

**INFORMATIONAL  
JUNE 17-18, 2025**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>BAHR – SYSTEMWIDE INSURANCE REPORT UPDATE</b>	Information Item
<b>2</b>	<b>PPGA – IDAHO STATE UNIVERSITY – ANNUAL REPORT</b>	Information Item
<b>3</b>	<b>PPGA – EPP ACCREDITATION AND STATE REVIEW TYPE</b>	Information Item
<b>4</b>	<b>PPGA – EPP CAEP ANNUAL REPORT</b>	Information Item
<b>5</b>	<b>PPGA – IDAHO DIGITAL LEARNING ALLIANCE (IDLA) ANNUAL REPORT</b>	Information Item



## Systemwide Risk Management Services

### Table of Contents

Systemwide Risk Management Services .....	1
Overview .....	2
Insurance Coverage .....	3
FY20-24 Loss History .....	6
OSBE Operations.....	8



## Overview

### **Insurance Coverage**

Per Statute, State Risk Management oversees institutional exposure and coverage, but risk managers are concerned about waived insurance requirements increasing financial risks. Board agreements must be revised to comply with policies, and coaches using vehicles for personal use must secure their own insurance, though BSU covers both business and personal auto insurance at an annual cost greater than \$30K.

Our property insurance carrier FM makes recommendations in excess of life safety code. Projects under DPW's threshold would require the institutions to send their plans to FM for review.

State Risk brought to our attention that students who work for credit and are unpaid are covered by worker's compensation according to law, and our reporting to insurance contains gaps. We are working to rectify this.

OSBE placed the first consortium agreement for BSU, LCSC, UI to cover camp accident medical insurance for participants this year.

### **Loss History**

Of our two largest areas of loss, property and worker's compensation, State Risk provides support for loss exposure to property. Worker's compensation will become risk manager's primary focus.

### **OSBE Operations**

Due to the transition, risk managers lost direct access to institution-employed legal counsel, as client-attorney privilege now exists solely between OSBE and the Attorney General's office.

The transition disrupted work therefore we put standardization on hold. We are developing webpages and refining standardization priorities based upon common processes and efficiencies.



## Insurance Coverage

### **State Risk Management and Insurance**

Per Statute, State Risk Management is responsible for understanding the exposure of the institutions and providing coverage. State Risk overrode institution-broker relationships, requiring all communication to include State Risk for institution-specific coverages to maintain line of sight.

#### Property

Our property insurance carrier, FM, is run by engineers and provides a high level of hands-on support, including building plan review, annual building walkthroughs, ongoing loss exposure recommendations, and property valuations.

FM engineers can review building plans and make recommendations to reduce property loss exposure. These recommendations are in excess of code which focuses on life safety. DPW participates in the plan review process for major projects. Projects under the threshold would require the institutions to send their plans to FM directly.

Completing FM recommendations reduces loss exposure due to human behavior and physical hazards. The table below breaks down each institutions' engagement on impairment reporting and loss exposure reduction as of November 2024. Impairments, or valve turnoffs, are reports to FM under their required "red tag system." As of Spring 2025, UI completed 58% of the total reduction in loss exposure recommendation for the State of Idaho valued at \$134M. Recommendations include additional fire suppression, flood protection, seismic protection for gas and fire suppression lines, emergency response plans per building, and valve checks.

Agency	Impairments Reported	Total Recommend	Completed Recommend	Percent Complete	Loss Exposure Reduction (M)	Pending Completion	Total Loss Exposure (M)
BSU	291	59	6	10%	\$ 14.10	0	\$ 788.10
ISU	31	32	7	22%	\$ -	1	\$ 471.50
LCSC	0	21	0	0%	\$ -	1	\$ 98.50
UI	10	52	17	33%	\$ 86.10	1	\$1,300.00

FM recently completed property appraisals for large properties in the State of Idaho. Their appraisal value impacted the building values reported to State Risk by the institutions as outlined below. These are replacement values and not related to the Gordion valuations to bring buildings to "like new" condition.

INFORMATIONAL  
JUNE 17-18, 2025



Systemwide Risk Management Services  
BAHR Risk Report  
May 28, 2025

Agency	Building Value	Appraised Value	Total Difference
BSU	\$2,532,809,780	\$2,452,164,061	(\$80,645,720)
ISU	\$1,384,422,560	\$1,162,866,000	(\$221,556,560)
LCSC	\$249,254,922	\$254,023,000	\$4,768,078
UI	\$1,845,737,126	\$1,708,586,101	(\$137,151,025)
Total	\$6,012,224,389	\$5,577,639,162	(\$434,585,226)

The two initiatives, property valuations and loss exposure recommendations completed, saved the state in premium, which was spread across all agencies equally.

#### Auto Physical Damage and Auto Liability

Due to rising claims count and cost of claims, State Risk began focusing on exposures and denying claims if students drove a state vehicle. We worked with the institutions to create a report providing a thorough description of policies, authorization pathways, business operations, student demographics, vehicles, and loss history. Risk managers recommended students be authorized as volunteers and drivers before operating a state vehicle, and State Risk accepted this coverage going forward. Please see the attached report: Student Organizations, Travel, and Authorized Drivers dated February 3, 2025.

State Risk has proposed changes to their policy documents for FY26. The institutions and risk managers provided feedback on operations, and we are waiting for the final policy revisions.

- Adding recreational vehicles under the auto physical damage policy.
- Allowing mobile equipment to be scheduled under inland marine instead of auto physical damage. The reduced deductible would save the institutions \$750 per loss if items are scheduled appropriately.
- Excluding coverage for Affiliates or contractors, who sometimes drive state vehicles to perform their work.

#### Third Party Insurance Requirements

Department of Purchasing published State Risk's comprehensive report on [requirements for third party insurance coverage](#). Risk managers are concerned about business units waiving insurance requirements since this increases the financial obligations of the institutions in the event of an uninsured claim. State Risk will be training BSU and UI on contract language. The Board's Foundation Agreement and Alumni Association agreement will need to be edited to adhere to the requirements.

Board policy and coach contracts state that if a coach uses a vehicle for personal use, they must purchase their own insurance. BSU purchases business and personal auto insurance for the coaches from State Farm greater than \$30k per year. Risk management has been working to bring this into compliance for two years and has escalated it to general counsel.



### **Worker's Compensation Insurance**

The Idaho State Insurance Fund (ISIF) provides coverage for workers' compensation within Idaho for BSU, ISU, and LCSC. UI is self-insured within the state.

State Risk provides coverage for out-of-state work through PMA. State Risk brought to our attention that students who work for credit and are unpaid are covered by worker's compensation according to law, and our reporting to insurance contains gaps. To date, SIF has been charging a premium for students who work for credit at BSU and ISU based upon reported hours worked. The jurisdiction of work is assumed to be within Idaho due to enrollment at the institution, however this has not been proven.

- NCCI code 9101 (non-professional) rate is 4.96.
- Premium is calculated (hours\*\$1). Current premiums are BSU \$38k, ISU \$18k.
- The institutions are not on SIF's out-of-state policy with Zurich.
- The State of Idaho has reciprocity agreements with several other states which allow work for a period of up to six months to be covered under Idaho's jurisdiction. These agreements require extraterritorial certificates which must be processed through the Idaho Industrial Commission and submitted to the other state for approval. These certificates are not for long term use and have not been issued.

State Risk must report directly to Canada and the monopolistic states and territories: Ohio, North Dakota, Washington, Wyoming, Puerto Rico, Virgin Islands.

- PMA coverage for students is limited to social work and nursing/pharmacy in only five other states. ISU has reported clinical rotations for coverage.
- NCCI code 8868 (professional) rate is .52.
- No premiums are charged now due to the low reporting. The institutions will incur additional premiums (hours\*expected wage) once complete reporting is delivered to PMA.

OSBE surveyed LCSC and UI for more information. Please see the attached report for details on survey responses, findings, oversight, decentralized tracking, and jurisdictions: Student Work Experience and Workers Compensation dated February 20, 2025.

UI and BSU have formed working groups to address the issue and are working with OSBE risk managers to find a solution which will require training faculty and students on worker's compensation. In collaboration with OSBE, UI sent out a spreadsheet to learn more about the exposure of students who work for credit. We are in the initial stage of reviewing the data. We used a course list from the registrar's office, which included a snapshot of student enrollment from Fall 2024 through Summer 2025.

Colleges	10
Courses	343
Faculty	175
Responded to Work State	57%
Students Work in ID	55%
Students	>1580

Based upon these two data collections, students can work in any state and often work out of state. The exposure is broader than previously communicated to insurance.



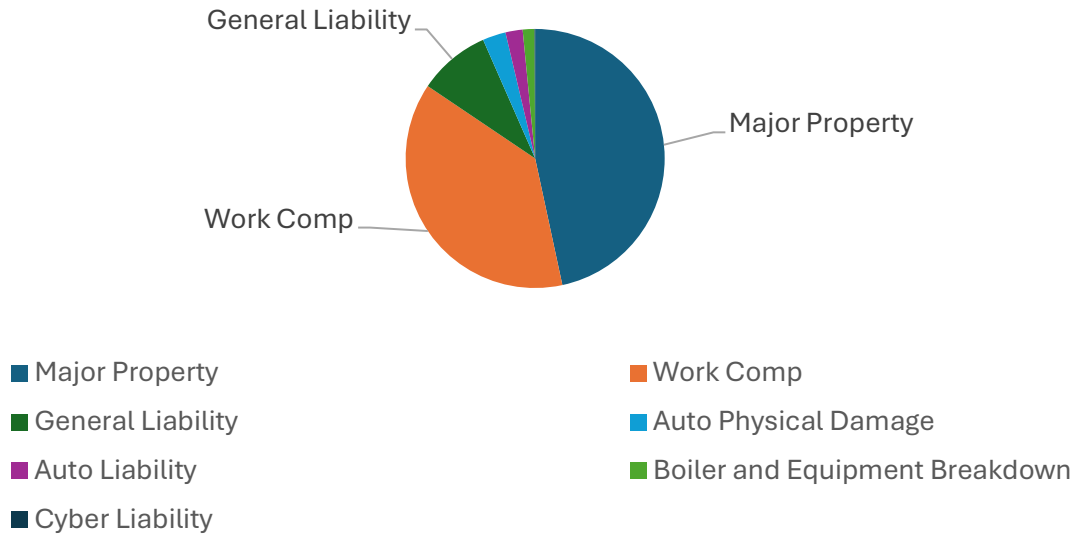
### Other Insurance

BSU, LCSC, and UI now participate in a blanket camp accident medical insurance policy under OSBE through State Risk, our first consortium agreement, which reduced the administrative work for LCSC and UI and added coverage for BSU. ISU opted to forgo this coverage this year.

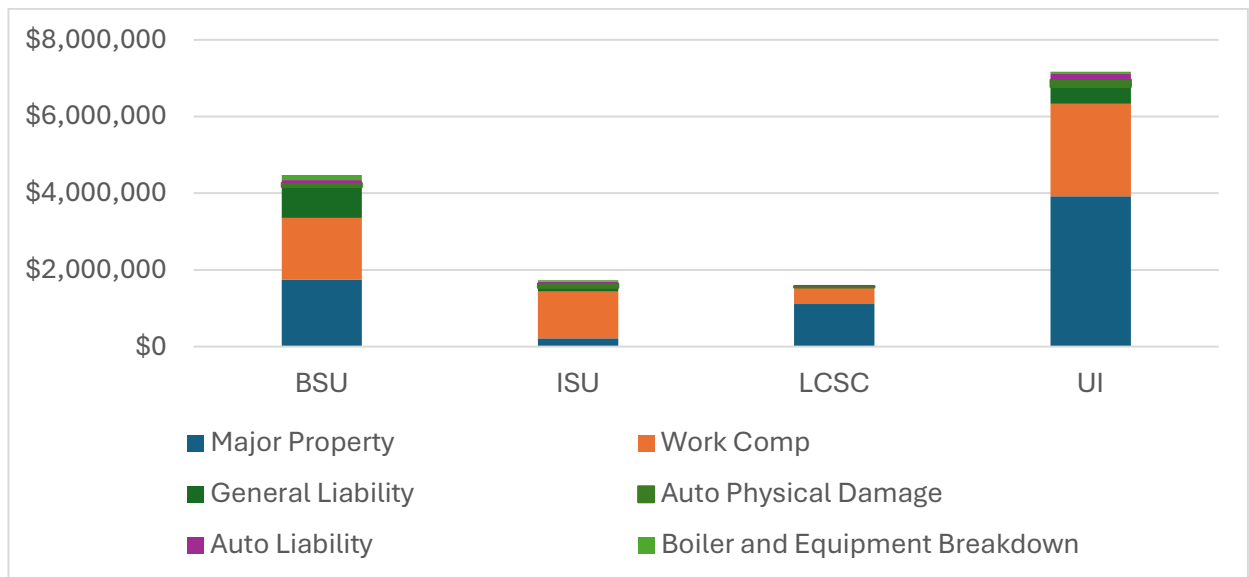
## FY20-24 Loss History

### Overview

The loss history below recaps the November 2024 presentation to ARCC. Property and worker's compensation remain our highest areas of loss systemwide.



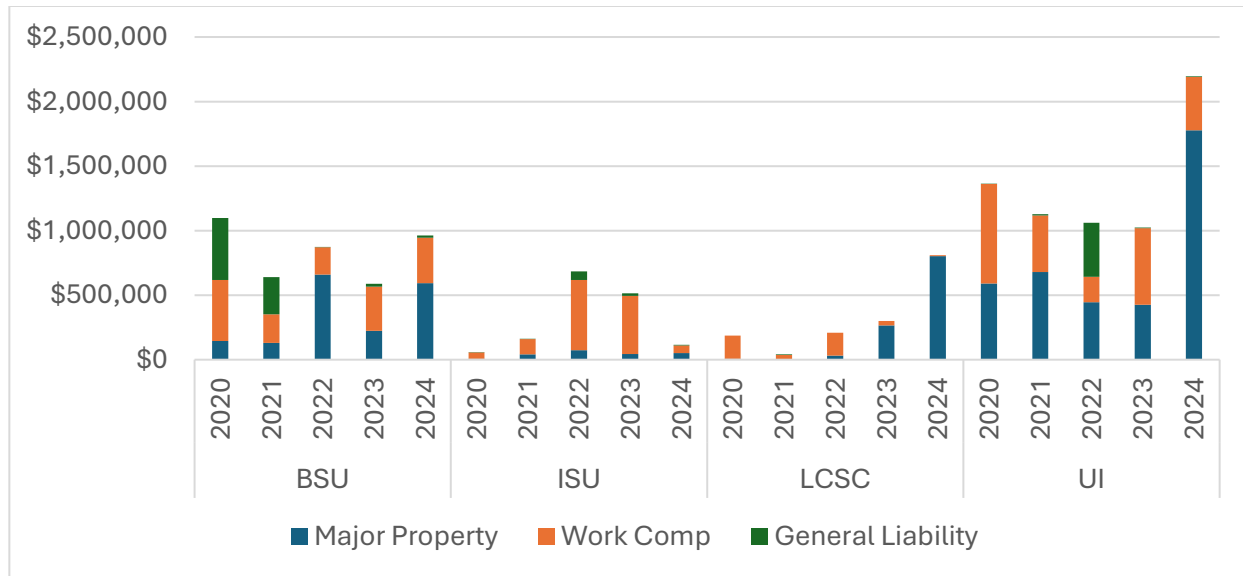
Each institution's spread of the pie is illustrated in the chart below.





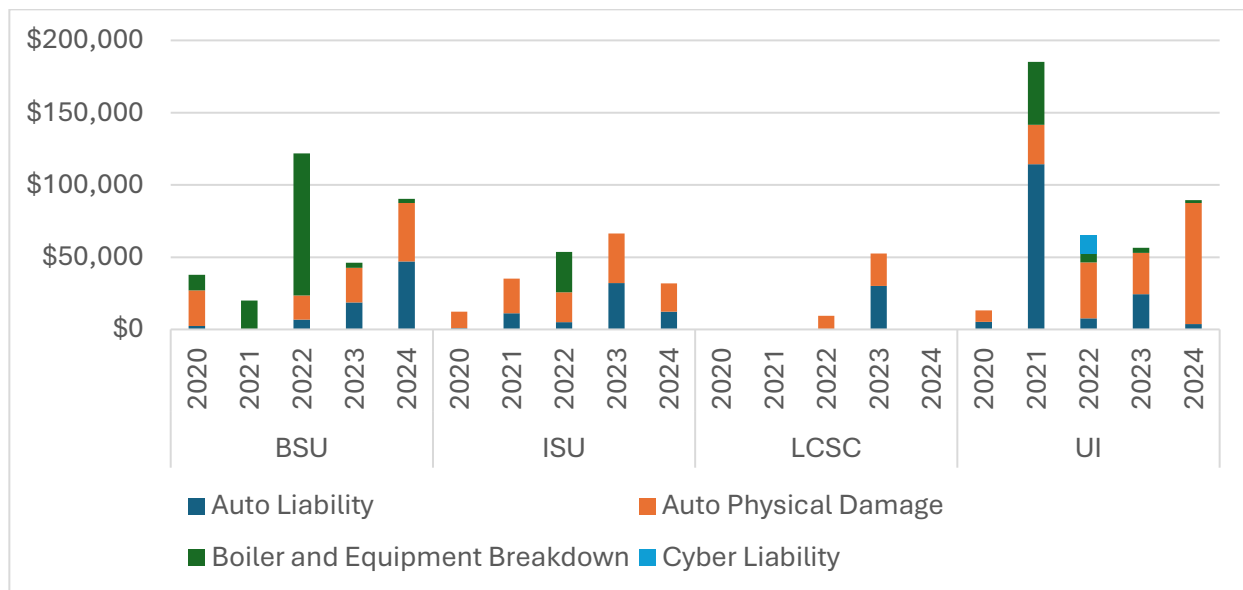
### **Property, Worker's Compensation and General Liability**

Risk managers are engaged in property and worker's compensation claims, and a fraction of general liability losses. GL losses primarily relate to damages from decision-making (discrimination, hiring/firing practices) and are handled by general counsel or HR. These losses take years to accrue the actual dollar value of claims paid, and many of these claims are still open.



### **Auto, Boiler and Equipment, and Cyber Liability**

Our lower areas of loss indicate auto claims are on the rise. Please see the attached report for more information: Student Organizations, Travel, and Authorized Drivers dated February 3, 2025.





## OSBE Operations

### **Transition**

Risk managers lost direct access to institution-employed legal counsel, as client-attorney privilege now exists solely between OSBE and the Attorney General's office. Information shared between OSBE and the institutions is subject to public record requests. At this time, it remains unclear whether claims information for State Risk is at risk.

### **Projects**

The transition disrupted business as usual, therefore OSBE risk managers pivoted from the standardization efforts announced last year. They must work in two networks, which is not efficient nor practical. We will build out webpages this summer to move the risk managers' workload into the OSBE network as much as possible. Our standardization priorities will be developed based upon common processes and prioritizing efficiencies. Worker's compensation remains our primary focus.

Lessons learned after the transition may benefit other departments if OSBE continues to centralize functions. Before initiating centralization, a comprehensive review of processes and resources at both the source and future agency should be conducted prior to any budgetary request. A thorough assessment of responsibilities, transactional functions, and mapping critical processes and resources at both agencies will facilitate a more effective and seamless transition. To enhance the success of centralization efforts, it is recommended to use a merger or acquisition framework, as appropriate, to ensure strategic alignment and operational continuity.

# Student Organizations, Travel, and Authorized Drivers



## Table of Contents

Overview .....	3
Insurance coverage .....	4
Retained Risk Policy .....	4
Auto Physical Damage Policy .....	5
Opinion .....	6
State and Institution Laws and Policies .....	7
State Laws and Policies .....	7
SCO travel policy .....	7
DHR Safe Driving Policy .....	8
Board of Education Authority .....	8
Board of Education Policy .....	9
Institution Policies .....	9
Boise State University .....	9
Idaho State University .....	13
Lewis-Clark State College .....	17
University of Idaho .....	23
Rental Agreements .....	28
Enterprise Rental Master Agreement .....	28
Hertz Rental Master Agreement .....	29
Data and Narratives .....	29
Student demographics .....	29
Travel and Vehicle Use Narratives .....	29
Premiums and Claims .....	31
Covered Vehicles .....	31
Institution Loss History FY20-24 .....	31
RMP Auto Premiums and Claims .....	32
State RMP Balances .....	35
Alternative Solutions .....	36



## Overview

### **Goal**

To present to the Office of the State Board of Education (OSBE) and the state Risk Management Program (RMP) a broad overview of operations, insurance coverage, the loss exposures inherent in the business operations and student population at the four-year institutions, and the potential solution recommended by RMP.

### **Cause**

In FY24, RMP updated the retained risk policy language for student group coverage to require RMP authorization. Auto physical damage claims are currently being denied if an authorized student drives a state vehicle for business purposes. Ongoing communication from RMP is based upon their opinion that students should not drive. With the recent changes that limit coverage, the institutions may have to change their operations which will have an operational and financial impact. OSBE staff and RMP have been discussing ways to clarify student coverage.

### **Summary**

Student groups must be authorized by the institutions to be recognized, however, this does not assume students are authorized to travel for business.

Travel and driving privileges must be authorized and documented. Each tier of authorization has its own policy and procedure. This follows all state policies relating to travel, where authorization to approve travel may be delegated if written. The Board authorizes the presidents, and the presidents authorize various leadership to approve travel for business.

The institutions authorize students to drive on a case-by-case basis for multiple reasons. The distance, duration, passenger count, or haul may exceed the faculty or staff available to drive or the type of vehicles available. Students may or may not own vehicles, and the vehicles they own may not be in good repair.

Please note that this report is not comprehensive. Due to the escalating conversations and interruption of business at the institutions, this report is presented with the information available to date. Ongoing conversations and data discovery may be necessary.

## Insurance coverage

### Retained Risk Policy

The retained risk document (RMP RRD) describes the liability insurance program insured by RMP. Prior policy years contained broader language for student groups' coverage, as long as they were approved by the university and scheduled with RMP. The institutions have been operating under the assumption that students were covered when the activities are sanctioned by the institution. The language changed in FY24 to require RMP to approve student groups. (FY25 policy attached).

The definition of a student, and who is not a student, depends upon the program type.

“22. STUDENT means a covered State of Idaho university/college Student:

- a) Registered and participating in credit bearing Academic or applied technology college courses; or
- b) Who is participating in a Practicum as defined in this document.

A Student is not:

- a A participant in a vocational rehabilitative type re-training or job placement/enhancement program; or
- b A participant in an adult basic educational community type of program or course; or
- c A participant in a “community interest” type of program or course.”

The policy language is broad and leaves room for interpretation when treating students as individuals (see bullet 1 below). Student Groups must be separately approved by State Risk before coverage is granted (see bullet 4 below). The approval process would occur on a case-by-case basis and is not described. Please note, advisors are covered under this section, however, all advisors to student clubs and organizations are staff or faculty of the institutions.

“A. Covered Entity. 1. As respects the coverage afforded under the terms of this document, Covered Entity means the following... State of Idaho universities and colleges, (except coverage does not apply to North Idaho Junior College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, any university or college newspaper, social fraternity, or sorority) and

- 1) Students; however, this coverage only applies to students while under the direct supervision of, and assisting, the Covered Entity teaching or administrative staffs in the performance of their teaching or administrative work, or while acting within the scope of their duties as elected officers or officially appointed positions serving the associated student body;
- 2) Students enrolled in an Academic Practicum experience offered by or through the covered universities and colleges;
- 3) Advisors to authorized student groups at covered colleges and universities; however, this coverage shall be excess over any applicable insurance;
- 4) Student Groups as defined under the following provisions:



- a. Approved by the covered university/ college; and
- b. Recognized by the university's/ college's official student body government; and maintains compliance with all mandates for affiliation or sponsorship; and
- c. Is officially sanctioned by the covered university/college to conduct business or officially represents the covered university/ college; and
- d. Whose projects, events and/or participation and actions while conducting business or officially representing the covered university/ college are at all times compliant with all local, state, or federal statutes, rules or regulations; and
- e. For which prior approval has been granted by the Office of Insurance Management."

The RMP RRD defines practicum, potentially limiting which students are covered.

"20. PRACTICUM means a course of study for credit involving practical application of previously studied theory approved by and under supervision of the covered colleges and universities of the State of Idaho or otherwise as defined by statute."

## Auto Physical Damage Policy

Auto Physical Damage covers state owned or rented vehicles, but limits temporarily hired, loaned or rented vehicle to employee or volunteer drivers, and is silent on students. Some auto physical damage claims for state owned vehicles are currently being denied by State Risk if a student drives. (FY25 policy attached).

"C. Automobile or Covered Automobile means:

- 1. Land motor vehicle licensed for road use including its equipment and other equipment permanently attached; or
- 2. an attached and plated trailer or semi-trailer;
- 3. A temporarily hired or rented land motor vehicle, provided that it is designated in the schedule, by description or otherwise, as a covered automobile to which this coverage applies and is either:
  - a. Owned by the State of Idaho; or
  - b. Leased to the State of Idaho or State agency for a term under an agreement expressly prohibiting any right of the lessor to use the vehicle during the term of such lease except as an operator either employed or authorized by the State of Idaho.
  - c. If not so designated, such automobile must be newly acquired by the agency during the coverage period; or is a temporarily hired, loaned or rented automobile provided that:
    - i. It replaces a described covered automobile; and
    - ii. The agency notifies the Risk Management Program within 30 days following the delivery date of the automobile to the agency; or



- iii. It is a temporarily hired, loaned, or rented automobile while driven by an employee or authorized volunteer of the State, and the State agency has insured its other automobiles for physical damage loss through the Risk Management Program's Automobile Physical Damage Coverage, or
- iv. The agency has no automobiles but has paid premium for rental car coverage under this plan."

## Opinion

RMP drafted an opinion (RMP O) on the use of state vehicles, which is more restrictive than the policy coverage, only allows employees to drive and recommends restricting volunteers. (Document attached).

"9. Use of State Vehicles...From the Risk Management perspective, anyone who is not an employee of the state acting within the course and scope of employment should not be driving or allowed to ride in a state vehicle. This includes off-duty workers."

Their goal is to reduce loss exposure to the state by reducing the likelihood and severity of auto and liability claims. They are concerned about the student experience in the event of an accident, and how the claims process would proceed.

"Employees acting within course and scope of employment, regardless of whether or not they are compensated, are covered by Workers Compensation should they be injured while driving or riding in a state vehicle. All others would present an exposure to the state for liability. Anyone who is not an on-duty employees within course and scope is not covered by WC. The person, or their insurance carriers, could file claims for liability against the state for injuries sustained in an accident."

The opinion directs how the institutions should operate. Workers' compensation insurance does cover authorized volunteers, and unpaid students who work for credit according to law.

"Risk Management strongly discourages volunteers from being utilized as drivers because it broadens exposure for the state and imposes a burden on an agency to properly examine driving records at inception, and to continually monitor eligibility for them. While it is possible for volunteers to be drivers, there must be strict adherence to a detailed vehicle use policy to even consider it.

You should review the proposition very carefully, and not allow volunteers to drive unless there is a compelling business reason to do so. In the case of clubs, the authorized faculty advisor should be the driver.

Convenience is not an adequate reason. Unless there is a fully articulated vehicle use policy with detailed criteria and monitoring, it should not be contemplated. If it is absolutely necessary, volunteers must be treated with the same due diligence as you would paid employees. Their records should be scrutinized in the same fashion. You should also consult with the WC provider to be certain that volunteers will be covered."



## State and Institution Laws and Policies

### State Laws and Policies

#### SCO travel policy

SCO's policy relates to payments and requires authorization to travel. The authorized authority is at the discretion of senior management of the state and must be kept on file. [State Travel Policy and Procedures](#)

"1.A. Designation of Authority: All payments of claims for travel and related expenses must be authorized by the Idaho State Government entity's senior management or by a duly authorized and designated representative(s). Written evidence of the delegated authority must be on file at the entity, dated, and signed by the senior management and designated representative(s). B. Requirements and Methods for Approval: The method for granting and documenting this authorization is left to the discretion of the Idaho State Government entity's senior management. C. Eligibility: A traveler is eligible for travel cost reimbursement only when they are on official travel."

SCO's travel policy exempts student employees. This could be interpreted to mean that students who are employees cannot drive, though the intention is to prevent duplicate payment.

"11. An employee is a person, other than a patient, inmate, or student employed in a state institution, who receives a payroll warrant or direct deposit from the State Controller as payment of wages for services rendered to, and on behalf of, a department or agency legally recognized as an entity of Idaho State government or local health district."

Volunteers are allowed to drive when on official business.

"11. Official Travel is travel performed the purpose for which it was undertaken was necessary in the public service."

"A traveler is any person traveling on behalf of the State of Idaho for the purpose of official State business."

"A person, other than an employee or contractor, that is specifically appointed by a state department, agency, or legally recognized entity of Idaho state government, to participate or attend meetings or trainings, or provide services to the state. This includes members of the public that are appointed to advisory boards, panels, task force work groups, or other positions created by statute or executive order, and includes volunteers that perform services or work specifically organized and supervised by a state department, agency, or entity."

