

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

TAB	DESCRIPTION	ACTION
1	ONLINE IDAHO UPDATE	Information Item
2	REMEDICATION REPORT	Information Item
3	BOARD POLICY III.M. PUBLIC POSTSECONDARY ACCREDITATION – FIRST READING	Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022

SUBJECT

Online Idaho Update: Implementation and Investment Outcomes

REFERENCE

June 10, 2020	The Board approved and forwarded a request to the Coronavirus Financial Advisory Committee for \$4M to support the development of a system-wide digital campus for postsecondary education.
June 29, 2020	The Board received an update on CFAC funding and two different potential models for a digital campus in Idaho.
July 9, 2020	The Board approved an Initial Implementation Plan and directed staff to access funds from the Governor's Coronavirus Financial Advisory Committee to pursue this plan.
August 24, 2020	The Board received an update on Idaho's digital campus project that highlighted early outcomes in institution engagement, shared governance, project roadmaps, and state purchasing.
November 2, 2020	The Board received an update on the initiative, approved the name "Online Idaho," and approved contracts with Instructure for two additional years of statewide Canvas licensing.
October 21, 2021	The Board approved fully online cybersecurity degrees that were jointly designed by faculty at Boise State University and Lewis-Clark State College for course sharing through Online Idaho's course exchange.
December 15, 2021	The Board received an update on the progress of the Online Idaho initiative, including a demonstration of the current platform capabilities.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In response to the mission-critical pivot of colleges and universities to online and remote instruction during Spring Semester 2020, the Board formed a working group to explore the concept of a "digital campus" that could drive new growth toward low-cost, high-quality, career-relevant, online-first postsecondary educational experiences that reach every Idahoan in times of crisis as well as calm.

Under Board direction and in partnership with other state agencies and institutions, Online Idaho has emerged as a collaborative effort to fortify digital teaching and learning infrastructure through new investments in interoperable software, services, and resources.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022

Key investments in the product suite of a third-party vendor named Quottly consolidates access to existing online courses and programs via a statewide course exchange. The Board's partnership with Quottly has garnered positive nationwide attention both for the speed in which a system-like strategy for online course sharing has been implemented at scale and for demonstrating how a technical solution may streamline administrative processes without undermining institutional autonomy.

Other investments in access to a common learning management system, a digital authoring platform, and professional services from open and online learning organizations promote consistency and buoy inter-institutional excellence among online and on-ground learning contexts alike. Investments made to address institution-specific support needs have further reduced inequities between institutions in the areas of accessibility, IT support, records retention, and project management.

IMPACT

Whether statewide or institution-specific, the software, services, and resources that Online Idaho provides have led to new, collaborative conversations about what is possible for open educational resources, zero textbook cost degrees, quality assurance, online accessibility, digital literacy, professional development, student support, instructional design, continuing education, and other contemporary teaching and learning topics in Idaho.

ATTACHMENTS

Attachment 1 – Online Idaho Update: Implementation and Investment Outcomes

STAFF COMMENTS AND RECOMMENDATIONS

Board updates include an overview of where funding was invested during implementation, the outcomes of those investments, and the possibilities that exist for strategic ongoing investments in Online Idaho.

BOARD ACTION

This item is for informational purposes only.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022

SUBJECT

Annual Remediation Report

REFERENCE

- | | |
|---------------|--|
| December 2017 | Board received annual remediation report, pursuant to Board Policy III.S. |
| December 2018 | Board received the annual remediation report reporting out on the effectiveness of the Complete College Idaho remediation reform efforts as part of the Strategic Planning work session. |
| October 2019 | The Board approved the first reading of changes to Board Policy III.S. Remedial Education, clarifying student readiness levels. |
| December 2020 | The Board approved the second reading of changes to Board Policy III.S. |

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.S. Remedial Education requires institutions to report annually to the Board their “success rates in Corequisite support models” and success rates in other “remedial courses” annually. This report is a summary of institutional data submitted to the Office of the State Board of Education, covering remediation success rates through the end of the 2020-2021 academic year.

The Board authorizes four remediation models for use in the public postsecondary institutions for English and Mathematics:

- Corequisite Course Model - Remedial instruction is offered in a designated course taught in the same term and in tandem with the course material for the college level offering; most typically by the same instructor and with a complimentary meeting pattern.
- Corequisite Support - Similar to a Corequisite course, remedial content is delivered within the same term as the college level offering, but a regularly scheduled remedial section offering is not employed.
- Embedded Model – Remedial content is delivered during the same classroom setting as the college level course offering.
- Emporium Model – Remedial content is delivered through a (most typically) self-paced computer lab setting where modules or learning packets are available to the individual student.

In addition to these authorized remediation models, pursuant to Board policy III.S, “institutions may pilot the use of Alternative delivery models, provided the models are evidence based. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of their intent to pilot a new delivery

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022

model and the results of said pilot. Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Corequisite Support models.”

While English remediation in the eight public postsecondary institutions in Idaho is now exclusively offered through the Corequisite course model, math remediation is offered through several pedagogical models across the eight institutions, including the Corequisite models, the Emporium model, and Alternative models in pilot. Some institutions still offer Traditional math remediation as they transition to an authorized model by Fall 2022, as required by Board policy. No institution is implementing an alternative approach to math remediation in a formal pilot, but some institutions offer Math 108, which is considered an alternate form of traditional remediation, except in cases where Math 108 is the required math course for Career Technical Education programs.

IMPACT

This report provides the Board with longitudinal data regarding the success of the remediation models required by policy, compared to Traditional remediation approaches in both math and English language arts. The report helps the Board understand the efficacy of this policy in promoting postsecondary student advancement and completion.

ATTACHMENTS

Attachment 1 – Annual Report on Remediation in English and Math in Idaho Public Postsecondary Institutions

STAFF COMMENTS AND RECOMMENDATIONS

In English language arts, where the Corequisite approach is used at all eight Idaho public postsecondary institutions, pass rates for students in the Corequisite model are higher than pass rates using the now-defunct Traditional model, with an overall average pass rate of 73.3% in the Corequisite model compared to 62.9% in the Traditional model across all institutions since 2014.

In math, over a similar time period, institutions using the Corequisite model have an average student pass rate of 78.6%, compared to 56.5% pass rate for the Emporium model, 57.9% for alternative models, and 61.8% for Traditional models. It’s important to note that the average pass rate for the University of Idaho, which uses the Emporium model exclusively, is 66.4%, which is lower than the average and institutional-level Corequisite pass rates, but higher than the average pass rate for the Emporium model when combined with all institutions that use the Emporium model.

The data from 2014-2021, which this report covers, clearly indicate that Corequisite remediation is the most successful model for both math and English

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

language arts in terms of student pass rates in those remedial courses. This result is bolstered by additional data in the report showing that students who successfully complete a Corequisite course are more likely to pass a subsequent credit-bearing math or English course than students who completed a remedial course using any other model.

BOARD ACTION

This item is for informational purposes only.

A Report on Remediation in English and Math in Idaho's Public Postsecondary Institutions

Results through the 2020-2021 Academic Year

Published April 2022



Introduction

Idaho State Board of Education Policy III.S. Remedial Education requires institutions to report annually to the board their “success rates in Corequisite support models” and success rates in other “remedial courses” annually. This report is a summary of institutional data submitted to the Office of the State Board of Education, covering remediation success rates through the end of the 2020-2021 academic year.

The Board authorizes four remediation models for use in the public postsecondary institutions for English and Mathematics:

- *Corequisite Course Model* - Remedial instruction is offered in a designated course taught in the same term and in tandem with the course material for the college level offering; most typically by the same instructor and with a complimentary meeting pattern.
- *Corequisite Support* - Similar to a Corequisite course, remedial content is delivered within the same term as the college level offering, but a regularly scheduled remedial section offering is not employed.
- *Embedded Model* – Remedial content is delivered during the same classroom setting as the college level course offering.
- *Emporium Model* – Remedial content is delivered though a (most typically) self-paced computer lab setting where modules or learning packets are available to the individual student.

In addition to these authorized remediation models, per Board policy, “institutions may pilot the use of Alternative delivery models, provided the models are evidence based.”

While English remediation in the eight public postsecondary institutions in Idaho is now exclusively offered through the Corequisite course model, Math remediation is offered through several pedagogical models across the eight institutions, including the Corequisite models, the Emporium model, and Alternative models in pilot. Some institutions still offer Traditional math remediation as they transition to an authorized model by Fall 2022, as required by Board policy.

