

**BOARDWORK**  
**JUNE 14, 2022**

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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 for the April 20-21, 2022, Regular Board Meeting, the April 28, 2022, Special Board Meeting, the May 6, 2022, Special Board Meeting and the May 11-12, Board Retreat meeting.**

3. Rolling Calendar

**BOARD ACTION**

**I move to set June 14-15, 2023 as the date and Idaho State University as the location for the June 2023 regularly scheduled Board Meeting.**

**AND**

**I move to amend the date for the regularly scheduled April 2023 Board meet to April 25-26, 2023 as the date and University of Idaho as the location.**

**AND**

**I move to set May 10-11, 2023 as the date for the May 2023 Board Retreat.**



**STATE BOARD OF EDUCATION MEETING**  
**April 20-21, 2022**  
**University of Idaho**  
**Pittman Center, 2<sup>nd</sup> Floor**  
**709 Deakin Avenue**  
**Moscow, ID 83843**

A regular meeting of the Idaho State Board of Education was held at the University of Idaho on April 20-21, 2022. Board President Liebich called the meeting to order at 9:00 a.m. (PT).

**Present**

- |                                |                         |
|--------------------------------|-------------------------|
| Kurt Liebich, President        | Cally J. Roach          |
| Dr. David Hill, Vice-President | Cindy Siddoway          |
| Dr. Linda Clark, Secretary     | William G. Gilbert, Jr. |
| Shawn Keough                   |                         |

**Absent**

- Superintendent Sherri Ybarra

**Wednesday, April 20, 2022 – 9:00 a.m. (Pacific Time), 10:00 a.m. (Mountain Time)**

**BOARDWORK**

1. Agenda Review / Approval – Action Item

**BOARD ACTION**

**M/S (Hill / Clark) I move to approve the agenda as posted.** A roll call vote was taken, and the motion carried 7-0. Superintendent Ybarra was absent from voting.

2. Minutes Review / Approval – Action Item

**BOARD ACTION**

**M/S (Hill / Roach) I move to approve the minutes for the February 17, 2022, Regular Board Meeting and the March 3, 2022, Special Board Meeting.** A roll call vote was taken, and the motion carried 7-0. Superintendent Ybarra was absent from voting.

3. Rolling Calendar – Action Item

**BOARD ACTION**

**M/S (Hill / Keough) I move to set April 26-27, 2023, as the date and the University of Idaho as the location for the April 2023 regularly scheduled Board Meeting.** A roll call vote was taken, and the motion carried 7-0. Superintendent Ybarra was absent from voting.

**CONSENT****BAHR**

1. FY2023 Appropriations – Action Item
2. FY2023 Opportunity Scholarship – Educational Costs – Action Item
3. Boise State University – Fourteen (14) Online Program Fees – Action Item
4. Boise State University – Dining Services Agreement – Action Item
5. Boise State University – Marketing Services Master Agreement – Action Item
6. Idaho State University – Ellucian Contract Renewal – Action Item
7. Idaho Public Television – Friends of IPTV Operating Agreement – Update – Action Item

**IRSA**

8. Boise State University - Online Bachelor of Science, Advanced Medical Imaging – Action Item
9. Statewide Program Responsibilities – University of Idaho Program Name Changes – Action Item
10. General Education Committee Appointments – Action Item

**PPGA**

11. Indian Education Committee Appointments – Action Item
12. Idaho State University – Facility Naming – College of Pharmacy – Action Item

**SDE**

13. Emergency Provision Certificates – Action Item
14. Professional Standards Commission Appointments – Action Item
15. Safety Busing – Approval to Transport Students Less than 1½ Miles – Action Item
16. Adoption of Praxis II Tests and Qualifying Scores for Content Assessments – Action Item

**BOARD ACTION**

**M/S (Hill / Gilbert) I move to approve the consent agenda.** A roll call vote was taken, and the motion carried 7-0. Superintendent Ybarra was absent from voting.

**UNIVERSITY OF IDAHO BOARD OF REGENTS****UNIVERSITY OF IDAHO COMMUNITY FORUM**

1. The following students from the University of Idaho addressed the Board. They were Savanna Pagel, Bryson Threlkeld, Daelas Zieber, Helen Wyman, Zach Nelson, Nicholas Brubaker, Secilia Lopez, Yasmine Tovar.

Mr. Gilbert asked the students why they chose UI and what brought them into Idaho if they came from outside the state.

- ❖ One student imparted that both of her parents and three of her siblings had been students at UI and she appreciated the programs being offered and how much the faculty and staff care about you. She also said the open-door policy at the campus makes students feel that the college really wants them to succeed.
- ❖ Another mentioned how beautiful the campus is but it was the faculty she met that really made the difference to her since she felt the teachers are here to help the students succeed.
- ❖ Some students wanted to stay in state and UI was their choice because the tuition is reasonable.
- ❖ A student who transferred from a school in Washington State said the programs offered at UI were significantly better than in WA and the tuition was a better value.

Dr. Clark asked if any of the students had taken advantage of the Idaho dual credit programs prior to enrolling and how did it impact them.

- ❖ One student said that the reason he decided on the UI was that so many of his dual credits transferred and he was able to get a minor and a major in his four years and is now in a graduate program.
- ❖ Another student said she had 36 dual credits when she started which put her a year ahead and she will graduate in three years. Many of the dual credit classes she took in high school were online so it was an easier transition to taking courses at the university when she started.
- ❖ Another student said some of the dual credit courses she took did not transfer to UI but the courses did prepare her for the courses she did need to take.
- ❖ Some students imparted that some of the dual credit courses they took in high school did not transfer over to UI as they would have hoped.

Dr. Hill asked the military veteran student what his experience has been like at UI. Dr. Hill also asked if the support services were also there for him as a veteran.

- ❖ He said his experience has been different because he is not right out of high school and he had a couple years of education under his belt from the military but that many of the courses he took while in the military did not transfer. He mentioned a program for veterans called Peer Advisors for Veteran Education (PAVE) that help veteran students on college campuses.

Mrs. Roach asked if any of the students had a recommendation for how to improve the Go-On Rate and if any of them were into esports.

- ❖ A suggestion was made that having high school students come to the campus and spending a couple of days actually on the campus would take the fear

- away from what college life is like and would perhaps help with the Go-On Rate.
- ❖ Several students said during high school they had programs that would take them to the UI and it was helpful in making their decision easier to go to college.
  - ❖ More work needs to be done in getting scholarship information to high school students because many scholarships go without being awarded because no one applies. And students who could not afford to attend college did not see the value in getting a college education when they could graduate and immediately make money working at McDonalds and make a decent wage.
  - ❖ Many students who did not enjoy their high school experience decided not to attend university but the suggestion was made that if they had come to a campus on a 'stay over' they might have changed their minds and attended.
  - ❖ Students in smaller rural communities tend not to attend university and again more work needs to happen to get information to them that attending college does not need to lead to massive debt because scholarships are available.
  - ❖ Only one student identified as being into esports and college intermural. He said the programs took a major hit financially because of COVID-19.

Dr. Hill asked how many of the students had some form of scholarship. All eight of them raised their hands.

Dr. Clark asked if there was a question that the Board did not ask that the students think the Board should act upon.

- ❖ The veteran student said that when you get out of the military the American Council on Education equates courses, or trainings, with relevant college courses and assigns credit hours. While in the military he was taking classes in chemistry, mechanics and higher-level courses yet only one of those courses transferred to UI. In the military he was doing fusion, fission and isolating isotopes and when he got to the UI he still had to take chemistry 111 which is one class above basic chemistry. One of the reasons he decided to come to UI was the statement that they take credits assigned by the ACE however more of those credits should be available to transfer.
- ❖ The student from WA said most of the courses did transfer from the community college he attended but he had no support to compare the courses that would transfer to UI and when he came to UI he had to take chemistry again even though he had already taken the courses elsewhere. That was very frustrating.
- ❖ A question came to the Board asking for a commitment that while students can now opt out of paying fees for clubs and activities the concern from the students would be that those clubs would not have the funding to continue to operate.

Board President Liebich said he recognizes that all students need to find their place or activity which gives them a social network outside of the classroom to be successful and he is very supportive in ensuring that these clubs and activities continue for all students. He further believes that all of the college President's agree with that commitment.

- ❖ A concern was raised by the students that a number of the faculty are leaving the campus to take opportunities in other states due to wage issues. For many students they came to UI because of the faculty so this is a concern for them.

Board President Liebich said this is also a concern to the Board and academics can work from anywhere and they go to where they are supported. Compensation and how we support them in research is important. The flip side of this is that to keep education affordable it is hard to compete with other states or other industries. It is a discussion for the Board as well.

- ❖ A question was raised about how does the Board educate Idaho's legislators concerning education issues.

Board President Liebich acknowledged Senator Nelson being in the room and said this was a testament to how much Idaho's Legislator's care about education. The Board members also spend a lot of time talking with Legislators during session. Mr. Gilbert said the number one thing we can do in the state to influence the Legislator is for the Board to get out of the way. It is the students in Idaho who have the larger impact with the Legislator and he encouraged the students to tell their stories directly to the them. Mr. Gilbert encouraged the students to reach out to their local representatives and voice their opinions concerning higher education.

There were no further comments or questions from the Board.

Board President Liebich thanked all of the students for sharing their comments and concerns with the Board.

2. The following professors and staff members from the University of Idaho addressed the Board. They were Steven Hacker, Elise Kokenge, Dr. Charles Goebel, Dr. Matt Smitley, Dr. Taylor Raney, Kim Salisbury, Marlane Martonick, Jana Joyce.

Board President Liebich asked how campus moral is doing in light of what has transpired in the last two years.

- ❖ The consensus expressed was that staff have a positive moral but some of the students have severe deficits in their education due to online learning. The school has great ideas in how to help the students overcome this obstacle but it is the resources to that seem to be lacking.

Dr. Clark asked what types of resources would be needed to help students.

- ❖ The teachers feel that for students just entering college they are missing key concepts and need more one on one help. The students also need incentives in order to get back into the normal flow of taking courses in person.

Mrs. Siddoway asked if this student deficit was directly connected to the pandemic.

- ❖ They acknowledged that this issue did exist prior to COVID-19 but the pandemic has exasperated the problem.

Dr. Clark said to be clear the need is help students who are not at grade level without the corequisite, which is much the same issue the community colleges are having but they have the resources to handle this issue.

- ❖ The answer was that was correct. The feeling is UI also needs academic specialists who can teach at the junior high, high school level with the time to devote to this issue.
- ❖ The teachers wanted to praise UI for keeping the school open during the pandemic, with safety protocols in place, and what they are seeing is that the UI students are further ahead of many of their contemporaries from other schools. And they expressed the fact that students have different expectations two years after COVID-19 with wanting the flexibility in having online and in person course offerings. Additional resources in being able to continue to offer this flexibility could also bring in new students.
- ❖ Mental health resources for students needs to be addressed and support for staff to help these students. The timeframe to get services for students is weeks out from the need. In some cases, the wait time is 6-12 weeks before students can get an appointment to see someone. And this is not only an Idaho issue but a national issue. COVID-19 did not create this issue but it did magnify it.
- ❖ Faculty also said that many faculty are being recruited to work in the private sector and it is enticing since they can work where they live and work anywhere in the country. Some of the salaries they are being offered are higher than UI can offer.
- ❖ During COVID-19 a lot of UI staff retired or left and they took their institutional knowledge with them which has led to students and even staff not getting the information they need and sometimes the information they get is not 100% complete. Ways to accelerate hiring should be developed along with providing proper training so that they can be helpful quickly.

Dr. Hill asked if any of the staff in attendance were employed as advisors and overall how would they rate the advising system at UI.



- ❖ It was shared that UI has done a good job in increasing advising and creating positions for professional advisors but the turnover is high. Because of this there is no institutional knowledge. A way must be found to retain these people. A lot of them go to WSU for the higher salaries.
- ❖ Another factor in turnover of staff is that the cost of housing is so high and they cannot find a place to live.
- ❖ Increasing mental health services for students is a major issue and needs to be addressed. UI did a good job during COVID-19 in helping students during the pandemic.
- ❖ It was reported that on Monday one of the teachers answered 109 advising questions but advising is not their primary job. Multiple teachers report the same experience.

Mr. Gilbert asked what those in attendance are doing for recruiting new students for both graduate and undergraduate programs and what could the Board be doing to make it easier for the colleges to recruit new students.

Some suggestions were:

- ❖ Finding a way to put mental health experts in K-12 schools could help with recruiting new students.
- ❖ A partnership has been built with College of Southern Idaho to build a two-plus-two conservation institute for students. Relationships with two-year schools can be beneficial for recruitment.
- ❖ Bringing students to the campus physically makes a difference in recruiting potential.
- ❖ Getting scholarship information to high school students can help with recruitment.

Superintendent Ybarra arrived at 10:26 a.m. (PT).

- ❖ A question was asked how the Board was preparing to meet the demands of education in Idaho.

Dr. Hill said education change is difficult and slow, but the Board starts with simple ideas such as affordability and access. The Board does not run the institution's but they hire the Presidents who do run them. The Board is aware that there is an education crisis coming but there is no way to know how that will affect Idaho. Based on immigration and population growth nationally there is no way to know how Idaho's college go-on rate will change. The Board took advantage of COVID-19 money to start On-Line Idaho and the Board is looking for the colleges in Idaho to work more closely together to leverage their strengths.

Mr. Gilbert said the Board has a broad responsibility. One of the challenges the Board faces, if they are not careful, they can get to the urgent but not the strategic. The



collaboration between Idaho's community colleges and universities is not a coincidence but part of the Board's strategic plan.

Dr. Clark expanded on the question concerning the uniqueness of Idaho's education system by saying that one change that Idaho has initiated is a single sign up by which students can apply for any of Idaho's institutions. She said her colleagues in other states were shocked that Idaho could do such a thing. From a strategy point of view, it is imperative that we act in this strategic manner to deliver on our promise to our students that they can get through this process without some of the challenges other states have. What shocked her today was the testimony from the students who said that some of their dual credit courses did not transfer to many of the colleges in the state. Idaho has a mandatory omnibus strategic plan for moving education forward and later today the institution's and agencies will be sharing those plans with the Board.

Board President Liebich thanked everyone for coming and for sharing their thoughts and insights about education in Idaho.

There were no further comments or questions from the Board.

At this time the Board took a 15-minute break returning at 11:00 a.m. (PT).

### **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

#### **1. University of Idaho - Annual Report – President Green**

Scott Green, President of the University of Idaho gave the universities annual report. He shared the following with the Board.

- ❖ Like every institution, the University of Idaho faced numerous challenges over the past several years, but our focus remains on our 3 goals: Supporting student success, prioritizing research, and telling our story.
- ❖ In 2021, we welcomed the largest freshman class since 2016. New student enrollment was up more than 16% and total enrollment was up nearly 5%.
- ❖ Our graduate student enrollment increased 8.2%, which does not include our professional degrees of law and medicine.
- ❖ We continue to provide the only law degree in the state through a competitive and quality law school. Two years ago, we took in more than 100 students when Concordia Law School closed its doors.
- ❖ Our WWAMI program remains at full capacity with 40 students per class. This year, the legislature passed a resolution that will support another 10 students a year in the program over the next few years.
- ❖ For the fall of 2022 our applications are up 33% and our admissions are up 17% over the same time last year.
- ❖ Seventy percent of our students are from Idaho high schools. Our Vandal Promise Scholarship offers up to five thousand dollars each year to high achieving, yet financially challenged, students from Idaho. It supports students for up to 5 years, allowing them to focus on earning their degree rather than

worry about how they're going to pay for it. To date, we have awarded 81 of these scholarships totaling \$2 million dollars.