The policy allows for driving or transporting individuals not directly involved in official travel with prior approval.



“F. State vehicles shall not be operated by or used to transport individuals who are not directly involved in the official State travel purpose unless prior approval has been granted by the approving authority.”

SCO’s policy allows for rental vehicles for business when it is the most effective and cost-efficient means of travel.

“G. A rental vehicle may be authorized by the approving authority when such use is determined and documented to be the most effective and cost-efficient means of transportation for performing official business.”

Selection of the vehicle depends upon the need.

“G. The size and style of the rental vehicle shall be consistent with the travel needs. The selection of a rental vehicle vendor shall consider the overall cost, location, convenience, vehicle type, and the availability of vendors enrolled in statewide contracts.”

The policy also informs the renter that additional expense for insurance is not needed.

“G. Additional insurance should not be purchased when using a vendor enrolled in statewide contracts. The coverage is included in the contract.”

## DHR Safe Driving Policy

DHR’s safe driving policy, new in FY25, only applies to employees, remaining silent on volunteers or authorized drivers. [Safe Driving Policy](#)

“17B. Eligibility Requirements: Employees who operate a vehicle for the purpose of conducting state business must meet the below criteria. The use of a state vehicle for personal or other non-official business purposes is generally prohibited.

- a. Be a current employee of the State of Idaho.
- b. Possess and maintain a valid and current driver’s license
- c. Complete the State of Idaho Defensive Driving training on an annual basis.
- d. Review and sign the State of Idaho’s Vehicle Usage Acknowledgement on an annual basis.”

## Board of Education Authority

Idaho Statute §33-107 delegates authority to the Board of Education which may be delegated to the presidents.

“General powers and duties of the state board. The state board shall have power to: ...

(3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds; ...

(c) Delegate to the presidents of Idaho’s state universities and colleges, if necessary to enhance effectiveness and efficiency, such powers as said officers require to exercise



discretionary authority and to perform duties vested in the state board related to the operation, control and management of Idaho's state universities and colleges;"

## Board of Education Policy

Board policy delegates the Presidents of the institutions the full power to lead the institutions.

### Board Policy I.E.

"I.E.2.a. The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services."

Board policy is intended to adhere to the SCO policy. Board Policy V.A.

V.A.1. "The policies and procedures outlined here are to complement and not to supplant the Office of the State Controller's user manual."

The vehicle use section is written in broader terms than any other policy. Board Policy V.I.

V.I.4.c. "Vehicles owned or leased by an institution or agency must be used solely for institutional or agency purposes."

## Institution Policies

### Boise State University

#### Student Organizations

The Student Organization Officer Resources provides guidance for officers of recognized organizations. The handbook outlines student organization authorization, rights, and privileges. It is currently under review. The VP for Student Affairs delegates authority to recognize student groups to the Student Involvement and Leadership Center. There are more than 200 student groups at BSU in any year. Student Organizations Handbook.

"1.1 University Recognized Student Organizations. More than 200 student groups at Boise State University register each year with the Student Involvement and Leadership Center. Student organizations provide opportunities for learning outside the classroom, meeting others with similar interests, developing life, work and leadership skills, gaining a broader experience and a greater perspective, and engaging students as citizens of the campus community.

The authority to recognize student organizations on behalf of Boise State University resides with the Vice President for Student Affairs and Enrollment Management. However, this

authority is delegated to the director and staff of the Student Involvement and Leadership Center.”

BSU recognizes student agencies, organizations, social fraternities and sororities, and club sports.

“1.1.1 Definition of a University Recognized Student Organization. A University Recognized Student Organization is a group of students organized around a common purpose that is officially recognized by Boise State University. Recognized Student Organizations include:

Student Agencies are autonomous organizations that receive a direct student fee. Student Agencies include: Associated Students of Boise State University (ASBSU), MLK Living Legacy Committee, Student Media (including the student newspaper and radio station).

Student organizations are housed and supported by the Student Involvement and Leadership Center.

Social fraternities and sororities are housed and supported by the Student Involvement and Leadership Center.

Club sports are housed and supported by Campus Recreation.”

Academic groups are managed by departments and excluded from the handbook.

“1.1.2 Academic Department Groups. Groups that are based solely in an academic department are not recognized by the Student Involvement and Leadership Center and therefore are not granted the same rights and privileges. Department based groups are often managed and funded by the department in which they are housed and are not eligible for student fee funds.”

Rights include the use of university resources and funding. Please note that some information may be outdated or inaccurate during this time while the policy is under review.

- “Ability to apply for ASBSU grant funding.
- An organization page on CampusGroups.
- A university email address for your organization upon request.
- Access to Student Involvement staff for day-to-day advising and support, leadership development, and training.
- An on-campus financial account with an initial zero balance for future organization expenses and/or fundraising.
- Ability to reserve meeting rooms in the Student Union Building, academic buildings, and other approved spaces on campus.
- Ability to request the use of a university credit card for approved purchases.
- Possible tax exemption for pre-approved purchases.
- Order catering, request audio/visual equipment, request event parking, and other resources at a reduced rate through Student Union Events and campus partners.
- Promote programs/events and post advertising materials on campus.



- Print up to 200 photocopies each semester at no cost in the Student Involvement office.
- Request a free locker in the Student Involvement office or additional storage space off-campus.
- Request a mailbox in the Student Involvement office.
- Participate in Involvement Fairs, coordinated by Student Involvement.
- Request to borrow digital projectors, event supplies, and equipment at no cost from Student Involvement.
- Use paper, paint, and assorted office supplies available in the Student Involvement and Leadership Center.”

BSU uses the platform called [CampusGroups](#) to manage and support student organizations.

#### Travel Policy

Student travel may be university sponsored. [Travel Policy](#).

“3.12 University Sponsored Travel. Pre-authorized travel that is funded (in part or whole), supported, and/or coordinated by Boise State University. Student travel may be university-sponsored whether or not the travel was pre-authorized (see section 4.16).”

Approval authority is delegated to the responsible person for funding or a higher authority.

“4.3 Approval Authority. The following individuals are authorized to approve travel authorizations and expenses: a. The person responsible for the Department ID or funding source from which travel expenses will be charged. When the employee is the person responsible for the funding source to be charged for the travel expenses, their travel and expense reimbursements must be approved by a higher authority, e.g., the dean or vice president. b. The traveler’s supervisor or department head.”

Students who travel must sign an agreement which requires departmental approval.

“4.16 Student Travel. a. Students who intend to participate in University Sponsored Travel must complete the [Student Travel and Field Trip Expectations and Consent Agreement](#). This form must be held and maintained within the department from which the student is arranging travel, or the department that is sponsoring the travel.”

Travel advances are allowed as long as procedures are followed.

“b. Travel advances are allowed for student travel for up to one hundred percent (100%) of the estimated travel cost. The following provisions apply to student travel in addition to this policy’s other provisions: University Sponsored Travel, whether group or individual, must comply with Travel Services procedures and any additional requirements imposed by the department sponsoring the travel. Educationally beneficial Vicinity Travel may be scheduled by the department chair or unit head at their discretion.”

Foreign travel is also addressed within the policy.



“Students who are not employed by the University, but who are traveling abroad under the auspices of Boise State University, must contact the Center for Global Education prior to travel to ensure the mandatory Student Travel Accident insurance is purchased and to ensure all safety and medical issues relating to foreign travel are properly addressed. This includes but is not limited to student travel related to graduate studies, field work, research, or other educational purposes.”

Additional forms and requirements exist, which are attached to this document: Student Org Travel Checklist and the Field Trip Consent Form.

#### Vehicle Use Policy

The current policy applies to employees, including student employees. BSU is currently updating their policy. Students are directed to rent vehicles from Enterprise or Hertz. The authorization process is expected to remain in place. The policy excerpts below are from April 2024 and are under review. [University Vehicles Policy](#).

“Scope and Audience. This policy applies to all University Fleet vehicles and all employees, including student employees, who drive any unit of the University Fleet while on Official University Business. Students and volunteers are not covered insureds under the State of Idaho Risk Management Program and may not drive any unit of the University Fleet. This policy does not apply to employees who use vehicles controlled by Boise State University under the terms of a Car Share program or to the use of personal vehicles. The State of Idaho Risk Management Program does not cover the use of personal vehicles.”

The fleet policy restricts vehicle use to authorized drivers for business purposes only.

“2. Policy Statement. The University Fleet must only be operated for Official University Business by Authorized Drivers in the safest possible manner and in a way that projects a positive image of the University.”

Authorized drivers must have a motor vehicle record check prior to approval.

“3. Definitions. 3.1 Authorized Driver. The owner of a valid operator’s license who is subject to an approved Driver’s License Record Check and has completed any required training under section 9”.

The University Fleet is defined as all vehicles under the control of the university.

“3.6 University Fleet. All motorized or electric vehicles and equipment, including vehicles and equipment not licensed for road use such as ATVs/UTVs, golf carts, the Helmet Cart, and Trailer and Tow-Behind Equipment owned, leased, or otherwise under the control of the University.”

The policy clarifies the types of activities authorized for business purposes: authorized travel, programs and authorized activities, professional meetings, and daily business.



“3.4 Official University Business. An activity or support function that directly carries out Boise State’s mission of instruction, research, and service through the following authorized purposes:

University business for which travel expenses have been authorized (see University Policy 6180 – Travel for details); or

Travel directly associated with instructional programs of the university, including field trips, grant program administration, and approved non-academic activities; or

Professional meetings by University-authorized personnel or representatives, such as the Idaho State Board of Education, University-approved associations, and recognized student organizations; or

Day-to-day use to support the work of the University.”

The policy declares that the department, driver, and the driver’s supervisor are responsible for following policies.

“5.1 University Fleet. a. The approving department, the Authorized Driver, and the Authorized Driver’s supervisor are responsible for ensuring the University Fleet vehicle and/or equipment is used only for Official University Business.”

Authorized drivers must sign an agreement which defines driver qualifications.

“6. Authorized Driver Qualifications. a. Before becoming an Authorized Driver, the driver must possess a valid driver’s license and sign an [Auto-Drivers Expectations Form](#). Authorized Drivers may be subject to follow-up DLR/MVR checks based on the type of University Fleet usage.”

“2. Only employees and Authorized Volunteers of the State of Idaho or Boise State University are permitted to driver state owned or leased vehicles. Students are not contemplated as drivers of state vehicles, unless employed and operation of vehicles is within the course and scope of their position.”

Student drivers must complete the new [Student Driver Authorization Form](#) prior to travel.

## Idaho State University

### Student Organizations

Student organizations are recognized by ISU by ASISU and the Office of Student Organizations. [How To Establish A Recognized Student Organization At Idaho State University](#).

“Conditions for Recognition. F. Relations Of The University To Student Organizations - Recognition of student organizations and other ASISU affiliates shall not be construed as agreement, support, or approval by ASISU, but only as a process of recognition which confers certain rights and responsibilities. Further, campus organizations and other ASISU

affiliates have a strong obligation to avoid representation or give the impression that their actions reflect the views of ASISU.

G. Delegation Of Authority For Recognition - The authority to recognize student organizations has been delegated by the University President through the Dean of Student Affairs to the Office of Student Organizations and the Associated Students of Idaho State University.”

Rights include the use of university resources and funding.

“Privileges Of Recognition. Upon recognition by ASISU, the student organization will be granted the following privileges:

1. Privilege to be listed as a recognized student organization at ISU.
2. Privilege to sponsor or present a public performance on University property when facilities have been properly reserved and regulations and rules are followed.
3. Privilege to reserve the use of University facilities (some restrictions and fees may apply).
4. Meeting rooms may be reserved free of charge.
5. Privilege to include the name Idaho State University in the club’s official title.
6. Privilege to request funds from ASISU subject to the regulations of the University and ASISU Finance Committee.
7. Privilege to conduct fund-raising projects on campus.
8. Privilege to participate in all-University events.
9. Privilege to request co-sponsorship with the Student Activities Board.
10. Privilege to establish organizational dues.
11. Privilege to invite organizational speakers.
12. Privilege to post signs and distribute literature in accordance with University regulations.
13. Privilege to use services of the ISU Motor Pool.
14. Privilege to have posters designed and distributed on campus (some restrictions apply).”

The student organizations benefit the university as a whole by building relationships and participating in activities that are educational in nature.

“The philosophy of faculty/staff advisorship of student organizations is based upon several premises. The most important of these is that meaningful educational relationships will develop between student groups and their advisors and that these relationships are beneficial to the students, to the advisors and to the University community as a whole. Other benefits to be derived from serving as advisors include the following:

1. Advisors can offer organizations experience to assist in the growth and development of leadership within the organization.
2. Advisors provide a degree of continuity to student organizations whose composition change from year to year as new students enter and graduate.



3. Advisors' knowledge of University operations enable them to assist organizations in facilitating programs and the achievement of organizational goals.
4. As an employee of the institution, the advisor is in a position to assist the University as well as the organization by working with groups to assure that organizational programs and activities are educational in nature, they contribute to the total educational mission of the institution, and ensure the organization is worthy of continuing recognition and association."

ISU publishes the list of [recognized clubs](#).

#### Student Travel Policy

ISU authorizes students to travel individually on behalf of the institution. [Student Travel](#).

"II. Policy Statement. Students participating in travel officially sponsored by the University are required to comply with this policy as well as other ISU and State of Idaho travel policies, rules, regulations, and laws. Students traveling on behalf of the University must be enrolled at ISU for the term(s) in which they are traveling and their travel authorizations and related reimbursements must conform to [University Business Travel ISUPP 2000](#)."

Student employees and students who are not employees may be authorized to travel.

"III. AUTHORITY AND RESPONSIBILITIES A. Student employees of ISU traveling for the benefit of the department in which they are employed are required to process their pre-approval and expense reimbursement through the University's travel system and become familiar with the Travel Policy found here: <http://www.isu.edu/finserve/tepolices.shtml>.

B. Student travelers who are not ISU employees must file an approved paper travel authorization and reimbursement form with Accounts Payable. The form is available at <http://isu.edu/finserve/teform.shtml>."

#### Student Group Travel

[Student Group Travel](#) is defined under a separate policy and must be for university business.

"I. Introduction. This document establishes and communicates policies and procedures governing travel by student groups on Idaho State University (ISU or University) official business that is properly authorized and essential to achieving the goals and/or fulfilling the mission of ISU departments and colleges. The requirements for Student Group Travel for ISU students are specific and different from the requirements for ISU employee travel."

"IV. Definitions. A. Student Group Travel is defined as pre-approved travel arranged by the University for a group of two (2) or more students to accomplish a specific University task or purpose. Student Group Travel may be paid for in full or in part, directly or indirectly by the University; organized by the University with participants or sponsors paying; organized by others and paid for by the University; or supported by the University in the form of organization, management, staffing, transportation, or space provision. Student Group



Travel may include transportation, lodging, activities, events, meals, tours, conferences, meetings, etc. Student Group Travel must be conducted in full compliance with University Business Travel ISUPP 2000.”

A faculty or staff sponsor is responsible for authorizing student group travel.

“III. Authority And Responsibilities. A. A faculty or staff sponsor (Group Leader) is responsible for coordinating the sponsored Student Group Travel. Examples of Student Group Travel include but are not limited to, athletic competitions, band tours, choir tours, debate, and class field trips.”

#### University Vehicle Use Policy

ISU’s policy covers all university vehicles owned or leased and requires driver authorization. Transportation Services manages the policy and the vehicle pool.

“I. Policy Statement. The University maintains a Fleet of University-owned Vehicles which are classified as Department-Owned Vehicles, Leased Vehicles, or Pool Vehicles. All such Vehicles fall under the authority of Transportation Services. Driving a University Vehicle is a privilege conferred by the University at its own discretion; and, to best protect the safety of the campus community and security of University property, only Authorized Users may drive a University Fleet Vehicle. Failure to comply with this policy may result in suspension or termination of University Vehicle driving privileges; may have financial consequences; and/or may result in disciplinary action.”

If a vehicle is owned by a business unit, the authorization rests within the unit.

“III. Authority and Responsibilities. C. Campus Units with Department-Owned Vehicles are responsible for: 1. Administrators, managers, and supervisors are responsible for ensuring that only properly qualified and authorized individuals are allowed to drive Vehicles in support of University programs and activities under their direction and control.”

Passengers are limited to employees and volunteers on business. Any other passengers require authorization.

“IV. Procedures to Implement. F. Passenger Restrictions. Only authorized ISU employees or volunteers participating in University projects or programs, and students participating in authorized travel, may ride in University-owned Vehicles. Individuals who are not involved in state business, or persons not participating in ISU projects, programs, or authorized trips may not ride in or operate a Fleet Vehicle unless prior approval has been granted by the President or their designated representative(s).”

Driver qualifications include a motor vehicle record check and signing agreement(s).

“G. Driver Qualifications. 3. Drivers who operate a Fleet Vehicle are required to complete and pass a driver’s license record check prior to using the Vehicle. The [Motor Vehicle Record Check Authorization & Release](#) authorizes the University to conduct a record review



of the driving history of an individual. Employees and ISU students who hold a valid driver's license will provide a signed authorization, as well as a signed Acceptable Vehicle Use Agreement to Transportation Services and initiate the process. Out-of-state driver's license holders are also required to provide a signed [Out-of-State Notification and Release](#) form."

## Lewis-Clark State College

### Student Clubs and Organizations

The President delegates the responsibility for recognizing student organizations. [Recognized Student Clubs and Orgs Manual](#).

"1. Recognition of student clubs and organizations is an administrative responsibility assigned to the Senior Vice President/ Vice President for Student Affairs or his/her designee by the President of the college."

Student groups are recognized as part of the college's mission.

"Introduction. The work that you do as part of a student club or organization on campus is vital to completing the mission of LC State. Where we prepare students to become successful leaders, engaged citizens, and lifelong learners."

LCSC categorizes student groups as affiliated or recognized.

"Section 1. RSCO Definitions and Requirements. Affiliated Student Organizations (ASO) - are organizations that receive a direct student fee. (i.e. ASLCSC, Warrior Entertainment Board and Student Media Entities).

Recognized Student Clubs & Organizations (RSCO) - receive fees or dues are paid directly by student members, or is funded in whole or part by a College division or department. These organizations fall into the following categories:

Academic-Honorary: scholastic honor societies, those that recognize students who excel academically or as leaders among their peers, often within a specific academic discipline, membership in these organizations is limited to students declared into a specific major/program or based on GPA

Academic-Major: centered around the specific majors/programs, membership in these organizations is limited to students declared into a specific major/program

Athletic Clubs: intercollegiate athletic teams funded and founded by students

Community/Civic Service: organization designed to support charitable causes, to socialize, and to share educational and personal growth opportunities

Cultural/Ethnic: organization within a culture/subculture that works for the preservation or promotion of culture

Professional: organization seeking to further a particular profession and the interests of individuals in a particular field

Religious/Spiritual: organization and has a principal purpose of educating and advancing religion

Special Interests: organization with a shared interest in advancing a specific area of knowledge, or learning”

However the affiliated or recognized student group does not inherently mean they conduct business on behalf of the college.

“Relation of the College to ASO/RSCO. ASO/RSCO status shall not be construed as an agreement, support, or approval by the College, but only as acknowledgement of the rights and privilege for the organization to exist at the College. The Status does NOT: ... Confer the ability or acknowledgement of conducting business on behalf of or officially representing the college.”

Rights include the use of university resources and funding.

“Section 4. Benefits & Privileges. RSCOs are eligible to use many of the same resources as college offices and Academic Departments. These resources can be helpful tools in centralizing communication between group’s leadership, current members and prospective members. RSCOs using these services are responsible for following all LC State policies related to these resources. If you have questions about these resources, please contact the corresponding office directly. RSCO standing allows the group to access certain benefits and privileges including:

- Access for Advisors and Student Officers to edit the RSCO’s group page in Do More
- Ability to sponsor speakers and events on campus (in accordance with LC State policies governing such events)
- Access to guidance from the Office of Student Involvement about event planning, fundraising, marketing, financial management, etc.
- Mostly free use of facilities, when available (select spaces have rental fees, but RSCOs are offered a discounted rate)
- Ability to use the name of the College in their official title (guidelines established by College Communications)
- Ability to advertise and/or promote RSCO, activities and programs on campus
- Ability to apply for funding opportunities including application for Associated Students of Lewis-Clark State College (ASLCSC) funding and/or other institutional funding
- Participation in leadership training
- Access to Clubhouse for meetings and events (reservation required)
- Free printing in the Clubhouse for the purpose of RSCO (limited to 150 pages of black and white or 50 color printing per RSCO per semester)

- Access to WEB's poster printing free of charge
- Access to storage space in the Center for Student Leadership (limitations apply)
- Ability to checkout event resources: audio/visual equipment, games, and other useful equipment (fees may apply)"

Student group travel for university business must be approved.

"Section 9. Events & Reservations. Special Events. Travel. The opportunity to represent LC State throughout the state, nation and internationally is one of the many benefits of being a RSCO. RSCOs that travel for official organization business must adhere to LC State policies and procedures regarding travel. The policy in its entirety can be found in the LCSC Travel Policies and Procedures Manual."

"An activity that is sponsored by the College, funded in part or wholly by the College, undertaken using a College vehicle, or undertaken under the scope of the organization, would be considered traveling on official College business."

Student groups may use college vehicles and training is required.

"Drivers of vans must be van training certified, through an in-person training with Jacob Crist as well as completion of the Vehicle Use Agreement. Student drivers are required to complete the online training annually. Staff/Faculty drivers must complete the training every three (3) years."

Liability coverage is defined by risk type.

"Section 9. Risk and Liability. Some RSCO events/activities, both on and off-campus, may involve potential for risk. In some cases, the student organization as a group or individual members and officers may incur some liability in the event of a claim. RSCOs should take all reasonable precautions to manage risk at their events. RSCOs should be aware of the following policies:

Low risk, on campus events are generally covered through the College's liability insurance. Some examples of low risk activities are RSCO meetings, movie screening, awards banquets, guest speakers, and game nights.

Higher risk, on campus events may not be covered by the College's liability insurance. In such cases, RSCOs should have all participant sign a waiver releasing the group of liability. Printable copies of the waiver are available on the Administrative Services website. Some examples of higher risk events are contact sports, dance classes, bounce houses, and events with possible physical injury.

Off campus events are not covered by the College's liability insurance. RSCOs who host events off campus should have every participant sign a waiver regardless of the level of risk involved. Travel in personal vehicles is not covered by the College's liability insurance.

RSCO members/advisors who provide transportation to or from RSCO sponsored activities in personal vehicles are advised to have all passengers sign a waiver.

Participation of Minors - Individuals under the age of 18 may not participate in any RSCO event, regardless of the level of risk, without a signed waiver from a parent or legal guardian.

Claims brought as a result of negligence by an RSCO as a group or an individual may not be covered by the College. In such cases the RSCO or individual members may be liable. The information presented above provides general guidance but, due to the complicated nature of risk, does not cover all scenarios. If you have questions about liability or would like assistance in evaluating risk for an RSCO event, please contact the Office of Student Involvement.”

LCSC uses the platform called [Do More \(powered by CampusGroups\)](#) to manage and support student organizations.

#### Travel Procedures Manual

Student group travel and reimbursements must be approved. [Travel Procedures Manual](#).

“16. Student Group Travel. B. Authorizations – Group field trips must have one college employee designated as the leader or sponsor for each group”

“C. Two weeks before travel, a student representative for college clubs and/or organizations must visit the Risk Mgmt. Coordinator in the Office of the Vice President for Finance and Administration to review the Event Expectations list”

“E. Reimbursement. Where official college club accounts are involved, a club officer or the faculty advisor is responsible for retaining documentation to substantiate expenses.”

Student and volunteer travel must also be approved according to the policy.

“17. A. Student, Part-time, Irregular, Adjunct employees and Authorized Volunteers may travel on official college business only under one of the following two designations and should always be reimbursed through the requisition process, not a Travel Claim.

B. Authorized Volunteers including but not limited to Students and Part-time employees may travel if they fall under the definition of an “Authorized Volunteer” which requires that they meet three criteria. The travel must in all cases occur: (1) at the request of the college (2) under the control of the college (3) for the benefit of the college

C. Student Organizations: Travel is allowable when necessary to the organizational purpose, approved by the advisor, and within the guidelines of group travel. Rental vehicles can be arranged, but insurance coverage provisions should be closely examined, with additional insurance purchased when necessary to protect the travelers, the organization, and the college. A license background check is required of all students or authorized volunteers before operating a college owned, rented or leased vehicle. The background check is

obtained through Security. See Policy 4.112 for all requirements and report to Risk Management in the office of the Vice President for Finance and Administration.

D. Otherwise, reimbursable travel is not allowed, except as stated for student organizations (addressed in a separate section). Travel must be authorized in advance by the appropriate delegated authority, documenting the benefit and its relation to the college. Individual approvals are required for each trip and annual authorizations are not permissible. No liability protection is provided for any personal or other unauthorized use of a vehicle. Reimbursable travel expenses are determined by the appropriate delegated authority but not to exceed travel levels outlined in this manual.”

#### College Owned and Rented Vehicles Policy

LCSC vehicle use policy limits use to approved travel for business only and applies to all owned or rented vehicles. [College Owned and Rented Vehicles Policy.](#)

“1. Policy. A. College-owned vehicles, leased vehicles, and vehicles rented with college funds (including commercial rentals and vehicles loaned or rented from other community or government agencies) are considered to be state vehicles and may be used only for official college business. The use of state vehicles for personal or other non-official business is prohibited, by Idaho Board of Examiners travel policy (3 F) which states:

- i. “The use of a state vehicle for personal or other non-official business is strictly prohibited. Commuting from the traveler’s primary work location and declared residence using a state vehicle is permissible only when the official travel purpose begins or ends outside the traveler’s usual daily work schedule, such as before 7am or after 6pm, or for other reasons considered in the best interest of the state that are specifically documented and authorized by the approving authority.”
- ii. “State vehicles shall not be operated by or used to transport individuals who are not directly involved in the official state travel purpose unless prior approval has been granted by the approving authority. State vehicles shall be operated only by individuals who possess a valid operator’s license.”

Authorized drivers who are not employees must be approved by the president or a vice president and are considered volunteers.

“2. Approved Drivers. B. Individuals who are not on state business, or persons who are not participating in LC State projects, programs, or authorized trips may not operate or ride in a college-owned, rented, or vehicle unless prior approval has been granted by the responsible vice president or the president. Family members may not travel in a college-owned vehicle, unless they are conducting official college business as part of the trip.

C. Individuals who are not LC State employees must receive approval to drive the vehicle by the president or a vice president. In situations where the president or a vice president determines use of a LC State vehicle is for official purposes, individuals who possess a valid

driver's license and who are not LC State employees may be authorized to drive LC State vehicles. An Authorization of Approved Driver of College-Owned Vehicle form must be completed. All such authorizations must be approved in writing in advance by the president or a vice president. Persons authorized to drive vehicles under this section are considered to be "authorized volunteers" for purposes of financial responsibility and for purposes of the Idaho Tort Claims Act, Idaho Code §6-901 through 6-929. Examples of situations that may be approved under this section include use of LCSC vehicles by members of boards or councils performing services for the college.

Authorized drivers are qualified to drive if they are over 18 years old, pass a motor vehicle record check, and sign the vehicle use agreement.

"3. Qualifications. D. Departments are responsible for ensuring that their employees/students or approved drivers complete the appropriate paperwork and training (i.e., 15 passenger van course CD) before driving a college-owned vehicle or vehicle rented, loaned, leased for official college business or officially sanctioned student activity. The required documentation/procedures for an LC State employee are as follows:

- i. [Vehicle Use Agreement](#) – A copy should be provided to public safety and the driver
- ii. 15-passenger van use – Individuals must complete the 15-passenger van safety training. This training is on a CD and takes approximately one (1) hour to complete. Please contact the Public Safety Department to complete training or complete approved van driving course through Work Force Training."

Students who are authorized to drive must also have a signed authorization for business purposes.

"E. The required documentation/procedures for an approved non-LC State employee (including students) are as follows:

- i. Authorization of Approved Driver of College-Owned Vehicle
- ii. [Vehicle Use Agreement](#) – Copies provided to public safety and driver
- iii. 15-passenger van Use – Individuals must complete the 15-passenger van safety training. This training is on a CD and takes approximately one (1) hour to complete. Please contact the Department of Public Safety to complete training or complete approved van driving course through Work Force Training."

Passengers may be employees, persons participating in business, and students participating in authorized travel.

"2. A. Only the following persons may ride in LC State owned and rented vehicles: i. LC State employees; ii. Persons participating in LC State projects or programs; and iii. Students participating in authorized travel.



## University of Idaho

### Student Organizations

The [Student Organization Handbook](#) explains who is responsible for recognizing student organizations, the process, policies, and procedures. The Department of Student Involvement manages this process.

“Section 1: Recognition of Student Organizations A. What Recognition Means: There are two paths for undergraduate student organizations to become recognized by the University of Idaho. The first is registering on Engage Uldaho to become a Recognized Student Organizations (RSO) and the second is registering as an ASUI Affiliated Student Organization (ASO). The former is the bare minimum status to be considered a student organization on this campus. The latter status is most commonly sought after and is associated as a typical university student club. It comes with more perks and support than RSO status, but also with more responsibilities and requirements to remain in good standing.