Boise State University offers a modified Corequisite approach to their remediation program that focuses on success and self-efficacy (both in general education math classes and in subsequent math-dependent courses in degree programs) and that serves as a cornerstone for broader student success efforts. Boise State has replaced two traditional math courses (Math 025 Elementary Algebra and Math 108 Intermediate Algebra) with two new courses focused on building a strong math foundation (Math 103 Mathematics Transition for Success and Math 133 Elementary Models with Functions). Additionally, Math 133 fulfills the general education requirement whereas its predecessor (Math 108) did not. Additionally, students are often accelerated into higher level courses at varying points in the term and provided non-credit

bearing Corequisite support.

University of Idaho offers remediation through an Emporium model with the core content built on Math 108 Intermediate Algebra. While course work is self-paced, weekly time commitment is required and group meetings, covering study materials and course explanations, are also required.

Idaho State University offers Traditional math remediation (Math 015 and Math 025), as well as enrollment in Math 108 (locally 1108) Intermediate Algebra, an Alternative model which allows progression into Math 143 (1143) College Algebra. The institution has also recently added the Corequisite course model and another Alternative model called accelerated math.

Lewis-Clark State College offers both Corequisite courses and Traditional remediation through Math 015 and Math 025. The school began offerings in Corequisite math in 2017.

College of Western Idaho offers both Emporium and Corequisite courses. Within the Emporium model, modular learning content is offered that encompass preparatory outcomes of various college level courses. Group sessions are offered but not required. The school began offerings in the Emporium model in 2015 and Corequisite in 2017.

College of Southern Idaho offers both Corequisite courses and Traditional remediation through Math 023 Mathematics for College Readiness and Math 043 Algebra for College Readiness. The school began offerings in Corequisite math in 2017.

North Idaho College offers Traditional math remediation (Math 015, Math 025 and Math 090), as well as enrollment in the Alternative Math 108 model, which allows progression into Math 130 Finite Mathematics and Math 143 College Algebra.

College of Eastern Idaho offers remediation through Traditional methodologies (Math 100 Introduction to Algebra), Corequisite courses, and the Alternative Math 108 model.

While the offering of Math 108 at the various institutions is being categorized as remedial coursework, institutions do not uniformly identify the subject as remedial. However, while some institutions classify the course as remedial and others as college level, no institution currently allows Math 108 to meet degree requirements as a math component; though some institutions do allow the use of the course as a general elective. For the purposes of this report, the Alternative Math 108 and accelerated models are classified as “Other” models.

English Remediation

Since 2019, English remediation at Idaho’s eight public postsecondary institutions has been offered exclusively through the Corequisite course model. Across all institutions, pass rates in the Corequisite model are higher than pass rates using the now-defunct Traditional model, with an overall average pass rate of 73.3% in the Corequisite model compared to 62.9% in the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

ATTACHMENT 1

Traditional model across all institutions and years (Table 1 and Figure 1). Corequisite remediation pass rates for each institution across all years are shown in Table 2 and Figures 2 and 3, while historic Traditional remediation pass rates for all institutions that have offered this approach are shown in Table 3 and Figure 4.

Table 1. Averages Across All Institutions of English Remediation Pass Rates.

Year	Corequisite	Traditional
2014	74.5%	68.4%
2015	73.0%	60.0%
2016	72.2%	63.7%
2017	74.5%	64.7%
2018	73.0%	57.5%
2019	76.9%	*
2020	72.7%	*
2021	69.8%	*
Average of averages	73.3%	62.9%

*Only Corequisite remediation offered from 2019.

Table 2. English Corequisite Remediation Pass Rates

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	*	88.4%	68.7%	76.0%	*	*	64.9%	*
2015	83.7%	83.2%	75.4%	80.4%	*	62.8%	65.2%	60.4%
2016	87.0%	83.0%	78.7%	76.7%	69.2%	49.7%	71.9%	61.5%
2017	92.1%	87.5%	73.4%	68.4%	87.5%	49.4%	69.9%	67.8%
2018	86.9%	87.2%	76.4%	71.2%	78.1%	55.3%	68.2%	61.0%
2019	81.0%	87.1%	81.8%	66.0%	87.5%	76.5%	68.9%	66.7%
2020	82.6%	84.8%	74.2%	55.7%	86.0%	73.3%	69.0%	55.8%
2021	80.3%	76.6%	67.7%	60.5%	83.3%	68.8%	61.6%	59.3%

*Corequisite remediation not yet implemented.

Table 3. English Traditional Remediation Pass Rates at Institutions that have Offered this Model

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	86.8%	*	*	69.3%	*	54.6%	64.8%	66.7%
2015	*	*	*	68.5%	*	52.4%	*	59.0%
2016	*	*	*	56.0%	*	72.0%	*	63.2%
2017	*	*	*	*	*	66.7%	*	62.8%
2018	*	*	*	*	*	*	*	57.5%
2019	*	*	*	*	*	*	*	*

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

ATTACHMENT 1

2020	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*

*Traditional remediation replaced by Corequisite model.

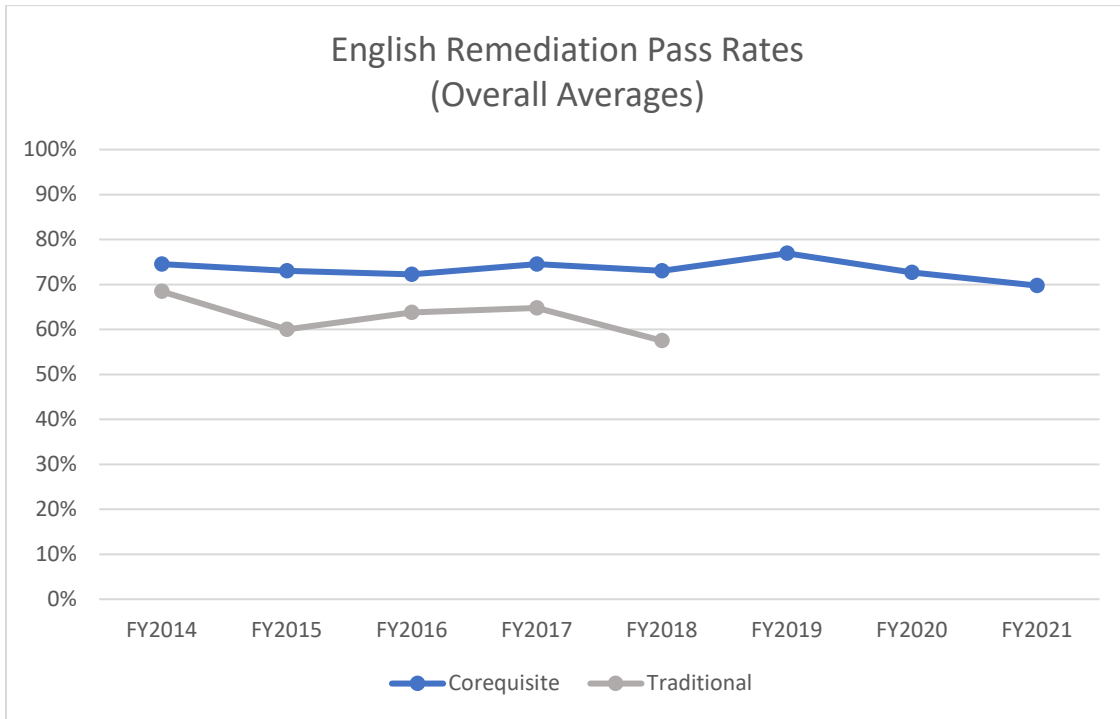


Figure 1. Annual average English remediation pass rates for Corequisite and Traditional models.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

