

REGULAR MEETING
June 14-15, 2017
North Idaho College
Student Union Building
Coeur d'Alene, Idaho

Wednesday, June 14, 2017, 10:30 am, Driftwood Bay Room

Meet with Joint Finance-Appropriations Committee

- North Idaho College/University of Idaho Computer Science 2+2 Partnership Update
- North Idaho College Complete College Idaho Update
- North Idaho College Collaborative Education Facility Update
- North Idaho College Dual Credit Program Update
- Governor's Higher Education Task Force Update
- K-12 Update

Wednesday, June 14, 2017, 1:00 pm, Lake Coeur d'Alene Room

BOARDWORK

- 1. Agenda Review / Approval
- 2. Minutes Review / Approval
- 3. Rolling Calendar

WORK SESSION

A. College and Career Advising

EXECUTIVE SESSION

Idaho State University

To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student."

Thursday, June 15, 2017, 8:00 am, Lake Coeur d'Alene Room

OPEN FORUM

CONSENT AGENDA

BAHR

- 1. TIAA Retirement Plan Trust Agreement
- 2. Boise State University Campus Planning and Facilities Building Project
- 3. University of Idaho Easement Idaho Board of Land Commissioners/Idaho Department of Lands McCall Campus Property

IRSA

4. EPSCoR-Idaho Committee Appointment

PPGA

- 5. Indian Education Committee Appointment
- 6. State Rehabilitation Council Appointment
- 7. Data Management Council Appointment
- 8. Accountability Oversight Committee Appointment
- 9. Idaho State University Facility Naming
- 10. President Approved Alcohol Permits
- 11. Coeur d'Alene School District Boundary Correction

SDE

- 12. Request for Waiver of 103% Student Transportation funding Cap
- 13. Transport Students Less Than One-And-One-Half Miles for the 2014-2015 School Year
- 14. Professional Standards Commission Lewis-Clark State College Teacher Preparation Program Review
- 15. Professional Standards Commission University of Idaho Teacher Preparation Program Review

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

- 1. North Idaho College Update
- 2. 2018 Legislative Ideas
- 3. Institution/Agency Strategic Plans
- 4. Data Management Council Business Rules/Policies
- 5. College and Career Readiness Definition
- 6. College of Eastern Idaho Trustee Zones
- 7. Instructional Staff Evaluation Review Report
- 8. Board Policy I.J. Use of Institutional Facilities First Reading
- 9. Boise State University Alcohol Permit for 2017 Home Football Games Pre Game Events at Stueckle Sky Center
- 10. Idaho State University Alcohol Permit for 2017 Home Football Games
- 11. University of Idaho Alcohol Permit for 2017 Home Football Games Pre Game Events
- 12. University of Idaho Alcohol Permit for 2017 Home Football Game Suite Club Seating
- 13. Idaho Public Television, Annual Report
- 14. Elementary Secondary Education Act Consolidated State Plan

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

- 1. Board Policy III.P. Students First Reading
- 2. Board Policy III.Q. Admissions Standards Second Reading
- 3. University of Idaho Masters of Natural Resources New Option in Environmental Education and Science Communication/Self-support Fee
- 4. Postsecondary Credit Transfer and Articulation Update

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Chief Executive Officer Employment Agreements/Terms

Section II – Finance

- 1. FY 2018 Operating Budgets
- 2. FY 2019 Line Items
- 3. Idaho State University First Amendment to the Joint Operations and Maintenance Agreement between Idaho State University and West Ada School District
- 4. Idaho State University Temporary Parking Memorandum of Agreement between West Ada School District and Idaho State University
- 5. University of Idaho Disposal of Real Property Twin Larch, Latah County
- 6. University of Idaho New Activity Fee Greek Life
- 7. Lewis-Clark State College Career Technical Education Center Project Planning and Design

DEPARTMENT OF EDUCATION

- 1. Superintendent's Update
- 2. Emergency Provisional Teaching Certificates
- Proposed Rule Docket 08-0203-1702, High School Graduation Requirements -College Entrance Exam
- 4. Proposed Rule IDAPA 08.02.03.004, Incorporated by Reference Alternate Assessment Achievement Standards
- 5. Hardship Status Albion School, Cassia county School District No. 151

ELECTION OF OFFICERS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

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1. <u>Agenda Approval</u>

Changes or additions to the agenda

2. <u>Minutes Approval</u>

BOARD ACTION

I move to approve the minutes from the April 19-20, 2017 regular Board meeting, and May 17-18, 2017 Board Retreat as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set May 16-17, 2018 as the date and Boise as the location for the 2018 Board Retreat and June 20-21, 2018 as the date and College of Eastern Idaho as the location for the June 2018 regularly scheduled Board meeting.

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Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

DRAFT MINUTES
STATE BOARD OF EDUCATION
April 19-20, 2017
University of Idaho
Bruce M. Pitman Center
International Ballroom
Moscow, Idaho

A regularly scheduled meeting of the State Board of Education was held April 19-20, 2017 at the University of Idaho in Moscow, Idaho.

Present:

Emma Atchley, President Linda Clark, Vice President Debbie Critchfield, Secretary Superintendent Don Soltman Dave Hill Richard Westerberg Sherri Ybarra, State

Absent:

Andy Scoggin
Sherri Ybarra, State Superintendent (joined as noted for portions via phone)

Wednesday, April 19, 2017

The Board met at the University of Idaho in its Bruce M. Pitman Center, International Ballroom in Moscow, Idaho for regular business. Board President Emma Atchley welcomed everyone and called the meeting to order at 10:00 am Pacific time. Ms. Atchley extended appreciation from the Board and Staff to the University of Idaho for its hospitality. Mr. Scoggin and Ms. Ybarra were absent.

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Clark/Soltman): To approve the agenda as submitted. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Clark/Hill): To approve the minutes from the February 15-16, 2017 regular Board meeting, as submitted. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Clark/Critchfield): To set April 18-19, 2018 as the date and the University of Idaho as the location for the April 2018 regularly scheduled Board meeting. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. University of Idaho (UI) Annual Progress Report and Tour

Dr. Chuck Staben, President of the University of Idaho (UI) welcomed the Board and guests to UI for the April meeting. Dr. Staben provided his annual report to the Board through a short video highlighting UI's research numbers, Carnegie Classification, success of the Board's Direct Admissions initiative, increase in the number of transfer students enrolling at UI, increased number of students from Sand Point High School going on to UI, the recent McClure Center Study and elimination of the university's application fee. As part of his report to the Board, Dr. Staben guided Board members and staff on a tour of the WWAMI Medical Education Building and Gritman Medical Center Building where they toured the spaces and convened for presentations. Dr. Clark had requested UI share the recent findings of the McClure Center Study with the Governor's Higher Education Taskforce K-20 Pipeline Subcommittee.

Board members and staff left for the tour of the WWAMI Medical Education Building and Gritman Medical Center Building at 11:28 a.m. (MST).

WORKSESSION

A. Business Affairs & Human Resources (BAHR)

Student Tuition & Fee Rates (Academic Year 2017-2018)

- 1. Idaho State University Student Tuition & Fee Rates
- 2. Eastern Idaho Technical College Student Tuition & Fee Rates
- 3. Lewis-Clark State College Student Tuition & Fee Rates
- 4. University of Idaho Student Tuition & Fee Rates
- 5. Boise State University Student Tuition & Fee Rates
- 6. Dual Credit Fee
- 7. Transcript Fee
- 8. Summer Bridge Program Fee

BOARD ACTION

IDAHO STATE UNIVERSITY:

M/S (Westerberg/Hill): To increase the FY 2018 annual full-time resident tuition and fees at Idaho State University by 3.0% (\$210) for a total dollar amount of \$7,166; to authorize the University to establish the tuition portion of this total dollar amount (\$5,424.60) as the base tuition for eligible students in the FY 2018 cohort for the University's "Tuition Lock" initiative; and to increase the annual full-time tuition for nonresident students by 5.0% (\$708) for a total dollar amount of \$14,776. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

M/S (Westerberg/Soltman): To approve all other fees set forth in the FY 2018 Idaho State University tuition and fees worksheet which will be made part of the written minutes. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

EASTERN IDAHO TECHNICAL COLLEGE:

M/S (Westerberg/Hill): To increase the FY 2018 annual full-time resident tuition and fees at Eastern Idaho Technical College by 2.5% (\$60) for a total dollar amount of \$2,464; and to increase the annual full-time tuition for nonresident students by 4.1% (\$220) for a total dollar amount of \$5,577. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

M/S (Westerberg/Clark): To approve all other fees in the FY 2018 Eastern Idaho Technical College tuition and fees worksheet which will be made part of the written minutes. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

LEWIS-CLARK STATE COLLEGE:

M/S (Westerberg/Soltman): To increase the FY 2018 annual full-time resident tuition and fees at Lewis-Clark State College by 3.5% (\$214) for a total dollar amount of \$6,334; and to increase the annual full-time tuition for nonresident

students by 5.0% (\$576) for a total dollar amount of \$12,076. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

M/S (Westerberg/Hill): to approve all other fees set forth in the FY 2018 Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

UNIVERSITY OF IDAHO

M/S (Westerberg/Soltman): To increase the FY 2018 annual full-time resident tuition and fees at University of Idaho by 3.5% (\$256) for a total dollar amount of \$7,488; and to increase the annual full-time tuition for nonresident students by 10.2 % (\$1,516) for a total dollar amount of \$16,324. The motion carried 5-1 with Ms. Atchley voting nay. Mr. Scoggin and Ms. Ybarra were absent from voting.

M/S (Westerberg/Hill): To approve all other fees set forth in the FY 2018 University of Idaho tuition and fees worksheet which will be made part of the written minutes. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

BOISE STATE UNIVERSITY

M/S (Westerberg/Hill): To increase the FY 2018 annual full-time resident tuition and fees at Boise State University by 3.5% (\$246) for a total dollar amount of \$7,326; and to increase the annual full-time tuition for nonresident students by 6.0% (\$866) for a total dollar amount of \$15,316. The motion carried 5-1 with Ms. Atchley voting nay. Mr. Scoggin and Ms. Ybarra were absent from voting.

M/S (Westerberg/Clark): To approve all other fees set forth in the FY 2018 Boise State University tuition and fees worksheet which will be made part of the written minutes. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Mr. Westerberg introduced the items reminding everyone of the significant responsibility of the Board in setting tuition and fees. Mr. Westerberg then invited the institutions to come forward, starting with Idaho State University.

Mr. Brian Hickenlooper, Interim Chief Financial Officer and Dr. Rex Force, Vice President for Health Sciences were present to represent Idaho State University (ISU). Mr. Hickenlooper began the presentation with an update to the Board on initiatives designed by ISU to deliver on their commitment to remain competitive while still being sensitive to parents and students concerns regarding the cost of tuition. Students entering ISU in fall 2017 were eligible for the new Tuition Lock Test Pilot Program which guarantees a lock on tuition the following year for those students meeting eligibility requirements. The Step Ahead Program is another initiative developed by ISU that allows for student enrolling with early college credits to receive a scholarship of up to \$1,000 towards tuition. The Bengal Retention Grant is geared towards students in their

sophomore and junior year to continue with their studies towards graduation and is a need based scholarship, similar to the Federal Pell Grant, administered by ISU.

Mr. Hickenlooper continued with a discussion of ISU's fee process for the current year. He recited to the Board a letter written by Makayla Muir, President of the Associated Students of Idaho State University. Ms. Muir was unable to attend the Board meeting in person, but expressed to President Atchley and the Board her support of the proposed fee increases based on the collegial and collaborative process the University used to ensure student input. The Advisory Board's recommendations for student fees were then taken to the Institutional Effectiveness and Assessment Council (IEAC). The Institutional Effectiveness and Assessment Council is the newly formed Budget Council for Idaho State University assembled to assess and advise the budget committee. This was a collaborative effort of faculty, staff, vice presidents and students. Three of the IEAC's main focus areas are enrollment, retention of students, and making sure decisions made through the budget process are aligned with accreditation. Through this process, ISU was able to identify \$6.3M in savings through a reduction of expenses.

Mr. Hickenlooper continued with ISU's request to increase undergraduate resident tuition and fees by 3.0%. The proposed increase is estimated to generate approximately \$1.5M. This amount will be used to fund compensation due to the 3% CEC as well as benefit increases. He continued with a request to increase graduate tuition and fees by 5.0%. The proposed increase to graduate and non-resident students is estimated to generate approximately \$901,000.00, which will be used to fund academic rank and tenure promotions, graduate and teaching assistants, library inflation, and 13.6% of the revenue decline from enrollment changes. Public hearings to seek testimony on the proposed tuition and fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls, Meridian and Pocatello campuses February 21st & 22nd, 2017. The Chief Financial Officer, Associate Vice President for Finance and Administration and Budget Officer, and members of the IEAC were present to answer questions.

Mr. Hickenlooper ended the presentation by noting the increase to undergraduate resident tuition and fees is the second lowest increase in 29 years and the majority of professional fees are in the lowest tier for most programs

Mr. Westerberg expressed his appreciation to ISU for highlighting the professional fee increases. He then pointed out that professional fees are very much a part of the cost of education and stated the need to pay attention to these fees in addition to tuition.

Mr. Hill asked a question of the Professional Fee for Graduate Level Counseling courses (line item 45). He pointed out that percentage wise this was a rather large increase and asked if this line item were a maintenance cost or one-time cost? Dr. Force responded the grant used to purchase the software had expired and this will now be an annual fee. The software referenced is a video content management system used to video tape interactions of students as they move through their curriculum and provide feedback.

Ms. Atchley questioned the reduction of expenses by \$6.3M and specifically which areas were the reductions most evident? Mr. Hickenlooper responded the largest reduction, \$4.0M, was in salaries, a majority of which came from vacant positions that remain unfilled. An additional \$1.0M - \$2.0 in savings were found through a reduction in materials and supplies; primarily maintenance contracts that were not being utilized and therefore were not renewed.

Ms. Athcley then asked if the 5.0% increase to graduate fees covered the actual cost for the increase in CEC and health care benefits. Mr. Hickenlooper reported the increase to be greater than 3.0% and closer to the requested 5.0%.

Dr. Clark noted the increase for professional fees were aligned closely with the exception of the large increase in professional fees for the Physical Therapy and Occupational Therapy programs (line items 27 – 30) and requested clarification. Mr. Hickenlooper responded ISU had moved away from the existing model of charging professional fees per semester; two (2) semesters for three (3) years to a longer term model of charging for eight (8) semesters over three (3) years to account for the additional summer semesters. Mr. Hickenlooper then noted the increase was approximately 5.8% or roughly the cost of the change in CEC.

Eastern Idaho Technical College (EITC) was next, represented by President Rick Amman who introduced Dr. Christian Godfrey, Vice President of Finance, who reported to the Board on EITC's proposed tuition increase of 2.5% for FY18. Dr. Godfrey indicated the fee increase would generate approximately \$28,300 in fees paid by students which would equal an increase of approximately \$60 per student. He then explained the fee increase would be used to meet the needs of equipment and materials for classes, pointing out that a number of CTE programs are technical, software, welding or mechanical in nature, requiring extra costs.

The plan for the proposed increase to tuition and fees was developed through the President's Advisory Council where the needs for the college were discussed by the President and Vice Presidents for the college. The plan was then presented to the community through the public hearing process. Additionally, the President's Advisory Council met with the student body and student senate to review the plan, which was met with support by the student population. Dr. Godfrey continued by highlighting the fact that all fees are designated as Vocational Education Fees and not technical fees or other fees.

The total in additional revenue from the change is \$31,500 and includes full-time, part-time and non-resident students. Finally, Dr. Godfrey pointed out EITC's trend of decreasing the amount of its fee increases over the years from 6.3% in FY15 to 3.5% in FY16 and finally 3.0% in FY17 and now 2.5% for FY18. Dr. Godfrey stated that EITC runs very lean in comparison to their peers, and highlighted the fact that although EITC charges the lowest tuition of any institution in the state, they are still able to increase their reserve ratio. Dr. Godfrey concluded the presentation by stating the requested fee increase was within the guidelines suggested by the Business Affairs and Human Resources Committee.

There were no questions from the Board.

Lewis-Clark State College (LCSC) represented by Todd Kilburn, Vice President for Finance & Administration and Ms. Leana DeMasters, President of the Associated Students of Lewis-Clark State College (ASLCSC) was next in the order.

Mr. Kilburn began by explaining the purpose of the proposed tuition and fee increases and its uses. He explained the process developed by LCSC began with the cabinet and then worked through the plan with the ASLCSC who reviewed and provided recommendations on the plan. Mr. Kilburn stated LCSC is requesting a tuition and fee increase of 3.5% for residents, 5.0% tuition for non-residents and \$324 per credit for the summer fee. Mr. Kilburn continued with a summary of the breakdown of fees. Full-time students would experience an increase of \$214 for the year. Part-time students would see an increase of \$11 per credit and non-resident full-time students would see an increase in tuition of \$576 for the year. Full-time non-resident students residing in the neighboring Washington State county of Asotin would see an increase of \$176 for the year. Mr. Kilburn explained the increase in tuition and fees would be used to implement the 3.0% CEC increase recommended by the Governor, totaling \$339,000; an increase of \$860 per position in health insurance totaling \$148,000 and faculty promotions totaling \$90,000 for a total increase of \$577,000.00. The 3.5% increase would be used to cover these three items and nothing else.

Ms. Leana DeMasters continued the presentation by sharing with the Board LCSC's implementation of a new process that allowed for an increase in student involvement. She stated the ASLCSC was in favor of both the process and 3.5% tuition and fee increase. Mr. Kilburn ended the presentation by stating an increase of less than the 3.5% would result in a reallocation of funds internally to fulfill the line item for faculty promotions. He then reiterated the desire of LCSC to use the funds to support their staff while still meeting the obligations of the CEC and health insurance.

Ms. Critchfield asked if, considering their location, LCSC has a radius for out-of-state students allowing them in state tuition accommodation. Mr. Kilburn responded the accommodation is primarily for Asotin county residents. Ms. Critchfield then asked if LCSC has re-evaluated this. Mr. Kilburn responded this will be re-evaluated but has not been at this point. Mr. Soltman asked how many students from Asotin County are currently enrolled at LCSC. Mr. Kilburn responded he did not know the exact number of students attending from Asotin County but that the total population for out of state students is approximately 200 students. Mr. Soltman then commented the arrangement with Asotin County seemed to be of value to LCSC.

Presentations to the Board continued with the University of Idaho (UI) represented by Dr. Chuck Staben, President of the University of Idaho, Cruz Botello, President of the Associated Students of the University of Idaho (ASUI), Brian Foisy, Vice President of Finance and Budget Director Trina Mahoney.

Dr. Staben began the presentation by thanking the Board for the opportunity to present UI's tuition and fee proposal and acknowledging the request is counter to the Board's goal of holding tuition low. He states that holding tuition low is not a full picture of access and affordability or what is best for students. He highlighted the importance of looking beyond the "sticker price" when considering tuition and fees to ensure an investment in excellence for the university's educational and research mission. Dr. Staben believes the requested increase will help to maintain access while investing in a great educational experience for students.

Dr. Staben continued with a requested 6.0% increase to tuition and fees for resident students and 8.0% increase to tuition and fees for non-resident students. The resident tuition and fee proposal will allow for fair compensation of faculty and staff members, recruitment and retention of instructors, researchers and staff, and additional scholarship support. The university is not proposing any change to the facility fee, however they are requesting a large increase for the technology fee to allow for investment in new technologies and infrastructure. This fee has not been increased for seven years. The proposed Dedicated Activity Fee increase would include a new fee for the College of Education Physical Therapy program operated by graduate interns in service to all members of the student body. Additional proposals include small increases to support the institution's Native American Center, the Office of Multi-Cultural Affairs and Women's Center. These three items were identified by the student government during their fee setting process. Dr. Staben ended the presentation by stating an approval of the proposed tuition and fee increase would result in an increase of less than \$500 per year, per student or \$36 per month, per student.

Ms. Critchfield asked how students are involved in the fee setting process. Ms. Mahoney responded that fee setting is a very involved process with a student fee meeting lead by the President of ASUI. Mr. Botello commented the process is a very collaborative one that encourages student involvement. Ms. Critchfield then asked if a majority of students are agreeable to tuition and fee increases or if there is opposition. Mr. Botello responded there is usually opposition initially but that once the need for the increase is explained most students are in support of an increase in tuition and fees.

Mr. Soltman expressed concern for the number of WUE students attending UI several years ago and if the institution has established a good ratio of WUE students. Dr. Staben responded there had been a cut back on the number of WUE students attending UI and that this year there will be an increased focus on recruiting students from Washington and Oregon. The results of this focus will be assessed at the end of the next school year. Additionally, Dr. Staben acknowledged there was a period of time where UI accepted to many WUE students, followed by a time where they were not accepting enough WUE students. The focus now is on finding the right balance.

Boise State University (BSU) was the final institution presenting to the Board today. Dr. Bob Kustra, President of BSU, introduced Mr. Mark Hiel, Vice President for Finance and Administration and Ms. Rebecca Kopp, President of the Associated Students of Boise State University (ASBSU). He thanked the Board for the opportunity to present BSU's

tuition and fee increase proposal and indicated BSU is requesting an increase of 5.1% in tuition for full-time students enrolling in 12 or more credits.

Dr. Kustra continued with a summary of where the fees would be applied. The 3% CEC approved by the current Legislature covers 36% of BSU's employees. BSU would use 3.5% of the requested increase in tuition and fees to cover those employees not included in the CEC. The strategic facilities fee increase would be used to cover the anticipated funding needed to build the new Micron Center for Materials Research, allowing BSU to leverage funding received through private gifts and from the state of Idaho to move forward with the project. The remainder of the requested increase would be used to fund non-discretionary costs such as benefit rate increases, faculty promotions, library inflationary increases, and increases in software and maintenance contracts and increased support for the Foundational Studies Program, GIMM and Design Ethnography programs and support for the Applied Policy Institute in the School of Public Service. He also stated the need to increase the spending per student enrolled in BSU's Business School to continue accreditation of the program. Dr. Kustra concluded his portion of the presentation by stating the increase requested is needed for BSU to support the universities increase in enrollment and meet the Board's 60% goal.

Mr. Heil continued BSU's presentation with a review of the universities budget review process. He stated the process includes a review of the needs across campus and that the requests from all departments totaled \$12.0M. He states the requested 5.1% increase will fund \$1.0M of the \$12.0M requested.

Ms. Kopp stated the Student Activity Fee Advisory Board (SAFAB) considered carefully the proposed increases in activity fees and recommend a small increase to support counseling services, university health services, campus recreation, and student life. She stated the students were specifically interested in the additional services that will come from these fees and that a majority of the student body supported the requested fee increases.

Mr. Westerberg asked what is included in the 3.5% of the requested increase attributed to the CEC. Mr. Heil responded faculty promotions and higher benefit costs, but that a majority would be used to fund CEC for the non-portioned employees which make up 2/3 of the university's faculty and staff. Dr. Clark then asked how BSU's number of non-covered employees compared to those at other institutions. Dr. Kustra responded he assumed the total was substantially larger but does not have the exact numbers. Ms. Atchley asked where the SAFAB requested fee increases would appear. Mr. Heil responded the increase would be part of the student activity fee.

Ms. Atchley wished to explain her nay vote for the two motions. She stated the Board has a role in advocating for institutions and their level of operations. She continued by stating the Board has been compelled by many circumstances to not always fulfill that duty and that they had an opportunity to do so today and that the Board has not fulfilled their duty to the institutions and students today. Students understand the importance of their investment in their education and this is an important factor that needs to be taken

in to consideration. Ms. Atchley stated she felt strongly about making sure the Board does their best job in spite of the external circumstances to do what they can for the students and institutions of our state.

DUAL CREDIT FEE

M/S (Westerberg/Soltman): To set the statewide dual credit fee at \$65 per credit for courses delivered at secondary schools, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2018. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Mr. Soltman commented on the length of time the \$65 fee has been in place and asked if the Board intends to conduct any type of analysis to determine if this is the appropriate amount for the dual credit fee.

Mr. Westerberg responded from the Business Affairs and Human Resources (BAHR) committee perspective, the \$65 fee was the correct number, however a discussion through the Institutional Research and Student Affairs (IRSA) committee as to the quality and breadth of these courses should be considered. Dr. Hill responded the IRSA committee had observed the institutions allocated costs differently against dual credits with dual credit fees at some institutions being more profitable than at others. In general, the IRSA committee is highly supported of dual credit and will have a discussion as to what should be there to maintain the quality of these courses. He finished by stating that based on single cost analysis, the committee did not recommend a change to the fee.

Dr. Clark then stressed the importance of standardizing text books. She highlighted the difficulty for school districts to purchase text books and that while some institutions provide money to the instructors for dual credit courses, it is not consistent. She then stated the importance for Idaho's schools and charter schools to be on an equal footing in their ability to offer those classes and to have requisite materials. Dr. Hill responded his agreement and although no definitive data has been collected to support this, he suspects dual credit is provided at a higher rate in wealthier school districts and, if so, this leads to an equity issue as well.

Ms. Critchfield commented that adjustments with dual credit fee or text books could be addressed with funds allotted to grades 7-12 by the legislature and this might be another aspect to consider in the overall discussion with regards to dual credit. Dr. Clark followed up on Ms. Critchfield's comment by stating this is something being discussed by the Governor's Higher Education Task Force committees.

TRANSCRIPT FEE

M/S (Westerberg/Soltman): To set the statewide transcript fee at \$10 per credit for fiscal year 2018 for students enrolled in a qualified Workforce Training course where the student elects to receive credit. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Ms. Atchley requested more information on this fee and invited Mr. Chet Herbst, Chief Financial Officer for the State Board of Education to elaborate further. Mr. Herbst explained the fee applies to Career Technical Courses taken and then later added to a transcript for credit would be charged the transcript fee.

SUMMER BRIDGE PROGRAM FEE

M/S (Westerberg/Clark): To set the statewide summer bridge program fee at \$65 per credit for fiscal year 2018 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Dr. Hill noted the Summer Bridge Program Fee is the same as the dual credit fee. He then asked if the dual credit fee were to increase, would the summer bridge program fee increase as well. Mr. Westerberg confirmed this to be correct.

The approved tuition and fees report is included as Attachment 1 to the April minutes.

B. Planning, Policy & Governmental Affairs (PPGA)

Institution, Agency, and Special/Health Programs Strategic Plans

1. Eastern Idaho Technical College – Mission Statement & Core Themes

BOARD ACTION

M/S (Critchfield/Clark): To approve the request by Eastern Idaho Technical College to amend their mission statement and core themes as provided in Attachment 5. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Ms. Critchfield introduced the item reminding the Board this is an opportunity to review the institutions strategic plans and have a discussion. She then stated the discussion was to be two-fold; to review the merits of each plan but also a broader discussion of the elements the Board would require institutions to present. Today the institutions will give a short progress update on the changes to their strategic plans for the Board's review and feedback.

Ms. Bent, Chief Planning and Policy Officer for the Board, reminded Board members that as required by Idaho Code and Board Policy, the institutions, agencies and special programs under the oversight of the Board are required to review and update their strategic plans each year. Strategic plans are submitted to the Board for approval starting in April, in alignment with the Board's annual planning calendar. The Board also requires those plans be in alignment with the Board's system wide strategic plan. Ms. Bent reviewed the six required plan components which include a vision statement, mission statement, goals, objectives, performance measures, benchmarks, and key

external factors. Additionally, the postsecondary institutions are required to include the system-wide performance measures approved by the Board.

Ms. Atchley asked if the Board would engage in a general conversation about the process and if that would occur before or after the presentations. Ms. Critchfield responded this would occur after the presentations. She also clarified the institutions would not be presenting to the Board, but that she will ask two standardized questions of each institution and then open the floor to questions and discussion from other Board members. Those two questions were: How have you as your institution operationalized or institutionalized your strategic plan, and how is you plan used in decision making.

Mr. Westerberg asked if all mandatory elements reviewed by Ms. Bent were specified by a state requirement or if there was any flexibility for the elements implemented by the Board. Ms. Bent responded the components are required state components, however the performance measures are at the complete discretion of the Board. Ms. Bent then reminded the Board of Eastern Idaho Technical College's (EITC) request for approval of their new, proposed mission statement at this Board meeting.

Mr. John Wiencek, Provost and Executive Vice President for the University of Idaho was present for questions on the universities strategic plan. To Ms. Critchfield's two questions, Mr. Wiencek responded the strategic plan is embedded throughout the universities operations. Mr. Wiencek referenced the University Budget Finance Committee to explain how the plan is used in the decision making process. Ms. Atchley highlighted the fact that UI successfully melded accreditation themes within the strategic plan and expressed her approval of this. She continued by stating the strategic plan and accreditation should work together to make the process of accreditation more streamlined. Dr. Hill then asked if Mr. Wiencek has seen the strategic plan being implemented by faculty. He responded the institution has seen this during their work reframing the program prioritization process over the last year through faculty and staff participation and evaluation. Dr. Clark asked if the Board's 60% Goal is included in the institutions strategic plan. Mr. Wiencek responded the Board's Go-On Initiative is a major focus of the institution and has been embedded in the strategic plan with student and faculty input. Dr. Clark then asked if it would aid in the process if the Board provided a standardized template. Mr. Wiencek responded a template would not necessarily make the process easier. Mr. Westerberg asked if the purpose of the institutions strategic plan should support the Board's goals or be driven by the institution's goals. Mr. Wiencek responded that each institution has a different mission that may be difficult to conform to the Board's goal and encouraged some latitude among the institutions in response to this fact.

Dr. Jim Munger, Vice Provost for Academic Planning represented Boise State University. To Ms. Critchfield's two questions, Dr. Munger responded the institution recently completed the university wide budgeting process where each division's goals were tied to the plan. He then shared the institution's new incentive based model designed to have resources allocated to the areas where they are most needed and strategically necessary. Dr. Munger cited Goal 5 of the institutions plan; to transform business processes to support the mission of the university as an example of how the

plan is used in BSU's decision making process. Ms. Atchley asked if BSU's accreditation goals are similar to those within the strategic plan. Dr. Munger responded the accreditation body has not provided good guidance on how to institutionalize the strategic plan and that BSU needs to determine how to unify the goals prior to the next accreditation cycle in two years' time.

Ms. Lori Stinson, Provost and Vice President for Academic Affairs and Mr. Andrew Hanson, Vice President for Student Affairs represented Lewis-Clark State College (LCSC). Ms. Stinson reminded the Board of the new mission statement and core themes developed by LCSC in the previous year. She stated one of the benefits of the updated mission statement and core themes was the ability for both to unite the institution. To Ms. Critchfield's two questions, Mr. Hanson responded LCSC's strategic plan is the superordinate plan dictating all subordinate planning. The plan is used during the annual budgeting process and is well integrated into the operations of LCSC. Ms. Atchley asked how the plan addresses the Board's 60% Goal. Mr. Hanson repeated the strategic plan is the superordinate plan, including enrollment planning. This has allowed the institution to optimize student enrollment through recruitment, retention and completion initiatives resulting in a steady growth in enrollment and increased number of graduates.

Dr. Rick Aman, President of Eastern Idaho Technical College (EITC) was present for questions on the strategic plan. Dr. Aman informed the Board that in anticipation of a positive vote on the bond initiative in May, the college has been transitioning their strategic plan to align with the mission and vision of a community college and that the plan has been designed to work within the guidelines of the Northwest Commission. To Ms. Critchfield's two questions, Dr. Aman responded the strategic plan has been operationalized through EITC's program review process of linking program review with budgeting in support of recruitment, retention and graduation. Additionally, the plan is used in the decision making process across campus involving external advisory committees, the student and faculty senate, safety committee, college staff and executive committee. Mr. Soltman asked if the plan presented to the Board today is the same strategic plan submitted to EITC's accrediting team. Dr. Aman responded in the negative stating the plan submitted to the Board is the same plan submitted the previous year with minor modifications. He stated this approach will address EITC's mission as a technical college and as a community college until placement of the Board of Trustees. Ms. Critchfield asked if the Board had any questions in relation to EITC's amended mission statement and moved to approve the request by Eastern Idaho Technical College to amend their mission statement and core themes. Ms. Critchfield then asked if this plan would be submitted to the Board for approval at the June Board meeting. Dr. Aman responded in the affirmative.

Moving to the community colleges, Mr. Todd Schwarz, Executive Vice President and Chief Academic Office represented the College of Southern Idaho (CSI). In response to Ms. Critchfield's two questions, Mr. Schwarz responded that the college's planning processes have been driven by the strategic plan. He continued the plan is utilized at the individual level up to the system wide level and is used in making policy decisions, initiative decisions and resource allocation decisions.

Mr. Mark Browning, Vice President of Communications and Government Relations represented the College of Western Idaho (CWI). In response to Ms. Critchfield's two questions, Mr. Browning reported the operationalization of the strategic plan was currently underway. He then continued by stating the plan is used daily and is an integral part of the budgeting process and how the five major themes of the plan align with CWI's mission. Ms. Critchfield identified CWI's Strategic Plan Goal #4 – Organizational Stewardship as one that she appreciated being identified and included in the organization's strategic plan. Ms. Atchley agreed.

Dr. Lita Burns, Vice President of Instruction was present to represent North Idaho College (NIC). Dr. Burns stated the college has operationalized the strategic plan by writing the plan to fulfill the college's mission. She continues the plan is used at the departmental level where each department must write goals in line with the college's core themes. These goals are then used by the institution to plan for the coming academic year. Dr. Burns cites the 60% Goal as an area identified as needing improvement. Through this process the college realized a deficit in student's applying for dual-credit courses. NIC now provides the courses on campus rather than in the local high schools. The result has been an increase in the number of high school students matriculating to NIC. Mr. Soltman commented offering dual-credit in English 102 as an important goal needing to be achieved. English teachers statewide have commented that dual credit does not lend itself to English 102 and that an increase in dual credit participation was possible if English 102 were offered. Dr. Burns acknowledged this need and stated NIC was working on a solution.

From Idaho State University (ISU), Provost and Executive Vice President for Academic Affairs, Dr. Laura Woodworth-Ney, and Ms. Selena Grace, Associate Vice President for Institutional Effectiveness presented to the Board ISU's newly developed Data Dashboard. ISU uses this dashboard to track progress towards their strategic plan goals and accreditation.

Mr. Westerberg noted the key performance indicators required by the Board are not in the institutions strategic plan. He continued by questioning if the Board should require the key performance indicators be embedded in the institutions plan as it ties to the Board's strategic plan. Mr. Westerberg then continued by asking two questions. First should the Board require the key performance indicators be embedded in the institutions plan; stating this is what the Board requires of the other institutions. Second, Mr. Westerberg asked if the Board should reduce the number of performance indicators to a more manageable number. Dr. Clark then stated her appreciation of the dashboard and that she would like to use the same design for the Board's K-20 dashboard. Ms. Grace then offered a response to Mr. Westerberg's previous comment related to the number of performance indicators required by the Board. She stated ISU has listed eleven (11) performance measures within their strategic plan. Ms. Grace stated she feels this number to be reasonable and manageable for the institution. Compared to the Board's thirty (30) initiatives in the Board's current strategic plan that are not necessarily mandated but highlighted.

Mr. Soltman then asked if it is a policy issue that ISU does not have the system wide indicators included within their strategic plan. He then stated ISU should be required to include the system wide indicators within their strategic plan. Dr. Woodworth-Nye responded they could link the Board's indicators to the goal. Ms. Grace stated this could possibly be done through an addendum. Mr. Soltman pointed out UI did the same with last year's strategic plan. Mr. Westerberg stated the need to follow policy as written and that this discussion has shown ten indicators are too many and that the Policy, Planning and Governmental Affairs Committee should consider reducing the number of system wide indicators to no more than four.

Ms. Atchley asked if ISU's strategic plan fits in to the system and how the plan contributes to the system wide goals. Dr. Woodworth-Nye responded ISU's focus was on action related goals that are attainable within three to five years versus a core theme matrix which is a way for the institution to assess mission fulfillment. Ms. Grace added how an institution assess fulfillment of their mission and core themes is very different than how they assess fulfillment of their strategic plan. Mr. Westerberg stated the presentation by ISU shows the strategic plan needs to work for the institution. Dr. Clark stated her agreement but notes there are standard pieces that should be a part of each institution's plan. She continues each institution needs to articulate the same Board goals. Ms. Atchley stated the Board's plan has goals and that they are asking the institution to provide performance measures. Dr. Clark responded each institution has a part in the Board's goals and how are the institutions working towards the goal. She states the Board does not have the power to accomplish the goals on their own and that they must rely on the institutions to do so. Ms. Critchfield then stated it is clear from the discussion the Board wants the system wide indicators included in the institutions plans, the question lies with where to include them. Mr. Westerberg responded the Board policy needs to be followed. Ms. Atchley commented she prefers ISU follow policy. She then reminded the Board all plans will be formerly approved in June, allowing time for adjustments by the Board.

Ms. Critchfield reminded the Board that agency plans will be formerly approved in June and if there were any questions or comments on the plans submitted today. Mr. Westerberg asked if the plan submitted by the State Department of Education was the full plan. Ms. Bent responded the department provided strategies with their plan and general summary information about serving school districts, other than these optional components, everything else they provided was in the agenda material.

Ms. Critchfield asked a general question of the Board related to benchmarks and if they should be achievable but also rigorous. The Board responded in the affirmative. Ms. Critchfield then asked the Board's opinion of measurable objectives. Dr. Hill felt the need for both quantitative and qualitative goals. Ms. Atchley stated the importance of data that could be evaluated and the quality of performance.

Ms. Bent asked the Board if there were any comments on how the plans had been submitted. Ms. Atchley responded no preference on style as long as the same format is used for all of the plans. Ms. Bent then asked for feedback on this year's process for reviewing the strategic plans. In previous years all strategic plans were submitted to the

Board at the same time versus this year's process of submitting the institution and agency plans in April and the special and health program strategic plans in June. Did the Board find today's process easier than in the past? Ms. Atchley responded that during previous discussions the Board had considered reviewing strategic plans on an individual basis and asked if this was still a possibility. Ms. Bent responded that statutory requirement partially drives the strategic plan submittal process. The institution are required to update the Board on their annual progress in implementing their strategic plans, this was done in the past through their annual updates to the Board. If desired, the Board could go back to have each institution present their plans at the June Board meeting as was done in the past. All plans must be approved and submitted to DFM around the first of July each year.

The meeting recessed at 4:29 pm PST until Thursday morning at 8:00 am PST.

Thursday April 20, 2016, 8:00 a.m., University of Idaho, Bruce M. Pitman Center, International Ballroom, Moscow, Idaho.

Board President Atchley called the meeting to order at 8:00 a.m. Pacific Time for regularly scheduled business. Mr. Scoggin and Ms. Ybarra were absent from voting (except where noted). There was one participant for Open Forum.

OPEN FORUM

Dr. William Gosling, former Board member and Athletics Committee Chair, addressed the Board regarding the University of Idaho's request for a waiver of the institutional funds cap for athletics. Dr. Gosling stated during his five years on the Board's Athletics Committee he gained a unique perspective as to the challenges faced by the institutions when balancing their athletic budgets. He continued by saying that what UI faces today is the result of a series of events outside of their control. Dr. Gosling then requested the Board continue the efforts initiated by athletics committee to maintain the balance between athletics and academics. He concluded by stating the cap system is not working.

Board President Atchley then requested unanimous consent to move the State Department of Education to the end of the day's agenda to allow Superintendent Ybarra to join by phone. There were no objections.

CONSENT AGENDA

M/S (Soltman/Hill): To approve the consent agenda as presented. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Business Affairs & Human Resources – Section I Human Resources

1. Audit Committee Appointment.

BOARD ACTION

By unanimous consent to appoint Stephen Speidel as a member of the State Board of Education Audit Committee. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Business Affairs & Human Resources - Section II Finance

2. Boise State University – Food Services Contract, Amendment Two – Aramark Educational Services.

BOARD ACTION

By unanimous consent to approve the request by Boise State University to enter Amendment Two to its original Food Service Contract with Aramark Educational Services, LLC in order to fund the remainder of the Honors College dining area construction and build-out at a cost not to exceed \$3,000,000 in substantially the same form as that attached hereto as Attachment1. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

3. University of Idaho – Disposal of Regents real property for Idaho Transportation Department (ITD) Project at UI Parker Farm, Latah County.

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to dispose of 0.23 acres of land and provide a temporary easement for the appraised value of \$801; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for conveying this real property as outlined in the materials submitted to the Board in Attachments 1 and 2. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

4. University of Idaho – Dining Services Contract Revision – Sodexo America, LLC.

BOARD ACTION

By unanimous consent to approve the addendum agreement between the University of Idaho and Sodexo America, LLC, in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the Vice President for Finance to execute the Addendum and any necessary supporting documents. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA)

5. Programs and Changes Approved by Executive Director – Quarterly Report. This item was provided in agenda materials as an information item.

6. WWAMI Admissions Committee Appointment

BOARD ACTION

By unanimous consent to approve the request by Idaho WWAMI Medical Education Program/University of Washington School of Medicine to appoint Dr. Robert McFarland and Dr. Jennifer Gray to the Idaho WWAMI Admissions Committee effective July 1, 2017 through June 30, 2020. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

7. Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointment

BOARD ACTION

By unanimous consent appoint Senator Mark Nye to the Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the state legislature effective immediately and expiring on June 30, 2020. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Planning, Policy & Governmental Affairs (PPGA)

- 8. Alcohol Permits President Approved Request
 This item was provided in the agenda materials as an information item.
- Idaho Division of Vocational Rehabilitation Idaho State Rehabilitation Council Membership

BOARD ACTION

By unanimous consent to appoint Janice Carson to the State Rehabilitation Council as a representative for disability advocacy groups for a term of three years effective immediately and ending March 31, 2020. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

By unanimous consent to appoint Ron Oberleitner to the State Rehabilitation Council as a representative for business, industry and labor for a term of three years effective immediately and ending March 31, 2020. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

By unanimous consent to re-appoint Molly Sherpa to the State Rehabilitation Council as a representative for disability advocacy groups for a second term of three years effective immediately and ending March 31, 2020. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

By unanimous consent to re-appoint Lucas Rose to the State Rehabilitation Council as a representative for business, industry and labor for a second term of three years effective July 1, 2017 and ending June 30, 2020. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

By unanimous consent to re-appoint Kendick Lester to the State Rehabilitation Council as a representative for the Department of Education for a second term of three years effective July 1, 2017 and ending June 30, 2020. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Planning, Policy & Governmental Affairs (PPGA)

10. Boise State University – Facility Naming

BOARD ACTION

By unanimous consent to approve the request by Boise State University to name the Engineering Building the "Charles P. Ruch Engineering Building". The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

State Department of Education (SDE)

11. Boise State University – Idaho State Program Approval Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

BOARD ACTION

By unanimous consent to approve the recommendation by the Professional Standards Commission to accept the State Review Team Report, and continue approval, for Boise State University's identified teacher preparation programs as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. Coeur d'Alene Tribe Education Pipeline (This Item was moved to the End of the IRSA Agenda)

This item was provided in the agenda materials as an information item.

3. 2017 Legislate Update

This item was provided in the agenda materials as an information item.

Mr. Blake Youde, Chief Legislative and Communication Affairs Officer for the Board, provided a summary of Board approved legislation and other education related bills considered during the 2017 legislative session. He reported the Board submitted 23 pieces of legislation, primarily in the K-12 arena. Bills submitted included appeals of

obsolete language, clarification of the definition of Career Technical Education courses accessed as dual-credit courses, addition of pupil service class to the Master Teacher Premium and reducing the age by which an educator could return to the classroom without a reduction or loss of their retirement benefits.

Legislation related to post-secondary education included amendments to statue allowing the College of Southern Idaho to offer upper division courses and the Idaho National Laboratory resolution authorizing \$90.0M in state bonds to build two buildings in partnership with INL in Idaho Falls. Additionally, the Board supported two bills submitted by the Governor's office. The Adult Completers Scholarship bill and STEM Schools Designation legislation.

Mr. Youde then addressed Teacher Evaluations. Although this is considered a non-legislative issue, the evaluations still garnered a significant amount of attention at the start of this year's session. The issues around Teacher Evaluations were addressed early in the session with the Board and Legislatures receiving a report by Board staff member Christina Linder in February, resulting in a \$1.0M line item appropriation to the Board office for administrator training and teacher evaluation template.

Mr. Youde commented that overall education fared well this legislative session, with increases in appropriations across the board. Highlights of the passed legislation included increased funding for College and Career Counseling, Advanced Opportunities, funding to community colleges for advising and retention, ISU's Polytechnic Institute, NIC's computer science program and expansion of Career Technical Education.

Mr. Youde reported the transferring of credits among state's institutions will be a top priority for legislatures in the next session. He stated the need for this to be addressed permanently by the Board or the legislature will address it permanently.

Executive Director Matt Freeman then recognized the work of Blake Youde and Tracie Bent on behalf of the Board and the school's governed by Board. Mr. Freeman continued by recognizing Representative Wendi Horman and Senator Dean Mortimer for carrying a majority of the K-12 and Higher Education budget bills.

Mr. Youde then commented the Board is held in high regard around education; contributing this to the Board's transparency and work making legislatures aware of what that Board is trying to achieve. Mr. Westerberg commented on the tremendous amount of respect of Board staff by the legislature. He continued by recognizing Executive Director Matt Freeman's abilities as a leader and his excellent relationship with legislators. He finished with stating the Board is very well served by the Board staff.

Mr. Soltman asked if the Board has a plan to address Senator Mortimer's credit transfer bill. Mr. Youde responded the Board should develop their own proposal for the next legislative session, noting the effectiveness of coming forward with an idea in hand is far more effective than coming forward with nothing. He continued by stating the

legislature is much more receptive to having an idea and then negotiating with Board. Mr. Freeman added that he has asked the Board's Chief Academic Officer, Randall Brumfield, to work with the Provosts and CAAP on this issue. He also states the need for the Board to come to the next legislative session prepared and with a solution in hand. Dr. Clark then commented the Board would be well advised to work with the institutions to have a sense of where the Board is on this issue.

Ms. Atchley added her own appreciation of the hard work done by Mr. Freeman, Ms. Bent and Mr. Youde, highlighting the Idaho National Laboratory bill as a stellar example of the forward thinking work the Board is trying to accomplish. Mr. Freeman then recognized the Board's Chief Financial Officer, Chet Herbst for his work behind the scenes with regards to the INL bill. Mr. Youde then commented both the House and Senate Education Chairs, Representative Julie Van Orden and Senator Dean Mortimer were very supportive of the Board as well.