Recognized Student Organization (RSO). The University of Idaho recognizes all types of student-run organizations through a registration process with the Department of Student Involvement (DSI)... Examples of RSOs:

- Undergraduate student clubs or organizations
- Graduate student clubs or organizations
- Sport Club Federation organizations

...Only undergraduate and non-sport club federation student organizations are eligible to seek ASUI affiliation (or ASO status). By default ASOs are recognized by the University and are affiliated with ASUI. DSI employs student and professional staff to provide additional support, resources, and training to ASOs.... Examples of ASOs:

- Undergraduate student clubs or organizations
- Multi-cultural Greek fraternities and sororities”

The benefits provided by UI to an ASO include resources and funding.

- “Eligible to apply for a maximum of \$2,000 in reimbursed funds from ASUI
- Event planning and promotion resources, advising, and support
- Meeting space reservations in DSI main space (Commons 302)
- Access to office materials
- Computer usage
- 200 free black & white printing; 100 free color prints
- Free color paper and cardstock
- Three free banner and/or large poster prints
- Storage space for supplies
- Physical mailbox
- Free requested leadership on-demand training
- Discounted advertising with campus Student Media outlets



- Priority registration for Palousafest and Get Involved Fairs
- Awards and scholarships
- Promotion items and supplies”

However, recognition does not automatically authorize performing business on behalf of UI.

“University Recognition and/or ASUI Affiliation status does NOT: ... Confer the ability or acknowledgement of conducting business on behalf of or officially representing the University.”

Other department sponsored or affiliated student organizations may have additional requirements.

“D. Operating as “The University.” Department Sponsorship and Affiliation. Some student organizations are department sponsored or affiliated. These organizations may receive additional funding, advice, and support from the sponsoring department. In turn, these departments also have additional responsibility for the actions of the organization and may have additional policies. Most student organizations do not conduct business on behalf of or officially represent the University. Therefore, policies exist to acknowledge the separation (naming, travel, etc.).”

State RMP insurance is described. Examples of claims are included in the handbook for edification.

“Section 5 – Risk, Liability, and Insurance. B. Insurance. The University of Idaho participates in the risk and insurance program of the State of Idaho. University of Idaho complies with the Idaho Tort Claim Act. State Risk extends General Liability coverage to sanctioned student groups (RSO or ASO). General Liability covers the university and does not provide personal liability to group members or officers. General Liability provides coverage for bodily injury and property damage to OTHERS (not the university, and not group members or officers). This is the ONLY type of coverage extended to groups... The University DOES NOT COVER members and officers of your group for injuries sustained by a member/officer. As students of the University, each member/officer is required to have their own Personal Medical Benefits. Members/officers are responsible for making sure their Personal Medical Benefits are adequate for the group’s activities. Please note that some Personal Medical Benefit policies EXCLUDE HIGH RISK activities. To make members/officers aware of the risks, develop a Waiver.”

“C. Travel/Auto Insurance Auto insurance always follows the title of the vehicle. Use of a personal vehicle for university business is NOT COVERED by University of Idaho. Even if a personal vehicle is used for group or university purposes, personal vehicles are NOT COVERED.”

UI uses the platform [Engage UIdaho](#) to manage student organizations and activities.

#### Travel Policy

Departments and the Division of Finance and Administration are responsible for authorizing travel for business to adhere to all existing laws and policies. The travel policy applies to employees,



students, unpaid members of advisory committees, and limited expenses for recruiting candidates.  
[Travel Policy.](#)

“A. General. It is UI policy to reimburse employees for expenses incurred while traveling on official UI business. Such reimbursement is subject to all applicable statutes, regulations, contracts, policies, procedures and budget availability.

Departmental administrators, along with the Division of Finance and Administration, are responsible for ensuring that travel expenditures comply with the State of Idaho travel policies. Employees are responsible for compliance with all UI policy and procedure relating to travel, including APM 05.08 Vehicle Coverage and Use. Employees are expected to be prudent in making travel arrangements and selecting the lowest cost options available.”

Student travel may be authorized for funding.

“H. Student and Team Travel. General. Student travel related to the student’s employment or educational experiences is eligible for expense reimbursement. Travel authorizations and reimbursements follow the student travel procedures provided in H-2 through H-4.

Athletic Team and Student Group Payments. Group leaders who pay all or part of the group’s expenses may be reimbursed by submitting a travel expense claim/report for the actual expenses incurred.

Student Travel with Employee. If a student travels with an employee, the employee may pay for the student’s travel expenses, except meals, on a purchasing card. All student travel charges will need to be reconciled and included on the employee’s travel expense report.

Student Travel without Employee. If a student is traveling without a non-student employee, the department may pay for student travel expenses, except meals, on a purchasing card.”

The mode of transportation follows SCO’s policy.

“M. Travel: Mode of Transportation. General. a. Selection of Mode of Transportation. Travelers shall use the most cost-effective and efficient mode of travel. Exceptions to this requirement may be allowed due to unusual or unforeseen circumstances that are properly documented and authorized by the approving authority. Any costs associated with excess travel time resulting from the use of other modes of travel for personal reasons shall not be allowed. Travelers must use the most direct or efficient route of travel that considers actual costs and travel time. Additional factors can be considered when selecting the route of travel, such as weather conditions or other issues which could increase travel time or hazards to the traveler.”

Rental vehicle insurance is described.

“4. Vehicle and Transportation Rentals. 3. Insurance. The University provides coverage through the State of Idaho for rental vehicles if they are to be used exclusively for official



business. If the traveler is unable to use State of Idaho insurance, they should contact UI Risk for advice in obtaining additional insurance. Neither the state nor the purchasing card provides coverage for personal use and a certificate of insurance will not be issued; the employee's or agent's coverage applies.”

#### Vehicle Use Policy

UI allows vehicle use by authorized drivers for business purposes only. [Vehicle Use Policy](#)

“B. Policy. University Vehicles (any licensed vehicle or SOHV owned, rented, or leased and Coach Courtesy Vehicles, if Coach Courtesy Vehicle is not used for personal business) are provided to further the educational mission of the university, and may be used only for official university business. The use of University Vehicles for personal or other non-official business is strictly prohibited. Operators of University Vehicles are expected to be good stewards of this important asset. Good stewardship includes: proper maintenance of the vehicle; ensuring drivers are authorized, trained and have good driving records; vehicles comply with State Risk Management coverage, procedures, and passenger restrictions; rentals comply with State of Idaho contracts; incidents are reported promptly and units cooperate with the claims management process.”

“Before operating University-Owned Vehicles, SOHVs, Coach Courtesy Vehicles that is not used for personal use, rented vehicles, or vehicles leased for university business, a university employee must have on file with his/her unit: i) an Authorization to Travel form approved by the appropriate authority for the unit; (ii) verification of completed driver training; (iii) a satisfactory driver’s record check; and (iv) a signed Vehicle Use Agreement which states adherence to driver and safety requirements.”

Insurance coverage for medical payments, personal vehicle use and liability, and the exposure of carrying passengers are explained in detail to inform the driver of their own personal responsibilities.

“F-3. Medical-Payments Coverage for University Vehicles. Medical-payments coverage is not carried on University Vehicles. For this reason, university policy restricts passengers (see section M).”

“G. Use of and Insurance for non-University Vehicles. When a university employee or student uses any non-university vehicle for official university business, (i) such drivers are responsible for compliance with all federal, state, and local laws and regulations applicable to vehicle operation; (ii) drivers are not to use mobile phones or other electronic devices while operating a vehicle, including but not limited to using such devices for texting; and (iii) the non-University vehicle’s insurance is primary. Up to the limit of the Idaho Tort Claims Act (\$500,000), the university’s liability coverage is excess, but only Non-Owned and Hired Auto Liability and not Personal Liability. The university’s comprehensive-collision coverage will not extend to a non-university vehicle driven on university business by its owner or by another driver. The private vehicle’s comprehensive-collision insurance (if available) will provide the only coverage (see section M for passengers). Employees should check with



their personal insurance company to determine coverage on their privately-owned vehicle when used for business purposes. The university makes no representation with respect to the safety of any personally owned vehicle and passengers of a personally owned vehicle must determine the safety of the vehicle and the qualification of the driver.”

Students are allowed to ride in state vehicles.

“M. Passengers. M-1. Passengers Allowed. Only the following persons may ride in University Vehicles: (i) UI employees, (ii) persons cooperating in UI projects or programs, and (iii) students participating in authorized travel.

Additional language explains existing and non-existing insurance coverage.

M-2. Medical Payment Coverage. Medical-payments coverage is not carried on University Vehicles.

M.3. Rental Car Agency Insurance for Passengers in Rental Cars. Rental car agency insurance for liability and physical damage may be purchased if any passenger is not covered by student insurance or by worker’s compensation insurance.

M.4. Insurance Coverage for Passengers in Privately Owned Vehicles. Passengers in a privately owned vehicle may be covered through the insurance of that vehicle, depending on the insurance coverage maintained by the owner of the private vehicle. There is no insurance coverage through State RMP for passengers. The university makes no representation with respect to the safety of any personally owned vehicle and passengers of a personally owned vehicle must determine the safety of the vehicle and the qualification of the driver.”

Rented and leased vehicles can only be used for state business by an authorized driver.

“H. Rental Vehicles. Rental or leased vehicles are only to be used for official university business and must be arranged for by visiting Accounts Payable’s Travel Services website through contracted rental companies (see Section H-1). A university employee who will be operating a rented or leased vehicle for university business, must have on file with their unit: (i) an Authorization to Travel form signed by the appropriate authority for the unit; (ii) verification of completed driver training; (iii) a satisfactory driver’s record check; and (iv) a signed [Vehicle Use Agreement](#) (VUA). See section N for driver’s qualifications.”

ASUI students can be authorized to drive.

“N-1. ASUI Student Drivers. Students may be authorized to drive ASUI vehicles by procedures approved by the ASUI. Names of students authorized to drive ASUI vehicles must be filed in writing, in advance, with Risk. Student drivers must meet the UI driver qualifications listed in section N-3.

Volunteers may be authorized by leadership to drive. While silent on students, this could include student volunteers.



N-2. Non-Employee Drivers. The president, or designee, provost, a vice president, dean or director may authorize a non-employee to drive a University Vehicle, excluding 8-12 passenger vans, if the purpose is for official university business and the individual holds a valid driver's license. All such authorizations must be approved in writing in advance and signed by one of the above officials. A UI Authorization of Approved Driver of University-Owned Vehicle form must be completed...Examples of situations that may be approved under this section include use of University Vehicles by members of boards or councils performing services for the university. Persons authorized to drive vehicles under this section are considered to be authorized volunteers for purposes of financial responsibility and for purposes of the Idaho Tort Claims Act, Idaho Code §§6-901 through 6-929."

## Rental Agreements

Auto insurance typically charges people under 24 a higher premium. Both Enterprise and Hertz waive these additional charges.

### Enterprise Rental Master Agreement

Enterprise Rental Master Agreement (ERMA) allows anyone over 18 years old to rent vehicles for business use at the state rates, whether they are a candidate for hire during the recruiting process, a student performing functions on behalf of the university, or a volunteer. The statewide contract allows 18 year olds to drive regular vehicles, 21 year olds to drive 10 passenger vehicles, and 25 year olds to drive 12-15 passenger vans. [Enterprise Rental Agreement](#).

**1.5 Renters under the NASPO contract must be at least 18-years old. Students renting or driving vehicles rented on behalf of universities or colleges must be operating the vehicle on official university/college business, or in connection with university/college-sanctioned activities. Drivers of vehicles with 10-passenger seating capacity must be 21 years old. Renters must be 25 years of age or older to rent 12- and 15-passenger vans. All renters must have a driver's license that is valid during the entire rental period and book under a valid NASPO or authorized State Account Number. Contractor will waive underage and young renter fees for renters age 18 through 20 years of age. Contractor maintains the right to verify employment or other affiliation with Participant that would give them the right to rent as a "Traveler".**

The institutions drive off-road for research and field work, which is excluded from the ERMA. BSU recently executed a contract with Enterprise to allow for off-road vehicle use specifically for the biology raptor observation program.

Passenger vans are available in Boise, Idaho Falls, and the Spokane airport. Trucks are available on case-by-case basis. The institutions may be able to arrange to have them delivered. Enterprise doesn't carry many 12 passenger vans, but does have 15 passenger vans which would require additional driver training for real wheel drive. Some institutions prohibit the use of 15 passenger vans for this reason.

## Hertz Rental Master Agreement

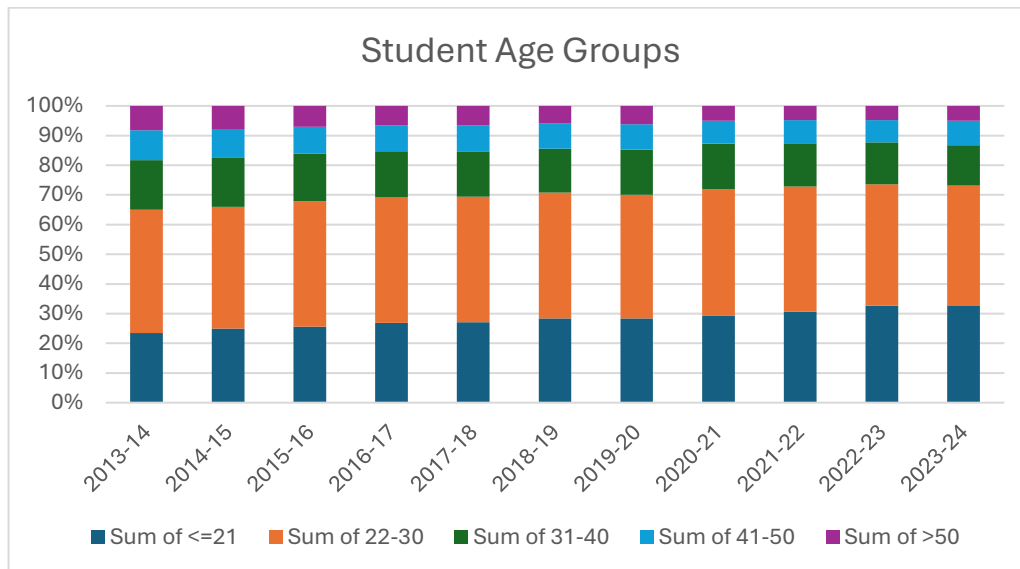
Hertz Rental Master Agreement (HRMA) allows anyone over the age of 18 years old to rent vehicles and the payment method is under the master agreement (MA).

- 1.5 Rent to any Traveler who possesses a valid driver's license, is at least 18 years of age or older and has a form of payment allowed an MA. No additional prequalification is required either via oral or written inquiry and no minimum age surcharge will be on MA rates. The Contractor shall also allow under the same terms and conditions of the MA more than one Traveler to drive a rental vehicle including another Participating Entity employee traveling with the Traveler.

## Data and Narratives

### Student demographics

Our demographic data splits age groups into the following categories: <21, 21-30, 31-40, 41-50, >50. The age of students over 21 at the institutions is declining overall, however, 63-71% of students in the academic year 23-24 are over the age of 21. The largest age range of students is 21-30.



### Travel and Vehicle Use Narratives

#### BSU

Of more than 200 clubs at BSU, less than 40 met the requirements for travel with university funds in the past three fiscal years, with a maximum of 44 trips in total in one year. The primary purpose of these trips is to attend academic conferences. Between 11-16 trips per year used university motor pool vehicles. Each authorization includes the trip's cost comparison and accessibility to



determine whether to rent a vehicle from the state contract, motor pool, or mileage reimbursement.

In FY24, Campus Rec authorized travel 238 times, of which there were 82 club sport trips. 71 of the 82 (86.5%) authorized trips required a rental vehicle(s) from Enterprise or National. They used motor pool vehicles five times. The 11 trips that did not require a rental vehicle used a charter bus or flights to the destination city and an uber/shuttle bus. The Campus Rec trips cost approximately \$58.6k for that year.

There is concern regarding students using their personal vehicles for official travel when the vehicle may not be maintained as well as university vehicles, which could increase the risks of personal use of vehicles for business purposes.

#### ISU

Student Affairs relies on student drivers for student organizations, events, conferences, and academic geosciences and biosciences fieldwork. Academic Affairs runs grant funded programs, and employees and honors program scholars, logging volunteer hours, driving and passengers. Clubs rely on fleet vehicles for events and non-resident student transportation. Athletics authorize their GA students to drive, but this is rare (8-10 times a year). Transportation Services authorizes their student employees to drive. The Outdoor program allows their students drivers to drive. Campus Rec does not allow students to drive. Cost comparison between using a motor pool vehicle or renting from the state contract may prove cheaper for some travel.

#### LCSC

The Department of Public Safety authorizes the student employees and volunteers who drive for college business. All are paid employees except for club officers, club members, resident assistants, and student athlete volunteers. If students are not paid employees they are authorized volunteers. There are approximately 60 or more trips per fiscal year. See attached report.

Per the Director of First Year Experience / Student Union Building / Center for Student Leadership, "we have a number of student positions (paid or non-paid) that provide critical support where transportation assistance is needed between campus facilities or off campus programming. Some of these student positions are more explicit about transportation duties, others may not be as explicit. The bottom line is, if you are a student affairs student employee or vetted volunteer (paid or non-paid), we are very dependent on this population to help us operate and continue to provide programming that is part of the educational experience at LC State."

#### UI

After an auto physical damage claim was denied due to an authorized student driving the vehicle, risk managers informed stakeholders, specifically the committees responsible for financial transactions, that claims may be denied. In response, multiple units reached out for clarification. At this time, the university is adhering to their authorization approval process while warning that potential losses may be incurred due to denial of claims. The following units have expressed



concerns: all units with affiliates (i.e., ROTC affiliates who are DOD employees), all units with cooperative agreements where use of a UI vehicle is a responsibility of UI (i.e., Fish & Wildlife cooperative agreement since 1978 with US Geological Survey), use of UI vehicles by 4H Certified Volunteers (club leaders), colleges that sponsor competitions and research (i.e., use of UI vehicle sponsored by Engineering on behalf of Clean Snowmobile Club), various class field trips, clubs associated with academia (i.e., Geology Club).

## Premiums and Claims

### Covered Vehicles

The total of all road-ready vehicles and attachments (like trailers) changes each year. In total for all four institutions in the past five fiscal years, the number has fluctuated less than 105 scheduled vehicles and attachments per year, on average 66 vehicles or attachments per year. For FY25, there are in total 1466 vehicles and attachments covered under the auto physical damage policy.

Covered FY25		
BSU	254	17.3%
ISU	376	25.6%
LCSC	85	5.8%
UI	751	51.2%
<b>Grand Total</b>	<b>1466</b>	<b>100.0%</b>

Eliminating vehicles which would not potentially be used by students (assigned to departments such as public safety, facilities/maintenance, and courtesy cars, and other departments) and attachments, there are approximately 880 vehicles scheduled with insurance coverage and potentially available for student use. Please note that these are not exact but approximate figures.

Potentially Available to Students		
BSU	76	8.7%
ISU	290	33.1%
LCSC	46	5.2%
UI	465	53.0%
	<b>877</b>	<b>100.0%</b>

### Institution Loss History FY20-24

Overall, most of the institutions' historical losses fall under major property, workers' compensation, and general liability, totaling \$14M in five fiscal years, making up 93.4% of the losses. Auto physical damage and auto liability total \$755k, making up 5% of the losses.

# INFORMATIONAL

## JUNE 17-18, 2025



Systemwide Risk Management Services

Risk Report

February 3, 2025

Coverage	All Claims	Percent of All Claims	Total Paid	Percent of Total Paid
Auto Liability	55	3.1%	\$321,435	2.1%
Auto Physical Da	173	9.7%	\$433,982	2.9%
Boiler and Equipn	19	1.1%	\$218,796	1.5%
Cyber Liability	5	0.3%	\$12,618	0.1%
General Liability	125	7.0%	\$1,347,142	9.0%
Major Property	300	16.9%	\$6,992,080	46.6%
Work Comp	1100	61.9%	\$5,669,906	37.8%
Grand Total	1777	100.0%	\$14,995,959	100.0%

Eliminating workers' compensation from the totals, because RMP only covers out-of-state workers' comp which has a minimal loss history not included in this report, major property and general liability make up 55.6% of the losses, and auto physical damage and auto liability make up 8.1% of the losses.

Coverage	All Claims	Percent of All Claims	Total Paid	Percent of Total Paid
Auto Liability	55	8.1%	\$321,435	3.4%
Auto Physical Dama	173	25.6%	\$433,982	4.7%
Boiler and Equipmer	19	2.8%	\$218,796	2.3%
Cyber Liability	5	0.7%	\$12,618	0.1%
General Liability	125	18.5%	\$1,347,142	14.4%
Major Property	300	44.3%	\$6,992,080	75.0%
Grand Total	677	100.0%	\$9,326,053	100.0%

### RMP Auto Premiums and Claims

Auto liability premiums are not charged to state agencies, since they are rolled into general liability premiums. Auto physical damage premiums is charged to each institution based upon vehicle type and count.

Auto Physical Damage Premiums							
	2020	2021	2022	2023	2024	Total	FY25
BSU	\$22,011	\$14,757	\$13,290	\$7,728	\$9,499	\$67,285	\$41,242
ISU	\$22,102	\$16,174	\$13,404	\$7,796	\$10,372	\$69,849	\$66,020
LCSC	\$7,904	\$6,875	\$5,981	\$2,602	\$3,054	\$26,417	\$17,390
UI	\$36,538	\$26,800	\$22,348	\$14,913	\$19,394	\$119,993	\$128,201
Total	\$88,555	\$64,606	\$55,024	\$33,039	\$42,319	\$283,543	\$252,853

Premiums - Claims Ratio					
2020	2021	2022	2023	2024	FY25
-6%	112%	11%	21%	31%	16%
24%	-60%	24%	35%	9%	26%
18%	52%	11%	26%	-3%	7%
64%	-4%	54%	18%	64%	51%

# INFORMATIONAL JUNE 17-18, 2025



Auto Liability Claims						
	2020	2021	2022	2023	2024	Total
BSU	\$2,498		\$6,841	\$18,649	\$47,021	\$75,009
ISU	\$765	\$11,098	\$5,000	\$32,166	\$12,352	\$61,380
LCSC				\$30,025		\$30,025
UI	\$5,172	\$114,280	\$7,584	\$24,335	\$3,651	\$155,021
<b>Total</b>	<b>\$8,435</b>	<b>\$125,377</b>	<b>\$19,425</b>	<b>\$105,175</b>	<b>\$63,023</b>	<b>\$321,435</b>

Auto Physical Damage Claims						
	2020	2021	2022	2023	2024	Total
BSU	\$24,592		\$16,586	\$23,939	\$40,455	\$105,572
ISU	\$11,559	\$24,082	\$20,706	\$34,205	\$19,471	\$110,023
LCSC			\$9,461	\$22,424	\$0	\$31,885
UI	\$7,942	\$27,315	\$38,788	\$28,652	\$83,806	\$186,502
<b>Total</b>	<b>\$44,093</b>	<b>\$51,397</b>	<b>\$85,541</b>	<b>\$109,220</b>	<b>\$143,731</b>	<b>\$433,982</b>

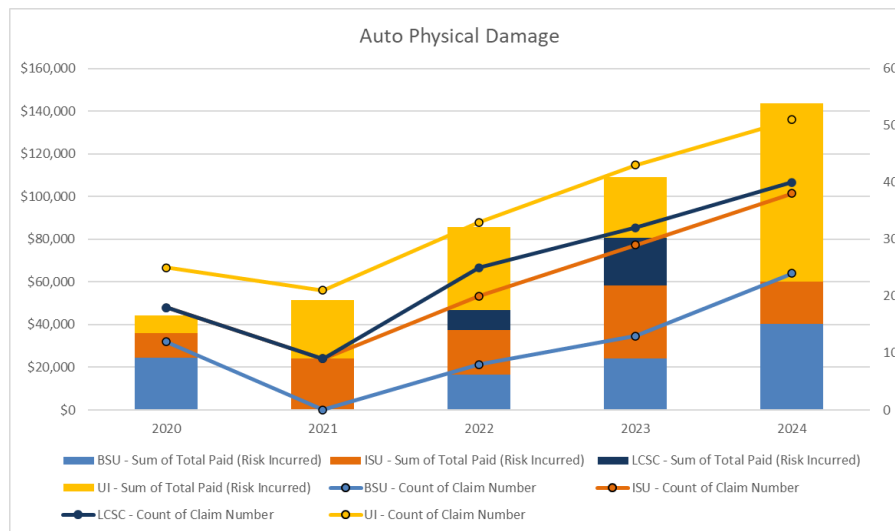
The bottom line is that the state program lost dollars in the past few fiscal years.

Auto Physical Damage Premiums Minus Claims Costs Incurred							
	2020	2021	2022	2023	2024	Total	FY25
State Impact	\$44,462	\$13,209	-\$30,517	-\$76,181	-\$101,412	-\$150,439	\$252,853

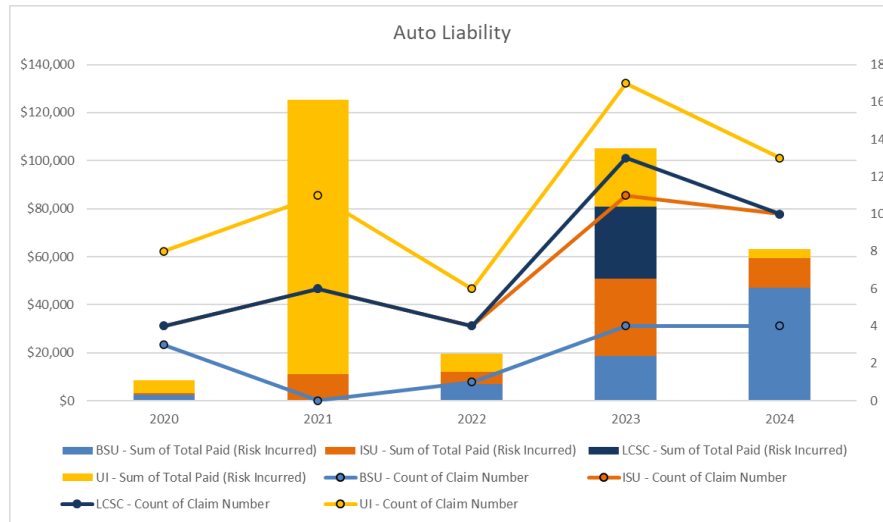
FY 25 saw a 500% increase in premiums.

Premiums Ratio						
	2020	2021	2022	2023	2024	FY25
BSU	25%	23%	24%	23%	22%	16%
ISU	25%	25%	24%	24%	25%	26%
LCSC	9%	11%	11%	8%	7%	7%
UI	41%	41%	41%	45%	46%	51%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Auto physical damage claims are on the rise. The loss history below includes all claims and is not specific to student drivers. The driver's role is not currently tracked within claims. The count of claims does include denied claims.



Auto liability claims peaked in FY21 and FY23.



In total, 24.1% of all claims for FY20-24 were denied, under the deductible, inactive or not filed for various reasons.

Claim Sub Status	Auto Liability	Auto Physical Damage	Grand Total
Closed under deductible	0.0%	9.2%	7.0%
Denied	12.7%	13.9%	13.6%
Inactive Claim	0.0%	1.2%	0.9%
No Claim Filed	1.8%	2.9%	2.6%
Open Claim	0.0%	2.3%	1.8%
Paid Claim	85.5%	68.8%	72.8%
Waiting for Subrogation/Restitution	0.0%	1.7%	1.3%
Grand Total	100.0%	100.0%	100.0%



## State RMP Balances

The Risk Management Advisory Committee meeting reviews RMP balances for each line of coverage.

**Risk Management**  
**Cash Analysis**  
FY 23 - FY 25 (FY24 Actuals)

30-Jun-24

Description	FY 25 (projected)						Recommended Reserve
	Beginning Balance	Interest, Transfers Misc Receipts	Agency Receipts	Expense & Claims (1)	Insurance Premiums	Ending Balance	
Administration	203,469	4,200	999,830	(1,040,000)	-	167,499	-
Liability	12,835,930	261,900	10,311,171	(5,308,494)	(1,507,210)	16,593,297	16,341,885
Cyber Liability	1,902,786	38,800		(402,820)		1,538,766	999,467
Miscellaneous Sub-funds (2)	(141,285)	163,885	295,874		(295,874)	22,600	
Inland Marine	147,069	3,000		(17,640)	-	132,429	7,523
Energy Systems	314,321	6,400	66,174	(65,410)	(203,800)	117,685	47,326
Auto Physical	(23,615)	-	1,591,373	(1,190,166)	-	377,592	344,384
Employee Bond/Crime	42,866	900	176,354	(52,283)	(83,953)	83,884	59,735
Property	(1,105,378)	290,422	5,170,396	(2,161,049)	(2,805,649)	(611,258)	1,247,303
Total	14,176,161	769,507	18,611,172	(10,237,862)	(4,896,486)	18,422,492	19,047,623

Description	FY 24 Actuals 6/30/24 Month-End						Recommended Reserve
	Beginning Balance	Interest, Transfers Misc Receipts	Agency Receipts	Expense & Claims (1)	Insurance Premiums	Ending Balance	
Administration	297,974	8,869	831,522	(934,897)	-	203,469	-
Liability	14,317,412	483,641	4,687,004	(4,888,086)	(1,764,042)	12,835,930	14,699,505
Cyber Liability	1,828,518	74,268	-	-	-	1,902,786	896,233
Miscellaneous Sub-funds (2)	(130,317)	(39)	383,359	(11,893)	(382,395)	(141,285)	
Inland Marine	146,362	5,897	-	(5,189)	-	147,069	8,747
Energy Systems	257,191	8,623	259,272	(6,966)	(203,800)	314,321	40,943
Auto Physical	196,974	216,985	1,009,969	(1,447,544)	-	(23,615)	193,242
Employee Bond/Crime	126,768	6,470	14,463	(4,950)	(99,885)	42,866	12,880
Property	(1,601,051)	321,908	7,501,081	(4,521,667)	(2,805,649)	(1,105,378)	1,295,467
Total	15,439,833	1,126,621	14,686,671	(11,821,192)	(5,255,771)	14,176,161	17,147,017



## Alternative Solutions

### State Risk Procures Alternative Insurance Coverage for Student Drivers

#### Use Rental Cars

RMP currently recommends the institutions use rental vehicles when students are authorized to drive. This would cause a financial impact and create additional work time for commuting to the rental agency. Per ISU, there may be savings for some trips. Per UI, vehicles are not readily available and would take additional work time to pick up and drop off if they are available. Per BSU, the cost of rentals is compared to the cost of motor pool vehicle use, and the type of travel may make renting prohibitive.