ATTACHMENT 1

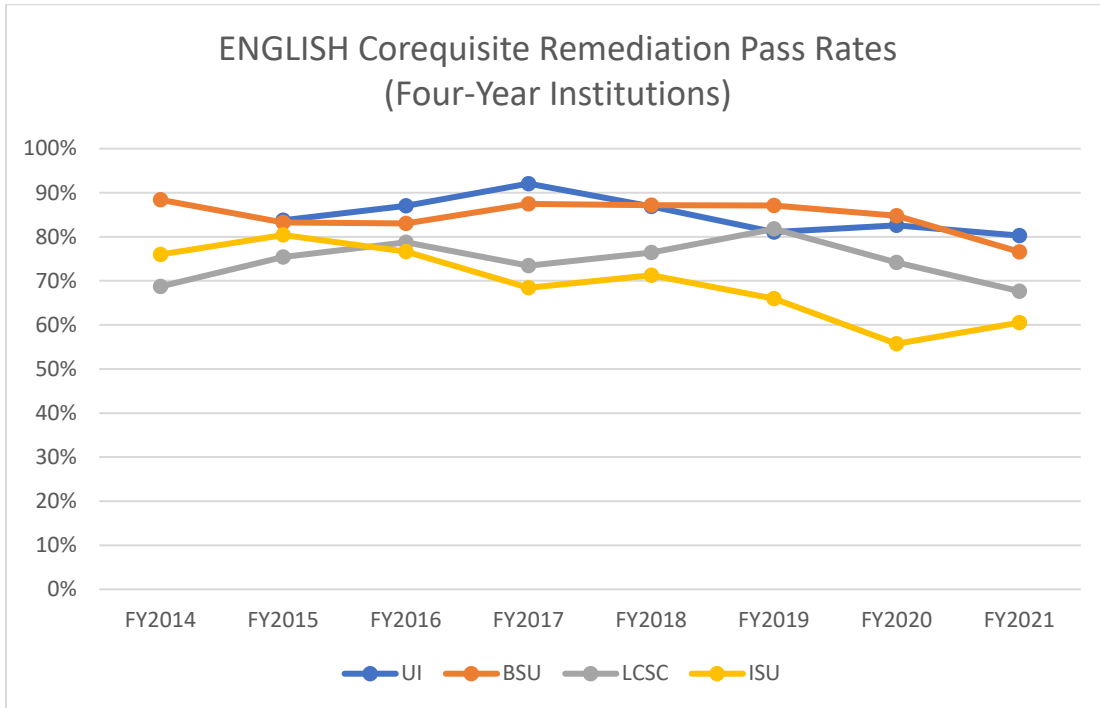


Figure 2. English Corequisite remediation pass rates at the four-year institutions.

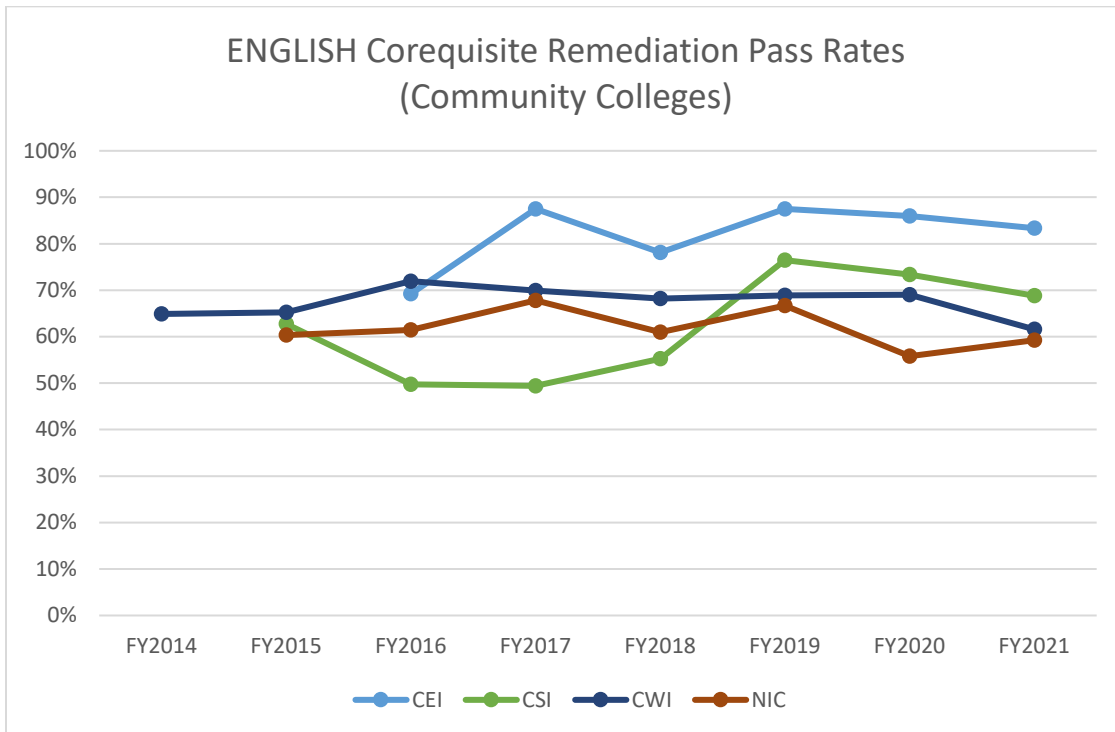


Figure 3. English Corequisite remediation pass rates at the community colleges.

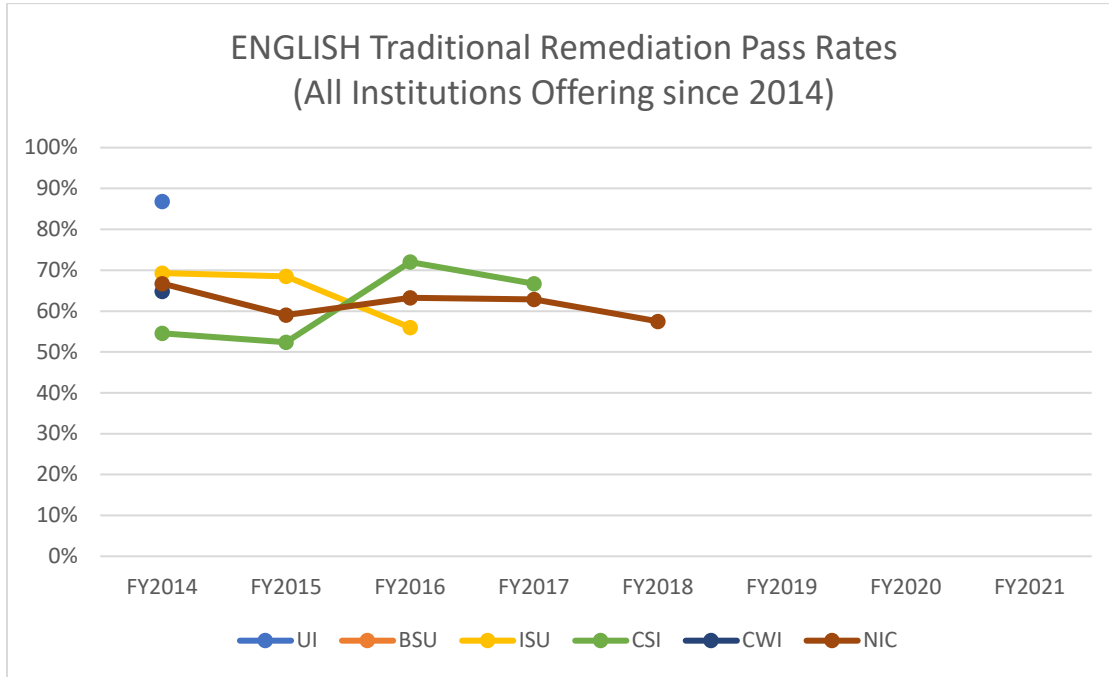


Figure 4. English Traditional remediation pass rates at all institutions that offered this model.

In addition to pass rates in remediation courses, institutions also reported the percent of students who took a remedial course and then completed a subsequent credit-bearing English course within a year with a “C” grade or higher. In general, across all institutions and years, students who took Corequisite remediation had higher completion rates in subsequent college-level English courses than students who took Traditional remediation (Tables 4 & 5 and Figures 5-8).

Table 4. Percent of Undergraduate, Degree-Seeking Students Who Took a Corequisite English Remedial Course and Completed a Subsequent Credit-Bearing English Course Within One Year with a “C” or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC	Averages
2014	*	89.3%	30.1%	84.0%	*		62.8%	*	66.5%
2015	77.6%	86.2%	34.7%	84.3%	*	73.3%	67.7%	50.9%	67.8%
2016	79.4%	85.2%	52.2%	78.5%	7.7%	70.2%	70.8%	59.0%	62.9%
2017	74.9%	88.5%	43.0%	72.7%	0.0%	69.8%	71.6%	63.1%	60.4%
2018	73.4%	88.5%	34.6%	73.8%	3.1%	67.7%	70.3%	53.8%	58.1%
2019	69.0%	87.1%	76.3%	69.0%	17.5%	76.5%	74.1%	52.4%	65.2%

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

ATTACHMENT 1

2020	71.0%	84.8%	59.6%	60.1%	21.3%	70.3%	69.6%	47.8%	60.6%
------	-------	-------	-------	-------	-------	-------	-------	-------	-------

*Corequisite model not yet implemented.