- ❖ U of I was named the No. 1 best value of any public university in the West by U.S. News and World Report for the second straight year. We passed the University of Virginia last year and we're No. 2 nationally only behind the University of North Carolina.
- ❖ Research is paramount to our mission and we strive to reach Carnegie R1 classification. Our faculty are competing with R1 universities for grants – landing about \$113 million in research expenditures last year.
- ❖ More than half of our undergraduates conduct research with faculty, which is a significant factor in attracting high-achieving students.
- ❖ The number of jobs in cybersecurity has increased 160% since 2015. In 2021 we launched a master's degree in cybersecurity to complement our bachelor's degree introduced in 2020. Our Ph.D. in cybersecurity is planned for fall of 2023 and will increase our capacity for research and publications in this growing academic field.
- ❖ Schweitzer Engineering Laboratories provides support and funding for our cybersecurity programs. The company is based in Pullman, Washington, but has facilities in Lewiston and is now building a circuit board manufacturing center in Moscow, just south of town. SEL has invested \$2.5 million in cyber programs and research at the U of I that will help secure these automated power systems.
- ❖ The U of I is one of the original National Centers of Academic Excellence in Cyber Defense. We were recently tapped by the U.S. Department of Defense through the U of I's Center for Secure and Dependable System to provide support for its University Consortium for Cybersecurity.
- ❖ U of I's state-of-the-art Potato Germplasm Laboratory will address greater demand for plantlets and mini-tubers and increase production by three times in the next five years. Approximately 60% of the potatoes grown in the country and 90% of those in Idaho, can be traced back to our laboratory.
- ❖ Last year we won an 18.9 million-dollar grant from the National Science Foundation to fund a Deep Soil Ecotron lab that will be built on our Moscow campus. This unique, world class research lab will bring scientists from around the planet to study soil at depths up to 10 feet.
- ❖ U of I is the financial and project lead to provide access for all of Idaho's research institutions to the Falcon Computer, donated by the Idaho National Lab.
- ❖ Additionally, the U of I is leading the coordinated efforts on the procurement system for the 4-year institutions which will eventually save 10-20% in procurement costs.
- ❖ The U of I is partnering with Idaho State University and Idaho National Laboratory (INL) to advance nuclear engineering and nuclear energy solutions for our state and our country.
- ❖ As INL moves forward with new and existing research and development, the U of I and ISU are aiming to strengthen our partnership, which provides increased opportunities for research and internships for our students. The U of I offers three

advanced degrees in the field and students work with some of the best equipment and top minds in the world through our partnerships.

- ❖ The Idaho Idea Network of Biomedical Research Excellence, or INBRE program is led by U of I faculty and funded by the National Institutes of Health. It's designed to bring biomedical research excellence to institutions – both public and private – throughout the state.
- ❖ The INBRE network also includes the Idaho Veterans Research and Education Foundation and collaborates with institutes and centers on campuses throughout Idaho.
- ❖ Representatives from U of I have visited high schools throughout the state, encouraging students to pursue higher education. We emphasize that a college degree will make you healthier, wealthier and wiser. This year we have visited more than 24 high schools. We discuss the various higher education choices such as 2-year or 4 year, or public vs. private institutions, the costs and many options to pay for college.
- ❖ One of my favorite stories to tell is how Tom Mueller, a kid out of Saint Maries High School wanted to be an aerospace mechanic, but his math teacher saw great potential in his student. He asked Tom whether he wanted to fix engines or design them. Tom really wanted to build rockets, so he attended the College of Engineering at the U of I and, a few years later was the first employee Elon Musk hired at Space X. Tom designed and built the Merlin Engines that powered the company's Falcon rocket. It is a great story of how higher education in Idaho can illuminate and elevate a hard-working student.
- ❖ Our extension programs are catered to the needs of their local constituents and whether it is through 4-H programs, continuing education programs or community workshops, they make a big difference for thousands of Idahoans.
- ❖ In Kootenai County, we're educating land and business owners about forest health and sustainable logging practices. Down in Jerome and Cassia Counties, we are partnering with the Natural Resource Conservation Service and Soil and Water Conservation Districts to teach farmers how to incorporate cover crops into rotational cropping systems.
- ❖ At our Research and Extension Centers we focus on improving farming and ranching practices by conducting research and disseminating the results that will help our farmers and ranchers be profitable while protecting our natural environment.
- ❖ Our extension staff also conducts the Eat Smart Idaho program, providing nutrition and physical activity education for low-income Idahoans.
- ❖ In 2021, our 4-H programs included nearly 14,000 enrolled members and served more than 60,000 kids overall. Studies show that 4-H participants are more likely to attend college, and 41% less likely to engage in high-risk behaviors.
- ❖ The university developed the new Vandal Hybrid Budget model to work in tandem with our Program Prioritization process. Our model is incentive-based and aligned with Program Prioritization metrics. In fiscal year '21, we set metric targets for fall of 22. These included enrollment and persistence targets for each

college as well as span of control and customer service targets for support departments.

- ❖ Based on increased revenue from enrollment growth, new budget allocations in the amount of \$2 million were awarded to units across campus.
- ❖ We are in the final stages of implementing academic program prioritization, teaching the final eight students in our materials science program. In other areas across the university, we've combined departments and eliminated degree options. We've reorganized and consolidated programs to improve curriculum efficiency.
- ❖ We launched our "Brave. Bold. A Promise to Idaho Students" campaign in the fall. We are closing in on \$100 million raised for student scholarships and student success programs.
- ❖ This fiscal year will be our most successful fundraising year in our history, significantly exceeding last year's record of \$54.4 million. We also set a new record on Vandal Giving Day earlier this month, raising \$732,396 from 1,446 gifts.

Board President Liebich mentioned the \$100 million dollars in fundraising for the scholarship money and he asked if that is being treated like an endowment. President Green said Vandal Promise Scholarships are not endowed. As mentioned the monies being raised for scholarships total around \$2 million dollars but the total amount of the scholarship monies will come from the endowment.

Mrs. Roach mentioned the incentive program and she wondered how it was being received. President Green said it has been received pretty well and the enrollment increase can be a testament to how well that program is working.

Board President Liebich asked for an update on the Public / Private partnership privatizing the utilities program that the Board approved back in 2020. President Green said this partnership is doing what it was expected to do. The annual \$6 million dollars projected to be received from this partnership have come through; expenses are within budget and the UI has just recently approved a spending plan for the entire 50-year partnership.

Mrs. Roach asked about U of I's land grant status and wondered what additional responsibilities does that add to the U of I. President Green said President Abraham Lincoln signed the Morrill Act in 1862 which provided grants of land for states to build colleges. As Idaho's only Land Grant University, U of I's mission is to advance agriculture-related sciences through research. This mission has allowed U of I to do community outreach which can help sustain the economy of the state.

There were no further comments or questions from the Board.

## **BUSINESS AFFAIRS AND HUMAN RESOURCES**

### **1. University of Idaho – FALCON Supercomputer Agreements**

Dr. Christopher Nomura addressed the Board. He said the FALCON supercomputer is one of the fastest supercomputers available for use by academic institutions. Having the use of this asset dramatically enhances the research capabilities of each of Idaho's three research universities. FALCON remains located at the C3 facility. Each university is responsible for hiring a full-time systems administrator, but the Idaho National Laboratory is paying half of the cost of these systems administrators for two years.

The MOU documents state the universities are responsible for management, financial costs, shared use, and access to the BEA's decommissioned FALCON supercomputer. This remarkable resource is made possible as a result of the unique public-private partnership between the State Board of Education and BEA in the form of the C3 facility. The supercomputer will provide students, faculty and staff with access to computing power virtually unparalleled in the nation.

Dr. Hill asked how they were planning to allocate the cycles. Dr. Nomura said there is a committee that has been created by the four universities and they will then allocate the times each will use the cycles.

Board President Liebich asked if interest in using the FALCON supercomputer from outside of Idaho was expected and how would that be handled. Dr. Nomura said yes, interest is very high from around the nation. Priority will be given to schools in Idaho to have access to this resource. As for competing for external grants the FALCON computer will give Idaho schools the chance to put together competitive grant proposals.

There were no further comments or questions from the Board.

### **INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

#### **1. Degree Offerings Outside Traditional Institutional Missions**

Dr. Jonathan Lashley, Associate Chief Academic Officer, Idaho State Board of Education said Board staff recommends the Board develop a framework for evaluating degree programs that fall outside traditional program offerings. In developing this framework, staff recommends the Board consider the criteria included in Dr. Hill's proposed framework from 2018, as well as the following potential criteria:

1. Uniqueness – Requires specialized expertise and is unlikely to be offered by institutions that would normally offer that type of degree.

2. Support – Buy in and full support from those institutions that would normally offer the proposed degree type(s) in the state or region.

3. Collaboration – Full exploration of alternatives have been considered, including potential collaboration(s) with other institutions that typically offer the degree type(s) being proposed.



Dr. Hill added that he finds it helpful to separate the program of study and the credential; think about what is to be delivered and question if that is appropriate and what credential fits it. Dr. Hill then read the following definition of specialized certificates as written in policy: “A credential awarded upon successful completion of specific courses that have been industry validated and sequenced for the purpose of developing and upgrading skills in an occupation”. There are only 4 programs in Idaho which use this statement. One at College of Eastern Idaho, one at College of Western Idaho and two at Idaho State University. Specialized certificates do qualify for financial aid. In addition, Boise State University currently awards Associate Degrees to dual credit students who have done their dual credit through their University and to students who leave without a Bachelor’s degree. He further opined “If the Board believes that an institution should deliver a program, which is of sufficient length to be an associate’s degree, what is the appropriate approach”.

Mrs. Roach asked Dr. Hill about the applied science degree and asked for clarification. Dr. Hill said applied associate degrees are only available for Career Technical Education accredited schools. Mrs. Roach asked to add one component to the framework; does the institution have the resources to deliver the program.

Dr. Hill then asked Todd Schwarz, Provost of College of Southern Idaho and Torrey Lawrence, Provost of the University of Idaho, to address the Board on this issue.

Mr. Schwarz clarified that he was not speaking on behalf of all eight Idaho colleges. He said what is missing in the framework before the Board is the criteria for determining what the exceptions should be to what the college’s mission are. Mr. Lawrence said U of I is the only Idaho institution which does not award associate degrees so this action item will help them catch up with the other Idaho institutions.

Superintendent Ybarra said to her understanding U of I is under a different framework since they are Idaho’s only Land Grant university, so they should be offering associates degrees. Mr. Lawrence said that was correct as there are several examples of where Land Grant schools in other states do offer associates degrees.

Mr. Gordon Jones, President of College of Western Idaho, joined the conversation saying one variable which should also be a part of the discussion was the costs to students. Classes traditionally cost less in a community college. Dr. Hill said the Board is seeking more cooperation among the institutions and the delivery of courses at a more affordable level in all community colleges benefits all students but was not sure where this should be part of the discussion.

Dr. Clark said she would like the framework being proposed to add more incentive for the 4-year institutions to have the latitude to offer an associate’s degree to students who take the bulk of their dual credits at their universities. This is a big incentive to students to continue their education at the same institution. Dr. Hill said he agrees completely

especially since BSU is already awarding associates degrees under certain specific circumstances.

Kevin Satterlee, President of Idaho State University, said ISU offers a range of associate degrees, such as in their college of business, arts and letters and college of engineering, among others. These were developed and offered in reaction to business community needs. He expressed concern that the Board would adopt framework which would limit those degrees because they needed certain parameters.

**BOARD ACTION**

**M/S (Hill / Keough) I move to direct staff to develop policy language that incorporates a framework which is useful for evaluating degree programs that fall outside traditional program offerings.** A roll call vote was taken, and the motion carried 8-0.

There were no further comments or questions from the Board.

2. University of Idaho – Associate of Science in Forest Nursery Management and Technology

Dean Panttaja, Vice-Provost for Academic Initiatives, University of Idaho, shared that the Associate of Science (A.S.) in Forest Nursery Management and Technology builds upon existing course offerings in forestry, plant sciences, and business, and UI does not anticipate additional significant resources will be needed to deliver the program. The proposed program will require completion of 72 credits (36 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree.

Dr. Dennis Becker, Dean of Natural Resources, University of Idaho, said UI is uniquely positioned in the state to help meet the demand for a skilled forest nursery workforce. UI is one of the only two universities in the nation operating a commercial forest nursery. The Pitkin Forest Nursery currently produces approximately 500,000 seedlings per year for both public and private stakeholders. U of I has the faculty and staff expertise, as well as the opportunity to develop a skilled workforce for forest nurseries that are critical to the success of the forest industry in Idaho and many other western states. Our proposed program will provide students with a hands-on, in-depth education focused on developing the technical, managerial, and entrepreneurial skills needed to manage a sustainable forest nursery.

**BOARD ACTION**

**M/S (Hill / Ybarra) I move to approve the request by University of Idaho to offer an Associate of Science in Forest Nursery Management and Technology as provided in Attachment 1.** A roll call vote was taken, and the motion carried 8-0.



Mrs. Keough made a statement that she has worked with the forestry product industry for over 40 years and while she receives no direct benefit personally the industry will benefit from these proposed changes. She will be voting today but she wanted to make sure to be transparent.

There were no further comments or questions from the Board.

### 3. University of Idaho – Associate of Science in Forest Operations and Technology

Dean Panttaja, Vice-Provost for Academic Initiatives, University of Idaho, shared that the Associate of Science (A.S.) in Forest Operations and Technology is focused specifically on workforce development and the needs of the logging and forest operations sector by linking basic forest operations with important skills needed to operate and maintain forest harvesting equipment. The proposed program will require completion of 73 credits (36 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree.

Dr. Dennis Becker, Dean of Natural Resources, University of Idaho, said UI is uniquely positioned in the state to help meet this demand for a skilled forest operations workforce. Our nationally ranked B.S. Forestry degree has been training foresters for more than 100 years and we possess considerable expertise in forest operations and the application of new technologies. Additionally, the 10,000+ acre University of Idaho Experimental Forest (UIEF) provides a natural laboratory for an A.S. program in Forest Operations and Technology. The UIEF is a working forest, with active harvesting and forest operations, that provides hands on learning opportunities for our students.

## BOARD ACTION

**M/S (Hill / Clark) I move to approve the request by University of Idaho to offer an Associate of Science in Forest Operations and Technology as provided in Attachment 1.** A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

### 4. University of Idaho – Associate of Science in Wildland Fuel and Fire Technology

Dean Panttaja, Vice-Provost for Academic Initiatives, University of Idaho, said the proposed Associate of Science (A.S.) in Wildland Fuel and Fire Technology program is based on stakeholder input and an assessment of workforce needs across the state and region. The proposed program will require completion of 81 credits (38 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree. Based on the information provided by UI, the program provides that in order to fully meet the National Wildfire Coordinating Group and Association for Fire Ecology standards, the proposed degree must exceed 60 credits and has included a request that the Board provide an exception to Board Policy III.E., which limits associate degrees to 60 credits.

Dr. Dennis Becker, Dean of Natural Resources, University of Idaho said UI is uniquely positioned in the state to help meet this demand for a skilled wildland fuel and fire workforce. Our nationally ranked B.S. Fire Ecology and Management degree was the first of its kind in the nation and we have been training fire scientists for more than 40 years.

**BOARD ACTION**

**M/S (Hill / Gilbert) I move to approve the request by the University of Idaho to provide an exception to the 60-credit requirement for associate degrees, as provided in Board Policy III.E., in relation to the proposed Associate of Science in Wildland Fuel and Fire Technology as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**M/S (Hill / Gilbert) I move to approve the request by University of Idaho to offer an Associate of Science in Wildland Fuel and Fire Technology as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

Dr. Hill made a closing statement. He said he voted yes on these motions but he was not happy with the protentional outcome and he feels that more work needs to be done.

There were no further comments or questions from the Board.

At this time the Board recessed for 30 minutes returning at 1:02 p.m. (PT).

**WORK SESSION (2 hours)****PLANNING, POLICY AND GOVERNMENTAL AFFAIRS****A. Institution and Agencies Strategic Planning**

Dr. Clark began by saying the institutions and agencies were asked to focus on three specific areas over the next couple of years. These focus areas are recruitment, retention and completion.

Tracie Bent, Chief Policy, Planning and Government Affair Officer, Idaho State Board of Education reminded the Board the action on the plans will happen at the June Board meeting. The proposal will be for the Board to approve the institution and agencies strategic plans.

Torrey Lawrence, Provost and Executive Vice-President, University of Idaho said the UI has identified four areas for their strategic plan.

Current strategic efforts:

- ❖ Budget model that incentivizes increased enrollment and completion.