Enterprise recommended in lieu of passenger vans, that drivers use a combination of minivan and truck for similar seating capacity, storage space, and accessibility.

Long-term rentals reduce the overall cost. The weekly rate is 5.5 times the daily rate for 7 days. The monthly rate is 22 times the daily rate for 30 days. There is also a longer-term option with monthly renewal, which includes maintenance or swap out of the vehicle.

Recommend those who travel through FBO (private planes) to sign up for the Emerald Club at no additional cost. Enterprise can then deliver vehicles. The hotline number to call to make those arrangements at FBO's is 855-233-8990.

Joining the Emerald Club offers the benefit of rental and more options at the same cost.

Kelly can add billing numbers if needed -3-5 business days.

Daily rates for rental vehicles as of 12/11/2024.

Vehicle Class	Enterprise Daily Rates	Hertz Daily Rates
Economy	\$36.83	\$33.41
Compact	\$36.83	\$33.41
Intermediate	\$38.77	\$35.18
Standard	\$38.77	\$35.18
Full Size	\$41.85	\$37.97
Premium	\$91.54	\$63.79
Minivan	\$72.55	\$57.71
Midsize/Standard SUV	\$69.21	\$58.47
Full Size SUV	\$96.00	\$88.59
Premium SUV	\$96.00	\$88.59
Small Pick-Up Truck	\$78.14	\$60.75
Large Pick-Up Truck	\$83.72	\$63.79

**INFORMATIONAL**  
**JUNE 17-18, 2025**



Systemwide Risk Management Services  
Risk Report  
February 3, 2025

Cargo Van/HD Cargo Van	\$103.65	\$75.94
HD XL/Mini Cargo Van	\$111.62	\$75.94
Compact/Intermediate Hybrid	\$54.69	\$47.59
Full Size Hybrid	\$60.28	
Electric Vehicle		\$86.06
Jeep/Crossover	\$72.55	
Convertible	\$91.54	
12 Passenger Van <sup>†</sup>	\$136.19	\$98.21
15 Passenger Van <sup>†</sup>	\$156.27	



## Student Work Experience and Workers' Compensation

### Table of Contents

Student Work Experience and Workers' Compensation .....	1
Overview .....	2
Law and Insurance Coverage .....	3
Institution Operations .....	4
Current Exposure, Considerations and Next Steps .....	6



## Overview

### **Goal**

The intent of this project is to reduce the negative impacts a student may experience if injured while working for credit. To accomplish this goal, institutions' staff, faculty, and students must understand the scope of workers' compensation coverage, establish a method of reporting to the insurance providers, and submit claims as they arise during a student's work experience in accordance with the law.

### **Cause**

The state's director for Insurance and Internal Support Risk Management Program (RMP) advised OSBE and institutions' risk managers of the required reporting for students who are working for credit outside the State of Idaho.

### **Summary**

Workers' compensation insurance covers injured employees. Unpaid students who work for credit, or students who are paid a stipend not via payroll, may be unintentionally excluded from insurance. This issue was raised at the Council on Academic Affairs and Programs in September 2024, and a survey was sent out to understand more about students who work for credit towards their degree.

Faculty and program directors track students' location and work experience independently. Reporting must come from individuals each semester on a deadline which satisfies the requirements of the five monopolistic states<sup>1</sup> and insurance carriers. There is no centralized location for this information, and reporting is not comprehensively completed. There is a need to train faculty, staff, and students across all four campuses to ensure compliance.

---

<sup>1</sup> Monopolistic states are states that require employers to purchase workers' compensation insurance from a state-run fund. Employers are not allowed to purchase this insurance from private insurers.



## Law and Insurance Coverage

### **Idaho Workers' Compensation Law**

The entirety of Idaho's [Statute Title 72](#) is not incorporated here. Idaho jurisdiction does not apply in all instances of potential claims, specifically for out-of-state and online students. However, it is the responsibility of the institutions to ensure that these students do have coverage.

[72-205](#). PUBLIC EMPLOYMENT GENERALLY — COVERAGE. The following shall constitute employees in public employment and their employers subject to the provisions of this law: (9) A work experience student, as that term is defined in section [72-102](#), Idaho Code, who does not receive wages while participating in the school's work experience program shall be covered by the school district's policy or by the Idaho higher education policy when the work experience student is not covered by the private or governmental entity that is the student's work experience employer.

[72-102 \(34\)](#) "Work experience student" means any person enrolled in the public school districts or public institutions of higher education of this state and who, as part of his instruction, is enrolled in a class or program for academic credit and for which the student is employed by, or works for, a private or governmental entity. The student need not receive wages from the private or governmental entity in order to be classified as a work experience student.

### **FY25 Coverage**

The Idaho State Insurance Fund (ISIF) provides coverage for workers' compensation within Idaho for BSU, ISU, and LCSC. UI is self-insured within the state. To date, SIF has been charging a premium for students who work for credit based upon reported hours worked. The jurisdiction of work is assumed to be within Idaho due to enrollment at the institution, however this has not been tested nor determined. BSU and ISU report hours worked for this coverage.

- Hours worked per academic year as reported by BSU 768k, ISU 375-770k.
- NCCI code 9101 (non-professional) rate is 4.96.
- Premium is calculated (hours\*\$1). Current premiums are BSU \$38k, ISU \$18k.
- The institutions are not on SIF's out-of-state policy with Zurich.
- SIF is covering students in good faith based upon Idaho jurisdiction law, which allows for a temporary six-month period of work.
- The State of Idaho has reciprocity agreements with several other states which allow work for a period of up to six months to be covered under Idaho's jurisdiction. These agreements require extraterritorial certificates which must be processed through the Idaho Industrial Commission and submitted to the other state for approval. These certificates are not for long term use and have not been issued.

The state's RMP provides coverage for out-of-state employees through the insurance carrier PMA. The state's RMP must report directly to five monopolistic states and Canada as soon as a student enters those states to work, and on a quarterly or annual basis, the deadlines of which vary by state: Ohio, North Dakota, Washington, Wyoming. Each state has its own form, and requests basic information about the worker, while others request more information. The most information requested includes student name, social security number, hours, wages, dates of work, location address, home address, department, and job class code.



- PMA coverage for students is limited to social work and nursing/pharmacy in only five other states. ISU has reported clinical rotations for coverage.
- NCCI code 8868 (professional) rate is .52.
- No premiums are charged now due to the low reporting. The institutions will incur additional premiums (hours\*expected wage) once complete reporting is delivered to PMA.

## Institution Operations

### Survey of Operations

Tracking work experience for credit is not centralized, and these reporting requirements will cause an increase in administrative work. To identify the internal environment and gauge exposure level, the following survey was created.

1. Please provide your name and college or program.
2. In your area (college or program), do students work for credit at other private businesses or government agencies? Please use the legal definition as your guide: enrolled in a class or program for academic credit and for which the student works for a private or governmental entity. This means the work earns credits towards a degree. If you select "Other" please describe.
3. What software or paperwork is used to assign students to work experience? This will help us understand what resources are used.
4. Do students accept the work experience by signing an agreement with the institution or the third party?
5. Does your institution have an agreement with the third party for the work experience?
6. Who negotiates the agreement with the third party?
7. Where are students physically located when they accept the work experience? This may impact the jurisdiction of hire.
8. Do students work in other states, US territories, or countries besides Idaho? If yes, please list where if possible. Each jurisdiction has its own workers' compensation law, and coverage may be defined
9. How many students work for credit per academic year in your area (college or program)?
10. What is the duration of the work experience? Please describe in as much detail as possible based upon the program details and an individual student's experience, or provide a hyperlink to the information. Each state has its own law related to duration of work in another jurisdiction (extraterritorial coverage).
11. Are students paid a stipend or allowance by your institution or by the third party? This may determine which entity should provide workers' compensation coverage.
12. If paid by the institution, how do they receive this payment?
13. Please provide any additional information you think is pertinent.

Thank you to the following people from LCSC and UI who responded to the survey. Their valuable feedback provided clarity on the nuances of how and where students work for credit.

#### UI

- Career Services, internships: Eric Anderson
- College of Education, Health and Human Services: Jayme Baker



- College of Education, Health and Human Services; Movement Sciences; Exercise, Sport, and Health Sciences: Emma Grindley
- College of Letters, Arts and Social Sciences: Traci Craig
- College of Natural Resources: Frank Wilhelm; Charles Goebel
- College of Science: Timothy Johnson
- Education Abroad: Kate Wray Chettri
- Office of International Programs, study abroad: Dana Brolley

#### LCSC

- Physical, Life, Movement and Sport Sciences: Rachel Jameton
- Teacher Education & Mathematics Division: Royal Toy
- Social Work Program & Field Director, Social Sciences Division: Dr. LaChelle Rosenbaum
- Nursing & Health Sciences: Michelle Pearson-Smith
- Psychology Program, Social Sciences Division: Leanne Parker
- CTE: Jeffrey Ober
- Justice Studies Program, Social Sciences Division: Gene Straughan, Ph.D.

#### **Oversight of the Work for Credit Experience**

The process of finding work experience varies by program. Some programs assign the students to a place of work, some students lead the selection of where to work, and some students can write papers reflecting their past work and its alignment with their degree.

Payment for work also varies. Some students choose paid work and would be covered by workers' compensation through their employer. Some receive grant funds or stipends. Many students are unpaid.

Documentation varies just as widely as place of work. Some programs use Affiliation Agreements with third parties, and some have no agreements in place at all. Student handbooks may be the institution's handbook, or the program may have developed their own handbook.

Both institutions surveyed had some form of documentation in place which states that students are responsible for their own medical bills, and some answers to the survey questions were unknown, indicating a need for training for faculty and staff, and guidelines for students who select their own place of work. The documentation found to be inaccurate has already been corrected.

#### **Survey**

The intent of the survey was to gather enough information to understand the nuances of work experience and inform our insurance carriers of the exposure, however all the details required for insurance reporting were not gathered at this stage.

From survey respondents who run 14 programs, over 1000 students work for credit per academic year. At UI, eight programs have 260-300+ students. At LCSC, six programs have approximately 580-760 students. There are 11 programs which have out-of-state students; however, these numbers vary greatly from one semester to the next. Across all programs, hours worked per student range from 45-720, though the higher number of hours is student-driven and not typical. Work may span a



semester or two, or may average six months. The percentage of students working out-of-state for credit within a program ranges from 0-100% per semester. Online students and students who are residents of other states opt to work in their home state. Students can be in any state plus Canada.

Student work experience may be tracked via Canvas, EValue, Qualtrics, Excel, Handshake, in documentation, or not at all. International students are tracked in Sunapsis and SEVIS. Of the respondents who were asked, they were able to provide the count of students working out-of-state without difficulty, except for where there is no tracking in place.

In follow up with a few respondents, almost all expressed that they have had no experience of students reporting injuries during multiple years of leading their programs. One student reported an injury while working in the ER. The student suffered a concussion, which caused a delay in program completion. The student was expected to cover their own medical bills, however this initiative enabled the institution staff to reach out to the injured student to open a claim. The student declined to provide any additional information for a claim to be opened.

### **Additional Information**

Although Idaho State University did not participate in the survey, the following information was provided. With over 30 programs in which students work for credit, the length of work experience varies from one week to a full year. Students may work in multiple states or remain in one state for the duration of their work experience. There are approximately 2000 students who work for credit at ISU in an academic year, and may work in any of the states.

## **Current Exposure, Considerations and Next Steps**

### **Exposure**

Currently PMA expects we have very few students who work for credit, and the following states are listed for student coverage for only clinical/pharmacy and social work: AZ, CO, MA, NY, TX. In reality, we have thousands of students who could be in any of the 50 states or Canada in any semester. After discussing coverage with SIF and RMP, and understanding the gap in reporting, it is expected that the insurance providers will raise premium costs to account for the increase in exposure. Ongoing accurate and timely reporting will manage these costs, however an initial jump in premiums for the first year may be expected. The list of states below is based upon survey responses from UI and LCSC and is not exhaustive. Survey respondents also gave generic answers that the states may vary.

AK	CA	CO	FL	MD	ME	MI	MO	MT	NC	NV	OR	PA
	TN	UT	VA	VT	WA	WY	Canada					

In addition, future training will increase awareness of this coverage, potentially increasing the reports of injury and the experience of claims. SIF currently applies the same experience rating to all state agencies, therefore the impact may be minimal.

### **Considerations**

The primary consideration relates to the student experience. With limited claims for students who work out-of-state for credit, SIF's position that Idaho's jurisdiction for out-of-state students has not



been tested in other states where laws do not recognize other jurisdictions. The potential exists for an injured student to be involved in a jurisdictional dispute for coverage of a claim.

- The [Idaho Industrial Commission](#) (IIC) is “comprised of four divisions: Compensation, Rehabilitation, Adjudication, and the Crime Victims Compensation Program. The Idaho Industrial Commission offers rehabilitation services. Employees are the state’s greatest business asset. It is essential to the fiscal health of the state to quickly return injured workers to the labor force. The Idaho Industrial Commission is an administrative court, and through the Adjudication Division, it provides decisions in workers’ compensation disputes between workers and employers.” Idaho-based injured students may benefit from the free rehabilitation and adjudication services if there is a dispute.

Additional considerations are for the institutions to become compliant in reporting to insurance providers, who must report to other jurisdictions, and maintain compliance with FERPA.

- There is no comprehensive national report on workers’ compensation laws or reporting requirements per state. A cursory review of workers’ compensation laws in other states revealed penalties, fines, misdemeanor charges and up to jail time for lack of reporting. Jurisdictional laws vary, with some states following the employer and some following the employee. The definition of temporary work is sometimes stricter than in Idaho.
- Is there a path to develop a reporting chain of command directly to insurance carriers?
- OSBE can create surveys and gather this information each semester, the risk is that this depends upon responses from faculty or program directors, leaving a potential gap in reporting as evidenced by the minimal survey responses.
- Would this reporting impede FERPA compliance? The information requested is part of the student record. There is no employment record for student work experience. Per workers’ compensation law, no employer required to carry coverage nor any employee can decline coverage.

### **Next Steps**

- Coordinate and participate in the creation and rollout of working groups.
- Develop materials for students who work for credit to verify coverage exists at their place of employment or self-report coverage as needed.
- Develop training materials for students, faculty, and staff.
- Distribute training materials and contract language to all four institutions.
- Negotiate with insurance carriers to determine whether out-of-state coverage should reside with State Risk or the State Insurance Fund.

### **Resources**

Department of Human Resources  
Idaho Industrial Commission  
Department of Labor  
CorVel (UI specific)  
State Insurance Fund (BSU, ISU, LCSC Idaho specific)  
State Risk Management Program (out of state specific)



# ANNUAL REPORT

## 2025



# ANNUAL REPORT 2025

This report celebrates the hard work and achievements of our entire community—students, faculty, staff, and partners—who together are shaping a brighter future for Idaho and beyond.

For AY24-25, Idaho State University focused institutional efforts and priorities on five focus areas aligned with the institutional strategic plan.



#### ENROLLMENT GROWTH & STUDENT SUCCESS:

Intentional and sustainable growth focusing on student recruiting, retention, and improving completion rates. ISU launched a comprehensive Strategic Enrollment Management process that draws on the expertise of staff, administrators, students, and faculty as we look for opportunities to expand our enrollment reach in more economical ways.



#### ENHANCING PHYSICAL INFRASTRUCTURE:

Strategize innovative solutions for replacing, enhancing, and building new infrastructure with state support, public-private partnerships, and philanthropy and leveraging ISU's A-1 bonding status. ISU is focused on our academic and research buildings, residence halls, infrastructure for our student-athletes, and the creative arts.



#### ACADEMIC & RESEARCH FOCUS:

Continued growth of ISU's research enterprise to meet the needs of the state, industry, and government partners - in ways that lead to economic diversity and prosperity. ISU will continue to focus on a comprehensive portfolio of academic and creative arts programs that serve the region, the state of Idaho, and the nation.



#### EXTERNAL RELATIONSHIPS & PARTNERSHIPS:

Work with public and private partners to identify efficient ways to conduct academic programming, purposeful research, and workforce development focusing on local and statewide economic impact and solution-oriented partnerships at all of ISU's campuses. ISU will energize Bengal alumni in preparation for a new comprehensive fundraising campaign.



#### EMPLOYEE ENGAGEMENT, EMPOWERMENT & CONNECTION:

Invest in the people who are investing their time and efforts to make ISU great. ISU will focus on market, equity, and retention structures that develop and retain our great team. ISU will empower them through shared governance and shared responsibility to serve innovatively and with the resources they need to be successful.



The successes we achieved in the last year include increasing enrollment for a sixth consecutive semester, focusing on strategic plans and priorities for our Idaho Falls and Twin Falls campuses, expanding our health professions programs and services across the state, and strategically addressing the University's budget deficit, a year ahead of schedule. As an institution, we are poised to continue our momentum, making a positive impact on our students and communities.

ROBERT W. WAGNER, PH.D. | President



# CONTENTS

## ACCOMPLISHING OUR MISSION

04	Enrollment Growth and Student Success	05
	Academic and Research Focus	07
	Enhancing Physical Infrastructure	10
	External Relationships and Partnerships	12
	Employee Engagement, Empowerment, and Connection	14

## EMPOWERING IDAHO'S FUTURE

15	Columbia University Scholars Program	16
	Helping Idahoans Treat Opioid Addiction	17
	The Next Generation of Fertilizers	19
	Algorithm Models Brain Activity	20
	Earthquake Resistant Concrete Beams	21

## INVESTING IN IDAHO

22	A Look at Our Students	23
	Proactive Student Retention	24
	Return on Investment	25
	Unyielding Support from our Donors	26



| ACCOMPLISHING OUR MISSION

# ACCOMPLISHING OUR MISSION

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.



ENROLLMENT GROWTH & STUDENT SUCCESS



HIGHEST ENROLLMENT  
IN 10 YEARS

**13,477**  
TOTAL STUDENTS

New recruitment events such as **"Experience the ROAR"**, in Pocatello, Idaho Falls, Twin Falls, and Meridian create opportunities for potential students to engage with ISU programs.

IDAHO'S ONLY  
TUITION LOCK PROGRAM

**2,633**  
PARTICIPATING STUDENTS

ISU is the only institution in the state that allows students to pay the first-time college freshman rate for up to four years.

CONTINUED EDUCATION  
PROVIDED TO

**+23,000**  
STUDENTS

Serving students through workforce training, continuing education, and professional development.

ALBION CENTER FOR  
PROFESSIONAL DEVELOPMENT

Empowers K-12 educators nationwide to advance their careers and enrich their lives.

**310,830**  
CREDITS AWARDED

TO

**29,056**  
STUDENTS IN 2024

Compared to 13,078 students in 2023, for a total of **70,000** educators enrolled nationwide since 2018.

**85%**

ARE IDAHO TEACHERS

The majority of Albion's students are located in Idaho with the rest coming from all 50 states.

EXPANDING PARTNERSHIPS TO SERVE **RURAL IDAHO**

The INCLUDE (Idaho Needs Connectivity Leading University Distance Education) program brings access to ISU dual enrollment courses and telehealth (mental health) services to communities in:

**28**  
RURAL  
HIGH SCHOOLS

**1,186** new students from INCLUDE schools have attended ISU since 2020.





**ATHLETES LEADING IN  
ACADEMIC SUCCESS**

**3.49**

AVERAGE ATHLETE GPA

ISU athletes lead the Big Sky Conference with an impressive **95 Bengals** earning recognition last spring.

**EMPLOYMENT  
AFTER GRADUATION**

**88%**

EMPLOYED FULL-TIME

Upon graduating, most 2023 graduates were employed full-time. With 921 being employed within the northwest of the United States, most of those being in Idaho.

**829**

EMPLOYED IN IDAHO

**BENGAL SUCCESS CENTER**

The Bengal Success Center represents an integrated approach to educational support services by bringing together multiple academic support programs under one roof. This centralized model enhances accessibility and promotes student educational success through coordinated, comprehensive student support services and dedicated resources for faculty support in teaching, learning, and assessment.

The Bengal Success Center is the home of the following programs:

UNIVERSITY TUTORING  
BENGAL BRIDGE  
UNIVERSITY HONORS  
INTENSIVE ENGLISH INSTITUTE  
TRIO  
HIGH SCHOOL EQUIVALENCY PROGRAM  
COLLEGE ASSISTANCE MIGRANT PROGRAM

In addition to serving all students throughout their entire educational journey, the Bengal Success Center will house the new **CENTER FOR LEARNING AND INSTRUCTIONAL EXCELLENCE**. This center will provide enhanced opportunities and training for faculty professional development.

Services are available for students at all campuses, with a centralized office in Pocatello.

ACADEMIC AND RESEARCH FOCUS



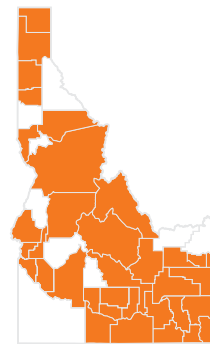
**IDAHO'S FIRST UNIVERSITY TO SIGN A  
SUPER AGREEMENT WITH THE INL**

The newly signed Strategic Understanding for Premier Education and Research, or SUPER agreement, expands cooperation between ISU students, faculty, and laboratory researchers in two key areas: critical and strategic materials and minerals, and environmental sustainability and security. Research in critical and strategic materials and minerals involves the study and development of essential materials and minerals that are vital for modern technology and industrial processes but are at risk of supply disruptions.

**ENVIRONMENTAL  
SUSTAINABILITY EFFORTS**

Focus on carbon reduction, sequestration and storage technologies, digitalization and artificial intelligence, geothermal energy, and spent fuel storage and disposition.

**IDAHO STATE UNIVERSITY IS THE  
HEALTH SCIENCES LEADER FOR IDAHO**



843 health care graduates in 2024 and clinical training in 80% of Idaho's counties.

**18**

CLINICS

**45,514**

CLINIC VISITS

**5**

PHARMACIES

**+54**

HEALTH SCIENCE  
DEGREE PROGRAMS

\*2024 clinical data

ISU's Physician Assistant program is **ranked in the Top 12% in U.S. News & World Report.**

**EXPANDING OUR  
HEALTH CARE OFFERINGS**

The Kasiska Division of Health Sciences is experiencing significant expansion across a wide array of programs. By FY29, we project 297 additional new student seats compared to FY24. Highlight areas include:

Certified Registered Nurse Anesthetist (CRNA) program - Beginning **Fall 2025**

Nursing program expansion - **Twin Falls, Coeur d'Alene**

Occupational Therapy and Nutrition & Dietetics growth - **Meridian**

Certificates in Mindfulness, Public Health, and Clinical Psychopharmacology

Physician Assistant (PA) program growth

Medical Laboratory Sciences (MLS) online program grew nearly **400%** in one year





### NEW HEALTH SCIENCE PROGRAMS IN DEVELOPMENT

DENTAL HYGIENE BS - MERIDIAN  
OCCUPATIONAL THERAPY - ALASKA  
MASTER'S IN ADDICTION STUDIES  
Ph.D. AND DrPH IN APPLIED HEALTH RESEARCH  
AND EVALUATION  
3+4 BS-DO WITH ICOM  
DOCTORATE OF ORAL PRACTICE  
MASTER'S IN PHARMACY LEADERSHIP - COLLEGE OF  
BUSINESS  
DMSc IN MEDICAL SCIENCE IN SPORTS MEDICINE  
PHYSICIAN ASSISTANT- LEWIS & CLARK STATE COLLEGE  
ACCELERATED MS TO Ph.D. IN DENTAL HYGIENE  
DNP AND MS IN MIDWIFERY  
FAMILY NURSE PRACTITIONER GRADUATE CERT.  
RADIOGRAPHIC SCIENCE MAMMOGRAPHY CERT.  
PUBLIC HEALTH: U.S. RURAL HEALTH CERT.  
PUBLIC HEALTH: BIOSTATISTICS/EPIDEMIOLOGY CERT.  
GRIEF AND LOSS CERT.  
ATHLETE COUNSELING CERT.  
INJECTABLES CERT.  
CLINICAL PSYCHOPHARMACOLOGY GRAD CERT.

### ENROLLMENT IN HEALTH SCIENCES PROGRAMS

2,988

HEALTH SCIENCE STUDENTS  
IN SPRING 2025

41%

HEALTH SCIENCES DEGREES  
CONFERRED IN SPRING 2024

### GRADUATING STUDENT SUCCESS

70%

FAMILY MEDICINE RESIDENCY  
GRADS REMAIN IN IDAHO

100%

PLACEMENT FOR MEDICAL  
LABORATORY SCIENCE

### HEALTH SCIENCES RESEARCH & CLINICAL INNOVATION

ISU launched the Community Psychiatric Center, the only outpatient psychiatric clinic with full-time board-certified psychiatrists in Pocatello. Two counselors have been hired and plans include adding additional psychiatrists and a neuropsychologist.

Simulation Lab (Spring 2025): **\$1.8 million**  
Workforce Development Council grant and Portneuf Health Trust support

\$2M

CLINIC NET  
REVENUE

\$5.5M

PHARMACY GROSS  
REVENUE



## PROGRAM PRIORITIZATION

Idaho State University has relied upon its program prioritization process to ensure a consistent and engaged evaluation of its academic programs for alignment with state workforce needs and student interest. In doing so, our process has supported our institutional mission and ensured appropriate and efficient use of resources. The program prioritization process for ISU's most recent five-year report, internally known as the Program Health and Sustainability Model was submitted to and approved by the Idaho State Board of Education in 2021, and has led to a number of innovative developments that are enhancing student experience, increasing retention, and supporting student success.

Since ISU's submission in 2021, there have been 31 program discontinuances and 5 more are anticipated in the upcoming year. Over the course of the last five years, approximately 80 programs were expected to develop and articulate action plans for programmatic improvement.

26

NEW DEGREE  
PROGRAMS

49

NEW ACADEMIC  
CERTIFICATES

10

NEW CAREER  
TECHNICAL CERTIFICATES

31

PROGRAM  
DISCONTINUANCES

Certificates are designed to create a suite of workforce-informed stackable credentials to prepare students for Idaho workforce opportunities.

We have begun reviewing our current key metrics and evaluation processes and are revising these in preparation for the launch of the next multi-year cycle of the State Board of Education's required program prioritization process.

### RESEARCH AT ISU

We provide comprehensive research and scholarship support to students and faculty.





## ENHANCING PHYSICAL INFRASTRUCTURE

### LIFE SCIENCES BUILDING



ISU and DPW are preparing to issue an RFQ for professional planning and design services for the construction of a new Life Science Building on the Pocatello campus. We anticipate that the RFQ will be posted in the Spring 2025 with the goal of selecting a design firm prior to Fall 2025. We were pleased to receive \$14 million from the legislature to support this project.

### ROY F. CHRISTENSEN BUILDING



Planning and design is underway with the design firm and general contractor that will provide expanded space for both the Physician Assistant Studies Program and the Medical Lab Science program within the Roy F. Christensen Building on the Pocatello campus. Ground breaking for this capital project is scheduled for August, 2025.

### LEONARD HALL REMODEL



Substantial completion of the project is scheduled for August, 2025. All furnishings and equipment will be installed in the newly renovated Leonard Hall during the summer. Labs and classrooms will be ready for faculty, staff, and students for Fall 2025.

### IDAHO FALLS RESEARCH LABS

ISU is working with DPW to prepare an RFQ for professional planning and design services for an energy research space within the Center for Higher Education Building on the Idaho Falls campus. It is anticipated the RFQ will be posted in Spring 2025. When completed, the space will provide reconfigurable, flexible, research laboratory space for PI's from ISU, and the University of Idaho, in partnership with researchers from the INL.