Table 5. Percent of Undergraduate, Degree-Seeking Students Who Took a Traditional English Remedial Course and Completed a Subsequent Credit-Bearing English Course Within One Year with a “C” or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC	Averages
2014	76.7%	*	*	56.1%	*	27.7%	23.2%	23.9%	41.5%
2015	*	*	*	62.5%	*	35.4%	*	22.1%	40.0%
2016	*	*	*	56.0%	*	52.0%	*	31.6%	46.5%
2017	*	*	*	72.7%	*	50.0%	*	30.1%	50.9%
2018	*	*	*	*	*	*	*	20.0%	20.0%
2019	*	*	*	*	*	*	*	*	*
2020	*	*	*	*	*	*	*	*	*

*Traditional model replaced by Corequisite model.

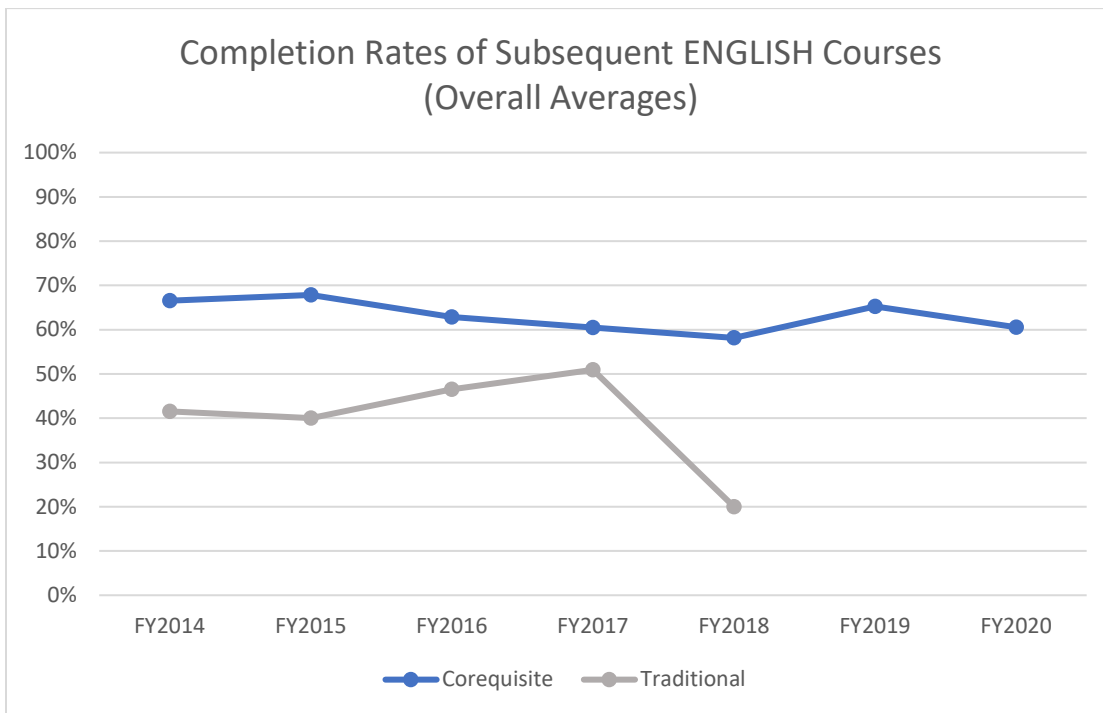


Figure 5. Annual average completion rates (“C” or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite or Traditional remediation.

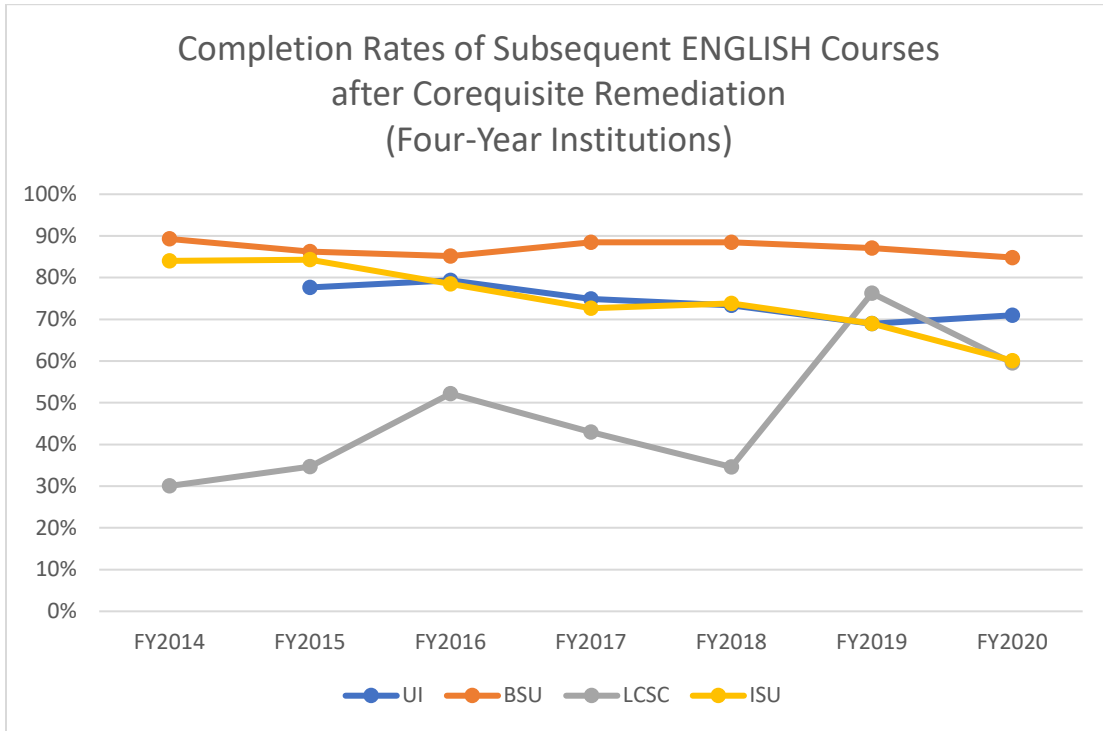


Figure 6. Completion rates (“C” or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite remediation at the four-year institutions.

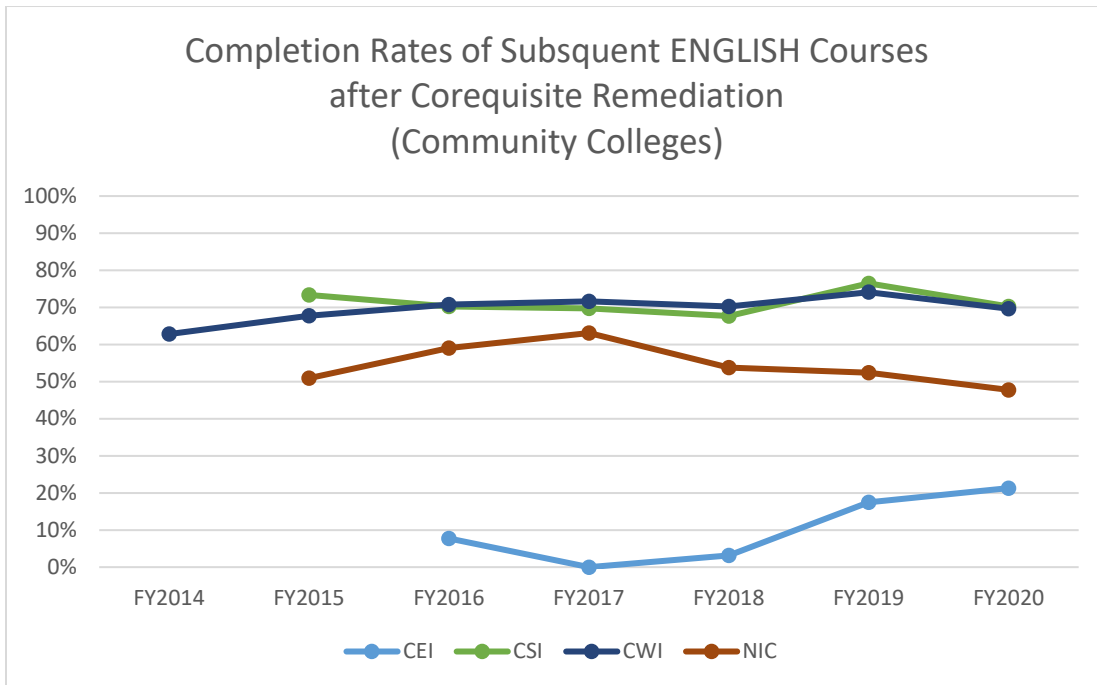


Figure 7. Completion rates (“C” or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite remediation at the community colleges.