Ms. Bent then reminded Board members of the June deadline for Legislative ideas and issues for the next session. Mr. Westerberg then stated the need for placeholders due to the work of both the Governor's Taskforce for Higher Education and Workforce Development. Ms. Critchfield asked of the deadline for submitting legislative ideas developed from the work of the Governor's Taskforces. Ms. Bent responded the Board typically holds a Special Board meeting in September to finalize legislation for approval. She stated Board staff will work with the Governor's office in regards to legislation resulting from the Taskforce meetings.

Ms. Critchfield reminded the Board of the final Teacher Evaluation Report would be presented at the June Board meeting.

4. College and Career Readiness Competencies
This item was provided in the agenda materials as an information item.

Ms. Critchfield reminded Board members of previous discussions around the need for these competencies. Ms. Tracie Bent, Chief Planning & Policy Officer for the Board, stated the need for a consistent definition of College and Career Readiness across all sectors. She continued by explaining this was the first opportunity for the full Board to review the information and provide comment. Executive Director, Matt Freeman continued by stating the discussion from today would help Board staff to inform the work of the College and Career Advisor position the Board will be hiring for in July. It is anticipated the position will review districts College and Career Advising plans and work with schools to implement CCA models. All of which could be framed around a common definition of readiness and competencies. Ms. Atchley commented on the need to specifically list basic competencies of math, reading and writing and to not assume everyone has these. She continued by noting none of the other skills would be useful without these basic skills.

Ms. Critchfield asked of the next steps. Ms. Bent responded the changes identified by the Board would be issued to different stakeholder groups, particularly those within the

K-12 arena and then returned to the Board for final adoption. She continued by stating the final version will be used in the area of College and Career Advising and potentially high school graduation requirements. Mr. Freeman stated the State Department of Education's Chief Deputy Superintendent, Pete Koehler, envisioned this being a tool most helpful for Boards of Trustees and Superintendents; helping to identify what a degree or diploma should mean. Ms. Atchley commented this was the start of a discussion of how to define a diploma, what a diploma means and ways to improve how to get there.

5. Idaho Educator Pipeline Workgroup Update
This item was provided in the agenda materials as an information item.

Ms. Critchfield introduced the item and relayed details on the progress of the Teacher Pipeline Work group. The purpose of the work group is to develop a comprehensive report that would help to quantify the teacher shortage in Idaho and identify barriers or areas of weakness within Idaho's educator pipeline that could be addressed through additional policy work. Ms. Critchfield continued by explaining Board staff member Christina Linder has been facilitating meetings of the work group and from these meetings three sub-themes were developed; attract and recruit, prepare and certify, and retain. Each of these sub-groups will work to develop recommendations for the Board with the full group reviewing and defining the recommendations before sending to the Board for final approval.

6. Ad Hoc Math Workgroup Update and Preliminary ISAT Math Report This item was provided in the agenda materials as an information item.

Dr. Hill introduced the item and welcomed the Board's Principal Research Analyst, Dr. Cathleen McHugh, to discuss her preliminary analysis of Idaho's Math ISAT Test Results. Dr. McHugh explained that after controlling for gender, economic factors, ethnicity and geographic location the results found a statistically significant gap between students receiving free and reduced price lunch and students who do not. Additionally, a significant gap was found between minority students and their Caucasian counterparts.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. Board Policy III.Q, Admissions Standards – First Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the first reading of the proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1. The motion carried unanimously 6-0. Mr. Scoggin and Mr. Ybarra were absent from voting.

Dr. Randall Brumfield, Chief Academic Officer for the Board, introduced the item stating the intent was to update the current language to align with the Board's Direct Admissions Program and current admission standards.

There were no comments or questions from the Board.

2. Boise State University – New Bachelor of Science in Engineering and Professional Fee

BOARD ACTION

M/S (Hill/Clark): To approve the request by Boise State University to create a new Bachelor of Science in Engineering in substantial conformance to the program proposal submitted as Attachment 1. The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Dr. Hill introduced the request by BSU for a new Bachelor of Science in Engineering. BSU was represented by Mark Heil, Vice President and Chief Financial Officer. Accompanying Mr. Heil were Dr. Jim Munger, Vice Provost for Academic Planning and Dr. Amy Moll, Dean of the College of Engineering. Mr. Heil identified the need for engineers with a broad cross-section of skill-sets bridging many disciplines. He stated employers today are seeking technically competent engineers but additionally want engineers with the workplace skills and disciplinary knowledge that transcend traditional discipline-specific engineering programs. The proposed degree will enable students to earn an Accreditation Board for Engineering and Technology (ABET)-accredited engineering degree. Dr. Unger discussed the Board's policy for professional fees and explained how BSU feels all four criteria are met with this proposed program. Dr. Moll stated the traditional engineering degree is very linear and the proposed degree allows for more overlap and interdisciplinary areas of study. Dr. Hill stated the requested program was fully supported by members of the IRSA committee, however, issues were raised on the application of a program fee. Board members continued with a discussion on whether the proposed program met the requirements to charge a professional fee. Ms. Critchfield asked if the program was contingent upon BSU's ability to charge the professional fee. Dr. Munger responded in the affirmative. Dr. Clark then asked if the professional fee were not approved, would BSU then charge the class fee referenced in their presentation. Dr. Munger responded in the negative, stating the degrees presently offered would remain the same. Mr. Westerberg commented that based on the current discussion, perhaps very few engineering programs qualified for the professional fee and that the Board may need to revisit the current policy. Finally, Ms. Critchfield asked if BSU had funding from another source would they still charge the fee. Dr. Moll responded in the negative. Ms. Critchfield stated she did not know if this was the appropriate way to determine if a fee should be charged.

AND

M/S (Hill/Critchfield): To approve the request by Boise State University to designate a professional fee for the Bachelor of Science in Engineering in the

amount of \$35 per credit for upper division engineering courses required for the new program in conformance with the program budget submitted to the Board in Attachment 1. The motion failed 2-4 with Ms. Atchley, Ms. Critchfield, Mr. Soltman and Mr. Westerberg voting nay. Mr. Scoggin and Ms. Ybarra were absent from voting.

At the request of Dr. Clark, Mr. Chet Herbst of Board staff came to the podium to read from Board Policy V.R.3.iv Graduate Fees. He reminded the Board the decision to charge fees lies with the institution. Ms. Atchley asked if the other institutions offering engineering degrees are charging a graduate fee. Mr. Herbst responded the four engineering programs approved by the Board to charge fees are all offered by BSU.

At this time the Board addressed item 2 from the Planning, Policy & Governmental Affairs Agenda

Coeur d'Alene Tribe Education Pipeline
 This item was provided in the agenda materials as an information item.

Dr. Clark introduced the next item welcoming Dr. Chris Meyer, Director of Education and Ms. Shawna Daniels, STEP Program Manager for the Coeur d'Alene Tribe. Dr. Meyer and Ms. Daniels were present to provide a report to the Board on the Coeur d'Alene Tribe's K-20 Education Pipeline. The Coeur d'Alene Tribe has developed a comprehensive education pipeline that acknowledges and seeks to understand the areas where students are lost in the pipeline and provides support to those areas. Developed in 2007 and updated and refined regularly since that time, the education pipeline provides a visual illustration of the tribe's existing state of affairs regarding education and workforce development. Dr. Meyer reports an increase in the number of high school students going directly to post-secondary education graduation. This has not happened previously and is exciting progress. Mr. Soltman thanked Dr. Meyer and Ms. Daniels for the tribe's support of and generosity towards the school districts of Region 1. Ms. Atchley commented that she found the pipeline to be very informative. Stating the ability to track this information is very helpful and can provide the Board with a much clearer picture of trends

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

 Boise State University – Amendment to Multi-Year Contract for Bryan Harsin -Head Football Coach

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by Boise State University to enter into an amended multi-year employment agreement, with a fixed-term of four years and nine months, commencing on April 23, 2017 and terminating on January 10, 2022, as detailed in the proposed contract, included as Attachment 1,

with Bryan Harsin, Head Football Coach. The motion carried unanimously 6-0. Mr. Scoggin and Mr. Ybarra were absent from voting.

Mr. Westerberg introduced the item, stating there have been no changes to the term or dollar amount of the contract, only to the incentive portions. He then reminded Board members the contract is funded entirely through funds from program revenues and not state money. Ms. Atchley commented on the length of the contract, noting this contract extends beyond the standard one to three year term. Mr. Westerberg responded BSU has found it necessary for contract terms longer than 3 years.

Boise State University – Multi-Year Contract for Andrew Avalos – Defensive Coordinator of Football

BOARD ACTION

M/S (Westerberg/Clark): To approve the request by Boise State University to enter into a one year, nine months multi-year agreement with Andrew Avalos as its defensive coordinator of football, commencing on April 23, 2017 and terminating on February 28, 2019 at a base salary of \$315,000 and supplemental compensation provisions, as submitted in Attachment 1. The motion carried unanimously 6-0. Mr. Scoggin and Mr. Ybarra were absent from voting.

Mr. Westerberg indicated BSU is seeking a one year, nine month multi-year agreement for the defensive coordinator for the men's football program. Ms. Atchley noted defensive coordinator's compensation was higher than that of the offensive coordinator. Mr. Kevin Satterlee, Chief Operating Officer, Vice President and Special Counsel for BSU responded Mr. Avalos has been on staff and the current request is a renewal of his existing agreement. He then stated Offensive Coordinator, Zachary Hill, will be entering in to his first appointment in this position with BSU and his compensation is reflected accordingly.

3. Boise State University – Multi-Year Contract for Zachary Hill – Offensive Coordinator of Football

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by Boise State University to enter into a one year, nine months multi-year agreement, as proposed, with Zachary Hill as its offensive coordinator of football, commencing on April 23, 2017 and terminating on February 28, 2019, at a base salary of \$285,000 and supplemental compensation provisions, as submitted in Attachment 1. The motion carried unanimously 6-0. Mr. Scoggin and Mr. Ybarra were absent from voting.

Mr. Westerberg indicated BSU is seeking a one year, nine month multi-year agreement for the offensive coordinator for the men's football program.

Section II - Finance

1. Intercollegiate Athletics Reports of Revenues and Expenditures
This item was provided in agenda materials as an information item.

Mr. Westerberg introduced the report. Mr. Herbst from the Board office stated the Athletics Report shows the actual results for fiscal year 2016.

2. Intercollegiate Athletics Department Employee Compensation Report This item was provided in agenda materials as an information item.

Mr. Westerberg introduced the report. He indicated the report includes the compensation for athletic departments of the various institutions.

3. Athletics Gender Equity Reports
This item was provided in agenda materials as an information item.

Mr. Westerberg introduced the report and invited Mr. Herbst from the Board office to provide a summary of the information submitted. Mr. Herbst stated intercollegiate athletic programs are responsible to their governing boards and the federal government to report on equity in athletics. Each institution has provided a summary on the status of their compliance with Title IX. Mr. Soltman noted most institutions reported noncompliance in some area and asked what the result of this would be. Mr. Herbst responded the institutions have a variety of options available to become compliant and that it is not necessarily problematic for institutions to be out of compliance. Mr. Soltman then asked if an institution can report non-compliance year after year without penalty. Mr. Herbst responded that to the best of his knowledge, yes. Mr. Westerberg then requested a representative from each institution to elaborate on the noncompliance aspects of their report. Representatives from the four universities reported shifts in enrollment contribute greatly to non-compliance. Ms. Critchfield requested a point of clarification, asking if the institution's Title IX Officer has a federal counterpart. Dr. Staben responded an institution is required to have a Title IX position if that institution is receiving federal financial aid.

4. FY 2018 Appropriations

BOARD ACTION

M/S (Westerberg/Soltman): To approve the allocation of the FY 2018 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs. The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

AND

M/S (Westerberg/Clark): To approve the allocation of the FY 2018 appropriation for the College of Southern Idaho, College of Western Idaho and North Idaho

College. The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

AND

M/S (Westerberg/Critchfield): To approve the request from the Division of Career Technical Education for the allocation of the FY 2018 appropriation detailed in Attachment 1. The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

5. FY 2019 Budget Development Process (Line Items)

BOARD ACTION

M/S (Westerberg/Clark): To direct the college and universities to limit Fiscal Year 2019 budget line item requests to those which will measurably support implementation of the Board's strategic plan. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2018 total General Fund appropriation. Any requests for occupancy costs will not count towards the two line item limit or the 5% cap. The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Mr. Herbst indicated the guidelines are similar to previous years in that the Board will support no more than two line item requests for FY2019, with a combined dollar value cap of 5% of the requesting institution's FY2018 General Fund appropriation. The line item request guidelines provide a model that has been used successfully by institutions to obtain State funding to support key initiatives in support of the Board's strategic goals. Mr. Westerberg stated there may be a change to this process based on recommendations by the Governor's Higher Education Taskforce and Work Force Development Taskforce. Ms. Atchley commented this action is what the Board has done historically and the Board recognizes there may be additional requests coming from the taskforces.

6. FY 2018 Opportunity Scholarship Educational Costs

BOARD ACTION

M/S (Westerberg/Soltman): To approve the FY2018 educational cost for the Opportunity scholarship award not to exceed the following amounts:

- 1. \$20,640 for students attending University of Idaho
- 2. \$19,424 for students attending Boise State University
- 3. \$20,179 for students attending Idaho State University
- 4. \$17,362 for students attending Lewis-Clark State College
- 5. \$13,458 for students attending College of Southern Idaho
- 6. \$13,152 for students attending College of Western Idaho
- 7. \$14,754 for students attending North Idaho College

8. \$16,230 for students attending Eastern Idaho Technical College

The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Mr. Soltman asked how the appropriation amounts among the institutions had been determined. Mr. Herbst responded each institution determines the cost of attendance, including housing, fees, meal plans, etc., to determine the amount needed in student aid. Variations in the appropriations are attributed to the range of options available at each institution.

AND

M/S (Westerberg/Clark): To approve the Opportunity Scholarship maximum award in the amount of \$3,500 per year. The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Mr. Freeman informed the Board this is the first increase in the value of the Opportunity Scholarship award. Ms. Atchley asked if the 2017 Legislative session approved additional appropriations to cover the increase. Mr. Freeman stated the 2016 Legislative session had appropriated an additional \$5.0M that was being used to cover the increase.

AND

M/S (Westerberg/Critchfield): To approve the FY17 student contribution be set at \$3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution. The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Mr. Herbst informed the Board the motion should read FY18 and that unlike the award itself, there has been no change in the student contribution and that it will remain at \$3,000 in to the next year.

 Approval of the Memorandum of Understanding between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for Institutional Review Board (IRB) services

BOARD ACTION

M/S (Westerberg/Soltman): To authorize Idaho State University to enter into the Institution Review Board MOU with the Idaho College of Osteopathic Medicine as presented in Attachment 1 and authorize ISU to proceed with negotiations on an IRB Authorization Agreement. The motion carried unanimously 6-0. Mr. Scoggin and Ms. Ybarra were absent from voting.

Dr. Clark asked if the Board has received any updated information on the accreditation status for ICOM. Dr. Art Vailas, President of ISU commented he was limited by

confidentiality, but the results of the pre-accreditation visit in Washington, DC were positive.

 Lease of medical education space for University of Idaho (UI) WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) regional medical education training program

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the request by the University of Idaho to enter into a lease agreement with Gritman Medical Park, LLC in substantive conformance with the agreement provided as Attachment 1; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for leasing this facility. The motion carried unanimously 6-0. Mr. Scoggin and Mr. Ybarra were absent from voting.

Mr. Westerberg introduced the item.

9. Request for waiver of institutional funds cap for Athletics

BOARD ACTION

M/S (Westerberg/Clark): To approve the request by the University of Idaho to waive Board policy V.X.3.b. and allow the University of Idaho to temporarily increase its institutional funds athletics expenditure limit for FY2017 by an amount not to exceed \$950,500 (\$1,900,000 total); and that the university report on its revised athletics budget plans in conjunction with the institutions' annual athletic reports to the Board in April 2018. The motion carried unanimously 6-0. Mr. Scoggin and Mr. Ybarra were absent from voting.

Mr. Westerberg introduced the item, reminding Board members of the discussion from the February Board Meeting relative to UI's athletic limitations. Mr. Soltman inquired if the \$1.9M was in addition to the institutions request. Mr. Herbst responded this is the total allowed amount of the increase and the established Board limit. Mr. Westerberg informed the Board the BAHR committee will be reviewing the current process for how the Board caps athletic funds.

STATE DEPARTMENT OF EDUCATION (SDE)

Superintendent of Public Instruction Update
 This item was provided in the agenda materials as an information item.

Superintendent Ybarra joined by phone at 10:42 am. She introduced Chief Deputy Superintendent Pete Koehler who provided an update on the progress of the new Idaho Reading Indicator (IRI). Mr. Koehler stated 51 Local Education Agencies (LEA) have asked to participate in the Pilot program which equates to approximately 100

elementary schools throughout the State. The Department has purchased licenses for 13,000 students statewide. The Department will begin the process of selecting schools for participation in May. Final selections will be made statewide and include both rural and urban schools to ensure all demographics are represented. Part of the contract includes teacher training scheduled for the first two weeks of August. If the pilot proves to be what the state is looking for the Department will move forward on an annual basis. Mr. Koehler continued with updates for the State Personnel Development Grant (SPDG) and Gear-Up Grant. He reported the SPDG grant was combined with Title VI and Title I this year and has been designed to provide training to meet the needs of students who are struggling for a variety of reasons. Mr. Koehler continued with an update on the Gear-Up grant. He states Board staff member Tracie Bent and State Department of Education staff member Matt McCarter have been working with Marilyn Whitney of the Governor's Office on modifications to the grant. Mr. Koehler then reported on an update on the approval of a recent Medicaid bill. This bill was designed to support emotionally disturbed children, allowing a school district to use funds, up to 300% of the poverty rate, for services in support of this student population. He states this is a victory for Idaho, especially for the smaller school districts throughout the state. Mr. Koehler continued with an update on the request by the Nampa School District to move a portion of their district in to the Valley View School District. He adds a contract has been put forward for a negotiating officer and expects the Board could see within the next fiscal year a request for approval of the negotiating officer's recommendations. Finally, Mr. Koehler provided an update on the statewide ACT test. He states more than 20,000 students registered for the test and the Department expects the results by mid-May with a target release date towards the end of May. Mr. Koehler concluded his presentation by thanking this year's legislature for their continued support of K-12 education. Ms. Critchfield asked if the Department has established a timeline for identifying schools for the new IRI. Mr. Koehler responded the Department anticipates identifying eligible schools by the end of May.

2. Temporary and Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Idaho English Language Proficiency Assessment Achievement Standards

BOARD ACTION

M/S (Ybarra/Hill): To approve the WIDA ACCESS 2.0 Standards as submitted in Attachment 2. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Ybarra/Hill): To approve the Temporary and Proposed Rule amendment to IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

Superintendent Ybarra introduced the item, requesting approval for the State Department of Education to adopt this new test, without which the Department will not have the necessary information to tract progress of the Idaho English Language Proficiency Assessment Achievement Standards.

3. Emergency Provisional Certificates

BOARD ACTION

M/S (Ybarra/Clark): To approve one-year emergency provisional certificates for Brian Robb, Roxanne Jamieson, and Eric Hopkins to teach the content area and grade ranges at the specified school districts as provided herein. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

Superintendent Ybarra introduced the item reminding the Board of the necessity of these provisional certificates in light of the State's current teacher shortage.

4. Clark County School District No. 161 Tuition Waiver

BOARD ACTION

M/S (Ybarra/Hill): To approve the request by Clark County School District No. 431 to waive the tuition rate charge for the kindergarten-aged child of one of its teachers for the 2017-2018; 2018-2019 and 2020-2021, school years, subject to annual review by the Clark County School District Board of Trustees. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

Superintendent Ybarra introduced the item. She informed the Board that without approval of the tuition waiver the instructor requesting the waiver would no longer be able to teach in her current district.

5. Appointments to the Professional Standards Commission

BOARD ACTION

M/S (Ybarra/Hill): To reappoint Charlotte McKinney as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Secondary Classroom Teachers. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

M/S (Ybarra/Soltman): To reappoint Clara Allred as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Special Education Administrators. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

M/S (Ybarra/Critchfield): To reappoint Marjean McConnell as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing School Superintendents. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

M/S (Ybarra/Clark): To appoint Jennifer Snow as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Public Higher Education. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

Mr. Soltman noted Clara Allred's current employment status of retired and questioned if an acting commission member should be actively engaged in the profession. Ms. Ybarra requested the Department's Director of Certification and Professional Standards. Lisa Colon Durham, respond to Mr. Soltman's question. Ms. Colon Durham stated the nomination of Ms. Allred was at the request of commission members and that her reappointment was fully supported by those members. Dr. Clark asked the status of Tribal representation on the Professional Standards Commission (PSC). She then stated the Tribal community had specifically requested representation on the PSC and if the commission continues reappointing current members what opportunities are available for representation by the minority populations being served. Ms. Colon Durham responded statute allows members to serve up to two sessions. Dr. Clark then asked Ms. Colon Durham if the PSC had extended invitations or sent notifications of vacancies to qualified members of the minority community. Ms. Colon Durham responded in the affirmative that after the last PSC Board Meeting an invitation was extended to the Bureau of Indian Education to attend standards review and program review meetings. Dr. Clark then requested this information be submitted in writing to be shared with the Idaho Indian Education Committee at their next regularly scheduled meeting.

OTHER BUSINESS

Ms. Critchfield announced the Accountability Oversight Committee would be meeting soon to discuss changes regarding the Every Student Succeeds Act (ESSA) and review the consolidated plan. Dr. Clark stated the Board has received regular communications from the US Department of Education clearly stating states have much greater latitude to consider which factors they wish to focus on. States will have more say but does not in any way diminish the importance of having a strong Accountability Oversight Committee. Ms. Soltman confirmed the ESSA plan was due to the US Department of Education September, requiring the Boards review and approval at the August board meeting. Ms. Critchfield stated the committee fully intends to allow appropriate time for Board review and consideration prior to final approval. Ms. Bent stated Board staff and Department staff plan on bringing the plan forward for consideration at the June meeting to allow for changes, if necessary, prior to the plan going out for public hearing prior to the Board's final approval in August.

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

BOARD ACTION

M/S (Westerberg/Critchfield): To adjourn the meeting at 11:08 am Pacific Time. The motion carried unanimously 7-0. Mr. Scoggin was absent from voting.

BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2018 Annual Full-Time Fees and Part-Fime Credit Hours Fees

		Bd	FY17	FY18		Approved	
St	<u> </u>	ppv	Fees	Initial Notice	FY18 Fees	Change	% Chg.
1	Full-time Fees:	··· ·					
2	Tuition	**	\$4,872.26	\$5,115.86	\$5,042.78	\$170.52	3.5%
3	Technology Fee	**	\$230.60	\$250.00	\$230.60	0.00	0.0%
4	Facilities Fees	**	\$1,206.60	\$1,286.60	\$1,264.60	58.00	4.8%
5	Student Activity Fees	-	\$770.54	\$841.54	\$788.02	17.48	2.3%
6	Total Full-time Fees		\$7,080.00	\$7,494.00	\$7,326.00	\$246.00	3.5%
7	Don't time of Constitutions Force	**					
8	Part-time Credit Hour Fees:	**	# 400 F 0	# 400.00	# 005.00	AF 77	0.00/
9 10	Education Fee Technology Fee	**	\$199.52 9.61	\$193.23 10.30	\$205.29 \$9.61	\$5.77 0.00	2.9% 0.0%
11	Facilities Fees	**	52.19	53.04	\$52.69	0.50	1.0%
12	Student Activity Fees	**	35.68	46.83	\$37.41	1.73	4.8%
13	Total Part-time Cr Hr Fees:	-	\$297.00	\$303.40	\$305.00	\$8.00	2.7%
14		=	,				
15	Summer Fees: (eff. Summer 2016)						
16	Education Fee	**	\$199.65	\$207.84	\$205.29	\$5.64	2.8%
17	Technology Fee	**	9.61	10.30	\$9.61	0.00	0.0%
18	Facilities Fees	**	52.19	51.73	\$52.69	0.50	1.0%
19	Student Activity Fees	**	35.55	33.42	\$37.41	1.86	5.2%
20	Total Summer Fees:		\$297.00	\$303.29	\$305.00	\$8.00	2.7%
21							
22	Other Student Fees:						
23	Graduate Fees:	**	# 4 000 00	# 4 000 00	04 400 00	# 00.00	F 00/
24 25	Full-time Grad/Prof Part-time Graduate/Hour	**	\$1,360.00 \$85.00	\$1,360.00 \$85.00	\$1,428.00 \$85.00	\$68.00 \$0.00	5.0% 0.0%
26	Nonresident Tuition:		\$65.00	φ65.00	φου.00	φ0.00	0.076
27	Nonres Tuition - full time	**	\$14,450.00	\$14,450.00	\$15,316.00	\$866.00	6.0%
28	Nonres Fees - part-time		\$270.00	\$270.00	\$295.00	\$25.00	9.3%
29	Professional Fee:						
30	Undergrad. Nursing - Con't Students	**	\$850.00	\$850.00	\$850.00	\$0.00	0.0%
31	Eng. p/ch U.D. (Civil,Elec,Mech,Mate	**	\$35.00	\$0.00	\$35.00	\$0.00	0.0%
32 33	Self-Support Program Fees: Bachelor Business / Accountancy: Twi	n Falls	\$297.00	\$297.00	\$297.00	\$0.00	0.0%
34	Executive MBA	II I alik	\$1,215.00	\$1,215.00	\$1,215.00	\$0.00	0.0%
35	MBA Online		\$750.00	\$750.00	\$750.00	\$0.00	0.0%
36	Bachelor of Criminal Justice: Twin Fall	s	\$275.00	\$275.00	\$275.00	\$0.00	0.0%
37	Master of Social Work: Twin Falls & N.	l.	\$380.00	\$380.00	\$400.00	\$20.00	5.3%
38	Bachelor of Social Work: Twin Falls		\$275.00	\$275.00	\$290.00	\$15.00	5.5%
39	Graduate Certificate in Conflict Mgmt.		\$369.00	\$369.00	\$369.00	\$0.00	0.0%
40 41	Doctor of Nurse Practice (DNP) Adult Gerontology Nurse Practitioner (A C NID	\$750.00 \$750.00	\$750.00 \$750.00	\$750.00 \$750.00	\$0.00 \$0.00	0.0% 0.0%
42	B.S. in Nursing (RN to BSN)	AGINE	\$335.00	\$335.00	\$335.00	\$0.00	0.0%
43	B.S. Respiratory Care (R.R.T. to B.S.)		\$300.00	\$300.00	\$300.00	\$0.00	0.0%
44	EdTech Masters and Grad Certificates		\$436.23	\$436.23	\$450.00	\$13.77	3.2%
45	EdTech PhD		\$547.40	\$547.40	\$564.00	\$16.60	3.0%
46	M.Ed., Specialist in Exec. Ed. Leaders		\$420.00	\$420.00	\$420.00	\$0.00	0.0%
47	Math Consulting Teacher Endorsemen	t Cert	\$225.00	\$225.00	\$225.00	\$0.00	0.0%
48 49	M.A. in Education, Literacy M.A. in Education, Bilingual / ENL Edu	ction	\$375.00 \$375.00	\$375.00 \$375.00	\$375.00 \$375.00	\$0.00 \$0.00	0.0% 0.0%
50	Master of Athletic Leadership	CHOIT	\$340.00	\$340.00	\$360.00	\$20.00	5.9%
51	Master of Bilingual Ed/ESL: Canyon Ci	tv	\$329.00	\$329.00	\$329.00	\$0.00	0.0%
52	Online Program Fees	,				·	
53	BS Imaging Sciences		\$395.00	\$395.00	\$395.00	\$0.00	0.0%
54	Grad. Cert. in Healthcare Simulation		\$600.00	\$600.00	\$600.00	\$0.00	0.0%
55 56	Master of Social Work Online		\$450.00	\$450.00	\$450.00	\$0.00	0.0%
56 57	Org. Perf. & Workplace Learn Bachelor of Applied Science		\$450.00 \$327.00	\$450.00 \$327.00	\$450.00 \$340.00	\$0.00 \$13.00	0.0% 4.0%
58	B.A., Multi-disciplinary Studies		\$327.00	\$327.00	\$340.00	\$13.00	4.0%
59	M.S. Accountancy		\$450.00	\$450.00	\$450.00	\$0.00	0.0%
60	Cert. in Design Ethnography		\$497.00	\$497.00	\$497.00	\$0.00	0.0%
61	Other Fees:						
62	Western Undergrad Exchange	**	\$3,540.00	\$3,540.00	\$3,663.00	\$123.00	3.5%
63 64	Overload fee In-service Fees/Cr Hr - Undergrad	**	\$200.00 \$110.00	\$200.00 \$114.00	\$205.00 \$114.00	\$5.00 \$4.00	2.5%
64 65	In-service Fees/Cr Hr - Undergrad In-service Fees/Cr Hr - Grad	**	\$110.00 \$138.00	\$114.00 \$143.00	\$114.00 \$143.00	\$4.00 \$5.00	3.6% 3.6%
66	New Student Orientation Fee	**	\$136.00	\$175.00	\$175.00	\$0.00	0.0%
67				, ,,,,,,,,,	,		
68							

EASTERN IDAHO TECHNICAL COLLEGE

Changes to Student Fees for FY 2018
Annual Full-Time Fees and Part-Time Credit Hour Fees

		Bd	FY17	FY18		Approved	
	Annual Fees	Appv	Fees	Initial Notice	FY18 Fees	Change	% Chg.
1	Full-time Fees:						
2	Vocational Education Fee	**	\$1,550.00	\$1,610.00	\$1,610.00	\$60.00	3.9%
3	Technology Fee	**	328.00	328.00	328.00	0.00	0.0%
4	Student Activity Fees	**	526.00	526.00	526.00	0.00	0.0%
5	Total Full-time Fees		\$2,404.00	\$2,464.00	\$2,464.00	\$60.00	2.5%
6							-
7	Part-time Credit Hour Fees:						
8	Vocational Education Fee		\$64.25	\$66.75	\$66.75	\$2.50	3.9%
9	Technology Fee		17.00	17.00	17.00	0.00	0.0%
10	Student Activity Fees		24.25	24.25	24.25	0.00	0.0%
11	Total Full-time Fees		\$105.50	\$108.00	\$108.00	\$2.50	2.4%
12							-
13	Full-time Nonresident Fees:						
14	Vocational Education Fee		\$5,357.00	\$5,577.00	\$5,577.00	\$220.00	4.1%
15	Technology Fee		2,106.00	2,106.00	2,106.00	0.00	0.0%
16	Student Activity Fees		1,343.00	1,343.00	1,343.00	0.00	0.0%
17	Total Full-time Fees		\$8,806.00	\$9,026.00	\$9,026.00	\$220.00	2.5%
18							
19	Part-time Non-resident Credit Ho	ur Fees:					
20	Vocational Education Fee		\$129.00	\$134.00	\$134.00	\$5.00	3.9%
21	Technology Fee		34.00	34.00	34.00	0.00	0.0%
22	Student Activity Fees		48.00	48.00	48.00	0.00	0.0%
23	Total Full-time Fees		\$211.00	\$216.00	\$216.00	\$5.00	2.4%
24							

25

IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2018
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Bd	FY17	FY18		Approved	
Student Fees:	Appv	Fees	Initial Notice	FY18 Fees	Change	% Chg.
1 Full-time Fees:						
2 Tuition	**	\$5,242.64	\$5,424.60	\$5,424.60	\$181.96	3.5%
3 Technology Fee	**	166.80	166.80	166.80	0.00	0.0%
4 Facilities Fees	**	510.00	510.00	510.00	0.00	0.0%
5 Student Activity Fees	**	1,036.56	1,064.60	1,064.60	28.04	2.7%
6 Total Full-time Fees		\$6,956.00	\$7,166.00	\$7,166.00	\$210.00	3.0%
7						
8 Part-time Credit Hour Fees:						
9 Education Fee	**	\$297.53	\$307.33	\$307.33	\$9.80	3.3%
10 Technology Fee	**	6.15	6.15	6.15	0.00	0.0%
11 Facilities Fees	**	0.00	0.00	0.00	0.00	0.0%
12 Student Activity Fees	**	44.32	45.52	45.52	1.20	2.7%
13 Total Part-time Cr Hr Fees:		\$348.00	\$359.00	\$359.00	\$11.00	3.2%
14						
15 Other Student Fees:						
16 Graduate Fees:						
17 Full-time Tuition/Fees	**	\$7,239.00	\$7,602.00	\$7,602.00	\$363.00	5.0%
18 Full-time Grad Fee	**	\$1,263.00	\$1,326.00	\$1,326.00	\$63.00	5.0%
19 Part-time Tuition/Fees	**	\$362.00	\$380.00	\$380.00	\$18.00	5.0%
20 Part-time Grad Fee	**	\$64.00	\$67.00	\$67.00	\$3.00	4.7%
21 Nonresident Tuition:						
22 Full-time Nonres Tuition	**	\$14,068.00	\$14,776.00	\$14,776.00	\$708.00	5.0%
23 Part-time Nonres Tuition	**	228.00	228.00	240.00	12.00	5.3%
24 Professional Fees:						
25 PharmD - Resident	**	\$10,330.00	\$10,734.00	\$10,734.00	\$404.00	3.9%
26 PharmD - Nonres	**	\$14,940.00	\$14,940.00	\$14,940.00	\$0.00	0.0%
27 (Note A) Phys Therapy - Resident	**	\$3,630.00	\$4,320.00	\$4,320.00	\$690.00	19.0%
28 (Note A) Phys Therapy - Nonres 29 (Note A) Occu Therapy - Resident	**	\$8,640.00	\$9,720.00	\$9,720.00	\$1,080.00	12.5% 20.1%
30 (Note A) Occu Therapy - Nonres	**	\$2,818.00 \$7,098.00	\$3,384.00 \$7,986.00	\$3,384.00 \$7,986.00	\$566.00 \$888.00	12.5%
31 Physician Assistant - Resident	**	\$20,115.00	\$20,340.00	\$20,340.00	\$225.00	1.1%
32 Physician Assistant - Nonres	**	\$20,625.00	\$20,625.00	\$20,625.00	\$0.00	0.0%
33 Nursing-BSN	**	\$1,780.00	\$1,780.00	\$1,780.00	\$0.00	0.0%
34 Nursing-MSN	**	\$2,160.00	\$2,160.00	\$2,160.00	\$0.00	0.0%
35 Nursing-PhD	**	\$2,170.00	\$2,170.00	\$2,170.00	\$0.00	0.0%
36 Nursing-DNP	**	\$3,880.00	\$3,880.00	\$3,880.00	\$0.00	0.0%
37 Speech Language Path MS (Cr Hr)	**	\$60.00	\$65.00	\$65.00	\$5.00	8.3%
38 Speech Language Online PreProf (C	**	\$245.00	\$255.00	\$255.00	\$10.00	4.1%
39 Speech Language Online MS (Cr Hr)	**	\$470.00	\$480.00	\$480.00	\$10.00	2.1%
40 Audiology AuD (Cr Hr)	**	\$60.00	\$65.00	\$65.00	\$5.00	8.3%
41 Dental Hygiene BS (Junior/Senior)	**	\$2,090.00	\$2,180.00	\$2,180.00	\$90.00	4.3%
Dental Hygiene MS-Didactic (Cr Hr)	**	\$143.00	\$150.00	\$150.00	\$7.00	4.9%
Dental Hygiene MS-Clinical (Cr Hr)	**	\$349.00	\$349.00	\$349.00	\$0.00	0.0%
Dental Hygiene MS-Thesis (Cr Hr)Counseling-Graduate	**	\$250.00	\$260.00	\$260.00	\$10.00	4.0%
· ·	**	\$990.00	\$1,098.00	\$1,098.00 \$830.00	\$108.00 \$0.00	10.9% 0.0%
46 Radiographic Science 47 Clinical Lab Science	**	\$830.00 \$1,420.00	\$830.00 \$1,420.00	\$1,420.00	\$0.00	0.0%
48 Paramedic Science	**	\$1,420.00	\$1,468.00	\$1,468.00	\$56.00	4.0%
49 Dietetics	**	\$2,900.00	\$2,900.00	\$2,900.00	\$0.00	0.0%
50 Social Work BA	**	\$250.00	\$250.00	\$250.00	\$0.00	0.0%
51 Social Work MS		\$0.00	\$400.00	\$400.00	\$400.00	0.0%
52 Athletic Training MS	**	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.0%
53 Idaho Dental Education (IDEP)		\$26,476.00	\$28,467.00	\$28,467.00	\$1,991.00	7.5%
54 Other Fees:		,			. ,	
55 Western Undergrad Exchge	**	\$3,478.00	\$3,583.00	\$3,583.00	\$105.00	3.0%
56 In-service Fees/Cr Hr - Undergrad	**	\$110.00	\$114.00	\$114.00	\$4.00	3.6%
57 In-service Fees/Cr Hr - Grad	**	\$138.00	\$143.00	\$143.00	\$5.00	3.6%
58 OPF - Community Paramedic Certific	**	\$1,100.00	\$1,100.00	\$1,100.00	\$0.00	0.0%
59 New Student Orientation Fee	**	\$100.00	\$100.00	\$100.00	\$0.00	0.0%
60						
61						
62						

Note A: Beginning in the 2017-2018 academic year, these professional fees will now be charged for 3 sessions per year (Fall, Spring, Summer) compared to being charged for 2 sessions per year (Fall, Spring). The overall net increase to professional fees meets the competitive test.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2017. Summer session fees are at the Part-time fee rate - effective Summer 2018.

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2018
Annual Full-Time Fees and Part-Fime Credit Hours Fees

		Bd	FY17	FY18		Approved	
,	Student Fees:	Appv	Fees	Initial Notice	FY18 Fees	Change	% Chg.
1	Full-time Fees:						
2	Tuition	**	\$5,100.00	\$5,278.00	\$5,278.00	\$178.00	3.5%
3	Technology Fee	**	70.00	70.00	70.00	0.00	0.0%
4	Facilities Fees	**	155.00	155.00	155.00	0.00	0.0%
5	Student Activity Fees (Note A)	**	795.00	831.00	831.00	36.00	4.5%
6	Total Full-time Fees		\$6,120.00	\$6,334.00	\$6,334.00	\$214.00	3.5%
7							
8	Part-time Credit Hour Fees:						
9	Tuition	**	\$272.75	\$283.75	\$283.75	\$11.00	4.0%
10	Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
11	Facilities Fees	**	5.00	5.00	5.00	0.00	0.0%
12	Student Activity Fees (Note A)	**	31.00	31.00	31.00	0.00	0.0%
13	Total Part-time Cr Hr Fees		\$313.00	\$324.00	\$324.00	\$11.00	3.5%
14							
15	Summer Fees: (eff. Summer 20°	18)					
16	Tuition	**	\$199.75	\$210.75	\$210.75	\$11.00	5.5%
17	Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
18	Facilities Fees	**	5.00	5.00	5.00	0.00	0.0%
19	Student Activity Fees (Note A)	**	104.00	104.00	104.00	0.00	0.0%
20	Total Summer Cr Hr Fees		\$313.00	\$324.00	\$324.00	\$11.00	3.5%
21							
22	Other Student Fees:						
23	Nonresident Tuition:						
24	Nonres Tuition	**	\$11,500.00	\$12,076.00	\$12,076.00	\$576.00	5.0%
25	Nonres Tuition-Asotin County	**	\$3,532.00	\$3,708.00	\$3,708.00	\$176.00	5.0%
26	Professional Fees:						
27	None						
28	Other Fees:						
29	Western Undergrad Exchge	**	\$3,060.00	\$3,167.00	\$3,167.00	\$107.00	3.5%
30	In-service Fees/Cr Hr - Undergrad	**	\$110.00	\$114.00	\$114.00	\$4.00	3.6%
31	Overload (20 cr. or more)	**	\$313.00	\$324.00	\$324.00	\$11.00	3.5%
32							
33							
34							
35							
36	Change to Student Activity Fees:						
37	Includes an \$18 increase in the per-semeste	r activity f	ee (\$36 annually)	dedicated to Stude	nt Activities, in ord	ler	
38	to fund Director of Student Activities.						

39 40 41

42

Full- & part-time fees are effective Fall Semester 2017. Summer fees are effective Summer 2018. The College may opt to discount the Summer fee further in 2018.

UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2018
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	1	3d	FY17	FY18		Approved	
5		рру	Fees	Initial Notice	FY18 Fees	Change	% Chg.
1	Full-time Fees:						
2	Tuluon	**	\$5,162.32	\$5,526.14	\$5,346.14	\$183.82	3.6%
3	recrinology ree	**	125.40	165.40	165.40	40.00	31.9%
4	racilities rees	**	820.50	820.50	820.50	0.00	0.0%
5	Student Activity Fees	**	1,123.78	1,155.96	1,155.96	32.18	2.9%
6	Total Full-time Fees (See Note A)		7,232.00	7,668.00	7,488.00	256.00	3.5%
7	Deat the One did Have Free						
8	Part-time Credit Hour Fees:	**	#200.00	# 000 7 0	0044.70	#0.70	0.00/
9 10	Officergraduate fullion	**	\$302.00	\$320.73	\$311.73	\$9.73	3.2% 3.8%
11	Total Part-time Cr Hr Fees: *		\$362.00	\$383.00	\$374.00	<u>2.27</u> \$12.00	3.3%
12	Total Fait-time Of Hi Fees.		\$302.00	φ303.00	\$374.00	\$12.00	3.370
13	Other Student Fees:						
14	Academic Year Graduate Fees:						
15		**	\$5,162.32	\$5,526.14	\$5,346.14	\$183.82	3.6%
16	i dii-Time Tullon	**	1,298.00	1,376.00	1,376.00	\$78.00	6.0%
17		**	2,069.68	2,141.86	2,141.86	72.18	3.5%
18		**	342.00	363.73	353.73	\$11.73	3.4%
19		**	72.00	76.00	76.00	\$4.00	5.6%
20		**	60.00	62.27	62.27	2.27	3.8%
21	Academic Year Outreach Programs:		00.00	02.21	02.2.		0.070
22		**	\$6,552.00	\$6,942.60	\$6,762.60	\$210.60	3.2%
23		**	1,298.00	1,376.00	1.376.00	\$78.00	6.0%
24		**	680.00	725.40	725.40	45.40	6.7%
25		**	328.00	346.73	337.73	\$9.73	3.0%
26	Part-Time Grad Tuition	**	368.00	389.73	379.73	\$11.73	3.2%
27	Part-Time Grad Fee	**	72.00	76.00	76.00	\$4.00	5.6%
28	Part-Time Other Fees (UG & GR)	**	34.00	36.27	36.27	2.27	6.7%
29	Nonresident Tuition (See Notes A & B)						
30	ruii-Tittle Tultion (OG & GIV)	**	\$14,808.00	\$16,144.00	\$16,324.00	\$1,516.00	10.2%
31	r art-rillie Oridergrad Tultion	**	740.00	808.00	817.00	\$77.00	10.4%
32	Fait-Time Grau Tullion	**	823.00	897.00	907.00	\$84.00	10.2%
33	Other Fees:						
34	Overload Fee (>20 credits)	**	\$302.00	\$320.73	\$311.73	\$9.73	3.2%
35	Western Ondergrad Excrige	**	3,616.00	3,834.00	3,744.00	\$128.00	3.5%
36	III-Service Fees/Cr fir - UG	**	\$110.00	\$114.00	\$114.00	\$4.00	3.6%
37	in-service rees/or rii - 00 Surfille	**	\$110.00	\$114.00	\$114.00	\$4.00	3.6%
38	in-service rees/Cr nr - Grad	**	\$138.00	\$143.00	\$143.00	\$5.00	3.6%
39 40	In-service Fees/Cr Hr - Grad Sumn Professional Fees:		\$138.00	\$143.00	\$143.00	\$5.00	3.6%
41		**	\$10,134.00	\$10,884.00	\$10,884.00	\$750.00	7.4%
42	Law College I I	**	563.00	605.00	605.00	\$42.00	7.4%
43		**	563.00	605.00	605.00	\$42.00 \$42.00	7.5%
44	Law College i i Guillillei	**	1.246.00	1,302.00	1,302.00	\$56.00	4.5%
45		**	62.00	65.00	65.00	\$3.00	4.8%
46		**	62.00	65.00	65.00	\$3.00	4.8%
47		**	69.00	72.00	72.00	\$3.00	4.3%
48		**	69.00	72.00	72.00	\$3.00	4.3%
49	Summer Session (2016)					7	
50	On-Campus						
51	Part-Time Undergrad Tuition	**	\$302.00	\$320.73	\$311.73	\$9.73	3.2%
52	Part-Time Grad Tuition	**	342.00	363.73	353.73	\$11.73	3.4%
53	Part-Time Grad Fee	**	72.00	76.00	76.00	\$4.00	5.6%
54	Part-Time Other Fees (UG & GR)	**	60.00	62.27	62.27	2.27	3.8%
55	Outreach/Off-Campus:						
56	Fait-Time Ondergrad Tullion	**	\$328.00	\$346.73	\$337.73	\$9.73	3.0%
57	r art-fillie Orau Tullion	**	368.00	389.73	379.73	11.73	3.2%
58	i ait-fille Glad i ee	**	72.00	76.00	76.00	4.00	5.6%
59	rait-fille Other rees (00 & GIV)	**	34.00	36.27	36.27	2.27	6.7%
60	Self-Support Program Fees:						
61	Executive MBA (2 years)		\$42,000.00	\$44,100.00	\$44,100.00	\$2,100.00	5.0%
62	Professional Practices Doctorate (3 y	,	30,000.00	30,000.00	30,000.00	0.00	0.0%
63	Masters of Science Athletic Training (1 yr)	22,434.00	22,434.00	22,434.00	0.00	0.0%
64	Doctorate Athletic Training (1 yr)		19,941.00	19,941.00	19,941.00	0.00	0.0%
65	MOSS Environmental Ed Grad Pgm (7,527.00	7,828.00	7,828.00	301.00	4.0%
66	Doctorate Higher Ed Leadership (4 yr	rs)	36,000.00	36,000.00	36,000.00	0.00	0.0%
67	New Student Orientation (See Note C)		\$100.00	\$100.00	\$100.00	0.00	0.0%
68							
69 70							

⁷¹ Note A: The university is requesting a total package for non-resident undergraduate students of \$23,812 per academic year. Therefore if the 72 resident tuition and fee package is approved at lower than \$7,668 the non-resident fee will be increased to maintain the \$23,812 total package.