### MERIDIAN CAMPUS EXPANSION

Goals for 2025 include the construction of modest storage space on the existing Meridian campus so that the farm house and related storage barns on the undeveloped 23 acres can be razed during the summer of 2025. ISU and DPW are also partnering with the irrigation district to cap and/or relocate canal irrigation that runs through the 23 acre site. ISU will continue discussions with the State of Idaho to address traffic impact concerns raised by the City of Meridian along Locust Grove and Central Drive.



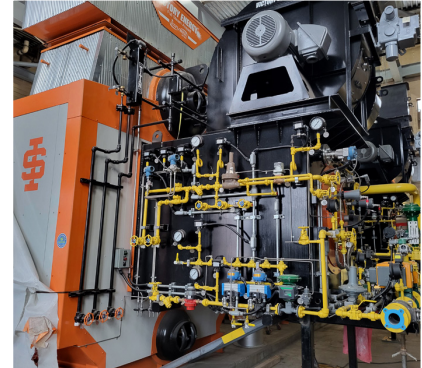
## DEFERRED MAINTENANCE UPDATE



REED GYM POOL



STUDENT UNION PARKING LOT  
RENOVATION



NEW BOILERS

ISU expended over \$45M in deferred maintenance funding since the beginning of FY21. Completed projects included the renovation of the Reed Gym swimming pool, the redesign and renovation of the Pond Student Union Building Parking Lot, and numerous HVAC and roofing projects. Of significant note, ISU's largest deferred maintenance project involves the renovation and upgrading of the central heat plant and steam tunnel infrastructure which provides steam heat to over 80% of the Pocatello campus. Two new energy efficient boilers are being installed within the plant this spring with plans to have the new equipment fully commissioned and providing heat to the campus by Fall 2025.

## GROWING STUDENT HOUSING WITH A PUBLIC-PRIVATE PARTNERSHIP

ISU selected Reith Jones and Associates, (RJA), as the successful respondent to an RFQ seeking real estate and P3 student housing advisory services. RJA is also the advisor that assisted the University of Idaho on recent student housing and utility projects. ISU is embarking on a 2 phase engagement with RJA. The first phase of the project is anticipated to be completed by the Fall 2025 and will entail a comprehensive feasibility and market analysis and related financial modeling for public, private, partnership opportunities to develop student housing at ISU. Phase II of the project is anticipated to be launched by the end of 2025 and will include the launch of a formal RFP, seeking a partner developer to construct and operate new student housing, followed by the renovation of existing student housing inventory thereafter. The project will also explore the feasibility of adding P3 retail and food service opportunities to enhance student housing and student life activities.





## EXTERNAL RELATIONSHIPS AND PARTNERSHIPS

### STRENGTHENING COLLABORATION WITH IDAHO INSTITUTIONS

7

NEW MOU'S SIGNED

In the last year, ISU expanded partnerships with the Idaho National Laboratory (INL), the Idaho College of Osteopathic Medicine (ICOM), Lewis-Clark State College, College of Eastern Idaho, and College of Southern Idaho to expand programs and research.

### MARKETING DATA JULY - MARCH

11 MILLION

IMPRESSIONS

120K

MEDIA CLICKS

Using Data to Drive Conversions

+31%

TRAFFIC VOLUME  
VS MARCH 2024

+12%

CONVERSIONS  
VS MARCH 2024

### CONNECTING WITH SUPPORTERS FROM ACROSS THE COUNTRY

Through the Bold Path Forward initiative, President Wagner connected with alumni nationwide and held listening sessions with faculty, staff, and students on every campus from every college and division.

11

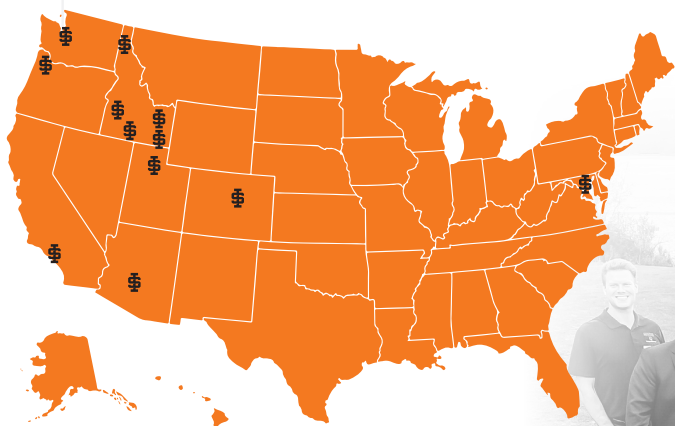
ALUMNI TOUR  
EVENTS

400

ALUMNI  
VISITED

\$700K

In new gifts from donors  
participating in the tours.





### ASPEN TRANSFER INITIATIVE

Idaho State University and College of Southern Idaho were chosen by the American Association of State Colleges and Universities and the Aspen Institute College Excellence Program to participate in the Transfer Student Success Intensive, a yearlong opportunity to learn about research and current practices in creating transfer pathways, making it easier for students from all backgrounds to smoothly transition from community college to earning a bachelor's degree.

This program is an opportunity to continue to ensure that all Idaho students have the opportunity to meet their educational goals, as well as continue to meet statewide workforce needs. In October, the two institutions signed a Memorandum of Understanding, which includes expanding the nursing and medical laboratory science programs in Twin Falls to meet growing needs and streamlined advising and academic support.

“At the College of Southern Idaho and Idaho State University, we envision a seamless, student-centered transfer experience that empowers learners to achieve their academic and career goals without barriers. Our shared commitment is to create a unified educational ecosystem that fosters opportunity. Through strategic alignment of curricula, proactive advising, and strong institutional collaboration, we aim to increase degree transfer and completion rates, reduce time to graduation, and support workforce readiness across Idaho. Together, we champion transfer pathways that are clear, supportive, and transformative.”

Idaho State University and College of Southern Idaho will be a part of a cohort of 10 teams composed of individuals from 10 four-year institutions and 13 community colleges, representing 10 states. These partnerships will work collaboratively over the next year to create sustainable transfer reform strategies tailored to their institutional and student needs. Since its inception in 2021, the Transfer Intensive has worked with 91 colleges—including 41 AASCU members—impacting over 16,000 transfer students across 23 states.

### IDAHO COLLEGE OF OSTEOPATHIC MEDICINE

Idaho State University's partnership with the Idaho College of Osteopathic Medicine continues to demonstrate the power of practical, results-driven collaboration. Founded in partnership with ISU in 2016, ICOM has relied on ISU's faculty, labs, and infrastructure to launch and grow. Today, it is producing a new generation of physicians with a strong commitment to serving Idaho communities.

Our recently signed research MOU marks a significant next step in this relationship. It expands joint research, clinical collaboration and hands-on, interprofessional training, ensuring ICOM students gain real-world experience while contributing to ISU's statewide healthcare mission. ICOM students already benefit from ISU lab access, especially in anatomy and physiology, and we are working to deepen those connections across research and clinical training. Together, ISU and ICOM are training doctors and fostering innovation, discovery, and community-based healthcare.

The results speak for themselves: more than 430 graduates, nearly all matched to accredited residency programs, and over half entering primary care, Idaho's greatest need. With approval for ICOM to expand its enrollment by 40 percent and grow its reach, this partnership is positioned to deliver even more for the state.

Integrating ICOM fully into ISU would strengthen a proven model, creating a physician pipeline rooted in Idaho, lowering tuition costs for Idaho students and keeping decision-making close to home. This is a fiscally responsible, Idaho-first solution to a growing healthcare crisis, and a once-in-a-generation opportunity to build on what's working for the long term.





## EMPLOYEE ENGAGEMENT, EMPOWERMENT, AND CONNECTION

### OPPORTUNITY ALIGNED RESOURCING (OAR)

OAR is a forward-thinking framework for strategic institutional growth and sustainability. Much like the rudder of a ship, OAR is designed to steer ISU toward future goals by strategically aligning university resources with opportunities leading to mission accomplishment. OAR is a collaborative process that integrates expertise throughout the University to plan for strategically optimized resource allocation.

**FY26**

CLOSE BUDGET  
DEFICIT

ISU is poised to close  
its budget deficit **a year**  
**ahead of schedule.**

#### PERSONNEL

Hiring managers are empowered to make personnel recommendations using the University's Budget Model Data Set, Program Analytics Dashboard, and benchmarking data, amongst other resources. Personnel resource decisions will be made through collaborative analysis and dialogue, with a clear and efficient workflow.

#### BUDGET ADJUSTMENTS

All university units and departments are expected to actively manage their operating and irregular budgets and are empowered to reallocate these budgets to respond to needs and opportunities.

#### PROJECTS

Launched a series of deep-dive budget optimization projects to explore issues and opportunities for increasing efficiency and effectiveness of programs and services across the university. This resulted in millions in recurring budget savings.

**15** COMPLETED  
OAR PROJECTS



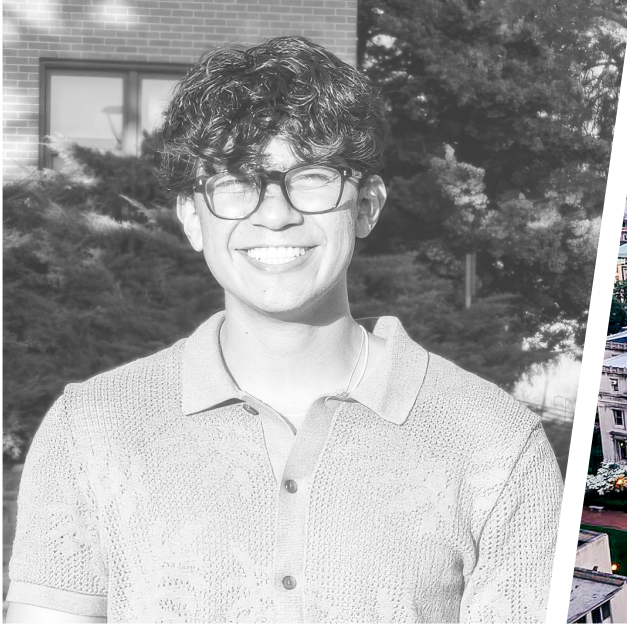
EMPOWERING IDAHO'S FUTURE |



# EMPOWERING IDAHO'S FUTURE

Idaho State University Bengals are impacting the future of the state through the innovative research and creative opportunities found at ISU.

## ISU STUDENT SELECTED FOR PRESTIGIOUS COLUMBIA UNIVERSITY SCHOLARS PROGRAM



**Left:** Elijah Escobedo intends to serve rural Idaho communities as a dermatologist. **Right:** The rigorous program includes public health courses from Columbia University in New York City.

**A**fter a nationally competitive process, second-year honors student Elijah Escobedo, expected to graduate in 2027, was one of 30 students selected for the Public Health Scholars Program at Columbia University in New York City.

The Summer Public Health Scholars Program (SPHSP) is designed for undergraduate students and its goal is to increase interest in and knowledge of public health and biomedical science careers.

SPHSP is a partnership of the Columbia University Vagelos College of Physicians and Surgeons, College of Dental Medicine, School of Nursing, and the Mailman School of Public Health. Together, they represent the broad spectrum of public health practice. SPHSP was awarded by the Centers for Disease Control and Prevention (CDC) Office of Minority Health under the CDC John R. Lewis Undergraduate Public Health Scholars Program.

This is a rigorous program that includes public health coursework at Columbia University; hands-on field experience and immersion in multi-sectoral public health issues; seminars and lectures with public health leaders; and mentoring by faculty members, ensuring student exposure to the breadth and importance of

public health as a career option. This summer, Escobedo will be exposed to field experiences in New York City, participating in academic coursework ranging from epidemiology to biostatistics, as well as completing a final project.

Escobedo, who studies biomedical sciences at ISU, aspires to earn a master's degree in public health and a medical doctor degree to serve Idaho's large migrant community.

In his application, Escobedo describes how "as a native Idahoan, I have become aware of the state's high rate of skin cancer in the agriculture and dairy industries through personal and familial experiences." Escobedo explained, "I aspire to be a multilingual dermatologist who provides health education and skin assessments within rural Idaho communities by providing marginalized populations with sufficient knowledge about their health risks for skin cancer."

Recently, Escobedo was awarded the Bobette Wilhelm Memorial Scholarship in recognition of his work in the community as a certified nursing assistant, his research in Dr. Heather Ray's lab, as well as serving as a Collaborative Research Fellow for the University Honors Program.

## HELPING IDAHOANS TREAT OPIOID ADDICTION



**Left:** Pharmacy students count pills. **Right:** School of Nursing students in training on the Meridian campus.

An initiative within ISU's School of Nursing will help the entire state of Idaho and its population of rural areas that have health professional shortages especially as it pertains to behavioral health and substance use disorders. A grant of \$900,000 from the Substance Abuse and Mental Health Services Administration (SAMHSA) was awarded to span the three years of this initiative.

Dr. Michelle Anderson noted that "Idaho experienced 381 drug overdose deaths in 2022. Idaho's suicide rate is the fifth highest nationwide and the entire state is considered a mental health shortage area."

Unfortunately, with the high level of suicides and overdoses, combined with the state's existing providers only making up 25 percent of the current need, the state is in prime need for additional mental health care providers.

Idaho State University is taking on the challenge the state faces by educating students early in their professional coursework and believes this will increase

confidence and decrease stigma associated with treating patients with substance use disorder (SUD). An interdisciplinary cohort of doctor of nursing practice (DNP) (nurse practitioner), public health, and counseling students will observe and engage with SUD community experts to learn foundational best practice protocols and methods for SUD assessment and treatment. Interventions include implementation of the SAMHSA 12 SUD modules, interdisciplinary work among the healthcare students, synchronous and asynchronous work with our students, community partners, and subject matter experts.

Further interventions include creation of a Community Advisory Committee for ongoing and real time feedback to allow for appropriate content and activity adjustment. Equally important will be implementation of direct clinical observation time for students within the community organizations, especially those that treat rural and culturally diverse populations, allowing for direct learning of curricular content.

## GAINING SUPPORT FOR ACADEMIC RESEARCH

**\$1.6M**

In grant-generated facilities and administrative recovery funds distributed by ISU directly to colleges, researchers, and principal investigators.

**\$17.5M**

In annual research and development expenditures of the **\$39.7 million** in total externally-sponsored grant and contract expenditures.

**\$4M**

Of that \$39.7 million supported undergraduate and graduate student scholarships, tuition, fellowships, stipends, and wages for students working on research projects alongside ISU faculty.

### CARNEGIE HIGH RESEARCH ACTIVITY

Trending upward year after year, research at ISU is a driver of growth and development and solidifies Idaho State's classification as a Carnegie-classified High Research Activity institution.

### STUDENT ACCESS & EARNING POTENTIAL

The Carnegie Foundation and the American Council on Education classified ISU as a professions-based undergraduate/graduate-doctorate institution, one of only 135 U.S. mid-sized universities. Idaho State was also recognized as a higher student access-medium earnings university. This designation is reserved for institutions who offer broad access to students across many demographics, and with students earning between the average median income and up to 50 percent above average median income after graduation.

### EXTERNAL AWARDS

In FY24, ISU received nearly \$40 million in external research awards. This represents a 45% increase in research awards and a 200% increase in research funding since 2018.

### STUDENT RESEARCH

Last year, ISU students also received just over \$4 million in externally-sponsored wages, fellowships, and stipends to participate in research and creative scholarship activities.

### IMPACTFUL FACULTY

Every month, ISU recognizes the impactful teaching and research of our faculty. Scan to read their stories.



## THE NEXT GENERATION OF FERTILIZERS



**Left:** Cory Jenkins, Ph.D., Associate Professor of Chemistry at ISU. **Right:** Sulfur-based hydrogels developed by Dr. Jenkins.

Cory Jenkins is an expert when it comes to sulfur-based chemistry. In her lab, Jenkins and her students work to combine elemental sulfur—a by-product of oil refining, natural gas production, and metal smelting—with other molecules to create new substances. In the last few years, the lab has created polymers that can detect and remove precious metals from wastewater and serve as adhesives.

In Spring 2023, Jenkins attended the American Chemical Society's meeting, where she heard a common theme: water. Farmers are always looking for ways to get more yield out of every square inch of available soil, and doing that means the crops themselves need more water at the ready.

Jenkins also heard about how farmers were having to apply sulfur to their crops. Sulfur is an essential nutrient

for plants, and as the world is switching from burning fossil fuels to renewable energy sources, less and less sulfur is in the air, and less and less is being deposited to the soil via rain. Those two combined ideas—the need for water and the need for sulfur—struck like a lightning bolt in Jenkins's mind.

Jenkins said, "I was in the hotel lobby, and I immediately started writing down questions I needed to find answers to, such as how sulfur chemistry works in plants and how plants access sulfur. It was the best four hours I've had at a conference."

Back in Pocatello, Jenkins got to work. Her starting point was the precious metal detecting polymers. Called hydrogels, these are polymers that can absorb water. Jenkins proposes creating a sulfur-based hydrogel that could be used as a Swiss Army Knife of fertilizer for crops by providing much-needed water and sulfur.

## ISU RESEARCHER DEVELOPS ALGORITHM TO MODEL BRAIN ACTIVITY



**Left:** Emanuele Zappala, Assistant Professor. **Right:** Emanuele Zappala, Assistant Professor used his mathematics background to develop the algorithm.

**E**manuele Zappala, an assistant professor of mathematics at ISU, and his colleagues at Yale have developed the Attentional Neural Integral Equations algorithm, or ANIE for short. Their work was recently published in Nature Machine Intelligence and describes how ANIE can model large, complex systems using data alone.

"Natural phenomena—everything from plasma physics to how viruses spread—are all governed by equations which we do not fully understand," explains Zappala. "One of the main complexities lies in long-distance relations between different data points in the systems over space and time. What ANIE does is it allows us to learn these complex systems using just those known data points."

For example, says Zappala, the brain is one of the systems ANIE can model. "In the brain, one neuron is not only affected by nearby neurons but also by others that are further away since connections between neurons can be very long. Also, the brain does not work only in the present but also uses memory and information from the past. ANIE functions similarly to the brain itself, in that predictions are made by gathering information from all space and time data points."

Currently, running ANIE requires a lot of processing power, and training ANIE on a system can take up to 10 hours on a typical laptop. Zappala says one research track he may follow for ANIE is to make the algorithm "more computationally efficient," allowing it to be run on an off-the-shelf consumer computer. Another could be exploring its applications for nuclear fusion and studying the universe's smallest particles. To start, however, Zappala has received a nearly \$700,000 grant from the National Institutes of Health to explore how ANIE can help diagnose the severity of neurological diseases in the brain over the next four years. Zappala and his collaborators will train ANIE using recordings of brain activity to determine the "dynamic fingerprints" of different brain activities and then be able to decode the results and provide a severity score for various disorders such as depression, dementia, anxiety, and more.

"Beyond the brain, ANIE could be used by an engineer to design a new type of reactor, a doctor to diagnose a patient's disease, and a physicist to study the properties of plasma," said Zappala. "While ANIE itself is not of immediate use to most people, its applications may reverberate in the lives of everyone."

## EARTHQUAKE RESISTANT CONCRETE BEAMS



**Left:** Metal dissipators used in the ISU Structural Laboratory. **Right:** Mustafa Mashal, Ph.D., Associate Professor (right), leads the Structural Laboratory.

To the untrained eye it may not look like much, but travelers can see a piece of groundbreaking research taking effect on Interstate 15 at Exit 80 in Fort Hall thanks to the work of researchers at Idaho State University.

The new interchange features a precast concrete pier supporting the 222-foot long and 88-foot wide bridge spanning the Interstate. Unlike their cast-in-place counterparts, precast concrete components are cast off-site in controlled environments and transported to the construction site for final assembly. The pier is one of only a handful like it in the Gem State.

The initial concept for the piers was the brainchild of Leonard Ruminski, a former bridge designer with ITD who now works as a senior bridge engineer for Burgess & Niple. Collaborating with the researchers at Idaho

State, he hypothesized that a concrete-filled steel pipe strategically placed in a critical location of the bridge inside the support would better dissipate the enormous stresses put on the piers during an earthquake.

Large-scale testing of the piers started in 2019 at ISU's Structural Laboratory (SLAB). In the SLAB, Mustafa Mashal, associate professor of civil engineering and his students tested the idea, building 11-foot tall and 15-foot wide models of the piers as well as models of the more common cast-in-place bridges. Using a hydraulic actuator, the team set out to see how much force each model could take and how the models deformed before breaking, and in the end, the precast pier came out on top. After a promising batch of tests, the precast pier was incorporated into the design for the I-15 Fort Hall Interchange project.

### TACKLING PLASTIC WASTE

ISU partners with Sporadicare to develop plastic eating mushrooms to combat plastic waste issues.





| INVESTING IN IDAHO

# INVESTING IN IDAHO

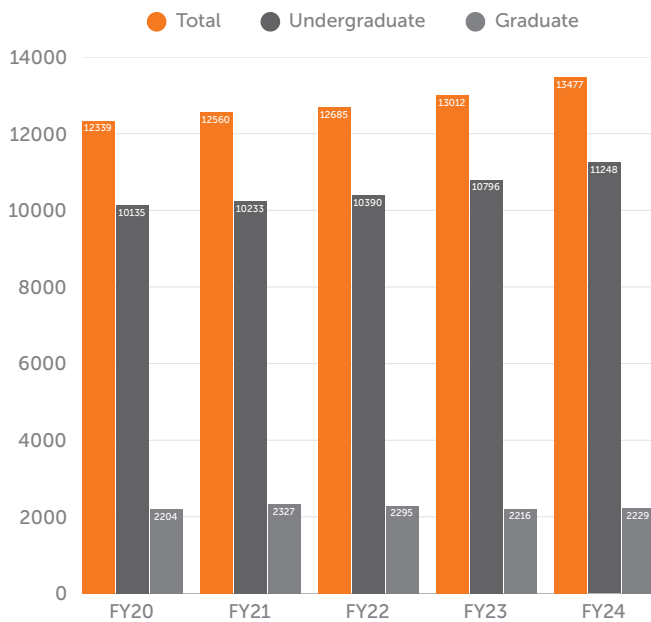
ISU's commitment to serving the state is reflected in strategic investments that support student success, advance academic research, and strengthen our institutional and statewide impact.

A LOOK AT OUR STUDENTS

TOTAL ENROLLMENT  
CONTINUES TO GROW

13,477

END OF TERM FALL 2024



NUMBER OF  
IDAHO RESIDENTS

11,885

END OF TERM FALL 2024



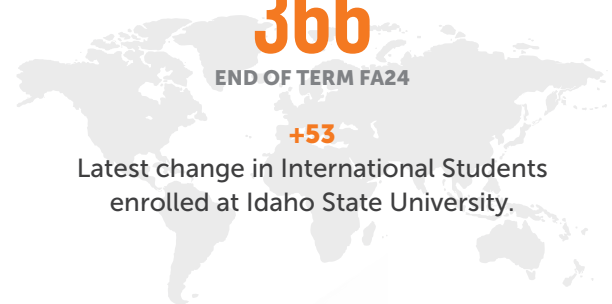
+397

Latest change in Idaho  
Residence enrolled at Idaho  
State University.

NUMBER OF  
INTERNATIONAL STUDENTS

366

END OF TERM FA24



+53

Latest change in International Students  
enrolled at Idaho State University.

NUMBER OF  
FIRST GENERATION STUDENTS

1,995

END OF TERM FA24

+12.8%

Increase in retention from  
Fall 2017 to Fall 2023.

## PROACTIVE STUDENT RETENTION

### ISU NAVIGATE

Implemented in Fall 2020, ISU Navigate links administrators, advisors, faculty, and students through a single platform, providing predictive analytics to facilitate communication and ensure early intervention in support of student persistence and success. This powerful interactive tool assists ISU with identifying support gaps to reach out proactively to students before they reach a critical impasse in their academic journey.

Student retention is a priority for Idaho State. ISU Navigate helps achieve retention initiatives by creating new levels of engagement between our faculty, advisors, and students. Education has the power to transform lives, and it is our mission to establish that transformation opportunity by supporting student success.

#### MAJOR COMPONENTS

##### STUDENT-FACING APP

- Downloaded during New Student Orientation.
- Immediate connection to key resources.

**12,300+**  
ALL-TIME STUDENT USERS

**1,500**  
NEW USERS AY24-25

##### EARLY ALERT SYSTEM

Alerts faculty and staff of student concerns in:

**ACADEMIC PERFORMANCE**  
**MENTAL HEALTH**  
**PHYSICAL HEALTH**

Integrated with Athletic Advising, Career Center, University Tutoring, Counseling & Testing, and Disability Services.

##### CAMPAIGNS

Allows faculty and staff to identify students that could use support by leveraging data tracking interactions, and managing communications. Campaigns each semester include:

**FIRST-SEMESTER CHECK-IN**  
**PREDICTED SUPPORT LEVEL**  
**NON-PASSING MID-TERM**  
**ACADEMIC WARNING**  
**REGISTRATION FOR NEXT TERM**

**90%**  
FACULTY PARTICIPATION

**6,918**  
FACULTY ALERTS IN AY24-25

**75-80%**  
OF ALERTS RESULT IN  
STUDENT CONTACT & INTERVENTION

In AY24-25, **3,909** unique students met with their advisor and **76.6%** of new first-time students met with an advisor.

#### NEW FIRST TIME STUDENTS

**+12.6%**  
Increase in the number of  
NFT students with a first term  
GPA greater than 2.5  
Fall 2019 - Fall 2024

**+9.4%**  
Increase in NFT student retention  
Fall 2019 - Fall 2023

UNYIELDING SUPPORT FROM OUR DONORS

TRANSFORMATIONAL FUNDRAISING  
FOR IDAHO STATE UNIVERSITY

3,574

DONORS IN FY24

\$32,183,445

IN NEW COMMITMENTS

97

MAJOR AND ESTATE GIFTS

ISU's largest giving event, **Bengal Giving Day** rallied Bengal supporters to make **1,094 gifts** from **743 unique donors** totaling **\$625,625 raised**.

THE IMPACT OF PHILANTHROPY ON STUDENTS

// Because of your generosity, I've been able to chase my dreams here at Idaho State University. The scholarships and resources you've helped provide mean us students can focus on our studies and research without worrying about how to make ends meet. You're not just supporting buildings or books—you're changing lives, like mine. From the bottom of my heart, thank you!"

**NEELAM MISHRA '25**  
Community Public Health and  
Medical Lab Science

// Donor contributions have given me opportunities I never thought possible—like studying at the number one health science university in the state of Idaho and learning from the best. Our donors are the reason I can make a difference one day."

**JACKIE GARCIA '26**  
Nursing

// Starting college was a big step for me, and because of generous ISU donors, it's been an incredible journey so far. Because of this support, I can connect with people who inspire me every day and help me build a future I'm excited about."

**OLIVIA JENSEN '26**  
Radiographic Science

## WRAPPING UP THE YEAR

Idaho State University continues to advance how we educate, support, and empower students from all backgrounds. We are deeply committed to preparing the next generation of professionals and driving meaningful change in the communities we serve across our state.

Looking ahead, we will continue to align our mission with Idaho's evolving needs by expanding student access to transformative opportunities, deepening collaborative partnerships, and contributing to the state's economic vitality by equipping students for career success and driving innovative research. Our progress reflects our purpose, but our vision is to help shape a stronger, more resilient future for Idaho.



**A BOLD PATH FORWARD**

President Wagner is leading ISU toward a bold future. Watch his inaugural address for an overview of his plans for the University.





Idaho State  
University

[isu.edu](http://isu.edu)



IDAHO FALLS | TWIN FALLS

# CAMPUS REPORT AND PLAN

## 2025





Idaho State University continues making significant strides to directly respond to the unique needs of the **Idaho Falls** and **Twin Falls** communities and surrounding municipalities. This work remains focused on evaluating and expanding program offerings and strategic partnership opportunities.

ISU's goal is to bolster and tailor academic programs, research initiatives, and outreach efforts to address local needs and institutional partnerships. This approach enhances the relevance and impact of the institution and ultimately contributes to the social and economic vitality of the regions ISU serves.

## LAYING THE GROUNDWORK

### CHIEF CAMPUS ADMINISTRATOR



Jeremy Green joined Idaho State University in December 2024 as the new Chief Campus Administrator to oversee ISU's eastern and southern Idaho regions. This new position coordinates academic program delivery, research support, community engagement, and

campus operations for the Idaho Falls and Twin Falls campuses to facilitate the vibrancy and growth of both campuses.

Green spent his first 90 days meeting with faculty and staff based in Idaho Falls and Twin Falls, conducting listening sessions with the full range of ISU units, engaging with the Idaho Falls and Twin Falls communities, and meeting with community leaders spanning national, state, and municipal public figures, industry partners, civic groups, and K-12 and higher education institutional partners.

### NEW STAFFING MODELS AND INCREASED FTE

Idaho State University assessed and strategically implemented a new staffing model across its Idaho Falls and Twin Falls campuses, which included adding full-time positions for each location. These investments enhance student success, bolster academic programming, and strengthen connections with the broader communities.

In Idaho Falls, an additional full-time position in student affairs was added and current positions were restructured to expand face-to-face advising, to increase ISU's presence at the College of Eastern Idaho with a focus on transfer students, and to strengthen community outreach and K-12 partnerships. Similarly, Twin Falls gained a full-time position dedicated to increasing community outreach and engagement, expanding student advising services, and reinforcing academic partnerships with the College of Southern Idaho.