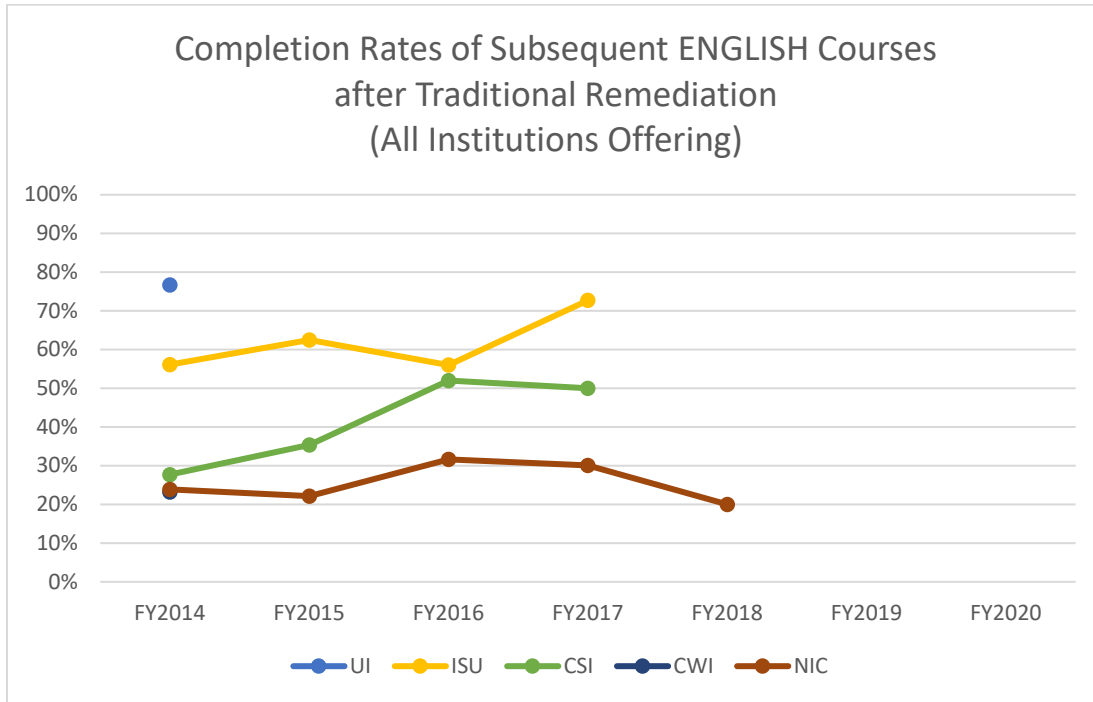


Figure 8. Completion rates (“C” or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Traditional remediation at all institutions that offered Traditional remediation.

Math Remediation

Math remediation at Idaho’s eight public postsecondary institutions is offered through several models, including Corequisite, Emporium, Other, and Traditional, as described above. Across all institutions, pass rates in the Corequisite model are higher than pass rates using any other model (Table 6 and Figure 9). Remediation pass rates for each institution across all years and all non-Traditional models are shown in Table 7 and Figures 10 and 11, while Traditional remediation pass rates for all institutions that have or continue to offer this approach are shown in Table 8 and Figure 12.

Table 6. Averages Across All Institutions of Math Remediation Pass Rates for Corequisite, Emporium, Other, and Traditional Models

Year	Corequisite	Emporium	Other	Traditional
2014	79.6%	68.5%	54.2%	55.6%
2015	80.5%	68.0%	56.0%	59.9%
2016	81.0%	52.0%	63.9%	64.0%
2017	82.0%	51.3%	56.8%	63.0%

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

ATTACHMENT 1

2018	74.9%	55.8%	60.3%	60.9%
2019	81.6%	55.7%	56.4%	65.4%
2020	78.1%	53.3%	58.1%	63.5%
2021	70.8%	47.2%	57.2%	62.0%
Average of averages	78.6%	56.5%	57.9%	61.8%

Table 7. Math Remediation Pass Rates for Corequisite, Emporium, and Other Models

Year	UI (emp)	BSU (coreq)	LCSC (coreq)	ISU (coreq)	CEI (coreq)	CSI (coreq)	CWI (coreq)	NIC (other)	CWI (emp)	ISU (other)
2014	68.5%	79.6%	*	*	*	*	*	54.2%	*	*
2015	68.0%	80.5%	*	*	*	*	*	56.0%	*	*
2016	63.7%	81.0%	*	*	*	*	*	58.3%	37.2%	69.5%
2017	66.9%	79.7%	*	*	*	*	84.2%	54.4%	39.5%	59.2%
2018	63.1%	80.2%	82.0%	*	*	61.9%	75.4%	60.1%	44.7%	60.4%
2019	66.8%	79.6%	81.3%	*	90.0%	81.7%	75.1%	53.8%	42.8%	59.0%
2020	68.7%	80.6%	71.0%	60.6%	93.1%	82.7%	80.6%	64.3%	41.4%	52.0%
2021	65.1%	74.3%	61.9%	52.8%	78.8%	80.9%	76.0%	53.2%	47.2%	61.1%

*Corequisite, Emporium, or Other model not yet implemented.

Table 8. Math Traditional Remediation Pass Rates for Institutions That Have Offered This Model

Year	LCSC	CEI	CSI	NIC	CWI	ISU
2014	58.3%	*	57.8%	55.1%	51.2%	*
2015	65.8%	*	58.8%	59.3%	55.7%	*
2016	67.6%	69.4%	64.2%	61.4%	68.5%	52.9%
2017	60.3%	68.2%	60.5%	69.0%	*	56.8%
2018	62.3%	71.1%	59.3%	61.5%	*	50.5%
2019	83.3%	64.3%	68.2%	64.6%	*	46.7%
2020	65.3%	59.7%	68.8%	64.0%	*	60.0%
2021	67.2%	56.5%	70.1%	54.4%	*	*

*Traditional model replaced by another model.

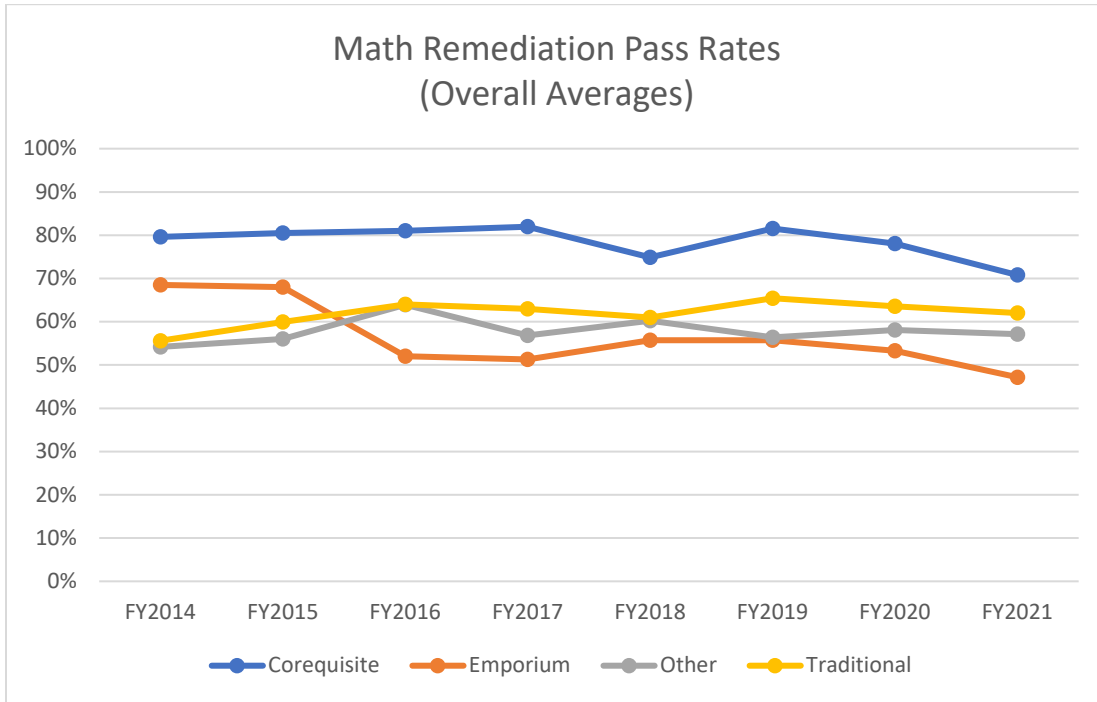


Figure 9. Annual average Math remediation pass rates for all remediation models.