- ❖ For recruitment UI is collaborating with sister institutions in the For You, For Us, For Idaho campaign (<https://educationforidaho.org/>).
- ❖ UI has Completed a new strategic enrollment plan which has resulted in 13 action plans that have been created out of that.
- ❖ UI created UldahoBound that helps students enroll for classes; learn about their majors and college offerings; set up their student accounts with Information Technology Support; discover clubs and campus resources; review their financial aid awards with financial aid counselors. Students who attend typically continue into their second semester and are more successful overall.
- ❖ For retention and graduation UI created Vandal Star a web-based retention and advising tool that provides an efficient way to offer coordinated support to all students, ensuring they receive the right type of assistance/intervention to keep them on track.
- ❖ UI created the Anthology program where every major, degree, certificate and/or credential identifies a set of learning outcomes, which students who complete the 'program of study,' should achieve by the time they complete their studies.

Matt Freeman, Executive Director, Idaho State Board of Education, asked Mr. Lawrence to expand on the Vandal Star program and the need for more advisors. Mr. Lawrence said there is turnover in the advisor ranks and UI is trying to be competitive with salaries. Also under review is whether U of I has the right number of advisors to handle the student needs.

There were no further comments or questions from the Board.

Dr. Marlene Tromp, President, Boise State University shared BSU's strategic plan with the Board.

- ❖ For recruitment and access they developed a new strategic enrollment and retention plan that is data driven, centers on Board goals on Complete College America Math, and it sets target rates.
- ❖ They have redirected more than a million dollars in needs based financial aid to Idaho students.
- ❖ Community impact efforts in rural areas are starting to see increased college attendance rates in those areas.
- ❖ Retention rates have gone up which affects graduation rates.
- ❖ Graduation rates have increased 15.4%.
- ❖ Boise State University is proud to be one of six institutions to form REP4, a national alliance to change the future of education with learners taking the lead in how the new system should work.
- ❖ Applications for enrollment from Idaho students increased 26%.

Board President Liebich asked if a specific tangible thing can be seen in elevating these trends. Dr. Tromp said advisement and changes to the curriculum and requirements led to an increase in the pass rate.

Mr. Freeman asked for more information on the APLU stretch targets and how they were developed. Dr. Tromp said APLU partners with universities and they look at institutions local environment and academic success rates and they create stretch targets for institutions based on that data.

Mrs. Roach asked how long it took to get the increased math pass rates from 50% to 75% and wanted to know what the timeframe involved was. Dr. Tromp said she would have to get that data as she did not have it readily available.

There were no further comments or questions from the Board.

Kevin Satterlee, President, Idaho State University, shared ISU's strategic plan with the Board.

- ❖ ISU plans to increase student access, opportunity, retention and success. To achieve this ISU will increase access and retention using targeted strategies; increasing student retention by strengthening the student experience, and improving ISU's graduation experience.
- ❖ ISU plans to identify, recruit, enroll, retain and graduate students in alignment with ISU's strategic plan.
- ❖ He has asked the student affairs team to review the current recruiting practices and to propose changes to increase enrollment.
- ❖ ISU is close to the full implementation of the Early Alert Academic Advising program developed by Georgia State University to help with student retention and graduation rates.
- ❖ ISU is developing external partnerships with College of Eastern Idaho and College of Southern Idaho which allows students to work towards their degree at ISU while still enrolled at an Idaho community college. These students have been granted catalog rights while enrolled in community college.
- ❖ ISU is looking at student housing to make sure it stays in better condition to enhance the student experience.

Mr. Gilbert asked what a stretch target would be for enrollment for next fall. President Satterlee said the goal is 2-3% growth in enrollment for next Fall.

There were no other comments or questions from the Board.

Dr. Grace Anderson, Vice President for Institutional Research, Planning and Effectiveness, and Andy Hanson, Senior Vice President, Lewis-Clark State College shared LCSC's strategic plan with the Board.

- ❖ LCSC has a history of enrolling non-traditional working students who attend part-time, so a gap between head count and FTE is to be expected.
- ❖ LCSC serves many first-generation and low-income students.
- ❖ LCSC adopted an active coaching model where every freshman is paired with a faculty advisor, a student mentor and a faculty mentor.

Board President Liebich asked for more information on the peer mentoring program. Mr. Hanson said a small stipend is awarded to upper level seniors to stay with a freshman student for 12 weeks to help them navigate their first semester.

Dr. Hill asked about the sweet spot and how much growth is required to get to that sweet spot. Dr. Anderson said 3% growth would be what they are looking for.

Dr. Cynthia Pemberton, President, Lewis-Clark State College, said the sweet spot growth would be based on non-dual credit student population of 3,000 students. A third of LCSC's students are non-traditional students so you take a third of that number. That would therefore mean 1,000 in student growth in the next decade. Also of note is that some students are taking longer than 4 years to achieve their degree.

There were no further comments or questions from the Board.

Byron Miles, Vice President of Finance and Administrative Services, College of Eastern Idaho, gave CEI's strategic plan information to the Board.

- ❖ Enrollment growth continues on the upward trend. There was a 13% increase in student enrollment from 2021-2022 and the number of credits being taken has increased by 7% for the same time period.
- ❖ All faculty and staff have stepped up enrollment efforts to attract students coming out of high school.
- ❖ Further outreach is being done to target Hispanic students and male students.
- ❖ CEI's presence in high schools has increased where they visit schools five or more times in a year.
- ❖ Outreach to rural students has also increased via online offerings.
- ❖ Dual credit students went from zero in 2017 to 1,072 for 2022.
- ❖ There are currently two hundred RN students and outreach continues.
- ❖ First year retention rate is 69% which is a 1% increase over last year.
- ❖ Online enrollment is still increasing with 3,906 students taking online courses.
- ❖ Certificates and degrees for FY2022 were 348 which is a 25% increase over last year.
- ❖ Data shows that Students are also taking longer in getting their degrees.

Dr. Clark asked for more information on the outreach to male students. Mr. Miles said that less than half of CEI's students are males, hence the accelerated outreach.

Board President Liebich said that community colleges are unique in that they have their own governing boards and how do these strategic plans get approved by their local governing boards. Mr. Miles said CEI's local board is aligned with the Board's strategic goals.

There were no further comments or questions from the Board.

Chris Bragg, Dean of Institutional Effectiveness and Communication, College of Southern Idaho, gave CSI's strategic plan.

- ❖ CSI is an open access campus so any student who wishes to enroll can do so.
- ❖ Recruitment and retention strategies are discussed every Tuesday / Thursday morning.
- ❖ CSI was the first public Hispanic serving college in the magic valley.
- ❖ A retention plan should be ready in the next month.
- ❖ CSI is continuing their efforts to get students to graduation, and then to transfer to a 4-year institution.

Dr. Hill reiterated that CSI is a Hispanic serving institute and he wondered what practical changes that means to the campus. Mr. Bragg said researchers have had discussions over the definition between a Hispanic serving institute verses a Hispanic enrollment institute. To this end CSI had held a roundtable event recently where over 500 Hispanic students were asked if CSI was succeeding or were they failing the students. The outcome was that if Hispanic students were attending CSI they are succeeding. The challenge is in attracting students, and in advancing the go-on rate from high schools. Being an HSI entitles CSI to apply for a Department of Education Title V Hispanic service grant and they will be applying for their first grant in June.

Mrs. Roach asked about recruitment of parents as well as the students. Mr. Bragg agreed and said that research shows that it is really recruitment of families that shows the greater success in attracting new students. Having dual language translators as part of these outreach events is also important.

Dr. Clark mentioned that since so many institutes had mentioned Complete College America she wanted to mention the Complete College America Summit that would be upcoming on June 16-17 at the ISU campus. More information will be forthcoming from Dr. TJ Bliss, Chief Academic Officer, Idaho State Board of Education.

There were no further comments or questions from the Board.

Mr. Gordon Jones, President, College of Western Idaho, gave CWI's strategic plan to the members of the Board.

- ❖ CWI currently has 29,000 students enrolled. Over 21,000 are credit students and 8,000 students are non-credit students.
- ❖ Web analytics are looking at how many students are accessing CWI's website; how many are completing an application, and how many admitted are not showing up for their first day of class.
- ❖ CWI is partnering with BSU for an 80/40 split program where CWI students take 80 credit hours of their courses at CWI and the last 40 percent at BSU.
- ❖ One stop advising is already in place.



Mrs. Roach asked if CWI was expecting the enrollment growth rate to continue over the next five years. President Jones said if CWI is doing their job he does believe they can see these higher growth rates.

Board President Liebich asked about the Health Sciences Building and will CWI need to fundraise against the monies awarded by the Legislature. President Jones said the Legislature did give CWI \$10 million of the funding for the new building in Nampa. The first building built will be the Health Sciences Building and a financing plan is in place where it will not require any further fundraising.

There were no further comments or questions from the Board.

Michael Sebaaly, Interim President, and Dr. Kassie Silvas, Interim Provost, North Idaho College, shared NIC's strategic plan with the Board.

- ❖ NIC is looking at offering more accelerated courses to attract new students. For the first time NIC will be offering 12-week courses and 8-week courses.
- ❖ NIC started a night school program where students can earn an associate's degree just by taking night school courses.
- ❖ Recently, a utility lineman school in Spokane closed. After discussion with a couple of utility companies and workforce development, NIC opened a lineman school and they are expecting 100 students to go through this program on a regular basis.
- ❖ Even though NIC's enrollment has declined the student completion rate has continued to increase.
- ❖ The number of NIC's degrees and certificates awarded have also increased.
- ❖ NIC has started the Freshman-Year Experience program designed to help students prepare for the transition from high school to college.

Mrs. Roach asked about the flexibility model and wondered where NIC found it. Dr. Silvas said barriers were found that showed that many students who wanted to attend NIC could not get away during the day to attend classes so the flexibility model was started.

Board President Liebich asked that as NIC goes back and works on their strategic plan please go back to the report from the accreditation board and make those recommendations part of NIC's strategic plan.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 3:04 p.m. (PT).

## **BUSINESS AFFAIRS AND HUMAN RESOURCES**

### **B. FY2023 Tuition and Fees**



Gideon Tolman, Chief Financial Officer, Idaho State Board of Education, introduced the institutions representatives who outlined the tuition and fee increases being requested.

**Dr. Julie Crea**, Vice-President for Finance and Administration, and Caden Massey, LCSC Student Body President, Lewis-Clark State College, presented the following to the Board concerning the increase in fees.

LCSC is not requesting any increases in either resident or non-resident tuition. A modest increase in the Consolidated Mandatory Fees, which is inclusive of the technology fee is being requested and is included in the proposal, below.

- ❖ The technology fee funds computer labs, a pay for print system, and the campus enterprise resource planning system. The requested \$7 per semester (\$14 per year) increase for full-time students and \$2.00 per credit hour for part-time students will provide the revenue necessary for the rising cost of technology and software maintenance contracts.

Other fees proposed were:

- ❖ A 0.1% increase in the non-resident tuition/fees which is comprised of an annual \$14 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 full-time non-resident tuition and fee package is \$20,252 versus the prior year at \$20,238.
- ❖ A 0.1% increase in Asotin County non-resident tuition/fees which is comprised of an annual \$14 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 Asotin County non-resident tuition and fee package is \$11,066 versus the prior year at \$11,052.
- ❖ A 4.5% increase in full-time tuition/fees which includes an annual \$302 (5.2%), \$90 (4.5%) in graduate fees, and \$14 in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of \$406 per year. The proposed FY23 full-time tuition and fees is \$9,406 per year versus the prior year fee of \$9,000.
- ❖ A 4.5% increase in non-resident full-time tuition/fees which includes an annual \$898 (4.7%), \$90 (4.5%) in graduate fees, and \$14 in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of \$1,002 per year. The proposed FY23 full-time tuition and fees is \$23,258 per year versus the prior year fee of \$22,256.
- ❖ A 4.4% increase in the part-time (per credit hour) fee which includes \$18.00 (4.5%) in tuition and \$2.00 (0.6%) in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of \$20 per credit hour. The proposed FY23 part-time fee is \$470 versus the prior year fee of \$450.

Two new fees being proposed are:

- ❖ **Portfolio Class Fee:** LCSC is requesting a \$50 fee to be effective with SU 2022. This is a new fee in lieu of the part-time credit hour fee and only applies to the

new Portfolio course through which people may learn to assemble documentation to demonstrate prior learning.

- ❖ **Correctional Education Per Credit Hour Fee:** LCSC is requesting a \$260 per credit hour fee to be effective with SU 2022. This new fee is intended to help incarcerated populations of students who have completed a GED or high school diploma to gain college credits. A lower per credit hour fee than the traditional part-time rate is proposed due to limited funding availability for these populations and the limited services that LC State would provide such as no campus activities or services.

## BOARD ACTION

**For LEWIS-CLARK STATE COLLEGE:**

**M/S (Hill / Clark) I move to approve the FY 2023 annual undergraduate full-time resident tuition at Lewis-Clark State College in the amount of \$5,826, the consolidated mandatory fee in the amount of \$1,170, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$20,252.** A roll call vote was taken, and the motion carried 8-0.

## AND

**M/S (Hill / Clark) I move to approve all other fees set forth in the FY 2023 Lewis-Clark State College tuition and fees worksheet as reported in Attachment 1.** A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked how the students were reacting to the student opt out option. Mr. Massey said there were some on campus who were concerned about this. A lot of effort is going into allaying those fears with student outreach and increased communication.

There were no further comments or questions from the Board.

**Brian Foisy**, Vice-President, Finance and Administration, University of Idaho presented the following to the Board.

- ❖ The University of Idaho is requesting a \$1.80 per year decrease to the undergraduate resident tuition of \$6,181.80 and the undergraduate non-resident tuition of \$25,417.80 per full-time student per year, bringing the proposed tuition rates to \$6,180.00 per year for residents and \$25,416.00 per year for non-residents.
- ❖ FY 2023 represents the first year of a four-year phased implementation of the WICHE WUE rate calculation methodology. To date, the university has set the WUE rate equal to 150% of the full-time undergraduate resident combined tuition and fee rate. Per WICHE, the correct calculation is 100% of the full-time resident combined tuition and fee rate plus 50% of only the full-time resident tuition rate. In order to shift to this correct methodology, the university has the approval of WICHE to implement the WICHE methodology for new students starting FY 2023

while continuing the old methodology for ongoing students. Based on this, the University of Idaho is requesting a decrease of \$1,024.00 per year to the WUE tuition and fee package for new students. This will reduce the WUE package for new students from \$12,510.00 to \$11,486 and is based on the requested full-time resident tuition and fee total of \$8,396.00 plus 50% of the requested full-time resident tuition of \$6,180.00.

- ❖ As indicated above, the university will continue using 150% of the full-time undergraduate tuition and fee rate for continuing WUE students. Based on this, the University of Idaho is requesting an increase of \$42.00 per full-time student per year to the WUE tuition and fee package total for ongoing WUE students. This will increase the WUE package from \$12,510.00 to \$12,594.00 and is based on the requested full-time resident tuition and fee total of \$8,396.00 times 150%.
- ❖ The University of Idaho is requesting a \$1.80 per year decrease to the graduate resident tuition of \$7,753.80 and the graduate non-resident tuition of \$26,989.80 per full-time student per year, bringing the proposed tuition rates to \$7,752.00 per year for residents and \$26,988 per year for non-residents.

**For UNIVERSITY OF IDAHO:**

**M/S (Hill / Keough) I move to approve the FY 2023 annual undergraduate full-time resident tuition at the University of Idaho in the amount of \$6,180, the consolidated mandatory fee in the amount of \$2,216, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$27,632.** A roll call vote was taken, and the motion carried 8-0.

**AND**

**M/S (Hill / Keough) I move to approve all other fees set forth in the FY 2023 University of Idaho tuition and fees worksheet as reported in Attachment 1.** A roll call vote was taken, and the motion carried 8-0.

Mr. Gilbert asked about the decrease in the facility fee. Mr. Foisy said deferred maintenance is a major concern on the campus. But UI has flexibility in moving funds where needed.

There were no further comments or questions from the Board.

**Jo Ellen Dinucci**, Associate Vice President, Finance and Administration, Boise State University, and **Kenneth Huston**, BSU Student Body President, presented the following to the Board.