These strategic staffing changes position ISU for growth, innovation, and impactful student and community engagement in both regions.

## IDAHO FALLS ACADEMIC PROGRAMS AND STUDENT SERVICES

ISU completed an audit of the academic programs offered at its Idaho Falls campus. This audit, accompanied by a recent market analysis of the Idaho Falls region, will inform further academic programming, strategic course scheduling, and institutional investment as presented in the recently submitted academic three-year plan. Early outcomes of this work affecting AY25-26 include offering completion options for the Bachelor of Science in Nursing and the addition of a nursing faculty member in Idaho Falls, Bachelor of Science: Health Science, bolstering existing Medical Lab Science programs, industrial cyber security and offering the Project Management for Business undergraduate certificate.

ISU IDAHO FALLS DEGREES	ON-CAMPUS	HYBRID
Associate Degrees	4	2
Bachelor's Degrees	11	18
Graduate Degrees	12	8

### ON-CAMPUS

These programs consist of courses primarily delivered on the Idaho Falls campus. Some Pocatello classes (generally less than 10% of the program) may be required. Limited online courses may be necessary or available if desired.

### HYBRID

These programs in Idaho Falls consist of a combination of classes on the Idaho Falls campus and online.

### BY THE NUMBERS

Idaho Falls 2024/2025

603

Face-to-face student advising appts. on campus

821

Students marked "Idaho Falls" as their preferred ISU campus at registration

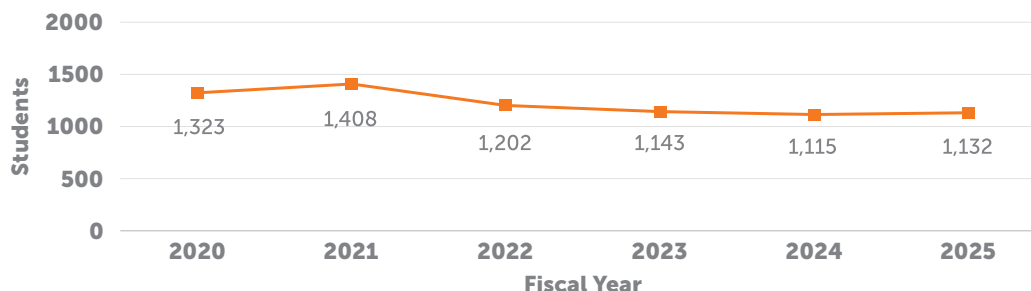
6,827

Credits taken from Idaho Falls courses

1,132

Students took courses from the Idaho Falls campus

### IDAHO FALLS UNDUPLICATED HEADCOUNT



In addition to academic programming, ISU remains committed to eliminating barriers to student success by providing comprehensive student services for all ISU students in eastern Idaho through the ISU Idaho Falls campus. ISU provides students daily, face-to-face access to academic advising, financial aid, personal counseling and career services, veteran services, testing and tutoring, library services, TRIO, student IT support, and many student clubs and activities.

### **PARTNERSHIP WITH THE COLLEGE OF EASTERN IDAHO**

ISU worked with the College of Eastern Idaho (CEI) to align and streamline pathways for student transfer between institutions. Immediate outcomes of this work resulted in the addition of face-to-face course offerings for the 2025 fall academic term on the Idaho Falls campus; these new courses specifically target the identified needs of CEI transfer students to ISU programs in health sciences, physical sciences, and biological sciences. ISU is collaborating with CEI on companion courses to fill credit gaps for students matriculating from CEI to ISU, as well as courses and programs identified by CEI as programs of high importance.

Additionally, ISU completed a restructuring of Idaho Falls' staffing to accommodate additional FTE for transfer advising services to be offered weekly on the CEI campus.

ISU and CEI planned a summit in May 2025 to bring together executive leadership, deans, chairs, faculty, and student affairs employees from each institution to formalize a MOU outlining the commitment of ISU and CEI to streamline student matriculation processes and academic completion pathways.



**Idaho State  
University**  
Idaho Falls



### **PARTNERSHIP WITH THE COLLEGE OF SOUTHERN IDAHO**

In September 2024, ISU and the College of Southern Idaho signed an MOU recognizing the interdependent partnership designed to meet the educational needs of the Magic Valley. The MOU included articulation pathways, transfer eligibility, future expansion pathways, annual reviews for program maintenance, expansion of nursing and medical lab science education, academic advising and support, ISU's expanded service to the Burley community, utilization of shared space, and coordinated plans for expansion of ISU education pathways in the Magic Valley.

Additionally, ISU has continued its strategic investment in this region and its partnership with CSI by adding additional FTE in student affairs, locally housed faculty, and program expansion, particularly related to ISU's accelerated nursing program in 2026.

In Spring 2025, ISU and CSI were selected through a competitive process as 1 of 10 partner institutions by the American Association of State Colleges and Universities and the Aspen Institute College Excellence Program to participate in the Transfer Student Success Intensive. This is a multi-year opportunity for ISU and CSI to learn about research and current practices in creating transfer pathways and work together to address key transfer needs of students from the Magic Valley region, working to eliminate systematic barriers and expand education pathways with emphasis on health care and education programs.



**Idaho State  
University**  
Twin Falls



### **MARKETING AND COMMUNITY ENGAGEMENT**

As strategic objectives continue to develop for Idaho Falls and Twin Falls, marketing plans will align with growth initiatives and increase awareness of ISU's presence. Initial steps accomplished in FY 25 include developing ISU branding for each location, redesigning campus websites, and securing advertising for each region.

### PHYSICAL INFRASTRUCTURE

In response to the academic market analysis and program audit in Idaho Falls and Twin Falls, ISU commenced a comprehensive space audit of its buildings and infrastructure in each location. This work will continue in 2025 and inform requests for renovation, capital projects, and institutional investment in FY 26.

The ISU Idaho Falls campus continues to be a hub for student recruitment events, community engagement, and institutional and industry partnerships. From June 2024 to May 2025, ISU has hosted more than 130 community events, with more than 12,000 participants counted, and 25 student-focused recruitment and outreach events with more than 1,600 students in attendance. Additionally, the ISU Idaho Falls campus is used by local industry and statewide for training and serves as a central location for education and civic engagement for the Idaho National Laboratory, University of Idaho, Boise State University, College of Eastern Idaho, K-12 schools from across the state and various civic organizations.

#### RENOVATION PROJECTS FOR FY25

RESEARCH LABS IN THE CENTER FOR HIGHER EDUCATION BUILDING  
UPDATES TO THE TINGEY ADMINISTRATION BUILDING'S FIRE SUPPRESSION SYSTEM  
ADDITIONAL OFFICES IN THE BENNION STUDENT UNION BUILDING  
UPDATES TO THE HVAC SYSTEM IN THE BENNION STUDENT UNION BUILDING

**\$1,794,979**

Spent on four major  
renovations on Idaho Falls  
campus in 2024

### STUDENT TESTIMONIALS

// Transitioning from the College of Southern Idaho (CSI) to Idaho State University (ISU) has been a key step in reaching my goal of becoming a teacher. The foundation I built at CSI, combined with the opportunities at ISU, has allowed me to continue growing both personally and professionally. Every step has brought me closer to inspiring my future students and making a difference in their lives!"

CURRENT STUDENT, TRANSFERRED FROM CSI

// I feel blessed that I was able to be so involved in the amazing community through the student activities board, Benny's Pantry, and academic advising. At the Idaho State University Idaho Falls campus, I was able to build a community through my professors, the staff, and my classmates that I will cherish forever."

RECENT GRADUATE FROM IDAHO FALLS

## GROWING OUR RELATIONSHIP WITH THE INL

### IDAHO'S FIRST UNIVERSITY TO SIGN A **SUPER AGREEMENT WITH THE INL**

The Strategic Understanding for Premier Education and Research (SUPER) agreement with the Idaho National Laboratory, extending and expanding the partnership between ISU and INL. The agreement focuses on:

1. Critical and strategic materials and minerals
2. Energy-environmental security. The goal is for Idaho universities, led by ISU and INL, to discover more efficient, safe and environmentally effective means of recovering the rare earth minerals, many of which are found in Idaho's geological resource reserves, to support U.S. energy security and independence. This arrangement gives faculty and students from ISU and other Idaho institutions opportunities to work collaboratively with INL scientists on issues of primary interest to U.S. energy independence.

### HIGHEST NUMBER OF JOINT APPOINTMENTS WITH INL

9

#### APPROVED APPOINTMENTS

Compared to any other university, ISU has the most joint appointments with the INL including several that are pending. These appointments directly support the focus areas in the SUPER Agreement.

### SPECIAL ADVISOR TO THE VP FOR RESEARCH AND ECONOMIC DEVELOPMENT

ISU and INL jointly appointed this position to support the research growth strategy. This role directly engages with INL to grow jointly-funded research opportunities and expands the number of jointly-appointed faculty and INL researchers. **After one year, this model has resulted in 14 applications** for ISU-INL joint appointees, the most of ANY university in the United States.

### NUCLEAR REACTOR DEVELOPMENT

Two HERC grants funded for FY2026 supporting energy-environmental security are focused on nuclear reactor development and are led by ISU faculty based in Idaho Falls and employ joint ISU-INL research teams. The upcoming HERC grants are in addition to the current efforts of ISU's Department of Nuclear Engineering and Health Physics who are already conducting research on next-generation thermodynamics and advanced structural materials that support the safe design and operation of small modular reactors (SMRs), and a digital twin of ISU's AGN nuclear reactor.

### ISU PROGRAMS AND INL

Through continuing education programs, ISU trained 250 INL staff in operations safety. ISU in Idaho Falls increases accessibility for degree programs (A.S., B.S., M.S., Ph.D.) for professionals seeking to move to the next degree level. ISU's nuclear technician and operations, industrial cybersecurity, engineering, and health physics graduates are in high demand across the degree spectrum. Collaborated with INL to support health physics technician student positions at CAES, with seven students in FY25. These student positions supported nuclear and materials science research.

## PLANNING AHEAD | 2025-2030



### ENROLLMENT GROWTH AND STUDENT SUCCESS

#### ENHANCE TRANSFER PATHWAYS

Formalize and expand articulation agreements with the College of Eastern Idaho and the College of Southern Idaho, implementing clear pathways and providing dedicated advising resources on their campuses to increase transfer student enrollment and success at ISU.

- **2025** Added two full-time positions in Twin Falls and Idaho Falls with focus on transfer advising.

#### EXPAND COMMUNITY-RESPONSIVE PROGRAMS

Based on ongoing market analysis and community needs assessments, strategically grow academic program offerings (both on-campus and hybrid) that are community responsive and align with local workforce demands.

- **2024 - 2025** Expanded articulation agreements with CSI in Mechanical Engineering and Secondary Education with endorsements in key areas including Math, English, History, and English as a Second Language.

#### STRENGTHEN STUDENT SUPPORT SERVICES

Continue to invest in and enhance comprehensive student support services (advising, financial aid, career services, etc.), ensuring proactive and personalized support to improve student retention, completion rates, and overall success.

- **2025** Restructured staffing models in Twin Falls and Idaho Falls to meet demand for increased access to student support services.

#### INCREASE ISU VISIBILITY

Implement targeted marketing and recruitment strategies to raise awareness of ISU's program offerings and campus presence, aiming to attract a larger and more diverse student population.

- **2024 - 2025** Created and began implementation of location specific branding to increase visibility of education pathways for place-bound students.



## ACADEMIC AND RESEARCH FOCUS

### FOSTER PROGRAM EXCELLENCE

Continuously evaluate and adapt existing academic programs through regular program reviews, economic development and K-12 education data, and in collaboration with regional program and workforce development partners.

- **2024 - 2025** Completed program and course audits in Idaho Falls ensuring programming aligns with industry and workforce needs.
- **2024 - 2025** ISU increased course offerings in Twin Falls by 146% (13 in FY 23/24, 32 in FY 24/25), resulting in a 343% increase in credit hours earned by ISU students taking courses originating from Twin Falls.

### CULTIVATE LOCAL RESEARCH INITIATIVES

Identify and support research opportunities that align with the unique needs and strengths of the communities, (e.g. initiatives outlined in ISU's SUPER agreement with INL) and seek external funding to support these endeavors.

- **2024 - 2025** Entered into a Strategic Understanding for Premier Education and Research (SUPER) agreement with the Idaho National Laboratory, extending and expanding the partnership between ISU and INL. The agreement focuses on research initiatives in critical and strategic materials and minerals and energy-environmental security.

### EXPAND GRADUATE PROGRAM OFFERINGS

Explore and bolster graduate-level programs in Idaho Falls based on market demand, regional needs, and in collaboration with other institutions.

- **2024 - 2025** Completed program audits of existing graduate programs in Idaho Falls, including articulation agreements with BYU-I.
- **2024 - 2025** Convened departmental-level meetings with BYU-I to align curricula for seamless transition to traditional and accelerated graduate programs in Engineering and Health Sciences.

### PROMOTE HYBRID AND FLEXIBLE LEARNING

Continue to strategically expand hybrid and online program options to enhance accessibility for students in the geographically diverse service areas of Idaho Falls and Twin Falls, catering to student learning preferences and schedules.

- **2024 - 2025** In partnership with CSI, identified strategic online course offerings and classified as "do not cancel" to ensure student progression toward degree completion.



## ENHANCING PHYSICAL INFRASTRUCTURE

### STRATEGIC INFRASTRUCTURE INVESTMENTS

Based on the comprehensive space audit, prioritize and secure funding for necessary renovations, upgrades, and potential capital projects in both Idaho Falls and Twin Falls to create modern, functional, and student-centered learning environments.

- **2025** Initiated renovation to complete two, nuclear-focused engineering laboratories in the Center for Higher Education building on the Idaho Falls campus.
- **2025** Entered an agreement with CSI to explore the opportunity for an ISU building co-located on CSI campus.

### OPTIMIZE SPACE UTILIZATION

Implement strategies to maximize the efficient and effective use of existing facilities in both locations, ensuring that space allocation aligns with program needs, student services, and community engagement activities.

- **2025** Consolidated student and faculty technology support services on the Idaho Falls campus, providing one central location for technology support services.
- **2024 - 2025** Constructed additional offices and completed a modest remodel in the Bennion Student Union Building in Idaho Falls, creating space for centralized and consolidated student support services.

### ENHANCE TECHNOLOGY INFRASTRUCTURE

Invest in and maintain robust technology infrastructure to support academic programs, ensuring reliable access and integration of innovative learning technologies.

- **2024** Completed technology upgrades in 20 classrooms, including new teaching lecterns and AV technology, and added two computer labs and multiple printing stations on campus in Idaho Falls.

### CREATE COMMUNITY HUBS

Further develop the Idaho Falls and Twin Falls campuses as welcoming and accessible hubs for community engagement, industry partnerships, and educational outreach, ensuring facilities can accommodate a wide range of events and activities.

- **2025** Commenced a major overhaul of the HVAC system in the Bennion Student Union Building in Idaho Falls ensuring continued access and usability of large multipurpose space for educational, community, and industry partner events.



## EXTERNAL RELATIONSHIPS AND PARTNERSHIPS

### DEEPEN COLLEGE PARTNERSHIPS

Strengthen and expand collaborative relationships with the College of Eastern Idaho and the College of Southern Idaho through formalized MOUs, joint program development, streamlined transfer processes, and regular communication at all levels.

- **2024** Convened a Summit with CSI and signed an MOU partnership agreement outlining institutional partnership in academic programming, student transfer pathways, and commitment to student success.
- **2025** Began strategic conversations with CEI to establish clear partnership agreements outlining articulation of academic programs for transfer students and workforce needs in Idaho Falls.

### CULTIVATE COMMUNITY AND INDUSTRY ENGAGEMENT

Proactively engage with local community leaders, businesses, industries (including the Idaho National Laboratory), and civic organizations in both Idaho Falls and Twin Falls to understand their needs, explore partnership opportunities, and align ISU initiatives with regional economic and social development goals.

- **2025** Initiated new staffing models in Twin Falls and Idaho Falls allowing for a greater presence and cultivation of community partnership.

### EXPAND K-12 PARTNERSHIPS

Develop and enhance collaborations with K-12 school districts in eastern and southern Idaho to promote college readiness, provide dual enrollment opportunities, and create pathways for future students.

- **2025** ISU approved two new, full-time positions for Idaho Falls and Twin Falls to focus on fostering K-12 partnerships promoting college readiness, and enhancing recruitment efforts in both regions.



Idaho State  
University

*isu.edu*

**SUBJECT**

Educator Preparation Provider Accreditation and State Review Type

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-114, Idaho Code

Section 33-1207A, Idaho Code

**BACKGROUND/DISCUSSION**

33-114. Certification — Courses of study — Accreditation. Supervision and control of the certification of professional education personnel is vested in the state board. The board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

33-1207A. Teacher preparation.

(1)(a) Higher Education Institutions. The state board shall review teacher preparation programs at the institutions of higher education.

(b) Nonpublic Teacher Preparation Programs.

(i) The state board shall grant teaching certificates to graduates of all already board-approved nonpublic teacher preparation programs that require their graduates to satisfy the following:

1. Hold a bachelor's degree from an accredited four (4) year institution;
2. Submit to a criminal history check as described in section [33-130](#), Idaho Code;
3. Pass the required content training in the area or areas in which the graduate seeks to be endorsed. The content training must be in substantive alignment with knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and
4. Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

(ii) Teaching certificates granted pursuant to this subsection shall be equivalent to certificates granted to graduates of teacher preparation programs at public higher education institutions. Interim certificates shall be made available to graduates of programs without a student teaching or clinical component and standard certificates subsequently shall be made available upon satisfaction of state board of education mentoring requirements and other state statutory requirements pertaining to all teachers. All performance requirements shall be considered satisfied by completion of state board mentoring requirements. **Reviews of nonpublic teacher preparation programs shall be limited to verification of the criteria set forth in this subsection.**

**IMPACT**

This item is for informational purposes only.

**INFORMATIONAL**  
**JUNE 17-18, 2025**

**ATTACHMENTS**

Attachment 1 – EPP Accreditation and State Review Type  
Attachment 2 – EPP State Review Schedule

**BOARD ACTION**

This item is for informational purposes only.



EDUCATOR PREPARATION PROVIDER ACCREDITATION AND STATE REVIEW TYPE

LEGAL REQUIREMENTS

33-1207A. Teacher Preparation.

(1)(a) Higher Education Institutions. The state board shall review teacher preparation programs at the institutions of higher education.

(b) Nonpublic Teacher Preparation Programs.

(i) The state board shall grant teaching certificates to graduates of all already board-approved nonpublic teacher preparation programs that require their graduates to satisfy the following:

1. Hold a bachelor's degree from an accredited four (4) year institution;
2. Submit to a criminal history check as described in Section [33-130](#), Idaho Code;
3. Pass the required content training in the area or areas in which the graduate seeks to be endorsed. The content training must be in substantive alignment with knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and
4. Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

(ii) Teaching certificates granted pursuant to this subsection shall be equivalent to certificates granted to graduates of teacher preparation programs at public higher education institutions. Interim certificates shall be made available to graduates of programs without a student teaching or clinical component and standard certificates subsequently shall be made available upon satisfaction of state board of education mentoring requirements and other state statutory requirements pertaining to all teachers. All performance requirements shall be considered satisfied by completion of state board mentoring requirements. **Reviews of nonpublic teacher preparation programs shall be limited to verification of the criteria set forth in this subsection.**

TYPE OF STATE REVIEW BY EPP AND ACCREDITATION STATUS

TYPE OF STATE REVIEW BY EPP AND ACCREDITATION STATUS					
TRADITIONAL EPPs (Accreditation is based on public vs. non-public status per <a href="#">Section 33-114, Idaho Code</a> and <a href="#">Section 33-1207a, Idaho Code</a> )				NON-TRADITIONAL EPPs (Not Required to Accredite per <a href="#">IDAP 08.02.02.012</a> )	
Type of State Review (Mid-Cycle Reviews May Be Required per State Board)	Accredited Public Traditional EPP (EPP Shall Accredite)	Accredited Non-Public Traditional EPP (Non-Public EPP Chooses to Accredite)	Non-Accredited Non-Public Traditional EPP (Non-Public EPP Not Required to Accredite)	Non-Accredited Public Non-Traditional EPP (Non-Traditional EPPs Not Required to Accredite)	Non-Accredited Non-Public Non-Traditional EPP (Non-Traditional EPPs Not Required to Accredite)
<b>Full State Review Every 7 Years</b>  (For Public Non-Traditional EPPs)				1. CSI	
<b>Modified State Review per Section 33-1207A Every 7 Years</b>  (For Non-Public EPPs)			1. Cofl		1. ABCTE 2. TFA
<b>State Requirement Check Every 7 Years</b>  (For Accredited EPPs)	1. BSU (CAEP) 2. LCSC (CAEP) 3. ISU (CAEP) 4. UI (CAEP)	1. BYU-I (AAQEP) 2. NNU (CAEP)			



EPP STATE REVIEW SCHEDULE

EPP STATE REVIEW SCHEDULE

EPP	Fall 2021 – Spring 2022	Fall 2022 – Spring 2023	Fall 2023 – Spring 2024	Fall 2024 – Spring 2025	Fall 2025 – Spring 2026	Fall 2026 – Spring 2027	Fall 2027 – Spring 2028	Fall 2028 – Spring 2029	Fall 2029 – Spring 2030
ABCTE						State Review Spring/2027			
BSU		CAEP Spring/2023		State Requirement Check/Spring/2025				State Review Spring/2029	CAEP Review Spring/2030
BYU-I			AAQEP Fall/2023	State Requirement Check/Spring/2025					
Cofl					State Review Spring/2026				
CSI					State Review Fall/2025				
ISU		CAEP Fall/2022		State Requirement Check/Spring/2025				State Review Fall/2028	CAEP Review Fall/2029
LCSC	CAEP/State Review Fall/2021					State Review Fall/2026	CAEP Review Fall/2027		
NNU	CAEP/State Review Spring/2022						State Review Spring/2028	CAEP Review Spring/2029	
TFA							State Review Fall/2027		
UI				State Requirement Check/Spring/2025	CAEP Review Spring/2026				
EPP	Fall 2030 – Spring 2031	Fall 2031 – Spring 2032	Fall 2032 – Spring 2033	Fall 2033 – Spring 2034	Fall 2034 – Spring 2035	Fall 2035 – Spring 2036	Fall 2036 – Spring 2037	Fall 2037 – Spring 2038	Fall 2038 – Spring 2039
ABCTE				State Review Spring/2034					
BSU						State Review Spring/2036	CAEP Review Spring/2037		
BYU-I	AAQEP Review Fall/2030	State Review Spring/2032						AAQEP Review Fall/2037	State Review Spring/2039
Cofl			State Review Spring/2033						
CSI			State Review Fall/2032						
ISU						State Review Fall/2035	CAEP Review Fall/2036		
LCSC				State Review Fall/2033	CAEP Review Fall/2034				
NNU					State Review Spring/2035	CAEP Review Spring/2036			
TFA					State Review Fall/2034				
UI		State Review Spring/2032	CAEP Review Spring/2033						

**INFORMATIONAL**  
**JUNE 17-18, 2025**

**SUBJECT**

Educator Preparation Provider Accreditation

**REFERENCE**

December 2024	2024 CAEP Accreditation Annual Reporting was submitted to the Board as an Information Item
April 2025	2025 CAEP Accreditation Annual Reporting was submitted to the Board as an Information Item

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-114, Idaho Code  
Section 33-1207A, Idaho Code  
Section 33-1203, Idaho Code  
IDAPA 08.02.02.012  
IDAPA 08.02.02.014  
IDAPA 08.02.02.015

**BACKGROUND/DISCUSSION**

The Council for the Accreditation of Educator Preparation (CAEP) Annual Report provides an opportunity to reflect on the work that the educator preparation provider has done over the past year and provide updates on efforts in continuous improvement. CAEP Accreditation is known as the Gold Standard for educator preparation. CAEP is committed to maintaining that reputation for educator preparation providers. CAEP Accreditation is a public symbol of quality which shows that an educator preparation provider is willing to take on the work of continuous improvement for its candidates and the students they will serve.

CAEP annual reporting is due annually by April 29. Full CAEP accreditation reviews are completed on a seven-year cycle.

The Idaho State Board of Education has approved two accreditors for educator preparation provider accreditation to include CAEP and the Association for Advancing Quality in Educator Preparation (AAQEP). AAQEP was approved by the Idaho State Board of Education on June 14, 2023.

Educator preparation providers from Boise State University (BSU), Idaho State University (ISU), Lewis Clark State College (LCSC), Northwest Nazarene University (NNU), and University of Idaho (UI) are accredited through CAEP. Brigham Young University – Idaho is accredited through AAQEP.

**IMPACT**

This item is for informational purposes only.

**ATTACHMENTS**

Attachment 1 – BSU 2025 CAEP Annual Report  
Attachment 2 – ISU 2025 CAEP Annual Report

**INFORMATIONAL  
JUNE 17-18, 2025**

Attachment 3 – LCSC 2025 CAEP Annual Report  
Attachment 4 – NNU 2025 CAEP Annual Report  
Attachment 5 – UI 2025 CAEP Annual Report

**BOARD ACTION**

This item is for informational purposes only.

Boise State University  
2025 Annual Accreditation Report  
Printed Date: 2025-04-30



## Section 1. EPP Profile Updates in AIMS

### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and updating the Educator Preparation Provider's (EPP's) information in AIMS 2.0, ensure the following sections are accurate and up-to-date:

1. **EPP Details:** Verify and update the EPP details including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation.
2. **Users:** Review the list of AIMS 2.0 users associated with your EPP. Ensure all users are accurate and have the correct roles. To update users, click on the "Users" tab at the top of the page or the left sidebar, then click the Edit button to edit that user.
3. **EPP Programs:** Confirm that the list of programs offered by your EPP is accurate. Update including program name, degree level, licensure level, program/specialty area name, and selected program review as necessary. The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is complete and accurate.
4. **EPP Locations:** Check the accuracy of your EPP's location information, ensuring that the Main campus is listed. Branch or Auxiliary campuses may be added if applicable. EPP Locations must be updated on the EPP Locations tab, accessible at the top of the page or via the left sidebar on the "My Locations" page.

After completing these updates, answer each of the corresponding questions below to confirm that all information is current and correct.

1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

- ☒ Agree  
☐ Disagree

1.2. I confirm that the information displayed in the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

- ☒ Agree  
☐ Disagree

1.3. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

- ☒ Agree  
☐ Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and

Boise State University  
2025 Annual Accreditation Report  
Printed Date: 2025-04-30



**one EPP Secondary Contact?**

- ☒ Yes  
☐ No

**AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?**

- ☒ Yes  
☐ No

**AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?**

- ☒ Yes  
☐ No

**Section 2. EPP s Program Graduates [Academic Year 2023-2024]**

2025 Annual Accreditation Report : Annual Accreditation Report :  
Section 2. EPP s Program Graduates [Academic Year 2023-2024]

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.**

**2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

216

**Previous Year Number of initial-licensure level Graduates:**

210

**2.1.2 What is the number of graduates in advanced programs or programs leading to a degree,**

Boise State University  
2025 Annual Accreditation Report  
Printed Date: 2025-04-30



endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

54

Previous Year Number of advanced level Graduates:

43

Total number of program graduates

270.00

Previous Year Total Number of Graduates:

253.00

**AR Reviewer Question 2.1. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]**

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

☐ Yes

☒ No

### Section 3. Substantive Changes

[2025 Annual Accreditation Report](#) : [Annual Accreditation Report](#) : [Section 3. Substantive Changes](#)

Boise State University  
2025 Annual Accreditation Report  
Printed Date: 2025-04-30



Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- ☐ Change
- ☒ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ☐ Change
- ☒ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ☐ Change
- ☒ No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission on 

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F 

3.4.3. Does this represent a change in status from the prior year?

- ☐ Change
- ☒ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- ☐ Change
- ☒ No Change / Not Applicable

AR Reviewer Question 3.1. Please provide feedback on the EPP's substantive changes, if any. Type

Insert text here ...

meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

- **Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).**
  - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

#### 4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial-licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

<https://www.boisestate.edu> open in new window

#### 4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial-licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

<https://www.boisestate.edu> open in new window

**AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2023-2024 Academic Year? (\*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [\*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]**

- ☒ Yes  
☐ No

Boise State University  
2025 Annual Accreditation Report  
Printed Date: 2025-04-30



[2025 Annual Accreditation Report](#) : [Annual Accreditation Report](#) :  
**Section 5: Areas for Improvement and/or Stipulations**

**Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.**

To write your summary, please click the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

**AR Reviewer Question 5.1. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]**

- ☒ Yes  
☐ No

**AFI/Stipulation**

**Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans**

[2025 Annual Accreditation Report](#) : [Annual Accreditation Report](#) :  
**Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans**

**6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.**

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

College of Education Restructure

Boise State University  
2025 Annual Accreditation Report  
Printed Date: 2025-04-30



In alignment with CAEP Standard R5.3, internal stakeholders including faculty, staff, and administrators played a central role in the College of Education's restructuring process during the 2023-2024 academic year. This initiative served as a college-wide continuous improvement effort aimed at better serving students and faculty, reducing inefficiencies, and aligning with the university's Responsibility Centered Management (RCM) budget model. Faculty and staff were invited to serve on a restructuring workgroup in Fall 2023. The group developed and presented an initial proposal at the Spring 2024 college-wide meeting, after which revisions were made based on broad internal feedback. Subcommittees were formed to carry the work forward, ensuring collaborative decision-making and meaningful participation from internal stakeholders throughout the planning and implementation process. While this work represents a significant step in the college's continuous improvement efforts, its impact on program delivery and effectiveness will be assessed over time. Program evaluation related to the restructuring will be included in future reporting cycles as longitudinal data becomes available. Advanced Programs

**AR Reviewer Question 6.1. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?**

- ☒ Yes  
☐ No

#### Section 7: Feedback for CAEP & Report Preparer's Authorization

2025 Annual Accreditation Report : Annual Accreditation Report :  
Section 7: Feedback for CAEP & Report Preparer's Authorization

**7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?**

*Insert text here ...*

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.**

☒ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and

Boise State University  
2025 Annual Accreditation Report  
Printed Date: 2025-04-30



issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

☒ Acknowledge

**Semester of EPP s next CAEP Site Review**

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

**Next Visit Date [Semester] - Initial-Licensure Level**

Spring ▼

**Next Visit Date [Year] - Initial-Licensure Level**

2030 ▼

**Next Visit Date [Semester] - Advanced Level**

Spring ▼

**Next Visit Date [Year] - Advanced Level**

2030 ▼

**AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.**

*Insert text here ...*

**AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.**

- ☒ Yes  
☐ No

## Section 1. EPP Profile Updates in AIMS

### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and updating the Educator Preparation Provider's (EPP's) information in AIMS 2.0, ensure the following sections are accurate and up-to-date:

1. **EPP Details:** Verify and update the EPP details including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation.
2. **Users:** Review the list of AIMS 2.0 users associated with your EPP. Ensure all users are accurate and have the correct roles. To update users, click on the "Users" tab at the top of the page or the left sidebar, then click the Edit button to edit that user.
3. **EPP Programs:** Confirm that the list of programs offered by your EPP is accurate. Update including program name, degree level, licensure level, program/specialty area name, and selected program review as necessary. The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is complete and accurate.
4. **EPP Locations:** Check the accuracy of your EPP's location information, ensuring that the Main campus is listed. Branch or Auxiliary campuses may be added if applicable. EPP Locations must be updated on the EPP Locations tab, accessible at the top of the page or via the left sidebar on the "My Locations" page.