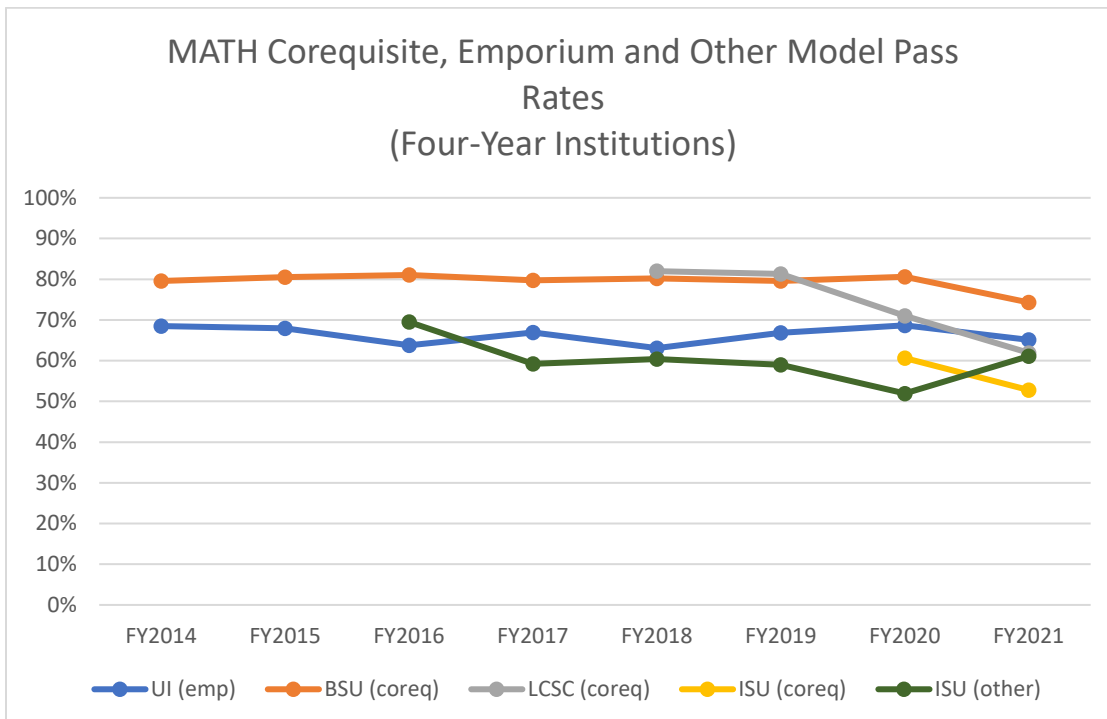


Figure 10. Math Corequisite, Emporium, and other remediation pass rates at the four-year institutions over time.

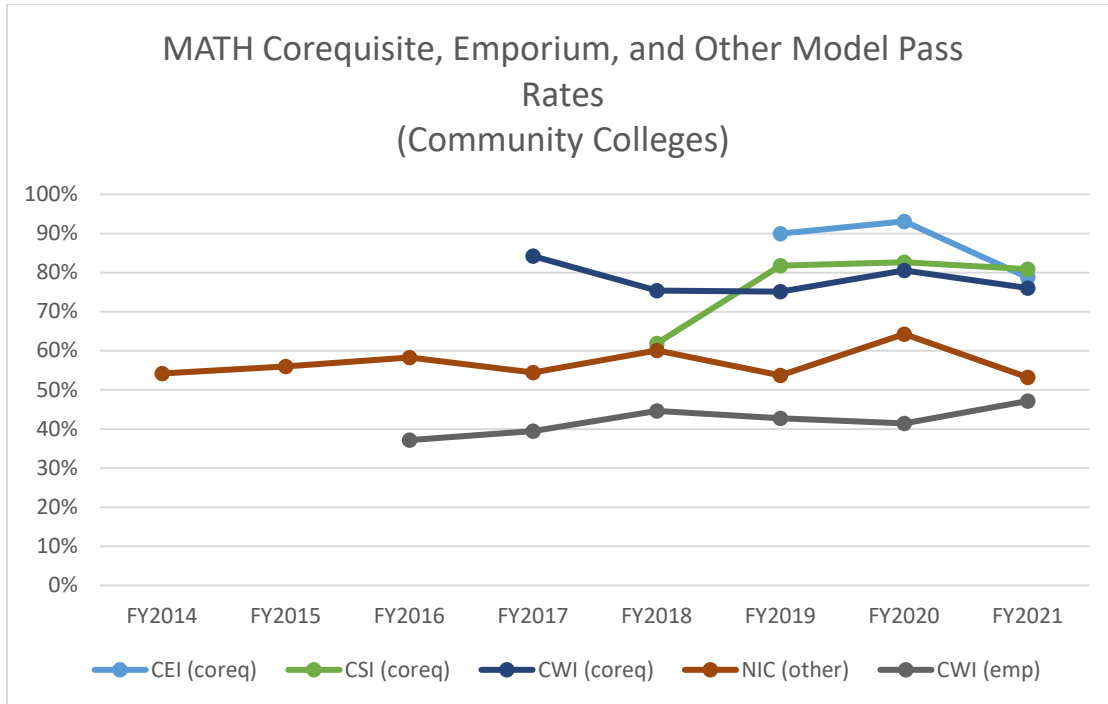
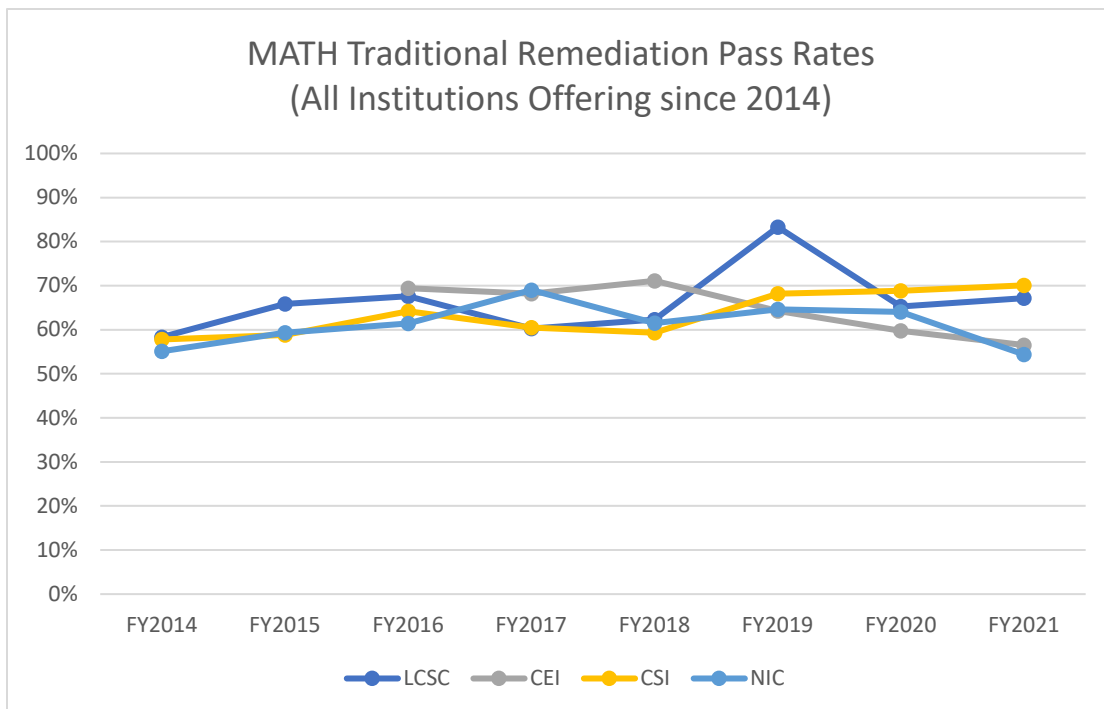


Figure 11. Math Corequisite remediation pass rates at the community colleges over time.



