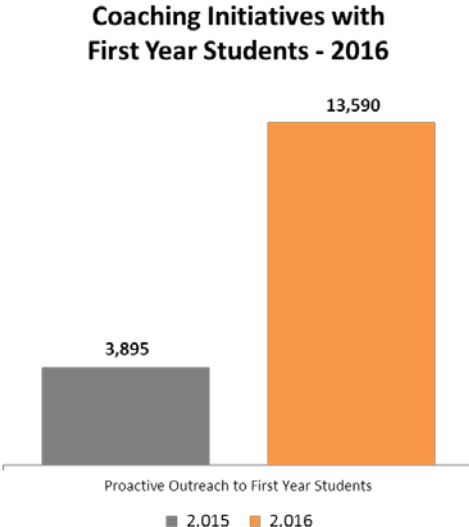
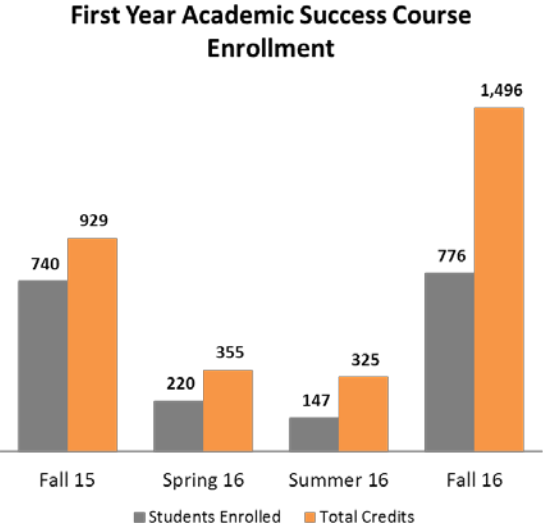
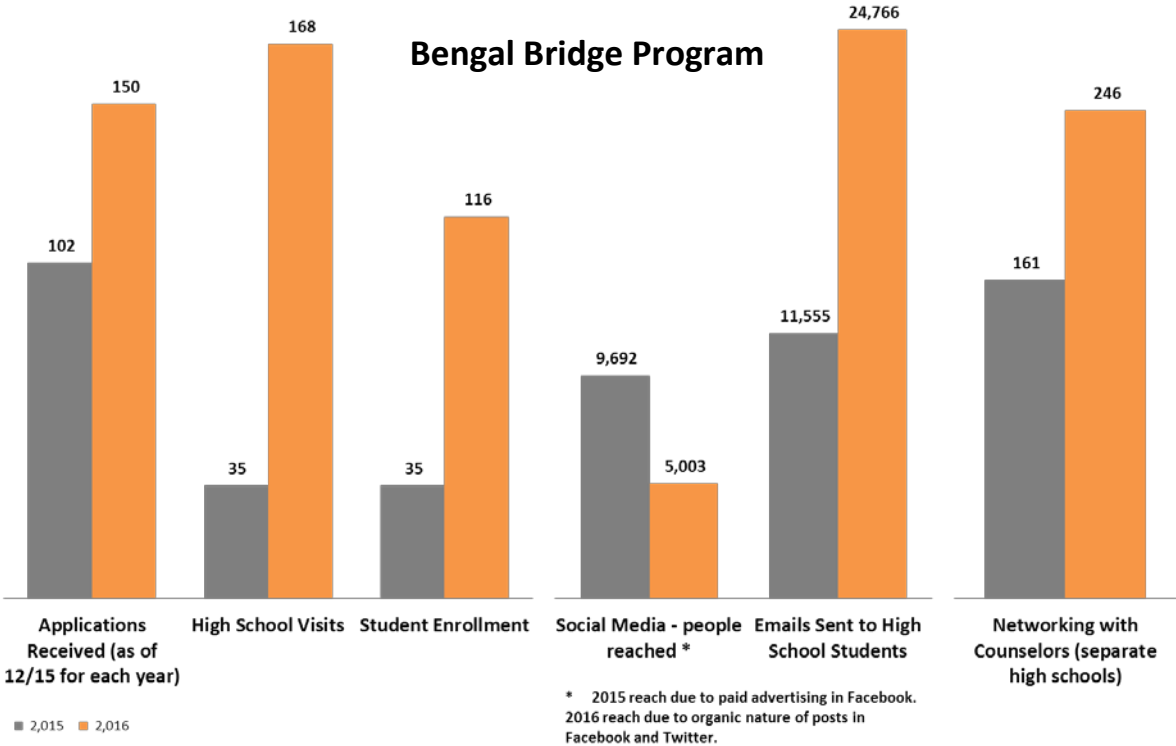


Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2015	Bengal Bridge Expansion		\$26,634.28	<ul style="list-style-type: none"> Expanded to STEM courses 20% increase in total course offerings 25% increase in enrollment 2014 to 2015
	Bengal Bridge Operating and Scholarships		\$22,070.85	<ul style="list-style-type: none"> Support for non-personnel operating expenses Bengal Bridge Program Scholarships
	Honors Program Coordinator	1	\$58,798.19	<ul style="list-style-type: none"> 88% increase in incoming Honors students, 2013 to 2016
	Academic Advisor	1	\$56,365.72	<ul style="list-style-type: none"> 27% increase in advising contacts from 2013 to 2015
	Graduate Teaching Assistants Expansion		\$446,930.96	<ul style="list-style-type: none"> Added an additional 21 graduate teaching assistants
FY2015 Total			\$610,800.00	
FY2016	Bengal Bridge Expansion	10	\$630,600.00	<ul style="list-style-type: none"> 231% increase in Bengal Bridge enrollment 2015 to 2016 83% increase in total course offerings 168 high school visits 13,590 proactive coaching contacts to First Year Students
FY2016 Total			\$630,600.00	
FY2017	Student Opportunities Development Program	3	\$208,700.00	<ul style="list-style-type: none"> Increase in university-wide collaboration, communication, and strategic planning with regard to professional student development/career-based experiences Awaiting retention and student opportunities impact
FY2017 Total			\$208,700.00	

The Complete College Idaho appropriations have led to varied and significant systemic impacts for Idaho State University. Since the implementation of our CCI/Student Success efforts began in Fall of 2014, our retention rates for first-time, full-time Idaho residents have increased by nearly 3% (from 67.28% to 69.89%); our undergraduate, degree seeking Idaho resident student population with credit hour totals of 15 or greater has increased by 9.5% (from 27.68% to 37.17%); and our full-time enrollment (as compared to part-time enrollment) for degree seeking Idaho residents has increased by 4.55% (from 71.65% to 76.20%).

First Year Transition (expanded Bengal Bridge, full-year program)



Bengal Bridge Expansion – FY2015 and FY2016

The FY2016 Complete College Idaho funding provided the opportunity for significant structural changes within the advising process at Idaho State University. This structural change centered on providing proactive advising, engendering academic preparedness, and increasing first year student retention. ISU developed the First Year Transition Program (expanding the Bengal Bridge concept to a full year program) by hiring a director, an administrative assistant, and 7 Instructor/Academic Coaches by August 3, 2015. Additionally, over the fall semester, we added/changed job responsibilities for several other positions within our Student Success Center such that these positions had a greater focus on academic coaching (and thus retention). We replaced both the Academic Programs Director and the College Learning Strategies Coordinator with Instructor/Academic Coach positions, and hired one final Academic Coach (with CCI funding). Further, the Native American Student Services Manager/Coordinator, two TRiO Advisors, the University Honors Program Advisor, and the First Year Student Success Coordinator all took on increased coaching responsibilities in order to bring about increased first year student retention.

The student impacts associated with these changes have been substantial. These impacts include expanded academic success course enrollments, proactive coaching implementation, faculty high school outreach/visits, and increased Bengal Bridge enrollment (231% increase from 2015 – 2016).