- ❖ In March, the Executive Tuition and Student Fee Committee held open hearings that included presentations on the proposed rates and accepted public testimony.
- ❖ For full-time students, defined as student enrolling in 11 or more credits for AY23, Boise State University recommends an annual rate tuition and fee rate of \$8,364.

This requested increase includes no increase in tuition and an annual increase in fees of \$304. Part-time rates are proposed at \$380.45 per credit hour.

- ❖ Student Enrollment, Engagement, and Success: The student enrollment, engagement and success fees provide funding to support the multitude of activities and services available to students, both on and off campus. Included in these fees are scholarships, student employment opportunities, funding to support student success initiatives, and enrollment (recruitment and retention) activities.
- ❖ Institutional Operations, Services, and Support: These fees support departmental and infrastructure needs of the college and universities, including construction and maintenance of facilities and related debt service; instructional and computing resources; student involvement services and participation with athletic, arts, and cultural events.
- ❖ Student Health and Wellness: The student health and wellness fees support students physical and mental health and well-being. Students' fees also allow for access to the health and counseling centers throughout the year as well as utilize well-being and fitness programs and facilities for overall improvement of the student experience. Also included are the facilities, maintenance, and programs available through the recreation and intramural programs.
- ❖ Student Government: This fee is to support the student government officers elected by students and support them, their initiatives, and their overall experience. Students are provided the means to engage in discussions, events, and opportunities that interest them, are new to them, and challenge them. A subset of this fee would be student activities, clubs, and organizations, and students would be allowed to opt-out of that fee.

**For BOISE STATE UNIVERSITY:**

**M/S (Hill / Keough) I move to approve the FY 2023 annual undergraduate full-time resident tuition at Boise State University in the amount of \$5,532.36, the consolidated mandatory fee in the amount of \$2,831.64, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$25,701.10. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**M/S (Hill / Keough) I move to approve all other fees set forth in the FY 2023 Boise State University tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

Board President Liebich asked about the deferred maintenance which cannot be used on auxiliary buildings; can ticket prices be raised instead to cover more of the deferred maintenance line item. Ms. Dinucci said most arenas in the country are not self-supporting. Commercial events do bring in money but it is not enough cash flow to cover the deferred maintenance.

Mr. Freeman asked about the consolidated fees and wondered which ones were brought forward by students verses those brought forward by the university. Mr. Huston said the first step in setting student fees starts with the Student Activity Fee Advisory Board (SAFAB). Their recommendations are then sent to the Executive Fee and Tuition Committee; sent to Dr. Tromp and finally presented to the Board. All of the axillary fees listed here today, except the technology fee, were endorsed by SAFAB. Therefore, almost all of the fee increases were brought forward by students.

There were no further comments or questions from the Board.

**Kevin Satterlee**, President; Jen Steele, Chief Fiscal Officer; Zane Webb, Student Body President; Rex Force, Vice-President Health Sciences and Dr. Craig Chatriand, Interim Vice-President, Student Affairs, presented the following to the Board.

The largest unexpected expenditure ISU has projected for next fiscal year is for the campus electric bill which will increase by more than \$500,000. There was no accounting for that amount during the Legislative appropriation so the money needs to come from some source.

The following funding requests, as presented, are also not supported by the funding shift granted by the Idaho Legislature during the last session. These small fee increases will support three years of CEC and other essential services.

- ❖ **Mandatory Student Activity Fees:** Mandatory Student Activity Fees are proposed at \$1,014.78 per semester, a \$42.80 or 4.4% increase over FY2022 rates. Part-time rates are proposed at \$71.41 per credit hour, a \$4.44 or 6.6% increase over FY2022 rates. These increases support three years' CEC and other inflationary costs for services and activities housed in local and auxiliary funds. These Mandatory Student Activity fees include an opt-out Student Clubs and Organizations Fee of \$4.00/semester for full-time students and \$.33/credit hour for part-time students.
- ❖ **Resident Undergraduate Tuition and Fees:** There is no increase proposed for undergraduate resident tuition in FY2023. With the Mandatory Student Activity Fee increase, full-time resident undergraduate tuition and fees are proposed at \$3,978.80/semester, a \$42.80 or 1.1% increase over FY2022 rates. Part-time undergraduate rates are proposed at \$406.44/credit hour, a \$4.44 or 1.1% increase over FY2022 rates.
- ❖ **Resident Graduate Tuition and Fees;** Full-time resident graduate tuition and fees are proposed at \$5,315.12 per semester, a \$153.14 or 3.0% increase over FY2022 rates. Part-time resident graduate tuition and fees are proposed at \$540.48 per credit hour, a \$15.51 or 3.0% increase over FY2022 rates. These recommended fee increases consider market factors and costs required for delivering high quality graduate educational programs, to include anticipated CEC and fringe rate increases.
- ❖ **Non-Resident Tuition and Fees** Full-time non-resident undergraduate tuition and fees are proposed at \$12,967.71 per semester, a \$304.61 or 2.4% increase over



FY2022 rates. Part-time non-resident undergraduate tuition and fees are proposed at \$702.46 per credit hour, a \$16.64 or 2.4% increase over FY2022 rates. Full-time non-resident graduate tuition and fees are proposed at \$14,303.93 per semester, a \$414.95 or 3.0% increase over FY2022 rates. Part-time nonresident graduate tuition and fees are proposed at \$836.50 per credit hour, a \$27.71 or 3.4% increase over FY2022 rates. These recommended fee increases consider market factors and costs required for delivering high quality educational programs and services, to include anticipated CEC and fringe rate increases.

In addition, fee increases are being asked for professional fees that were also not covered by the fund shift from the Idaho Legislature. Faculty attrition and retention are also major concerns and it is the hope that these fee increases will help with this issue. The following are proposed.

- ❖ The College of Health: This increase will assist with covering costs associated with the anticipated Change in Employee Compensation (CEC) and fringe rate increases.
- ❖ The Audiology Program: This increase will assist with covering costs for equipment, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Dental Hygiene Department: This increase will help cover costs for clinic supplies and instrument price increases, costs for N95 respirators, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ Dental Hygiene Department: This increase will help cover upgrades to computer technology and equipment, support professional development of graduate faculty, cover marketing and recruitment initiatives, adjunct costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Master of Science in Nutrition with Dietetic Internship Program: This increase will assist with anticipated CEC and fringe rate increases.
- ❖ The Department of Counseling: This increase will assist in covering upgrades to computer technology and equipment, support professional development of graduate faculty, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ 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. The program fee is set by Creighton University.
- ❖ The Medical Lab Science program: This increase will assist with covering software costs for clinical placements and anticipated CEC and fringe rate increases.
- ❖ BSN, RN to BS Completion, and the BS Accelerated programs: This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring

of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

- ❖ The Nursing DNP program: This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Nursing MSN program: This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Nursing PhD program: This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Occupational Therapy (OT) Program: These increases will help cover adjunct costs, additional supplies, equipment, software, and placement costs, and anticipated CEC and fringe rate increases.
- ❖ The College of Pharmacy: These increases will assist with costs associated with the hiring of a new HIPAA Compliance Officer, faculty promotion, and anticipated CEC and fringe rate increases.
- ❖ The Physical Therapy (PT) Program: These increases will help cover the costs of transitioning of a 9-month faculty position to a 12-month position, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The department of Physician Assistant Studies: These increases will help cover the hiring of a new HIPAA Compliance Officer and anticipated CEC and fringe rate increases.
- ❖ The Radiographic Science Program: This increase will help cover the costs of anticipated CEC and fringe rate increases.
- ❖ The Sign Language Interpreting program: program currently utilizes course fees, but now meets State Board of Education requirements to implement professional fees. This professional fee (in lieu of prior course fees) will be used to cover internship costs, knowledge and performance exam costs, library acquisition costs, supplies and materials, travel for faculty and students, background checks, accreditation fees, and costs associated with CEC and fringe rate increases.
- ❖ The Speech-Language Pathology On-Campus program: This increase will help cover costs associated with equipment, supplies, software, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Speech-Language Pathology (Online) program: This increase will help cover costs associated with the hiring of a new HIPAA Compliance Officer and anticipated CEC and fringe rate increases.
- ❖ The Speech-Language Pathology Online Pre-Professional program: This increase will assist with cover costs associated with the hiring of a new HIPAA Compliance Officer, faculty promotion, and anticipated CEC and fringe rate increases.



In addition, work is ongoing to secure funding for scholarships, philanthropy and working to integrate programs together to share costs.

**For IDAHO STATE UNIVERSITY:**

**M/S (Hill / Clark) I move to approve the FY 2023 annual undergraduate full-time resident tuition at Idaho State University in the amount of \$5,928.04, the consolidated mandatory fee in the amount of \$2,029.56, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$25,935.22. A roll call vote was taken, and the motion carried 8-0.**

**AND**

**M/S (Hill / Clark) I move to approve all other fees set forth in the FY 2023 Idaho State University tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.**

Dr. Hill asked if there was an element of 'catch-up' in the proposed fee increases. Mr. Force said yes, there were several cuts in expenditures made in the past few years that affected operations and in not being able to update equipment.

Mrs. Roach asked about faculty attrition and wondered if that was due to retirements. Mr. Force said while some attrition occurred because of retirements most of the attrition can be traced back to low faculty wages. Traveling nurses for example can make \$100-\$200 an hour where nursing instructors make \$30 an hour. Faculty leaving for better financial opportunities elsewhere is happening across all areas of the campus.

Mr. Gilbert asked how close to optimal will ISU be by increasing the professional fees for the future. Mr. Force said each program is different. Some programs will need to be expanded, new equipment will be needed. What is not wanted is to increase student fees every year. The increases being asked for today have projected this need and hopefully more fee increases will not be necessary for several years.

Board President Liebich asked how concerned ISU is about pricing some students out of enrolling for classes. President Satterlee said last year he asked the Division of Health Sciences to do a market analysis of every one of these programs to see what the demand was and also what similar institutions/similar programs were seeing based on student enrollment.

There were no further comments or questions from the Board.

**Dual Credit Fee**

**M/S (Hill / Roach) 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 2023. A roll call vote was taken, and the motion carried 8-0.**

There were no comments or questions from the Board.

#### **Transcript Fee**

**M/S (Hill / Clark) I move to set the statewide transcript fee at \$10 per credit for fiscal year 2023 for students enrolled in a qualified Workforce Training course where the student elects to receive credit. A roll call vote was taken, and the motion carried 8-0.**

There were no comments or questions from the Board.

#### **Summer Bridge Program Fee**

**M/S (Hill / Siddoway) I move to set the statewide summer bridge program fee at \$65 per credit for fiscal year 2023 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. A roll call vote was taken, and the motion carried 8-0.**

There were no comments or questions from the Board.

#### **On-Campus Dual Credit Fee:**

**M/S (Hill / Roach) I move to waive for one year the requirement in Board Policy III.Y to charge the part-time student fee for dual credit courses taught on campus. A roll call vote was taken, and the motion carried 8-0.**

There were no comments or questions from the Board.

Board President Liebich made an announcement that Executive Session, scheduled for this afternoon would be moved to the end of the day tomorrow, April 21<sup>st</sup>.

#### **BOARD ACTION**

**M/S (Hill / Clark) I move a change in the agenda with the Executive Session which was to be taken place today to be moved to the end of the day tomorrow. A roll call vote was taken, and the motion carried 8-0.**

There were no comments or questions from the Board.

#### **STATE DEPARTMENT OF EDUCATION**

1. Developments in K-12 Education – Information Item

Superintendent Ybarra said this was a good Legislative session for K-12 education. She imparted the following:

- ❖ The Legislator fully funded the teacher career ladder for FY 2023, as required in statute, and they provided an additional \$36.5 million in additional educator compensation.
- ❖ In November the Superintendent asked the Legislature for \$1,000 bonuses, in alignment with the Governor's recommendation, for all educators and it was approved during session.
- ❖ Closing the gap for classified staff is also on her yearly ask list and this year classified staff were awarded a 7% pay increase during session.
- ❖ Student members of the Student Advisory Council came before the Legislature and testified on education legislation, and they also met with the Governor.
- ❖ The post legislative tour has been ongoing where the Department staff inform the school districts about the impact the Legislative session had on their budgets and other changes in education related laws.
- ❖ In March, two Milken Education awards were handed out to two educators in Idaho. Dane Beorchia, Highland High School, Pocatello and Tiffany Lemos, Chubbuck Elementary School were the winners. The award comes with a monetary gift of \$25,000. Both of these winners have been invited to attend the June Board meeting.
- ❖ The Annual Suicide Prevention Conference was held on April 11 which focuses on mental health and suicide awareness with free resources for educators.
- ❖ The Annual Literacy Summit will be held May 2<sup>nd</sup> at Boise State University. Dr. Louisa Moats is the Keynote Speaker.

Board President Liebich asked if there was a zoom option for folks to attend the Literacy Summit virtually. Superintendent Ybarra said that was an option.

Board President Liebich asked Superintendent Ybarra for her perspective on the attendance verses enrollment debate. The Superintendent shared that the school districts are nervous about this issue but they strongly want the law to be changed so that funding could be based on enrollment.

There were no further comments or questions from the Board.

## 2. Teacher Mentor Program Update

Dr. Julie Amador, Associate Professor of Math Education, University of Idaho, spoke on her Teacher Mentor Program grant. The teacher mentor program supplies Idaho's newest teachers with support through mentorship.

Some of the highlights were:

There are three main goals for the program.

1. To create a collaborative community of practice for Idaho mentor teachers.  
The aim is to reach rural teachers who might be the only math teachers in

- their areas utilizing an online component so they can communicate with math teachers around the state.
2. To support their ability to facilitate robust conversation about mathematics.
  3. Develop their knowledge of mentor teacher content coaching so that they can in turn mentor other teachers in mathematics.

There will be three learning experiences for the teachers in this mentor program.

1. There will be professional development.
2. Coaching clubs.
3. One-on-one coaching cycles.

Board President Liebich asked which grades this program was focused on. Superintendent Ybarra said this was for K-12.

### 3. Federal Coronavirus Relief K-12 Funding Update

Karen Seay, Director, Federal Programs, Idaho State Department of Education gave an update.

- ❖ CARES ESSER I funding ends in five months - September 30, 2022. Flow-through expenses are 5.8% expended.
- ❖ ARP ESSER flow-through spending is just getting started.
- ❖ Emergency assistance for non-public schools (CRRSA EANS) is 46% expended.
- ❖ Eight schools applied for the ARP EANS monies. Twenty-two million dollars was made available with the rest of the money not requested being returned to the Governor's office in June.
- ❖ Senate Bill 1404 - these monies are being drawn down now. These funds will expire in June.
- ❖ House Bill 793 – allocated \$36.4 million additional monies for instructional pupil staff, those monies will be available to districts in mid-August.

Mr. Gilbert asked what the private schools were seeking the CRRSA EANS funding for. Ms. Seay said they wanted the money for a broad range of things such as technology, cleaning supplies, and professional development related to new technology.

Board President Liebich asked if the new employees have been hired to help with the amount of work the ARP ESSER program was. Ms. Seay said yes, the ARP ESSER data reporting coordinator has been hired. Another ESSER coordinator for monitoring will also be hired.

There were no further comments or questions from the Board.

#### 4. Elementary Secondary Education Act – Consolidated State Plan Addendum

Once the 2021-2022 ESEA Addendum is approved by the Board, it will be submitted to the US Department of Education. This agenda item provides the Board with information on proposed changes to the ESEA Consolidated State Plan that are necessary as a result of COVID-19 disruptions. Identification and exit criteria changes will take effect after the close of the 2021-2022 school year. Idaho may not implement these changes until the Addendum has been approved by US Department of Education.

#### BOARD ACTION

**M/S (Ybarra / Siddoway) I move to approve the 2021-2022 Addendum to the Idaho ESEA Consolidated State Plan as provided in Attachment 1 and to authorize the Board president to sign on behalf of the State Education Agency.** A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

The Board recessed for the evening at 4:45 p.m. (PT).