73 Note B: The University is exploring the ability to charge increased tuition to Non-Residents for Summer Session but not to exceed full Non-

76 77 **BOARDWORK**

⁷⁴ Resident Tuition.
75 Note C: The university charges a separate one-time \$100 fee charged only to first time undergraduate students.



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

DRAFT MINUTES IDAHO STATE BOARD OF EDUCATION

May 17-18, 2017 Boise State University Stueckle Sky Center Boise, Idaho

A special meeting of the State Board of Education was held May 17-18, 2017 at Boise State University.

Present:

Emma Atchley, President Linda Clark, Vice President Debbie Critchfield, Secretary Don Soltman David Hill Richard Westerberg Andrew Scoggin Sherri Ybarra, State Superintendent

Wednesday May 17, 2017

The Board met at Boise State University in the Stueckle Sky Center Skyline Room. Board President Emma Atchley presided and called the meeting to order at 9:00 a.m. Mountain time. This special Board meeting did not include an open forum, however, members of the community in support of the Boise State University Wrestling program were present and observed the proceedings. The open meeting portion of the agenda was reserved for an informal discussion among Board members on strategies for the future. The two topics for discussion were the development of a system-wide budget request and how to communicate the importance of investing in higher education. Annual evaluations of the Executive Director and Institutional Presidents were conducted during the Executive Sessions. Ms. Critchfield excused herself to participate in a conference call at 9:25 am. The call ended at 9:45 am at which time she returned to the discussion.

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Clark/Ybarra): To approve the agenda as posted. The motion carried unanimously.

(Open Meeting)

2. Thinking Strategically: System-Wide Budget Consideration

Ms. Atchley opened the conversation by stating the importance of the Board speaking as one voice. The Board's first item for discussion was their 60% Goal. Executive Director Matt Freeman was asked to comment on the current status of the 60% Goal and what, in his opinion, was required of the Board to reach that goal. Mr. Freeman stated the Governor's Office has shared their desire for the Board to adopt a more systemic approach when developing the annual budget and line item requests. He states the Division of Financial Management (DFM) has found it difficult to prioritize and asses the importance of requests under the Board's current system of submitting line item requests on a per institution basis rather than system wide.

Mr. Freeman then stated the Governor's office has also expressed a desire for the Board to look at programs shown to be successful at the institutional level and find a way to either scale these programs across the system or, to develop new strategies that could be applied system wide. Specific examples cited were the Work Scholars Program at Lewis-Clark State College (LCSC) and Bangel Bridge Program at Idaho State University (ISU). Board members continued with a discussion on the benefits of Complete College Idaho and confirmed this approach is no longer of benefit to the Board in gaining support of the legislature when it comes to funding requests and other Board initiatives.

The discussion continued with ways the Board could increase performance of the 60% Goal. Ms. Atchley identified summer programs developed by Boise State University (BSU), the University of Idaho (UI) and Idaho State University (ISU) targeting students who may be less prepared for post-secondary education, citing these as examples of programs capable of making progress towards meeting the Board's 60% Goal if applied system wide. The conversation continued towards the merits of trimesters over the current two semester system. Dr. Clark noted trimesters would be of great benefit to students if they are to graduate in 4 years. Board members were in agreement with this. Mr. Scoggin then commented on the benefits of a system capable of delivering an education to students in multiple forms.

Dr. Hill commented on the need for the Board to adequately portray a realistic outcome. He states the Board's current 60% Goal is seen by legislators as a 60% graduation rate from a four year college and that this needs to be corrected and clarified so that

legislators understand the goal is based on 60% of Idahoans aged 25-34 obtaining the qualifications needed to enter the workforce. Board members were in agreement.

At this time, Ms. Critchfield excused herself from the discussion.

Mr. Freeman then asked the Board to discuss specific initiatives that members would like to place the full support of the Board behind and present to the legislature for the 2018 session. Board members continued with a discussion on the importance of including all levels of post-secondary education; from apprenticeship programs through graduate school and that this should be a recommendation of both the Governor's Higher Education Taskforce and Workforce Development Taskforce.

At this time, Ms. Critchfield returned to the discussion.

Dr. Hill stated the need for the Board to show to legislators and stakeholders they understand the problems and have strategies targeted towards each one. Dr. Clark then commented that if the Board intends to create an Outcomes Based Funding (OBF) system then this approach is a necessity. After a discussion of the Board, Dr. Hill stated the need for the Board to consider their next steps. Mr. Westerberg asked if this work would be done by the full board or by subcommittees that would report to the Board. The consensus of the Board was to utilize the subcommittees formed under the Governor's Higher Education Taskforce. Ms. Atchley commented in addition to the Taskforce recommendations, the Board still needed to identify initiatives exclusive to the Board and requested the input of Board members. Initiatives identified included the rebranding of Complete College Idaho (CCI), supporting the work of Idaho's institutions in the areas of co-requisites and pathways, developing a strong foundation for College and Career Advising and a systemic delivery model applied system wide.

3. Community/System Outreach: Importance of Investing in Higher Education

Ms. Atchley introduced the next item; Community/System Outreach: Importance of Investing in Higher Education, identifying this as a cultural barrier providing a challenge to the Board. She then asked for Board member input on ways to change this perception.

Board members started the discussion by identifying a lack of support from the legislature, with the exception of a few members, most visibly seen through the gradual decrease in appropriations by the legislature over the last two decades, and in Idaho's spending per student ranking as one of the lowest in the nation. Board staff member, Matt Freeman, Executive Director for the Board, identified this as a general lack of appreciation for investing in higher education and what higher education provides to the state economically and for the individual. Board staff member, Tracie Bent, Chief Planning & Policy Officer for the Board, added that surveys conducted both statewide and at the individual institutions show Idaho residents do not place a high value on post-secondary education, especially in rural areas. She continued by stating surveys have shown a high level of concern that students/children will not return to their community if they leave to attend college. Ms. Atchley then commented this speaks to the delivery

model and why it is so important.

Board staff member, Chet Herbst, Chief Financial Officer, stated there is a strong support in the legislature for education, but not necessarily for higher education. Ms. Atchley followed by stating the need for the Board to present to the legislature as a whole system, K-20, different from the current State Department of Education (SDE)/K-12 Education vs. the State Board of Education (SBOE)/13-20. She continued by stating the Board needs to work to change the current mentality to that of a single, connected system. Board members were in agreement.

Superintendent Ybarra then stated the need to change the perception that education stops at the 12th grade. She continued by expressing the need for a smooth transition from a student's high school education to their post-secondary education. This prompted a discussion by Board members of the necessity of educating students on the expectations and rigor for moving to the next level of their education and how the Board's unique governance model of a single governing board over all of education can support this goal.

Board members continued with a discussion of ways to engage students in planning their post-secondary endeavors. Suggestions include adding College and Career Readiness as a content standard (similar to the current Technology Standard), engaging parents (similar to the College Academy for Parents developed by Arizona State University) or looking at scaling Idaho State University's College of Technology YourFIT Program system wide.

At this time Board members took a 15 minute break before entering in to Executive Session.

EXECUTIVE SESSION (Closed to the Public)

M/S (Clark/Scoggin): To meet in executive session pursuant to Section 74-206(1)(b) Idaho Code, "To consider the evaluation, dismissal or disciplining of . . . a public officer, employee, staff member or individual agent, or public school student." A roll call vote was taken and the motion carried unanimously. Board members entered into Executive Session at 11:00 a.m. Mountain Time.

The Board recessed from Executive Session at 3:23 p.m. Mountain Time for the evening.

Thursday, May 18, 2017

EXECUTIVE SESSION (Closed to the Public)

Board members resumed Executive Session at 8:00 a.m. Mountain time.

M/S (Westerberg): To go out of executive session. The motion carried unanimously. The group came out of Executive Session at 1:48 p.m. Mountain time

OTHER BUSINESS

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

M/S (Westerberg/Hill): To adjourn the meeting at 1:48 p.m. The motion carried unanimously.

TAB	DESCRIPTION	ACTION
Α	COLLEGE AND CAREER ADVISING	Information Item

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SUBJECT

College and Career Advising and Mentoring

REFERENCE

June 2012 Board approved the Complete College Idaho plan,

including the strategy to develop intentional advising

along the K-20 continuum.

August 2014 Board approved a proposed rule to clarify learning

plans developed at grade eight (8) are reviewed annually throughout a student's high school career.

October 3, 2014 Board received an update from the Task Force

Implementation Committee's and adopted initial

implementation recommendations.

November 28, 2016 Board approved pending rule establishing minimum

requirements for school district college and career advising and mentoring plans and continuous improvement plan minimum metrics, including,

minimum statewide performance measures.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1212A, Idaho Code.

Idaho Administrative code, IDAPA 08.02.01 – Section 801 and IDAPA 08.02.03 – Sections 104 and 105.

BACKGROUND/ DISCUSSION

The Board received a College Access Challenge Grant in 2008. The grant was a federal formula grant offered by the US Department of Education that focused on developing community partnerships and increasing students' access to postsecondary opportunities. Through this grant the Board was able to implement several effective initiatives and pilots that have helped to inform the work of many of the subsequent task force and committee recommendations aimed at increasing students access through effective college and career advising and mentoring programs. Grant activities included Free Application for Federal Student Aid (FAFSA) completion and college application events in high schools, Idaho's Near-Peer mentor program, and pilots to address the "summer melt" phenomenon. The grant program funding ended in 2015. Through grant programs like this one and the GEAR UP Idaho grant (initially received by the Board in 2006) the Board has supported initiatives and strategies aimed at helping students to understand the importance of, and remove barriers to, going on to some form of postsecondary education (career technical through graduate). Since these early initiatives the Board office, working with other education stakeholders and the postsecondary institutions, has expanded efforts in removing barriers to "going on" and better informing students. These efforts include: coursetransfer.idaho.gov/ (the Board's course transfer website), NextSeps.Idaho.gov (the Board's single source for college and career advising information targeted at secondary students), and

Direct Admissions. The Board office is now working on a single on-line application for students to apply to our public postsecondary institutions (Apply Idaho).

Parallel to this work, the Board has worked with the State Legislature to require school districts and charter schools develop college and career advising and mentoring plans and supporting the funding to school districts and charter schools for the implementation of these plans. The Board approved administrative rules in 2016 establishing the minimum requirements for the public schools' college and career advising and mentoring plans and minimum performance measures each school district and charter school must include in those plans. Board staff, in collaboration with the Division of Career Technical Education, Department of Education, Idaho Digital Learning Academy, and Department of Labor's Career Information System have developed resources on approved college and career advising models and are providing training around the state to help school districts and charter school develop and implement their college and career advising and mentoring plans. In FY 2017 \$5 million was appropriated to school districts and charter school for the implementation of their plans. For FY 2018 the amount was increased to \$7 million.

IMPACT

The Board will be provided with an update of the current status of college and career advising and mentoring in the state and have an opportunity to discuss continued implementation of the Board's college and career advising initiative.

STAFF COMMENTS AND RECOMMENDATIONS

The Board will be provided with an update on the status of current efforts regarding college and career advising, resources that are available to schools and districts, and state requirements for college and career advising. The update will be followed by a discussion of the direction the Board would like to go moving forward, including the identification of current efforts that might benefit from being scaled state-wide.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

CONSENT AGENDA JUNE 14-15, 2017

TAB	DESCRIPTION	ACTION
1	BAHR-SECTION I - TIAA – RETIREMENT PLAN TRUST AGREEMENT	Motion to Approve
2	BAHR-SECTION II - BOISE STATE UNIVERSITY - CAMPUS PLANNING AND FACILITIES (CPF) BUILDING PROJECT - CONSTRUCTION	Motion to Approve
3	BAHR-SECTION II - UNIVERSITY OF IDAHO – EASEMENT – IDAHO BOARD OF LAND COMMISSIONERS/IDAHO DEPT. OF LANDS – MCCALL CAMPUS PROPERTY	Motion to Approve
4	IRSA – EPSCoR- IDAHO COMMITTEE APPOINTMENT	Motion to Approve
5	PPGA – IDAHO INDIAN EDUCATION COMMITTEE APPOINTMENT	Motion to Approve
6	PPGA - STATE REHABILITATION COUNCIL APPOINTMENT	Motion to Approve
7	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENT	Motion to Approve
8	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENT	Motion to Approve
9	PPGA – IDAHO STATE UNIVERSITY – FACILITY NAMING	Motion to Approve
10	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Information Item

CONSENT AGENDA JUNE 14-15, 2017

TAB	DESCRIPTION		ACTION	
11		ENE SCHOOL DISTRICT – ESCRIPTION CORRECTION	Motion to Approve	
12	SDE – REQUEST FOR TRANSPORTATION FU	WAIVER OF 103% STUDENT JNDING CAP	Motion to Approve	
13		UDENTS LESS THAN ONE S FOR 2014-2015 SCHOOL	Motion to Approve	
14		L STANDARDS -CLARK STATE COLLEGE; TON PROGRAM REVIEW	Motion to Approve	
15	SDE - PROFESSIONAL - UNIVERSITY OF IDAI PREPARATION PROG		Motion to Approve	
BOARD ACTION I move to approve the Consent Agenda as presented.				
Moved	by Seconded b	y Carried Yes	No	

CONSENT AGENDA JUNE 15, 2017

SUBJECT

Teachers Insurance and Annuity Association (TIAA) retirement plan trust agreement

REFERENCE

ERENCE	
January 2004	Board authorized TIAA to offer mutual funds as an alternative investment vehicle
December 2005	Board adopted a Deferred Compensation Plan for employees under Internal Revenue Code section 457(b)
January 2006	Board entered into Optional Retirement Plan custodial agreement with TIAA
February 2008	Board directed staff to proceed with preparing an Idaho Tax Deferred 403(b) Plan to replace the separate 403(b) plans offered by the institutions
August 2008	Board approved Idaho Tax Deferred 403(b) Plan
December 2010	Board authorized VALIC to offer mutual funds as an investment vehicle for plan participants
April 2015	Board approved establishment of Retirement Plan Committee to provide oversight of retirement plans sponsored by the

APPLICABLE STATUTE, RULE, OR POLICY

Board

Idaho State Board of Education Governing Policies & Procedures, Section II.K.2. Sections 33-107A, 33-107B, Idaho Code

BACKGROUND/DISCUSSION

Since 1991, the State of Idaho has offered an Optional Retirement Plan (ORP) for higher education faculty and managerial/professional staff and the non-classified staff members of the Office of the State Board of Education. The ORP program is separate from the Public Employee Retirement System of Idaho (PERSI), and is based on a retirement plan approach used in many states for education professionals who may move between different states during the course of their careers. There are two vendors in Idaho for ORP investment products: TIAA and Variable Annuity Life Insurance Company (VALIC). In 2004, the Board authorized TIAA to offer mutual funds as an investment product to its clients. The Board also established a 457(b) deferred compensation plan in December 2005 and a tax deferred 403(b) plan in August 2008. In December 2010, the Board approved mutual fund investment vehicles (to complement earlier-established annuity-type vehicles) for VALIC.

CONSENT AGENDA JUNE 15, 2017

The Board's Retirement Plan Committee convened for its first meeting in May 2016, and, since that time, has been systematically reviewing the Boardsponsored ORP and supplemental retirement plans. The committee and Board Staff have been assisted in this process by the Board's outside investment plan legal counsel, Mary Brauer (Reinhart Boerner Van Deuren P.C.). Ms. Brauer was designated as a Special Deputy Attorney General by the Office of the Idaho Attorney General for purposes of assisting the Board with retirement plan operations. Over the past year, Board staff has worked Ms. Brauer and the two primary plan inventory vendors (TIAA and VALIC) to ensure sound arrangements are in place for oversight of plan assets and execution of responsibilities. One of the findings of this review was that trustee responsibilities for plans offered by TIAA needed clarification. Ms. Brauer prepared a draft trust agreement for TIAA (Attachment 1) that will address all earlier concerns for the handling of TIAA retirement plans involving investments in mutual funds. A suitable trust agreement for VALIC mutual fund plans has been in place since 2011. The proposed trust agreement will replace the previous "custodial" agreement between the Board and TIAA. The custodial agreement will be rescinded upon approval of the proposed trust agreement.

IMPACT

Adoption of the proposed trust agreement with TIAA will clarify the respective responsibilities of the Board, its authorized representatives, and TIAA (the "Trustee") and will facilitate the Board's execution of its oversight and fiduciary responsibilities. The effective date for the trust agreement will be July 1, 2017. The existing Custodial Account agreement will be terminated as of June 30, 2017.

ATTACHMENTS

Attachment 1 – Trust Agreement for a Governmental Plan Page 3
Attachment 2 – Termination of Custodial Account Agreement Page 22

STAFF COMMENTS AND RECOMMENDATIONS

Adoption of the agreement will address one of the more urgent shortcomings identified by the Retirement Plan Committee and Ms. Brauer and will enable Board staff to move ahead to update and clarify other associated Board ORP and supplemental plan documents.

BOARD ACTION

I move to approve the attached Trust Agreement for a Governmental Plan between the Board and Teachers Insurance and Annuity Association of America, and to approve the attached Termination of the Custodial Account Agreement for a 401(a) Plan, and to authorize the Board's Executive Director to sign and execute all documents associated with these actions.

Moved by Seconded by Carried Yes No _	Moved by	Seconded by	Carried Yes	No	
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TEACHERS INSURANCE AND ANNUITY ASSOCIATION OF AMERICA

TRUST AGREEMENT FOR A GOVERNMENTAL PLAN

WHEREAS, on July 1, 1990, Idaho State Board of Education, a governmental entity authorized by the Idaho State Legislature (the "Board") established the Idaho State Board of Education Optional Retirement Plan ("Plan") for the purpose of providing retirement and related benefits to its eligible employees and their beneficiaries; and

WHEREAS, the Plan calls for the establishment of a trust for certain Plan assets other than (i) annuity contracts issued by Teachers Insurance and Annuity Association of America ("TIAA") and the College Retirement Equities Fund ("CREF") to which contributions are to be made by the institutions as defined in the Plan Document ("Institutions") and (ii) assets held by other trustees to be held by the Trustee and to be managed, invested and reinvested for the exclusive benefit of Plan participants and their beneficiaries; and

WHEREAS, the Board hereby desires to establish a trust ("Trust"), into which funds are to be deposited to fund the benefits called for by the Plan other than annuity contracts; and

WHEREAS, the Plan and Trust are intended to qualify as a plan and trust which meet the applicable requirements of Sections 401(a) and 501(a) of the Internal Revenue Code of 1986, as amended ("Code"); and

WHEREAS, the Board has appointed TIAA as record keeper for the Plan ("Record Keeper"), and by this appointment, the Record Keeper will serve as the Board's agent for purposes of keeping Plan records; and

WHEREAS, the Board has duly authorized certain Plan representatives to act on its behalf ("Authorized Plan Representatives"); and

WHEREAS, on March 18, 2006, the Board entered into a custodial account agreement with J.P. Morgan Chase Bank, N.A. ("Custodial Agreement") and in accordance with Section 8.3 of such Custodial Agreement, the resignation by J.P. Morgan Chase Bank, N.A. as a Custodian and the appointment of TIAA-CREF Trust Company, FSB as a successor Custodian became effective January 1, 2015; and

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WHEREAS, the Board desires to terminate the Custodial Agreement effective as of June 30, 2017 and enter into a Trust Agreement with TIAA-CREF Trust Company, FSB effective as of July1, 2017 and appoint TIAA-CREF Trust Company, FSB a federal savings bank, as trustee of the Trust ("Trustee"), to hold, invest, reinvest and administer the Trust funds, and the Trustee desires to accept such appointment, upon the terms set forth in this Trust Agreement;

NOW, THEREFORE, in consideration of the premises and of the mutual covenants herein contained, the Board and the Trustee hereby covenant and agree as follows:

FIRST: ESTABLISHMENT OF TRUST; ACCEPTANCE OF PROPERTY

The Board hereby establishes the Trust with the Trustee, which Trust will be a part of the Plan and will not be a part of any other plan which the Board may establish or maintain. The Trust will consist of an initial contribution of money or other property, acceptable to the Trustee in its sole discretion, made by the Board or transferred from a previous trustee under the Plan, and such additional sums of money and assets as may from time to time be delivered to the Trustee under the Plan. All such property together with any earnings, dividends, credits or gains thereon will constitute the "Trust Fund." The Trustee hereby accepts the Trust, and will hold and administer the Trust Fund on the terms set forth in this Trust Agreement.

In accepting this Trust, the Trustee will be accountable for the assets received by it, subject to the terms of this Trust Agreement, and will have no liability with respect to any Plan assets held by any other trustee or for any insurance contracts issued with respect to the Plan.

SECOND: DIRECTED INVESTMENT POWERS

(a) The Trustee will have no discretion or authority with respect to the selection of investment alternatives (each an "Investment Alternative") for the investment of assets in the Trust Fund, or the investment and reinvestment of such assets, but will act solely as a directed Trustee with respect to all such investments. As directed by the Board, Authorized Plan Representative or the Record Keeper in accordance with paragraph (b) of this Article, the Trustee will invest and reinvest the principal and income of the Trust, and keep the Trust invested, without distinction between principal and income, in such securities or other property, real or personal, within or without the United States, including, without limitation, interests and part interests in any bond and mortgage or note and mortgage and interests and part interests in certificates of deposit, commercial paper and other short-term or demand obligations, secured or unsecured, whether issued by governmental or quasi-governmental agencies or corporations

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or by any firm or corporation, capital, common and preferred, voting and nonvoting stock (regardless of dividend or earnings record), and including shares of mutual funds and financial options and futures or any other form of option, and will hold such securities or property in one or more funds or in any fund created and administered by it or any other bank or investment manager as the trustee thereof for the collective investment of the assets of employee benefit trusts, as long as such collective investment fund is a qualified trust under applicable Code provisions (and while any portion of the Trust Fund is so invested, such collective investment fund will constitute part of the Plan, and the instrument creating such fund will constitute part of this Trust Agreement). The Trustee may keep such portion of the Trust Fund in cash and cash balances as directed by the Board, Authorized Plan Representative or the Record Keeper.

(b) The Board or Authorized Plan Representative will select Investment Alternatives for the Plan, which may include some or all of the following types of securities, or other types reasonably acceptable to the Trustee from an administrative standpoint: (i) securities issued by open-end investment companies registered under the Investment Company Act of 1940 ("Mutual Funds"); (ii) notes evidencing loans to Plan participants in accordance with the terms of the Plan; (iii) units in collective investment funds or group trusts (within the meaning of Revenue Ruling 81-100); and (iv) such investments as may be held in a brokerage account for the benefit of the participant or beneficiary.

The Trustee will invest the assets of the Trust Fund only as and when directed by the Record Keeper. The Trustee will have no responsibility for the prudence or propriety of such investments or investment directions. If the Trustee fails to receive a proper direction from the Record Keeper, as determined by the Trustee in the Trustee's discretion, the assets will be invested in a mutual fund selected by the Board or Authorized Plan Representative, or left uninvested, in any case as selected by the Board or Authorized Plan Representative, until the Trustee receives a proper instruction from the Record Keeper. Pending receipt of such proper directions, the Trustee will not be liable to any person for any loss resulting from any delay, action or inaction on the Trustee's part.

(c) The Board recognizes that the Trustee is an indirectly wholly-owned subsidiary of the Record Keeper and, subject to the Board or Authorized Plan Representative funding policy and investment directions communicated to the Trustee from time to time, the Board specifically authorizes the Trustee (a) to engage the Record Keeper and/or any subsidiary or affiliate of the Record Keeper (each, an "Affiliate") to perform services hereunder; (b) to invest any part of the Trust Fund in any financial instrument or investment vehicle sold, managed, advised or currently distributed, underwritten or issued by any Affiliate, including but not limited to, money market funds, mutual funds, and annuity contracts; and (c) to pay for services rendered by any Affiliate from the Trust Fund as an administrative expense. To the

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extent allowed by applicable law, such investments and payments will be made without diminution of any payment that the Trustee may receive as trustee hereunder, recognizing that the Trustee may also receive credit or other compensation from any Affiliate for services the Trustee may perform hereunder. With respect to investments of Trust assets in any Trustee-affiliated Investment Alternatives, the Board acknowledges that, in addition to the compensation paid to the Trustee hereunder, Affiliates of the Trustee receive compensation as disclosed in the prospectus or offering materials or other documents provided to the Board for such Investment Alternatives.

THIRD: PAYMENTS

Subject to the provisions of Article THIRTEENTH below and provided any such payment is administratively feasible, as and when directed by the Record Keeper the Trustee will transfer cash or other property from the Trust Fund for the purpose of (i) distributing to Plan Participants and their beneficiaries the benefits due them under the Plan; (ii) paying for benefits administration or insurance-related services, including but not limited to, recordkeeping and services related thereto; and (iii) paying any taxes which may be payable or assessed against this Trust or the Trust Fund. The Trustee will incur no liability for any such payment made as directed by the Record Keeper. The Record Keeper will be solely responsible for ensuring that any payment made at its direction conforms to the provisions of the Plan and the provisions of this Trust Agreement. The Trustee will have no duty to determine the rights or benefits of any person in the Trust Fund or under the Plan or to inquire into the right or power of the Record Keeper to direct any such payment, and will have no responsibility for failing to do so.

FOURTH: POWERS OF THE TRUSTEE

- (a) In accordance with directions from the Authorized Plan Representative or the Record Keeper, as the case may be, the Trustee is authorized to exercise from time to time the following powers in respect to any property, real or personal, of the Trust Fund, it being intended that these powers be construed in the broadest possible manner:
 - (1) To sell at public or private sale for cash or upon credit or partly for cash and partly upon credit and upon such terms and conditions as it will deem proper. No purchaser will be bound to see to, or be liable for, the application of the proceeds of any such sale;

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- (2) To vote in person or by proxy at corporate or other meetings and to participate in or consent to any voting trust, reorganization, dissolution, merger or other action affecting any securities in its possession or the issuers thereof, and to make payments in connection therewith. In voting such proxies the Trustee will follow the instructions of Plan participants and their beneficiaries. The Trustee will not vote shares for which it has received no instructions, and will not be responsible for the failure to vote or instruct the vote of such shares. With respect to all rights other than the right to vote, the Trustee will follow the instructions of the Plan participants and beneficiaries, and if no such directions are received, the directions of the Authorized Plan Representative or the Record Keeper; provided, however, that the Trustee will not have any duty to solicit directions from the Authorized Plan Representative, the Record Keeper, the Board, the Participants, or any other person or entity, and will not be liable for failing to solicit any such directions at any time;
- (3) To exchange securities or property held by it for other securities or property, or partly for such securities or property and partly for cash, and to exercise conversion, subscription, option and similar rights with respect to securities held by it, and to make payments in connection therewith;
- (4) To compromise and adjust all debts or claims due to or made against it, to participate in any plan or reorganization, consolidation, merger, combination, liquidation or other similar plan or any action thereunder, or any contract, lease, mortgage, purchase, sale or other action by any corporation or other entity;
- (5) To deposit any such property with any protective, reorganization or similar administrator; to delegate any discretionary power to any such administrator; and to pay part of the expenses and compensation of any such administrator and any assessments levied with respect to any property so deposited;
- (6) To exercise any conversion privilege or subscription right available in connection with any such property; to oppose or consent to the reorganization, consolidation, merger or readjustment of the finances of any corporation, company or association or to the sale, mortgage, pledge or lease of the property of any corporation, company or association, any of the securities of which may at any time be held in the Trust Fund, and to do any act with reference thereto, including the exercise of options, the making of agreements or subscriptions and the payment of expenses, assessments or subscriptions, which may be deemed necessary or advisable in connection therewith, and to hold and retain any securities or other property which it may so acquire;

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- (7) To make distributions in cash or in specific property, real or personal, or an undivided interest therein, or partly in cash and partly in such property;
- (8) To commence or defend suits or legal proceedings and to represent the Trust in all suits or legal proceedings; to settle or compromise any claims, debts or damages due or owing to or from the Trust or for claims related to investment matters, submit to arbitration, provided that the Trustee will notify the Board of all such suits, legal proceedings and claims and, except in the case of a suit, legal proceeding or claim involving solely the Trustee's action or omissions to act, will obtain the written direction of the Board before settling, compromising any claim, suit or legal proceeding of any nature whatsoever or submitting to binding arbitration in the case of a claim related to investment matters; and
- (9) To transfer assets of the Trust Fund to a successor trustee as provided in Article ELEVENTH.
- (b) The Trustee will have the following ministerial powers and authority, to be exercised in its sole discretion, with respect to the Trust Fund:
 - (1) To employ suitable agents, and pay their reasonable compensation and expenses out of the Trust Fund; such agents may include custodians, legal counsels, accountants, brokers, dealers, and other assistants and advisors deemed by the Trustee to be needed for the proper administration of the Trust, and to so employ and compensate such agents without liability for any neglect, omission, misconduct or default of any such agent or professional representative provided the Trustee selected and retained such agent with reasonable care;
 - (2) To register any securities or other property held by it hereunder in its own name or in the name of a nominee with or without the addition of words indicating that such securities or other property are held in a fiduciary capacity; to hold any securities or other property in bearer form; and to deposit any securities or other property in a depository or clearing corporation;
 - (3) To permit overdrafts in connection with the settlement of investment transactions relating to, or the distribution of funds from, the Trust Fund (and the Authorized Plan Representative or, if applicable, the Record Keeper, will be deemed to have requested the Trustee to permit such overdraft under the terms and conditions announced by the Trustee from time to time for overdrafts); to repay any such overdraft out of the Trust Fund; to permit the party extending any such overdraft (including the Trustee in its corporate capacity) to set the overdraft off against any cash balances in the Trust Fund; and to pay reasonable compensation to the party extending

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- the overdraft for its services (or reimburse that party for its expenses) to the extent permitted under law;
- (4) To reverse any erroneous or provisional credit entries to the Trust Fund retroactively to the date upon which the correct entry or no entry should have been made;
- (5) To make, execute and deliver, as Trustee, any and all deeds, leases, mortgages, conveyances, waivers, releases or other instruments in writing necessary or desirable for the accomplishment of any of the foregoing powers; and
- (6) Generally, to perform all ministerial acts, whether or not expressly authorized in this Trust Agreement, which the Trustee may deem necessary or desirable in carrying out its duties hereunder.
- (c) The Trustee may consult with legal counsel concerning questions which may arise with reference to this Trust Agreement and its powers and duties as directed Trustee. To the extent permissible by law, such counsel's written opinion will be full and complete protection of the Trustee in respect to any action reasonably taken or suffered by the Trustee hereunder in good faith reliance on such opinion.

FIFTH: FIDUCIARY STANDARDS

- (a) Subject to the other provisions of this Trust Agreement, the Trustee will discharge its duties with respect to the Trust solely in its capacity as a directed trustee and will act in accordance with applicable law: (i) for the exclusive purpose of providing benefits to Plan participants and their beneficiaries and defraying the reasonable expenses of administering the Plan and Trust; and (ii) with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims.
- (b) The Board acknowledges that the Trustee is not responsible for (i) the administration of the Plan, for determining the funding policy of the Plan or the adequacy of the Trust Fund to meet and discharge liabilities under the Plan, or for the investments of the Trust Fund; (ii) any failure of the Authorized Plan Representative or the Board to discharge any of their respective responsibilities with respect to the Plan; or (iii) for enforcing payment of any contributions to the Trust Fund, such responsibility being assigned to the Board, other authorized Plan representative or named fiduciary of the Plan, and the

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Trustee will be a directed trustee with respect to contributions. Accordingly, the Trustee will not have any duty to require the Authorized Plan Representative or the Board to make any contributions to the Trust Fund or to determine whether the amount of any contribution has been correctly computed under the terms of the Plan, which duties are assigned to the Board, other authorized Plan representative or named fiduciary to the Plan. The Trustee not being a party to the Plan, the Trustee will have only those duties with respect to the Plan as are expressly set forth in this Trust Agreement.

- (c) Under no circumstances will the Trustee or its agents incur liability for any indirect, incidental, consequential, punitive or special damages (including, without limitation, lost profits) of any form incurred by any person, whether or not foreseeable and regardless of the form of the action in which such a claim may be brought, with respect to the Trust Fund or its role as Trustee or agent.
- (d) To the maximum extent permitted by law, the Trustee will not be liable for the acquisition, retention or disposition of any assets of the Trust Fund or for any loss to or diminution in value of such assets.

SIXTH: PROHIBITION OF DIVERSION

- (a) At no time prior to the satisfaction of all liabilities with respect to Plan participants and their beneficiaries will any part of the principal or income of the Trust Fund be used for, or diverted to, purposes other than for the exclusive benefit of such participants and their beneficiaries. Except as provided in paragraphs (b) and (c) below and Article TWELFTH, the assets of the Trust Fund will never inure to the benefit of the Institutions and will be held for the exclusive purpose of providing benefits to Plan participants and their beneficiaries and defraying the reasonable expenses of administering the Plan.
- (b) In the case of a contribution made by Institution by a mistake of fact, paragraph (a) above will not prohibit the return of such contribution to the Institution at the direction of the Board within a reasonable time after the payment of the contribution.
- (c) If a contribution by the Institution is expressly conditioned on qualification of the Plan under Code Section 401 and a timely determination letter request is filed and the plan receives an adverse determination, then paragraph (a) above will not prohibit the return of such contribution to the Institution at the direction of the Board within a reasonable time after the date of denial of qualification of the Plan, to the extent permitted by the Code.

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SEVENTH: INDEMNIFICATION AND CONTRIBUTION

- (a) To the extent permitted by applicable law, the Trustee will indemnify and save harmless the Board and its officers, directors, employees, and other agents (each a "Board Party") from and against any Liability that may be imposed on, incurred by, or asserted against any Board Party in connection with or arising out of the negligent act or omission, bad faith, breach of this Trust Agreement or violation of any applicable law by the Trustee or any Trustee Party in connection with the administration of the Trust and the Trust Fund. Notwithstanding the foregoing, the Trustee will not hold harmless or indemnify any Board Party against any Liability stemming solely from such Board Party's or Institution's negligence or willful misconduct.
- (b) For purposes of this Trust Agreement, the term "Liability" means any liability, loss, cost, damage, penalty, fine, obligation or expense of any kind whatsoever (including, without limitation, reasonable attorneys', accountants', consultants' or experts' fees and disbursements).
- (c) The foregoing rights of indemnification and contribution will not limit any rights or remedies that may be available to either party under law, and will survive the termination of this Trust Agreement and the Trust.

EIGHTH: VALUATION OF THE TRUST FUND; PERIODIC ACCOUNTS; AND TRUSTEE'S ADMINISTRATIVE SERVICES

(a) The Trustee will determine the fair market value or fair value of property held in the Trust Fund based upon one or more of the following: information and financial publications of general circulation, statistical and valuation services, records of security exchanges, appraisals by qualified persons, transactions and bona fide offers in assets of the type in question, valuations provided by investment managers, and other information customarily used in the valuation of property. Units in collective investment funds or group trusts (within the meaning of Revenue Ruling 81-100) will be valued at the value stated by the trustee of the group trust. Units or shares in registered investment companies, limited partnerships, limited liability companies, or other funds (each a "Fund") will be their net asset

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value or other unit or share value as announced by the Fund or its operator. The Trustee will be entitled to rely upon such valuation for all purposes under this Trust Agreement.

- (b) Notwithstanding anything contained in this Trust Agreement to the contrary and to the extent permissible under applicable law, for the purposes of valuing the assets of any Investment Alternative, the Trustee may retain one or more pricing services as the Trustee may deem advisable, and the Trustee will have no duty to confirm or validate any information or valuation provided by any such pricing service nor will the Trustee be responsible or liable for any act or omission of any such pricing service in the absence of the Trustee's negligence in selecting such pricing service.
- (c) The Trustee or its agents will keep records of all transactions relating to the Trust Fund, which will be made available at all reasonable times to persons designated by the Board or other governing body or as may be required by law. The Trustee or its agents will render an accounting to the Board at least annually. The Board may approve such accounting on behalf of itself and the Institution by an instrument in writing delivered to the Trustee. If the Board or Authorized Plan Representative does not file with the Trustee objections to any such accounting within one hundred twenty (120) days after its receipt, the Board will be deemed to have approved such accounting on behalf of itself and the Institution. In such case, or upon the written approval of the Board of any such accounting, the Trustee and its agents will, to the extent permitted by law, be discharged from all liability for its acts or failures to act described in such accounting. No person other than the Board may require an accounting or bring any action against the Trustee with respect to the Trust Fund. The Trustee or its agents will provide to the Board, at least quarterly, a statement of the Trust Fund assets and their values and, whenever a contribution is made to the Trust Fund other than in cash, a statement of the value of such property as of the date it is received by the Trustee.

Nothing contained in this Trust Agreement or in the Plan will deprive the Trustee and its agents of the right to have a judicial settlement of the Trustee's accounts. In any proceeding for a judicial settlement of the accounts of the Trustee or its agents or for instructions with regard to the Trust, the only necessary parties thereto in addition to the Trustee and its agents as appropriate will be the Board. If the Trustee or its agents so elect, it may join as a party defendant any other person or persons.

(d) Except as may otherwise be provided in the recordkeeping agreement between the Board and the Record Keeper, as the same may be amended from time to time, or in this Trust Agreement, the Board and Authorized Plan Representative will be responsible for (i) the preparation, distribution and filing, as the case may be, of all tax and informational returns and reports required of the Trust or Plan by law, including the submission of this Trust Agreement and the Plan, and all material modifications thereto, to

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the Internal Revenue Service for a determination of their status as a qualified plan under Code Sections 401(a) and 501(a); the Trustee will provide the Board with such information as the Board may reasonably request to make these filings; and for (ii) making any disclosures to Plan Participants which may be required by law.

(e) The Board acknowledges and agrees that, pursuant to the terms of the recordkeeping agreement between the Board and the Record Keeper and other contractual agreements between the Record Keeper and its Affiliates, the Record Keeper and other Affiliates of the Trustee will perform those recordkeeping functions which are required to be performed by the Trustee under this Trust Agreement. Such recordkeeping functions will be performed within the framework of the Board's or Authorized Plan Representative's written directions regarding the Plan's provisions, guidelines and interpretations, and the recordkeeping agreement.

NINTH: DIRECTIONS

- (a) The Board will certify to the Trustee and its agents the names of the persons from time to time constituting the Authorized Plan Representative. All directions to the Trustee and its agents by the Board or Authorized Plan Representative will be in writing, and will be properly certified by a member thereof. All directions to the Trustee or its agents by the Record Keeper will be in writing, and will be properly certified by an authorized officer thereof.
- (b) Whenever the Record Keeper, the Authorized Plan Representative, or the Board, as the case may be, provides a direction to the Trustee or its agents, the Trustee will not be liable for any loss or by reason of any breach arising from complying with such direction, and will be fully protected in relying on such direction, if the direction is contained in a writing (or is oral and immediately confirmed in a writing) signed by any individual whose name and signature have been submitted (and not withdrawn) in writing to the Trustee or its agents by the Board or the Authorized Plan Representative, provided the Trustee reasonably believes the individual's signature to be genuine. Such direction may be made electronically in accordance with procedures agreed to by the Authorized Plan Representative and the Trustee. To the extent permitted under applicable law, the Trustee will have no responsibility to ascertain whether or not such direction is accurate, complies with the terms of the Plan or any applicable law, or the effects such direction may have for tax purposes, or otherwise. Any such direction (i) need not specify the purpose of any payment or disbursement so directed; and (ii) will be deemed a certification that any such payment or distribution so directed is one which is authorized to be so directed under the Plan, and the Trustee need not make any further inquiry in relying on such deemed certification.

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- (c) The Trustee may, in its sole discretion, refuse to honor a direction if it is not made or confirmed in writing, or by other acceptable electronic means, or if it conflicts with applicable law or with any provision of this Trust Agreement. The Board or Authorized Plan Representative will interpret the provisions of the Plan and verify and ensure that all directions provided by the Board or Authorized Plan Representative to the Trustee in relation to the Trustee's services are consistent with the applicable terms of the Plan.
- (d) The Trustee will not be liable for any loss which may arise from any Plan participant or beneficiary's exercise or non-exercise of rights under the Plan over the assets in the Participant or beneficiary's accounts.

TENTH: COMPENSATION AND EXPENSES

- (a) The Board and the Trustee agree that the Record Keeper will be responsible for the payment of the Trustee's compensation hereunder to the Trustee. The Board understands and agrees that the Trustee may also be compensated for its services under this Trust Agreement by payments made by providers of mutual funds or their affiliates used as funding options for the Plan. The Board acknowledges that the Record Keeper has provided information relating to such fees, and may obtain further information upon request to the Record Keeper. The Trustee will be entitled, as an additional part of its compensation under this Trust Agreement, to the earnings derived from use of funds ("float") that may be held (i) as uninvested trust cash or (ii) in demand deposit or other non-interest bearing accounts established for the payment of benefits or Plan disbursements or that are otherwise maintained for similar purposes in administering the Trust Fund. Float is earned at the federal funds rate, and the float period commences one-to-five business days after a check for the payment of such benefits or Plan disbursements is mailed and ends on the date the check is presented to the Trustee for payment. The Board hereby directs the Trustee, on instructions from and on behalf of the Record Keeper, to collect the administrative fees set forth in the recordkeeping agreement between the Record Keeper and the Board, as such agreement may be amended from time to time. Such fees will be paid from Plan assets and are subject to change upon advance written notice from the Record Keeper to the Board as set forth in such recordkeeping agreement.
- (b) Except as otherwise provided in this Trust Agreement or unless paid by the Board, reasonable attorneys' fees incurred in the administration of the Trust Fund, all taxes levied or assessed against the Trust Fund,

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and all other reasonable expenses incurred in the administration of the Plan and Trust Fund will be paid from, and will constitute a charge upon, the Trust Fund.

ELEVENTH: RESIGNATION OR REMOVAL OF TRUSTEE

- (a) The Trustee may resign at any time by giving sixty (60) days' prior written notice to the Board or such other notice as may be satisfactory to the Board and the Trustee, except that if the Trust is determined to be a taxable trust by the Internal Revenue Service or other authority, the Trustee may resign as of the date of such determination. Notwithstanding anything in this Trust Agreement to the contrary, the Trustee reserves the right to resign effective on the effective date of the termination of the Record Keeper's services as record keeper for the Board with respect to the Plan.
- (b) The Board, or other governing body may remove the Trustee at any time by giving sixty (60) days' prior written notice to the Trustee.
- (c) In the case of the resignation or removal of the Trustee, the Board or other governing body will forthwith appoint a successor trustee which will have the same powers and duties as those conferred upon the Trustee. A resigning or removed Trustee will transfer and deliver all of the assets of the Trust Fund to the successor trustee or, in its discretion, to a court of competent jurisdiction if a successor trustee has not accepted appointment within a reasonable time, after reserving such reasonable amount as the resigning or removed Trustee will deem necessary to provide for any expenses and payments then chargeable against the Trust Fund for which the Trust Fund may be liable, or for payment of the resigning or removed Trustee's expenses in connection with the settlement of its account or otherwise. If the assets so withheld are insufficient or excessive for such purposes, the resigning or removed Trustee will be entitled to reimbursement from the successor trustee for any deficiency out of the Trust Fund, or will deliver the excess to the successor trustee, as the case may be. Within sixty (60) days following the effective date of the Trustee's removal or resignation, the Trustee will file with the Board a written account of all Trust Fund transactions since the most recent report was filed. The provisions of Article SIXTH paragraph (c) will be applicable to such account. The term "Trustee" as used in this Trust Agreement will be deemed to apply to any successor trustee acting hereunder. No successor trustee will be required to audit the books and records, or actions, of any predecessor trustee, nor will such successor trustee be liable for any act or omission of any predecessor trustee.

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TWELFTH: AMENDMENT

This Trust Agreement, together with any fee agreement between the parties, sets out the entire agreement between the parties in connection with the subject matter hereof, and supersedes any prior agreement, statement, or representation relating to the Trustee's obligations, whether oral or written. This Trust Agreement may be amended by written agreement duly signed by the Trustee and the Board at any time or from time to time.

Notwithstanding anything contained in this Article TWELFTH to the contrary, no amendment will divert any part of the Trust Fund to, and no part of the Trust Fund will be used for, any purpose other than for the exclusive purpose of providing benefits to Plan participants and their beneficiaries; provided, however, that nothing in this Article TWELFTH will be deemed to limit or otherwise prevent the payment from the Trust Fund of expenses and other charges as provided in Article TENTH.

THIRTEENTH: TERMINATION

This Trust Agreement and the Trust hereby created may be terminated at any time by the Board, or other governing body by written notice delivered to the Trustee. Upon receipt of such notice of termination, the Trustee will, after payment of all reasonable expenses incurred in the administration of the Trust Fund and upon approval of the appropriate governmental or quasi-governmental authorities (if such approval is then required under law or desired by the Trustee), then distribute the Trust Fund in cash or in kind to such persons or entities, including the Board, at such time and in such amounts as the Board will direct, which direction will be in conformity with the provisions of the Plan.

FOURTEENTH: PLAN-TO-PLAN TRANSFERS; ROLLOVERS

The Trustee or its agents may transfer all of the property representing a participant's vested interest in the Plan to the trustees of any trust qualified under Code Section 401(a), any annuity established under Code Section 403(a), any account established under Code Section 403(b), or any governmental plan established under Code Section 457(b). The Trustee or its agents will make such a transfer only at the Record Keeper's direction.

The Trustee or its agents may accept as part of the Trust Fund such property as is acceptable to the Trustee which represents a participant's retirement benefits transferred from a trust qualified under Code Section 401(a) or transferred from the participant as a permissible rollover under Code Sections 402(c) or 408(d)(3).

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The Trustee or its agents will accept such a transfer only at the direction of the Board or Authorized Plan Representative. The amount of such benefits will at all times be separately accounted for by the Record Keeper. A participant will at all times be fully vested in any property so transferred as a rollover to the Trust Fund. Such property will be distributed to the participant or his beneficiary at the direction of the Record Keeper within the time required for distribution of his retirement benefits under the applicable provisions of the Plan.

FIFTEENTH: ALIENATION

No interest in the Trust Fund will be assignable or subject to anticipation, sale, transfer, mortgage, pledge, charge, garnishment, attachment, bankruptcy or encumbrance or levy of any kind, and the Trustee or its agents will not recognize any attempt to assign, sell, transfer, mortgage, pledge, charge, garnish, attach or otherwise encumber the same except to the extent that such attempt is made pursuant to a court order determined by the Authorized Plan Representative to be a qualified domestic relations order, as defined in Code Section 414.