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

ATTACHMENT 1

Figure 12. Math Traditional remediation pass rates at all institutions offering Traditional remediation.

In addition to pass rates in Math remediation courses, institutions also reported the percent of students who took a remedial course and then completed a subsequent credit-bearing Math course within a year with a “C” grade or higher. In general, across all institutions and years, students who took Corequisite remediation had higher completion rates in subsequent college-level math courses than students who took any other type of remedial model (Tables 9-11 and Figures 13-16).

Table 9. Average Percentages of Undergraduate, Degree-Seeking Students Who Took a Corequisite, Emporium, Other, or Traditional Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a “C” or Higher Grade

Year	Corequisite	Emporium	Other	Traditional
2014	51.1%	50.4%	36.7%	16.2%
2015	55.1%	50.2%	37.2%	15.9%
2016	36.7%	29.7%	38.3%	22.3%
2017	31.8%	34.4%	34.0%	23.5%
2018	73.9%	34.7%	34.8%	22.6%
2019	71.4%	36.4%	28.1%	25.3%
2020	65.3%	36.9%	28.2%	25.2%
Average of Averages	55.1%	39.0%	33.9%	21.6%

Table 10. Percent of Undergraduate, Degree-Seeking Students Who Took a Corequisite, Emporium, or Other Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a “C” or Higher Grade

Year	UI (emp)	BSU (coreq)	LCSC (coreq)	ISU (coreq)	CEI (coreq)	CSI (coreq)	CWI (coreq)	NIC (other)	ISU (other)	CWI (emp)
2014	50.4%	51.1%	*	*	*	*	*	37.8%	35.5%	*
2015	50.2%	55.1%	*	*	*	*	*	36.7%	37.8%	*
2016	50.1%	58.4%	*	*	15.0%	*	*	37.2%	39.3%	9.4%
2017	51.9%	57.4%	*	*	6.3%	*	84.2%	36.8%	31.2%	16.8%
2018	50.0%	55.8%	82.0%	*	*	90.5%	67.4%	46.6%	23.0%	19.4%
2019	52.4%	56.7%	71.4%	*	70.0%	83.5%	75.6%	35.6%	20.6%	20.5%
2020	56.6%	59.6%	67.0%	67.0%	41.3%	84.2%	73.0%	37.1%	19.3%	17.3%

*Corequisite, Emporium, or Other model not yet implemented or no students enrolled.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 15, 2022**

ATTACHMENT 1

Table 11. Percent of Undergraduate, Degree-Seeking Students Who Took a Traditional Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a “C” or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	*	*	22.5%	22.4%	*	12.6%	15.2%	8.1%
2015	*	*	20.9%	19.4%	*	14.6%	14.1%	10.5%
2016	*	*	41.3%	15.5%	13.4%	25.2%	20.5%	17.7%
2017	*	*	40.0%	8.4%	13.0%	32.2%	*	24.1%
2018	*	*	36.9%	11.7%	7.8%	34.5%	*	22.4%
2019	*	*	35.7%	12.0%	15.1%	38.7%	*	25.2%
2020	*	*	20.2%	10.0%	27.5%	40.8%	*	27.5%

*Traditional model replaced by another model. CEI did not provide data for 2020.

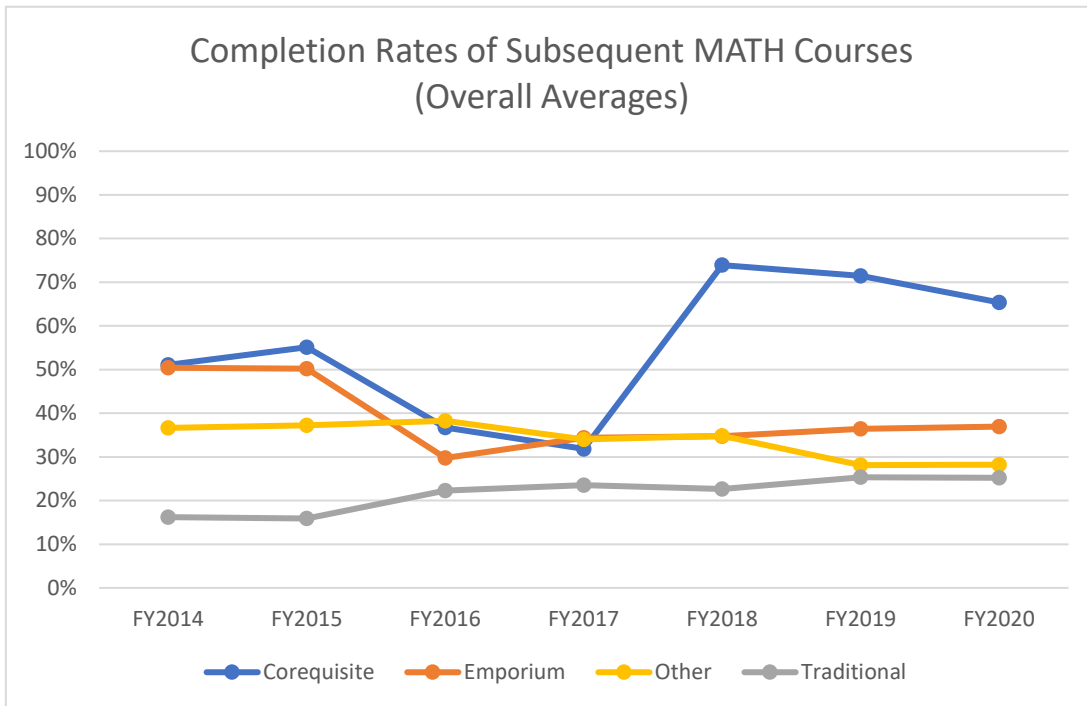


Figure 13. Annual average completion rates (“C” or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite, Emporium, other, or Traditional remediation.

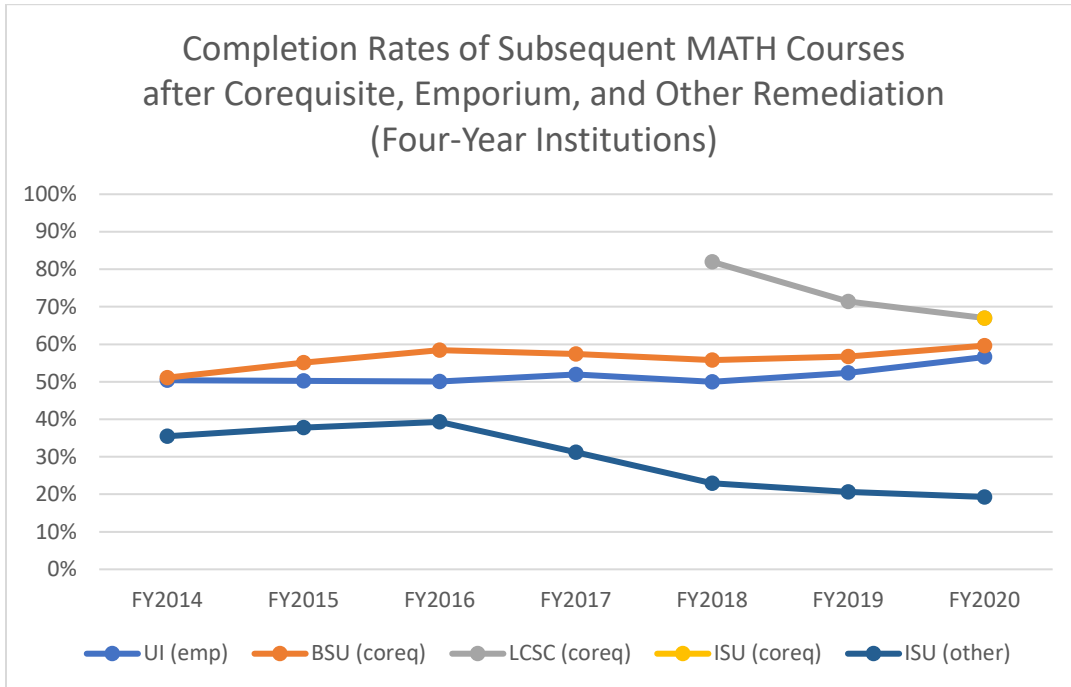


Figure 14. Completion rates (“C” or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite remediation at the four-year institutions.