**Thursday, April 21, 2022 – 8:00 a.m. (Pacific Time) 9:00 a.m. (Mountain Time)**

#### OPEN FORUM

**Steve Meyer** from Hayden, Idaho spoke before the Board. He said,

*“Good morning Chair and members of the Board:  
I’m Steve Meyer from Hayden. I’ve been an NIC foundation member for about 35 years. When I joined the Foundation Board we had \$300,000 in assets, all in savings accounts. Today with generous support from the community and care with investment policy, the assets have grown to over \$40 million. I’ve been President of the Foundation Board and served as the chair of the investment committee for about 15 years so I have some personal pride in providing scholarships. We provided about \$1.7 million to the college last year and supported 1,000 students with scholarships.*

*Kootenai County is a politically conservative county like much of the rest of Idaho. We have a strong in-migration, largely from California. We are one of the fastest growing counties in the nation. Many of our new citizens are retired with no children in the school system. Many of our residents believe their political philosophy is best described as moderate Republican.*

*The Kootenai County Republican Central Committee is chaired by the Chairman of the Idaho Freedom Foundation. The IFF objective of shifting the State from universal public education to state supported private education is front and center in Kootenai County. The Central Committee has been extraordinarily effective in political action, mostly by selecting a slate of candidates for a sample ballot and handing those sample ballots to every voter who enters the polls. I suspect you all have experienced a call from a friend at voting time to say I don’t know about several candidates – “what do you*

*think?” In our county, the sample ballot handed to them at the polls serves to effectively tilt many voters, especially our new residents, to vote the recommended slate. In the last Presidential election we had strong turnout because of former President Trump on the ballot and the recommended central committee IFF college board candidates beat the incumbent and a well qualified newcomer by 2:1. The voters spoke and the new board elected a new chairman. The new Board Chair stirred up the campus by engaging with faculty, sympathizing with students who complained about their grades, took a personal tack in directing the President without the rest of the Board. Eventually this led to firing a successful and popular President which then led to the departure of 3 of our Vice Presidents. The Board appointed our wrestling coach, a friend of the Chair, as the interim President. You know the rest of the story leading to an accreditation warning.*

*Why do I repeat this story? One measure of the broader community reaction was the loss of Foundation contribution plans in the magnitude of \$4.5 million. Another measure was the formation of a small group named “Save NIC” calling for the Chair to resign. That group asked for people to sign a newspaper ad with a call for resignation. They expected 400 people to sign on, hopefully to fill up a one page ad. In less than 5 days with no personal solicitation, we had over 1700 people reply that filled 3 full pages in the paper.*

*We are in a clear fight about public education in Idaho. The IFF has gained the majority in the Idaho House and it is only the Senate that saves us from some pretty radical changes. The IFF Freedom Index now has a compelling influence on state elections.*

*On a local level, the Central Committee has declared that all elections are partisan, trying to extinguish the Non-partisan character of local boards like the highway districts, the library districts, the city councils and, most importantly, the school boards. This is a fight about the fundamental premise that has been partially responsible for this great nation – universal public education.*

*The IFF, and its derivative, the KCRCC, are on a march to change to their point of view. NIC as we know it is at risk.”*

**Judy Meyer** from Hayden, Idaho spoke before the Board. She said,

*“Good morning, Chair Liebich, Vice chair Hill, Sec. Clark and members of the board: Gilbert, Keough, Roach, Siddoway and Ybarra.*

*I am Judy Meyer from Hayden Lake. I was a board member at NIC from 1990 until I was appointed to the state Bd of Ed in 1994 and served until 1999. While on the NIC board we board members were very firm in our belief that as a community college with locally elected trustees and 1/3 of our budget from local taxes, there was little need for state involvement. When I became a state board member, my beliefs were confirmed as I understood how the University system provided a very different student experience. So it is ironic that I am here today to speak to your selection of three new trustees for our community college.*



*Your appointment of 3 interim trustees is needed to provide a pathway for the board to begin to function for the students rather than provide a political platform for some Trustees. As we have seen over the past year, the current Board is not able to rise above partisanship which has led to confusion over policy setting and intrusion into operations.*

*These positions are non-partisan on purpose. Adding narrow political ideology conflicts with the objectives of providing a broad education experience.*

*I am here today on behalf of our non-partisan community to highlight the importance of your appointments.*

*The qualities needed are:*

- ❖ *Return to a stable governance process*
- ❖ *Add consistency so students and employers can believe in the process*
- ❖ *restore credibility to the college to re-engage community support*

*The appointees need*

- ❖ *non-partisan moderate political views. This is a community education responsibility, not a stepping stone for higher political ambition.*
- ❖ *policy wisdom from other Board governance experience*
- ❖ *A style of cooperation for the greater good*
- ❖ *Courage to make difficult decisions*
- ❖ *A thick skin for the inevitable criticism*
- ❖ *Our college is beside the Lake. These new trustees will have to walk on water to help their success.*
- ❖ *A basic philosophy about the value of education to make good citizens*

*The governance situation at NIC has fallen to desperate. We need a reset to citizen volunteers who will put student success at the top of their priorities. Taking personal political philosophy out of the mix is essential to restoring our college to its potential role as an important community education and business training asset.”*

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

### **2. Idaho Public Television – Annual Report**

Jeff Tucker, General Manager, gave IdahoPTV’s annual report.

Some of the highlights were:

- ❖ IdahoPTV has 5 Transmitters; 46 Translators; studios in each region; feed cable and satellite services; emergency alerts (Amber and Weather); public safety communications.
- ❖ IdahoPTV is the Idaho’s only statewide broadcaster.
- ❖ Nearly 1 million unique viewers watch Idaho Public Television broadcast and streaming content each month, resulting in 8.5 million monthly views.
- ❖ Over 60% of Idahoans regularly watch Idaho Public Television. Viewership comes from every county in Idaho.
- ❖ Of Idaho Public Television viewers, 42% watch via over-the-air broadcast.



- ❖ 80% of Idaho Public Television viewers say that the value provided by Idaho Public Television to the community is excellent or good.
- ❖ IdahoPTV's network of transmitters and translators have served Idahoans well over the years but the network is showing its age. Because of this IdahoPTV is building a 10-year capital replacement plan. This 1- year plan is expected to cost \$5 million. Realizing this is a large investment for the state of Idaho, they are planning to augment with private funding and private grants if available. Recently, with actions taken at the federal level, a new grant fund pool, like the one used to assist in purchasing equipment in the early 2000s, is being created to assist public television stations in making the transition to ATSC 3.0. It is likely that matching funds will be required. These different fund pools will offset reliance on the state general fund.
- ❖ IdahoPTV has also been nominated for 13 Emmy awards which will be awarded on June 4<sup>th</sup>.

Dr. Hill said he was on the Friends of IdahoPTV Board for nine years in case there was a question of conflict. He then asked, with 42% of the IdahoPTV's audience watching via antenna how much money is driven toward the over the air audience as verses the cable based. Mr. Tucker said the over the air viewers required the same amount of bandwidth but with much more compression. Mr. Tucker also said viewing is not going to go away via over the air capabilities for quite some time.

Mrs. Roach asked if there are certain parts of Idaho which have more trouble with broadband and connecting. Mr. Tucker said yes, but the hope is that the new technology being used by the FCC will help with this issue.

Dr. Clark said the programming done during the time of the pandemic was fantastic and wondered if families are still using it. Mr. Tucker said viewership went way up during the pandemic. While viewership is not at pandemic levels it is not as low as pre-pandemic levels, so IdahoPTV kept many of those viewers.

There were no further comments or questions from the Board.

### 3. Idaho Digital Learning Academy – Annual Report

Jeff Simmons, Director of Supervision and Instruction; Jolene Montoya, Director of Curriculum; Ryan Cantrell, Director of District Programs; Brian Smith, Director of Operations and Ryan Gravette, Director of Technology gave the annual report.

- ❖ The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment. IDLA is a statewide virtual school providing Idaho students and school districts with greater access to a diverse assortment of courses and opportunities. IDLA 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 all Idaho school districts.

- ❖ While the IDLA 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. IDLA 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 IDLA 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. IDLA courses are transcribed by students' school of attendance.
- ❖ In a recent survey to current IDLA students they were asked what should IDLA focus on next. The overwhelming response from the students was that they wanted more dual credit courses, and Career Technical Education (CTE) courses. This spurred IDLA to bring a program they have had for a while called CTE Digital forward. Working with the CTE Division they have created more of these CTE courses.
- ❖ College advising is done through a program called College Knowledge which is eight little mini-lessons in how to navigate the post-secondary system.
- ❖ Tours of the Next Steps Idaho website was also deemed to be very helpful for students as they looked to enroll in college.
- ❖ For elementary students a program was started called Launch Pad which provides enrichment and intervention classes in ELA and Math for grades K-5. The curriculum used for Launch Pad is iStation.
- ❖ A credit recovery program is also offered and students are asked to meet an attendance requirement with a participation component. The first 9-week credit recovery session just wrapped up and eighty percent of the students in this group were able to earn a passing grade.

Mrs. Roach asked how IDLA is marketed. Mr. Simmons said they use their website as much as possible and they have regional coordinators who help to get the word out.

Mr. Gilbert asked about Launch Pad and if there is an intervention that happens if students are not deemed to be proficient. Ms. Montoya said Launch Pad is for face-to-face instruction so teachers would notice students who needed intervention. Students are also progress monitored with testing every two weeks and if they are not making the appropriate progress they are assigned to a teacher.

Mr. Freeman asked if the 200-level course being offered under CEI was the first of its kind. And when the students finish that pathway will they receive a GEM certificate. Ms. Montoya said yes, it is the first 200-level course being offered. However, when students finish these courses they will not receive a certificate but they will have completed their GEM requirements, which means they can enter any Idaho university and take 200-level courses.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 10:15 a.m. (PT).

#### 4. 2022 Legislative Update

Tracie Bent, Chief Planning, Policy and Governmental Affairs Officer, Idaho State Board of Education gave a Legislative update to the Board.

- ❖ HB 718 (2022) requires participants in the WWAMI and University of Utah medical education programs to enter into contracts to practice in Idaho for limited number of years or reimburse the program. The service requirements go into effect for students matriculating in fall of 2023.
- ❖ SB1255 (2022) creates the Empower Parents program. This program will be administered by the Board Office. Board staff are working with state Division of Purchasing to work through the state procurement process to identify a vendor for administration of the program. Additional rulemaking may be needed to clarify equivalent experience.

Dr. Clark asked for a quick synopsis of what the intent of that program is. Ms. Bent said this bill is a continuation of the Strong Families, Strong Students program. This bill takes the additional step of creating an advisory committee of individuals participating in the program to make recommendations to the Board on eligible expenses and other matters that might arise. There could be future Board actions concerning their recommendations. The RFP that is being worked on is for the application platform and online marketplace that families will use and also for the disbursement of funds that will be given out.

Board President Liebich said the previous program, Strong Families, Strong Students, put a huge administrative burden on Board staff, has this new program come with a position to administer it. Ms. Bent said that was correct, this bill comes with a limited termed position to administer the program.

- ❖ SB 1290 (2022) creates the Rural Teacher Incentive Program, this program is limited by the annual appropriation. Board staff is working on bringing forward Board policy on the administrative of the program.
- ❖ SB 1399 (2022) transfers the Extended Employment Services program from the Division of Vocational Rehabilitation to the Department of Health and Welfare.

In addition to legislation, the legislature reviewed the Board's administrative rules. Highlights of law changes enacted through the Board's rules include:

- ❖ Career pathways instruction in the middle-school level.
- ❖ Computer science allowable for science credit.

Additionally, the Legislature rejected an existing requirement for students to take math during their final year of high school. The college entrance exam was removed from the

graduation requirements. The high school ISAT administration was moved to the 11<sup>th</sup> grade.

Board President Liebich said now that the core standards were put into statute, what is the timing of doing alignment to assessment work. Ms. Bent said the content standards were put into statute for English, Mathematics and Science with an effective date of July 1, 2022. Superintendent Ybarra said now that the alignment study has been funded it will be one of the first projects SDE will be working on.

Mr. Freeman said the change in removing the high school entrance exam and moving the ISAT to the 11<sup>th</sup> grade could impact our direct admissions program. Pre-pandemic we used the ACT / SAT data as one of the cut scores for direct admissions. During the pandemic that requirement was waved and they used just high school GPA.

Mrs. Roach asked about the Literacy funding that was awarded, who manages the fund. Ms. Bent noted that the funding is distributed to the school districts and charter schools based on the formula created in statutes. Superintendent Ybarra said that program will be administered through the State Department of Education.

Mrs. Roach asked about the hiring of the risk manager and other positions the Legislature approved. Mr. Freeman said the Office of the State Board of Education budget included funding for a Chief Audit Executive position, the Statewide Risk Manager, a new software engineer who will help with the programming related to Apply Idaho and other web apps, and funding for an Administrative Rules Coordinator.

Dr. Clark asked if there will be any changes to the office floor plan due to all of these new employees. Mr. Freeman said in working with the Department of Administration we have secured space in the basement of LBJ building and received funding from the Legislature to cover those lease costs.

There were no further comments or questions from the Board.

#### 5. Board Policy – Bylaws – Second Reading

Dr. Clark said no comments were received from the first reading and she proceeded to motion.

### **BOARD ACTION**

**M/S (Clark / Hill) I move to approve the second reading of Board policy - Bylaws as submitted in Attachment 1.** A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

There were no comments or questions from the Board.

#### 6. Board Policy – I.P. Indian Education Committee – Second Reading

Dr. Clark said no comments were received after the first reading and she proceeded to motion.

### BOARD ACTION

**M/S (Clark / Hill) I move to approve the second reading of amendments to Board Policy I.P. Idaho Indian Education Committee, as provided in Attachment 1.** A roll call vote was taken and the motion carried 7-0. Mrs. Keough was absent from voting.

There were no comments or questions from the Board.

#### 7. Accountability Oversight Committee – Annual Report and Recommendations

Alison Henken, K-12 Accountability and Projects Program Manager, Idaho State Board of Education gave the program update. Some of the highlights were:

- ❖ On nearly all metrics on previous years there were small and consistent gains in terms of student achievement. In virtually all cases all of those gains were lost between 2019-2021 which most likely reflects a pandemic impact.
- ❖ Even though the losses were not substantial an additional review of the data should be completed in order to have a better picture of the pandemic.
- ❖ ISAT Math scores continue to be lower than the ISAT ELA scores. However, the ISAT Math seems to have been more affected by the pandemic than ISAT ELA scores.
- ❖ Cohort analysis in math in late elementary and middle school data shows the student skill levels differ from math proficiency and the gap widens as students go through middle school to high school.
- ❖ Graduation and go-on rates seemed to have been affected by the pandemic.
- ❖ English learners closed the gap between themselves and the English speakers across metrics and even during the pandemic years.

The following are additional key recommendations developed from the AOC's work thus far:

- ❖ The Board should expand existing partnerships with stakeholder groups who represent specific student subgroups and work with them to identify new strategies to support students based on their specific needs.
- ❖ The Board should continue its support of the governor's ongoing K-3 literacy initiative while also pursuing their expanded focus on accelerated learning for K-4 literacy.
- ❖ Idaho needs to immediately launch a sustained, intensive math initiative to address the structural problems in current systems. Fortuitously, the Board's current focus on Grades 5-9 math should fit nicely within this initiative since another key recommendation from the AOC is to convene a specific workgroup charged with addressing systemic mathematics weaknesses in the middle grades.

- ❖ The middle grades (roughly 5-9 but primarily 6-9) reveal inflection points for student outcomes. Thus, a middle school work group should be convened to review all available data and formulate recommendations to improve middle school outcomes.
- ❖ The Board and SDE should support districts and schools in their efforts to plan, develop, initiate, and sustain their work to implement best practices to address chronic absenteeism.
- ❖ Idaho's overall graduation rate has not substantially improved and was impacted by the pandemic. The increase in the five-year graduation rate is directly impacted by the decline in the four-year graduation rate. Thus, early warning systems for school failure and non-completion need to be employed in all Idaho districts and schools so that students are closely monitored for early warning signals so they can be helped to stay in school and graduate on time.. Chronic absenteeism is one of these signals, so Idaho's new emphasis on this as a school quality indicator dovetails well with this recommendation.

For Measuring Mastery of Idaho's College and Career Readiness Competencies the AOC recommends the following:

- ❖ In its communications related to this issue, the Board and Department should intentionally remind Idaho's local education agencies (LEAs) that implementation of the Idaho College and Career Readiness Competencies is already an expectation for all high schools.
- ❖ Develop a System of Multiple Measures for Districts to Use to Demonstrate Students' Mastery of the College and Career Readiness Competencies.
- ❖ Implement a small-scale field test to Review the Value of the Workforce Readiness Assessment as an Option for Non-CTE Track Students to Demonstrate Mastery of the College and Career Readiness Competencies.