SIXTEENTH: BOND; FORCE MAJEURE

The Trustee will not be required to give any bond or any other security for the faithful performance of its duties under this Trust Agreement except as required by law. No party will be deemed in default of this Trust Agreement to the extent that any delay or failure in performance of its obligation(s) results, without its fault or negligence, from any cause beyond its reasonable control, such as acts of God, acts of civil or military authority, acts of terrorism (whether actual or threatened), quarantines, embargoes, epidemics, war, riots, insurrections, fires, explosions, earthquakes, floods, unusually severe weather conditions, power outages or strikes. This clause will not excuse any party to this Trust Agreement from any liability that results from failure to have in place reasonable disaster recovery and safeguarding plans adequate for protection of all data which each party to this Trust Agreement is responsible for maintaining on behalf of the Plan.

SEVENTEENTH: SUCCESSORS

This Trust Agreement will inure to the benefit of, and will be binding upon, the respective successors and assigns of the Board and the Trustee. Any corporation which will, by merger, consolidation, purchase or

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otherwise, succeed to substantially all the trust business of the Trustee will, upon such succession, and without any appointment or other action by any person, be and become successor Trustee hereunder.

EIGHTEENTH: COMMUNICATIONS

Communications to the Board will be addressed to the Board, at:

Idaho State Board of Education 650 West State Street, 3rd floor Boise, ID 83702-5936

Provided, however, that upon the Board's written request, such communications will be sent to such other address as the Board may specify in such request.

Communications to the Trustee will be addressed to:

TIAA-CREF Trust Company, FSB 211 N. Broadway, Suite 1000 St. Louis, MO 63102-2733

Attention: Vice President, Investment Management and Fiduciary Services

Provided, however, that upon the Trustee's written request, such communications will be sent to such other address as the Trustee may specify in such request. No communication will be binding on the Trustee until it is received by the Trustee.

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NINETEENTH: GOVERNING LAW; JURISDICTION

This Trust Agreement and the Trust will be construed, regulated, and administered under the laws of the United States and the laws of the State or other jurisdiction in which the Employer was organized or established ("Jurisdictional Venue"), as applicable, without regard to such Jurisdictional Venue's principles regarding conflicts of law. To the extent permitted by applicable laws, the United States District Court of the district in the Jurisdictional Venue in which the Board has its principal place of business will have the sole and exclusive jurisdiction over any lawsuit or other judicial proceeding relating to or arising from this Trust Agreement. If such court lacks federal subject matter jurisdiction, the Circuit Court of the county in the Jurisdictional Venue in which the Board has its principal place of business will have sole and exclusive jurisdiction. Either of these courts will have proper venue for any such lawsuit or judicial proceeding, and the parties waive any objection to venue or their convenience as a forum. The parties agree to submit to the jurisdiction of any of the courts specified and to accept service of process to vest personal jurisdiction over them in any of these courts. The parties further hereby knowingly, voluntarily and intentionally waive, to the fullest extent permitted by law, any right to a trial by jury with respect to any such lawsuit or judicial proceeding arising or relating to this Trust Agreement or the transactions contemplated hereby. All contributions to the Trustee will be deemed to take place in the Board's Jurisdictional Venue.

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The effective date of this Trust Agreement will be July 1, 2017, or such later date as the parties will agree to by written notice. The Record Keeper will advise the Trustee in writing ten (10) days in advance of the occurrence of the migration of Plan assets to the Trustee. This Trust Agreement will remain in effect until terminated pursuant to Article Thirteenth.

IN WITNESS WHEREOF, the Board and the Trustee executed this Trust Agreement on the dates reflected below.

Idaho State Board of Education ("Employer")
By:
Print Title:
Print Name:
Date:
TIAA-CREF TRUST COMPANY, FSB ("Trustee")
By:
Print Title:
Print Name:
Date:

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Approved Trust Agreement
TEACHERS INSURANCE AND ANNUITY ASSOCIATION OF AMERICA
("Record Keeper")

Ву:	 	
Print Title: _	 	
Print Name: _		
Date:		

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TERMINATION OF THE

CUSTODIAL ACCOUNT AGREEMENT

FOR A 401(A) PLAN

WHEREAS, in accordance with Section 8.3 of the Custodial Account Agreement, the resignation by J.P. Morgan Chase Bank, N.A as a Custodian and the appointment of TIAA-CREF Trust Company, FSB as a successor Custodian became effective January 1, 2015, and, therefore, the first paragraph below conforms the aforementioned change.

WHEREAS, Idaho State Board of Education and the employment units under its jurisdiction (the "Employer") and TIAA-CREF Trust Company, FSB are parties to a custodial account agreement (the "Custodial Agreement"), pursuant to which the Custodian holds certain assets of the Idaho State Board of Education Optional Retirement Plan (the "401(a) Assets");

WHEREAS, the Employer has directed that all "401(a) Assets" held under the Custodial Agreement be distributed as of **June 30, 2016** and transferred to a Trust to be established under a Trust Agreement with TIAA-CREF Trust Company, FSB as the Trustee, effective as of **July 1, 2017**.

WHEREAS, pursuant to Section 10.1 of the Custodial Agreement, the parties shall have the right at any time to amend and terminate such agreement by an instrument in writing; and

WHEREAS, the Employer desires to terminate the Custodial Agreement.

NOW, THEREFORE, the Custodial Agreement is hereby terminated as follows:

Pursuant to Section 10.1, the Employer hereby terminates the Custodial Agreement effective as of **June 30, 2017**.

IN WITNESS WHEREOF the Employer has caused this Termination to be executed this

day of, 20	has caused this Termination to be executed this
IDAHO STATE BOARD OF EDUCATION	
Ву:	Print Name:
Title:	Date:
	1

Client ID: 065148

v1.1

BOISE STATE UNIVERSITY

SUBJECT

New Campus Planning and Facilities Building

REFERENCE

October 2015 Idaho State Board of Education (Board) approved the

planning and design of the Micron Center for Materials

Research

August 2016 Board approved Six-Year Capital Improvement Plan -

FY2018-FY2023, including Campus Planning and

Facilities building

December 2016 Board approved planning and design phase of the

Campus Planning and Facilities building utilizing the

design-build delivery method

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

BACKGROUND/DISCUSSION

In December 2016, the Idaho State Board of Education (Board) authorized Boise State University (BSU) to proceed with design of a new Campus Planning and Facilities building and associated storage yard, as the existing facility will be demolished to accommodate the Micron Center for Materials Research (Micron Center).

Following standard Division of Public Works processes for a qualifications-based selection, Bideganeta/MTA has been selected as the design-build team.

The building will include the following program elements:

- Central Receiving high-bay storage/receiving space with outdoor loading dock
- Yard with fencing, including space for vehicular parking and material and equipment storage
- Relocation of the existing equipment wash down area and hazardous waste structure
- Private and open offices for Facilities Operations and Maintenance and central receiving staff
- Entrance and reception area
- Conference room
- Plan review room
- Document library
- Restrooms, breakroom and other support spaces

Due to the schedule of this project, site preparation, utility relocations and foundation work are anticipated to begin in early August, immediately followed by construction of the building. Construction of the central receiving area and dock, relocation of the equipment wash down area and the hazardous waste structure will complete by December 2017. Office and other support function areas for the facility will be completed by February 2018. Sequencing the project in this manner avoids any delay to the Micron Center's timeline.

IMPACT

Total project costs have been estimated at \$1.5 million dollars. Due to volatilities and uncertainties in the construction market, additive alternates will be included to ensure the project is completed within budget.

ATTACHMENTS

Attachment 1 – Project Budget Page 3
Attachment 2 – Capital Project Tracking Sheet Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Having completed the preparatory planning and the selection process for its design-build team, the Campus Planning and Facilities building project is ready to move forward into the construction phase, in accordance with Board Policy V.K.4 ("Design-Build Projects").

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to proceed with construction of the Campus Planning and Facilities Building for a total cost not to exceed \$1,500,000.

Moved by	Seconded by	Carried Yes	No

New Campus Planning and Facilities Building - Project Budget

Categorwy	Const. Budget
(AE) AE Fees Basic	120,000
(AE) Miscellaneous	
(AR) AE Reimbursable	12,000
(CM) Construction Manager	
(MT) Manager Reimbursables	
(CS) AE Consultant Fees	
(CR) AE Consultant Reimbursable	
(TC) Testing & Inspection	25,000
(CC) Construction Contract 1	950,000
(CC) Construction Contract 2 (Relocate Haz Mat Shed)	70,000
(CO) Construction Contingency (DPW 5%)	51,000
(EQ) Equipment	
(M1) Miscellaneous-Asbestos Abatement	
(M2) Miscellaneous-Test and Balance	
(M3) Miscellaneous-Identify	
(CY) Project Contingency (0.5%)	6,000
(PC) Plan Check & Building Permit Fees	2,550
(AD) AE Advertising	450
(SS) Survey-Topo-Legal Desc	5,000
(SI) Geotech Investigation	5000
Subtotal DPW SETUP COSTS	1,247,000
Legal-License-Vacations & R-O-W	10,000
Insurance (BR) .065/\$100 value of DPW setup costs (line 42)	6,175
Entitlements	5,000
Utility Sewer-Water-Electrical-Gas-Phone/Data	20,000
Other University Support (2% of total budget)	30,000
Locks/Signage	4,000
I.T. (Telephone & Data)	30,000
Project Contingency	4,600
Subtotal BSU SOFT COSTS	109,775
TOTAL PROJECT BUDGET (DPW SETUP+BSU Soft)	1,356,775
Reserved Funds Outside Project Budget (if applicable)	
Bidding Contingency (10% of Construction)	95,000
FF&E (Estimated 5% of Construction Costs)	47,500
Force To Balance	725
Subtotal BSU RESERVE	143,225
TOTAL PROJECT (DPW+BSU SOFT+BSU RESERVE)	1,500,000

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		Office of the Ida	nho State Board o	of Education				
		Capital I	Project Tracking	Sheet				
		-	ember 14-15, 201					
		Н	istory Narrative					
1 Institution/Agency:	Boise State	University	Project:	New Campus	Planning and Fa	acilities Building	(Phase 1)	
² Project Description:		us Planning and	Facilities Buildin					ience Building
³ Project Use:	Administrati	ve Offices, Centr	al Receiving functi	ons, storage, k	pading dock, ou	ıtdoor yard, relo	cation of Hazar	dous Materials
4 Project Size:	10,000 GSF	•						
5								
6		Source	s of Funds			Use of	Funds	
7				Total		Use of Funds		Total
8	PBF	ISBA	Other *	Sources	Planning	Const	Other	Uses
9 Initial Planning Approval	\$ -	\$ -	\$ 150,000	\$ 150,000	\$ 150,000			\$ 150,000
10 Construction			\$ 1.350.000	\$ 1.350.000		\$ 1,038,400	\$ 311,600	\$ 1.350.000
11								
12								
13								
14								
15								
16								
17						1	1	I
18								
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21								
22 Total Project Costs	\$ -	\$ -	\$ 1,500,000	\$ 1,500,000	\$ 150,000	\$ 1,038,400	\$ 311,600	\$ 1,500,000
23								
24				- * Other Source	ces of Funds			
25			Institutional	Student		Total	Total	
History of Funding:	PBF	ISBA	Funds	Revenue	Other	Other	Funding	
26 Dec-16	\$ -	\$ -	\$ 150,000			\$ 150,000	\$ 150,000	
27 Apr-17			1,350,000)		\$ 1,350,000	\$ 1,350,000	
28 29							_	
30 Total	\$ -	\$ -	\$ 1,500,000) \$ -	\$ -	\$ 1,500,000		
JU TULAI	Φ -	Ψ -	φ 1,500,000	- Ψ	φ -	φ 1,500,000	φ 1,500,000	

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UNIVERSITY OF IDAHO

SUBJECT

Granting of Easement to the Idaho Board of Land Commissioners/Idaho Department of Lands related to University of Idaho's McCall Campus Property.

REFERENCE

July 2007 General Counsel Memo to Regents

December 2011 Executive Session Discussion of elements of land

trade

February 2012 Idaho State Board of Education (Board) approval to

expend funds for pre-acquisition due diligence

November 2012 Board approved purchase of McCall Property

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.ii.

BACKGROUND/DISCUSSION

The University of Idaho's (UI) McCall Campus sits on the shores of Payette Lake, adjacent to Ponderosa State Park. UI acquired the land from a private LLC in 2012, which acquired the land from the Idaho Board of Land Commissioners (Land Board) through a land exchange. Prior to UI acquiring the land, UI leased the McCall Campus site for over 65 years from the Land Board.

UI has used the land to operate the McCall Outdoor Science School, a growing education program available to K-12 students, through the College of Natural Resources (CNR). The property contains an historic loop road, known as University Lane, which is used by the owners of several lakeshore cottage properties to access their property. These properties are adjacent to UI's property. Through the expansion of UI's use of the property, it has become necessary to close a portion of University Lane to help ensure the safety of the users of the McCall Campus and to maximize UI's use of the property.

UI is seeking agreements with the landowners who utilize the current road for access to their properties. The landowners consist of the owners of eight cottage properties. They are a combination of private owners and the State of Idaho through the Land Board. UI has been negotiating with the owners of the adjacent properties during the previous year and is close to finalizing agreements with all of the property owners. This easement only relates to the property owned by the Land Board, which is planning on selling its remaining cottage properties at an auction scheduled for June 23, 2017. UI intends to bring the proposed agreements

relating to the owners of the remaining cottage properties to the August Board meeting.

IMPACT

The proposed easement and agreement does the following: 1) the owner of the cottage properties will vacate any rights they may have to an easement over the section of University Lane which will be closed; 2) UI will grant an easement over the remaining portion of University Lane to the owner of the cottage properties; 3) UI will improve the access road, including constructing a cul-de-sac at the end of University Lane to allow emergency vehicles to access the cottage properties; and 4) UI agrees to maintain the easement for year round access.

The cost to UI will be in the creation of the cul-de-sac and the removal of the existing road. Both are subsumed into UI's overall construction plans which will be constructed over a series of years. UI will also be responsible for maintenance of the revised access road. This too will be subsumed into UI's ongoing operations, in-as-much as UI itself will also be using this road for emergency access (including first responder access) as well as service and construction.

ATTACHMENTS

Attachment 1 – Proposed Easement and Agreement

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho enter into an easement with the State of Idaho, in substantial conformance to the proposed easement in attachment 1 to the Board materials; and to authorize the Vice President for Infrastructure to execute the final easement document and all other documents necessary to complete the transaction as described in the materials presented to the Board.

Moved by	Seconded by	Carried Yes	No	
----------	-------------	-------------	----	--

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STATE OF IDAHO ACQUIRED EASEMENT NO. ____ (University Lane)

THIS INDENTURE, made this ___day of _______, 2016, by and between **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose mailing address is University of Idaho, ATTN: V.P. for Infrastructure, 875 Perimeter Dr. MS 3162, Moscow, Idaho 83844-3162 ("**Grantor**") and the **STATE BOARD OF LAND COMMISSIONERS**, acting by and through the **IDAHO**, **DEPARTMENT OF LANDS**, 300 N. 6th St., Suite 103, P.O. Box 83720, Boise, Idaho, 83720-0050("**Grantee**").

RECITALS

- **A.** The **Servient Parcel** shall consist of the property located in **McCall**, **VALLEY COUNTY**, **IDAHO** which is more particularly described in the attached **Exhibit A**, which is incorporated herein and by reference ("**Grantor's Property"**).
- **B.** The **Dominant Parcel** shall consist of the property located in **McCall, VALLEY COUNTY, IDAHO** which is described as two lots platted in the State Subdivision University, A Portion of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, namely Lot 1, Blk 1 and Lot 2, Blk 1, more particularly described in the attached **Exhibit B, ("Grantee's Property").**
- **C.** University Lane (aka "University Loop") is an unpaved lane which traverses Grantor's property and which provides access across Grantor's Property to Grantee's Property. University Lane is depicted on the attached **Exhibit C.**
- **D.** University Lane is a "loop road". Grantee may possess an easement to utilize University Lane for ingress and egress to and from Grantee's Property. As such, and as depicted on Exhibit C, the University Lane "loop" provides two means of access to Grantee's Property. To the extent that Grantee possesses an easement to the University Lane "loop", Grantee has agreed to vacate and relinquish the southwestern portion of the said easement. The portion of the said easement which is being relinquished by Grantee is depicted for illustrative purposes only in the attached **Exhibit D** and is legally described in the attached "**Exhibit E**" (Grantee's Property is identified as Lots 2A and 2B on Exhibit E).

- **E.** Grantor has agreed to grant Grantee an easement to the remaining portion of University Lane, which easement will be expanded to include a new cul-de-sac sufficient in its dimensions to satisfy the applicable life safety codes, as depicted in the attached Exhibit D (the "**Easement**"). The Easement will provide Grantee, and its guests, invitees, successors and assigns with ingress and egress from Davis Avenue to Grantee's Property and to and including the aforesaid cul-de-sac. The Easement is legally described in the attached **Exhibit F** (Grantee's Property is identified as Lots 2A and 2B on Exhibit F).
- **F.** Grantor has also agreed to be responsible for the maintenance and repair of the Easement.
 - **G.** The parties desire to memorialize the terms of their agreement.

AGREEMENT

WHEREFORE, for good and valuable consideration the parties do covenant, promise and agree as follows:

1. GRANT OF EASEMENT: Grantor does hereby grant to Grantee, its assigns and its successors in interest, a permanent, irrevocable, non-exclusive easement for the use of a portion of University Lane as described in Exhibit F. The Easement shall be subject to the following additional terms, conditions, covenants and restrictions:

2. CONDITIONS OF EASEMENT:

- (a) This Easement is described as a "non-exclusive Easement", because Grantor and Grantor's guests, invitees, successors and assigns shall also enjoy the right to use the Road.
- (b) Grantor shall be solely responsible for the maintenance and repair of the Easement, sufficient to maintain it in its current condition, normal wear and tear excepted. Such maintenance shall include the plowing of snow to allow use of the Easement on a year round basis. Grantee shall have the right, but not the obligation, to also perform maintenance and repairs of the Easement.
- (c) Grantee shall not expand, enlarge or alter the Easement, or remove any trees from the Easement, without the prior written consent of Grantor, which consent may be withheld or granted in Grantor's sole discretion.
- (d) No gates shall be placed across the Easement, without the prior written consent of Grantor and Grantee.
- (e) The rights granted herein to Grantee may not be conveyed or assigned by Grantee except as an appurtenance to Grantee's property.
- (f) Grantor shall be entitled to engage in any use of the Easement which does not unreasonably impair or interfere with the use of the Easement by Grantee.

- (g) The rights and privileges granted herein shall not include the right to depart from the Road onto the Servient Parcel or to disturb any property outside of the boundaries of the Easement.
- (h) Nothing in this Easement shall be construed as requiring the Grantee to perform beyond its legal authority or to spend any monies in excess of appropriations or other authorized funds available for such purpose.
- (i) Grantor shall retain the right to relocate Easement at Grantor's sole option and expense, subject to the relocation providing reasonably equivalent access to Grantee's Property, the relocated Easement is provided and maintained in the same or better condition as the prior location, and Grantor records in the official records of Valley County a revised Exhibit E to this Easement Agreement to replace the Exhibit E attached hereto.
- 3. COVENANT RUNNING WITH PROPERTIES: The Easement shall constitute a covenant appurtenant to, benefiting and running with Grantee's Property and burdening and running with Grantor's Property, as the same as described herein. The provisions of this Agreement shall bind and inure to the benefit of the heirs, assigns, and successors-in-interest of the parties.
 - 4. WAIVER AND QUITCLAIM OF ANY OTHER CLAIMS OF

EASEMENT: Grantee hereby relinquishes, waives and quitclaims unto Grantor any and all existing easements across Grantor's Property which may exist in favor of Grantee, whether created by express grant or use and whether private or public, including but not limited to any such easement to University Avenue except those granted herein.

5. **ATTORNEY FEES:** In the event that a party initiates any legal action or proceeding for the enforcement of any right or obligation herein contained, then the prevailing party, after a final adjudication, shall be entitled to recover its costs and reasonable attorneys fees incurred in the preparation and prosecution or defense of such action or proceeding, including attorneys fees and costs incurred on appeal.

TO HAVE AND TO HOLD the said Easement unto the State of Idaho, its successors and assigns for the purposes and pursuant to the conditions hereinabove set forth.

IN WITNESS WHEREOF, Grantor and Grantee have caused these presents to be duly executed by the signatures and seal affixed the dates below indicated.

(signatures and acknowledgements follow)

ATTACHMENT 1

GRANTOR: BOARD OF REGENTS	OF THE UNI	IVERSITY OF IDAHO	
By:	of the civi		
Daniel R Ewart			
Vice President for Info	astructure		
	ACKN	OWLEDGEMENT	
STATE OF IDAHO)		
County of Latah) ss.)		
On thisday	of	, 2017, before me,	, a
me to be the Vice Presider Agreement, and acknowled executed the same. IN WITNESS WHI	nt for Infrastrudged to me the EREOF, I have	nally appeared Daniel R Ewart, known or identificature for the University of Idaho, who executed at such Board of Regents of the University of I hereunto set my hand and affixed my official sea	l this daho
day and year in this certific	ate first above	written.	
		NOTARY PUBLIC FOR IDAHO	
		My Commission Expires:	

IN WITNESS WHEREOF, the State Board of Land Commissioners has caused these presents to be executed by its President, the Governor of the State of Idaho, and countersigned by the Secretary of State and the Director, Idaho Department of Lands.

THE STATE BOARD OF LAND COMMISSIONERS

	Governor of the State of Idaho and President of the State Board of Land Commissioners	
Countersigned:		
Secretary of State		
Director, Idaho Departm	nt of Lands	

	ACKNOWLEDGEMENT	
STATE OF IDAHO)) ss. COUNTY OF ADA)		
for said State, personally a of the State of Idaho and Pr E. DENNEY , known to m M. SCHULTZ, JR. , know Idaho, that executed the sa State Board of Land Comm		or E S of of
IN WITNESS WH written above.	REOF, I have hereunto set my hand and seal on the day and ye	ar
	NOTARY PUBLIC for	
(SEAL)	Residing at	
	My Commission expires:	

Limited Liability Company Deed Page 4 of 4

Date: November 29, 2012

File No.: 339036-MC (vs)

EXHIBIT 'A'

LEGAL DESCRIPTION:

A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows: COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 3/4" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 ¼" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet; Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING;

Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357:

Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998:

Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998:

Thence North 44°11'49" West, a distance of 573.40 feet to a 5/8" Rebar with Yellow Plastic Cap marked "WHP PLS 10729", said point also being coincident with the Southeasterly line of Peninsula Lease Lot 6;

Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 421.30 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A;

Thence North 50°34′55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 ¼" aluminum cap, "WC 2A Dept. of Lands";

Thence continuing North 50°34′55″ West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59′ as referenced to the NAVD88 datum;

Thence along said ordinary high water line the following five courses:

South 34°39'04" West, a distance of 80.21 feet;

South 46°12'36" West, a distance of 115.59 feet;

South 58°07'33" West, a distance of 116.74 feet;

South 54°38'21" West. a distance of 110.40 feet;

South 56°13'36" West, a distance of 86.52 feet;

Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;

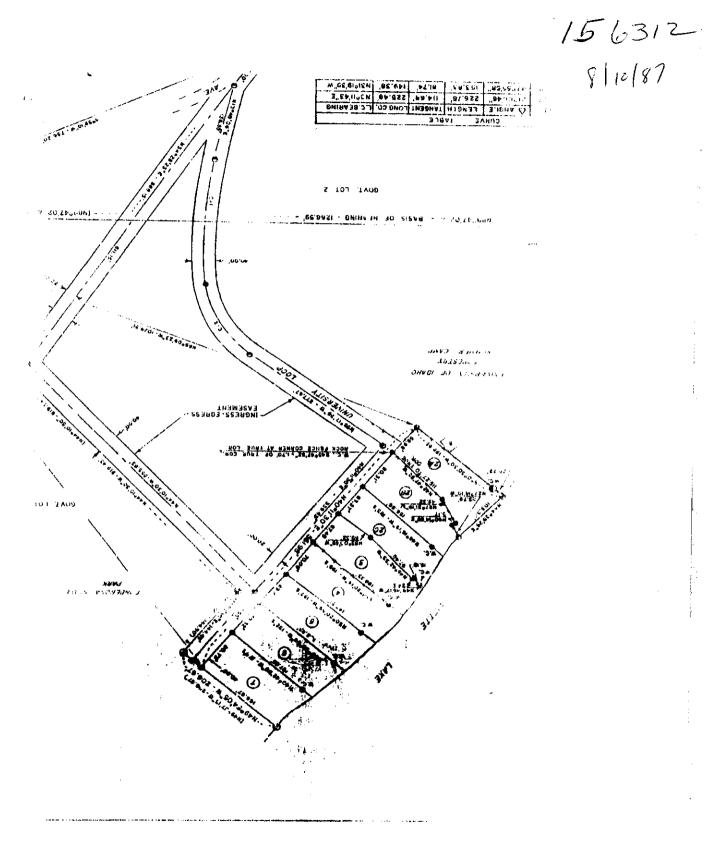
Thence South 57°25'07" East, a distance of 239.88 feet to the POINT OF BEGINNING.

ATTACHMENT 1

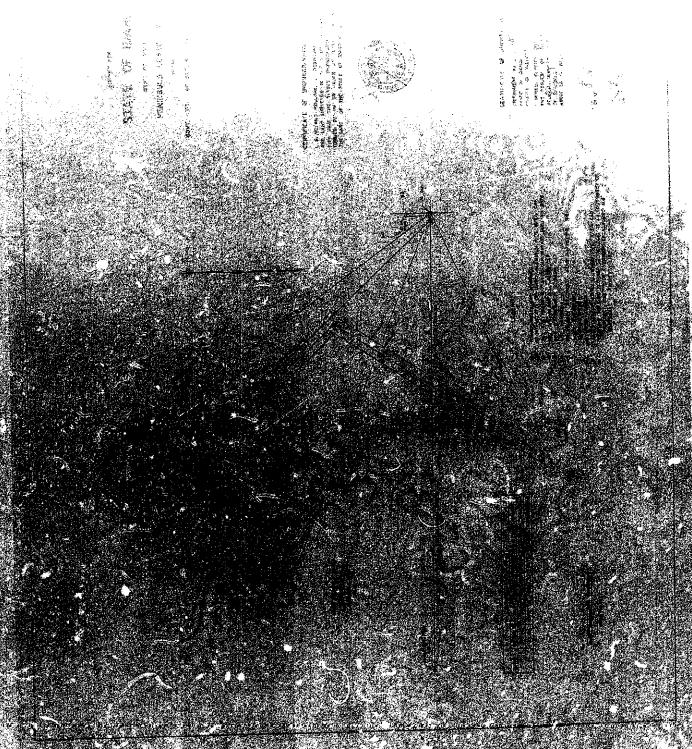
EXHIBIT "B"

TO EASEMENT AGREEMENT

ALL THOSE CERTAIN LOTS, PIECES OR PARCELS OF LAND SITUATED IN SECTION 4, TOWNSHIP 18 NORTH, RANGE 3 EAST, BOISE MERIDIAN WHICH ARE SHOWN AS LOT 1, BLK 1 and LOT 2, BLK 1 ON THAT CERTAIN "STATE SUBDIVISION-UNIVERSITY" PLAT WHICH WAS FILED OF RECORD WITH THE OFFICE OF RECORDER OF VALLEY COUNTY, IDAHO IN PLAT BOOK 13, PAGE 7, AS INSTRUMENT NO. 381370.

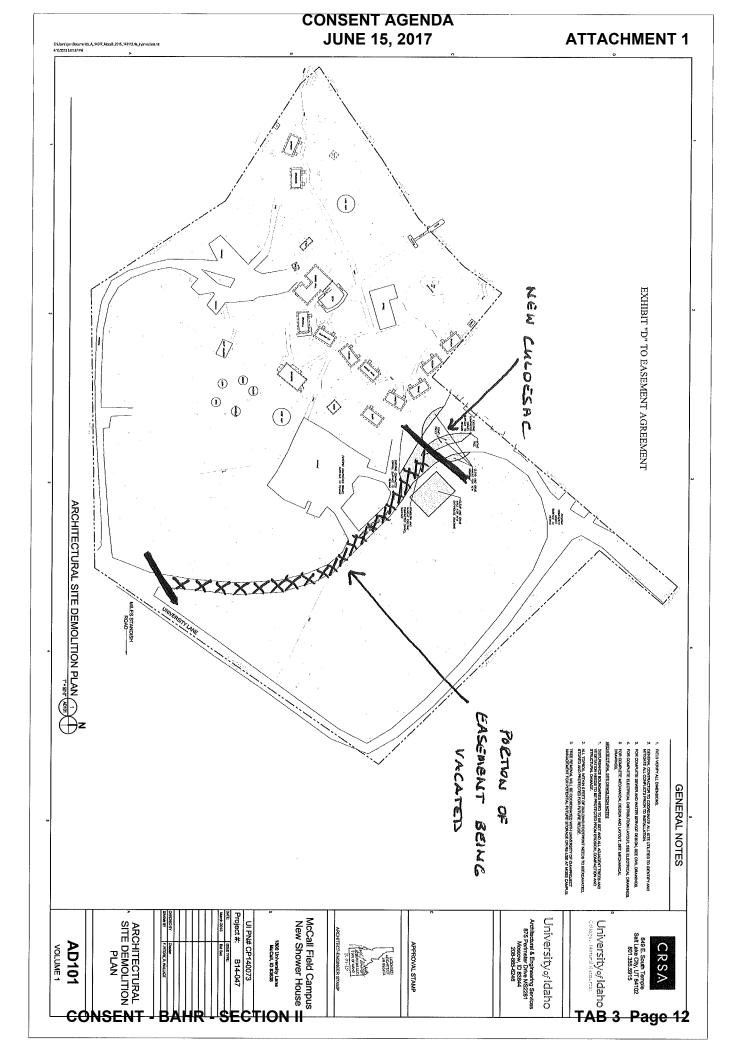


156312



CONSENT - BAHR - SECTION II

TAB 3 Page 11



MOSS Campus – Exhibit 'E'
Description for Ingress/Egress Easement Vacation

August 26, 2016

A strip of land 40.00 foot wide, being a portion of the ingress/egress easement known as University Loop, as shown on Record of Survey Instrument No. 156312, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

COMMENCING at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of the parcel shown on said Record of Survey;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet to the **POINT OF BEGINNING**;

Thence continuing South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 0.92 feet to the westerly line of said University Loop;

Thence North 13°44'13" East, coincident with said westerly line, a distance of 116.63 feet to the beginning of a tangent curve to the left;

Thence northerly, coincident with said westerly line, along the arc of said curve to the left, an arc distance of 219.39 feet, said curve having a radius of 595.37 feet, a central angle of 21°06'46" and a chord bearing of North 03°10'50" East, a distance of 218.15 feet to the beginning of a compound curve;

Thence northwesterly, coincident with the southwesterly line of said University Loop, along the arc of said compound curve, an arc distance of 137.10 feet, said curve having a radius of 163.88 feet, a central angle of 47°55'58" and a chord bearing of North 31°20'32" West, a distance of 133.14 feet;

Thence North 55°18'31" West, coincident with said southwesterly line, a distance of 215.08 feet to the beginning of a non-tangent curve to the left;

Thence northeasterly, along the arc of said curve to the left, an arc distance of 48.95 feet, said curve having a radius of 50.00 feet, a central angle of 56°05'49" and a chord bearing of North 66°24'24" East, a distance of 47.02 feet;

Thence South 55°18'31" East, coincident with the northeasterly line of said University Loop, a distance of 190.36 feet to the beginning of a tangent curve to the right;

Thence southeasterly, coincident with said northeasterly line, along the arc of said curve to the right, an arc distance of 170.56 feet, said curve having a radius of 203.88 feet, a central angle of

47°55'58" and a chord bearing of South 31°20'32" East, a distance of 165.63 feet to the beginning of a compound curve;

Thence southerly, coincident with the easterly line of said University Loop, along the arc of said compound curve, an arc distance of 234.13 feet, said curve having a radius of 635.37 feet, a central angle of 21°06'46" and a chord bearing of South 03°10'50 West, a distance of 232.80 feet;

Thence South 13°44'13" West, coincident with said easterly line, a distance of 12.55 feet;

Thence South 34°22'24" West, parallel and offset 25.00 feet westerly of the easterly line of said parcel, a distance of 110.96 feet to the **POINT OF BEGINNING**.

The above described parcel contains 25,771 square feet or 0.592 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.

License No. 10561

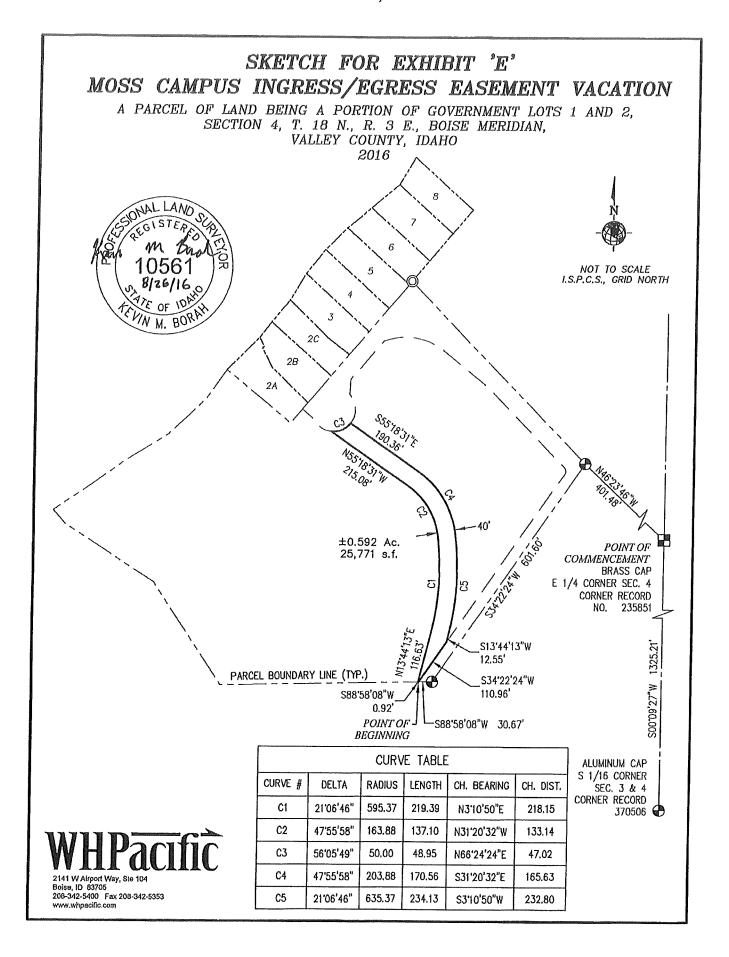


EXHIBIT "F" TO EASEMENT AGREEMENT

MOSS Campus - Exhibit 'A'

May 27, 2015

A parcel of land being a portion of the parcel shown on Record of Survey Instrument No. 374058, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

COMMENCING at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel and the **POINT OF BEGINNING**;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of said parcel;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet;

Thence North 34°22'24" East, parallel with and offset 25.00 feet northwesterly of the southeasterly line of said parcel, a distance of 575.43 feet to the beginning of a tangent curve to the left;

Thence northerly, along the arc of said curve to the left, an arc distance of 13.71 feet, said curve having a radius of 10.00 feet, a central angle of 78°34'13" and a chord bearing of North 04°54'43" West, a distance of 12.66 feet;

Thence North 44°11'49" West, parallel with and offset 40.00 feet southwesterly of the northeasterly line of said parcel, a distance of 253.36 feet;

Thence North 50°50'50" West, a distance of 129.24 feet to the beginning of a tangent curve to the left;

Thence westerly, along the arc of said curve to the left, an arc distance of 146.50 feet, said curve having a radius of 140.00 feet, a central angle of 59°57'21" and a chord bearing of North 80°49'31" West, a distance of 139.91 feet;

Thence South 40°11'36" West, parallel with and offset 40.00 feet southeasterly of the northwesterly line of said parcel, a distance of 114.98 feet;

Thence South 02°26'50" West, a distance of 34.11 feet to the beginning of a non-tangent curve to the right;

Thence southwesterly, along the arc of said curve to the right, an arc distance of 172.81 feet, said curve having a radius of 50.00 feet, a central angle of 198°01'12" and a chord bearing of South 55°55'03" West, a distance of 98.77 feet;

Thence North 49°48'24" West, perpendicular to the northwesterly line of said parcel, a distance of 34.11 feet to said northwesterly line;

Thence North 40°11'36" East, coincident with said northwesterly line, a distance of 380.05 feet to a 5/8" rebar with plastic cap PLS 10729 marking the northerly corner of said parcel;

Thence South 44°11'49" East, coincident with the northeasterly line of said parcel, a distance of 573.40 feet to the **POINT OF BEGINNING**.

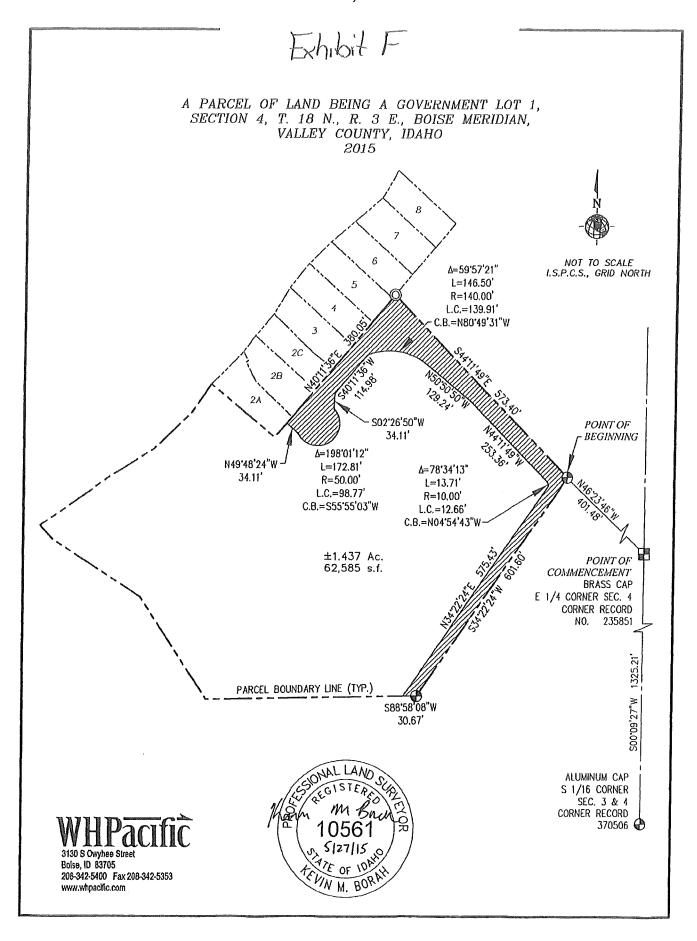
The above described parcel contains 62,585 square feet or 1.437 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.

License No. 10561



SUBJECT

Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointment

REFERENCE

October 2014 Board appointed Dr. Todd Allen as the INL

Representative to the Idaho EPSCoR Committee

(Replacing Dr. Hill)

February 2015 Board appointed Senator Tibbits to the Idaho EPSCoR

Committee (Replacing Senator Goedde)

April 2015 Board appointed Dr. Cornelis J. Van der Schyf to the

Idaho Experimental Program to Stimulate Competitive

Research (replacing Dr. Howard Grimes)

October 2015 Board reappointed Representative Maxine Bell and

Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator

Tippits, respectively)

June 2016 Board appointed Dr. Kelly Beierschmitt to the

committee (replacing Todd Allen)

December 2016 Board reappointed Laird Noh, and appointed Dr. David

Hill, and Skip Oppenheimer to the committee.

April 2017 Board appointed Senator Nye to the committee,

replacing Senator Lacey.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy including the Vice Presidents of Research from the University of Idaho, Boise State University, and Idaho State University who serve as ex-officio members. Members are allowed to serve up to three (3) consecutive terms. Ex-officio members serve without terms.

CONSENT - IRSA TAB 4 Page 1

The Idaho EPSCoR Committee is requesting the re-appointment of David Tuthill and Leo Ray.

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – David Tuthill – Letter of Interest/Resume	Page 4
Attachment 3 – Leo Ray – Letter of Interest/Resume	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to reappoint David Tuthill and Leo Ray to the Experimental Program to Stimulate Competitive Research - Idaho Committee as representatives of the private sector, effective immediately and expiring on June 30, 2022.

Moved by	ySeconded by	/ Carried \	Yes No_	

CONSENT - IRSA TAB 4 Page 2

EPSCOR Committee Members VOTING MEMBERS (16 members)

Original					Board
Appt.	Re-appointment	Expires	Representing	Position	Approval
- /- /	. /. /	- / /		(D	12/19/2013
9/9/2008	1/1/2014	6/30/2019	Private Sector	(Retired)VP Nevada Power	2/27/2014
6/16/2016		Ex-officio	INL		6/16/2016
					4/22/2005
12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.	10/22/2015
4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
8/16/2012		6/30/2015	Private Sector		8/16/2012
10/22/2015		6/30/2019	Private Sector		10/22/2015
					4/22/2005
40/40/2006		6 /00 /000	5		2/18/2010
12/13/2006	10/22/2015	6/30/2020	Private Sector		10/22/2015
12/15/2016		Ex-officio	VPR	UI - VPR	12/15/2016
					(6/27/2012)
					12/9/2010
12/13/2006	7/1/2016	6/30/2021	Private Sector	Vice-Chair	12/15/2016
4/20/2017		6/30/2020	Senate	State Senate	4/20/2017
12/15/2016		6/30/2021	Private Sector		12/15/2016
					(6/27/2002)
12/16/2006	7/1/2011	6/30/2016	Private Sector	Fish Breeders	12/9/2010
12/13/2006		Ex-officio	VPR	BSU - VPR	
42/42/2006	2/24/2042	6/20/2040	De ala Carla	III. Bushama	4/22/2005
12/13/2006		6/30/2019	Private Sector	UI - Professor	2/21/2013
(1 /22 /01)					4/22/2005
	, ,	6/20/2020	Drivata Sactor	Physician	2/18/2010 10/22/2015
4/22/2003	10/22/2015	0/30/2020	Filvate Sector	riiysiciaii	4/16/2015
4/16/2015		Ex-officio	VPR	ISU - VPR	7/10/2013
	Appt. 9/9/2008 6/16/2016 12/13/2006 4/17/2014 8/16/2012 10/22/2015 12/13/2006 12/15/2016 12/13/2006 4/20/2017 12/15/2016 12/16/2006	Appt. Re-appointment 9/9/2008 1/1/2014 6/16/2016 10/22/2015 12/13/2006 10/22/2015 4/17/2014 8/16/2012 10/22/2015 2/18/2010 12/13/2006 10/22/2015 12/15/2016 7/1/2011 12/13/2006 7/1/2016 4/20/2017 12/15/2016 12/15/2016 7/1/2011 12/13/2006 7/1/2011 12/13/2006 12/13/2006 12/13/2006 2/21/2013 4/22/2005 4/22/2005 (1/23/01) 2/18/2010 4/22/2005 10/22/2015	Appt. Re-appointment Expires 9/9/2008 1/1/2014 6/30/2019 6/16/2016 Ex-officio 12/13/2006 10/22/2015 6/30/2020 4/17/2014 Ex-officio 8/16/2012 6/30/2015 10/22/2015 6/30/2019 2/18/2010 10/22/2015 6/30/2020 12/13/2006 10/22/2015 6/30/2020 12/15/2016 Ex-officio Ex-officio 12/15/2016 6/30/2021 6/30/2021 12/15/2016 6/30/2021 6/30/2021 12/15/2016 7/1/2011 6/30/2021 12/15/2016 Ex-officio Ex-officio 12/13/2006 7/1/2011 6/30/2016 12/13/2006 2/21/2013 6/30/2019 4/22/2005 2/18/2010 4/22/2005 (1/23/01) 2/18/2010 4/22/2005 (1/23/02) 10/22/2015 6/30/2020	Appt. Re-appointment Expires Representing 9/9/2008 1/1/2014 6/30/2019 Private Sector 6/16/2016 Ex-officio INL 12/13/2006 10/22/2015 6/30/2020 House of Rep 4/17/2014 Ex-officio Commerce 8/16/2012 6/30/2015 Private Sector 10/22/2015 6/30/2019 Private Sector 12/13/2006 10/22/2015 6/30/2020 Private Sector 12/15/2016 Ex-officio VPR 7/1/2011 7/1/2016 6/30/2021 Private Sector 12/15/2016 6/30/2021 Private Sector 12/15/2016 6/30/2021 Private Sector 12/15/2016 6/30/2021 Private Sector 12/15/2016 6/30/2016 Private Sector 12/13/2006 7/1/2011 6/30/2016 Private Sector 12/13/2006 2/21/2013 6/30/2019 Private Sector 12/13/2006 2/21/2013 6/30/2020 Private Sector	Appt. Re-appointment Expires Representing Position 9/9/2008 1/1/2014 6/30/2019 Private Sector (Retired)VP Nevada Power 6/16/2016 Ex-officio INL 12/13/2006 10/22/2015 6/30/2020 House of Rep House of Rep. 4/17/2014 Ex-officio Commerce Idaho Department of Commerce 8/16/2012 6/30/2015 Private Sector 10/22/2015 6/30/2019 Private Sector 12/13/2006 10/22/2015 6/30/2020 Private Sector 12/15/2016 Ex-officio VPR UI - VPR 7/1/2011 7/1/2016 6/30/2021 Private Sector 4/20/2017 6/30/2020 Senate State Senate 12/15/2016 6/30/2021 Private Sector Fish Breeders 12/15/2016 7/1/2011 6/30/2016 Private Sector Fish Breeders 12/13/2006 2/21/2013 6/30/2019 Private Sector UI - Professor 12/13/2006 10/22/2005 6/30/2000 Private Sector

NON-VOTING MEMBERS (2 members)

	Original			
Member Name	Appt.	Expires	Position	
			Representative from Governors	
TBD		Ex-officio	Office	
David Hill	12/15/2016	Ex-officio	Idaho State Board Members	12/15/2016

CONSENT - IRSA TAB 4 Page 3



 2918 N. El Rancho Place
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 Boise, Idaho 83704
 Cell: (208) 870-0345

 www.idahowaterengineering.com
 Fax: (888) 538-7703

info@idahowaterengineering.com

May 17, 2017

Dr. Laird Noh Chair, Idaho EPSCoR Committee PO Box 443029 Moscow, ID 83844-3029

Sent via email.

