

Governor's Task Force on Higher Education

WG2 Notes: Access & Affordability

July 6, 2017

Clear Waters Conference Room, 3rd Floor, LBJ Building, Boise

Attendees: Emma Atchley (phone), Mike Mooney, Matt Hauser, Tracie Bent, Bob Kustra, David Pate, Bert Glandon, Carson Howell, Ilana Rubel, Yolanda Bisby, Matt Freeman, Randall Brumfield

Item 1: Workgroup Planks

Plank 1: Leverage and expand existing digital learning infrastructure.

Does IDLA serve as our conduit to accomplish the digital learning? Is IDLA to be considered a 'silver bullet' in some respect?

Discussion on single sign-on portals

Pres. Kustra – how do we get students back who left early? BSU stop out campaign (re: handout).

Can we leverage IDLA?

Bound by statute to do K-12.

How do we get the quality of dual credit, especially in the sciences, out in the middle of nowhere?

Incentive for high school teachers to receive advanced degrees – subsidization

Educational stipend

"Have lots of cars, not enough drivers." (IDLA has the capacity to support robust participation, but may not have enough teachers to accommodate instruction for all possible courses.)

Continuing education: State Board policy allows discounted tuition and reciprocity agreements.

Loan forgiveness for teacher and nurses repealed several years ago due to underutilization. Board office effectively became a 'collection agency' of sorts due to life changes with students (e.g., relocation, name changes, job changes, etc.).

Can we have a stipend for instructors to become qualified to take dual credit? A need exists to look at professional development.

Add dual credit as a plank, and flesh out the details for operationalizing.

Need to refine the plank – should drill down to more specifics and put a hard count to this ('get arms around' some data points that can be shared with the Governor's Office).

Plank 2: Revisit existing scholarship/aid programs at state and institution level.

What's the go on rate of those above 3.0 and those below?

Bolstering Opportunity Scholarship seems like the way to go

Return on investment – additional money tied to renewals

Utilize Opportunity Scholarship as vehicle to achieve expansion and provide access. What does this mean? Currently there is (only) \$10 million to divide among 3,000 students.

Only about ½ of students seeking renewals received it. Only about 300 students received \$3,000.

Need a bit better idea as to what is a viable range for scholarships.

Recommend expanding/lowering GPA. Look at what numbers make sense to achieve 60% of HS students to 'go on'. Can an increase stopgap be developed for the scholarship based on renewals?

Corpus can be drawn from if renewals exceed budget allotment.

Market the scholarship to the legislature and other stakeholders based on the return on investment, and benchmark against neighboring/WICHE peer states.

Plank 3: Encourage greater philanthropy (increased value-sharing for postsecondary by business and industry)

Tax incentives/breaks for businesses who provide money for education (scholarships)

Emma suggested rolling the proposed philanthropy plank under providing state scholarship/aid program.

Plank 4: Utilize co-op model to engage students and provide resources for college costs.

Tax incentives for businesses to create positions in the Co-op

State Board would have some sort of coordinating role

Co-Op program (similar to Waterloo model) would offer experiential and engaged experience needed for students who do not qualify for the existing (or expanded) Opportunity scholarship. \$3,000 tax incentive currently offered to businesses who take part. The greater the business commitment, the more incentive by business to have a vested interest in the quality and delivery of education. University of Idaho is already doing this, though they have acted unilaterally without waiting on central coordination.

Look at Oregon Unified Co-Op program as a potential model as to how an academic calendar could be coordinated for delivery, if students were looking at relocating or transferring to other parts of the state. Co-Op programs begin and end on a uniform calendar.

Any type of program considered/developed would need to sync this concept with those currently in existence at Idaho colleges and universities.

Pres. Kustra indicated that APLU recently issued a report calling for educating employability beginning with the first year of a student's experience. Parents are demanding these types of opportunities in light of increased tuition and student costs.

Item 2: Revisit visioning document

“Given this shift, many of the attributes and elements of our higher education system are problematic and are *inhibiting* the system....”