AOC is working on an addendum to this report that should be available this summer that will include data on 8<sup>th</sup> and 9<sup>th</sup> grade math, course recovery data for high school, and impacts of different modes of instruction on student athletes.

Board President Liebich asked how do we take so much data and narrow it down to those few items that we can make a big difference in. Dr. Clark said it was clear that we have huge issues with math and she likes the recommendation on forming a study group to look at math. The pattern that is most disturbing is that there is a steady decline in math achievement as students move through grades.

There were no further comments or questions from the Board.



## 8. Educator Pipeline Report

Nathan Dean, Educator Effectiveness Program Manager, Idaho State Department of Education, gave the annual pipeline report.

His entire detailed report can be found at

<https://boardofed.idaho.gov/meetings/board/archive/2022/0420-2122/05PPGA.pdf?cache=1653876360478?cache=1653879239200>

Board President Liebich said this report sheds light on how large this issue is and perhaps the Board needs to address this issue at a future meeting during a work session. Dr. Clark said the previous reports were summarized by saying that the institutions are graduating enough teacher candidates, but clearly they are not choosing to teach in Idaho. Mr. Dean said he was able to calculate out using the rates from the Department of Labor that the number of teachers that will be needed are 1,450 per year and Idaho is a couple of hundred teachers short of that. Even with the rate of increase Idaho will not meet that number over the next 10 years.

Mrs. Roach said the report referenced this being a national trend and she was wondering if he looked at international data to see if there are any other countries or states having success concerning this issue. Mr. Dean said he has not looked at international data but he could look at what options there are.

There were no further comments or questions from the Board.

## 9. School Districts Trustee Zone Boundaries Approval

### BOARD ACTION

**M/S (Clark / Hill) I move to approve North Gem School District and Sugar-Salem School District trustee boundary rezoning proposals legal descriptions as submitted in Attachments 1 and 2, and West Jefferson School District trustee boundary rezoning proposal with exceptions, as provided in Attachment 3. A roll call vote was taken and the motion carried 7-0. Mrs. Keough was absent from voting.**

There were no comments or questions from the Board.

## 10. Temporary Rule – IDAPA 08.02.01 – Enrollment Reporting

Ms. Bent said last year the Board approved a temporary rule that would allow districts to receive funding based on enrollment instead of daily attendance. All temporary rules expire at the end of the Legislative session making it necessary for the Board to reenact the temporary rule they approved last year. This temporary rule will remain in effect until the Legislature adjourns in 2023.

Dr. Clark said the recommendation to change the funding structure for Idaho schools is long standing and more work needs to be done. This temporary rule is a way to keep the fund the districts for all of the students they serve.

### BOARD ACTION

**M/S (Clark / Hill) I move to approve the temporary rule Docket 08-0201-2201, allowing average student FTE enrollment to be used for calculating average daily attendance, as submitted in Attachment 1.** A roll call vote was taken and the motion carried 7-0. Mrs. Keough was absent from voting.

Board President Liebich asked what the next step was, does the Governor need to sign this rule. Ms. Bent said the Governor must approve all temporary rules for them to go into effect. Conversations with the Governor's office have already taken place and once the Board approves this it will be sent to the state administrative rules office for publication.

Board President Liebich said when this rule was approved last year by the Board the cost was estimated to be \$21-22 million dollars. The difference this year is that the money has already been appropriated. Ms. Bent said that was correct.

There were no further comments or questions from the Board.

11. Another Choice Virtual Charter School – Nonrenewal Appeal – Hearing Officer Appointment

### BOARD ACTION

**M/S (Clark / Hill) I move to direct the Board's executive director to appoint a public hearing officer to hear Another Choice Virtual Charter School's appeal at a public hearing to be held as soon as possible, but not later than 60 days after April 4, 2022, and that the executive director requires the hearing officer to prepare recommended findings for the Board to consider on whether evidence not presented to the Commission should be considered by the Board, as well as other recommended findings detailed in IDAPA 08.02.04.403.07, and that the hearing officer recommend whether the Board should affirm or reverse the decision of the Commission to non-renew the Another Choice Virtual Charter School charter as detailed by IDAPA 08.02.04.403.08.** A roll call vote was taken and the motion carried 7-0. Mrs. Keough was absent from voting.

### AND

**M/S (Clark / Hill) I move to delegate to the Board's executive director the decision whether to allow oral arguments by Another Choice Virtual Charter School and the Commission at the meeting scheduled for the Board to consider the hearing**

**officer's recommended findings and decision.** A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

Superintendent Ybarra left the meeting.

At this time the Board recessed for 10-minutes returning at 10:46 a.m. (PT).

### **BUSINESS AFFAIRS AND HUMAN RESOURCES**

Dr. Hill said item 2 and 3 were required and are information items.

2. Intercollegiate Athletics – FY2021 Revenue and Expenses Reports
3. Intercollegiate Athletics – FY2021-2022 Compensation Reports
4. Intercollegiate Athletics – FY2022 Gender Equity Reports

**Pauline Thiros**, Athletic Director, Idaho State University said ISU is taking the following steps to address gender equity in women's athletics.

- ❖ Added infrastructure in terms of new positions such as adding women's assistant coaches in softball, track and field, strength and conditioning and volleyball and next year in women's soccer.
- ❖ A facilities review was completed so that women's sports have a place to host home competitions.
- ❖ Upgraded all women's athletic locker rooms and added training rooms for female student athletes.
- ❖ A golf simulator was added for the female golf team, added team rooms, film rooms, and travel budgets have been equalized between men and women athletes.
- ❖ Infrastructure has been addressed so for women's sports that will be added in the future there will be additional advisors, athletic trainers, assistant strength coaches.
- ❖ Upgraded equipment for student athletes.

There were no comments or questions from the Board.

**Terry Gawlik**, Director of Athletics, University of Idaho said UI is taking the following steps to address gender equity in women's athletics.

- ❖ Mental health awareness is high on the list and she is actively looking at adding a mental health counselor to the athletic department. This resource would be available across both the men's and women's athletic departments.
- ❖ UI is also looking at adding a food and nutrition counselor for the athletes for better performance.

- ❖ Adding a women's sport in the future would necessitate the need to hire strength and conditioning coaches, additional training rooms and academics.

**Brook Henze**, Athletic Director, Lewis-Clark State College, said LCSC is taking the following steps to address gender equity in women's athletics.

- ❖ LCSC is hiring an assistant women's coach and a women's assistant athletic trainer.
- ❖ LCSC is looking at expanding women's sports such as soccer.
- ❖ LCSC is working on roster minimums across all their sports.

There were no comments or questions from the Board.

**Jo Ellen Dinucci**, Associate Vice-President University Financial Services, Boise State University said BSU is taking the following steps to address gender equity in women's athletics. In addition to what has already been shared by the other universities she shared the following.

- ❖ BSU is adding a Director of Operations for Women's Sports.
- ❖ BSU has a new Director of Athletics and he is currently looking at ways to improve on their process for dealing with gender equity.

There were no comments or questions from the Board.

#### 5. FY2024 Budget Guidelines

Dr. Hill said the Board was going to take a different approach here. The Board is asking the college and universities to request items that maintain current operations, include inflation and include the CEC fund shift as well as system wide line items. In essence the Board is trying to build upon a successful budget cycle.

#### BOARD ACTION

**M/S (Hill / Clark) I move to direct the college and universities to request Fiscal Year 2024 budget items that maintain current operations, including inflationary adjustments and a Change in Employee Compensation fund shift, as well as systemwide line items. Occupancy costs may also be requested.** A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

Dr. Hill said concerning the system wide line items the board has a role to play; for example, the future of On-Line Idaho. Dr. Hill feels a collaboration between the institutions and the Board would be the way to proceed. Board President Liebich agreed saying the Presidents Leadership Council would perhaps be the best place to have this discussion.

President Satterlee, President Green, President Pemberton and President Tromp all spoke in favor of the collaboration aspects of this motion but with a reminder that not all of the schools have the same needs. All of the university's differences make them a greater whole.

There were no further comments or questions from the Board.

6. Boise State University – Issuance of 2022 General Revenue Refunding Bonds

Jo Ellen Dinucci, Associate Vice-President University Financial Services, Boise State University, says BSU is looking for permission to be able to issue bond if there is a change in rates, and they need the Board's approval for this permission.

**BOARD ACTION**

**M/S (Hill / Gilbert) I move to approve the request by Boise State University to issue one series of taxable general revenue refunding bonds and to find that this project is necessary for the proper operation of Boise State University and is economically feasible.** Board President Liebich, Dr. David Hill, Dr. Linda Clark, Cindy Siddoway, Cally J. Roach and William G. Gilbert, Jr., voted aye. Superintendent Ybarra and Shawn Keough were absent from voting. The motion carried 6-0.

**AND**

**M/S (Hill / Gilbert) I move to approve the request by Boise State University for a Supplemental Resolution for the Series 2022A Bonds, the title of which is as follows:**

**SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Refunding Bonds, Series 2022A (Taxable), of Boise State University; delegating authority to approve the terms and provisions of the 2022A Bonds in the principal amount of up to \$150,000,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the 2022A Bonds, and providing for other matters relating to the authorization, issuance, sale, and payment of the 2022A Bonds.**

Board President Liebich, Dr. David Hill, Dr. Linda Clark, Cindy Siddoway, Cally J. Roach and William G. Gilbert, Jr., voted aye. Superintendent Ybarra and Shawn Keough were absent from voting. The motion carried 6-0.

There were no comments or questions from the Board.

7. Boise State University – Professional Fee – Master of Athletics Training Program

**BOARD ACTION**

**M/S (Hill / Gilbert) I move to approve the request by Boise State University to implement a \$320 per semester professional fee, to be assessed during each of**

**the six semesters for the Master of Athletic Training, in place of the existing course fee.** A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

8. Boise State University – Program Fee – Associate of Arts/Associate of Science

#### **BOARD ACTION**

**M/S (Hill / Siddoway) I move to approve the request by Boise State University to charge an online program fee of \$350 per credit for the Associate of Arts and Associate of Science degrees.** A roll call vote was taken and the motion carried 6-0. Ms. Keough and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

9. Boise State University – Construction Management Project Authorization

Jo Ellen Dinucci, Associate Vice-President University Financial Services, Boise State University, said the Boise State University Foundation has been working with donors to fund a new construction management academic building on the northwest corner of Manitou Avenue and Beacon Street. The Boise State Construction Management program has grown nearly 60 percent since 2014. Today, there are more than 350 students in the program with 100 percent placement of graduates in industry positions. This is the oldest program in the college of engineering and is older than the college.

The projected cost is approximately \$4.5M, to be funded entirely through cash and in-kind donations made to the Foundation and constructed entirely by the Foundation. Once construction is completed the building will be donated to the university.

#### **BOARD ACTION**

**M/S (Hill / Clark) I move to authorize the construction of the Construction Management Building by the Boise State University Foundation on behalf of Boise State University, at no cost to the University, and to further authorize the President or designee to execute such documents and agreements, including the Ground Lease, and take such actions relating thereto as are reasonably necessary to permit the Foundation to construct the Construction Management Building.** A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.



10. Boise State University – Stadium Video Board Project – Gift Agreement/  
Construction/Naming

Jo Ellen Dinucci, Associate Vice-President University Financial Services, Boise State University, said Melaleuca proposes to donate \$4.5 million to the Boise State University Foundation in order to procure and install a south end video board in Albertsons Stadium, similar to the north end video board.

The video board will be purchased and installed by the Foundation and then donated to the university.

**BOARD ACTION**

**M/S (Hill / Roach) I move to approve the Foundation Gift and University Donor Recognition Agreement, and authorize the video board’s installation in Albertsons Stadium in accordance with that Agreement and the Site License Agreement in substantial conformance with Attachments 1 and 2, and further authorize the President or her designee to execute all necessary documents or agreements, and take such actions as are reasonably necessary to permit the Foundation to install the video board.** A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

11. Idaho State University – Professional Fee – Sign Language Interpreting Program

Rex Force, Vice-President Health Sciences, Idaho State University, said Idaho State University requests permission to change the fees for the Sign Language Interpreting model, discontinuing class fees and adding professional fees.

**BOARD ACTION**

**M/S (Hill / Siddoway) I move to approve the request by Idaho State University to add a professional fee of \$120.00 per credit to the Sign Language Interpreting program, in conformance with the program budget submitted to the Board in Attachment 1.** A roll call vote was taken and the motion carried 6-0. Ms. Keough and Superintendent Ybarra were absent from voting.

Mr. Freeman asked ISU to follow the staff comments and to formalize some articulation agreements for the 2+2 Program. Mr. Force agreed.

There were no further comments or questions from the Board.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

## 5. Program Progress Reports

Patty Sanchez, Academic Affairs Program Manager, Idaho State Board of Education gave a program progress report to the Board.

Board Policy III.G.9 requires all institutions to provide an initial progress report on new graduate and baccalaureate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new programs and whether institutions met their projected enrollments from initial proposal submission. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Board staff, with input from the Council on Academic Affairs and Programs, developed a template and a timeline to determine when programs will be reviewed.

- Baccalaureate programs - reviewed after six years of implementation.
- Master's programs - reviewed after four years of implementation.
- Doctoral programs - reviewed after six years of implementation.

Nine programs were reviewed.

**Boise State University**

The online Master of Science (MS) program projected 22 enrollments in the first year and projected an average of 64 graduates once the program was up and running. Based on actual numbers provided in the report, the program continued to maintain steady enrollment, reaching 53 enrollees and 24 graduates in year four; however, the program has not yet reached the initial enrollment and graduate projections as provided in the original proposal. BSU reports this was likely due to specific circumstances and gaps in education of students seeking admission into the program, ultimately leading to the need for students to take foundational courses before they could enroll and be successful in the MS in Accountancy program. To provide students with options, BSU's Department of Accountancy introduced an online MS Accountancy Foundations program in Fall 2020. This allows students to take a set of additional courses before moving onto the courses in the online MS Accountancy. Enrollment numbers in the MS Accountancy Foundations program have reached 62 in FY22. Combining this number with the 51 students enrolled in the MS Accountancy online totals 113 for the combined programs in FY 22, which surpasses the projected number of 106.

The Bachelor of Science in Business and Economic Analytics program projected a minimum of 50 enrollments in the first year and over the subsequent six years. The program also projected a minimum of 10 graduates per year. Based on actual numbers provided in the report, the program reached enrollment projections by year four and has maintained steady enrollment over the years, exceeding projections with 73 enrollments

in FY22. BSU also reports that the number of graduates has also remained steady and reached graduate projections in FY19 and FY20, although there was a dip in FY21. The program provided that this was likely due to the effects of the pandemic.

The Master of Science in Economics and Master of Economics program projected 16 enrollments in the first year and projected an average of eight graduates once the program was up and running. Based on actual numbers provided in the report, the program had slight increases in enrollment over the years, reaching 15 enrollments in FY22 and 4 graduates in year four; however, the program has not reached initial enrollment and graduate projections as provided in the original proposal. BSU states that this was partially due to somewhat unreasonable enrollment projections for a thesis-based and research focused master's program. BSU reports that the combined program was placed in the fifth quintile during program prioritization in 2020-2021. The program developed an action plan and identified strategies that will improve enrollment and graduation rates, and enhance curriculum and marketing of the program.

The Bachelor of Science in Games, Interactive Media, and Mobile (GIMM) program projected a minimum of 200 enrollments once the program was fully up and running. BSU determined that the program was considered up and running by year three. Based on actual numbers provided in the report, the program exceeded enrollment in year three with 223 enrollments and 254 enrollments in year four. For number of graduates, BSU initially projected a minimum number of 40 per year, once program is fully up and running. While initial numbers were not met by year three, the program reports that number of graduates has been increasing. Projections were met in year five of the program with 48 in FY21. The online Bachelor of Science in Imaging Sciences was approved by the Board in April 2015. The Imaging Sciences program projected a minimum of 200 INS enrollments and 180 graduates by year three. Based on actual numbers provided in the report, the program had 135 enrollments in FY21 with 41 graduates that same year. While the program has not reached initial enrollment and graduate projections as provided in their original proposal, BSU reports that the program has maintained solid increases. There has been a total of 412 student enrollments and 196 graduates, with 132 students currently enrolled.