RE: Request to be Considered for Re-appointment to the Idaho EPSCoR Committee

Dear Dr. Noh,

It is my understanding that I am being considered for re-appointment to the Idaho EPSCoR Committee, and I am pleased to submit this letter expressing my interest in this re-appointment.

The activities of the EPSCoR program in Idaho have amassed an impressive breadth and depth of research in the more than 20 years that the program has been funded. During my career with water resources in the State of Idaho, first in the public sector and more recently in the private sector, I have had an opportunity to observe many of these projects that deal with water and climate. These projects certainly address Idaho EPSCoR's objective to stimulate research in niche areas that can become fully competitive in the disciplinary and multidisciplinary research programs of the National Science Foundation and other relevant agencies.

In addition to working in the public and private sectors, it has been my privilege to have been associated with Idaho's academic community, as a graduate student at the University of Idaho from 1994 to 2002, as a member of the Higher Education Research Council from 2008-2011, as adjunct faculty since 2008, and as a member of the State EPSCoR Committee since 2012. This affiliation has provided many opportunities to observe and appreciate the important research that is being supported and funded by EPSCoR.

I have enjoyed being a member of the Committee, and I would be honored to be reappointed to the Idaho EPSCoR Committee.

Sincerely,

David R. Tuthill, Jr., Ph.D., P.E.

Owner

Enclosure: Resumé

SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

June 18, 2014	The Board approved the appointment of Dani Hansing to the Committee.
August 14, 2014	The Board approved the appointment of Kathy Albin and Bill Picard.
October 16, 2014	The Board approved the appointment of Mitzi Sabori to the Committee.
February 19, 2015	The Board approved the appointment of Pete Putra and Will Fanning.
June 18, 2015	The Board approved the appointment of Nolan Goubeaux.
October 22, 2015	The Board approved the appointment of Donovan Chase and Shawna Daniels.
April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

CONSENT - PPGA TAB 5 Page 1

Eastern Idaho Technical College (EITC) has forwarded Dr. Sharee Anderson's name for consideration as their representative. Dr. Anderson is the Vice President of Instruction and Student Services at EITC.

The University of Idaho (UI) has forwarded Dr. Yolanda Bisbee's name for reappointment as their representative. Dr. Bisbee is the Chief Diversity Officer and Executive Director for Tribal Relations at the UI.

IMPACT

Two existing members would be reappointed to the Indian Education Committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership Page 3
Attachment 2 – Nomination Letters Page 5

STAFF COMMENTS AND RECOMMENDATIONS

In October 2016, the Board approved Dr. Sharee Anderson as EITC's representative on the committee, which consisted completing the vacated term scheduled to end on June 30, 2017. Dr. Anderson has expressed interest in continuing her service on the committee. A letter of support from the EITC's President is included. If approved, Dr. Anderson's would serve a new five-year term to run from July 1, 2017 – June 30, 2022.

Dr. Yolanda Bisbee has served on the Idaho Indian Education Committee as the Ul's representative since 2013. Dr. Bisbee's term will expire on June 30, 2017 and has expressed interest in continuing her service on the committee. A letter of support from the Ul's President is included. If approved, Dr. Anderson's would serve a new five-year term to run from July 1, 2017 – June 30, 2022.

BOARD ACTION

I move to appoint Dr. Sharee Anderson, representing Eastern Idaho Technical College and Dr. Yolanda Bisbee, representing the University of Idaho, to the Idaho Indian Education Committee effective July 1, 2017 and expiring June 30, 2022.

Moved by	Seconded by	Carried Yes	No
IVIOVCU DY	occorract by	Carrica 1 C3	110

CONSENT - PPGA TAB 5 Page 2

State Board of Education Indian Education Committee

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2013 – June 30, 2017.

Selena Grace is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2016 – June 30, 2021.

James Anderson is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2016 – June 30, 2021

Sharee Anderson is the Vice President of Instruction and Student Services at Eastern Idaho Technical College (EITC). Term: July 1, 2013 – June 30, 2017

VACANT College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

Tomas Puga is the Coordinator, Advising and New Student Services at the College of Western Idaho (CWI). Term: July 1, 2016 - June 30, 2019

Evanlene Melting-Tallow is an Advisor for American Indian students at North Idaho College (NIC). Term: July 1, 2013 – June 30, 2017

Jennifer Porter is the chairperson's designee for the Kootenai Tribe. Term: July 1, 2013 – June 30, 2017

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021

Shawna Daniels is the High School Coordinator for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2016 – June 30, 2021

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2013 – June 30, 2018

Joyce McFarland is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

Donna Bollinger is the Tribal Chairperson's designee for the Shoshone-Bannock Tribes. Vacant Term: July 1, 2013 – June 30, 2017

Jessica James-Grant is the K-12 representative for the Shoshone-Bannock Tribes. Term: July 1, 2016 – June 30, 2021

Pete Putra is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

Shana Thomas is the Owhyee Combined School Counselor for the Shoshone-Paiute Tribes and serves as the K-12 representative for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2017

Donovan Chase is the Superintendent of the Coeur d'Alene Tribal School and serves as one of the Bureau of Indian Education school representatives. Term: July 1, 2016 – June 30, 2021

Hank McArthur is with the Shoshone-Bannock Jr-Sr High School and serves as one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2018

May 9, 2016

Thank you for the opportunity to be involved in the Idaho Indian Committee for 2017-18 academic year. I would like to nominate Dr. Sharee Anderson as the Eastern Idaho Technical College representative. She is the Vice President of Instruction and Student Service. She has been with the College for over 10 years as an Instructor, Division manager of Healthcare and now in the current role of Vice President. She was awarded the Idaho Biology Teacher by the National Association of Biology Teachers in 2000 and received the Science Scholastic Award from Idaho State University in 2007.

Dr. Anderson is excited to provide opportunities to all students in Idaho and work with the Idaho Indian Committee to expand those opportunities.

Sincerely

Rick Aman, PhD

President, Eastern Idaho Technical College

University of Idaho

Office of the President

875 Perimeter Drive MS 3151 Moscow, ID 83844-3151 president@uidaho.edu www.uidaho.edu/president (208) 885-6365

May 9, 2017

Patty Sanchez Academic Affairs Program Manager Idaho State Board of Education 650 W. State St. #307 Boise, ID 83720-0037

Dear Ms. Sanchez:

Thank you for the opportunity to be involved in the Idaho Indian Education Committee for 2017-18 academic year. I would like to nominate Dr. Yolanda Bisbee as the University of Idaho representative. She serves as our Chief Diversity Officer, overseeing our diversity efforts. She also serves as Executive Director for Tribal Relations, where she oversees our Native American Student Center and coordinates relationships with our 10 MOU tribes. Having her in these roles has been critical to the health and strength of these relationships.

I believe her efforts directly relate to the increases we experience in our Native student enrollment at the University of Idaho. I also believe that she is a leader in understanding critical issues, such as tribal identification and its independence from racial/ethnic self-identification. Dr. Bisbee would be a great asset to the Idaho Indian Education Committee.

Sincerely,

Chuck Staben President

Chuch Staten

Moscow

Boise Coeur d'Alene Idaho Falls Statewide Research and Extension

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Appointment

REFERENCE

December 2016 Board appointed Robert Atkins to the Council as a

representative for business/industry and labor for at

term of three years.

April 2017 Board appointed two new members to the Council

and re-appointed three current members to the

Council

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G. Federal Regulations 34 CFR §361.

BACKGROUND/DISCUSSION

Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or in the case of a State that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Career-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act:
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;

- vii. Representatives of disability groups that include a cross section of (a) Individuals with physical, cognitive, sensory, and mental disabilities; and (b) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services:
- ix. In a state in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the state educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the state workforce investment board; and
- xii. The director of the designated state unit as an ex officio, nonvoting member of the Council.

Additionally, federal regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated state unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) nomination for Board approval. The Council is nominating Joe Anderson to serve as a current or former applicant for, or recipients of, vocational rehabilitation services. Other upcoming and current vacancies: Rachel Damewood will complete her second/final term on the council as of June 30, 2017, in the capacity of a representative of Business, Industry and Labor and is no longer eligible for Council membership. David Miles is no longer a Director for the Nez Perce Tribal VR program and is therefore not eligible to serve as a representative of an American Indian Vocational Rehabilitation Services Program (Section 121 of the Rehab Act) for the Council.

IMPACT

The above nomination and two (2) vacancies will bring the Council membership to a total of sixteen (16) with one vacancy on the council for a representative of Business, Industry and Labor. Minimum composition for the council is fifteen (15) members.

ATTACHMENTS

Attachment 1 - Current Council Membership Page 5
Attachment 2 – Joe Anderson Page 6

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments and reappointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable federal regulations.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Joe Anderson to the State Rehabilitation Council as a current or former applicants for, or recipients of, vocational rehabilitation services for a term of three years effective June 1, 2017 and ending May 31, 2020.

Moved by	Seconded by	Carried Yes	No	
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<u>Jun-</u> <u>17</u>	Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Serving Term # (maximum 2)
1	Former Applicant or Recipient	Minimum 1	VACANT		
2	Parent Training & Information Center	Minimum 1	Angela Lindig	6/30/2018	2
3	Client Assistant Program	Minimum 1	Dina Flores -Brewer	no end date	No Limit
4	VR Counselor	Minimum 1	Suzette Whiting	6/30/2018	1
5	Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2018	2
6	Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2020	2
7			Rachel Damewood	6/30/2017	2
			Ron Oberleitner	3/31/2020	1
9			Robert Atkins	12/31/2020	1
10	Disability Advocacy groups	No minimum or maximum	Molly Sherpa	3/31/2020	2
			Janice Carson	3/31/2020	1
11			Mike Hauser	2/28/2018	1
13	State Independent Living Council	Minimum 1	Mel Leviton	9/30/2018	1
14	Department of Education	Minimum 1	Kenrick Lester	6/30/2020	2
15	Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date	No Limit
16	Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date	No Limit
			David Miles	no end date	No Limit
18	Workforce Development Council	Minimum 1	Gordon Graff	8/31/2018	2
	5/8/2017 revised date				Total Members 17



STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name:	Joe Anderson		
Mailing Address:	and something the same time	<u> </u>	
•	y you would like to serve on the SRC to help make services be		abilitation Council s with disabilities. I can offer a unique
perspective as a youth assistive technology.	with a disability on accessibility bo	th physically and	accessibility to services, as well as
assistive technology.			
What Boards, Comserved on?	nmissions, Councils, or Task F	orces, etc., ha	ave you previously, or currently
Name: Lewiston High	School Drama Club	To The	Term Date: Jan 2017 - Present
Name: FCCLA	7. 2. 00		Term Date: Sept 2016 - Present
Name: St. Joseph's R	MC/Volunteer		Term Date: Summer 2015
Name: Ambassador Le	ewiston		Term Date: Fall 2013 - Present
activities?	per month would you be able to 3 hours	e to commit to	State Rehabilitation Council hours X 10 or more hours
, , , ,	equires a majority of the Council m ntary, it would be a benefit to the Disab	Council in deter	iduals with disabilities. While your mining membership compliance.

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL

ATTN: Membership Chair 650 West State Street, Room 150 P.O. Box 83720 Boise, Idaho 83720-0096

Joe Anderson

Objectives

To obtain a position as a member of the Idaho State Rehabilitation Council

Education

Lewiston High Schoo 1,

Anticipat ed grit at oi : June 2018 High School Diploma

Member of LHS Drama Club FCCLA Member- Nationals qualifier

Experience

Lewis-Clark State College

Disability Services Assistant, 02/2017 - present

Modifying documents to ensure accessibility for students with visual impairments Reviewing captions and speech for clients with hearing impairments and visual impairments Assisting staff with various tasks as directed

Volunteer at St. Joseph Regional Medical Center Volunteer, *Summer 2016* Answering visitor questions Directing people to desired destinations

Opportunities Unlimited
Production worker, Fall Semester 2016Shred paper
Label bags
Scrape core plugs for Avista Utilities
String laundry bags

Additional Information

4-H 2 blue ribbons and grand champion for poultry Muscular Dystrophy Association ambassador for Lewiston, Idaho Presidential award winner in 2015

FCCLA (family, career and community leaders of America)-silver medal at local and state, accepted to nationals

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SUBJECT

Data Management Council Appointment

REFERENCE

June 2016

The Board reappointed Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch, and Shari Ellertson and appointed Connie Black to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of the Educational Analytics System of Idaho (EASI) and oversees the creation, maintenance and usage of this P-20 and Workforce system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education, public postsecondary institutions, a registrar, State Department of Education, school districts, the Division of Career Technical Education, and the Department of Labor.

Each year half of the seats are up for appointment. Each term is two years commencing on July 1st. The candidates for reappointment are:

Tami Haft (North Idaho College)
Carson Howell (Office of the State Board of Education)
Todd King (State Department of Education)
Heather Luchte (Career Technical Education)
Vince Miller (Idaho State University)

IMPACT

Appointment of these individuals will fill all but one seat on the Data Management Council. A seat reserved for a small, rural school district will be open July 1. The Data Management Council is currently seeking names of individuals who would be willing to fill that role.

ATTACHMENTS

Attachment 1 – Current Council Membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

All of the individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve. For the open seat, the Data Management Council has requested names of colleagues that are familiar with data security and might be willing to serve on the Council. Those identified individuals are then contacted and asked to provide a

letter of interest and qualifications. The Data Management Council will then meet to discuss the materials provided and vote on a name to bring forward to the Board for later appointment.

Staff recommends approval.

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I move to approve the reappointment of Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council for terms from July 1, 2017 to June 30, 2019.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Idaho State Board of Education DATA MANAGEMENT COUNCIL **Current Membership**

Georgeanne Griffith Lakeland School District

Term: July 1, 2015 – June 30, 2017

Connie Black College of Western Idaho Term: July 1, 2016 - June 30, 2018

Tami Haft North Idaho College Term: July 1, 2015 – June 30, 2017

Chris Campbell State Department of Education Term: July 1, 2016 – June 30, 2018

Carson Howell - Chair Office of the State Board of Education Term: July 1, 2015 – June 30, 2017

Don Coberly Boise School District Term: July 1, 2016 - June 30, 2018

Todd King State Department of Education Term: July 1, 2015 – June 30, 2017

Shari Ellertson Boise State University Term: July 1, 2016 - June 30, 2018

Heather Luchte - Vice Chair Career Technical Education Term: July 1, 2015 – June 30, 2017

Matthew Rauch Kuna School District Term: July 1, 2016 - June 30, 2018

Vince Miller - Secretary Idaho State University

Georgia Smith Department of Labor Term: July 1, 2015 – June 30, 2017 Term: July 1, 2016 – June 30, 2018

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SUBJECT

Accountability Oversight Committee Appointments

REFERENCE

April 2010 Board approved second reading of Board Policy

III.AA, creating the Accountability Oversight

Committee

August 2015 Board approved the appointment of Deborah

Hedeen and the reappointment of John Goedde

and Jackie Thomason.

April 2016 Board approved second reading of amendment to

Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special

education.

May 2016 Board approved the appointment of Roger Stewart

and Julian Duffey.

June 2016 Board approved the appointment of Rob Sauer.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Accountability Oversight Committee was established in April 2010 as an adhoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed to the Board.

The committee consists of:

- The Superintendent of Public Instruction or designee,
- · Two Board members, and
- Five at-large members appointed by the Board, one of whom must have a special education background.

John Goedde and Jackie Thomason have served on the committee as at-large members since the committee's inception. Their current appointments ended June 30, 2017; the committee has recommended them for reappointment.

John Goedde is a former State Senator with a long history of civic engagement. He represented District 3 in the State Legislature from 2000 to 2002 and District 4 from 2002 to 2014. John was the Chair of the Senate Education Committee for ten years, from 2004 to 2014. He was also the Vice Chair of the State Legislatures Education Committee for the National Conference of State Legislatures from 2007 to 2010. Prior to serving in the legislature, John spent three years as a School Board Trustee for the Coeur d'Alene School District (1997 to 2000).

Jackie Thomason is a retired educator with 38 years of experience in public schools as a classroom teacher, Title I Coordinator, Assessment and Accountability Director, and Assistant Superintendent of West Ada School District. Her awards include the Presidential Award for Excellence in Science and Mathematics Teaching, Teacher of the Year Award, and the Apple Computer Innovative Technology Award. Her research on the use of data for school improvement was selected for presentation at the 2006, 2007, and 2008 American Educational Research Association Conferences. Jackie earned a bachelor's degree in elementary education from Boise State University, and both masters and education specialist degrees from the University of Idaho in Education Leadership.

IMPACT

Approval of John Goedde and Jackie Thomason will fill all the at-large seats on the Committee through June 30, 2018.

ATTACHMENTS

Attachment 1 – Current Membership List

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making at-large appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution. Staff recommends approval of the re-appointment of John Goedde and Jackie Thomason.

BOARD ACTION

	re the reappointment of Johr versight Committee for a teri une 30, 2019.			
Moved by	Seconded by	Carried Yes	No	

ACCOUNTABILITY OVERSIGHT COMMITTEE APRIL 2017

State Board of Education Member –

Ex-Officio

State Board of Education Member -

Ex-Officio

Debbie Critchfield

Linda Clark

Superintendent of Public Instruction or Designee -

Ex-Officio

Member At Large and Committee Chair Term: July 1, 2015- June 30, 2017

Pete Koehler

Deputy Superintendent

State Department of Education

Jackie Thomason
Former Chief Academic Officer
West Ada School District #2

Member At Large

Term: July 1, 2015-June 30, 2017

Member At Large

Term: May 19, 2016 - June 30, 2018

John Goedde

Former Idaho State Senator

Former School Board Trustee, Coeur d'Alene District

#271

Roger Stewart

Professor, College of Education

Boise State University

Member At Large

Term: July 1, 2016 - June 30, 2018

Member At Large (Special Education) Term: May 19, 2016 - June 30, 2018

Rob Sauer Superintendent

Homedale School District #370

Julian Duffey

Special Education Director

Bonneville Joint School District #93

Board Staff Support

Alison Henken

K-12 Accountability and Projects Program Manager

Office of the State Board of Education

alison.henken@osbe.idaho.gov

208-332-1579

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IDAHO STATE UNIVERSITY

SUBJECT

Approval to change the name of the Research & Innovation in Science & Engineering (RISE) building, located at 1999 Alvin Ricken Drive, Pocatello, ID to William M. and Karin A. Eames Advanced Technical Education and Innovation Complex.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section: I. K. Naming/Memorializing Building and Facilities

BACKGROUND/DISCUSSION

Mr. William Eames has been closely affiliated with Idaho State University (ISU) for a quarter of a century or so. His generous financial and other support to the University has included the Kasiska Division of Health Sciences, the College of Pharmacy, the College of Technology and several other academic and nonacademic programs. Mr. Eames has served on the Idaho State University Foundation Board of Directors for 10 years, a two-year term as President of the Foundation, followed by two years as Chairman of the Board of Directors. He has made numerous gifts to the University including a current pledge of \$2.5 million. In recognition past contributions and the current pledge, ISU respectfully requests State Board of Education consideration, allowing ISU to rename the Rise Complex the "William M. and Karin A. Eames Advanced Technical Education and Innovation Complex."

IMPACT

The current \$2.5 million gift represents the lead gift to a \$5 million campaign by the College of Technology intended to support enhancements to the facilities. To date, Mr. Eames has assisted the College of Technology in securing an additional commitment of \$250,000. The leadership gift and name recognition will be influential in executing a successful campaign. Approval of the name change will allow ISU to update the signage during the planned building enhancements.

ATTACHMENTS

Attachment 1 – Memo to President Vailas approving the renaming

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.K.1.b naming of a building, facility, or administrative for other than a former employee of the system of higher education to honor and memorialize a specific individual who has made a distinguished contribution to the university. Naming for an individual in recognition of gift can be considered when no commitment for naming has been made to a prospective donor of the gift without prior Board approval and the nature of the proposed gift and is

significance to the institution, the eminence of the individual whose name is proposed and the individual's relationship to the institution is considered.

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I move to approve the request by Idaho State University to rename the "RISE Building," located at 1999 Alvin Ricken Drive, Pocatello, ID, to "William M. and Karin A. Eames Advanced Technical Education and Innovation Complex."

Moved by Seconded by Carried 165 INC	Moved by	Seconded by	Carried Yes	No
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Office of Finance and Administration 921 South 8th Avenue, Stop 8219 = Poratello, Idaho 83209-8219

Cutton O.K.

May 11, 2017

President Arthur Vallas Idaho State University 921 S. 8th Ave Pocatello, ID 83209

Dear President Vallas,

Our University Naming Committee has met and has reviewed the proposal to name the former RISE Complex the "William M. And Karin A. Eames Advanced Technical Education and Innovation Complex." This proposed name comes as a result of a gift/pledge from Mr. William M. and Mrs. Karin A. Eames. After considering the gift instrument and discussion among our committee, we have decided to unanimously recommend to you that the facility be named after the Eames family and recommend that this proposal go forward before the State Board of Education for consideration.

Sincerely,

Brian Hickenlooper Interim Chief Financial Officer Chair of Naming Committee Idaho State University

> Phone: (208) 282-2511 • Fax: (208) 282-4725 • www.isu.edu (56) o on Equal Operating Employed

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SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the April 20, 2017 Board meeting. Since that meeting, Board staff has received seventeen (17) permits from Boise State University, five (5) permits from Idaho State University, and eighteen (18) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY March 2017 – June 2017

		10 =0 11		
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Henry Fork Foundation Reception	Student Union Building		Х	3/30/2017
Henry Fork Foundation Dinner and Auction	Stueckle Sky Center		X	3/31/2017
Albertson's CO Sales Meeting	Stueckle Sky Center		Х	4/3/2017
International Business Program	Stueckle Sky Center	Х		4/4/2017
Brian Wilson	Morrison Center	X		4/6/2017
Gene Harris Jazz Festival	Morrison Center	Х		4/7/2017
Philharmonic Classic 8	Morrison Center	X		4/8/2017
Wassmuth Center for Human Rights	Morrison Center		Х	4/11/2017
Annual Event of AHI	Yankee Gallery	X		4/13/2017
Idaho Association of Health Underwriter	Student Union Building		Х	4/18/2017
Highway Safety Summit	Gene Bleymeier Recruiting Lounge		Х	4/18/2017
Peter Pan Ballet	Morrison Center	X		4/21-22/2017
Northwest H.S. and College Counselors Conference	Student Union Building	Х		5/17-18/2017
Northwest H.S. and College Counselors Conference	Stueckle Sky Center	X		5/18/2017
Fish and Game In- Service Training	Student Union Building		Х	5/23-24/2017
Celtic Woman	Morrison Center	Х		6/3/2017
Robert Wood Johnson Foundation/AARP	Stueckle Sky Center		Х	6/28/2017

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY March 2017 – June 2017

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Gem Legacy Donor Recognition Dinner	Stephens' Performing Arts Center	X		3/31/2017
Rounder40	Stephens' Performing Arts Center		X	4/25/2017
Southeast Idaho Military Ball	PSUB Ballroom	Х		4/28/2017
Chamber After Hours	College of Business Lobby	Х		6/29/17
Idaho Falls City Club Annual Dinner	Bennion Multi-Purpose		Х	6/29/2017

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO March 2017 – August 2017

Maron 2017 Adgust 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Progressive Benefit Dinner	UI-Prichard Art Gallery	X		3/25/2017
2017 Idaho Law Review Symposium Closing Reception	University of Idaho – Boise	Х		3/31/2017
Idaho Law Review Award Banquet	University of Idaho – Boise	X		4/1/2017
Borah Reception	Bruce Pitman Center	Х		4/5/2017
Global Student Success Program Familiarity Trip Dinner	UI Education Building	Х		4/17/2017
Provost's Dinner	Bruce Pitman Center	×		4/18/2017
ORED-CLASS Research Expo Reception	IRIC Auditorium	Х		4/19/2017
Navitas Pre-Dinner	Prichard Art Gallery	Х		4/20/2017
Idaho Pitch Competition	Panorama Summit	Х		4/21/2017
CALS Awards Banquet	Bruce Pitman Center	Х		4/24/2017
EXPO Dean's Reception	Bruce Pitman Center	Х		4/27/2017
UI College of Art & Architecture	Prichard Art Gallery	Х		5/5/2017
President's VIP Commencement Dinner	Education Building – 5 th Floor	X		5/11/2017
President's Commencement Dinner	Bruce Pitman Center	X		5/12/2017
Outstanding Awards Ceremony	Courtyard Between J.A. Albertstons and Administration Buildings	Х		5/12/2017
Hilarity for Charity	University of Idaho – Boise	X		6/15/2017
UEC Gold Scramble	Bogey's Grille	Х		
2017 Men's Golf League	Golf Course	X		8/17/2017

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SUBJECT

Coeur d'Alene School District – School District Boundary

REFERENCE

February 2015 Board approved the annexation/excision of

property from the Lakeland School District to the Coeur d'Alene School District and forwards the

request to the electorate.

April 2015 Board approved the annexation/excision of

property from the Post Falls School District to the Coeur d'Alene School District and forwards

the request to the electorate.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-307, Idaho Code

BACKGROUND/DISCUSSION

Section 33-307, Idaho Code prescribes the requirements for correcting or altering school district boundaries and authorizes the State Board of Education to make corrections due to errors in the legal description of the boundaries.

At the February 2015 Board meeting the Board approved the annexation/excision of property from the Lakeland School District to the Coeur d'Alene School District. The request was forwarded to the affected electorate on May 19, 2015 and passed.

At the April 2015 Board meeting the Board approved the annexation/excision of property from the Post Falls School District to the Coeur d'Alene School District. The request was forwarded to the affected electorate on November 3, 2015 and passed.

The legal description provided by the petitioners for the April 2015 boundary change contained a technical error in the drafting of the language for the new property being annexed into the Coeur d'Alene School District and omitted the property annexed into the school district during the February 2015 Board meeting. A corrected legal description has been provided and the Board is requested to find the current legal description is in error and approve the new legal description.

IMPACT

Upon approval of the corrected legal description, the Department of Education will send a corrected order to the Coeur d'Alene Board of Trustees in accordance with Section 33-307(2), Idaho Code. Once the order is received by the school district, the school district shall notify the State Tax Commission. Within thirty (30) days of receipt of the order, the State Tax Commission and the County Assessor shall correct or alter the legal description of the school.

ATTACHMENTS

Attachment 1 – Coeur d'Alene School Boundary –	
Corrected Legal Description	Page 3
Attachment 2 – West Landing Annexation Map	Page 5
Attachment 3 – Balsar Annexation Map	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Representatives of the Coeur d'Alene School District have contacted the Board office regarding an error in the legal description of the school districts boundary. Staff have verified the error in the legal description and have received a corrected legal description certified by a State of Idaho registered land survey or qualified to write property legal descriptions.

The highlighted text in the corrected legal description is the corrected language for the two annexations. No errors were identified in the legal descriptions for the Lakeland School Districts and the Post Falls School Districts.

Staff recommends approval.

BOARD ACTION

I move to approve the corrected boundary legal	description for the Coeur d'Alene
School District as submitted in Attachment 1.	

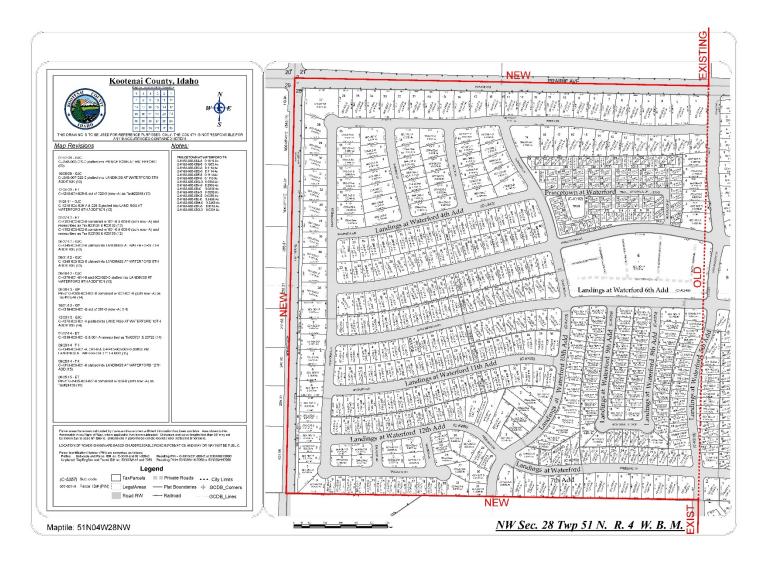
Moved by	Seconded by	Carried Yes	No
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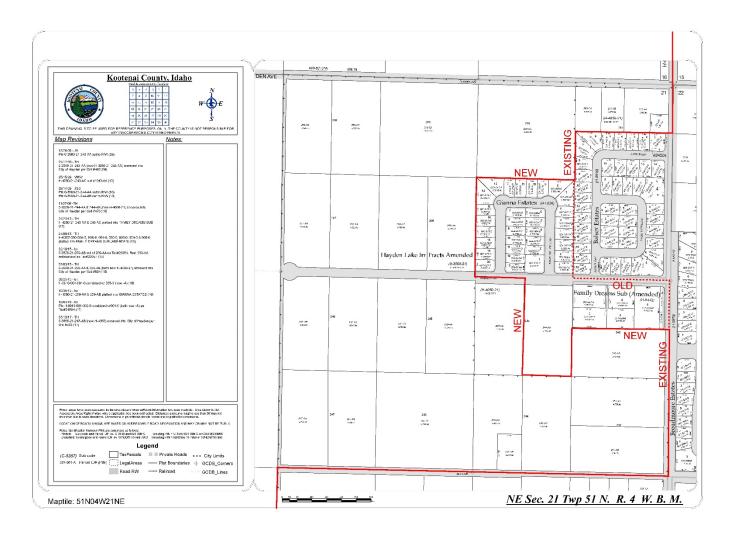
Coeur d'Alene School District #271

Corrected boundary after Balsar and West Landings Annexations

Beginning at the north 1/4 corner of Sec. 5, Twp. 50 N, R 4 W BM; thence east approximately 1 mile to the north 1/4 corner of Sec. 4, said township and range; thence north approximately 2½ mile 1½ miles to the center of Sec. 28, Twp. 51 N, R 4 W BM: thence west approximately ½ mile to the west ¼ corner of Sec. 28, said township and range; thence north approximately ½ mile to the SW corner of Sec. 21, said township and range; thence east approximately ½ mile to the south ¼ corner of Sec. 21, said township and range; thence north 1/2 mile to the center of Sec. 21, Twp., 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence North approximately 1 1/2 miles 3/16 mile to the SE corner of the north ½ of the NE ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence west 1/8 mile to the SW corner of said north ½ of the NE ¼ of the SE ¼ of the NE ¼ of said sec. 21: Thence south 1/16 mile to the SE corner of the east ½ of the NW ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence west 1/16 mile to the SW corner of said east ½ of the NW ¼ of the SE ¼ of the NE ¼ of said sec. 21: Thence north 1/8 mile to the NW corner of said east ½ of the NW 1/4 of the SE 1/4 of the NE 1/4 of said sec. 21; Thence west 1/16 mile to the SW corner of the SW ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence north 1/8 mile to the NW corner of said SW 1/4 of the NE 1/4 of the NE 1/4 of sec. 21; Thence east 1/8 mile to the NE corner of said SW ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence north 1/16 mile to the NW corner of the south ½ of the NE ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence east 1/8 mile to the NE corner of said south ½ of the NE ¼ of the NE ¼ of the NE 1/4 of said sec. 21; Thence north 1 1/16 miles to the SW corner of Sec. 10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11: thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately \(^3\)4 mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW comer of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3½ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 \(^3\)4 miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14 1/4 miles, more or less, to the Shoshone County line: thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE comer of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 \(^3\)/4 miles to the north \(^4\)/4 corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south \(\frac{1}{2} \) corner of Sec. 31. Twp. 50 N, R I WBM; thence west approximately ½ mile to the NW comer of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1 ½ miles to the center of Sec. 17, said township and range; thence north approximately 1 ½ miles to the south \(\frac{1}{2} \) corner of Sec. 5, said township and range; thence west 1 1/2 miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center

thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE comer of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2 ½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north 1/4 corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1 ½ miles, more or less, to the point of beginning.





STATE DEPARTMENT OF EDUCATION

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Six (6) School Districts.

REFERENCE

June 2014 Board approved the request for six (6) school districts

to receive a funding cap waiver for the 2013-2014

school year.

June 2015 Board approved the request for ten (10) school

districts to receive a funding cap waiver for the 2014-

2015 school year.

June 2016 Board approved the request for eight (8) school

districts to receive a funding cap waiver for the 2015-

2016 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap; affecting school districts that exceed the statewide average cost per mile and cost per rider by 103%. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and by how much. These new criteria designate certain bus runs as "hardship" runs and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are so categorized.

As of April 19, 2017, 18 school districts and charter schools were negatively affected by the pupil transportation funding cap:

011	MEADOWS VALLEY DISTRICT	(\$15,380)
044	PLUMMER-WORLEY JOINT DISTRICT	(\$36,698)
061	BLAINE COUNTY DISTRICT	(\$75,316)
071	GARDEN VALLEY DISTRICT	(\$61,072)
171	OROFINO JOINT DISTRICT	(\$21,777)
192	GLENNS FERRY JOINT DISTRICT	(\$8,004)
193	MOUNTAIN HOME DISTRICT	(\$27,967)
271	COEUR D'ALENE DISTRICT	(\$93,074)

281	MOSCOW DISTRICT	(\$70,659)
291	SALMON DISTRICT	(\$7,357)
391	KELLOGG JOINT DISTRICT	(\$16,970)
393	WALLACE DISTRICT	(\$11,049)
401	TETON COUNTY DISTRICT	(\$16,168)
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	(\$61,431)
456	FALCON RIDGE CHARTER SCHOOL	(\$6,998)
458	LIBERTY CHARTER	(\$1,106)
463	VISION CHARTER SCHOOL	(\$6,046)
475	SAGE INTERNATIONAL SCHOOL OF BOISE	(\$17,687)

Of these 18, only six (6) districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include Garden Valley, Kellogg, Moscow, Orofino, Plummer-Worley, and Wallace. All six (6) of these districts have applied for a waiver of the student transportation funding cap.

Garden Valley School District

Garden Valley School District submitted three (3) school bus routes that met the required criteria. This represents 30% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 133%.

Kellogg Joint School District

Kellogg Joint School District submitted four (4) school bus routes that met the required criteria. This represents 43.40% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 107.34%.

Moscow School District

Moscow School District submitted four (4) school bus routes that met the required criteria. This represents 15.60% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 118.60%.

Orofino Joint School District

Orofino Joint School District submitted two (2) school bus routes that met the required criteria. This represents 35% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 138%.

Plummer-Worley Joint School District

Plummer-Worley Joint School District submitted two (2) school bus routes that met the required criteria. This represents 16.66% of the bus runs operated by the

district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 119.66%.

Wallace School District

Wallace School District submitted two (2) school bus routes that met the required criteria. This represents 20% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 123%.

IMPACT

The approval of the cap waivers percentages allows districts to be reimbursed for routes that meet the hardship criteria. The financial impact of this is estimated to be \$149,721.

ATTACHMENTS

Attachment 1 – Summary of Funding Cap Spreadsheet
Attachment 2 – District Cap Waiver Applications

Page 5 Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 133% for a total of \$61,072 in additional funds from the public school appropriation.

school appropriation.						
Moved by	_ Seconded by	_ Carried Yes	_ No			
I move to approve the request by Kellogg Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 107.34% for a total of \$16,970 in additional funds from the public school appropriation.						
Moved by	_ Seconded by	_ Carried Yes	_ No			
103% transportation fu	e request by Moscow Schunding cap, at a new cap per total of \$70,659 in addition	ercentage rate for th	ne fiscal year			
Moved by	Seconded by	_ Carried Yes	_ No			
I move to approve the request by Orofino Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year						

2016 of 138% for a appropriation.	total of \$21,777 in	additional funds from the	public scho	ol
Moved by	Seconded by	Carried Yes	No	-
waiver of the 103%	transportation funding of 119.66% for a total	nmer-Worley Joint School g cap, at a new cap perce Il of \$36,698 in additional fu	ntage rate fo	or
Moved by	Seconded by	Carried Yes	No	-
103% transportation	funding cap, at a nev	ace School District for a way cap percentage rate for tandard additional funds from the	he fiscal yea	ar
Moved by	Seconded by	Carried Yes	No	

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider	mula Capped at Le	egislatively Mandat Sost Per Rider	pe
Fiscal Year 2015-2016 Data - Approved Costs Reimbursed in Fiscal Year 2016-2017 (Thirteenth Capped Year)	ursed in Fiscal Yea	r 2016-2017 (Thirteel	nth Capped Year)
Set percentage cap to apply to statewide average	103%	Riders per Mile	1.7
Revised: April 19, 2017			
	Cost Per Mile	Cost Per Rider	
Statewide Averages before cap	\$3.72	\$811	
Statewide Averages after cap	\$3.83	\$835	
Total Savings From Cap	\$554,759	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action	\$405,038	\$75,234,556	\$75,789,315
Estimated Impact of Funding Cap Waivers	\$149,721		

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact	Total 100% Reimbursable Costs Eligible at 50%	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount
044	PLUMMER-WORLEY JOINT	\$36,698	23.0%	\$164,695	TRUE	0.167	\$213,293
071	GARDEN VALLEY	\$61,072	40.9%	0\$	TRUE	0.300	\$167,714
171	OROFINO JOINT	\$21,777	6.3 %	\$331,680	TRUE	0:350	\$491,914
281	MOSCOW	\$70,659	16.2%	\$442,205	TRUE	0.156	\$556,249
391	KELLOGG JOINT	\$16,970	3.7%	\$455,808	TRUE	0.434	\$597,724
393	WALLACE	\$11,049	6.3%	\$178,446	TRUE	0.200	\$245,050

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STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027

SHERRI YBARRA STATE SUPERINTENDENT PUBLIC INSTRUCTION

Division of Student Transportation
Use Tab Key To Enter Data 103% Funding Cap Appeal Application for Fiscal Year: 2016
District Name: Garden Valley Number: 71 Date: January 18,2017
The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria: Please check all applicable boxes by using mouse key).
Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model). Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
The district is requesting a funding rate increase of 30.00 % more than the 103% percentage rate limit, necessary of eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage norease in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run. Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting
oman and Southfork are hardship routes:
oman am run meets the requirements for the funding cap appeal as checked above. This route averages 16 riders per 73 miles aily run which equals .22 riders per mile which is below the state requirement of 50% of the statewide average number of ders per mile (.85). Loman am run travels 73 miles a day, of which 11 miles has a slope of 5% or greater which equals 15% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE fficials.
oman pm run meets the requirements for the funding cap appeal as checked above. This route averages 19 riders per 73 miles aily run which equals .15 riders per mile which is below the state requirement of 50% of the statewide average number of ders per mile (.85). Loman pm run travels 73 miles a day, of which 11 miles has a slope of 5% or greater which equals 15% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE fficials.
bouthfork PM run meets the requirements for the funding cap appeal as checked above. This route averages 7 riders per 9 siles daily run which equals .78 riders per mile which is below the state requirement of 50% of the statewide average number friders per mile (.85). It has 9 miles of road with 7.5 unpaved which equals .83, which is more than the majority on unpaved urface.
/e have 10 runs; therefore, these runs represent 30% of our routes.
I fald whole
Superintendent Signature: Date: 1/18/14
Shaded Area Below is for State Department of Education Use Only
The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage ate limit, necessary to eliminate the funding cap penalty.

TAB 12 Page 7 **CONSENT-SDE**



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027 SHERRI YBARRA STATE SUPERINTENDENT PUBLIC INSTRUCTION

103% Funding Cap Appeal Application for Fiscal Year:	Use Tab Key To Enter D 2016
District Name: Kellogg Jt. Number: 391 Date:	January 26, 2017
The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006 and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s such bus run(s) shall meet at least two (2) of the following criteria: (Please check all applicable boxes by using mouse key).	
XX	udent riders
per mile (see cell E5 on Funding Cap Model).	
Less than a majority of the miles on the hardship bus run(s) are by paved surface, concre	te or asphalt, road
Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater	
The district is requesting a funding rate increase of 4.34 % more than the 103% post of eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education nather that is greater than 103%, but is less than the percentile limit requested by the school district. However, the norease in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship	percentage
Please provide detailed justification and rationale for this request and appeal. Report the total number of bu detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach sun formation and documentation. Save document prior to submitting electronically. Submit to SDE by Fe	pporting
oute 2 pm is a hardship route:	
oute 2 pm run meets the requirements for the funding cap appeal as checked above. This route avera	ges 13 riders per 16
niles daily run which equals .81 riders per mile which is below the state requirement of 50% of the state	
f riders per mile (.85). Route 2 pm run travels 16 miles a day, of which 8 miles has a slope of 5% or grea	용면 이 그들은 이 경기에 가를 살아왔다면 하는데 하다 않는
he route which is greater than the state requirement of 10% of the miles. These conditions were previously.	
Ve have 23 runs; therefore, these runs represent 4.34 of our routes.	
는 사람들이 있다. 이 사람들은 사람들이 되었다면 보고 있다면 보고 있다는 사람들이 되었다면 보고 있다. - 사람들이 있는 사람들은 사람들이 가장 보고 있다면 보고 있다.	
Superintendent Signature:	Date: 0/-27-/7
Shaded Area Below is for State Department of Education Use Only	
	I request at its regularly nan the 103% percentage



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027 SHERRI YBARRA STATE SUPERINTENDENT PUBLIC INSTRUCTION

Division of Student Transportation
Use Tab Key To Enter Data
103% Funding Cap Appeal Application for Fiscal Year: 2016
District Name: Number: 281 Date: Jan 18,2017
The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code,
and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify,
such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).
XX Number of student riders per mile is less than 50% of the statewide average number of student riders
per mile (see cell E5 on Funding Cap Model).
XX
XX Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
The district is requesting a funding rate increase of 15.60 % more than the 103% percentage rate limit, necessary
to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit
that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage
increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.
Discourse side detailed instiffered and estimate faulti-
Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and
detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting
information and documentation. Save document prior to submitting electronically. Submit to SDE by February 17, 2017.
[01, 102 and 110 are hardship routes:
101 am run meets the requirements for the funding cap appeal as checked above. This route averages 31 riders per 47 miles daily run which equals .66 riders per mile which is
pelow the state requirement of 50% of the statewide average number of riders per mile (.85). 101 am run travels 47 miles a day, of which 16 miles has a slope of 5% or greater
which equals 34% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.
101 pm run meets the requirements for the funding cap appeal as checked above. This route averages 22 riders per 50 miles daily run which equals .44 riders per mile which is
below the state requirement of 50% of the statewide average number of riders per mile (.85). 101 pm run travels 50 miles a day, of which 16 miles has a slope of 5% or greater
which equals 32% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.
More the most the continuous far the furdisc or appeal or should show This way and This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show This way to the furdisc or appeal or should show the furdisc or appeal or should should show the furdisc or appeal or should show
102 pm run meets the requirements for the funding cap appeal as checked above. This route averages 25 riders per 34 miles daily run which equals .74 riders per mile which is pelow the state requirement of 50% of the statewide average number of riders per mile (.85). 102 pm run travels 34 miles a day, of which 5.5 miles has a slope of 5% or greater
which equals 16% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.
acception of acceptance of acce
110 am run meets the requirements for the funding cap appeal as checked above. This route has 30 miles of road with 16 unpaved which equals .53%, which is more than the
najority on unpaved surface. This route averages travels 30 miles a day, of which 7 miles has a slope of 5% or greater which equals 23% of the route which is greater than the
tate requirement of 10% of the miles. These conditions were previously verified by SDE officials.
110 pm run meets the requirements for the funding cap appeal as checked above. This route has 29 miles of road with 15 unpaved which equals .52%, which is more than the
najority on unpaved surface. This route averages travels 29 miles a day, of which 7 miles has a slope of 5% or greater which equals 24% of the route which is greater than the
tate requirement of 10% of the miles. These conditions were previously verified by SDE officials.
No hour 22 mars through a thousand I follows
We have 32 runs; therefore, these runs (5) represent 15.6% of our routes.
Dayong 1 Bailey 1:/20/17
Superintendent Signature: Date:
Shaded Area Below is for State Department of Education/Use Only
The State Board of Education approved disapproved the district's appeal and request at its regularly
scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage
rate limit, necessary to eliminate the funding cap penalty.