After completing these updates, answer each of the corresponding questions below to confirm that all information is current and correct.

**1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.**

- ☒ Agree  
☐ Disagree

**1.2. I confirm that the information displayed in the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.**

- ☒ Agree  
☐ Disagree

**1.3. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.**

- ☒ Agree  
☐ Disagree

**AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and**

one EPP Secondary Contact?

- ☒ Yes  
☐ No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- ☒ Yes  
☐ No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- ☒ Yes  
☐ No

Section 2. EPP s Program Graduates [Academic Year 2023-2024]

2025 Annual Accreditation Report : Annual Accreditation Report :  
Section 2. EPP s Program Graduates [Academic Year 2023-2024]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

73

Previous Year Number of initial-licensure level Graduates:

77

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree,

endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

18

Previous Year Number of advanced level Graduates:

26

Total number of program graduates

91.00

Previous Year Total Number of Graduates:

103.00

**AR Reviewer Question 2.1. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]**

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

☐ Yes

☒ No

### Section 3. Substantive Changes

[2025 Annual Accreditation Report](#) : [Annual Accreditation Report](#) : [Section 3. Substantive Changes](#)



Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- ☐ Change
- ☒ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ☐ Change
- ☒ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ☐ Change
- ☒ No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission on 

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F 

3.4.3. Does this represent a change in status from the prior year?

- ☐ Change
- ☒ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- ☐ Change
- ☒ No Change / Not Applicable

AR Reviewer Question 3.1. Please provide feedback on the EPP's substantive changes, if any. Type

"None" if no substantive changes were identified.

*Insert text here ...*

#### Section 4. CAEP Accreditation Details on EPP's Website

2025 Annual Accreditation Report : Annual Accreditation Report :  
Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public-facing website to include:

1. the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2023-2024 Academic Year.

#### 4.1. URL Link for EPP's current CAEP Accreditation Status & Reviewed Programs

In the box below, please provide the direct URL link to the EPP's public-facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

<https://www.isu.edu/tes/> open in new window

#### 4.2. CAEP Accountability Measures [2023-2024 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 – August 31, 2024) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **Measure 1 (Initial): Completer effectiveness. (R4.1)**
  - Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)**
  - Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
  - Data provided should relate to measures the EPP is using to determine if candidates are



meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

- **Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).**
  - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

#### 4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial-licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

<https://www.isu.edu/tes/> open\_in\_new

#### 4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial-licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

<https://www.isu.edu/tes/> open\_in\_new

**AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?**

- ☒ Yes  
☐ No



**AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2023-2024 Academic Year? (\*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [\*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]**

- ☒ Yes  
☐ No



**2025 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 5: Areas for Improvement and/or Stipulations**

**Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.**

To write your summary, please click the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

**AR Reviewer Question 5.1. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]**

- ☒ Yes  
☐ No

**AFI/Stipulation**

Component	Type	Status	Rationale
R5.2 Data Quality	AFI	Open	Documentation was provided that EPP-created assessments were aligned with program standards, and a Transition Plan was provided for meeting CAEP sufficiency, but this component did not allow for a Transition Plan. In addition, the employer and completer survey instructions offer limited information to define the scale being used. Although it was a scale likely to be familiar to respondents, Danielson indicators were applied in varying ways dependent on the stage the subject was in, and therefore, were likely to be interpreted differently by respondents.

RA5.3 Stakeholder Involvement	AFI	Open	Although internal and external stakeholders were defined in the SSR, and it was stated that meetings occurred, documentation of interactions and feedback was limited and did not include data or program evidence based on candidate performance.
Items per page: 10 ▾			1 2 of 2 < >

## Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

### 2025 Annual Accreditation Report : Annual Accreditation Report :

### Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

#### 6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

Advanced Level -- The advanced programs are currently in a state of transition as both faculty members are retiring Spring 2025 and new faculty will be joining the department Fall 2025.

Initial Level --

-- The Induction Mentoring Project has been planned during the 2024-2025 academic year and will be piloted in Fall 2025. This project will support both current Alternative Authorization candidates currently enrolled in coursework as they are also the teacher of record. The second group that is supported are recently graduated teachers in their first two years as the teacher of record. Based on both external and internal data, this project is being developed to support the longevity of novice teachers. Using alumni and employer surveys that indicate classroom management and differentiated instruction are the areas for improvement, the mentoring project will be built around those two themes to improve teacher retention and self-efficacy.

**AR Reviewer Question 6.1. Has the EPP shared its continuous improvement initiatives, AND (if**



applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- ☒ Yes  
☐ No

#### Section 7: Feedback for CAEP & Report Preparer's Authorization

[2025 Annual Accreditation Report](#) : [Annual Accreditation Report](#) :  
[Section 7: Feedback for CAEP & Report Preparer's Authorization](#)

**7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?**

*Insert text here ...*

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.**

☒ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

☒ Acknowledge

**Semester of EPP s next CAEP Site Review**

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

**Next Visit Date [Semester] - Initial-Licensure Level**

Fall ▼

**Next Visit Date [Year] - Initial-Licensure Level**



2029

▼

Next Visit Date [Semester] - Advanced Level

Fall

▼

Next Visit Date [Year] - Advanced Level

2029

▼

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

Insert text here ...

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- ☒ Yes

☐ No

## Section 1. EPP Profile Updates in AIMS

### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and updating the Educator Preparation Provider's (EPP's) information in AIMS 2.0, ensure the following sections are accurate and up-to-date:

1. **EPP Details:** Verify and update the EPP details including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation.
2. **Users:** Review the list of AIMS 2.0 users associated with your EPP. Ensure all users are accurate and have the correct roles. To update users, click on the "Users" tab at the top of the page or the left sidebar, then click the Edit button to edit that user.
3. **EPP Programs:** Confirm that the list of programs offered by your EPP is accurate. Update including program name, degree level, licensure level, program/specialty area name, and selected program review as necessary. The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is complete and accurate.
4. **EPP Locations:** Check the accuracy of your EPP's location information, ensuring that the Main campus is listed. Branch or Auxiliary campuses may be added if applicable. EPP Locations must be updated on the EPP Locations tab, accessible at the top of the page or via the left sidebar on the "My Locations" page.

After completing these updates, answer each of the corresponding questions below to confirm that all information is current and correct.

**1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.**

- ☒ Agree  
☐ Disagree

**1.2. I confirm that the information displayed in the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.**

- ☒ Agree  
☐ Disagree

**1.3. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.**

- ☒ Agree  
☐ Disagree

## Section 2. EPP's Program Graduates [Academic Year 2023-2024]

Lewis-Clark State College  
2025 Annual Accreditation Report  
Printed Date: 2025-05-05



**2025 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 2. EPP s Program Graduates [Academic Year 2023-2024]**

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.**

**2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

42

**Previous Year Number of initial-licensure level Graduates:**

39

**2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

0

**Previous Year Number of advanced level Graduates:**

0

**Total number of program graduates**

42.00

**Previous Year Total Number of Graduates:**

39.00

**Section 3. Substantive Changes**

2025 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- ☐ Change
- ☒ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ☐ Change
- ☒ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ☐ Change
- ☒ No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission on 

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F 

3.4.3. Does this represent a change in status from the prior year?

- ☐ Change
- ☒ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- ☐ Change
- ☒ No Change / Not Applicable



---

#### Section 4. CAEP Accreditation Details on EPP's Website

---

##### **2025 Annual Accreditation Report : Annual Accreditation Report : Section 4. CAEP Accreditation Details on EPP's Website**

**Please update the EPP's public-facing website to include:**

1. the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2023-2024 Academic Year.

#### **4.1. URL Link for EPP's current CAEP Accreditation Status & Reviewed Programs**

In the box below, please provide the direct URL link to the EPP's public-facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

<https://www.lcsc.edu/ed> open\_in\_new

#### **4.2. CAEP Accountability Measures [2023-2024 Academic Year]**

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 – August 31, 2024) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **Measure 1 (Initial): Completer effectiveness. (R4.1)**
  - Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)**
  - Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
  - Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).**
  - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

Lewis-Clark State College  
2025 Annual Accreditation Report  
Printed Date: 2025-05-05



#### 4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial -licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

https://www.lcsc.edu/me

open\_in\_ne

#### 4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial -licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

open\_in\_ne

### Section 5: Areas for Improvement and/or Stipulations

**2025 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 5: Areas for Improvement and/or Stipulations**

**Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP s next CAEP Accreditation Site Review.**

To write your summary, please click the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

#### AFI/Stipulation

Component	Type	Status	Rationale
-----------	------	--------	-----------

Lewis-Clark State College  
2025 Annual Accreditation Report  
Printed Date: 2025-05-05



1.5 Provider Responsibilities	AFI	Open	The PBA does include elements for planning using technology and reflection on learning after a lesson that incorporated technology. The element regarding the observation of actual implementation only occurs with some candidates based on which lesson they are observed teaching. The PBA provided in on-site evidence is a draft. The practices described are not yet part of the curriculum.
4.1 Impact on P-12 Student Learning and Development	AFI	Open	Impact data from the completer mentor program does not include evidence from a representative or purposeful sample of completers (CAEP Consolidated Handbook, p. 128). Component 4.1 is under phase-in, no plans were provided for obtaining a representative or purposeful sample.
4.2 Indicators of Teaching Effectiveness	AFI	Open	Student surveys from the completer mentor program provide insufficient evidence of a representative or purposeful sample of completers with responses provided on only four completers from 2016 to 2020.
<div>Items per page: 10 ▾ 0 of 0 &lt; &gt;</div>			

## Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2025 Annual Accreditation Report : Annual Accreditation Report :

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

### 6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes

**planned, worked on, or completed in the last academic year.**

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

The EPP noted that there were discrepancies in the Title II Data between completers certified and completers reported to Title II and was able to rectify this error.

Data were collected from and their use of the EQuIP rubric in ED 392. This provided some wonderful reflection and insight from the reflective process used by candidates in writing and analyzing their unit design. Included here are a few reflections:

The EQuIP checklist helped me visualize and understand the amount of work that goes into creating lesson and unit designs. Having this checklist was super helpful. It allowed me to go through the "What's Your Story" Unit and identify each of the different elements and how they were used. I think it is also helpful because it helps you to see where content may be lacking or which aspects may have too much focus on them. Having a clear checklist is helpful for creating a unit plan and keeping track of which criteria you are completely hitting and which you may need to reflect and expand on.

I think that using the EQuIP Checklist supports a deeper understanding of the components of lesson and unit design, because it allows teachers and education students to take an extra step in ensuring that their unit contains everything that should be in a lesson plan to ensure that the lesson plans are student centered, which ensures that all students are actively engaged in the learning experience. This practice might look like discussions, group projects etc. to ensure that students have some way to demonstrate their knowledge. Another great benefit of using the EQuIP Checklist is that it helps teachers to rework the lesson or unit if needed, it will show them areas that are missing or may need to be further developed. It serves as a reflection for the teacher to be confident in their unit/lesson plans. I am glad that we got a chance to look at a checklist like this because I would love to use this or something similar to check over my lesson plans and units in my future.

Analyzing a unit through the lens of the EQuIP checklist really helps educators develop a deeper understanding of the different components of the unit design, and where it can be improved. One way that this is done is through an emphasis on what students need to be successful. There are 16 items that need to be checked off in order to have a quality unit or lesson plan. I personally focused on the first three (standards, purpose, and literacy) for my analysis this week, but looking through the other checklist items I can see how each and every one can either make or break a unit's plan. From engagement to assessment variety, there are many ways that the EQuIP checklist helps support a unit plan and create an environment where students can receive deeper and fuller understandings of unit concepts and ideas.

The EPP also worked to remap the secondary education programs, particularly in English and Communications. This was in response to the need from stakeholders for more delivery options and opportunity, especially in rural areas. This also led to the proposal of an MAT program through curriculum and submitted to the State Board of Education for consideration.

Unfortunately, another EPP was not pleased at the development of an MAT, and our EPP decided to withdraw the proposal for now.

The EPP is also working to reduce the number of programs. Currently our EPP has Secondary areas with teacher certification. These programs were initially created as majors in the content areas with teacher certification. This means that many of the programs are the full major program as well as the certification components of teacher education. This year the entire set of programs were redesigned as a content specialist: secondary - K/12 major with content areas as the varied choices. This has been submitted to curriculum for review. The EPP hopes that the restructuring of the program will meet the requirements of the state for certification, provide ample content expertise, and reduce the number of required credits for completion.

#### Section 7: Feedback for CAEP & Report Preparer's Authorization

##### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 7: Feedback for CAEP & Report Preparer's Authorization

#### 7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Not at this time.

#### 7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

☒ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

☒ Acknowledge

#### Semester of EPP's next CAEP Site Review

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

Lewis-Clark State College  
2025 Annual Accreditation Report  
Printed Date: 2025-05-05



**Next Visit Date [Semester] - Initial-Licensure Level**

Fall

**Next Visit Date [Year] - Initial-Licensure Level**

2027

**Next Visit Date [Semester] - Advanced Level**

Select Option

**Next Visit Date [Year] - Advanced Level**

Select Option

## Section 1. EPP Profile Updates in AIMS

### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and updating the Educator Preparation Provider's (EPP's) information in AIMS 2.0, ensure the following sections are accurate and up-to-date:

1. **EPP Details:** Verify and update the EPP details including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation.
2. **Users:** Review the list of AIMS 2.0 users associated with your EPP. Ensure all users are accurate and have the correct roles. To update users, click on the "Users" tab at the top of the page or the left sidebar, then click the Edit button to edit that user.
3. **EPP Programs:** Confirm that the list of programs offered by your EPP is accurate. Update including program name, degree level, licensure level, program/specialty area name, and selected program review as necessary. The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is complete and accurate.
4. **EPP Locations:** Check the accuracy of your EPP's location information, ensuring that the Main campus is listed. Branch or Auxiliary campuses may be added if applicable. EPP Locations must be updated on the EPP Locations tab, accessible at the top of the page or via the left sidebar on the "My Locations" page.

After completing these updates, answer each of the corresponding questions below to confirm that all information is current and correct.

**1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.**

- ☒ Agree  
☐ Disagree

**1.2. I confirm that the information displayed in the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.**

- ☒ Agree  
☐ Disagree

**1.3. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.**

- ☒ Agree  
☐ Disagree

## Section 2. EPP's Program Graduates [Academic Year 2023-2024]



**2025 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 2. EPP s Program Graduates [Academic Year 2023-2024]**

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.**

**2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

36

**Previous Year Number of initial-licensure level Graduates:**

43

**2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

39

**Previous Year Number of advanced level Graduates:**

48

**Total number of program graduates**

75.00

**Previous Year Total Number of Graduates:**

91.00

**Section 3. Substantive Changes**

2025 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- ☐ Change
- ☒ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ☐ Change
- ☒ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ☐ Change
- ☒ No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission on 

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F 

3.4.3. Does this represent a change in status from the prior year?

- ☐ Change
- ☒ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- ☐ Change
- ☒ No Change / Not Applicable

---

#### Section 4. CAEP Accreditation Details on EPP's Website

---

##### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public-facing website to include:

1. the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2023-2024 Academic Year.

#### 4.1. URL Link for EPP's current CAEP Accreditation Status & Reviewed Programs

In the box below, please provide the direct URL link to the EPP's public facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

<https://nnu.edu/about/ac> open in new window

#### 4.2. CAEP Accountability Measures [2023-2024 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 – August 31, 2024) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **Measure 1 (Initial): Completer effectiveness. (R4.1)**
  - Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)**
  - Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
  - Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).**
  - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.



#### 4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial-licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

https://nnu.edu/academ

open in new window

#### 4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial-licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

https://nnu.edu/academ

open in new window

### Section 5: Areas for Improvement and/or Stipulations

**2025 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 5: Areas for Improvement and/or Stipulations**

**Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.**

To write your summary, please click the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

#### AFI/Stipulation

### Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

**2025 Annual Accreditation Report : Annual Accreditation Report :**

**Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans**

**6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.**

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

The Advanced Programs have approved Phase-in plans for standards A. 1.1, A. 2.1, A. 3.1, A. 3.3, A. 3.4, A. 4.2, and A. 5.2. The Advanced Programs department has transitioned to a new Department Chair. As a result of this transition, some of the Phase-in plans are being modified.

Standard A. 1.1: In 2021-2022, the EPP identified 10 key assessments currently and re-mapped those to the revised standards to look for potential gaps in the curricula. Every adjunct and full-time faculty member was required to update their course syllabi to reflect this work. During this current reporting year, insurance measures were put into place for monitoring updated syllabi. In addition, the team has worked with the EPP's tech department to gather student progress on standards. All standards have been uploaded in the EPP's learning management system and placed in the appropriate courses. Faculty are assessing students on these standards in their courses.

**Next Steps:**

- Identifying and filling gaps in curricula and key assessments
- Validating additional rubrics
- Gathering descriptive statistics disaggregated by race, ethnicity, and gender for identified key assessments
- Establish a data collection system for each cycle.

Standard A. 2.1: Professor Gilbert is continuing to work on consistent content for supervision data collection. She has created new forms for internship visits to collect data from supervisors. Since Professor Gilbert started working at NNU, there have been three supervision cycles. In those cycles, she is determining the best content for each visit to ensure value to both our clinical partners, the candidate, and the university.

**Next Steps:**

- Clinical Partnerships Needs Assessment for training or improvement as suggested by the Stakeholder Council
- Establishing interrater reliability on Forms and Content for candidate supervisory cycles
- Determining consistent and efficient ways to gather disposition data, clinical supervision data, and standards evidence data for disaggregation and program improvement.

Standard A. 3.1: The University is transitioning to a new ERP and that process is going well but taking longer than anticipated when this phase-in plan was written. Luckily, we have plenty of time to gather cycles of data.

As we consider diverse candidates, we had a suggestion from the Stakeholder Council to hold a focus group with diverse stakeholders to determine if any of our admissions or program policies keep us from attracting diverse candidates.

Next Steps:

- Look at baseline data from SLATE and Anthology, when fully implemented, regarding gender, race, and ethnicity of those who inquire about our programs, apply to programs, and are accepted into programs.
- Using data from multiple sources, determine questions for a possible focus group of diverse stakeholders.
- Identify participants and conduct focus groups.

Standard A. 3. 3: We have gathered data for the four phases of candidacy and are developing a plan to analyze the data.

Phase 1: Pre-Admission

- Teaching Certification
- Entering GPA
- Recommendations assessment score
- Writing sample assessment score

Phase 2: Coursework

- Mid-Point GPA
- Academic Probation (if applicable)
- Academic artifacts (see A. 1.1)

Phase 3: Internship

- Supervision Visit data---in progress (see A. 2. 1)

Phase 4: Licensure

- Final GPA
- Portfolio (see A.1.1)

Standard A. 3.4: A data collection system has been developed. Standards are tagged to key assessments in Canvas, our LMS, and faculty are measuring these standards in their courses.

Next Steps:

- Data collection system for gathering EPP and Clinical Supervisor Disposition data for candidates
- Disaggregate data by gender/ethnicity/race

Standard A. 4.2: The plan for this standard has been modified this year with the new Department Chair. A quantitative survey has been developed and is being examined through the validation process. Once validated, the survey will be disseminated in the Summer and Fall of 2025. Plans for data analysis and data storage are being developed.

Standard A. 5. 2: This standard is the umbrella for all other standards. Because we are still in

the process of collecting data and using previously validated assessments in early cycles of data collection, there are not a lot of changes in the Advanced Phase-in plan 5.2. We have regular department accreditation meetings where faculty plan for data collection and better communication between the EPP and personnel. We are working on the matrix for cycles of data and working through all of the identified Phase-in plans.

#### Section 7: Feedback for CAEP & Report Preparer's Authorization

2025 Annual Accreditation Report : Annual Accreditation Report :  
Section 7: Feedback for CAEP & Report Preparer's Authorization

**7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?**

*Insert text here ...*

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.**

☒ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

☒ Acknowledge

**Semester of EPP s next CAEP Site Review**

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

**Next Visit Date [Semester] - Initial-Licensure Level**

Spring

Northwest Nazarene University  
2025 Annual Accreditation Report  
Printed Date: 2025-05-05



Council for the  
Accreditation of  
Professional Education

**Next Visit Date [Year] - Initial-Licensure Level**

2029

**Next Visit Date [Semester] - Advanced Level**

Spring

**Next Visit Date [Year] - Advanced Level**

2029

## Section 1. EPP Profile Updates in AIMS

### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and updating the Educator Preparation Provider's (EPP's) information in AIMS 2.0, ensure the following sections are accurate and up-to-date:

1. **EPP Details:** Verify and update the EPP details including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation.
2. **Users:** Review the list of AIMS 2.0 users associated with your EPP. Ensure all users are accurate and have the correct roles. To update users, click on the "Users" tab at the top of the page or the left sidebar, then click the Edit button to edit that user.
3. **EPP Programs:** Confirm that the list of programs offered by your EPP is accurate. Update including program name, degree level, licensure level, program/specialty area name, and selected program review as necessary. The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is complete and accurate.
4. **EPP Locations:** Check the accuracy of your EPP's location information, ensuring that the Main campus is listed. Branch or Auxiliary campuses may be added if applicable. EPP Locations must be updated on the EPP Locations tab, accessible at the top of the page or via the left sidebar on the "My Locations" page.

After completing these updates, answer each of the corresponding questions below to confirm that all information is current and correct.

**1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.**

- ☒ Agree  
☐ Disagree

**1.2. I confirm that the information displayed in the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.**

- ☒ Agree  
☐ Disagree

**1.3. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.**

- ☒ Agree  
☐ Disagree

**AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and**

**one EPP Secondary Contact?**

- ☒ Yes  
☐ No

**AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?**

- ☒ Yes  
☐ No

**AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?**

- ☒ Yes  
☐ No

**Section 2. EPP s Program Graduates [Academic Year 2023-2024]**

2025 Annual Accreditation Report : Annual Accreditation Report :  
Section 2. EPP s Program Graduates [Academic Year 2023-2024]

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.**

**2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

111

**Previous Year Number of initial-licensure level Graduates:**

123

**2.1.2 What is the number of graduates in advanced programs or programs leading to a degree,**

endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

58

Previous Year Number of advanced level Graduates:

73

Total number of program graduates

169.00

Previous Year Total Number of Graduates:

196.00

**AR Reviewer Question 2.1. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]**

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

☐ Yes

☒ No

### Section 3. Substantive Changes

2025 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes



**Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.**

**3.1. Has there been any change in the EPP's legal status, form of control, or ownership?**

- ☐ Change
- ☒ No Change/Not Applicable

**3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?**

- ☐ Change
- ☒ No Change / Not Applicable

**3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?**

- ☐ Change
- ☒ No Change / Not Applicable

**3.4. What is the institution's current regional accreditation status?**

**3.4.1. Institutional Accreditation Agency:**

Northwest Commission or ▼

**3.4.2. Institutional Accreditation Status:**

Accredited/Accreditation F ▼

**3.4.3. Does this represent a change in status from the prior year?**

- ☐ Change
- ☒ No Change / Not Applicable

**3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?**

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- ☐ Change
- ☒ No Change / Not Applicable

**AR Reviewer Question 3.1. Please provide feedback on the EPP's substantive changes, if any. Type**

"None" if no substantive changes were identified.

*Insert text here ...*

#### Section 4. CAEP Accreditation Details on EPP's Website

**2025 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 4. CAEP Accreditation Details on EPP's Website**

**Please update the EPP's public-facing website to include:**

1. the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2023-2024 Academic Year.

##### 4.1. URL Link for EPP's current CAEP Accreditation Status & Reviewed Programs

In the box below, please provide the direct URL link to the EPP's public-facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

<https://www.uidaho.edu/> open\_in\_ne

##### 4.2. CAEP Accountability Measures [2023-2024 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 – August 31, 2024) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **Measure 1 (Initial): Completer effectiveness. (R4.1)**
  - Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)**
  - Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
  - Data provided should relate to measures the EPP is using to determine if candidates are

meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

- **Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).**
  - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

#### 4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial-licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

[https://www.uidaho.edu/openw\\_in\\_ne](https://www.uidaho.edu/openw_in_ne)

#### 4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial-licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

[https://www.uidaho.edu/openw\\_in\\_ne](https://www.uidaho.edu/openw_in_ne)

**AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?**

- ☒ Yes  
☐ No



**AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2023-2024 Academic Year? (\*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?**

- ☒ Yes  
☐ No

**AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [\*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]**

- ☒ Yes  
☐ No



**2025 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 5: Areas for Improvement and/or Stipulations**

**Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.**

To write your summary, please click the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

**AR Reviewer Question 5.1. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]**

- ☒ Yes  
☐ No

**AFI/Stipulation**

Component	Type	Status	Rationale
2.2 Clinical Educators	AFI	Open	Interviews with partners and stakeholders provided little verification of the co-construction of mentor teacher criteria.
5.3 Continuous Improvement	AFI	Open	The EPP structure limits program level data and analysis. EPP-level assessment of its programs' collective performance is not evident.
<div> Items per page: 10 ▾ 1 2 of 2 &lt; &gt; </div>			

**Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans**

2025 Annual Accreditation Report : Annual Accreditation Report :

Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

**6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.**

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

Recognizing opportunities to address Praxis II assessment pass rates, the EPP partnered with 240tutoring, an online test preparation provider. Efforts are being piloted at the moment, with early returns very favorable, as all individuals who have been granted access and taken the assessment have passed them. This is significant, as they are only granted access after having failed at least one time. Additionally, efforts to address faculty engagement in and assessor reliability for the summative Teacher Performance Assessment are underway. One faculty member has been identified as the TPA coordinator. This individual has taken steps to ensure inter-rater reliability in that assessment in ways not previously realized.

**AR Reviewer Question 6.1. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?**

- ☒ Yes  
☐ No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2025 Annual Accreditation Report : Annual Accreditation Report :

Section 7: Feedback for CAEP & Report Preparer's Authorization

**7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?**

*Insert text here ...*

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to**



complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

☒ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

☒ Acknowledge

#### Semester of EPP s next CAEP Site Review

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

#### Next Visit Date [Semester] - Initial-Licensure Level

Spring ▼

#### Next Visit Date [Year] - Initial-Licensure Level

2026 ▼

#### Next Visit Date [Semester] - Advanced Level

Spring ▼

#### Next Visit Date [Year] - Advanced Level

2026 ▼

**AR Reviewer Question 7.1.** If the EPP asked any questions, please respond to the questions below.

*Insert text here ...*

**AR Reviewer Question 7.2.** The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.



University of Idaho  
2025 Annual Accreditation Report  
Printed Date: 2025-05-29



Yes

☐ No

**IDAHO DIGITAL LEARNING ALLIANCE**

**SUBJECT**

Idaho Digital Learning Alliance Annual Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-5501, Idaho Code

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

**BACKGROUND/DISCUSSION**

According to IDAPA 08.04.01, Rules Governing the Idaho Digital Learning Alliance, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Alliance fee schedule to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Alliance as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Alliance 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. Rigorous online courses delivered by highly qualified Idaho faculty assist the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry and Idaho's workforce.