### **Idaho State University**

The initial program proposal submitted to the Board did not provide enrollment and graduate projections over three-year period because those were not collected as part of the proposal process at that time. While projections were not provided, the program proposal did provide a statement indicating the program anticipated 20 enrollments in the first year. Based on the actual numbers provided in the report, the program exceeded expectations enrolling 27-58 students over a three-year period with 60 students currently enrolled. The program had 25 graduates in year four.

The Master of Taxation program projected 24-34 enrollments over a six-year period and 22-32 graduates. Based on actual numbers provided in the report, the program did not meet enrollment and graduate projections. At the end of FY20, the program stopped enrolling students and at the end of this semester, ISU plans to discontinue the program.

### **University of Idaho**

The expansion of the first year Law program to Boise was part of the dual-location model that the University developed with the Board's approval under a three-phased approach. Year two of the program was approved October 2012 and year three in August 2008. The dual-location model provides students with opportunities to take all coursework required to earn the Juris Doctorate degree at either the Moscow campus or the Boise campus, or a combination of both. For the purposes of this review cycle, this report is only providing progress on the initial expansion of the first-year program. It is important to note that the original program proposal submitted to the Board provided enrollment and graduate projections combined for both Moscow and Boise options. Based on the actual numbers provided for Boise only, the program had 143 enrollments at the time of implementation with increases each year reaching 251 by year five. The Boise location had 45-93 graduates over a four-year period.

The Bachelor of Science in Sustainable Food Systems program proposal submitted to the Board did not provide enrollment and graduate projections over three-year period because those were not collected as part of the proposal process at that time. While projections were not provided for that time period, the program proposal did include a statement indicating the program anticipated 12 initial enrollments with 10-12 graduates per year after year four. Based on the actual numbers provided in the report, the program did not meet enrollment or graduate projections. The program recently updated their curriculum to reduce the number of credits to 120 based on student feedback with hopes of broadening the audience for this interdisciplinary program. There are also efforts underway to alleviate confusion with an existing Urban Agriculture major that may have been a factor in the lower enrollment numbers.

### **ELECTION OF OFFICERS**

#### **BOARD ACTION**

**M/S (Roach / Siddoway): I move to nominate Kurt Liebich as Board President.** A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

#### **AND**

**M/S (Roach / Gilbert): I move to nominate Dr. Linda Clark as Board Vice President.** A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

**AND**

**M/S (Roach / Clark): I move to nominate Dr. David Hill as Board Secretary.** A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

**EXECUTIVE SESSION (Closed to the Public)**

Action Item to go into Executive Session

**M/S (Hill / Gilbert) I move the Board**

1. **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.”**

**AND**

**Boise State University**

**M/S (Hill / Gilbert) I move the Board**

1. **go into 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” and Section 74-206(1)(d), Idaho Code “to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code”.**

The Board moved to Executive Session at 11:48 a.m. (PT).

**BOARD ACTION**

**M/S (Hill / Clark): I move to go out of Executive Session.** A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

The Board returned from Executive Session at 12:37 p.m. (PT).

Dr. Hill stated that the Board concluded its discussion and took no action on the matter discussed.

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

**M/S (Hill / Clark) I move to adjourn the meeting at 12:40 p.m. (PT).**



**STATE BOARD OF EDUCATION MEETING  
 SPECIAL DRAFT BOARD MEETING  
 April 28, 2022  
 Idaho State Board of Education  
 OSBE Conference Room  
 650 West State Street, Suite 307  
 Boise, ID 83720**

A special meeting of the Idaho State Board of Education was held via Zoom teleconference April 28, 2022, with the call originating from the Office of the State Board of Education in Boise. Board President Kurt Liebich called the meeting to order at 2:00 p.m. (MT).

**Present**

Kurt Liebich, President	Cindy Siddoway
Dr. Linda Clark, Vice-President	Cally J. Roach
Dr. David Hill, Secretary	Superintendent Ybarra
William G. Gilbert, Jr.	

**Absent**

Shawn Keough

**Thursday, April 28, 2022 – 2:00 p.m. (MT)**

**BUSINESS AFFAIRS AND HUMAN RESOURCES**

1. Idaho State University Holt Arena – Action Item

Kevin Satterlee, President of Idaho State University reviewed the request with the Board members. He said in August 2021, Idaho State University received Board approval to move forward with bidding and construction for the Holt Arena renovation project.

In March 2022, based on engineering recommendations, the University initiated a seismic safety study of the Holt Arena to determine the facility's current seismic capacity. A team of consultants headed by HOK conducted a technical evaluation of the facility and identified a series of life-safety improvements necessary for the project to continue. The facility, in its current condition, does not meet current seismic life-safety requirements. The total additional cost of these life-safety improvements totals

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\$7,000,000 over the approved project cost. This work will provide seismic bracing to bring the entire arena to modern seismic industry standards and also support the weight of the new seating.

In addition to the needed life-safety improvements, ISU requests Board approval to complete two needed facility renovations that were not included in the current project scope because donor funding did not cover the additional cost. However, now that unanticipated major structural work is needed on the facility and the contractor will be mobilized to address the structural life-safety issues, the University feels this is the time to address two other needed renovations. First, the installation of translucent panels on the north wall of the arena to bring in natural light. The design for this was part of the initial study completed in the Fall of 2020 outlining enhancements to the arena. Bringing natural light in over the top of the newly planned ADA seating on the North side of the arena is a significant improvement, especially for events in the daytime such as track and field meets and graduation ceremonies. Second, the ceiling of the dome is in need of repair as the original insulation has been damaged by years of roof leaks and facility use that, over time, degraded the insulation. Unfortunately, small portions of the insulation currently fall down into the arena on a regular basis. The University is repairing the roof leaks to prevent future degradation of the insulation. The most cost-effective solution is to seal the current insulation in place by installing a ceiling covering stretched across the arena rafters, giving the dome a smooth, clean appearance, concealing interior insulation, and preventing any pieces from falling into the arena. The estimated cost for these improvements is \$960,000 for the translucent panels and \$1,825,000 for the ceiling. Both of these improvements would be completed in 2023 during the second phase of the project.

To finance the renovations, the University will temporarily use one-time savings and institutional reserves. While the University's unrestricted reserves are sufficient to accommodate this, and these reserves are not committed or restricted to a specific use or project, it is University staff's intention to use them for strategic projects and initiatives. The University is currently working with bond underwriters and bond counsel to explore the issuance of a revenue bond to fund a series of academic space, research space, and campus infrastructure upgrades. The University has a bond payment that expires in the current fiscal year (FY 2022) with a final payment of \$152,000 and another bond payment that expires in FY 2023 with the final payment of \$3,600,000. The University is pursuing a new bond issuance following the final payments on these existing bonds to fund other campus improvements and will add the Arena renovations to the bond issuance. Rough preliminary estimates of the bond payment allocated to this Arena project would be approximately \$600,000 to \$650,000 annually. The proceeds of the bond will be used to reimburse any institutional reserves used in this project.

**BOARD ACTION**

**M/S (Hill / Roach) I move to approve the request by Idaho State University to proceed with the seismic bracing and renovations to the Holt Arena for a total project cost not to exceed \$9,785,000.** A roll call vote was taken and the motion carried 7-0. Shawn Keough was absent from voting.

Dr. Clark asked for clarification. Since this project would not be a strategic project which typically would use college reserves what types of projects would fall into that strategic category for which the reserves would be more appropriate. President Satterlee said the one-time reserves are being used to help with retention efforts, improving graduation rates, upgrading spaces for students and upgrading student labs.

Mrs. Roach asked how far along the Holt Arena project was and when is it expected to be completed. President Satterlee said this project is being done in two phases. Phase one will be completed by this fall and phase two will be completed next year.

Board President Liebich asked if the seismic work was being done on both halves of the arena and does the cost being brought forward cover the full scope of the work. President Satterlee said that was correct.

There were no further comments or questions from the Board.

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

**M/S (Hill / Roach) I move to adjourn the meeting at 2:12 p.m.** A roll call vote was taken and the motion carried 7-0. Shawn Keough was absent from voting.



**STATE BOARD OF EDUCATION  
 SPECIAL DRAFT BOARD MEETING  
 May 6, 2022  
 North Idaho College  
 Edminster Student Union Building  
 Driftwood Bay Room**

A special meeting of the Idaho State Board of Education was held via Zoom teleconference May 6, 2022, with the call originating from North Idaho College Campus, Coeur d’Alene, ID. Board President Kurt Liebich called the meeting to order at 1:00 p.m. (PT).

**Present**

Kurt Liebich, President  
 Dr. Linda Clark, Vice-President  
 Dr. David Hill, Secretary  
 Shawn Keough

Cally J. Roach  
 Cindy Siddoway  
 Superintendent Sherri Ybarra

**Absent**

William G. Gilbert, Jr.

**Friday, May 6, 2022 1:00 p.m. (Pacific Time) 2:00 p.m. (Mountain Time)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

1. North Idaho College - Board of Trustees – Action Item

Board President Liebich, Dr. Linda Clark and Dr. David Hill gave an overview of why the Idaho State Board of Education became part of this process.

On January 12, 2022, Michael Barnes (zone 5) announced his resignation from the North Idaho College Board of Trustees, effective immediately. On April 6, 2022, the Board of Trustees failed to select a new trustee to represent Zone 5. On April 8, 2022, Trustees Christie Wood (zone 1) and Ken Howard (zone 2) announced their intent to resign from the Board, effective May 3, 2022. These resignations occurred on May 3.

With the resignation of three trustees, a majority of the positions on the North Idaho College Board of Trustees were vacant. Pursuant to Idaho Code § 33-2106(2), “if by

reason of vacancies there remain on the [community college] board less than a majority of the required number of members, appointment to fill such vacancies shall be made by the state board of education.”

On April 12, 2022, the Board issued a public call for candidates to serve on North Idaho College Board of Trustees for Zones 1, 2 and 5. Cover letters and résumés of interested applicants were collected through April 25, 2022. Thirty-seven individuals applied.

The executive officers of the State Board, comprised of Board President Kurt Liebich, Vice President Dr. Linda Clark, and Secretary Dr. Dave Hill, formed a subcommittee of the Board to review applicants’ resumes, select finalists from each zone to be interviewed, and bring forward a recommendation to the full Board. The subcommittee conducted interviews of finalists at North Idaho College on May 5, 2022. The interviews were streamed live for the public to observe.

The subcommittee then provided the full Board their recommendations for who should fill the three open positions which are being considered at today’s Special Board meeting.

Appointment to fill the current vacancies on the Board of Trustees will allow North Idaho College to address several critical issues, including hiring a new president and responding to accreditation requirements of the Northwest Commission on Colleges and Universities.

By law, appointed trustees “shall serve until the next trustee election, at which time [their] successor shall be elected for the unexpired term.” Thus, the three appointed trustees will serve until November 2022. The three appointed members may choose to run in the November election for the seats to which they are appointed.

### **BOARD ACTION**

**M/S (Clark / Hill) I move to appoint the following individuals to the North Idaho College Board of Trustees. Dr. David Wold Zone 1, John Goedde Zone 2, and Peter Broschet Zone 5. With all terms to be effective immediately.** A roll call vote was taken, the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.

There were no comments or questions from the Board.

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

**M/S (Hill / Keough) I move to adjourn the meeting at 1:10 p.m. (PT).** A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.



**STATE BOARD OF EDUCATION MEETING  
 Annual Board Retreat  
 May 11-12, 2022  
 Boise State University  
 Alumni Center  
 1173 University Drive  
 Boise, ID 83706**

A regular meeting of the Idaho State Board of Education was held May 11-12, 2022 at Boise State University in Boise, Idaho. Board President Liebich presided and called the meeting to order at 12:30 p.m. (MT).

**Present**

Kurt Liebich, Board President	Shawn Keough
Dr. Linda Clark, Vice President	Cally J. Roach
Dr. David Hill, Secretary	Cindy Siddoway
William G. Gilbert, Jr.	Superintendent Ybarra

**Absent**

None

**Wednesday, May 11, 2022, 12:30 p.m. (Mountain Time)**

**Work Session**

- 1. Board Retreat – Professional Development**
  - A. America Succeeds Presentation

Tim Taylor, Co-Founder and President, America Succeeds, presented the following information concerning The High Demand for Durable Skills to the Board.

Mr. Taylor shared the following information with the Board. For the past 40 years, the primary purpose of our schools has been to maximize academic achievement. However, the world has changed. We believe the purpose of schools today is to ensure students can think critically and creatively, collaborate effectively with others, apply skills and knowledge to solving real problems, and find meaningful, fulfilling ways to contribute to the world and their community.

Our hypothesis is that every job in every sector requires Durable Skills.

Those skills are:

- **Leadership:** Directing efforts and delivering results
- **Character:** personal and professional conduct
- **Collaboration:** teamwork and connection
- **Communication:** Information exchange and management
- **Creativity:** New ideas and novel solutions
- **Critical Thinking:** Informed ideas and effective solutions
- **Metacognition:** Self-understanding and personal management
- **Mindfulness:** Interpersonal and self-awareness
- **Growth Mindset:** Improvement and aspiration
- **Fortitude:** Constitution and inspiration

America Succeeds studied 80 million U.S. job postings from the past two years; across 22 sectors and the data showed that 77% of the U.S. job postings requested at least one durable skill. It has become even more critical to ensure every individual is prepared, or upskilled, with the Durable Skills necessary for long-term success in the workforce.

Other data provided:

- ❖ There were 100 durable skills grouped into 10 competencies.
- ❖ Almost 45 million U.S. job postings requested Communication skills (or 56%).
- ❖ The top 5 durable skills were requested 4.7 times more than the top 5 hard skills.
- ❖ Seven out of the 10 most requested skills were durable skills.
- ❖ Seventy-seven percent of all U.S. job postings in the last 2 years requested at least 1 durable skill.
- ❖ Over 38 million U.S. job postings (48%) requested three durable skills.
- ❖ Of the 503,000 job postings studied in Idaho over 375,000 Idaho jobs demanded durable skills. This was across 22 occupations, 20 industries and over 11,000 companies.

Mrs. Roach asked if any states were awarding certificates for students who achieved mastery on these skills. Mr. Taylor said there is currently no certificate awarded. Organizations are beginning the discussion concerning how to determine when someone has durable skills. They are developing a rubric with this question; by what age should someone have durable skills.

Superintendent Ybarra said students have communicated with her that they want more internships and work life experiences to gain some of these durable skills. Mr. Taylor said children of privilege are getting these skills during camps and travel. If these skills were imbedded in the curriculum then all students would have a fairer chance at being exposed to these skill sets.

Dr. Clark asked about Project Based Learning or Project Lead the Way. Mr. Taylor said some of the programs are now being asked to identify which durable skill the students are learning with their programs / curriculums so it is clear which skills they are being exposed too.



Tracie Bent, Chief Planning, Policy and Governmental Affairs Officer, Idaho State Board of Education said the skills identified as durable skills align with the college and career competencies the Board approved and incorporated by reference into Administrative Code the same as the subject area content standards. By law all public schools are required to teach the college and career competencies for their applicable grade ranges. The Boards Accountability Oversight Committee recently made recommendations around using the workforce readiness assessment that CTE uses to measure if students are being taught the competencies.

Board President Liebich asked if there were best practices in assessing these skills in students. Mr. Taylor said there is no comprehensive test for testing for durable skills. Community Colleges are very interested in this approach seeing it as a way to educate students with the skills that employers want. Board President Liebich mentioned the ACT work keys and wondered if that assessment could be modified to measure these skills. Mr. Taylor said they have talked to ACT, College Board and Myers Briggs, among others, and they said this was a big market but not big enough. CompTIA sells assessment software and when they saw this data they came to America Succeeds and said they would be willing to create an assessment for the workforce that can be used.

Mrs. Roach asked Dr. Clay Long if he had any thoughts on this conversation. Dr. Long, Administrator, Idaho Division of Career Technical Education, said the workplace readiness assessment they use was developed by C-Techs. Forty-seven hundred students took the assessment last year and 80% of them passed it, and those are all measured standards.