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027 SHERRI YBARRA STATE SUPERINTENDENT PUBLIC INSTRUCTION

Division of Student Transportation
103% Funding Cap Appeal Application for Fiscal Year: Use Tab Key To Ente 2016
District Name: Orofino Jt. Number: 171 Date: January 19, 2017
The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria: (Please check all applicable boxes by using mouse key).
Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model). xx
The district is requesting a funding rate increase of to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.
Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 17, 20

Routes 1, 2, 3,10,11,14, are hardship routes:

Route 1 am run meets the requirements for the funding cap appeal as checked above. This route averages 11 riders per 29 miles daily run which equals .38 riders per is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 1 am run travels 29 miles a day, of which 9 miles has a slope of greater which equals 31% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 1 pm run meets the requirements for the funding cap appeal as checked above. This route averages 8 riders per 23 miles daily run which equals .35 riders per r is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 1 pm run travels 23 miles a day, of which 9 miles has a slope of greater which equals 39% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 2 am run meets the requirements for the funding cap appeal as checked above. This route has 30 miles of road with 18 unpaved which equals .60%, which is m the majority on unpaved surface. This route averages travels 30 miles a day, of which 14 miles has a slope of 5% or greater which equals 47% of the route which is grethe state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 2 pm run meets the requirements for the funding cap appeal as checked above. This route has 23 miles of road with 18 unpaved which equals .78%, which is m the majority on unpaved surface. This route averages travels 30 miles a day, of which 14 miles has a slope of 5% or greater which equals 47% of the route which is gre-

the state requirement of 10% of the miles. These conditions were previously verified by SDE officia	s.
Route 3 am run meets the requirements for the funding cap appeal as checked above. This route a is below the state requirement of 50% of the statewide average number of riders per mile (.85). Ro greater which equals 87% of the route which is greater than the state requirement of 10% of the m	ute 3 am run travels 39 miles a day, of which 34 miles has a slope o
Route 8 am run meets the requirements for the funding cap appeal as checked above. This route a s below the state requirement of 50% of the statewide average number of riders per mile (.85). Ro greater which equals 52% of the route which is greater than the state requirement of 10% of the m	ute 8 am run travels 33 miles a day, of which 17 miles has a slope o
Robert I Vien	1-31-201)
Superintendent Signature:	Date:
Shaded Area Below is for State Department of Education Use Only	
The State Board of Education approved disapproved scheduled meeting on at a Funding Cap Rate of rate limit, necessary to eliminate the funding cap penalty.	the district's appeal and request at its regul % greater than the 103% percent



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027 SHERRI YBARRA STATE SUPERINTENDENT PUBLIC INSTRUCTION

Division of Student Transportation

and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria: (Please check all applicable boxes by using mouse key). Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model). Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road over 10% of the miles driven on the hardship bus run(s) are by paved surface, concrete or asphalt, road over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater. The district is requesting a funding rate increase of to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentage of the district's bus runs that qualify as a hardship bus run. Increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run. Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 17, 2017. Route Carl is a hardship route: Route Carl am run meets the requirements for the funding cap appeal as checked above. This route averages 25 riders per 38 miles daily run which equals. 66 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route Carl am run travels 38 miles a day, of which 9.4 miles has a slope of 5% or greater which equals 25% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by 50E officials. We have 12		Division of Student Tran	asportation	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ning regularly, a nevalual
The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria: (Please check all applicable boxes by using mouse key).	103% Funding C	ap Appeal Application for	Fiscal Year:		Enter Data
per mile (see cell E5 on Funding Cap Model). Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road xx	District Name: Plummer Worley Jt.	Number: 44	Date:	January 21,20	17
per mile (see cell E5 on Funding Cap Model). Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road xx	and is appealing to the State Board of Education such bus run(s) shall meet at least two (2) of the	on for relief from financial pe he following criteria:			
The district is requesting a funding rate increase of to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run. Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 17, 2017. Route Carl is a hardship route: Route Carl am run meets the requirements for the funding cap appeal as checked above. This route averages 25 riders per 38 miles daily run which equals .66 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route Carl am run travels 38 miles a day, of which 9.4 miles has a slope of 5% or greater which equals .25% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials. Route Carl pm run meets the requirements for the funding cap appeal as checked above. This route averages 29 riders per 38 miles aday of which 9.4 miles has a slope of 5% or greater which equals .25% of the route which equals .76 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route Carl pm run travels 38 miles a day, of which 9.4 miles has a slope of 5% or greater which equals .25% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials. We have 12 runs; therefore, these runs represent 16.66% of our routes. Superintendent Signature: Superintendent S	per mile (see cell E5 on Fundi	ing Cap Model). les on the hardship bus run(s	s) are by paved surfac	e, concrete or asph	
Shaded Area Below is for State Department of Education Use Only	to eliminate its funding cap penalty, in accorda that is greater than 103%, but is less than the pincrease in the 103% cap shall not exceed the Please provide detailed justification and ration detailed information on the routes that are pote	ince to 33-1006, Idaho Code, percentile limit requested by percentage of the district's ball ale for this request and appe entially considered hardship to	. The State Board of E the school district. Ho ous runs that qualify as al. Report the total nu bus runs. If necessary	Education may set a bowever, the percent is a hardship bus ru umber of bus routes y, attach supporting	a new limit tage n. s and
miles daily run which equals .76 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route Carl pm run travels 38 miles a day, of which 9.4 miles has a slope of 5% or greater which equals 25% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials. We have 12 runs; therefore, these runs represent 16.66% of our routes. Superintendent Signature: Superintendent Signature: Date: 1/20/17 Shaded Area Below is for State Department of Education Use Only	Route Carl am run meets the requirements fo miles daily run which equals .66 riders per mil of riders per mile (.85). Route Carl am run trav 25% of the route which is greater than the sta	le which is below the state r wels 38 miles a day, of which	requirement of 50% of 19.4 miles has a slope	f the statewide ave of 5% or greater v	erage number which equals
Superintendent Signature: State Department of Education Use Only Date: 1/20/17	miles daily run which equals .76 riders per mil of riders per mile (.85). Route Carl pm run trav 25% of the route which is greater than the sta	le which is below the state r vels 38 miles a day, of which	requirement of 50% of n 9.4 miles has a slope	f the statewide ave of 5% or greater w	erage number which equals
Shaded Area Below is for State Department of Education Use Only	Ne have 12 runs; therefore, these runs repres	sent 16.66% of our routes.			
The State Board of Education approved disapproved the district's appeal and request at its regularly		rede Hy Geri of Education Use Only	ret	Date:	20/17
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STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027 SHERRI YBARRA STATE SUPERINTENDENT PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:
District Name: Wallace Number: 393 Date: January 19,2017
The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria: (Please check all applicable boxes by using mouse key).
Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
The district is requesting a funding rate increase of 20.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.
Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 17, 2017.
oute 11 is a hardship route:
oute 11 am run meets the requirements for the funding cap appeal as checked above. This route averages 6 riders per 21 niles daily run which equals .29 riders per mile which is below the state requirement of 50% of the statewide average number f riders per mile (.85). Route 11 am run travels 21 miles a day, of which 10 miles has a slope of 5% or greater which equals 47% f the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE fficials.
oute 11 mid-day run meets the requirements for the funding cap appeal as checked above. This route averages 8 riders per 0 miles daily run which equals .27 riders per mile which is below the state requirement of 50% of the statewide average umber of riders per mile (.85). Route 11 mid-day run travels 30 miles a day, of which 6 miles has a slope of 5% or greater which equals 20% of the route which is greater than the state requirement of 10% of the miles. These conditions were reviously verified by SDE officials.
oute 11 pm run meets the requirements for the funding cap appeal as checked above. This route averages 2 riders per 20 niles daily run which equals .10 riders per mile which is below the state requirement of 50% of the statewide average number f riders per mile (.85). Route 11 pm run travels 20 miles a day, of which 10 miles has a slope of 5% or greater which equals 47% f the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE fficials.
Ve have 15 runs; therefore, these runs represent 20% of our routes.
Box De MA
Superintendent Signature: Date: 1-20-17
Shaded Area Below is for State Department of Education Use Only
The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage ate limit, necessary to eliminate the funding cap penalty.

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STATE DEPARTMENT OF EDUCATION

SUBJECT

Requests for approval to transport students less than one and one-half miles for the 2016-2017 school year.

REFERENCE

June 2014 Board approved the request for 99 school districts and 10 charter schools to transport students less than one and one-half miles for the 2013-2014 school year.

June 2015 Board approved the request for 95 school districts

and 13 charter schools to transport students less than one and one-half miles for the 2014-2015 school year.

June 2016 Board approved the request for 98 school districts

and 13 charter schools to transport students led than one and one-half miles for the 2015-2016 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-1006, Idaho Code, "The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education.

The Standards for Idaho School Buses and Operations states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm

that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the State Department of Education Transportation Section on or before March 31 of the school year in which the safety busing began."

All requests are submitted on the Safety Busing form found in the Idaho Bus Utilization System (IBUS) Portal. Reminders are emailed to all districts and charter schools prior to March 31. All requests recommended for approval are compliant with Section 33-1006, Idaho Code.

Ninety-nine (99) school districts and thirteen (13) charter schools affecting 24,564 students applied for safety busing using the correct form and are being recommended for approval.

IMPACT

Safety busing is included in transportation reimbursement, which is paid in the following fiscal year. Based on 2015-2016 reimbursement claims currently in process, we estimate the fiscal impact for 2016-2017 to be \$670,000 - \$700,000.

Safety busing contributes to the safety and well-being of thousands of students each school year.

ATTACHMENTS

Attachment 1 – 2016-2017 Safety Busing Requests

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

State Department of Education staff annual reviews school district requests and forwards on those meeting all of the requirements for Board consideration staff recommends approval.

BOARD ACTION

I move to approve the requests by ninety-nine (99) school districts and thirteen (13) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

Moved by	Seconded by	Carried Yes	_ No
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MEMORANDUM



SHERRI YBARRA SUPERINTENDENT OF PUBLIC INSTRUCTION

650 W. STATE STREET P.O. BOX 83720 BOISE, IDAHO 83720-0027

OFFICE: 208-332-6800 FAX: 208-334-2228 SPEECH/HEARING IMPAIRED: 1-800-377-3529 WWW.SDE.IDAHO.GOV To: Helen Price, Program Specialist, Board Materials

Idaho Department of Education

From: Doug Scott, Director, Student Transportation

Date: April 19, 2017

Subject: Item to State Board of Education Requests for Approval to Transport

Students Less than One and One-half Miles

The attached requests to transport students less than one and one-half $(1\frac{1}{2})$ miles are submitted to the State Board of Education for approval.

The attachment contains recommendations for approval for the following school districts that applied for safety busing.

2016-2017 Safety Busing Requests

Boise Independent School District No. 1

This request involves 794 students attending grades K through 9.

West Ada School District No. 2

This request involves 1,312 students attending grades K through 12.

Kuna Jt. School District No. 3

This request involves 450 students attending grades K through 6.

Marsh Valley Jt. School District No. 21

This request involves 75 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,596 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 114 students attending grades K through 5.

St. Maries Jt. School District No. 41

This request involves 120 students attending grades K through 8.

Plummer/Worley Jt. School District No. 44

This request involves 75 students attending grades K through 12.

Snake River School District No. 52

This request involves 241 students attending grades K through 12.

Blackfoot School District No. 55

This request involves 506 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 88 students attending grades K through 12.

Fifth School District No. 59

This request involves 40 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 293 students attending grades K through 6.

Blaine Co. School District No. 61

This request involves 602 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 8 students attending grades K through 12.

Basin School District No. 72

This request involves 31 students attending grades K through 12.

Horseshoe Bend School District No. 73

This request involves 46 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 69 students attending grades K through 8.

Lake Pend Oreille School District No. 84

This request involves 169 students attending grades K through 6.

Idaho Falls School District No. 91

This request involves 1,127 students attending grades K through 12.

Swan Valley Elementary School District No. 92

This request involves 15 students attending grades K through 12.

Bonneville Jt. School District No. 93

This request involves 2,163 students attending grades K through 12.

Boundary County School District No. 101

This request involves 59 students attending grades K through 12.

Butte County Jt. School District No. 111

This request involves 54 students attending grades K through 12.

Nampa School District No. 131

This request involves 1,799 students attending grades K through 12.

Caldwell School District No. 132

This request involves 1,078 students attending grades K through 12.

Wilder School District No. 133

This request involves 112 students attending grades K through 12.

Middleton School District No. 134

This request involves 257 students attending grades K through 12.

Notus School District No. 135

This request involves 134 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 15 students attending grades K through 12.

Parma School District No. 137

This request involves 137 students attending grades K through 5.

Vallivue School District No. 139

This request involves 751 students attending grades K through 12.

Grace Jt. School District No. 148

This request involves 20 students attending grades K through 12.

North Gem School District No. 149

This request involves 21 students attending grades K through 12.

Soda Springs Jt. School District No. 150

This request involves 182 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 723 students attending grades K through 12.

Clark County. Jt. School District No. 161

This request involves 16 students attending grades K through 12.

Orofino Jt. School District No. 171

This request involves 22 students attending grades K through 7.

Challis Jt. School District No. 181

This request involves 15 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 29 students attending grades K through 12.

Glenns Ferry Jt. School District No. 192

This request involves 115 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 288 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 253 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 29 students attending grades K through 12.

Fremont Co. Jt. School District No. 215

This request involves 233 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 66 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 332 students attending grades K through 12.

Wendell School District No. 232

This request involves 51 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 42 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 41 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 39 students attending grades K through 8.

Salmon River Jt. School District No. 243

This request involves 4 students attending grades K through 9.

Mountain View School District No. 244

This request involves 109 students attending grades K through 12.

Jefferson Co. Jt. School District No. 251

This request involves 289 students attending grades K through 12.

Ririe School District No. 252

This request involves 181 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 69 students attending grades K through 12.

Jerome Jt. School District No. 261

This request involves 291 students attending grades K through 8.

Coeur d'Alene School District No. 271

This request involves 324 students attending grades K through 8.

Lakeland School District No. 272

This request involves 149 students attending grades K through 12.

Post Falls School District No. 273

This request involves 626 students attending grades K through 12.

Kootenai School District No. 274

This request involves 1 students attending grades K through 12.

Moscow School District No. 281

This request involves 287 students attending grades K through 12.

Genesee School District No. 282

This request involves 36 students attending grades K through 12.

Potlatch School District No. 285

This request involves 36 students attending grades K through 12.

Troy School District No. 287

This request involves 49 students attending grades K through 9.

Salmon School District No. 291

This request involves 189 students attending grades K through 12.

South Lemhi School District No. 292

This request involves 6 students attending grades K through 12.

Kamiah Jt. School District No. 304

This request involves 67 students attending grades K through 12.

Shoshone Jt. School District No. 312

This request involves 108 students attending grades K through 12.

Dietrich School District No. 314

This request involves 1 students attending K through 11.

Richfield School District No. 316

This request involves 16 students attending K through 12.

Madison School District No. 321

This request involves 353 students attending grades K through 12.

Sugar-Salem Jt. School District No. 322

This request involves 112 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 516 students attending grades K through 8.

Lapwai School District No. 341

This request involves 77 students attending grades K through 12.

Culdesac School District No. 342

This request involves 4 students attending grades K through 12.

Oneida Co. School District No. 351

This request involves 128 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 76 students attending grades K through 7.

Bruneau-Grand View Jt. School District No. 365

This request involves 15 students attending grades K through 12.

Homedale Jt. School District No. 370

This request involves 220 students attending grades K through 8.

Payette Jt. School District No. 371

This request involves 487 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 64 students attending grades K through 10.

Fruitland School District No. 373

This request involves 166 students attending grades K through 12.

American Falls Jt. School District No. 381

This request involves 125 students attending grades K through 8.

Rockland School District No. 382

This request involves 25 students attending grades K through 12.

Kellogg Jt. School District No. 391

This request involves 24 students attending grades K through 5.

Wallace School District No. 393

This request involves 175 students attending grades K through 12.

Teton Jt. School District No. 401

This request involves 81 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 368 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 216 students attending grades K through 12.

Filer School District No. 413

This request involves 160 students attending grades K through 12.

Kimberly School District No. 414

This request involves 283 students attending grades K through 12.

Hansen School District No. 415

This request involves 36 students attending grades K through 12.

Castleford Jt. School District No. 417

This request involves 10 students attending grades K through 12.

Murtaugh Jt. School District No. 418

This request involves 70 students attending grades K through 9.

McCall-Donnelly Jt. School District No. 421

This request involves 108 students attending grades K through 12.

Cascade School District No. 422

This request involves 18 students attending grades K through 12.

Weiser School District No. 431

This request involves 324 students attending grades K through 12.

Midvale School District No. 433

This request involves 7 students attending grades K through 12.

Victory Charter No. 451

This request involves 5 students attending grades K through 12.

Compass Public Charter No. 455

This request involves 29 students attending grades K through 12.

Falcon Ridge Charter No. 456

This request involves 23 students attending grades K through 8.

Liberty Charter No. 458

This request involves 2 students attending grades K through 8.

Vision Charter No. 463

This request involves 183 students attending grades K through 12.

North Valley Academy Charter No.465

This request involves 70 students attending grades K through 12.

Legacy Charter No.478

This request involves 5 students attending grades K through 8.

Heritage Academy Charter No.479

This request involves 2 students attending grades K through 8.

Heritage Community Charter No.481

This request involves 92 students attending grades K through 8.

Idaho Stem Academy Charter No.485

This request involves 119 students attending grades K through 10.

North Star Charter No.783

This request involves 2 students attending grades K through 10.

Thomas Jefferson Charter No.787

This request involves 31 students attending grades K through 12.

Idaho Arts Charter No. 788

This request involves 68 students attending grades K through 12.

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Lewis-Clark State College; Proposed Psychology Teaching Endorsement Program and Communication Arts Speech and Debate Teaching Endorsement Program

REFERENCE

April 2015 Board accepted the recommendation of the

Professional Standards Commission to conditionally approve the Online Teaching Endorsement program

offered through Lewis-Clark State College.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code IDAPA 08.02.02.100, Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Psychology Teaching Endorsement and Communication Arts Speech and Debate Teaching Endorsement

The Standards Committee of the Professional Standards Commission (PSC) conducted New Program Approval Desk Reviews of the Psychology and Communication Arts Speech and Debate Teaching Endorsement programs proposed by Lewis-Clark State College (LCSC). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Psychology, Communication Arts Foundation Standards, and the Speech and Debate Teacher Standards would be met and/or surpassed through the proposed programs.

During its March 2017 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Psychology Teaching Endorsement and Communication Arts Speech and Debate Teaching Endorsement programs offered through LCSC. With the conditionally approved status, LCSC may admit candidates to the Psychology and Communication Arts Speech and Debate Teaching Endorsement programs, and the programs will undergo full approval once students complete the program.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, LCSC must have all new programs reviewed for State approval.

ATTACHMENTS

Attachment 1 – LCSC Psychology Endorsement Packet
Attachment 2 – LCSC Communication Arts Speech and
Debate Endorsement Packet

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Page 13Í

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission, recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

The current Board approved accrediting body for teacher preparation programs is the Council for the Accreditation of Education Preparation (CAEP). CAEP was formed in 2013 with the consolidation of National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). NCATE was the previously recognized accrediting body for approved teacher preparation programs in Idaho. On-site teacher preparation program reviews are conducted every seven (7) years in partnership with CAEP based on a partnership agreement. During a concurrent visit, the CAEP team and the state team collaborate to conduct the review, however each team generates their own reports. New programs are reviewed at the time of application for consideration as an approved teacher preparation program. Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The PSC review process evaluates whether or not the programs meet or will meet the approved teacher preparation standards for the applicable program and endorsement area. The PSC may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the PSC forwards a new recommendation to the Board regarding approval status of the program.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and to conditionally approve the Psychology Teaching Endorsement program offered through Lewis-Clark State College for teacher certification.

Moved by Seconded by Carried Yes N	<u></u> ما
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I move to accept the recommendation of the Professional Standards Commission and to conditionally approve the Communication Arts Speech and Debate Teaching Endorsement program offered through Lewis-Clark State College for teacher certification.

Moved by _____ Seconded by ____ Carried Yes ____ No ____

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Proposed Degree in Secondary Education: Psychology

The Teacher Education Program at Lewis-Clark State College seeks approval to implement a program of study that leads to endorsement in Psychology. This program of study will consist of existing undergraduate courses. This packet of information contains information about the Lewis-Clark State College Teacher Education Program, the proposed program of study guide, required course descriptions, syllabi, and standards alignment documents.

Thank you for your consideration of our proposal,

Heather Van Mullem

Heather Van Mullem, PhD Chair, Division of Education and Kinesiology Lewis-Clark State College

Proposed Secondary Education: Psychology Program of Study

Lewis-Clark State College Teacher Education Program

Contents

Lewis-Clark State College Teacher Education Program
Mission
Conceptual Framework
Program Professional Standards for Teaching
Course Descriptions
Program Plan/Design and Standards Alignment Documents (separate document)
Course Syllabi (Separate Document)

Mission

The Lewis-Clark State College Teacher Education programs are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to be effective in helping all students learn. Through the education experiences gained from college coursework and on-site field placements in schools, Lewis-Clark State College teacher education students develop the knowledge and skills to become highly-qualified teachers. Coursework and field experiences revolve around a focused set of Professional Standards for Teachers. Continual attention to professional standards ensures that the teacher candidate remains focused on the right capabilities to perform successfully in shaping and facilitating the education of young learners.

Conceptual Framework

The Conceptual Framework of the teacher preparation program at Lewis-Clark State College is "to prepare caring professionals who teach for understanding in communities of learning." The Conceptual Framework communicates the unit's shared mission and explains how curriculum, instruction, technology, assessment, and evaluation are related. It provides a theoretical construct for the program's conceptual meanings and generalizations, the policies and procedures, and actual activities and processes that systematically relate to how the physical, natural, social, and human realities of the unit are aligned into a coherent whole.

The Lewis-Clark State College Teacher Education Conceptual Framework is further defined by describing each component of the framework statement:

Caring Professionals

The term "caring" emphasizes LCSC's commitment to preparing teachers who recognize the

importance of relationships in the teaching-learning process and who are committed to creating inclusive, safe, and supportive learning environments for all students. The caring teacher values and appreciates diversity and respects students' varied talents and abilities, and uses an understanding of individual and group motivation techniques to encourage positive interaction, active engagement, and self-motivation.

The term "professional" emphasizes LCSC's commitment to preparing teachers who are knowledgeable, dedicated to the profession, and reflective in their practice. Knowledgeable teachers are content area experts who understand the interaction of subject matter and effective teaching strategies in helping students learn. Dedicated teachers understand that teaching and learning extend beyond the classroom, that professional growth is critical, and that it is an ongoing process. In addition, they recognize the value of reflection in the teaching-learning process.

• Teaching for Understanding

The phrase "teaching for understanding" emphasizes in-depth learning, generative topics, understanding goals, performances of understanding, and ongoing assessment. Learners are able to demonstrate that they know more than rote-level material. Learning facts is an important aspect of understanding, but learning facts is not sufficient. Students must be able to connect information in meaningful ways and be flexible in applying their knowledge to a variety of situations and settings. In addition to a good repertoire of knowledge, they must have well-developed skills and an understanding of the meaning, significance, and use of what they have studied. Teachers use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. These teachers foster active inquiry, collaboration, and supportive interaction in the classroom.

Communities of Learning

Finally, the phrase "communities of learning" addresses LCSC's belief in the importance of establishing community, both in the classroom and beyond the classroom, and of maintaining professional partnerships and collaborations. Learning communities include all those with an interest in the education of children, adolescents, and adults – teacher candidates, faculty, on-site teacher educators (cooperating teachers), administrative and support personnel, parents, and laypersons. The Lewis-Clark State College teacher education program believes that continual interaction and shared responsibility between and among members of the learning community are essential in the preparation of highly qualified teachers. The program especially values the involvement of on-site teacher educators who provide opportunities for our teacher candidates to apply their formal pedagogical knowledge and skills in actual classroom setting. On-site teacher educators are also involved in providing teacher candidates with new knowledge through on-campus presentations in their particular areas of expertise.

Program Professional Standards for Teaching

Through the educational experiences gained from classroom activities and on-site field placements, teacher education students develop the knowledge and skills of a highly-qualified teacher. This purposeful collection of knowledge and skills is defined by a focused set of Professional Standards for Teaching. The Professional Standards become the foundation of the teacher education curriculum. They ensure that the teacher candidate remains focused throughout preparation to become a teaching professional and can readily demonstrate these competencies to others. LCSC faculty members believe that in order to ensure the continuous intellectual, social and physical development of all learners, the qualified teacher must perform several roles. In preparing for these roles, teacher candidates must demonstrate knowledge, skills, and dispositions related to eight main areas of professional competence. Successful candidates must be:

A Dedicated Professional

The teacher conducts herself/himself in a manner which shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

A Knowledgeable Professional

The teacher is knowledgeable of how children, as individuals and in groups, learn and develop how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

A Content Specialist

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

• An Educational Designer

The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

• An Educational Facilitator

The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective classroom organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

An Educational Evaluator

The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

• A Culturally Responsive Educator

The teacher is a culturally responsive educator who understands and embraces the ideas of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions, and experiences of students from diverse experiences.

• A Reflective Professional

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

Through participation in the LCSC teacher preparation program, teacher candidates have opportunities to develop, to nurture, and to demonstrate their professional competence in each of these eight areas.

Course Descriptions

PSYC 101: Introduction to Psychology (3cr)

This general survey of psychology typically explores research methodology, bio-psychology, human development, memory, consciousness, motivation, emotions, personality, mental disorders, therapy, healthy psychology, social psychology, etc.

PSYC 205: Developmental Psychology (3cr)

Helps students gain an understanding of the physical, intellectual, emotional, social and moral development of children and adolescents from a multicultural perspective. Basic theories of child and adolescent development will be addressed to assist the student to learn to set the conditions for human development.

PSYC 226: Biological Bases of Behavior (3cr)

Introduces students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral biology, or behavioral neuroscience. The main focus is on gaining and/or demonstrating an understanding of relationships between central nervous system processes and human behavior.

PSYC 240: Historical/Contemporary Issues (3cr)

An examination of issues surrounding the aims, methods, and structure of psychology with attention to (1) the nature of explanation and various philosophical approaches for the discipline, (2) professional and ethical considerations for the psychological practitioner, researcher, and writer, and (3) a survey of historical and contemporary issues in the field. The course aims to assist students to acquire a professional orientation to the discipline of psychology by gaining knowledge about variety of issues, synthesizing and evaluating this knowledge, and applying it toward development and communication of informed positions and opinions relevant to these issues.

PSYC 300: Statistical Methods (3cr)

Survey of descriptive and inferential statistical concepts commonly used in the treatment of data in social science research. The understanding and application of the concepts will be emphasized. Topics covered will include: measures of central tendency, measures of variability, correlation methods, hypothesis testing and simple analysis of variance.

PSYC 311 Abnormal Psychology (3cr)

Study of conceptualization and treatment of psychological difficulties including: anxiety disorders, mood disorders, schizophrenia, and personality disorders. Issues related to multiculturalism and gender, and issues of controversy are also explored.

PSYC 320: Social Psychology (3cr)

Provides students with knowledge of a representative sampling of topics and issues in social psychology plus an understanding of the methodology used by social psychologists. Covers the ways in which people or groups affect others and in turn are affected by them. Topics will include social perception, beliefs, attitudes, values, persuasion, interpersonal attraction, altruism, cooperation, competition, social power, group performance, conflict and resolution.

PSYC 385: Research Methods (3cr)

Develops students' ability to design an empirical study within the ethical constraints of human research and to understand the results of research in professional journals. Specific research designs covered include archival research, experimental designs, naturalistic observation,

participant observation, quasi-experimental designs, single subject designs, and survey research. Integrates (1) analytical and evaluative thinking, (2) descriptive, explanatory, and critical writing, and (3) basic knowledge of the theory and application of qualitative and quantitative research design.

PSYC 485: Advanced Research Seminar (3cr)

Provides experience in carrying out research projects in the social sciences, nursing and other disciplines. The emphasis will be on the active participation in seminar discussions to develop an understanding of the design and completion of all phases of selected research projects. Each student will design a study, obtain ethical approval, collect and analyze data and write a research report summarizing the results of their study. In addition, each student will assist other seminar members in selected aspects of their studies.

PSYC 494: Internship in Psychology (3cr)

Emphasizes the development of basic helping skills through a supervised non-chemical dependency internship.

PSYC 495: Practicum in Psychology (3cr)

Emphasizes the development of the basic helping skills and/or psychological research skills through a supervised field experience. Learning plans and goals will be defined to target students desiring a specific field experience in various settings utilizing addictions professionals and programs.

PSYC 499: Research Project and Seminar in Psychology (3cr)

Provides a capstone experience that includes the conduct of psychological research designed by each student. A quantitative or qualitative research paper or project is required.

ED 214: Principles of Education (3cr)

An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.

ED 224: Media & Technologies for Living in a Digital World (2cr)

Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.

ED/PSYC 318: Assessment of Learning (3cr)

An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive.

ED/PSYC 321: Educational Psychology (3cr)

Builds on knowledge gained in Developmental Psychology to further the understanding of various theories of learning, teaching, developmental theories and processes.

ED 345: Culturally Relevant Teaching (3cr)

This course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific teaching strategies for students whose first language in not English.

SE 322: Inclusion Strategies, K-12 (3cr)

Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs.

ED 445: Instructional Strategies and Classroom Management, 6-12 (3cr)

This course familiarizes students with a variety of research-based instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions through microteaching and various forms of presentation. Students also develop products that demonstrate understanding of key aspects of classroom management, discipline, and motivation. Includes 20 hours of field experience in area secondary schools.

ED 449: Teaching Methods in the Content Area (3cr)

This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans consisting of course rationale, syllabus, and lesson plans based upon local, state, and national standards. Special emphasis is placed on research-based teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship practicum experience in the content area for students.

ED 424: Media & Technologies for Teaching, K-12 (2cr)

Media & Technologies for Teaching, K-12 is a course to address the strategies for integrating media and current technologies into teaching and learning. This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge and skills that will

enable you to effectively integrate media and technologies into teaching and learning. Course content and activities address the design, development, implementation, and evaluation of a variety of current forms of instructional media and technologies for the purpose of enhancing learning. Through participation in this course, students will also become prepared to foster sound principles of digital citizenship in teaching and learning environments.

RE 422: Reading in the Content Area, K-12 (3cr)

Taught from a multicultural perspective, this course emphasizes the teaching of content using literacy strategies in classes at the intermediate, middle, and secondary levels. Focuses on practical ways to help students increase comprehension when reading content materials.

ED 452: Internship Seminar (1cr)

This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis.

ED 460: Professional Internship in Education, 6-12 (3-12cr)

The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities.

Idaho Standards for Psychology Teachers (2017) Based on standards set by the American Psychological Association

Knowledge	Coursework/Experience	Artifacts/Evidence
Standard #1 - The teacher of psyc	chology knows and can explain the major theoretical a	pproaches, research findings, and historical and
contemporary trends in the scienc	e of psychology.	
The teacher should be able to:		Objective 1:
	PSYC 101: Introduction to	PSYC 101: Exams
1. Describe, compare, and	Psychology (1, 2, 3, 4)	PSYC 205: Quizzes, Case
contrast major theoretical		Studies, Reading Guides
approaches in psychology (e.g.,	PSYC 205: Developmental	PSYC 240: Exams
behavioral, biological, cognitive,	Psychology (1, 2, 3)	PSYC 311: Exams
psycho-analytic, and social).		PSYC 320: Exams; Writing
	PSYC 240: Contemporary and	Assignment
2. Explain the contributions of	Historical Issues (1, 2, 3)	ED 321: Theorist Essays
the major theoretical		
approaches in psychology (e.g.,	PSYC 311: Abnormal Psychology	Objective 2:
behavioral, biological, cognitive,	(1, 4)	PSYC 101: Exams
psycho-analytic, and social).		PSYC 205: Quizzes, Case
	PSYC 320: Social Psychology (1,	Studies, Reading Guides
3. Discuss emerging areas in	2, 3)	PSYC 240: Reading, Debates;
psychology such as cross-		Exams
cultural and evolutionary	ED 321: Educational Psychology	PSYC 320: Reading, Exams
psychology.	(1,2)	ED 321: Theorist Essays
4. Describe applications of		Objective 3:
psychology such as human		PSYC 101: Exams
factors and health psychology.		PSYC 205: Quizzes, Reading
1 7 37		Guides
		PSYC 240: Debates, Exams
		PSYC 320: Exams, Writing
		Assignments
		Objective 4:
		PSYC 101: Exams

			PSYC 205: Quizzes, Case Studies, Reading Guides PSYC 311: Exams, Writing Assignments
Standard #2 - The teacher of psyc interpretation.	l hology demonstrates how psycholog	ists use major research methods incl	uding design, data analysis, and
The teacher should be able to:	PSYC 300: Statistics [1, 2, 6]		Objective 1: PSYC 385: Annotated
Locate theories, methodologies, and empirical findings necessary to plan, conduct, and	PSYC 385: Research Methods (1, 2, 3, 4, 5, 7)		Bibliography Assignment PSYC 300: Exams 3, 4
interpret results of research studies.			Objective 2: PSYC 385: Research Question Statement Assignment
2. Formulate a testable research hypothesis.			PSYC 300: Classroom Activity
3. Design basic studies to address psychological questions using different research methodologies.			Objective 3: PSYC 385: Method Section Assignment
4. Adhere to APA guidelines for the ethical treatment of human and nonhuman research participants.			Objective 4: PSYC 385: Ethical Training Assignment
5. Explain how validity and reliability of observations and			Objective 5: PSYC 385: Exam 3
measurements relate to data analysis.			Objective 6: PSYC 300: Classroom Activities, Homework, Exams
6. Collect and analyze data designed to answer a			Objective 7:
psychological question using basic descriptive and inferential			All papers in all our Psychology courses are written APA style

statistics.			
7. Report the results in American			
Psychological Association style.			
	 chology applies the major theoretical	approaches in psychology to reality	-based educational, emotional,
ethical, motivational, organization			
The teacher should be able to:	PSYC 205: Developmental		Objective 1:
	(1, 5)		PSYC 205: Action Case Studies
1. Suggest psychologically based			PSYC 240: Ethical Analysis
ethical solutions to actual	PSYC 240: Historical &		Writing Assignment
problems including, but not	Contemporary Issues (1, 6)		PSYC 311: Exams, Writing
limited to, those encountered in			Assignments
education, business and	PSYC 311: Abnormal (1, 2, 3, 4,		ED/PSYC 321: Theorists Essays
industry, and the environment.	5,6)		
			Objective 2:
2. Explain the various etiologies	PSYC 320: Social Psychology (5,		PSYC 311: Exams, Writing
and ethical treatments for abnormal behaviors.	6)		Assignments
	ED/PSYC 318: Assessment of		Objective 3:
3. Discuss the uses and ethical implications of psychological	Learning (3)		PSYC 311: Exams
assessment.	ED/PSYC 321: Educational		Objective 4:
	Psychology (1)		PSYC 311: Exams, Writing
4. Incorporate knowledge and			Assignments
research findings concerning			
human motivation and emotion			Objective 5:
when teaching in the areas of			PSYC 205: Quizzes, Reading
stress, coping, and health.			Guides
			PSYC 320: Exams, Writing
5. Diffuse diversity issues			Assignments
throughout the psychology			PSYC 311: Exams
curriculum and demonstrate			
cultural competence.			Objective 6:

6. Identify sociocultural factors	PSYC 240: Exams, Debate PSYC 320: Exams, Writing
in the application of	Assignment
psychological research.	PSYC 311: Exams, Writing
	Assignments

BACHELOR OF ARTS/SCIENCE PSYCHOLOGY WITH SECONDARY EDUCATION CERTIFICATION 2017-2018



GENERAL ED	DUCATION CORE	REQ	COMP	NEED
Written Comr				
ENGL 101 & 1				
ENGL 109		6		
	nication - Choose 1			
COMM 101, 2		3		
Mathematical	Ways of Knowing - Choose 1			
	30, 147 (or 147A &B), 170, 253, 257	2.5		
MTHPT 129, 1	130, 137	3-5		
Humanistic &	Artistic Ways of Knowing			
ENGL 150, EN	NGL 257, ENGL 258	3		
ART 100, HUN	M 101, HUM 150 THEA 101	3		
Scientific Wa	ys of Knowing - Choose 1 course from 2 disci	plines; 1 lab		
BIOL 102, 120), 175, 252			
CHEM 102, 10	05, 111			
CS 108 or FS0	CI 101 or GIS 271	7-8		
GEOL 100, 12	20	1-0		
NS 150, 174				
PHYS 111, 17	1, 205, 211			
Social & Beh	avioral Ways of Knowing			
PSYC 101		3		
Select one of	the following:			
ANTH 102, 12	0, or 170			
ECON 201 or	202			
GEOG 102				
HIST 101, 102	2, 111, 112	3		
HRPT/SS 184	or 185			
POLS 101, 28	5			
SOC 101, 102			<u></u>	<u></u>
Diversity - Ch	noose 1			
ANTH 102, 12				
	NGL 258 or 474, GEOG 102			
HIST 101, 102	2, 111, 112			
HRPT/SS 184		3		
NP 101, 102				
POLS 285, SC				
SPAN 101, 10			L	L
	eminar: Ethics & Values			
	(see course descriptions/options in catalog)	3		
ID 301A				
	TOTAL	37-40		
	RITAGE LANGUAGE	REQ	COMP	NEED
101	Take 16 credits of language if selecting			
102	Bachelor of Arts degree. May also count as			
201	Diversity.			
202	<u> </u>			
	TOTAL	16		

No grade lower than a C- is accepted in general education core, and no grade lower than a B- will be accepted in any Secondary Education course numbered at the 300-400 level.

Candidates must maintain a mimum 3.0 gpa overall and a minimum 3.0 gpa in the content area.

Additional requirements must be met for teacher certification. See your Education advisor for assistance.

MAJOR COL	JRSES	REQ	COMP	NEED
PSYC 101	Intro to Psychology	CORE		
PSYC 205	Developmental Psychology	3		
PSYC 226	Biological Bases of Behavior	3		
PSYC 240	Historical/Contemporary Issues	3		
PSYC 300	Statistical Methods	3		
PSYC 311	Abnormal Psychology	3		
PSYC 320	Social Psychology	3		
PSYC 385	Research Methods	3		
PSYC 485	Advanced Research Seminar			
PSYC 494	Internship	3		
PSYC 495	Practicum	Ī		
PSYC 499	Senior Research Project	3		
PSYCHOLO	GY SELECTIVES			
ED/PSYC 31	8 Assessment of Learning	SEE BELOW	1	
ED/PSYC 32	1 Educational Psychology	SEE BELOW	1	
PSYC		3		
PSYC		3		
PSYC		3		
TO	OTAL PSYCHOLOGY PROG CREDITS	36		
ELECTIVES				
		8		
	TOTAL ELECTIVES	8		
SECONDAR	Y EDUCATION CERTIFICATION REQ	UIREMENTS		

Application for admission to the Teacher Education Program is required after

successful completion of Phase I courses.				
PHASE I	- Professional Foundations of Education	REQ	COMP	NEED
ED 214	Princ of Educ/Field Experience	3		
ED 224	Techs in Digital World	2		
ED 318	Assessment of Learning	3		
ED 321	Educational Psychology	3		
The follow	ving course may be taken in Phase I or Pha	se II:		
ED 345	Culturally Relevant Teaching	3		
SE 322	Inclusion Strategies K-12	3		
PHASE II	- Professional Studies in Education			
ED 445	Instrc Strat/Clrm Mgmt 6-12	3		
ED 449	Teaching Methods in Content Area	3		
ED 424	Media & Tech for Tchg K-12	2		
RE 422	Reading in the Content Area	3		
PHASE II	I - Professional Internship (taken as your	final semes	ter)	
ED 452	Internship Seminar	1		
ED 460	Professional Internship in Educ 6-12	12		
TOTA	AL SECONDARY CERTIFICATION PROG	41		
SUMMAR	RY			
GENERA	L EDUCATION	37		
PSYCHO	LOGY PROGRAM	36		
ELECTIV	ES	8		
SECOND	ARY EDUCATION CERTIFICATION	39		

SYLLABUS for STATISTICAL METHODS

DATE: Fall 2016

COURSE NUMBER AND TITLE: PSYC/SS/ECON 300.01/.02 Statistical Methods

CREDIT HOURS: 3

TIME AND PLACE: Section 02 1:30 p.m. – 2:45 p.m. Mon/Wed, SAC 148

Section 01 12:00 p.m. - 1:15 p.m. Tues/Thurs, ADM 203

INSTRUCTOR: Teri Rust, Ph.D.

OFFICE: Spalding Hall 273, phone: 792-2276, e-mail: trust@lcsc.edu OFFICE HOURS: T & TH 10:30-11:45, 1:30-2:45, and by appointment

<u>Course Description</u>: This course is designed to provide students with a basic understanding of the fundamentals of statistics. The emphasis will be on understanding, application, and problem solving, not on extensive computations and the memorization of formulas. The concepts considered in this course are those related to the representation of information (descriptive statistics and graphs) and those concepts related to drawing conclusions based on sample data (inferential statistics, including probability, the normal distribution, and hypothesis testing—independent t, dependent t, correlation, chi square, ANOVA).

Text: Basic Statistical Concepts, 4th ed., by Bartz.

"Worksheets" booklet available at bookstore.

Required Equipment: A calculator with a square root key, and one YOU know how to operate. You may NOT use a calculator on a phone or other communication/internet device.

<u>A note to persons with disabilities</u>. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

<u>Prerequisite</u>: Completion of the general education math requirement prior to enrollment.

General Course Objectives

Upon completion of the course, the student:

- 1. will be familiar with the various scales of measurement;
- 2. will be able to create and evaluate frequency distributions and various graphing techniques;
- will be familiar with the calculations, uses, and interpretations of the three measures of central tendency;
- 4. will be familiar with the calculations, uses, and interpretations of measures of variability;
- 5. will be familiar with the calculations, uses, and interpretations of percentile ranks;
- 6. will be familiar with the normal curve model, using the normal curve table, and the basics of probability;
- 7. will be familiar with the basic theory behind hypothesis testing, including the concept of statistical significance;
- 8. will be able to follow the steps to carry out different types of t-tests and interpret the results;
- 9. will be familiar with the concepts of Type I and Type II errors;
- will demonstrate an understanding of correlation, including the limitations of conclusions that can be drawn;
- 11. will be able to follow the steps to carry out one-way and two-way chi square analyses and interpret the results;
- 12. will be able to follow the steps to carry out a one-way ANOVA and interpret the results;
- 13. will be able to select the appropriate inferential analysis;

Attendance: Attendance is extremely important. Everything is cumulative, so if you miss class you will have a difficult time. Attendance is taken every day. It is YOUR responsibility to sign in. If you know you will be gone, please let me know in writing (on sign-in sheet or e-mail) or leave a voice-mail message. If you miss class, please do not delay a future class asking me to cover what you missed. Those questions are more appropriate in my office. Attendance is expected, and 8 absences will result in an F regardless of points earned. If there are circumstances that will interfere with your attendance, please register for the online version of the course. No texting, cell phones ringing, or internet activity during class. Using a computer to take notes is not allowed, given the nature of formulas and computations.

Assignments: Most class periods end with an outside assignment. These are to facilitate your understanding of the concepts. It is <u>highly unlikely</u> you can pass the course without doing the homework. Anticipate spending approximately 3 hours outside of class for every class period. Some homework assignments will be submitted for points. They are due IN CLASS the day after they have been assigned. Late assignments are accepted for up to 1 week, but they lose 10% for every day they are late. I DO NOT accept ANY submissions after 5:00 p.m. on the Friday before finals' week (Dec 9, 2016).

I will try to explain concepts thoroughly in class. I am happy to address questions during class and outside of class. Do not expect to be able to satisfactorily complete this course just by coming to class--READING THE BOOK AND extra work are CONSISTENTLY required. You must be able to complete the homework worksheets without using your notes, text, or previously worked problems. You must be able to understand the vocabulary of statistics.

<u>Tests</u>: The four exams include a combination of multiple choice and worked problems. The only acceptable reasons to miss an exam are <u>extreme</u> illness, absence while representing the college, or death in the family. In any case, I <u>MUST</u> be notified prior to the beginning of class to take a make-up. Make-ups are taken in the Testing Center in the Library building. The Testing Center requires an appointment for proctored exams. A 24hr notice and ID are required (208-792-2100, 1-800-879-0453, testingcenter@lcsc.edu). **ALL** EXAMS ARE CUMULATIVE!!!!! If English is not your first language, you may use a translation dictionary.

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Test 1, Chpts 1-3 (80 pts)
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Test 2, Chpts 4-5, + (90 pts)

Test 3, Chpts 6 & 9 (100 pts)

FINAL, Mon Dec 12 OR Thurs Dec 15, Chpts 7, part of 13, 11 (130 pts)

Do NOT to leave for home or vacation before the final and expect to take it early. I do not allow tests to be taken early. I also do not allow students to do anything "more" once final exam week begins.

Quizzes: There are 3 e-mail quizzes worth 5 points each. They will follow within a week of tests 1, 2, and 3. There will also be multiple in-class quizzes, and I will count your 5 highest scores. Research shows that testing/quizzing improves retention of information (McDaniel, Anderson, Derbish, & Morrisette, 2007).

Withdrawing: The deadline for withdrawing from the class with a W on your transcript is Thursday, November 5. After that, a petition is required, it costs money, and it is not necessarily approved. Withdrawing can now negatively impact your financial aid, so please be aware of all consequences.

Grading: You may figure 90%, 80%, 70% cut-offs for grades. I do use +/- grading for scores that fall close to the cutoffs. Other grading criteria include your mature approach to the subject as evidenced by attendance and behavior. You can monitor your grades through Blackboard.

3 e-mail quizzes @ 5 pts each	15	Total	565
5 in-class quizzes @ 5 pts each	25		
Big 5 Personality	10	Grades and what they mean:	
Homework for points	115	(500-555) A Distinguished (Except	otional)
Tests	<u>400</u>	(444-499) B Superior	

(389-443) **C** Average (Minimal Expectation) (...-323) **F** Failing (333-388) **D** Below Average

Please feel free to stop by my office, call, or e-mail, if you need any assistance.