**IMPACT**

Idaho Digital Learning Alliance served approximately 48,329 enrollments for 2023-2024, which is a 9% increase from 2021-2022. Nearly 100% of high schools in Idaho participated in 2023-2024. The number one reason for taking Idaho Digital Learning Alliance courses is identified as "Online Course Preference" with "Classes not offered locally" taking the second position. Other reasons include scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

Idaho Digital Learning Alliance is accredited through Cognia Accreditation.

**ATTACHMENTS**

Attachment 1 – Idaho Digital Learning Alliance Legislative Presentation

Attachment 2 – Fee Policy Statement

Attachment 3 – Acceptable Use Policy

Attachment 4 – Annual Report

**BOARD ACTION**

This item is for informational purposes only.

# IDAHO DIGITAL LEARNING ALLIANCE

## 2023-2024 Overview

State Board of Education  
March 2025

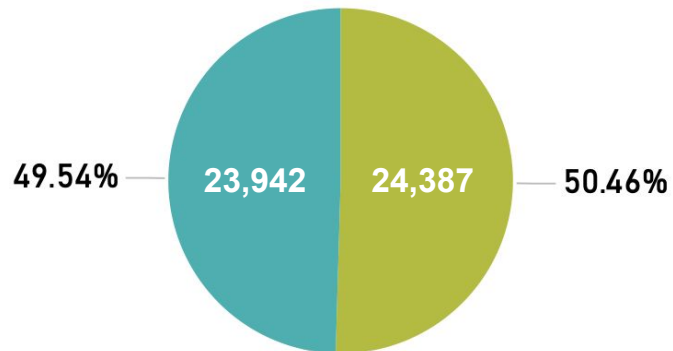


# Enrollments



# Enrollments: Urban vs. Rural

● Urban ● Rural



Top reason for enrollment:

Urban

Scheduling Conflicts

Rural

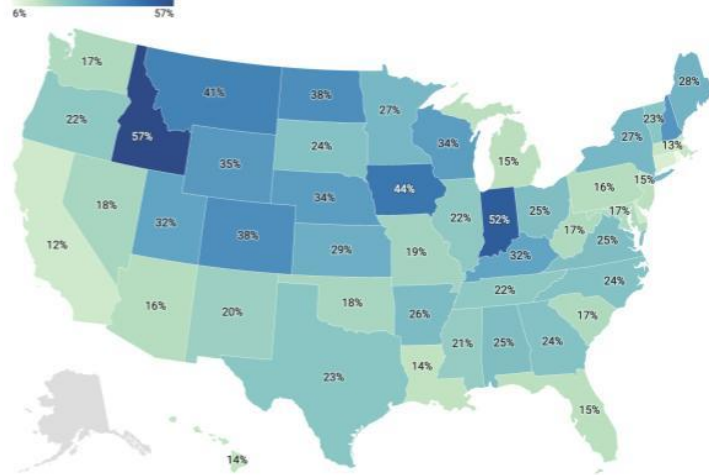
Not Offered Locally

## CTE Pathways and Career Exploration

Enrollments - Growth by Subject							
AcademicYear	22-23			23-24			Enrollment Growth
Course	Enr	Withdrawals	Students	Enr	Withdrawals	Students	
8th Grade Career Exploration	1110	48	1105	1411	59	1410	27.12%
8th Grade Career Exploration (4 unit)	361	8	361	685	18	682	89.75%
Everyone Can Create with iPads	202	7	202	206	8	206	1.98%
Everyone Can Create with iPads - Elementary	30		30				
Personal Finance	264	10	261	651	41	648	146.59%

Percentage of Community College Students in High School in 2022-23

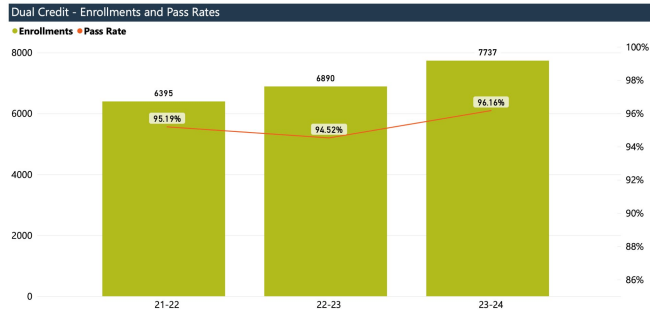
Dual enrollment as a percent of  
community college headcount



Get the data • Created with Datawrapper



# Dual Credit



- IDLA Course fee: \$40
- DC credit cost: \$0
- College Fee Average \*: \$255.18
- Total Savings for all enrollments using College Fee average \*: \$3,216,047.16



\*Data excludes NNU & NIC

## Impact

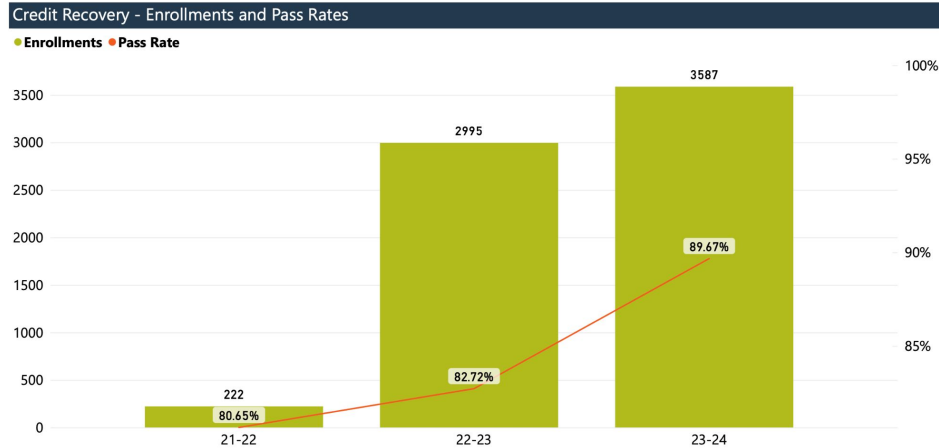


Rayce Miller  
Orofino H.S. Graduate

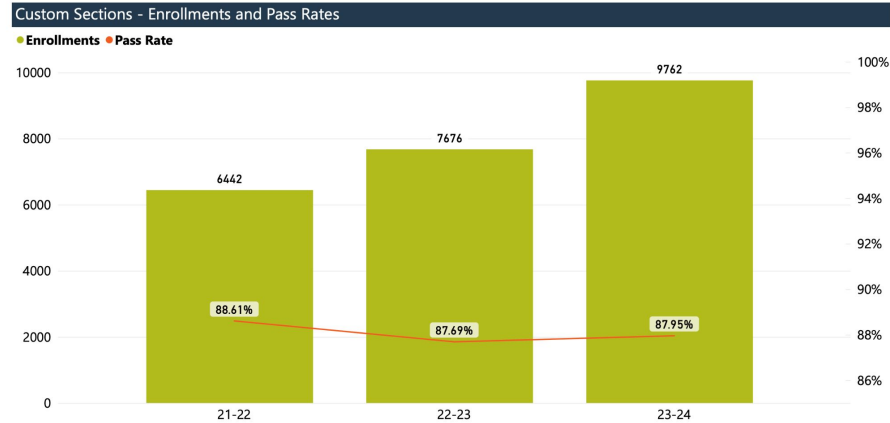
*"I always knew that higher education was the path that would give me the best opportunities in life. IDLA helped me take college credit classes early in my education through various colleges, allowing me to take the classes that I needed and wanted to take. Because of the credits I took through IDLA, I graduated high school with an associate degree in business administration, and now I'm in law school! If not for IDLA, I would still be in undergrad taking 200-level classes. The structure of IDLA taught me self-motivation, and it taught me to be in charge of my own education, rather than just taking one required class after another to graduate."*



# Credit Recovery



## Custom Sections Meeting Unique Needs



# Impact

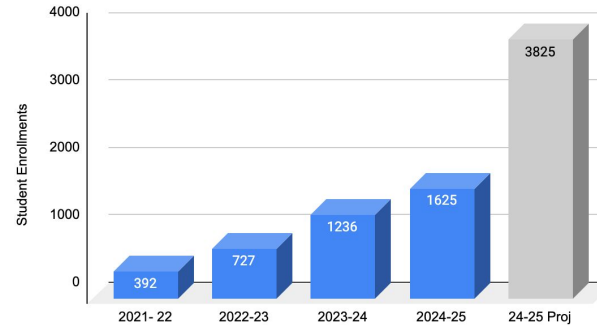
Challis had their English Teacher leave, so they had to have all their Seniors take English 12 online. At the beginning of the year, some of the students made life pretty challenging for our IDLA teacher, but then the students realized that they would not be graduating if they could not meet the English requirement. The second semester went better, and overall, Challis was very grateful for IDLA and helping them get through a big challenge.



# Launchpad

- 503 summer enrollments w/86% attending 1+ days
- 53% of students maintained or demonstrated ISIP progress
- 80% of students maintained or increased their tier rank
- 12/31 sections on-site

IDLA Launchpad Enrollments



# Impact

## Grandview Elementary



# Parent App

## IDLA PARENT APP



DESCUBRE LO QUE DICE ESTE PADRE



Escanéame

Download on the  
App Store

ANDROID APP ON  
Google play



IDAHO  
DIGITAL  
LEARNING  
ALLIANCE

Para acceder a los datos de los estudiantes, los padres necesitan una cuenta en el portal de IDLA. ¿No tienes una? ¡No te preocupes! Configurarla es fácil con tres opciones para crear tu cuenta.

1. Haz clic en el enlace de creación de cuenta en el correo electrónico de inscripción del curso de tu estudiante.
2. Descarga la aplicación y vincula tu cuenta de Google en solo unos clics.
3. Descarga la aplicación e ingresa tu información en la página de registro.



# Student Scholarships

8,045 scholarships awarded  
for a total savings of \$599,095



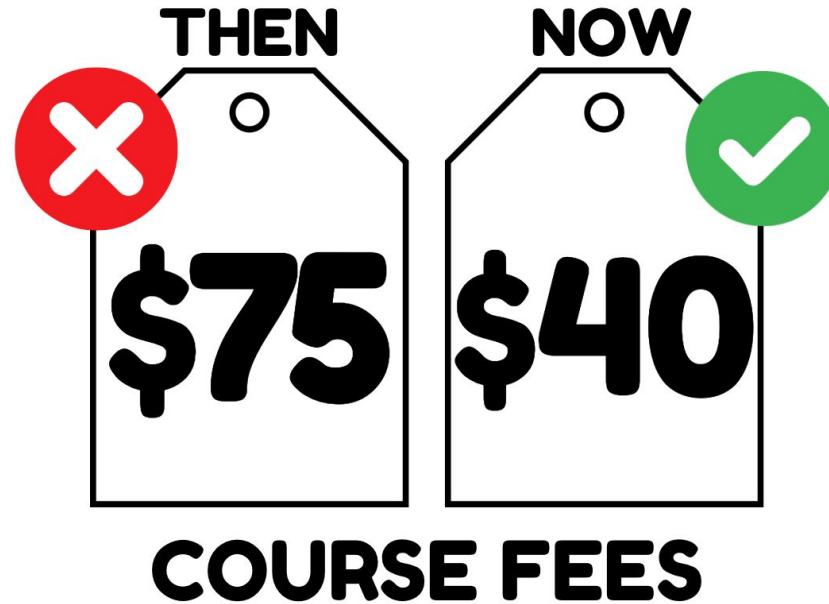
# Reducing Costs for Students



## Textbook-free Dual Credit Fundamentals of Health Professions course

Last year, the Fundamentals of Health Professions course alone had 696 enrollments, with an average textbook cost of \$46.50 per student. By removing this expense, IDLA projects annual savings of approximately \$32,364 for this course alone.

# Reducing Costs for Students



# Celebrating Excellence



# Thank you!



**JEFF SIMMONS**  
SUPERINTENDENT



[jeff.simmons@idla.org](mailto:jeff.simmons@idla.org)  
208.994.4988

**2024-2025 Idaho Digital Learning Alliance Fee Policy**

**Enrollment Fee**

Fees are charged per enrollment, where "enrollment" refers to one student in one Idaho Digital Learning Alliance course.

<b>Non-Custom Session</b>	<b>Enrollment Fee</b>
Dual Credit (DC) Chip, Chip, Hooray: Semiconductors 1	\$0
<b>Middle School Electives (8 units)</b> Keyboarding Pathways to Success 8th Grade Career Exploration Computer Science Discoveries Exploring STEM Careers Everyone Can Create with iPads	\$30
Standard Cohort Credit Recovery Flex	\$40
<b>Custom Session</b> <ul style="list-style-type: none"> <li>• 20 students minimum per Hybrid course</li> <li>• 12 students minimum for all other custom courses</li> <li>• 20 students max per Elementary Launchpad course</li> </ul>	<b>Enrollment Fee</b>
Elementary Launchpad ELA (K-5)	\$30
<b>Middle School Electives (4 units)</b> Keyboarding Pathways to Success 8th Grade Career Exploration	\$15
Standard Cohort Credit Recovery Flex Dual Credit (DC) Hybrid (2 days live instruction)	\$40

IDAHO OFFICE OF THE STATE BOARD OF EDUCATION

March 2025

**Advanced Opportunities**

The Advanced Opportunities (AO) program provides Idaho public school students in grades 7-12 with funds for eligible expenses. AO funding can only be used for IDLA course fees, not tests or other fees. All funding requests must cover the entire \$40 IDLA course fee; partial funding requests will be denied.

**Eligible Courses**

- Overload Course: A high school course beyond the student's full course load.
- Dual Credit Course: A college course that earns credit on both high school and college transcripts.

**Exclusions**

- Credit recovery or retake courses
- Custom Session Dual Credit courses
- Elementary or Middle School courses

**Deadlines**

Term	Request Funding Window	Verification Deadline	Submission Deadline
Summer 2025	April 7 - June 20, 2025	Aug 22, 2025	Aug 29, 2025
Fall 2025 / Trimester 1	April 7 - Oct 15, 2025	Nov 14, 2025	Nov 21, 2025
Trimester 2	Nov 24, 2025 - Feb 20, 2026	May 8, 2026	May 15, 2026
Spring 2026	Nov 24, 2025 - Mar 15, 2026	May 8, 2026	May 15, 2026
Trimester 3	Feb 16 - April 3, 2026	May 8, 2026	May 15, 2026

**Request Funding Window**

Period for submitting or removing funding requests.

**Verification Deadline**

School staff must confirm or remove funding requests. Removing requests helps avoid unintended funding, flags, or other issues. Reasons for removal may include:

- Student withdrew after the drop deadline (W)
- Student is failing (F)
- Student needs to pay for the course

**Submission Deadline**

Final deadline for districts to submit or remove funding requests.

**After Submission Deadline**

Courses funded by Advanced Opportunities will be recorded on the student's high school transcript. Students who failed (F), withdrew (W), or did not complete a funded course will be flagged and must successfully complete a similar course at their own expense to regain funding eligibility. Incomplete grades are not considered failures. If a

IDAHO OFFICE OF THE STATE BOARD OF EDUCATION

March 2025

---

student does not receive funding, the school will be invoiced.

**Payment and Reversals**

Payment will only be made for activities occurring and reported within each fiscal year. Reversals are rare and considered only for students facing extenuating circumstances beyond their control. Students should contact their Site Coordinator to request a reversal on their behalf. Requests must be emailed to [registrar@idla.org](mailto:registrar@idla.org).

---

**Drop Deadline**

A fee will be assessed and a grade reported if a course is dropped after the deadline, regardless of progress. Drops must be requested or confirmed by the Site Coordinator during the school year, and parent or guardian requests are accepted only for summer courses. For Flex courses, if a student is inactive for 14 days, the teacher may initiate the drop, and the Site Coordinator can confirm or request more time. Exceptions to the drop deadline may be requested for extenuating circumstances. Drop deadlines are listed on the Academic Calendar: <https://idla.org/resources/>

Course Type / Program	IDLA must be notified by
Credit Recovery Cohort (6 or 9 weeks) Custom Sessions (All Programs) Launchpad	Friday of the 2nd week of class
Cohort 16-Week - (non-custom only)	Friday of the 3rd week of class
Flex	14th day after the student gains course access

**Invoices / Payment**

The Local Education Agency (LEA) or the enrolling school is responsible for IDLA course fees. Invoices are sent after the drop deadline to the billing contact on file, with payment due within 30 days. If payment is not received within 90 days, a registration hold will be placed on the account until payment is received.

**Refunds**

A refund will be issued if a course is dropped before the deadline or if orientation is not completed. If a payment is made and later qualifies for funding through the Advanced Opportunity program, a refund will be issued after the state's payment is received.

IDAHO OFFICE OF THE STATE BOARD OF EDUCATION

March 2025

---

**Scholarships**

Scholarships are limited. The amount of each scholarship granted will match the full IDLA course fee. Site coordinators may request a scholarship through their local Regional Coordinator.

**Exclusions**

- Students who have failed a course funded by a scholarship and have not successfully completed one subsequent IDLA course.
- Custom Session courses.
- Courses entered for Advanced Opportunities funding.
- DC courses, exams, or textbooks.

**Dual Credit**

School districts shall assist students with obtaining college credits and provide access to essential exams and resources, such as textbooks. For additional information, consult the Textbooks section of the District Memorandum of Understanding (MOU).

IDAHO OFFICE OF THE STATE BOARD OF EDUCATION

March 2025

---

**2024 - 2025 Idaho Digital Learning Alliance Acceptable Use Policy**

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

Idaho Digital Learning Alliance Acceptable Use of Technology Policy (AUP)  
Computers, computer networks, and the internet provide essential tools that support distance learning and the Idaho Digital Learning Alliance. All students are expected to use Idaho Digital Learning Alliance and the resources provided to access Idaho Digital Learning Alliance for purposes appropriate to the education environment.  
You must refrain from any use that is not consistent with the policies, purposes, or objectives of either the hosting district or Idaho Digital Learning Alliance.

Prohibited uses of technology

- The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:
  - defamatory
  - inaccurate
  - abusive
  - rude
  - obscene
  - profane
  - sexually explicit
  - threatening
  - harassing
  - racially offensive
  - illegal
  - encouraging the use of illegal materials
  - inconsistent with the policies, purposes, or objectives of either the hosting district or the Idaho Digital Learning Alliance
- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.
- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

**IDAHO OFFICE OF THE STATE BOARD OF EDUCATION**

**March 2025**

---

- The use of AI tools, such as ChatGPT, is allowed for the purpose of self-learning, ideation, and inspiration. However, direct plagiarism or copying and pasting of AI-generated work as student-generated work will be treated as plagiarism. Students are expected to use the tool in accordance with academic integrity guidelines and cite any text generated by the tool.
- Disrupting the use of technology by another user or service. This includes but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses, uploading and/or downloading information without need, sending or receiving data with the intent to degrade network performance, etc.
- Violation of any local, state, or federal regulation or statute.
- You will not use Idaho Digital Learning Alliance resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Alliance board.

**Security and Privacy Risks Associated with Personal Device Use**

- **Personal Device Use:** Students using personal devices such as laptops, tablets, and smartphones to access distance learning resources should ensure that their devices have updated operating systems, antivirus software, and firewalls to protect against malware, viruses, and other online threats.
- **Personal Information:** Students should avoid sharing personal information such as their full name, address, phone number, email address, or any other sensitive information online. Unless directed to do so by the content or teacher, personal information should not be added to online tools or resources.
- **Passwords:** Where possible, students should use their Google or Microsoft accounts provided by their school for login. If passwords must be used, students should use strong passwords for their online accounts and avoid sharing them with others. They should also avoid using the same password for multiple accounts and change them frequently.
- **Public Wi-Fi:** Students should avoid using public Wi-Fi networks to access distance learning resources as they are often unsecured and can pose security risks. Instead, they should use a secure network or a personal hotspot.

IDAHO OFFICE OF THE STATE BOARD OF EDUCATION

March 2025

---

- Screen Sharing: Students should be cautious when screen sharing during virtual meetings or sessions, especially if they are using personal devices. They should ensure that they are not sharing any personal or sensitive information unintentionally.
- Reporting Security Incidents: Students should report any security incidents, breaches, or suspicious activity to their teachers or administrators immediately.

Idaho Digital Learning Alliance Rights and Responsibilities

- Idaho Digital Learning Alliance reserves the right to monitor all activity, and record voice, text, and video correspondence related to Idaho Digital Learning Alliance courses or sites.
- Idaho Digital Learning Alliance reserves the right to block or remove any material that is not consistent with the policies, purposes, or objectives of either the host district or Idaho Digital Learning Alliance.
- IDLA may require the enabling and use of a camera and microphone to assist in proctoring or live instruction to complete a course.
- Opinions, advice, services, and all other information expressed by Idaho Digital Learning Alliance staff, students, information providers, or instructors are those of the individual and do not represent the position of Idaho Digital Learning Alliance.

Discipline

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Alliance shall be based on the severity of the infraction.

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

## **2024 - 2025 Idaho Digital Learning Alliance Acceptable Use Policy**

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

### **Idaho Digital Learning Alliance Acceptable Use of Technology Policy (AUP)**

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

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

#### **Prohibited uses of technology**

- The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:
  - defamatory
  - inaccurate
  - abusive
  - rude
  - obscene
  - profane
  - sexually explicit
  - threatening
  - harassing
  - racially offensive
  - illegal
  - encouraging the use of illegal materials
  - inconsistent with the policies, purposes, or objectives of either the hosting district or the Idaho Digital Learning Alliance
- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.
- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

- The use of AI tools, such as ChatGPT, is allowed for the purpose of self-learning, ideation, and inspiration. However, direct plagiarism or copying and pasting of

AI-generated work as student-generated work will be treated as plagiarism. Students are expected to use the tool in accordance with academic integrity guidelines and cite any text generated by the tool.

- Disrupting the use of technology by another user or service. This includes but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses, uploading and/or downloading information without need, sending or receiving data with the intent to degrade network performance, etc.
- Violation of any local, state, or federal regulation or statute.
- You will not use Idaho Digital Learning Alliance resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Alliance board.

### **Security and Privacy Risks Associated with Personal Device Use**

- Personal Device Use: Students using personal devices such as laptops, tablets, and smartphones to access distance learning resources should ensure that their devices have updated operating systems, antivirus software, and firewalls to protect against malware, viruses, and other online threats.
- Personal Information: Students should avoid sharing personal information such as their full name, address, phone number, email address, or any other sensitive information online. Unless directed to do so by the content or teacher, personal information should not be added to online tools or resources.
- Passwords: Where possible, students should use their Google or Microsoft accounts provided by their school for login. If passwords must be used, students should use strong passwords for their online accounts and avoid sharing them with others. They should also avoid using the same password for multiple accounts and change them frequently.
- Public Wi-Fi: Students should avoid using public Wi-Fi networks to access distance learning resources as they are often unsecured and can pose security risks. Instead, they should use a secure network or a personal hotspot.

- Screen Sharing: Students should be cautious when screen sharing during virtual meetings or sessions, especially if they are using personal devices. They should ensure that they are not sharing any personal or sensitive information unintentionally.
- Reporting Security Incidents: Students should report any security incidents, breaches, or suspicious activity to their teachers or administrators immediately.

### **Idaho Digital Learning Alliance Rights and Responsibilities**

- Idaho Digital Learning Alliance reserves the right to monitor all activity, and record voice, text, and video correspondence related to Idaho Digital Learning Alliance courses or sites.
- Idaho Digital Learning Alliance reserves the right to block or remove any material that is not consistent with the policies, purposes, or objectives of either the host district or Idaho Digital Learning Alliance.
- IDLA may require the enabling and use of a camera and microphone to assist in proctoring or live instruction to complete a course.
- Opinions, advice, services, and all other information expressed by Idaho Digital Learning Alliance staff, students, information providers, or instructors are those of the individual and do not represent the position of Idaho Digital Learning Alliance.

### **Discipline**

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Alliance shall be based on the severity of the infraction.

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

**2024-2025 Idaho Digital Learning Alliance Fee Policy**

**Enrollment Fee**

Fees are charged per enrollment, where "enrollment" refers to one student in one Idaho Digital Learning Alliance course.

<b>Non-Custom Session</b>	<b>Enrollment Fee</b>
Dual Credit (DC) Chip, Chip, Hooray: Semiconductors 1	\$0
<b>Middle School Electives (8 units)</b> Keyboarding Pathways to Success 8th Grade Career Exploration Computer Science Discoveries Exploring STEM Careers Everyone Can Create with iPads	\$30
Standard Cohort Credit Recovery Flex	\$40
<b>Custom Session</b>	<b>Enrollment Fee</b>
<ul style="list-style-type: none"> <li>• 20 students minimum per Hybrid course</li> <li>• 12 students minimum for all other custom courses</li> <li>• 20 students max per Elementary Launchpad course</li> </ul>	
Elementary Launchpad ELA (K-5)	\$30
<b>Middle School Electives (4 units)</b> Keyboarding Pathways to Success 8th Grade Career Exploration	\$15
Standard Cohort Credit Recovery Flex Dual Credit (DC) Hybrid (2 days live instruction)	\$40

**Advanced Opportunities**

The Advanced Opportunities (AO) program provides Idaho public school students in grades 7-12 with funds for eligible expenses. AO funding can only be used for IDLA course fees, not tests or other fees. All funding requests must cover the entire \$40 IDLA course fee; partial funding requests will be denied.

**Eligible Courses**

- Overload Course: A high school course beyond the student's full course load.
- Dual Credit Course: A college course that earns credit on both high school and college transcripts.

**Exclusions**

- Credit recovery or retake courses
- Custom Session Dual Credit courses
- Elementary or Middle School courses

**Deadlines**

Term	Request Funding Window	Verification Deadline	Submission Deadline
Summer 2025	April 7 - June 20, 2025	Aug 22, 2025	Aug 29, 2025
Fall 2025 / Trimester 1	April 7 - Oct 15, 2025	Nov 14, 2025	Nov 21, 2025
Trimester 2	Nov 24, 2025 - Feb 20, 2026	May 8, 2026	May 15, 2026
Spring 2026	Nov 24, 2025 - Mar 15, 2026	May 8, 2026	May 15, 2026
Trimester 3	Feb 16 - April 3, 2026	May 8, 2026	May 15, 2026

**Request Funding Window**

Period for submitting or removing funding requests.

**Verification Deadline**

School staff must confirm or remove funding requests. Removing requests helps avoid unintended funding, flags, or other issues. Reasons for removal may include:

- Student withdrew after the drop deadline (W)
- Student is failing (F)
- Students need to pay for the course

**Submission Deadline**

Final deadline for districts to submit or remove funding requests.

**After Submission Deadline**

Courses funded by Advanced Opportunities will be recorded on the student's high school transcript. Students who failed (F), withdrew (W), or did not complete a funded course will be flagged and must successfully complete a similar course at their own expense to regain funding eligibility. Incomplete grades are not considered failures. If a student does not receive funding, the school will be invoiced.

**Payment and Reversals**

Payment will only be made for activities occurring and reported within each fiscal year. Reversals are rare and considered only for students facing extenuating circumstances beyond their control. Students should contact their Site Coordinator to request a reversal on their behalf. Requests must be emailed to

[registrar@idla.org](mailto:registrar@idla.org).

### Drop Deadline

A fee will be assessed and a grade reported if a course is dropped after the deadline, regardless of progress. Drops must be requested or confirmed by the Site Coordinator during the school year, and parent or guardian requests are accepted only for summer courses. For Flex courses, if a student is inactive for 14 days, the teacher may initiate the drop, and the Site Coordinator can confirm or request more time. Exceptions to the drop deadline may be requested for extenuating circumstances.

Drop deadlines are listed on the Academic Calendar: <https://idla.org/resources/>

Course Type / Program	IDLA must be notified by
Credit Recovery Cohort (6 or 9 weeks) Custom Sessions (All Programs) Launchpad	Friday of the 2nd week of class
Cohort 16-Week - (non-custom only)	Friday of the 3rd week of class
Flex	14th day after the student gains course access

### Invoices / Payment

The Local Education Agency (LEA) or the enrolling school is responsible for IDLA course fees. Invoices are sent after the drop deadline to the billing contact on file, with payment due within 30 days. If payment is not received within 90 days, a registration hold will be placed on the account until payment is received.

### Refunds

A refund will be issued if a course is dropped before the deadline or if orientation is not completed. If a payment is made and later qualifies for funding through the Advanced Opportunity program, a refund will be issued after the state's payment is received.

### Scholarships

Scholarships are limited. The amount of each scholarship granted will match the full IDLA course fee. Site coordinators may request a scholarship through their local Regional Coordinator.

### Exclusions

- Students who have failed a course funded by a scholarship and have not successfully completed one subsequent IDLA course.
- Custom Session courses.

- Courses entered for Advanced Opportunities funding.
- DC courses, exams, or textbooks.

**Dual Credit**

School districts shall assist students with obtaining college credits and provide access to essential exams and resources, such as textbooks. For additional information, consult the Textbooks section of the District Memorandum of Understanding.