-Turbine Installation and Power Generation to be located at the District Energy Plant on the main campus of the University of Idaho, Moscow, Idaho.
- 3 **Project Use:** The University of Idaho Micro-Turbine Installation and Power Generation project serves to install three steam-driven micro-turbines in its district energy plant, modernize, restore and repair existing plant electrical systems, and install a recycled diesel fueled 350 kW generator serving as tertiary backup power. The backpressure turbines will be installed in parallel with the existing pressure reducing valves (PRVs) and generated an average of 5.7 million kWh per year, or 12% of the total campus electricity load at 48 million kWh annually. During extended outages the district energy plant must have the ability to "island" the electricity produced, protecting against injury to repair technicians in the field. Hence, work to modernize and repair university owned electricity infrastructure is needed. A tertiary 350 kW backup generator serving only critical motor controls functions and boilers serves as a backup in the event of multiple system failures. Anticipated avoided electrical costs for the university are estimated at \$ 300,000.
- 4 **Project Size:** 3 micro-turbines generating and average 5.7 million kWh of energy annually or 12% of the campus annual demand

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const.	Other**	Total Uses
Initial Cost of Project. Planning, Programming and Design Phase Only. April 2019.	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ 235,000	\$ -	\$ 15,000	\$ 250,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ 235,000	\$ -	\$ 15,000	\$ 250,000

* The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

** Design Phase Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

History of Funding:	PBF	ISBA	Other Sources of Funds			Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other***		
Initial Cost of Project. Planning, Programming and Design Phase Only. April 2019	\$ -	\$ -	\$ 250,000	\$ -	\$ -	\$ 250,000	\$ 250,000
Anticipated Overall Funding, All Phases	\$ -	\$ -	\$ -	\$ -	\$ 2,250,000	\$ 2,250,000	\$ 2,250,000
Total	\$ -	\$ -	\$ 250,000	\$ -	\$ 2,250,000	\$ 2,500,000	\$ 2,500,000

*** Anticipated Incentive, AVISTA and utility savings.

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Approval of final budget and to begin construction phase of Lewis-Clark State College (LCSC) Career Technical Education (CTE) Center

REFERENCE

December 2016	The State Board of Education (Board) approved the addition of the Career Technical Education Center to Lewis-Clark State College's Six-Year Capital Plan.
June 2017	The Board approved the planning and design phase of the Career Technical Education Center
August 2018	The Board approved the Development Agreement, which provides the infrastructure for Lewis-Clark State College's Career Technical Education Center.
October 2018	The Board approved Final Budget and Construction phase.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.3 b & c.

ALIGNMENT WITH STRATEGIC PLAN

The request aligns with the following State Board of Education Strategic Plans: Goal 1: A Well-Educated Citizenry. The corresponding Objective is: Objective D: Quality Education.

BACKGROUND/DISCUSSION

Lewis-Clark State College requests approval from the Board to increase its construction budget from \$21,000,000 to \$24,500,000.

LCSC student enrollment has grown within the Technical and Industrial Division, which has resulted in the construction of their new Career Technical Education Center. Programs included will be Auto Mechanics, CNC Machining, Industrial Electronics, Information Technology, HVACR, and Engineering Technology. Students earn a degree with skills learned from professionally trained instructors in the T&I Division, who have worked directly in the industry. Programs are structured to educate students with the skills expected for the job.

The building construction will be a combination of traditional steel framing for classrooms and offices, while programs such as auto mechanics will be located inside pre-engineered metal buildings. A central circulation spine will connect the

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different types of construction. Metal panels, concrete masonry veneer, and storefront glass systems will be cost effective and low maintenance building envelope materials.

During the Design Development phase, the cost estimate was over budget. Value engineering was completed with cost reductions in: the type of metal siding; less asphalt paving; less landscaping; fewer operable walls; and sealed concrete floor finish, to name a few items. None of the cost reduction items changed the programs, look of the building, nor site plan circulation. After this exercise LCSC decided that any further cost reductions would hinder the academic programs, thus the College added \$1,000,000 of Agency funds to the project, pending Board approval. The project allows LCSC to complete the CTE Center without incurring debt.

On March 12, 2019, the Division of Public Works hosted the bid openings for the construction costs for this project. To meet the \$21,000,000 project budget, bid packages for the construction project needed to be no more than \$13,370,000. The low bid packages came in at \$16,524,769, raising the total project budget to \$24,789,403.