LEWIS-CLARK STATE COLLEGE Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015

	Α	В	С	D	Е
1		Fall	2016	Introduction to Statistics MonWed	
2	Day	Weekday	Date	Topic	
3	1	Mon	Aug 22	IntroSRQ Alert (Appendix 2)	
4	2	Wed	Aug 24	NOIR, SRQ (Ch 1 1-13)	
5	3	Mon	Aug 29	Freq Distr: Terms, Simple (Ch 2 19-28)	
6	4	Wed	Aug 31	Group Freq Distr, Histo, Freq Poly (Ch 2 28-36)	
7		Mon	Sept 5	Labor Dayno classes	
8	5	Wed	Sept 7	Skews, Mean, Mdn, Mode (Ch 3 59-71)	
9	6	Mon	Sept 12	Grand Mean, pop vs sample, video (Ch3 72-74)	
10	7	Wed	Sept 14	Test 1: Ch 1-3	
11	8	Mon	Sept 19	Calc & Interpret PR (not in text)	
12	9	Wed	Sept 21	Variability (Ch 4 83-95)	
13	10	Mon	Sept 26	Variability, z & T scores, video (Ch 5 95-103)	
14	11	Wed	Sept 28	NC Table (Ch 5 111-117)	
15	12	Mon	Oct 3	NC & Application (Ch 5 118-123)	
16	13	Wed	Oct 5	NC & Application	
17	14	Mon	Oct 10	Finish & probability (Ch 5 123-127)	
18	15	Wed	Oct 12	Test 2: Ch 4-5	
19	16	Mon	Oct 17	logic; CI (Ch 6; Skip: RANDOM SAMPLES; MORE ON SAM	PLING;
20				SOME TRIAL ESTIMATES OF mu; RANDOM VS REPRES	SAMPLES
21	17	Wed	Oct 19	CI, single sample (Ch 9 258-260)	
22	18	Mon	Oct 24	t-test single sample (Ch 9 255-260)	
23	19	Wed	Oct 26	Independent t-test (Ch 9 229-247)	
24	20	Mon	Oct 31	Dependent t-test (Ch 9 248-251)	
25	21	Wed	Nov 2	Type I & II errors (Ch 9 251-254)	
26	22	Mon	Nov 7	Test 3: Ch 6 & 9	
27	23	Wed	Nov 9	Intro correlations (Ch 7 163-172, no calculations)	
28	24	Mon	Nov 14	Calc Spearman & interpret corr (Ch 7 178-181)	
29	25	Wed	Nov 16	con't; Symbols Quiz (Ch 7 172-177; 182-187)	
30		Mon-Fri	Nov 21-25	Thanksgiving No classes	
31	26	Mon	Nov 28	One- & Two-way chi square (Ch 13 341-351)	
32	27	Wed	Nov 30	One-way ANOVA (Ch 11 287-299)	
33	28	Mon	Dec 5	One-way ANOVA (Ch 11 299-300)	
34	29	Wed	Dec 7	Selecting tests; finish	
35					
36					
37	Final	Mon	Dec 12	Test 4: Ch 7, part of 13, 11	
38	Fina	Thurs	Dec 15	12:00-2:00 ADM 203 (Alternative time option)	

	Α	В	С	D	E
1		Fall	2016	Introduction to Statistics TuesThurs	
2	Day	Weekday	Date	Topic	
3	1	Tues	Aug 23	IntroSRQ Alert (Appendix 2)	
4	2	Thurs	Aug 25	NOIR, SRQ (Ch 1 1-13)	
5	3	Tues	Aug 30	Freq Distr: Terms, Simple (Ch 2 19-28)	
6	4	Thurs	Sept 1	Group Freq Distr, Histo, Freq Poly (Ch 2 28-36)	
7	5	Tues	Sept 6	No class, so we stay with MW class	
8	6	Thurs	Sept 8	Skews, Mean, Mdn, Mode (Ch 3 59-71)	
9	7	Tues	Sept 13	Grand Mean, pop vs sample, video (Ch3 72-74)	
10	8	Thurs	Sept 15	Test 1: Ch 1-3	
11	9	Tues	Sept 20	Calc & Interpret PR (not in text)	
12	10	Thurs	Sept 22	Variability (Ch 4 83-95)	
13	11	Tues	Sept 27	Variability, z & T scores, video (Ch 5 95-103)	
14	12	Thurs	Sept 29	NC Table (Ch 5 111-117)	
15	13	Tues	Oct 4	NC & Application (Ch 5 118-123)	
16	14	Thurs	Oct 6	NC & Application	
17	15	Tues	Oct 11	Finish & probability (Ch 5 123-127)	
18	16	Thurs	Oct 13	Test 2: Ch 4-5	
19	17	Tues	Oct 18	logic; CI (Ch 6; Skip: RANDOM SAMPLES; MORE ON SAM	PLING;
20				SOME TRIAL ESTIMATES OF mu; RANDOM VS REPRES	SAMPLES
21	18	Thurs	Oct 20	CI, single sample (Ch 9 258-260)	
22	19	Tues	Oct 25	t-test single sample (Ch 9 255-260)	
23	20	Thurs	Oct 27	Independent t-test (Ch 9 229-247)	
24	21	Tues	Nov 1	Dependent t-test (Ch 9 248-251)	
25	22	Thurs	Nov 3	Type I & II errors (Ch 9 251-254)	
26	23	Tues	Nov 8	Test 3: Ch 6 & 9	
27	24	Thurs	Nov 10	Intro correlations (Ch 7 163-172, no calculations)	
28	25	Tues	Nov 15	Calc Spearman & interpret corr (Ch 7 178-181)	
29	26	Thurs	Nov 17	con't; Symbols Quiz (Ch 7 172-177; 182-187)	
30		Mon-Fri	Nov 21-25	Thanksgiving No classes	
31	27	Tues	Nov 28	One- & Two-way chi square (Ch 13 341-351)	
32	28	Thurs	Dec 1	One-way ANOVA (Ch 11 287-299)	
33	29	Tues	Dec 6	One-way ANOVA (Ch 11 299-300)	
34	30	Thurs	Dec 8	Selecting tests; finish	
35					
36					
37	Final	Thurs	Dec 15	Test 4: Ch 7, part of 13, 11	
38	Final	Mon	Dec 12	1:30-3:30 SAC 148 (Alternative time option)	

SYLLABUS for Developmental Psychology [v1]

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DATE: Spring 2017

COURSE NUMBER AND TITLE: PSYC 205-01 Developmental Psychology

CREDIT HOURS: 3

TIME AND PLACE: MW 9:00 – 10:15 a.m. in ACW 135

GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing

PROFESSOR: Rhett Diessner, Ed.D.

OFFICE: Administration Bldg., Room 16 (basement), ph.# 792-2338, diessner@lcsc.edu*

OFFICE HOURS: 1-2pm M, Tu, Wed, & Th; email for an appt. if these times don't work for you

- * Please keep your emails to me to 3 sentences or less; for longer communication, come to my office hours. The college wishes you to use your lcmail.edu address; it is to everyone's advantage if you do so.
- **Although I believe in a small carbon footprint, please do not send me assignments by email; only give them to me in hardcopy. Thanks.

Course Description/Purpose

This course is designed to help the student gain an understanding of the physical, cognitive, emotional, social and moral development of children and adolescents. Basic theories of child and adolescent development will be studied to assist the student in the *practice* of understanding humans.

GENERAL EDUCATION LEARNING OUTCOMES (GELOs): Upon successful completion of this course, you should be able to demonstrate the following competencies:

- 1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline, in this case, Developmental Psychology
- 2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
- 3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
- 4. Evaluate how reasoning, history, or culture informs and guides **individual**, civic, or global decisions.
- 5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

General Course Goals/Objectives of PSYC 205

- I. Demonstrate recall memory, and *understanding* of the central concepts from influential theories in developmental psychology as a Western disciplinary science.
 - A. Cognitive Science (Gardner, 1999a);
 - B. Positive Psychology (Peterson & Seligman, 2004);
 - C. Praise Theory (Gunderson, Gripshover, Romero, Dweck, Goldin-Meadow, & Levine, 2013; Brophy, 1981).
 - D. Cognitive Developmental (Piaget, 1950; Kohlberg, 1984);
 - E. Psychosocial/Psychoanalytic (Erikson, 1950);
 - F. Synthesis of social psychology, neuroscience, and evolutionary theory in Moral Foundations Theory (Haidt, 2007; Graham, Haidt, & Nosek, 2009)

II. Demonstrate knowledge of non-mainstream, non-Western, and non-masculine-centered approaches to human development.

A. Feminist/Care approach (Gilligan, 1982; Belenky, Clinchy, Goldberger, & Tarule, 1986; Noddings, 1992);

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- B. Buddhist and Hindu (Wilber, 1986);
- C. Native American/Cheyenne (Sootkis, 1976);
- D. Evolution of African American Psychology (Akbar, 1991)
- III. Demonstrate "understanding" (Gardner, 1999b) of, and critical thinking (Dewey, 1910/1991) about, human development by accurately and meaningfully interpreting (Belenky, et al., 1986) exemplar "case studies" of children and adolescents, using the central concepts from various schools of psychology. This will be done both individually and in small cooperative groups.
- IV. Demonstrate "understanding" of (Gardner, 1999b), and critical thinking about (Dewey, 1910/1991), a individual child or youth's development by meaningfully interpreting (Belenky, et al., 1986) your "field notes", recorded from observing and interacting with a child or youth, through the use of important concepts from various schools of developmental psychology; or take a comprehensive case-study exam.
- V. Demonstrate awareness of a variety of information regarding human development through accurately responding to brief quizzes concerning readings in a multi-cultural developmental psychology textbook.

Note: Lectures by Diessner, addressing most of the main theories for this class, are available "free" to anyone that has iTunes on their hard drive; they can also be accessed with an iPod: http://deimos.apple.com/WebObjects/Core.woa/Browse/lcsc.edu

1. Assignments

Your grade in this course will be based on the following, which correspond to the GELOs as noted parenthetically at the end of each assignment.

- I. Quizzes and case studies addressing knowledge and *understanding* of major developmental psychology theories, and as well developmental psychology facts and concepts. {GELOs i, ii, iii, iv, v}
- 2. Midterm Exam {GELO i}
- 3. Final Exam {GELO i}
- 4. Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) {GELOs i, ii, iii, iv, v}
- 5. Case Analysis/Critical Thinking: either "Real-life" Child/Youth Analysis or In-class Comprehensive Case Analysis Exam {GELOs i, ii, iii, v}

Assignments by which students will demonstrate achievement of the General Educational Learning Outcomes

	T
General Educational Learning Outcome	Assignments through which students
	will demonstrate the Expected
: D 1 . 1 . C.1	Learning Outcome
i. Demonstrate knowledge of the	• Final Exam
theoretical and conceptual frameworks of	Midterm Exam
a particular Social Science discipline; in	 Quizzes and case studies
this case, Psychology.	addressing knowledge and
	understanding of major
	developmental psychology
	theories as well as facts and
	concepts of developmental
	psychology
	 Reading Guides to Knowledge of Non-traditional theories
	(Feminist, Cheyenne, East Asian, African-American)
	Case Analysis/Critical
	Thinking: either "Real-life"
	Child/Youth Analysis or
	In-class Comprehensive Case
	Analysis Exam
ii. Develop an understanding of self and	Quizzes and case studies
the world by examining the dynamic	addressing knowledge and
interaction of individuals, groups, and	understanding of major
societies as they shape and are shaped by	developmental psychology
history, culture, institutions, and ideas.	theories as well as facts and
	concepts of developmental
	psychology
	 Reading Guides to Knowledge
	of Non-traditional theories
	(Feminist, Cheyenne,
	East Asian, African-American)
	 Case Analysis/Critical
	Thinking: either "Real-life"
	Child/Youth Analysis or
	In-class Comprehensive Case
	Analysis Exam
iii. Utilize Social Science approaches,	
such as research methods, inquiry, or	Quizzes and case studies
problem solving, to examine the variety	addressing knowledge and
of perspectives about human experiences.	understanding of major
	developmental psychology theories as well as facts and
	concepts of developmental
	psychology
	psychology

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	 Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) Case Analysis/Critical Thinking: either "Real-life" Child/Youth Analysis or Inclass Comprehensive Case Analysis Exam
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.	Quizzes and case studies addressing knowledge and understanding of major developmental psychology theories as well as facts and concepts of developmental psychology Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American)
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.	Quizzes and case studies addressing knowledge and understanding of major developmental psychology theories as well as facts and concepts of developmental psychology Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) Case Analysis/Critical Thinking: either "Real-life" Child/Youth Analysis or In-class Comprehensive Case Analysis Exam

Course Goal / Connection with Teacher Education Standards

This course is designed to help students meet the LCSC teacher education program's standard #2: "The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners."

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Required Texts:

- 1. Jafari, N., Donham, C., & Piper-Mandy, E. (2016). *Child and adolescent development: A multidisciplinary, multicultural perspective.* Charlotte, NC: Kona Publishing. ISBN: 978-1-935987-68-0
- Diessner, R. (Ed.). (2008). Classic edition sources: Human development (3rd ed.). Dubuque, IA: McGraw-Hill. ISBN-13: 978-0073379685

Evaluation Specifics

STRATEGIC RULE: **Do not give a peer or a professor any kind of paper unless you have kept a copy!** The professor reserves the right to ask for a second copy of anything you have handed in.

Summary of MAXIMUM number of points possible per activity:

Central Activities:

I. Recall of Basic Concepts & "Facts"

A. Quizzes on Theories 5 @ 20 pts. 100
B. Quizzes from Textbook 12 @ 10 120
C. Final Exam 120

II. Knowledge of Non-traditional theories

A. Reading Guides 4 @ 10 40

III. Case Analysis/Critical Thinking

You have a choice of A&B or C:

A. "Real-life" Child/Youth Analysis 480

B. Permission Form 20 & its **REQUIRED** before observing a child/youth

OR C. In-class Comprehensive Case Analysis Exam 500 points

IV. Know your own top character strengths

Complete VIA questionnaire 10 Complete MFQ 10 V. Strength Spotting & Praising Forms 10@10 100

Supplemental Activities ("extra credit):

1. Photo & Demography 10

Course Grades

Distinguished, A, or Excellent = 950 point total AND 94% on final exam; and an A on the

child observation paper or comprehensive case study exam; and a 90% average on the

textbook quizzes; and 90% average on the theory quizzes (it can be done!)

Near-Excellent, A-= 920 pointsSuperior, B, or Very Good= 850 or moreAverage, C, or Good= 750-849Below Average, D, or Unsatisfactory= 650-749Failing, F, or No academic credit= 649 or fewer

KEEP TRACK OF YOUR OWN POINTS, SO THAT AS THE SEMESTER NEARS THE END, YOU KNOW HOW WELL YOU NEED TO DO ON THE FINAL WITHOUT ASKING THE PROFESSOR TO CALCULATE YOUR SCORE. THANKS.

NOTE WELL. To earn an "A" in this course, a point total is <u>not</u> sufficient. In addition to a 950 point total, a student must: 1) average 90% or better on the theory quizzes; 2) average 90% or better on the quizzes from the Lightfoot, Cole, & Cole (2013) textbook; 3) score 94% on the midterm; 4) complete the final at 94% accuracy; and 5) and be assigned an "A" on the child interpretation paper or the comprehensive case exam. A point total of 850 or better can "guarantee" a "B" grade for the course, but not an "A" grade.

A note to Education & Psychology Majors: A minimum of a grade of "C-" is required of you in this class to continue in your major.

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Work Load and Description of Activities

The State Board of Education expects you to be in class approximately 45 hours, and to work about 90 hours outside class, for a standard 3-credit college class. Although "time" spent often correlates with "effort", actual accomplishments (performances, outcomes) are critically important. In a performance outcome model, time is not as important as demonstration of skills. Some of you will need more than 135 hours to accomplish the four outcome performances described above, others of you will need less. My best guess is that it will take most of you about that much time-effort to accomplish these outcomes.

As a general rule, all papers and exercises must be typed, with a few exceptions that are noted below (such as the demography from, which may be handwritten).

I. Concept Quizzes. Quizzes tapping recall knowledge of influential concepts in developmental psychological **theories** will be offered. They will be given as a measure of your memory of basic vocabulary and concepts in the field of developmental psychology. Each quiz will have some questions from the previous theory quiz on it. For example, we will initially have a quiz over Gardner's theory of multiple intelligences. The 2nd theory quiz will be over Piaget's cognitive developmental concepts; but there will be a couple questions about Gardner's theory on the Piaget quiz.

Quizzes must be completed within 10 minutes, and will be graded by a "random" fellow student. Bring colored pen or pencil to class. When grading the quizzes, write the correct answers on the test.

There will also be quizzes based on the readings in the textbook. These quizzes will be mainly based on your own ability to read and remember the main points. Most of the material in the textbook will not be discussed in class, but the topics that will be on the quiz will be posted in class every week. Class time will be reserved primarily for instruction on the central theories of the discipline.

Make-ups for quizzes can be arranged during the professor's office hours.

Electronic dictionaries, which are non-programmable (no words can be entered in them by the user), are acceptable for use during quizzing.

II. The "Reading Guides" are for gaining knowledge of non-mainstream, non-Western, and non-masculine-centered theories of human development. The three Reading Guides are near the end of this syllabus. Fill them out in your most legible handwriting (or keyboard your answers and attach it to the form).

Study these with your blank reading guide handy, so you can complete it while you read. Missing class on the day they are discussed will cause a 50% reduction in points on the "reading guide" due that day, regardless of the reason you missed class. You may bring the "blank" reading guide to class, complete it during class and receive 50% credit (be sure to check the box on the top of the Reading Guide, indicating you completed it during class).

The following articles, upon which the reading guides are based, are in your textbook: Diessner, R. (Ed.). (2008). *Classic edition sources: Human development* (3rd ed.). Dubuque, IA: McGraw-Hill:

Wilber, K. (2008). The spectrum of development. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 59 – 61). Dubuque, IA: McGraw-Hill. [This reading addresses issues related to Hindu and Buddhist views of development.]

- Akbar, N. (2008). The evolution of human psychology for African Americans. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 70 82). Dubuque, IA: McGraw-Hill. [This reading emphasizes aspects of psychology that are particular to African Americans, but that are also human universals.]
- Gilligan, C. (2008). Woman's place in man's life cycle. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 28 36). Dubuque, IA: McGraw-Hill. [Carol Gilligan, in the 1980s, noticed that nearly all theories of human development were written from a male point of view... yet does it not seem that females and males develop somewhat differently?]

The following reading will be sent to you by email in .pdf format. Feel free to remind the professor to email it to you. Sootkis, R. (1976). *The Cheyenne Journey*. Ashland, MT: Religion Research Center. [This reading addresses one specific Native view of human development.]

Guidelines for Child/Youth Observation

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III. Apply the knowledge of developmental psychology to demonstrate understanding of the development of a particular child or youth.

**Save your case study handouts from class, and your notes about "H-D-W-I" (Hypothesis-Data-Warrant-Invitation to Inquire) from practicing the case-study analysis in class. These will be your models and examples about how to analyze the child you observe.

<u>Do not use binders or folders</u>. One staple in the upper left corner is best. Include a cover page with your name and a title for your paper.

The professor has a copy of an "A" paper that you may have; ask him for it. It was written in a previous semester by a very hardworking education major. Every semester I change some details of the assignment, so you can't assume everything in this example paper is 100% correct – but it will give you good sense of what a great paper for this course looks like.

Students have often suffered a lower grade than I would like to assign them because they did not read these guidelines carefully, or failed to apply them. Don't make that mistake!

1. Find a child or youth that you can spend a total of at least two hours with; and observe them at least two different times. Five hours over 5 different times would be preferable; the basic principle is: the more the better.

This child or youth should be about the age of children that you intend to work with for your living; but any child between the <u>ages of 5 1/2 and seventeen</u> (not in college) is acceptable. Several of you will want to observe babies or toddlers; avoid that temptation, as it is very difficult to complete this assignment on a child younger than age 6, because they have not gone through many of the stages that I wish for you to analyze.

If you can't access a child through your personal network, you can do so through:

- 1) Our on-campus daycare. Many students in PS 205 use this resource, so they are accustomed to your observations.
- 2) The Valley Boys and Girls Clubs in the Orchards, Clarkston, or Lapwai. You need to call these places before you go (bring your permission form with you). When performing your observation dress your best and have your very best manners © I apologize for saying this, but we can lose our privileges if we do not do this. You will be representing LCSC and our class!

It is perfectly acceptable to study your own child. The goal of the assignment is not simply "scientific objectivity" but rather: a) to understand a child better, b) apply the principles and concepts from the theories we study in a meaningful way.

- 2. Get the permission form signed and turned in by the date on the class calendar, even if it's a relative that you will be studying. After I return the permission form to you, save it and staple it to the end of your paper.
- 3. Take a pad of paper with you when interacting with the child. Take "field notes". Your field notes will be in two forms: 1) actual observations you make, and 2) observations reported by informants (parents, child-care workers, siblings, etc.). Simply observe the child in as many different natural settings as possible. Record what you see. Feel free to talk to and interact with the child, or people that know the child. Record your questions, the answers, and relevant observations. Field notes do not have to be perfect sentences; but they should be "data rich". **They will be the appendix to your interpretive paper** (that means you will staple them to the end of your paper). The relationship of the field notes to the paper you write is analogous to the relationship between the case studies we do in class and the analyses of those cases. You will quote from your field notes in the body of your analysis, as "data," the same as we quote from the case studies as "data."

Write your field notes in "behavioral" style, that is, only write down behaviors that you have seen the child perform, or that your informant describes.

Observe the child, and ask questions, etc., such that you can answer these questions, or address these issues, in the paper:

- A. Identify and explain the subject's use of any three of the intelligences described by Gardner's Theory of Multiple Intelligences.
- B. Evaluate the child's cognitive developmental stage (re: Piaget). In what cognitive developmental stage is this child or youth?
- C. Evaluate the child's moral reasoning stage (re: Kohlberg). In what moral reasoning stage is she or he? [Note the "Heinz dilemma" is on p. 474-5 in Lightfoot et al. (2013).] Don't "settle" for the first reason they give;

continue to ask "why." "Why is that a good reason?" "Why should he do that?" etc.

D. What else is important about this child's development that isn't addressed in 1, 2, and 3 above? In this section of the paper you should draw upon your own creative interpersonal intelligence and analyze some aspect of the child's development that you have not analyzed earlier in the paper. Feel free to use the Lightfoot, Cole, & Cole (2013) text to get ideas. Do, however, write it in the HDW format. [If you prefer, you may analyze your subject using Erikson's psychosocial approach. Analyze either one stage that they have already gone through, or their current psychosocial stage; perform your analysis as practiced in our class.]

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>> Aim to obtain 3 separate units of data for each hypothesis.

It will be very beneficial for you to save the Case Study handouts from class. At the top of each case study is explained the manner in which you should analyze your data, based on a particular theory.

**Also include in the paper an introductory paragraph, introducing the child as a subject under your study, particularly noting their age (include information similar to that on the demography form that you may have completed for this class).

Please use a "made up name" (pseudonym) for the child and anyone else that you mention in the actual paper (and blank their names in your field notes). The permission form states that you will only show me the paper, and destroy it at the end of the semester. So do that.

3a. References and Citations. As you were taught in EN 102, each time you introduce a theorist or author, make a citation in the paper; also each time you introduce a major idea, you should make a citation in the paper. Then, make a full reference to the citation on your Reference page. For example: "Erikson (Lightfoot et al., 2013) has identified eight psychosocial stages, or crises." or "George is in formal operations (Piaget, 2008)."

On your reference page you would then have:

Lightfoot, C., Cole, M., & Cole, S. R. (2013). The development of children (7th ed.). NY: Worth Publishers.

Piaget, J. (2008). The mental development of the child. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 173 – 175). Dubuque, IA: McGraw-Hill.

4. Grading:

"B" papers will answer all the questions, A-D, in #3 above. The answers will include hypotheses, very concrete data supporting the claims, and warrants explaining why the data support the claims. The "B" paper will use a standard reference style (preferably APA, but any is acceptable), and **include references and citations to the theories and theorists**, from our two textbooks. Referencing and citations should be similar to what you learned in EN 102, or your high school English class, or as in our textbooks, or as in your syllabus! This paper will be well organized, and have almost no errors demonstrating understanding of the concepts and relating them to your field notes.

"C" papers will come close to the "B" standards, but not meet them. "A" papers will meet all the "B" standards, but do so in an excellent, or outstanding, manner (creativity, very meaningful interpretations, copious and detailed <u>behavioral</u> field notes, highly accurate yet concise interpretations; plenty of relevant citations to textbooks and journal articles retrieved from the library).

In-class Comprehensive Case Analysis Exam 500 points

9

You will be given a case study that is about 1 ½ pp. long. During your 75 minute class you will be invited to follow the procedures for analyzing case study data that you were taught in this class. Specifically you will be asked to:

- 1. Analyze any one person, at any one point in time in the case, for their Piaget cognitive developmental stage, and explain your answer:
- 2. Analyze any one person, at any one point in time in the case, for their Kohlberg moral reasoning stage, explain your answer.
- 3. Analyze any one person, at any one point in time in the case, and describe the resolution of one of Erikson's psychosocial stages and explain your response.
- N.B. You will select any of TWO of items #1-3 above. (1 & 2, 1 & 3 or 2 & 3); and then also do #4:
- 4. Analyze any one person, at any one point in time in the case, and identify the use of one of the intelligences described by Gardner (but **NOT** linguistic, logical/mathematical or bodily-kinesthetic choose one of the other 5).

Each of the above analyses may be completed on the same person in the case, or each one may be concerning a different person in the case.

It is not an "open-book" exam, but you may bring one piece of 8 1/2 x 11 paper with any notes of any kind on it.

Write your answers legibly. Feel free to print. Double space.

>> Bring your own paper (and if it's torn out of binder, please trim the edges).

Note: It is very helpful to save all the Case Study handouts in class and to review them, especially their directions, before taking this exam.

IV. Know your own top character strengths

Log on to http://www.authentichappiness.org/, and register yourself there, and then complete the VIA Signature Strengths Survey. This adult version of the questionnaire has 240 questions, so be patient and expect to use an hour to complete it. After you click the final "submit" button, your five greatest character strengths (virtues) will appear on the screen. Print that page out, and turn it in with your name on it, and write the 5 strengths on your class name card, in LARGE print, for 10 points. The professor will give you a card to write your name on (if he doesn't, ask him for a card). This is due the 2nd day of class. If you completed the VIA sometime within the last year, and can remember your password for the site, you can print that out and turn it in. However, it a good idea to retake it anyway, and see if you have any changes in your strength profile.

* * *

Ancillary Performance ("extra credit"):

1. Photograph & Demography. This assignment is to help me get to know you and understand our class as a whole. Ask the professor to hand out these forms in class. Take the form and staple or glue any photograph of yourself, which is fairly current, to the form. I plan to keep this form in my files, indefinitely, so give me a photo I can keep. It is fine to have other people in the photograph, feel free to identify who they are (family, friends, tourists...). The questions that I ask on the form are typical "demographic" questions that psychologists and sociologists ask of people that they study. Although I am not studying you for "research", I do believe that the better I understand you, the better I can teach. All questions on the demography are optional; if you think answering a question unduly invades your privacy, leave it blank.

If you completed a demography form in a prior class of mine, you can simply put your name on the form and state the name of the class, year, and semester, which you were in previously, however you will only receive 1/2 credit for so doing. You can receive full credit if you use a new and different picture and add new or amending information.

DUE: Within one month after class starts.

Methods of Instruction and Learning

<u>Lecturing</u>. I will lecture on topics related to each the readings in our course. Research indicates that lecturing is about as good as anything else as an aid to gaining "factual information" (Kulik & Kulik, 1979, p. 71), and that most students prefer some lecturing to no lecturing.

<u>Discussion and Cooperative Learning and Case Studies</u>. Research shows that discussion encourages the higher thinking skills of application, analysis, and evaluation (Bloom et al., 1956) much better than lecturing (Dunkin & Barnes, 1986). Research also indicates that cooperative learning (Johnson and Johnson 1987; Slavin, 1990, 1991) and peer teaching (Goldschmidt & Goldschmidt, 1976) are effective learning methods, as well as morally and democratically responsible.

<u>Frequent Quizzing.</u> Summaries of the research indicate that frequent quizzing increased student retention of subject matter (Kulik, Jaksa, &, Kulik, 1978; Dunkin & Barnes, 1986).

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Critical Thinking. There are many forms of critical thinking. The types we will aim for are:

- A. Understanding. "An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation (Gardner, 1999b, p. 119)."
- B. Reflective thinking. The reflective thinking elements of analysis and synthesis will be emphasized, as summarized by John Dewey, in <u>How We Think</u>, the "intimate interaction between selective emphasis and interpretation of what is selected is found wherever reflection proceeds normally" (1910/1991, p. 115).
- C. Interpretation. As emphasized from post-modern philosophy of science, to hermeneutics in literature, "all knowledge is constructed, and the knower is an intimate part of the known" (Belenky, et al., 1986, p. 137). Psychological interpretation involves trying to be "in the shoes" of another, and relating that understanding in a meaningful way to yourself and others.

We will use case studies, cooperative groups, and professor expository methods to gain and/or demonstrate these skills.

<u>Use of the Arts.</u> Besides using music in class, several exercises will involve the visual arts, especially classical, and some modern, paintings. The reasons for this are two-fold: a) some students will pay attention better, and understand topics more deeply, if they are presented in musical or spatial modalities (cf. Gardner, 1999b); b) psychology isn't just about so-called 'dry-logic,' it is also about the human heart and the human spirit. Beautiful art helps create love in our heart, which is the foundation of lived-psychology.

ATTENDANCE

I expect that you will attend every session punctually. If you miss a class, I assume that you had an emergency or a significant priority. I consider it courteous to inform a professor as much in advance as possible if you are going to miss class, and to inform them as soon as possible after an emergency. If you are an education major and you miss several classes, or have a pattern of lateness, consider changing majors.

Please drop or withdraw from this class if you can't attend nearly every session and especially if you think you will miss the final.

Consultation and Cooperative Learning

We will frequently work in small groups in our class. The critical aspect of consultation is that <u>everyone</u> offers their opinion, knowledge or decision. If you are a talkative person, use your assertiveness to draw others out; if you are a quiet person, be sure you speak up. Feel free to offer advice, to disagree, or inquire; feel free to do so in a spirit of friendliness.

A note on academic integrity and honesty:

I encourage cooperative learning, but quizzes and exams must be done from your own memory, and all papers must represent mainly your work (but feel free to use as many advisors, editors, and proofreaders as you can). In all papers, if you use any sources (books, articles, professionals, etc.), you must cite them as a reference, otherwise it may be plagiarism. Never resubmit work in one class that you did for another class or simultaneously submit the same work for two classes, without the professor's knowledge. Never submit work for which you were not the main creator. *Violations of these principles of integrity and honesty can forfeit your entire course credit.*

Academic Honesty:

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding."

I encourage cooperative learning, but quizzes and exams must be done from your own memory, and all papers must represent mainly <u>your</u> work (but feel free to use as many advisors, editors, and proofreaders as you can). In all papers, if you use any sources (books, articles, professionals, etc.), you must cite them as a reference, otherwise it may be plagiarism. Never resubmit work in one class that you did for another class or simultaneously submit the same work for two classes, without the professor's knowledge. Never submit work for which you were not the main creator. *Violations of these principles of integrity and honesty can forfeit your entire course credit.*

If I suspect a student has committed an act of academic dishonesty, I document the incident and refer the student to the Dean of Student Services for official disciplinary action

<u>Timeliness</u>

If you miss a quiz or exam, or hope to turn in an assignment "late", you are completely at the professor's "mercy". I realize that different cultures and different people relate to time in different ways than I do. Because I have hundreds of students, however, and handle thousands of pieces of paper every semester, I need to be organized by my own functional system. If you know you will miss something, contact the professor early, preferably with a written note. If you miss class, or are late on an assignment, due to an emergency, explain to the professor ASAP, and/or leave a message on his office phone. If you ever turn a paper in late, ALWAYS attach a note explaining why it's late. Even if you told the professor in class, or on the phone, don't assume he remembers: attach a note!

Helpful Hints

I want you to succeed in this course, and so I expect you to read this syllabus carefully, to bring it to each class, and not to lose it. Of course, accidents happen, so if you lose your syllabus send a one-sentence email to Diessner, asking for a copy of the syllabus to be sent to you as a doc, docx, or rtf attachment).

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If you miss an exam or quiz it will cost your 5% of the quiz or exam grade to make it up; just come to my office on OFFICE HOURS and tell me which quiz you need to make up, and I'll provide you with a desk and a quiz.

You have the option of keeping track of your own points in this class. If you choose to, you will record them in your PSYC 205 folder (you have a folder for every class you are in, because you are a well-organized student, who expects to graduate eventually). If you forget to keep track of your points, please do NOT ask the professor to provide you with this information; rather, please wait until the Registrar posts your grades to the warrior-web.

Please bring an indelible colored pen to class on quiz days. To get in the habit, just bring one to every class.

EXPLANATION DESCRIBED

Note: to be successful in this course, it is critical to understand "explanation." We will practice many concrete examples of making explanations, in class, to help make it understandable.

When we want to understand something the first thing we encounter is "data." In real life it's a problem that we encounter – a real life math story problem (how much gas \$ do I need to drive to Boise and back?), or a real life personal problem (how can I get along better with my mother?), or a real life social problem (how can we get society to pay women the same salary for the same work that men do?). We examine the data for a while, then we begin to analyze it, and then we form a hypothesis of how to solve the problem. When we "write it up," we begin with the hypothesis (so others can track our conclusion), then show our evidence (the data), and then we give our reasons (the warrant). Then we invite inquiry, that is, we ask others to critique our explanation, so that we can see if we made any mistakes, and thus improve our understanding. In case studies, the written words of the case are our data.

- 1. **The Hypothesis**: An explanation, that demonstrates *understanding*, begins with an assertion, an advocacy, a claim, or a hypothesis.
- 2. The Data. Next, an explanation presents the evidence or data that led to the hypothesis.
- 3. **The Warrant. (The Reason.)** Next, an explanation provides a warrant that connects the hypothesis to the data. That is, it "explains" *why* those particular data do support and make sense of the hypothesis. 3a. To do this, one utilizes the definition(s) of the crucial term(s) in the hypothesis to show how the evidence articulates with that definition. Therefore begin the warrant with an explicit definition of the main concept from the hypothesis.
- 4. **Inviting Inquiry.** Finally, a non-static, open-minded and evolving explanation asks the listener or reader to critique the hypothesis, the data, and/or the warrant.

[&]quot;Understanding is the goal of explanation and the end-product of successful explanation (Peter Winch, 1990. *The idea of a social science and its relation to philosophy*, 2ed. Atlantic Highlands, NJ: Humanities Press International, p. x)."

[&]quot;An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation (Gardner, 1999b, p. 119)."

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LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)

13

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (www.lcsc.edu/catalog and the LCSC Student Handbook (http://webdev.lcsc.edu/catalog and the LCSC student Handbook (www.lcsc.edu/catalog and the LCSC student Handbook (www.lcsc.edu/catalog and the

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

14

Blank page. Make a doodle or draw a dream you had when you were a child.

15

READING GUIDE to Sootkis, R. (1976). The Cheyenne Journey. Ashland, MT: Religion Research Center. (Worth +10 points) // Mark here if completed during class [for 1/2 credit = 5 pts.] Your Name: 1. What are the four gifts a Cheyenne is born with? 2. Where does development begin and end for a Cheyenne? 3. Receiving a name is focused upon what? 4. What was done with children's umbilical cords? 5. Why did the traditional Cheyenne emphasize listening skills? (Note: This question requires "critical thinking" from you.) 6. What event occurs that formally introduces the child to the Tribe? 7. What kinds of meetings are involved in a Cheyenne wedding? 8. What are the purposes of the each of the four spirits?

16

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17 READING GUIDE to Wilber, K. (2008). The spectrum of development. In R. Diessner (Ed.), *Classic edition sources: Human development* (3^{rd} ed.) (pp. 59-61). Dubuque, IA: McGraw-Hill. (Worth +10 points) // Mark here if completed during class [for 1/2 credit = 5 pts.] Your Name: Briefly describe how the first six stages of consciousness are related to Piaget's stages of cognitive development. 2. 3. 4. 5. 6. 7. What does he mean by "transpersonal"? (Note: This requires critical thinking.)

18

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19 READING GUIDE to Akbar, N. (2008). The evolution of human psychology for African Americans. In R. Diessner (Ed.), Classic edition sources: Human development (3rd ed.) (pp. 70 – 82). Dubuque, IA: McGraw-Hill. (Worth +10 points) // Mark here if completed during class [for 1/2 credit = 5 pts.] Your Name: Akbar names the three stages of evolution of human psychology for African Americans: A. European-American Psychology B. Black Psychology C. African Psychology Match the stage of evolution to the concept: Reactive to the Euro-centric dominance; "ghetto-centric." Establishes black norms in black communities. The problem this encounters, such as finding that black youngsters are more capable than white, is that it still uses the white norm to validate the black experience. Normality is based on Euro-centric assumptions. African Americans are unfavorably compared to White Americans. 3. Nature-centric psychology; what is normal is based on human nature and not a statistical average of any group of humans. The value focus of this psychology is "man to object." "Objective research" is highly valued; people becomes objects or things. 5. The value focus of this psychology is racial, "black to white," with the racial oppression of the whites as a given, and focus on proving the Black superior. It is a reactive psychology, reacting against the domination of whites in psychology. 6. _____ The value focus of this psychology is on the "centrality of the human being," with the Divine Creator as the originator and sustainer of man [sic]. Nature and man are in harmony; thus "mastery" over the environment is not sought. Objects and things are never given prominence over people. 7. The concept of self is defined in the context of the collective experience of oppression.

CONSENT - SDE TAB 14 Page 44

9. ____ The self is an unqualified collective phenomenon that respects the uniqueness of the individual self as

8. The concept of "self" is the individual ego, behavior and consciousness.

a component of the collectivity.

20

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21

READING GUIDE to Gilligan, C. (2008). Woman's place in man's life cycle. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 28 – 36). Dubuque, IA: McGraw-Hill. (Worth +10 points) [rev2008-12-08]

// Mark here if completed during class [for 1/2 credit = 5 pts.]

Your Name:
1. "Conceptions of the human life cycle represent attempts to order and make coherent the unfolding experiences and perceptions, the changing wishes and realities of everyday life. But the nature
of such conceptions depends in part on"
2. "The fascination with point of view that has informed the fiction of the twentieth century and the corresponding recognition of the relativity of judgment infuse our scientific understanding as well when we begin to notice how accustomed we have become to seeing life through
3. When citing Nancy Chodorow's work, in regard to women being nearly universally responsible for early child care, Gilligan notes that this early childhood factor is experienced differently by female and male children She quotes Chodorow as stating that as a result, "in any given society
feminine personality comes to define itself in
andto other people more than the masculine personality does."
4. When Gilligan notes that Piaget and Kohlberg state that moral reasoning develops by playing rule-bound games that lead to disputes, and resolving those disputes. Piaget states that the "legal sense," which is essentia to moral development is far less developed in little girls than boys. Gilligan points out that "rather than elaborating a system of rules for resolving disputes, girls
subordinated the continuation of the game to continuation of"
5. Gilligan notes that Freud believes that girls have a masculine sexuality before puberty, and thus the girl must acknowledge the fact of her castration, and thus puberty causes her to develop "like
a scar, a sense of"
6. Gilligan notes that Erikson believes that girls hold off forming an identity in adolescence, because the man she will attract with define her identity by his name and status. Erikson says that identity comes before intimacy, but he admits that only applies to males. What does Erikson say is the relationship between identity and intimacy for females?

22

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Child/Youth Study in PSYC 205 Developmental Psychology Consent Form: Copy for the Professor [v3]

Course Professor: Dr. Rhett Diessner Work #: 792 2338 I am a member of a Developmental Psychology Class that requires me to observe and interact with a child or youth and to write a report concerning the development of the child. My name is (you, the student):_ My phone # is: I will ask you and your child questions, and perform some safe activities with your child, that will help me understand the: 1) development of your child's thinking and various kinds of intelligence, development of your child's reasoning about moral problems, and emotional development of your child based on issues like trust, mistrust, autonomy, self-doubt, initiative, guilt, competence, inferiority, personal identity and role confusion. This should not take more than a total of two hours time, and you are welcome to stay with your child the entire time. I will write a report concerning my observation of your child, for class credit, and the only person who will ever see the report is Dr. Diessner, the professor of the course. In the report I will use a false name for your child and keep all information in the report as anonymous as possible. When the course is over I will destroy my report and any records related to your child. I am not a psychologist and my professor has asked me not to give you feedback on my observations, as I am a beginning professional in this field and do not have the necessary expertise or credentials to do so. Participation in this child-observation is entirely voluntary on the part of yourself and your child. You are welcome to refuse to participate at any time, and to withdraw from the study at anytime for any reason. If you have any questions regarding your rights, contact Dr. Rhett Diessner at diessner@lcsc.edu, or 208 792 2338, Social Science Division, Lewis-Clark State College. If you have any further questions regarding your rights you may contact the Institutional Review Board at LCSC at 208 792 2291. If you have any questions about the study please ask me now. I have read or have had read to me the proceeding information describing the study. All my questions have been answered to my satisfaction and this form is being signed voluntarily by me indicating my desire to participate in the study. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form. I give permission to (PSYC 205 Developmental Psychology student's name) to observe and interact with my child, (child/youth's name) Parent's or legal Guardian's signature date and if at the Kindercollege, in addition to the Parent's signature, Kindercollege Representative's signature date For the Child or Youth: I have either read this form, or my parent has explained to me that a college student will be spending about 2 hours with me. This college student will ask me questions and give me some tests or play some games with me. I know that I do not have to answer

CONSENT - SDE TAB 14 Page 48

date

any questions or do anything with this college student unless I want to. I know that I can quit at any time for any reason.

signature of the Child/Youth

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Child/Youth Study in PSYC 205 Developmental Psychology Consent Form: Copy for the Parent [y3]

Course Professor: Dr. Rhett Diessner Work #: 792 2338 I am a member of a Developmental Psychology Class that requires me to observe and interact with a child or youth and to write a report concerning the development of the child. My name is (you the student):_ My phone # is: I will ask you and your child questions, and perform some safe activities with your child, that will help me understand the: 1) development of your child's thinking and various kinds of intelligence, 2) development of your child's reasoning about moral problems, and 3) emotional development of your child based on issues like trust, mistrust, autonomy, self-doubt, initiative, guilt, competence, inferiority, personal identity and role confusion. This should not take more than a total of two hours time, and you are welcome to stay with your child the entire time. I will write a report concerning my observation of your child, for class credit, and the only person who will ever see the report is Dr. Diessner, the professor of the course. In the report I will use a false name for your child and keep all information in the report as anonymous as possible. When the course is over I will destroy my report and any records related to your child. I am not a psychologist and my professor has asked me not to give you feedback on my observations, as I am a beginning professional in this field and do not have the necessary expertise or credentials to do so. Participation in this child-observation is entirely voluntary on the part of yourself and your child. You are welcome to refuse to participate at any time, and to withdraw from the study at anytime for any reason. If you have any questions regarding your rights, contact Dr. Rhett Diessner at diessner@lcsc.edu, or 208 792 2338, Social Science Division, Lewis-Clark State College. If you have any further questions regarding your rights you may contact the Institutional Review Board at LCSC at 208 792 2291. If you have any questions about the study please ask me now. I have read or have had read to me the proceeding information describing the study. All my questions have been answered to my satisfaction and this form is being signed voluntarily by me indicating my desire to participate in the study. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form. I give permission to (PSYC 205 Developmental Psychology student's name) to observe and interact with my child, (child/youth's name) Parent's or legal Guardian's signature date and if at the Kindercollege, in addition to the Parent's signature, Kindercollege Representative's signature date For the Child or Youth: I have either read this form, or my parent has explained to me that a college student will be spending about 2 hours with me. This college student will ask me questions and give me some tests or play some games with me. I know that I do not have to answer any questions or do anything with this college student unless I want to. I know that I can quit at any time for any reason.

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date

signature of the Child/Youth



PSYC 240 - 01: Historical & Contemporary Issues

Lecture: Monday, Wednesday 1:30PM - 2:45PM

Sam Glenn Complex (SGC): Room 121

Professor Contact Information

Professor: Dr. Rachelle Genthôs, Ph.D. Physical Office: Administration Building

Room (ADM) 16

233)

Email: rigenthos@lcmail.lcsc.edu Other times available by appointment.

Phone Messages: While email is more convenient, if you reach my office voice mail, please included: 1. Your full name 2. The class you are taking with me 3. A detailed explanation for why you are calling. I only check voice mails while in the office.

Email: Please use a relevant subject, but also include "PSY 240 Historical & Contemporary Issues" somewhere in the email and 1) include a salutation, 2) use descriptive, detailed content about why you are emailing in the body, and 3) sign your name. Please do not assume that I will view an email outside of Monday - Friday; 9:00 a.m. - 5:30 p.m. If at all possible, please try to plan ahead when sending me requests, notifications, or other information. Example: If you have an assignment that is due on a Thursday, do not expect a speedy response from me if you email Wednesday night at 8:00 p.m. Allow 48 hours before sending me a friendly reminder.

Course Materials

Required Textbooks: These editions will be available at the LCSC bookstore. Clink the hyperlinked ISBN to see prices at Half.com.

American Psychological Association (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology (2nd ed.).* Washington D.C.: Author. ISBN <u>9781591477990</u>

Hunt, M. (2007). The story of psychology (updated and expanded ed.). New York: Anchor Books. ISBN 9780307278074

Slife, B. (2012). *Taking sides: Clashing views on controversial psychological issues (17th Ed.).* Guilford, CT: Dushkin/McGraw Hill. ISBN 9780078139420







Course Description & Objectives

PSY 240: Historical & Contemporary Issues Fall 2015 Syllabus



Course Catalog: An examination of issues surrounding the aims, methods, and structure of psychology with attention to (1) the nature of explanation of mind and behavior and the adequacy of various philosophical approaches for the discipline, (2) a survey of historical figures who have impacted the field of psychology, (3) professional and ethical considerations for the psychological practitioner, researcher, and writer, and (4) a survey of contemporary issues in the field (e.g. repressed memories, effects of abortion, effects of pornography, religion and mental health, etc.). The course aims to assist students to acquire a professional orientation to the discipline of psychology by gaining knowledge about a variety of issues, synthesizing and evaluating this knowledge, and applying it toward development and communication of informed positions and opinions relevant to these issues.

This course should help you to:

- 1. Add to your knowledge of specific terms, principles, concepts, procedures, issues, & individuals associated with the discipline of psychology
- 2. Relate various philosophical systems to common orientations of psychology with particular attention to explanations of human beings
- 3. Identify significant professional issues in psychology; specific attention given to the ethics associated with the psychologist as practitioner, educator, & researcher
- 4. Identify effective strategies to obtain admission into a graduate program in psychology which is congruent with the student's career goals
- 5. Describe some of the contemporary issues surrounding psychology and derive informed positions and opinions about these issues

Student Responsibilities & Course Requirements

<u>Syllabus Contract/Quiz</u> [10/400 points]. You must turn in your signed PSY 240 Contract (5 points) before your first exam. There will be a brief quiz on the syllabus content the second week of class (5 points).

Ethics Analysis Paper [40/400 points]. Based on the class presentations and discussions of ethical and professional behavior, you are to write a brief essay explaining how you should deal with one of the following scenarios. Your paper should be in APA style: typed, double-spaced, one-inch margins, Times New Roman, 12-pt font. Only your name and PSY 240 in the header. Length ~3-4 pgs. A relevant outline will be passed out as a guide to structure your analysis.

Scenario 1: Your good friend, who is a sophomore with a major in psychology, tells you that she is sexually attracted to one of her professors. She got to know him when she completed his course on perception and sensation last semester. She says she really believes the feelings are mutual. The professor wants her to attend an upcoming conference with him. What a great opportunity she exclaims as this would be a good preparation for the future course on motivation she will be taking from him next fall semester. Isn't it great she asks you? What standards (along with number, title, & brief description) apply to this scenario? What do you say & do? Be as specific as you can in providing recommendations to ethically deal with this situation. Relate the APA Ethics Code to your recommendations to your friend as best you can. Would your recommendations be any different if your friend was male and the professor was female? Would your recommendations change if one or both of the individuals in this scenario were married?