Rework grid

40,000 students could be less if we improve retention and graduation rates

Delivery system – year round, trimester

Access – IDLA model

Affordability – strike “(perhaps free)”

What percentage of the population lives outside of 30 miles to the nearest institution?

Statewide, Access, New Delivery – combine

Add to problem statement (possibly) – issue of affordability perception

Aligned – IDLA plank

Mastery – drop first sentence, add piece about statewide prior learning

Dual credit – scale up what works – plank 5 “start post-secondary early”, put plank 1 under 5

Adult completers – move under plank 1

There are also other items we may not be able to focus on, such as summer melt, as there is another group (k-20 pipeline) that are working on these.

Need to change the last statement to read: “Given this shift, many of the attributes and elements of our higher education system are problematic and are *inhibiting* [instead of prohibiting] the system from adapting to better meet the needs of the populace.”

Need to move away from a system/calendar based on an agriculture-based economy. This has changed with the evolution of time.

Need roughly 40,000 more students, based on current existing population. Need to be careful how we measure this. Losing younger, more educated people to jobs out-of-state (e.g., Portland, Seattle, etc.). In-migration is primarily a wash. Could be less than 40,000 if you took some of the 25-34 demographic and award a credential. At most, the students in this range that have been out of higher ed have usually been away for a couple years at most.

This goal should be written differently. The gap/problem calls for 40,000 more graduates moving into jobs. This includes certificate, two-year, or baccalaureate degree. OSBE staff needs to ensure the graph/grid in the vision document is accurate and applicable.

Characteristics:

The number listed in student volume could change based if retention and go-on rate increased.

For existing institutions, look at utilizing all days and times to deliver instruction (summer terms, late night co-op, etc.). Need to work more collaboratively with business to accommodate their needs. Need to look at a trimester, 24-7 delivery.

New delivery systems (IDLA model)

Tweaking the old delivery system (or leave 'as is')

Affordability – remove 'free' language. "Extremely affordable" sends the right message. Need to look at making cost more affordable. (\$119/credit at CWI, now \$139/credit, still more affordable than the marketplace.) Also need to consider geography and commute (travel time) for students.

Need to fill in the blanks on impact on state income tax collections.

Combine new delivery system, statewide education portals, and transcend time and geography are three items/concepts/planks that could be rolled into one.

Culture and Communities in Idaho – not valuing higher education. Two perspectives: "Affordability and accessibility" is a.) understanding affordability (value proposition); and, b.) understanding the value of higher education altogether.

Mini-plank – part of the vision statement, or, the problem statement.

Where should the 24x7 career coaching center belong?

Summer 'melt' forwarded to K-20 Pipeline workgroup.

Partnerships rolled into 'delivery of new systems'

Four or five planks suggested for the group. Three or four is recommended for this group.

Student-centric mastery – roll into statewide system. Drop the first sentence.

"Provide affordable early post-secondary education" should be considered as the first plank. This is the result of moving to statewide educational portals; the issue is sufficient number of qualified teachers. IDLA provides access through multiple means. This is the cornerstone as to why access and affordability is going to work. First plank would fall underneath this.

Adult completers – look at scholarships; need to focus on how to get *graduates*, not adult completers. Put this under first plank and see how it flies. (It is possible this could also fall under partnerships.)

Meeting Summary/Prologue:

The group has settled on four planks for our focus and organized many of our original points under one of those goals.

A slight change made to the vision statement to include the needed cultural education mindset described in the original document.

Bob Kustra provided a successful re-enrollment experiment from BSU. The university searched their data base for students who started but did not finish. They reached out to them and the results were impressive. Tracie will share that report with Pipeline today to get their thoughts on where it belongs in

our committee process. Bob was not sure if other schools are doing this but it seems like a best practice.

One of planks added is aimed at the co-op model. To that point, Iliana (and Ken Edmunds) have agreed to present to the full task force meeting on 8-4. If that does not fit in the schedule we will ask them to talk with our WG.

The group has passed on its knowledge and thoughts on career counseling and summer melt to the K-20 Pipeline team.

The workgroup has learned a lot and is looking forward to looking at revisions to the Affordability and access vision early next week.