LCSC believes that there is the potential for support to raise the additional \$3.5 million dollars for this building and requests that the Board authorize the College to increase its project budget up to \$3,500,000 contingent upon receipt of additional funding to offset that increase.

IMPACT

The fiscal impact of this effort will be \$24,500,000 in total expenditures, broken out as follows:

Overall Project

<u>Funding</u>		<u>Estimated Budget</u>	
State	\$10,000,000		
Federal (Grant)	1,520,000	AE/Consultant Fees	1,692,000
Gifted Funds	3,680,000	Construction	21,401,000
Institutional Funds	6,300,000	Construction Cont.	1,404,000
Additional Funds	<u>3,500,000</u>	Project Cont.	<u>3,000</u>
Total	<u>\$24,500,000</u>	Total	<u>\$24,500,000</u>

ATTACHMENTS

Attachment 1 – Design Documents

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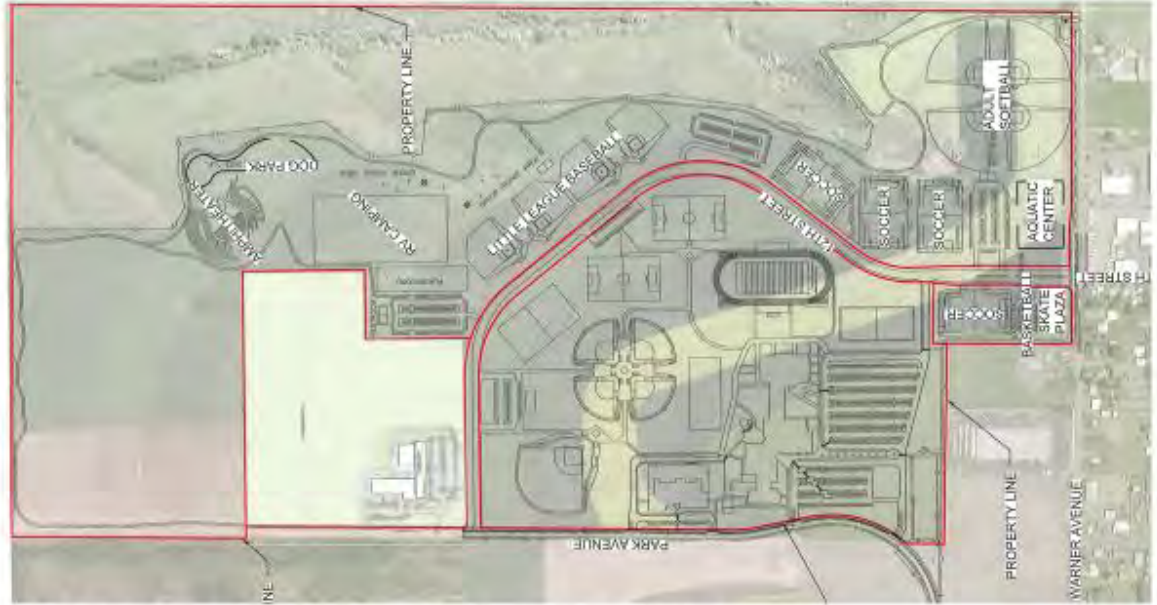
STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K.5 states, "if a project budget increases above the total Board-authorized amount by the lesser of 5% or \$500,000, then the institution or agency shall be required to seek further authorization." The policy also states, "regardless of the authorization level required, the institution shall provide the Board with the amount and reason(s) for the cost overruns and the source of funds." The cost overruns are a result of bids that were higher than expected. The source of funds to cover the increase in project cost has not been identified, but the institution has indicated a possibility of additional fundraising. This revision is requested in order to limit further escalation of costs by approving the project now and identifying the source of funds at a later time. If the additional funds are not received, the construction project may have to be broken into an additional phase and a smaller building may be constructed.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to increase the budget for the Career Technical Education Center, for an amount not to exceed \$24,500,000 as provided herein. Approval is contingent upon receipt of additional funding to support the increase. Approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



LCSC Career & Technical Education Center

DPW Project No. 17154



Site Plan



LCSC Career & Technical Education Center



Floor Plan - Level 1

integrus

LCSC Career & Technical Education Center



Floor Plan - Level 2

integrus

LCSC Career & Technical Education Center



Floor Plan – Level 3



LCSC Career & Technical Education Center



Southwest Perspective



LCSC Career & Technical Education Center



Northeast Perspective



LCSC Career & Technical Education Center



Interior Perspective - Reception



LCSC Career & Technical Education Center