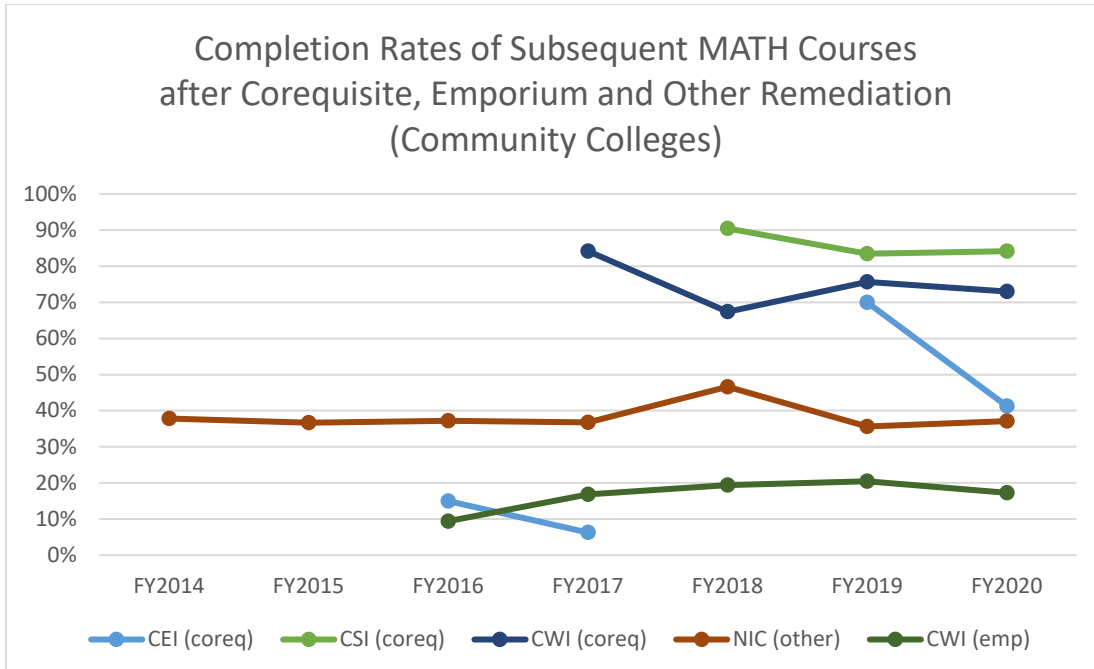


Figure 15. Completion rates (“C” or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite remediation at the community colleges.

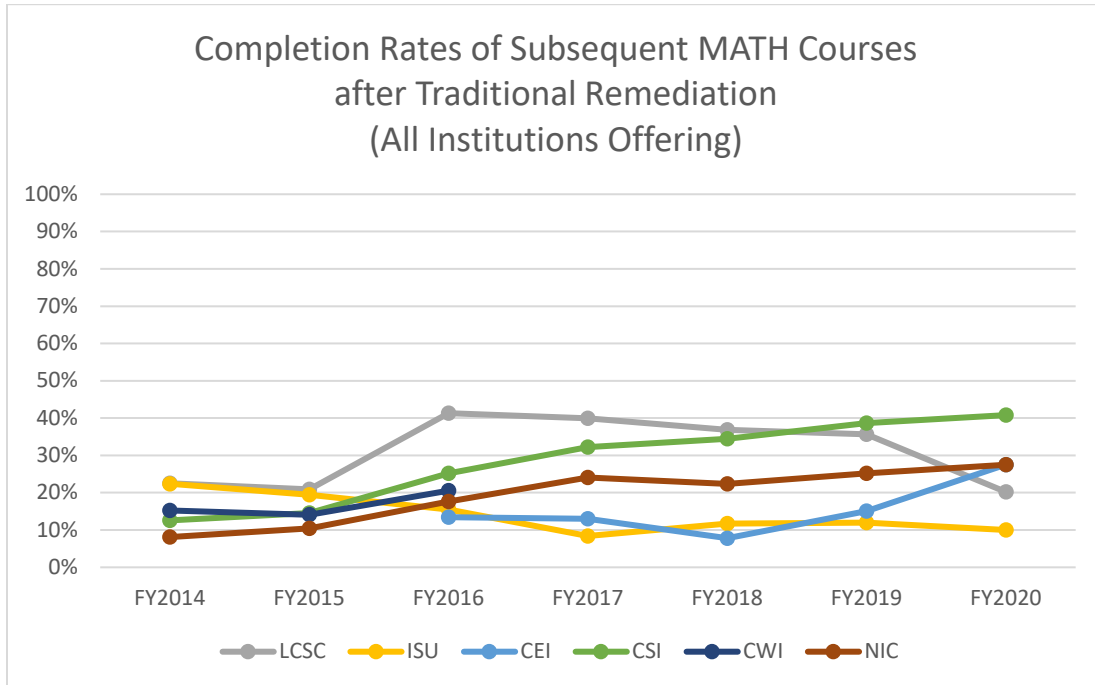


Figure 16. Completion rates (“C” or higher grade) of students taking subsequent college level Math courses within one year of taking Traditional remediation at all institutions offering Traditional remediation.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 15, 2022

SUBJECT

Board Policy III.M., Public Postsecondary Accreditation – First Reading

REFERENCE

June 22, 2011	First Reading, Board Policy III.M., Public Postsecondary Accreditation approved
August 11, 2011	Second Reading, Board Policy III.M., Public Postsecondary Accreditation approved by the Board.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.M. Public Postsecondary Accreditation
Section 33-107, Idaho Code

BACKGROUND/DISCUSSION

The current Board Policy III.M Public Postsecondary Accreditation does not state that the policy applies to community colleges. The proposed changes clarify that all eight public postsecondary institutions in Idaho, including the community colleges, shall be accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The policy outlines the nature of the Board’s involvement in the accreditation process for the four-year institutions. This involvement remains exclusive to the four-year institutions, and language has been added to clarify this distinction.

IMPACT

The proposed policy changes will update Board policy to clarify that all eight public postsecondary institutions shall be accredited by NWCCU.

ATTACHMENTS

Attachment 1 – Board Policy III.M. Public Postsecondary Accreditation

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy 1.A. states “[f]or the purposes of these governing policies and procedures, North Idaho College, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference.”

Idaho Code § 33-107(8) grants the Board the authority to “[a]pprove new courses and programs of study to be offered at community colleges . . . when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree...” Additionally, Idaho Code § 33-107(6)(b), in the context of the registration of non-public postsecondary institutions, grants the Board the power to “[d]etermine whether to accept academic credit at public

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 15, 2022

postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board.”

It is the statutory responsibility of the Board to ensure transferability of credit to state institutions of higher education. Seamless credit transfer between all eight public postsecondary institutions is of paramount importance to a uniform system of education in Idaho. Thus, Board staff recommends approval of this amendment to ensure that community colleges are accredited by NWCCU.

BOARD ACTION

I move to approve the first reading of Board Policy III.M., Public Postsecondary Accreditation as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: M. Public Postsecondary Accreditation

August ~~2011~~2022

~~Institutions under the governance of the Board are Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College shall be~~ evaluated by the Northwest Commission on Colleges and Universities (NWCCU) based on a seven-year accreditation cycle. Evaluations are conducted in progressive stages that build on previous findings and regular feedback from peer evaluators and the NWCCU Board of Commissioners. ~~All eight institutions shall~~ follow the process prescribed by NWCCU. ~~The universities and Lewis-Clark State College and~~ shall update the Board, ~~and the community colleges shall update their local boards of trustees,~~ as to the content and status of their self-evaluation at each stage of the reporting cycle.

1. For Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho:-(hereafter "institution(s))";

- a. Board members shall be provided with opportunities to participate in the evaluation process. Prior to a formal NWCCU accreditation visitation to an institution (Three-Year and Seven-Year visits), the institution president will notify the Board's Executive Director of such visit and schedule a time and place for Board representation during the visit. At a minimum, the Board's Executive Director (or designee) and three Board members shall visit the NWCCU self-study team during each seven-year visitation to an institution. ~~Board member~~ participation for the Three-year visits will be determined by the Board's Executive Director upon consultation with the NWCCU review team.
- b. Copies of the NWCCU seven-year accreditation self-study completed by an institution ~~under the governance of the Board~~ shall be submitted to the Board's Executive Director at the same time the report is forwarded to the NWCCU. A draft copy of the NWCCU year one self-evaluation report completed by an institution shall be shared with the Board at a regularly scheduled meeting prior to its submission to the NWCCU. A copy of each corrective action progress report submitted to NWCCU by an institution will also be forwarded to the Board's Executive Director at the same time the report is sent to the NWCCU.