Bengal Bridge Life Changing Impacts

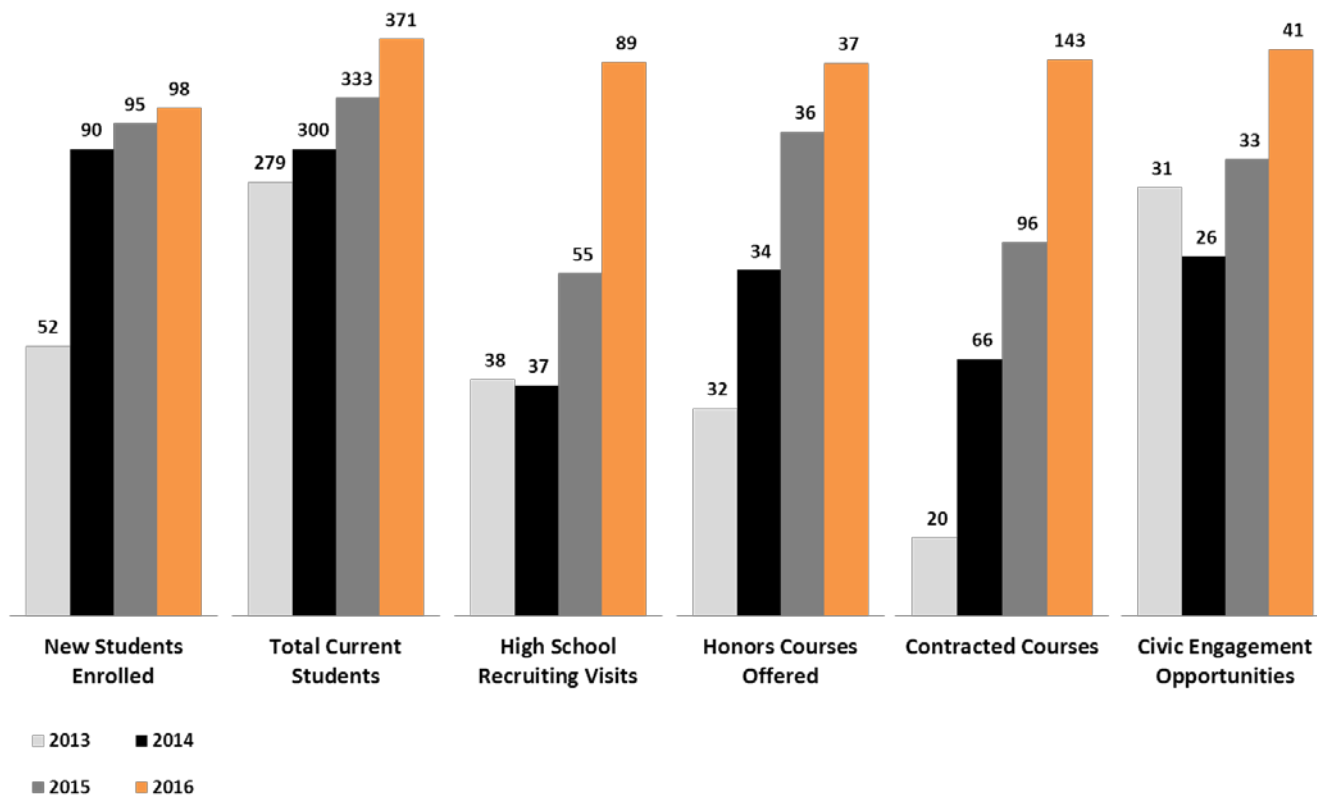
Our data tell a story regarding the substantial work Complete College Idaho appropriations helped bring about, but those efforts make a real-world difference in the lives of our students' that extends beyond the classroom (the students names have been changed to protect their privacy).

Luis graduated high school in a small Idaho town and entered Bengal Bridge as a Hispanic, first-generation, low-income student. During the summer Bengal Bridge program, he lived on campus, attended his classes consistently, and earned a 3.18 GPA. After Bridge, Luis found the transition to the fall semester very difficult academically, financially, and personally. Though working as many hours as his work-study would allow, he was still going without food so that he could cover his housing and tuition costs. As these personal difficulties mounted, Luis's grades began to slip. Yet his attitude remained positive. At the advice of his academic coach, he registered for an academic success course (to continue academic skills reinforcement) and began working to remediate his study methods and bring up his grades. Through this course and via conference with his instructor, Luis was introduced to resources available to him both on and off campus, including Benny's Pantry (a free food service for students) and governmental aid for low-income individuals to sustain him while he completes his first year of college. Luis is now expected to complete the fall semester with over a 3.0 GPA.