Dr. Hill made a clarifying statement; employers do not write everything they need in their job descriptions. Basing findings on just job descriptions will lead to an imperfect picture. What is almost never in a job description is good character. Dr. Hill asked if any data exists to show how the cut in funding for extracurricular activities has contributed to the lack of durable skills in our students. Dr. Clark said she wouldn't be surprised if this data would also show that the students with greater means have higher assessments over those who do not have privilege.

To Dr. Hill's point America Succeeds asked the employers who did not ask for durable skills, what can educational institutions do to help prepare students for acquiring durable skills.

Matt Freeman, Executive Director, Idaho State Board of Education asked if durable skills are native to student organizations that are part of CTE program. Dr. Long said yes. Ms. Bent said there are 4-5 states that require at least one CTE course, or a number of credits, for high school graduation.

Dr. Clark asked for the number of CTE students who were taking just one CTE course. Dr. Long said he would get that data to her after the meeting. Board President Liebich

asked if any student who took at least one CTE course took the assessment. Dr. Long said no, workplace readiness assessment is based on completing a program of study or taking at least two courses and being a senior.

Dr. Hill asked what type of requirement is there to take the test. Dr. Long said it is a timed test and students have 60 minutes to take it.

Wendi Secrist, Executive Director, Idaho Workforce Development Council, said the partnership between the Board of Education and Workforce Development to launch Next Steps / Connections is going to be an opportunity in getting employers and school districts involved. She believes we need to give our employers something actionable to do, such as how do we get more students into the workforce and how do we get employers into the classrooms. Ms. Secrist mentioned the perceived barriers to having a high school student in the workplace. The U.S. Department of Labor waives liabilities for employers who hire youth apprenticeship members. This type of communication works best from employer to employer who can tell a company how to get around the liability issues in hiring student workers. She believes when employers talk to each other they can better explain how to bring in apprenticeship students.

Mr. Freeman asked Ms. Secrist about apprenticeships and wanted an overview of where we stand on them. Ms. Secrist said we have over \$10 million dollars in funding through the U.S. Department of Labor to expand apprenticeships in Idaho. They can help any student between the ages of 16-24, in any occupation. The Idaho Department of Labor is helping to streamline this process. What used to take 6-8 months to get an apprenticeship registered now takes 6-8 weeks.

Dr. Clark said we really need to take a look at K-12 educator training standards and make sure incorporating the college and career competencies across content areas is part of the instruction. It would be helpful in training teachers to teach differently and identify where it can be done and ensuring every student receives these real-world skills.

Board President Liebich asked Mr. Taylor to bring forward to the Board any innovative policies that could benefit Idaho from his conversations with educators around the country. He also Mr. Taylor to bring the data presented today to the annual meeting of school administrators that will happen this coming August.

Mr. Taylor made a closing statement. Data has shown that those between the ages of 18-24 who lose their jobs lose it because of a lack of durable skills. This job loss can lead to a spiral in them being un or under employed for their entire careers.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break, returning at 1:55 p.m. (MT).

## B. Emsi Burning Glass Presentation

Dr. John Barnshaw, Vice President, Educational Services and Rachel Otto, Senior Account Manager, Education Success, Universities, EMSI Burning Glass shared the following data with the Board.

- EMSI Burning Glass is headquartered in Moscow, Idaho.
- They are a leading labor market analytics company with more than 900 million job postings.
- They partner with more than 1,000 institutions of higher education in North America.

### Demographic Drought – Boomers Exiting the Labor Force

- ❖ In 1997 there were 66 million boomers in the workforce and that number is now down to 41 million (2017).
- ❖ Millennials, Gen Xers, Silent/Greatest and Post-Millennial generations are not making up the difference in the workforce.
- ❖ Currently there are 11 million job openings across the country; 4 million immigration visas stuck in processing; 6 million unengaged U.S. workers.
- ❖ Immigration fell during 2020; immigration centers have not restaffed consulates making backlogs even worse and birth and unemployment rates are falling in countries we always relied upon for new workers.
- ❖ Why are workers unengaged in working? Childcare costs are more than most people make in a year; Childcare facilities struggle to fully staff their centers with qualified employees. This staffing problem directly affects the number of children they can serve. Childcare expenses can undercut the economic benefits of returning to work, especially for lower-wage workers.
- ❖ In Idaho there are over 500,000 people, over the age of 16, who are not in the labor force.
- ❖ In Idaho data from 2021 shows that:
  - Idaho's population grew by 179,527 over the last 5 years and is projected to grow by 165,690 over the next 5 years.
  - Jobs grew by 100,129 over the last 5 years and are projected to grow by 87,851 over the next 5 years.
  - Median household income is \$7.1K below the national median household income of \$62.8K.
  - Some of the fastest growing populations in Idaho are the white Hispanic population which is expected to rise by 38% to almost a quarter million people.
  - The population of those who identify with two or more races, plus non-Hispanic, is slated to grow by 68%.
  - Six percent of people with a college degree work from home and that number is increasing.

**Retaining Talent in Idaho**

- ❖ Approximately 15 percent of students attending Idaho public colleges and universities are from out-of-state.
- ❖ Many more would have left the state had it not been for Idaho public colleges and universities pricing.
- ❖ In 2021, the expenditures of relocated and retained students added \$170.7 million for the Idaho economy which supported 4,084 jobs.

This data is important for a Higher Education strategy. This data helps Idaho institutions set out of state tuition prices. They look at how much it costs for in-state tuition for those in other states and target those populations with more attractive tuition pricing.

Looking at the states where students come from to attend Idaho's Universities we see the majority of students are Idaho natives. However, students are also coming from Washington, California, Oregon and Utah.

Board President Liebich asked how these retention numbers compare with other state education systems. Ms. Otto said a review of the data shows Idaho universities maintain 60-70% retention of these alum.

**CTE, Microcredentials, Skill Pathways****Fastest Growing Industries in Idaho 2018-2020**

- Health Care and Social Assistance
- Manufacturing
- Professional, Scientific and Tech
- Project Management Specialists and Business Operations had a 47% increase in occupations with median hourly earnings of \$34.87 an hour.
- Software Developers increased 35% with an hourly wage of \$44.11.

Further review of the data shows that relying just on high school graduates to increase enrollment numbers for Idaho universities will not work because the population growth is not matching those projected student growth numbers. What will have to happen is to reach out to adults already in the workforce and to cycle them in and out of education over their lifetimes.

Microcredentials are short, focused credentials designed to provide in-demand skills, know-how and experience. Stackable microcredentials can also provide a pathway to a certificate or full degree, now or when you are ready.

**Demonstrating Value to the Public**

- ❖ Sixty-one percent of adults believe higher education is going in the wrong direction.
- ❖ Thirty-four percent of undergraduates strongly agree that they will graduate with the job market skills they need.

- ❖ Eleven percent of business leaders strongly agree that graduating students have the skills their businesses need.
- ❖ Eighty-three percent of first-year students attend college to be able to get a better job.
- ❖ Eighty-three percent of graduated students believe their higher education degree did lead to a meaningful career path.

Dr. Clark asked for more insight into the statement of the institutions redefining student success. Ms. Otto said students when they graduate do not feel that graduation is the end goal but they are thinking about career paths and lifelong career transitions. And perhaps what other types of learning will be in their future for them to advance in their careers.

Mrs. Keough said what does the current academic alignment verses industry needs mean. Dr. Barnshaw said it means a healthy program mix. He looks for the following three things: Is there internal demand for students to go through a program; is there an external demand component that aligns with the labor market; are we delivering quality instruction that aligns with the above.

Mrs. Roach said so much of Idaho is rural and how do we reach out to them. There are jobs in rural communities but how do we engage with those seeking jobs through education. Dr. Barnshaw said many states are grappling with the challenge of getting those in rural areas connected. Ms. Otto said many of the Hispanics in rural areas would be first-generation students to higher education. Exploring their needs directly could be beneficial.

Ms. Secrist mentioned the Idaho Launch program (<https://idaholaunch.com/>). Fifty million in funding was received from ARPA funding to invest in workforce training over the next 10 years. Workforce Development surveyed employers across industries to find out what skills they expect to hire for in the near future. And to find out which skills employers are looking to hire for in the region. Using some of the data that comes from EMSI Burning Glass and data from Idaho's labor market they looked at companies that have more than 150 job openings or more per year.

Dr. Hill asked will the Launch Program be offering certificate programs. Ms. Secrist said yes, that is what they will be reviewing. Dr. Hill mentioned the problem with financial aid and certificates. Ms. Secrist said that has always been the intention of Launch; to fill the gap where financial aid can't.

Dr. Clark asked how is Launch working with teachers. Ms. Secrist said Launch is hoping to pay tuition for teachers when they are doing their student teaching. Dr. Clark offered to meet with Ms. Secrist to discuss ways to help with teacher retention or incentives. The districts are reporting an onslaught of teacher retirements and Idaho is not going to be able to fill thousands of teacher's jobs.

Ms. Secrist said she would like to come to the Board over the summer when the survey data is complete showing what Idaho's business owners are looking for.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 3:15 p.m.

- C. Institution Business Models and
- D. Higher Education Strategic Conversation

Dr. Hill led the discussion. What concerns him is that every institution forecasts student enrollment being on the increase but he said that cannot be sustained, especially with the declining birth rate.

Dr. Cathleen McHugh, Chief Research Officer, Idaho State Board of Education did an analysis on the Idaho birth rate. Her data showed that:

- ❖ During the last recession the birth rate in Idaho dropped more than the national average.
- ❖ Idaho's population has gotten older which can explain some of this declining birth data.
- ❖ Of those who are of peak child bearing years data shows they are having less children.
- ❖ Enrollment data increases are coming from people moving into the state, not from a rise in the birth rate.
- ❖ The Idaho Department of Labor does population projections and for those aged 15-19 they are projecting a 7% increase in population from 2019-2029.
- ❖ For the states which send Idaho students (Washington, California, Oregon, Utah) only two of those states are projected to have a population growth; one state stays flat and one sees a population decrease.

Dr. Hill said BSU draws heavily from white students from Southern California and that is a declining population. Dr. Hill opined where is the Boards responsibility and the institutional responsibility on this issue.

Board President Liebich said at a Board level the Board needs to focus on getting the message out that obtaining a higher education degree is valuable; how do you retain the students we have; how do we think about education and make it less about the degree and more about skill set. Every institution, in trying to attract new students, will try to come up with new programs whether it be getting an associate's degree at a 4-year institution or a 2-year institution wanting to offer a Bachelor's degree.

Dr. Hill finds that what works well is managed competition which has yet to be defined. Mr. Gilbert agreed and wondered if treating all of the schools the same was part of the problem since they are not all the same. A review of what the institutions do well, and



what they are capable of, would need to be done in order to come up with managed competition. That discussion has never really taken place.

Board President Liebich asked for more of the history on this issue. Mr. Gilbert said 20 years ago all of the institutions were told not to compare programs so they responded to incentives that were put in front of them by the Board of Education. They were told to grow their enrollment and make it work. It would take a lot of discussion and several years to foster the changes that need to be made. He further said that the tone has changed. There is more collaboration between the institutions and the Board is different.

Dr. Clark said even a few years ago there would have been shock to hear that students can take courses from multiple institution's and get their degree.

Mrs. Roach brought up the nursing program that is offered by ISU + BSU. Mr. Gilbert said the question should be asked if Idaho has the most efficient mechanize for delivering nursing education in the state of Idaho.

Dr. Hill said each college has a different code for the exact same class. When the Board tried to get them to use a common numbering system they reacted like they were asked to overthrow the government. Dr. Clark said 10 years ago ISU could not deliver English to Renaissance High School students because they did not have the authority to deliver English in Meridian. Idaho has come a long way.

Dr. Hill said with the advent of On-Line Idaho across the state and with the delivery of GEM courses it should enable strategic specialization. He further said to pilot this discussion he believes we need a statewide approach to engineering. Not one of our institutions is a top ranked engineering school, but as a state, and if they worked together, they can deliver that degree. The same approach can be taken with nursing and teacher education.

Mrs. Roach asked the question about why does each institution have their own enrollment and retention software and is it necessary. She also asked for rural education outreach and if there is a best in class approach.

Mrs. Keough said enrollment and the go-on rates coupled with what the business community say they need should be the drivers for system change.

Dr. Hill and Mr. Gilbert brought up the issue of courses being brought forward by three different institutions building three different programs around cyber security. The Board has no idea if these programs are complimentary or competing. Dr. Hill thinks an outside entity should be brought in to review these programs to see if they are complimentary or competing. What is needed is a statewide leader to bring everything into focus.

Mr. Freeman mentioned the \$100,000 given to the Board of Education by the Legislature to develop a plan for building out engineering and that Scott Greco, Deputy Director, Idaho State Board of Education will be meeting with the Deans of the Colleges of Engineering and their industry advisory groups. Dr. Hill said he could help with that meeting.

Dr. Hill said how will the legislation be written to support the statewide program. Where is the expertise in doing that. Dr. Clark seconded the notion of bringing in an outside person to look at where each institution is now and how do we get back on track to the Board's original notion of a shared combined program. She does not believe that can be done internally. Mr. Freeman said with an aggressive timeline the Board can form the budget request for next legislative session.

Gideon Tolman, Chief Financial Officer, Idaho State Board of Education, asked for direction. Several of the institutions were writing up something now on cybersecurity and should they be told to place those plans on hold. Dr. Hill said to let them proceed and then see what they come up with.

Mrs. Keough said the Board will most likely have to narrow the institution's missions down as we progress in this effort so there is clear delineation between the institution's and what their missions are and aren't.

Dr. Hill said the Board also needs to understand what ERP convergence is and what it means. Does it mean everyone uses the same software, or are they interoperable, or do they use the same student information system. He further believes this topic should fall to the Business, Affairs and Human Resources Committee for further discussion. Mr. Gilbert asked if the Board office has the resources to begin even scoping out the definitions of ERP. Mr. Freeman said the Board office did get \$1 million dollars this year for ERP convergence but we would have to engage consultants to work on this program. But an answer to this question has to happen first; do you want to move to one platform or do the four separate University platforms talk to each other to get the data.

Dr. Clark asked what data do we need that we don't have. Mr. Gilbert said the questions should include;

1. What are the relative costs of each system.
2. How are the renewals done.
3. What are each of the systems.
4. On a per pupil basis what do the costs look like.
5. What technology programs are being utilized and how do they communicate.

Mr. Gilbert mentioned another topic for discussion concerning the two-year colleges which want to offer 4-year education. The Board has to have a proactive perspective on this issue.

Mrs. Roach said down in southern Idaho there is a need for more teacher education at a Bachelor's level and it has not been delivered. Dr. Clark said when the Board denied the request by CSI it was because there were assurances made by ISU that they would deliver the needed education. She thinks ISU should be asked to give us an update on their progress on making good on their commitment to providing those courses.

Mrs. Roach mentioned how short handed the high schools were in career advising and wondered if the colleges could help with this short fall. It was disclosed that College of Southern Idaho, Lewis-Clark State College and North Idaho College already offer this support.

Mrs. Keough mentioned SB 1374 regarding career pathways that did not pass the House. Ms. Bent said last year the Board did include as part of the negotiated rule making a requirement for middle schools to provide instruction to students on career pathways. This requirement took effect in March 2022.

There were no further comments or questions from the Board.

Superintendent Ybarra left the meeting at 4:40 p.m. (MT).

**EXECUTIVE SESSION (Closed to the Public) – Action Item**

1. To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public-school student.

**BOARD ACTION**

**M/S (Hill / Roach): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public-school student.** A roll call vote was taken and motion carried 7-0. Superintendent Ybarra was absent from voting.

The Board entered into Executive Session at 4:42 p.m. (MT)

The Board recessed at 6:00 p.m. (MT)

**Thursday, May 12, 2022 – 9:15 a.m. (Mountain Time)****EXECUTIVE SESSION (Closed to the Public - Continued) – Action Item**

1. To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public-school student.

Board Members entered into Executive Session at 9:15 a.m. (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open

Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

**BOARD ACTION M/S (Hill / Siddoway): 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 2:25 p.m. (MT), effectively adjourning the meeting.