Kaylee, a high-achieving young woman who participated in Bengal Bridge 2016, has proven an inspiring model for her peers while simultaneously achieving significant personal growth. These accomplishments are direct results of her participation in Bridge and are especially meaningful since, just prior to Bridge, she experienced significant hearing loss. During Bridge, one of Kaylee's instructors was so impressed with her work ethic, her wholehearted commitment to her academic studies, and her determination to excel in spite of the new challenge she was facing that he invited her to become his peer instructor for one of his fall academic success courses—a role that involves elements of both coaching and instructing. Surprised by the invitation, Kaylee nonetheless accepted the opportunity for growth. As a peer instructor, she has been an inspiration and model of determination. She has seized the opportunities offered by Bridge and is thriving as a leader in a time that could have proven tremendously discouraging.

University Honors Program – FY2015

University Honors Program 2013-2016



University Honors Program Mission:

The University Honors Program (UHP) is a research and civic engagement focused program at ISU. Its participants exemplify active and engaged learning as they participate in the creation of new knowledge. The program is a catalyst for academic innovation and the celebration of academic excellence for the UHP student.

University Honors Program Goals:

- Provide a challenging and imaginative curriculum.
- Prepare students for a post-graduate education through seminars, individual research, and one-on-one interaction with faculty.
- Foster a spirit of on-going inquiry and a love of learning.
- Engage in civic-minded projects and events.

The FY2015 Complete College Idaho appropriations afforded Idaho State University the opportunity to expand the enrollment, outreach, and opportunities offered by the University Honors Program. Due in large part to this funding, new student enrollment increased by 88% (from 52 to 98 incoming students); total honors student enrollment increased by 33% (from 279 to 371 total students); outreach to high schools (with a focus on rural high schools) increased by 134% (from 38 to 89 visits); and the number of contracted courses (where students have individualized research scholarly opportunities to work with faculty) increased by 615% (from 20 to 143 contracted courses).

Student Opportunity Development Program – FY 2017

Student Opportunity Development Program Process

Idaho State University college deans, associate deans, department chairs, and student services directors have been in focused conversation over the last several months, working collaboratively to build an effective Student Opportunity Development Program which encompasses the diverse professional development needs of our students. The hiring committee is comprised of representatives from each college/division, student services, and academic affairs administration. The hiring process is in its final stages; five candidates have interviewed on campus with one final candidate yet to arrive in late December.

Student Opportunity Development Program Description

In order to better provide our students opportunities for developing abilities in problem-solving and creative thinking, which are desired in the workplace, and to give them first-hand experience to combine with their scholarly knowledge, we have created the Student Opportunity Development program. This program places a Student Opportunity Coordinator in each college/division at ISU. Each coordinator will work directly with students to help find them internship possibilities around the State, along with opportunities for volunteer work, international experiences in coordination with our Study Abroad program, and service learning to combine community service with academic activity. Furthermore, the coordinators will build relationships with businesses as well as non-profit and government organizations throughout the region, helping to develop pipelines for students as they progress through their academics. Not only will this help students as they complete their degrees, but these opportunities will help encourage students to stay focused on the completion of their degrees: working within the types of organizations they strive for as a career will provide additional motivation to stay focused on completing their degree.

The coordinators will further take on the roles of leading our credit for prior learning / experiential credit program within each college/division, working with students who come to ISU with prior work experience and seek ways to have that experience count toward college credit. They will also be responsible for developing new programs, new service-learning courses, and providing guidance and training across the institution.

ISU has had success with our Career Path Internship (CPI) program, and this program builds on what the CPI program accomplishes. Most of the work of the CPI program has focused on employment opportunities within ISU or with very local organizations. The Student Opportunity Development Program will coordinate a wider set of development opportunities for students and engage businesses and other outside organizations from all around the State. The program will also extend the areas of focus outside the CPI program, including academic credit for prior experiential learning, international opportunities, and a variety of service-learning and volunteer activities.