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Scenario 2: Your good friend tells you that she is having an extremely hard time in one of her classes. The professor does not explain things well and is so vague about assignments and criteria for grading. You ask her how this guy could still be teaching here if he is so bad. What kind of an evaluation did you give him? Oh, he is such a nice guy I just could not give him a poor evaluation she says. It would affect his merit pay for next year. She goes on to indicate that she didn't know how she would get her term paper completed and still study for her final until a group of students indicated that they had a plan to sit together so it would be easy to look off of each other's papers on the exam. One of the other students in the group gave her an address to buy a term paper so that was not a problem either. Life is good in the end she says. What standards (along with number, title, & brief description) apply to this scenario? What do you say and do? Be as specific as you can in providing recommendations to ethically deal with this situation. Relate the APA Ethics Code to your recommendations to your friend as best you can.

Historical Figure in Psychology Presentation [50/400 points]

Each student will make a 5 minute presentation to the entire class concerning an historical figure in psychology. Each presentation should provide a summary and discussion of (1) the individual's life, (2) the critical factor(s) which brought the person to the field, (3) the person's basic beliefs about human behavior, (4) the person's activities in psychology and impact on the field, and (5) any other interesting information you have located. Each student should provide two or three references to your figure's life and works for the benefit of your classmates who would like to read more. Individuals who miss the class for their scheduled presentation may need to write a five page referenced paper describing their historical figure. Presentations will occur the last two weeks of class at the end of the class period.

Contemporary Issues Debates [50/400 points]

Each student will be involved in a debate of at least one contemporary issues from your Taking Sides text. Each student should be prepared to present a 3-5 minute statement that overviews the side taken and is also designed to persuade the audience. The first statement will be made by the affirmative position and the second statement will be made by the negative position. After both statements have been made, the affirmative and then the negative will provide a 1-2 minute rebuttal. Grades for the debate will be based on the rubric that will be discussed in class. Following the rebuttals the class will have an opportunity to ask questions of the debaters. Individuals who miss the class for their scheduled debate will need to write an eight page referenced paper outlining their position. Students will be assigned their debate in the first few weeks of class.

Attendance and Participation [50/400 points]

Students are expected to demonstrate personal responsibility and commitment by regularly attending class, by actively participating, and by completing all assignments on schedule. Students will be awarded credit for attendance and active participation in all class activities.

Exams (3 exams, 100 pts each; 300/400). There will be three closed-book, in-class exams during the semester. Exams will consist of primarily multiple choice, short answer, and matching questions. They will cover material from the assigned readings and lecture / class activities. Although I do lecture with the content from the assigned readings, there may be some information from the text that I do not touch on in class and some lecture material that you will not find in the text. To earn an A, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice. In general, exams will include only new material covered since the previous exam. However, some topics build on previous topics, and as such, older topics may come up again on later exams (e.g., to answer an exam question about one historical figure, you will need to

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understand those who came before that person). **One exam will be dropped before final grades are computed: no make-ups offered.

Historical & Contempora	ary Issues (PSYC 240) Evaluation	<u>l</u>			/10
Assignment	Possible Pts	Exam 3 (F	inal)	0	
	/	** Lowest	exam droppe	d from final g	rade
Syllabus Quiz/Contract	10		Т	otal:	/400
•	/		Grading Sc	ale Breakdo	<u>wn</u>
Ethics Analysis Paper	40		% of		% of
Contemporary Issues	/	Grade	Points	Grade	Points
Debate	50		Points		Points
	/10	Α	93 - 100	С	73 - 76.9
Exam 1	0	A-	90 - 92.9	C-	70 - 72.9
	/10	Α-	90-92.9	0-	70-72.9
Exam 2	0	B+	87 - 89.9	D+	67 - 69.9
Historical Figure	/		00 000	-	00 000
Presentation	50	В	83 - 86.9	D	63 - 66.9
	/	B-	80 - 82.9	D-	60 - 62.9
Attendance/Participation	50	C+	77 - 79.9	F	≤ 59.9
		U+	11-19.9	Г	≥ 59.9

Course Policies

Assignment Submission

Writing assignments will be submitted <u>via Blackboard</u> in the form of a <u>Word compatible file</u> titled with last name, first initial, PSY 240 & assignment title (e.g. Genthos_R_PSY240_EthicsAnalysis) by 11:59 p.m. on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 11:59 will receive an automatic 10% deduction. <u>You may only submit assignments up to 3 days late</u> and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I <u>will not</u> accept the assignment. All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font.

Attendance/Participation

Regardless of who is paying for your education, I believe it is up to you whether or not to come to this class. Remember that 50 points are allotted for attendance/participation. All types of assessments will cover both material covered in the text and in the classroom, thus it would be in your best interest to both attend class and read the assigned material. Because the syllabus is subject to change, it is **your responsibility** to find out from a classmate what has gone on during class, including possible content and date changes.

Lecture Notes

I do not post the lecture notes/slides online, so it is your responsibility to cover the info by getting the notes from a classmate or by reading the textbook. My lectures are more detailed than the text, and contain some information the

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text does not. **You will be allowed one "freebie" during the semester, and I will email you the slides from a class day you missed. This is for that day your alarm doesn't go off, or you don't feel like dragging yourself out of bed.

Extra Credit

Extra credit will be offered in the following ways: 1) Bonus points offered on each exam that cover detailed material presented only in class, or specific pieces of information that you would only glean from reading the book attentively; 2) Sporadic attendance taken throughout the semester; 3) Contribution to class discussions, etc.; 4) Attending certain LCSC events 5) Visiting the writing center for your writing assignments. 5) Participation in research opportunities offered on campus. Although attendance is not "part" of your grade, because of extra credit, it may become an important part later in the semester when not many points remain. At the end of the semester extra credit points could decide the difference between letter grades for those of you who are on the "fence" between grades. I will not create extra credit specifically for individual students

Make-up/Late Assignments and Exams

Your lowest test grade will be dropped, thus no make – up exams will be offered. I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence or late assignment is made known to me within two (2) days of the absence/due date. Circumstances automatically considered valid include documented illness, college-sanctioned travel, death of a loved one, or the observance of a religious holy day. I may also deem certain life events as "extenuating". For those excuses I deem valid, including those listed above or supported by documentation, no deduction of points will be taken. Every other excuse results in a 10% penalty for each day it is past the deadline/original completion date. Students are expected to make all reasonable efforts to notify me of their absence in advance. It would be in your best interest to tell me as soon as possible when you expect to be absent or after you have missed an exam or due date. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication.

Classroom Behavior

I expect respectful behavior. I will encourage participation in class, whether that is sharing topic relevant comments, questions, and ideas, responding to other students contributions, or prompting other students for input. Language that is disrespectful based on race/ethnicity, sexual orientation, age, gender, religion, ability, class, or size will not be tolerated. I expect non-classroom related discussion to take place outside of our time together. Please do your best to arrive on time. I-phones, me-phones, widgets and sound-making electronics will be turned off upon entering the classroom unless for extenuating circumstances. If we all follow these basic guidelines, the classroom will be free of distractions that could decrease the chance of learning. If you would like to record my lectures, you will need to gain inperson approval from me beforehand. You may bring your laptop or tablet for notes, but if your screen content becomes a distraction to those around you, I reserve the right to ask you to leave it at home and use the paper and pen method. If technology becomes distracting to me or other students around you, I will ask you to leave the classroom.

Syllabus Addendum (AY2016-2017)

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Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page. Access the consumer information page (www.lcsc.edu/consumer-information/)

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://catalog.lcsc.edu/) and the LCSC Student Handbook (www.lcsc.edu/media/4355870/Student-Handbook.pdf). More information_can be found on the Student Affairs webpage (www.lcsc.edu/student-affairs/student-rights-and-responsibilities/).

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

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Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Syllabus Addendum (AY2016-2017)

Statement about Academic Dishonesty, Misconduct, and Consequences

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. It is the aim of the faculty of Lewis-Clark State College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension or expulsion.

- 1. <u>Cheating</u>: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. "Academic exercise" includes all forms of work submitted for credit hours.
- 2. <u>Fabrication</u>: Intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- 3. <u>Collusion facilitating academic dishonesty:</u> Intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- 4. <u>Plagiarism:</u> the deliberate adoption or reproduction of ideas, words, or statement of another person as one's own without proper acknowledgement.

If you are suspected of cheating, fabrication, collusion or plagiarism, I will take immediate action. You will first have a meeting with me about the academic exercise in question (exam, writing assignment). Evidence of academic misconduct will result in a failing grade for that assignment for any student(s) involved. You will then be interviewed by Dr. Andrew Hanson, Vice President for Student Affairs, about the incident. The incident will be kept on file by Dr. Hanson's office and may provide stand-alone or supportive evidence for expulsion or suspension.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/) or the LCSC Consumer Information web page (www.lcsc.edu/consumer-information/).

Syllabus Notes

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	PSY 240 Historical & Contemporary Issues Tentative Course Schedule (*Subject to Change at Discretion of Professor*)					
Week						
1	Wed	1/1 8				
	Mon	1/2	Syllabus/Ethical Principles of Psychologists/Code of Conduct	Ethics, APA & The Field of Psychology http://www.apa.org.ethics/code/index.aspx Syllabus Quiz Monday 1/23		
2 Wed		1/2 5	, 6			
3	3 Mon 1/3		Prologue, Ch. 1 & 2 (Hunt) Issue 2.1 (Slife)	Prescientific Psychology: Idealism & Realism, The Scholars		
	Wed	2/1	issue z.r (ome)			
4	Mon	2/6	Ch. 3 (Hunt)	Rationalism & Empiricism		
+	Wed		Issue 2.3; Issue 1.1 (Slife)	Ethics Analysis Due Wed 2/8 @ 11:59		
5	Mon	2/1 3	Ch. 1-3 (Hunt); Ethics Code	Exam 1		
3	Wed	2/1 5	Ch. 4 & 5 (Hunt) 5.3 (Slife)	Structuralism		
	Mon	2/2 0	President's Day	No Class		

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				OLLEGE	
6	Wed	2/2 2	Ch. 6 (Hunt) Issue 5.2 (Slife)	Functionalism	
7 Mor	Mon	2/2 7	Ch. 7 (Hunt) Issue 6.1; 6.2 (Slife)	Psychoanalysis	
	Wed	3/1	issue 6.1; 6.2 (Sine)		
0	Mon	3/6			
8	Wed	3/8	Ch. 8 & 11	Quantifiers	
9	Mon	3/1 3	Issue 4.2 (Slife)	Quantifiers	
9	Wed	3/1 5	Ch. 4 – 8, 11 (Hunt)	Exam 2	
10	Mon	3/2 0	Ch. 9 (Hunt)	Behaviorists	
10	Wed	3/2 2	Issue 1.2 (Slife)	Bellaviorists	
11	Mon	3/2 7	Spring Break	No Class	
11	Wed	3/2 9	Spring Break	110 Cition	
12	Mon	4/3	Ch. 10 (Hunt)	Gestalt Psychology	
	Wed	4/5	Issue 4.1 (Slife)		
	Mon	4/1	Ch. 12 & 15 (Hunt) Issue 7.2 (Slife)	Humanistic Psychology & Developmental Traditions	
13		0			
	Wed 4/1 Issue 2	,	1		
	M	4/1			
14	Mon	7	Ch. 13 & 16 (Hunt)	Developmental & Cognitive Traditions	
	Wed	4/1 9	Issue 5.1 (Slife)		
1.5	Mon	4/2 4	Getting In Ch.1, 2, 3 & App B	Preparing for Profession in Psychology	
15	Wed	4/2 6	Getting In Ch. 4, 5, 6 Issue 7.3 (Slife)	Psychology: Areas of Specialization; Developing a CV & Resume'	
Mon 5/1	Historical Figure Presentations				
16 Wed 5/3		5/3	ristorical rigure Presentations		
Wed	0/0				

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Final Mon 5/8 Ch. 10, 12, 13, 15, 16 (Hunt) Final 3rd Exam Monday May 8th 1:30 – 3:00 p.m.

Spring 2017				
Spring admission application deadline	Sunday, Jan 8			
New Student Orientation	Friday, Jan 13			
Idaho Human Rights Day (campus closed)	Monday, Jan 16			
Classes begin	Tuesday, Jan 17			
Last day to pay without late fees	Monday, Jan 23			
Last day to register/add/drop online	Monday, Jan 23			
Instructor approval now required to add classes	Tuesday, Jan 24			
Last day to add classes or to drop without 'W' grade on transcript (10^{th} day)	Monday, Jan 30			
Presidents' Day (campus closed)	Monday, Feb 20			
Mid-term grades due/posted to WarriorWeb	Friday, Mar 17			
Fall/Summer class schedule posted to WarriorWeb	Monday, Mar 20			
Spring Break (no classes)	Monday - Friday, Mar 27 - 31			
Last day to drop from classes or withdraw from college for the semester	Thursday, Apr 6			
Advance registration for Summer/Fall (currently enrolled students only)	Monday - Thursday, Apr 10 - 13			
Open registration begins for Summer/Fall (new students)	Friday, Apr 14			
Last day to apply for graduation (Fall)	Monday, May 1			
No final exam week	Monday - Friday, May 1 - 5			
Coeur d'Alene commencement	Sunday, May 7			
Final exam period	Monday - Thursday, May 8 - 11			
Lewiston Commencement	Friday, May 12			
Final grades due at 12:00 PM	Monday, May 15			

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Spring 2017	
Final grades posted to WarriorWeb	Tuesday, May 16

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CONSENT - SDE



PSY 240 Acknowledgement of Contract

By signing this form, I acknowledge that I received a copy the syllabus for PSY 240. I understand and will abide by the course policies stated within the syllabus and will not be allowed to take an exam until this form is turned in (due by start of class 1:30 p.m. 2/13/17)

Please initial next to each policy/cour	rse procedure to commit that you under	stand it.
	orth slightly less than half (200/400) of to	the points offered in this class. Attendance the points offered.
If I am disrupting class (using r leave the classroom.	ny laptop for non-class use, sleeping, u	sing my cell phone, etc.) I may be asked to
Class begins at 1:30 p.m. Whe	en attendance is taken, if I am not signe for attendance.	d in when the sign-in sheet is passed
If I am not present for my deba assignment (5-8 pages).	ate or my historical presentation, I will h	ave to write a written report in place of the
of a family or friend, and the obrequested. I must contact Dr. G make-up or late submission. Al	oservance of a religious holy day. Docur Genthôs within 2 days of a missed exam	n/assignment to petition for an excused er discretion will result in a 10% per day
	ourse notes from classmate or use my o from a classmate or look on Blackboar	one "freebie." It is also my responsibility to rd for any uploaded documents.
My syllabus is my best friend a Genthôs for clarification or que	·	asult if <i>first</i> before attempting to contact Dr.
Print Name	 Date	

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Signature

*You will automatically receive 5 points upon submitting this document.

PSY 240: Historical & Contemporary Issues Fall 2015 Syllabus

Professor Contact Information

Professor: Dr. Rachelle Genthôs **Office Phone:** 208-792-2631

Office Hours: Mon 3:00 – 4:45 (SAC 233)

By appointment.

Office: Administration Building Room 16

Email: rigenthos@lcmail.lcsc.edu**

Phone Messages: While email is more convenient, if you reach my office voice mail, please included: 1. Your full name 2. The class you are taking with me 3. A detailed explanation for why you are calling. I only check voice mails while in the office.

Email: Please use a relevant subject, but also include "PSY 320 Social Psychology" somewhere in the email and 1) include a salutation, 2) use descriptive, detailed content about why you are emailing in the body, and 3) sign your name. Please do not assume that I will view an email outside of Monday – Friday; 9:00 a.m. – 6:00 p.m. If at all possible, please try to plan ahead when sending me requests, notifications, or other information. Example: If you have an assignment that is due on a Thursday, do not expect a speedy response from me if you email Wednesday night at 8:00 p.m.

Course Materials

Required Textbook:

Barrett, D.W. (2016). *Social Psychology: Core Concepts and Emerging Trends.* Thousand
Oaks, CA: SAGE Publications.

ISBN: 9781506310602

Student Study Site: http://edge.sagepub.com/barrett



Course Description & Objectives

This course is designed to expose you to a range of theories and research in social psychology. We will emphasize research from social-cognitive psychology, but psychobiological, evolutionary, cultural, and other perspectives will also receive attention.

The primary goals in this course are for you to:

- 1. Explain the primary theoretical perspectives of social psychology.
- $2. \ \ Identify and analyze the antecedents of human social behavior.$
- 3. Demonstrate knowledge of the facts, concepts, and principles of social psychology, including in the areas of social cognition, the self, social perception, social influence, persuasion, prosocial behavior, aggression, affiliation, love/romance, prejudice, and group psychology.
- 4. Demonstrate knowledge of social psychological research methods.
- 5. Apply the theories and principles of social psychology in the analysis of everyday behavior.
- 6. Demonstrate proficiency in written and oral communication about social psychology.
- 7. Develop insight into your own and others' behavior and mental processes.

Student Responsibilities & Course Requirements

Writing Assignments (100/400). Two short writing assignments will be completed, one around midterm and one due before finals. These will be application assignments and a chance for you to integrate the knowledge you have gained in the course to the media, movie characters, everyday interactions and relevant empirical articles. A detailed outline will be provided to help guide your thinking and writing.

Exams (4 exams, 100 pts each; 300/400). There will be four closed-book, proctored exams during the semester. Exams will consist of primarily multiple choice and short answer questions. They will cover material from the assigned readings, videos, PPT slides, and articles. To earn an A, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice. In general, exams will include only new material covered since the previous exam. However, some topics build on previous topics, and as such, older topics may come up again on later exams (e.g., to answer an exam question about social psychology, you may need to be able to describe and analyze an experiment, which in turn will require you to use terms covered in the research methods chapter).

You will need to schedule a time with the LCSC Testing Center to have the exam proctored, or if you are not a local student, find an approved testing center that is willing to proctor the exam (e.g. local college/university/library). If you wish to take the exam early, please contact me.

**One exam will be dropped before final grades are computed: no make-ups offered.

Social Psychology Grading Schedule

00	O				
Points	Due Date				
/ 5	Sun 01/22 11:59 p.m.				
/20	Sun 01/22 11:59 p.m.				
/ 50	Wed 03/08 11:59 p.m.				
/ 50	Wed 04/26 11:59 p.m.				
/100	Week 4				
/100	Week 8				
/100	Week 12				
/100	Week 16				
** Lowest exam dropped from final grade					
/425					
	/ 5/20/50/50/100/100/100/100 exam dropped				

Gradin	Grading Scale Breakdown				
Grade	% of Points	Points Needed			
Α	93-100%	395.25 - 425			
A-	90-92.9%	382.5 - 395			
B+	87-89.9%	369.75 - 382			
В	83-86.9%	352.75 - 369.5			
B-	80-82.9%	340 - 352.5			
C+	77-79.9%	327.25 - 339.5			
С	73-76.9%	310.25 - 327			
C-	70-72.9%	297.5 - 310			
D+	67-69.9%	284.75 - 297			
D	63-66.9%	267.75 - 285.5			
D-	60-62.9%	255 - 267.5			
F	0-59.9%	< 254.5			

Course Policies

Assignment Submission

Writing assignments will be submitted via Blackboard in the form of a Word compatible file titled with last name, first initial, PSY 320 & assignment title (e.g. Genthos_R_PSY320_WA1) by 11:59 p.m. on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 11:59 will receive an automatic 10% deduction. You may only submit assignments up to 3 days late and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. All submissions will be APA style (double-spaced, one-inch margins, Times New Roman Font, 12-pt. font).

Make-up/Late Assignment and Exam Policy

Your lowest test grade will be dropped before final grades are calculated, thus no make – up exams will be offered. I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence is made known to me within two (2) days of the absence/due date. These valid circumstances include documented illness, college-sanctioned travel, the observance of a religious holy day, or a life event that I deem excusatory. For those excuses I deem valid, including those listed above or supported by documentation, no deduction of points will be taken. Every other excuse results in a 10% penalty for each day it is past the deadline/original completion date, for a maximum of three days late, or a 30% penalty (no assignments accepted after 72 hours have past unless under extenuating circumstances). Students are expected to make all reasonable efforts to notify me of their absence in advance. It would be in your best interest to tell me as soon as possible when you expect to be absent or after you have missed an exam or due date. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication.

Online Behavior

Please review the following guidelines for online course netiquette: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Statement about Academic Dishonesty, Misconduct, and Consequences

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. It is the aim of the faculty of Lewis-Clark State College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension or expulsion.

- 1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. "Academic exercise" includes all forms of work submitted for credit hours.
- 2. **Fabrication:** Intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- 3. **Collusion facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- 4. **Plagiarism:** the deliberate adoption or reproduction of ideas, words, or statement of another person as one's own without proper acknowledgement.

If you are suspected of cheating, fabrication, collusion or plagiarism, I will take immediate action. You will first have a meeting with me about the academic exercise in question (exam, writing assignment). Evidence of academic misconduct will result in a failing grade for that assignment for any student(s) involved. You will then be interviewed by Dr. Andrew Hanson, Vice President for Student Affairs, about the incident. The

incident will be kept on file by Dr. Hanson's office and may provide stand-alone or supportive evidence for expulsion or suspension.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://webdev.lcsc.edu/catalog and the LCSC Student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on

the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

Week	Dates	Unit	Topic →Exams & Assignments in Bold
1	Jan 17 th – 22 nd	Syllabus, Course Introduction 1	Introducing Social Psychology Student Info Sheet; Ready to Launch Quiz Due (1/22) at 11:59 p.m.
2	Jan 23 rd – 29 th	2	The Social Brain
3	Jan 30 th – Feb 5 th	3	Social Cognition
4	Feb 6 th -10 th	1-3	Exam 1 Opens 2.6 @ 8:00 a.m.; Closes 2.10 @ 5:00 p.m.
5	Feb 13 th - 19 th	4	What is the Self?
6	Feb 20 nd - 26 th	5	Social Perception
7	Feb 27 th – Mar 5 th	6	Social Influence Writing Assignment #1 Due (3/8) 11:59 p.m.
8	Mar 6 th - 10 th	4-6	Exam 2 Opens 3.6 @ 8:00 a.m.; Closes 3.10 @ 5:00 p.m.
9	Mar 13 th - 19 th	7	Attitudes & Persuasion
10	Mar 20 nd – 26 th	8	Helping
			Spring Break
11	Apr 3 rd – 9 th	9	Aggression
12	April 10 th - 14 th	7-9	Exam 3 Opens 4.10 @ 8:00 a.m.; Closes 4.14 @ 5:00 p.m.
13	April 17 th - 23 rd	10	Prejudice, Stereotyping & Discrimination
14	April 24 th – 30 th	11	Affiliation & Love Writing Assignment #2 Due (4/26) by 11:59 p.m.
15	May 1 st – 7 th	12	Group Processes
Finals	May 8 th - 11 th	10-12	Exam 4 Opens 5.8 @ 8:00 a.m.; Closes 5.11 @ 5:00 p.m.

Abnormal Psychology

Syllabus

Course Information

Course Name: PSYCH 311: Abnormal Psychology Credits: 3

Time: T/TH 1:30-2:45 Location: Administration 12

Instructor Information

Instructor: Sara Bennett Email: sarabennett@cableone.net

Phone: (208) 746-4097

*If students need to contact me the most effective way is through email. I do not have office hours on campus due to my work schedule. Students are welcome to call, email or catch me after class.

Textbook

Abnormal Psychology and Life: A Dimensional Approach, 2nd Edition. Chris Kearney

Course Description

- From College Catalog:
 - Study of the conceptualization and treatment of psychological difficulties including: anxiety disorders, mood disorders, schizophrenia, and personality disorders. Issues related to multiculturalism and gender, and issues of controversy are also explored.

Course Goals

- To introduce you to the concepts of "mental illness" and "psychopathology". This includes an understanding of the criteria used to determine whether someone is mentally ill, understanding different theoretical perspectives on the nature of psychological disturbance, and a basic understanding of what contemporary research has to say about various psychological disorders. The *biopsychosocial model* will provide an integrative framework.
- You will gain a basic understanding of the DSM-IV-TR system for categorizing mental illness. We will complete an in depth review of most of the major categories of mental disorders during this course.
- You will gain an understanding of the role that mental health professionals have in treating and working with individuals with mental illnesses.

Evaluation

•	Exams (3 @ 100pts each)	300
•	Video tape and Analysis (1 @100 pts)	100
•	Movie Write up (1 @ 50 pts)	50
•	NAMI Write up (1 @ 25 pts)	25
•	Annotated Bibliography	100
•	Classroom Participation	25
	Total Regular Classroom Points	600

- Extra Credit
- Points Breakdown:
 - 90%-100% A= 540-600 points
 80%-89% B= 480-539 points
 70%-79% C= 420-479 points
 60%-69% D= 360-419 points
 0%-59% F= 0-359 points

Course Format

This is a lecture-formatted class. Each student will be expected to participate in discussions and questions. It is to your benefit to actively participate in class in order to understand and interpret the information to fit your personal learning style. I am more than willing to assist students in comprehending the information in different ways if necessary, while I will need students to tell me when that is necessary.

- Exams (100 pts each): All exams will be a combination of multiple choice, fill in the blank and short answer. A study guide will be distributed prior to the exam. It is your best opportunity to be prepared for the exam by coming to class. The test will cover materials covered in class lecture and discussion. Assigned readings will also be covered on the exam and may not be discussed in lecture.
- Annotated Bibliography (100 pts): Students will choose a mental disorder of interest and write an annotated bibliography focusing on five research articles related to the chosen disorder. Guidelines for the paper include the following:
 - The articles should be current (within the past five years) and should be scholarly in nature (preferably from a research journal). They should not simply be website descriptions of the disorder, but should involve research related to the disorder.
 - o Bibliographies should include one title page (with all the proper APA components) to be placed at the beginning of the collection of summaries.
 - Each article should be summarized in a paragraph that describes the content of the article and focuses on the main points.
 - An additional paragraph should be included for each article stating one fact that was learned from the research that was significant to the student, explaining why the fact was significant.

- Each summary should be formatted in APA style and should include an APA style reference for the featured article at the top of each summary page.
- O Photocopies of all five articles must be submitted along with the bibliography. Please place assignments in a pocket folder with bibliography and articles in one side and journal in the other. Article summaries without accompanying article photocopies will receive zero points. It is fine if the articles are written on and/or highlighted.

• Role-Play Interview and Write-up (100 points):

During this course, each of you will have the opportunity to participate in two 20-minute role-play diagnostic interviews with a partner in the class. In one of these interviews you will be playing the client; in the other you will be playing the diagnostician. These interviews will be videotaped, and the tapes turned in to me with your write-up.

- o **Playing the client (15 points).** Everyone must turn in a "client proposal." This paper will be an extensive description of the client you wish to portray.
- Playing the diagnostician (20 points). During class, you will be presented a
 model of how to write up a formal psychological report. After interviewing
 your "client," you will use that model to write up a report on your findings
 (including diagnosis) using DSM-IV diagnostic categories.
- Write Up (65 points). Everyone must turn in a Psychological Assessment, on their client.
- Movie Write up (50pts): We will be watching a movie in class that portrays an individual with a mental illness. It will be each student's job to correctly diagnosis the main character. Each student will write up a psychosocial history on the main character. Psychosocial format is attached at the end of the syllabus.
- NAMI Write up (50 pts): Each student will attend a NAMI meeting, following the meeting you will write up a description of what you learned and how NAMI can be useful to the community. NAMI meetings are held the 2nd Wednesday of the month at SJRMC Conference center.
- <u>Classroom Activities (25pts):</u> Classroom activities will be used to provide a different learning style than lecture. These assignments will be distributed during class for your own reference. These will not be graded.
- Extra Credit: Students have two options available for extra credit if they choose. Each student can turn in a maximum or five extra credit assignments for a total of fifteen extra credit points per semester.
 - Cartoons (up to 3 points each). Find a cartoon from a newspaper or magazine that illustrates a psychological concept discussed in class. Type up a brief summary (3-5 sentences) of how the cartoon illustrates the concept and turn in the summary with the cartoon.

Articles (up to 3 points each). Find an article from a newspaper or magazine that discusses psychological research pertaining to some concept from class. Type up a brief (5-7 sentences) discussion of the article. Include both the main point of the article and a critical evaluation of the research that is presented.

All assignments are given in advance and due dates are listed in the syllabus. It is your responsibility to hand in all assignments on time. Late work is considered any assignment that is handed in after the due date. Papers will be graded down 10% for each week that they are late.

I expect all students to spell check and grammar check their work before it is handed in. I recommend that you allow another student, family member, or friend to read assignments prior to handing them in to check for grammar or spelling errors. The writing lab is available to all students who would like assistance with papers and editing. Poor quality work will be graded down.

I expect all students to use APA style in all papers assigned. It is expected to use correct citations of references within each paper. I am more than happy to assist you in understanding APA style.

Academic Honesty

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. The following acts of academic dishonesty are not acceptable:

- * Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- * **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- * **Plagiarism:** representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- * Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me.

Class Schedule (Tentative)

Week of:	Topic	Chapter Reading	Assignment and Due Dates
Aug. 22	Introductions Definition of Abnormal Psychology/ Stigma	Chapter 1 & 2	
Aug. 29	Classification and Diagnosis	Chapter 4	
Sept. 5	Anxiety & Trauma related Disorders	Chapter 5	
Sept. 12	Mood Disorders	Chapter 7	
Sept. 19	Depression/Suicide	Chapter 7	Client Proposal Due
Sept. 26	Test Prep/ EXAM		First Exam (Sept. 29)
Oct. 3	Guest Speaker/ NAMI meeting		
Oct. 10	Substance Related Disorders	Chapter 9	
Oct. 17	Schizophrenia	Chapter 12	NAMI paper DUE
Oct. 24	Eating Disorders &	Chapter 8 &13	
	Developmental/Disruptive Disorders		
Oct. 31	Test Review/EXAM		Second Exam (Nov. 3)
Nov. 7	Case Study Movie		
Nov. 14	Personality Disorders	Chapter 10	Case Study Write up Due
Nov. 21	Thanksgiving Break	No Class	
Nov. 28	Miscellaneous Disorders of the DSM		Video Tape and Analysis
			Due
Dec. 5	Treatment and Ethical Issues	Chapter 2 and 15	Annotated Bibliography Due
Dec. 12			Final Exam

Psychosocial History

1. Identifying data, and source of information

For example, age, ethnicity, sex, current level of employment

2. Psychiatric History

For example, any previous exposure to the mental health system, previous diagnosis, previous hospitalizations

3. Family and home background

For example, parents, siblings, client's perception of home environment and relationships within the family, critical family incidents

4. Educational history

For example, highest level of education attained, performance in academic settings, need for special services

5. Physical health history (<u>includes medications they're on</u>, what is being treated, and side effects)

6. Substance Use, History and Treatment

For example, what substances have been used, when was the last use of each substance, was there any IV drug use, history of treatment programs and dates

7. Social interactions

For example, client's perception, and/or your perception of the quality of client's social interactions and interpersonal relationships

8. Testing assessment

For example, psychosocial assessments, intelligence assessments, educational assessments, vocational assessments

9. Occupational history

For example, jobs held, reasons for job changes, quality of work, satisfaction and interest

10. Learning Barriers

For example, are there any learning disabilities present or previously diagnosed, how well do they track and discuss information

11. Trauma/Loss History

For example, have they experienced anything traumatic like abuse or neglect, have they lost anyone significant in their life

12. Hobbies, recreational activities, strengths and weaknesses

For example, what they do for fun, what they are proud of about themselves and what do they want improvement on

Professor Contact Information

Professor: Rachelle Genthôs, Ph.D.Office Phone: 208-742-2631Office Hrs: Tues 10:30 – 11:50Office: Spalding Hall 274

Wed 3:00 – 4:20 Email: rigenthos@lcmail.lcsc.edu**
By appointment. rigenthos@lcsc.edu

Voice Mail Messages: Please leave the following information: 1. Your full name 2. The class you are taking with me 3. Your message 4. A number where I can reach you if you want me to return your call. This info will help me get back to you as soon as possible.

Email: Use a relevant subject, but also include "**PSY 485 Research Methods**" somewhere in the email. Include 1) a salutation 2) descriptive, detailed content about why you are emailing in the body, and 3) a signature. Please do not assume that I will view an email outside of Monday – Thursday; 9:00 a.m. – 6:00 p.m. If at all possible, please try to plan ahead when sending me requests, advice, or other information. Example: If you have a writing assignment that is due on a Wednesday, please do not expect a speedy response from me if you email Tuesday night at 8:00 p.m.

Course Materials

Required Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

For Review/On Reserve in the Library:

Morling, B. (2012). Research Methods in Psychology: Evaluating a World of Information. New York, NY: W.W. Norton. ISBN: 978-1-285-07703-1

Wilson-Doenges, G. (2014). SPSS for Research Methods: A Basic Guide. New York, NY: W. W. Norton. ISBN: 978-0393938821*should come packaged with main text, but can also be ordered individually









Course Description & Objectives

Provides experience in carrying out research projects in the social sciences, nursing and other disciplines. The emphasis will be on the active participation in seminar discussions to develop an understanding of the design and completion of all phases of selected research projects. Each student will write a research report, propose hypotheses, obtain ethical approval, & collect/analyze data. In addition, each student will assist other seminar members in selected study aspects. At the end of this course, you should be able to:

- 1. Define and describe the major elements of the research process in detail.
- 2.Demonstrate knowledge of methodologies used in psychological research and the logic behind those methods.
- 3. Describe strengths and weaknesses behind certain methodologies.
- 4. Identify major controversial topics in psychology regarding research practices.
- 5. Develop a research hypothesis in reference to specific topic areas.
- 6. Take into consideration ethical concerns when evaluating research and constructing research designs.
- 7. Differentiate the major research designs & determine their appropriateness for certain types of research questions.
- 8. Evaluate measures in terms of their reliability and validity and understand how methods of surveying and sampling affect a research project's impact.
- 9. Write the sections of research report.
- 10. Prepare a research presentation.

Student Responsibilities & Course Requirements

Group work. Student responsibilities will be split up into two types: individual submissions & group submissions. You will be assigned to a group of 2-3 in the first week of class. Individually-submitted course requirements will have an asterisk (*) in front of the item. One grade on group submissions will be given to all group members.

*Ethical Trainings (40 points). Two online ethical trainings will be assigned and completed as "homework." Your completion certificate, available at the end of each training, will be turned in on the due date.

NIH Training: http://phrp.nihtraining.com/users/login.php Must create an account.

Plagiarism Training: https://www.indiana.edu/~istd/ No initial account required; must be PRINTED & SIGNED.

IRB Elements & Measures (15 points). Each group will be responsible for specific aspects (3 elements) of the IRB that will be submitted as a class. Groups will be assigned their elements in the first few weeks of class.

Research Paper

Throughout the class, you will complete aspects of a research report step by step. Your literature review & references will be completed individually on a topic of YOUR choosing, while your method, results, & discussion will be written as a group using the class project/IRB. Overall feedback will be given in class about each section & each submission will be returned to you (or the group) with personalized feedback. At the end of the semester, you or your group will have the choice to revise & resubmit these sections as a coherent whole or on a section-by-section basis. Resubmission will be graded on overall presentation and quality, with an emphasis *on improvement from the original draft*. If a group section is resubmitted by an individual, the individual will receive a grade replacement.

All writing submissions will be APA style [double-spaced with one inch margins; use 12 point, Times New Roman Font].
 Each section will be discussed in detail during class time & a relevant, detailed outline to guide you will be handed out.
 ALWAYS consult an APA manual before submission.

*Literature Review & References [100 points]

This submission will be on a topic of your own choosing & one that you will hopefully conduct research on in PSY 499, Research Project and Seminar in Psychology. It will be an extremely thorough and extensive overview of the extant research available on your topic(s), of the "gap in the literature" type. Length for this section also highly varies depending on topic, but a successful literature review is generally anywhere between 15 - 18 pages long (without references included). An APA style reference list that lists at least **25 sources** that are cited in your literature review. Only 5 of these may be scholarly articles, or webpages from reputable sources.

Data Collection [50 points]

Each group is responsible for collecting 50 participants.

Data Entry/Coding [30 points]

Your group will enter any data into a computer & submit an electronic version Excel of the file via Blackboard.

Method Section [30 points]

This section will begin by describing the participants who participated in your data collection. You will describe the instruments/data collection methods you are focusing on for your data analysis. Then you will provide a thorough description of everything the participants experienced in a step-by-step fashion. Another researcher should be able to read your method section and replicate your study. You will add descriptive statistics to this section.

Proposed Data Analysis [15 points]

A statement of 3 statistical analyses along with a priori hypotheses.

Results Section [25 points]

After the data are analyzed, you will submit a results section. I do not assume that you have extensive statistical knowledge. As such, we will devote class period to discussing your design and statistical analyses.

Student Responsibilities & Course Requirements (continued)

Discussion Section [40 points]

A concise overview of how your findings, if supported, will contribute to the literature. You will also include a limitations subsection, where you will provide a critique of your own project. Here you will state potential problems in your project and the reasons they were unavoidable. You will also include a future research subsection in which you will discuss other potential research that may be encouraged by your project.

*Title Page & Abstract; Resubmissions for Grade Replacement [25 points]

The student has the choice to revise and resubmit each section of their report for a grade replacement, including the *Literature Review, Method [Participants, Measures, Design & Procedures], Results, Discussion [Restatement of Hypotheses, Situation in Literature, Limitations, Future Research and Conclusion], and *References. If a student decides to not resubmit ANY of the sections because they are happy with their initial grade, they are still responsible for a Title Page & Abstract.

*Exams [2 exams, 80 pts each; 160]. There will be two in-class exams during the semester. Exams will consist of primarily multiple choice and essay questions. They will cover material from the assigned readings and lecture / class activities. To earn an A, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice. The exams also will ask you to apply the research process. In general, exams will include only new material covered since the previous exam. However, some topics build on previous topics, and as such, older topics may come up again on later exams (e.g., to answer an exam question about internal validity, you will need to be able to understand the elements of an experiment). In addition, the 4th (final) exam will include at least one question that requires you to synthesize information from across the course.

*Peer Review. [50 points]

You will provide a constructive review of one (1) of your classmates' literature reviews.

*Research Presentation. [60 points]

An 8-10-minute presentation of your literature review. You will also critique of your classmates' presentations.

*Attendance & Participation. [50 pts]

Attendance will be taken throughout the course and you will also evaluate the participation of your group members.

Advanced Research Methods (PSYC 485) Evaluation				
Assignment	Pts	Date Due/Completed		
Plagiarism Training	/20	Tues 8/30 by 5:00 in mailbox		
NIH Training	/20	Tues 9/6 By 5:00 via Blackboard		
IRB Elements	/15	Thu 9/15 by 5:00 via Blackboard		
Exam 1	/80	Tues 9/27 in class		
Literature Review	/100	Thu 10/13 by 5:00 via Blackboard		
Data Collection	/50	Mon 10/24 via Blackboard; sheets Tue 10/25 in class		
Data Entry/Coding	/30			
Proposed Data Analyses/Hypotheses	/ 15			
Exam 2	/80	Tues 11/3 in class		
Method Section	/30			
Results Section	/25	Thu 11/17 by 5:00 via Blackboard		
Discussion Section	/40			
Title Page & Abstract (Resubmissions)	/25	Thu 12/01 by 5:00 by 5:00		
Peer Review	/30	Thu 12/08 by 5:00		
Research Presentations	/60	Tue 12/6 & Thu 12/8 in class		
Attendance & Participation	/50			
Total:	/700			

Course Policies

Assignment Submission

Writing assignments will be submitted *via Blackboard* in the form of a *Word compatible file* titled with last name, first initial, PSY 385 & assignment title (e.g. Genthos_R_PSY485_LitReview) by 5:00 pm on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 5:00 pm will receive an automatic 10% deduction. You may only submit assignments up to 3 days late and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font.

Attendance

Regardless of who is paying for your education, I believe it is up to you whether or not to come to this class. All types of assessments will cover both material covered in the text and in the classroom, thus it would be in your best interest to both attend class and read the textbook. Because the syllabus is subject to change, it is your responsibility to find out from a classmate what has gone on during class, including possible content and date changes if you choose not to attend class. It is under a very rare circumstance that I will change the date a test is proctored.

Lecture Notes

I do not post the slides online, so it is your responsibility to cover the info by getting the notes from a classmate or by reading the textbook. My lectures are more detailed than the text, and contain some information the text does not.

**You will be allowed one "freebie" during the semester, and I will email you the notes from a class day you missed. This is for that day your alarm doesn't go off, or you don't feel like dragging yourself out of bed.

Extra Credit

Extra credit will be offered in the following ways: 1) Bonus points on each exam, 2) Sporadic attendance taken, 3) Contribution to class discussions, etc., 4) Attending certain LCSC events, 5) Visiting the writing center for writing assignments, and 6) Setting up research appointment with a librarian. Extra credit may become important later in the semester when not many points remain, and may decide the difference between letter grades for those of you who are on the "fence" between grades. I will not create extra credit specifically for individual students, and thus it is in your best interest to be attentive to your grade at the beginning of the semester. ©

Make-up/Late Assignment and Exam Policy

I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence is made known to me **within two (2) days of the absence/due date**. For valid circumstances, including documented illness, college-sanctioned travel, the observance of a religious holy day, or a life event that I deem excusatory, no deduction of points will be taken. All other excuses will result in a **10% penalty for each day it is past the deadline/original completion** date. It would be in your best interest to make all reasonable efforts to notify me of an absence in advance. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication.

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors & the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation &/or adaptation.

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Course Policies (continued)

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Statement about Academic Dishonesty, Misconduct and Consequences

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. It is the aim of the faculty of Lewis-Clark State College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension or expulsion.

- 1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. "Academic exercise" includes all forms of work submitted for credit hours.
- 2. **Fabrication:** Intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- 3. **Collusion facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- 4. **Plagiarism:** the deliberate adoption or reproduction of ideas, words, or statement of another person as one's own without proper acknowledgement.

If you are suspected of cheating, fabrication, collusion or plagiarism, I will take immediate action. You will first have a meeting with me about the academic exercise in question (exam, writing assignment). Evidence of academic misconduct will result in a failing grade for that assignment for any student(s) involved. You will then be interviewed by Dr. Andrew Hanson, Vice President for Student Affairs, about the incident. The incident will be kept on file by Dr. Hanson's office and may provide stand-alone or supportive evidence for expulsion or suspension.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (www.lcsc.edu/catalog and the LCSC Student Handbook. (www.lcsc.edu/catalog and the LCSC Student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Course Policies (continued)

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

Lewis-Clark State College	Fall 2016	Academic Calendar
Classes begin		Monday, Aug 22
Last day to register/add/drop online		Friday, Aug 26
Last day to pay without late fees		Friday, Aug 26
Last day to add classes or to drop without 'W' grade on transcript (10th day)		Friday, Sep 2
Labor Day (campus closed)		Monday, Sep 5
Instructor and Division Chair approval now required to add classes		Tuesday, Sep 6
Spring class schedule posted to WarriorWeb		Monday, Oct 17
Mid-term grades due/posted to WarriorWeb		Friday, Oct 21
Last day to drop from classes or withdraw from college for the semester		Thursday, Nov 10
Advance registration for Spring (currently enrolled student only)		Monday - Thursday, Nov 14 - 17
Open registration begins for Spring (new students)		Friday, Nov 18
Thanksgiving Break (no classes)		Monday - Friday, Nov 21 - 25
Last day to apply for graduation (Spring)		Thursday, Dec 1
No final exam week		Monday - Friday, Dec 5 - 9
Final exam period		Monday - Thursday, Dec 12 - 15
Final grades due at 12pm		Monday, Dec 19
Final grades posted to WarriorWeb		Tuesday, Dec 20

PSY 485 Advanced Research Methods Tentative Course Schedule **Subject to Change at the Discretion of Professor**				
Wk				Topic
VVIX	Tue	8/23	Syllabus	Course Format/Syllabus
1	Thu	8/25	McGuire	Topic Generation for Lit Review/ Developing Research Hypotheses
2	Tue	8/30	(1973)	Plagiarism Training Due Tues 8/30 @5:00 in mailbox
	Thu	9/1	Ch. 4	Ethical Concerns/Writing an IRB/ Obtaining Ethical Approval
3	Tue	9/6	Morling	NIH Training Tues Due 9/6 @5:00 via Blackboard
	Thu	9/8	Ch, 8. 12, 13	Designing Sound, Feasible Research
4	Tue	9/13	Morling	IRB Elements/Measures Due Thu 9/15 @5:00 via Blackboard
Т	Thu	9/15	Lecture;	(Online) Common Design O. Francesto
_	Tue	9/20	Provided Via	(Online) Survey Design & Formats Literature Review & References Workshop
5	Thu	9/22	Blackboard	Enterature Review & References Workshop
6	Tue	9/27		Exam 1
U	Thu	9/29	CL E (11	
7	Tue	10/4	Ch. 5, 6, 11	Being an Experimenter/ Cases of Fraud Conducting Research
/	Thu	10/6	Morling	Conducting Research
8	Tue	10/11	Ch. 7, 14	Collecting Data/ Replication
	Thu	10/13	Morling	Literature Review Due Thu 10/13 by 5:00 via Blackboard
9	Tue	10/18	Ch. 1, 2 & 3	Abstract, Method, Results & Discussion Sections
9	Thu	10/20	SPSS Text	Overview of Data Entry & Basic Analyses
10	Tue	10/25		Data Entry Proposed Hypotheses/
10	Thu	10/27		Data Collection/Entry Due Mon 10/24 by 5:00 via Blackboard
11	Tue	11/1		Exam 2
11	Thu	11/3	Donard dad ada	Data Arabaia
12	Tue	11/8	Provided via Blackboard.	Data Analysis Writing Your Results
12	Thu	11/10	Diackboaru.	Withing rour Results
13	Tue	11/15		The Process of Peer Review/ Research Presentations
13	Thu	11/17		Method, Results, Discussion Due 11/17 by 5:00 via Blackboard
	Tue	11/22	NO CLASS	Happy Thanksgiving
	Thu	11/24		**
14	Tue	11/29	Provided via	Presenting/ Creating a Power Point/Graduate School Workshop
	Thu	12/1	Blackboard	Title Page, Abstract, & Resubmissions Due Thu 12/1 by 5:00
15	Tue	12/6	Research Presentations	PSY 485 Research Presentations 12/6 & 12/8 in class
13	Thu	12/8	Fresentations	Peer Review Due 12/8 @11:59 via Blackboard

Lewis Clark State College Fall 2016

PSYC 494.01 Internship/PSYCH 495.01 Practicum Mondays 12:00 PM - 1:15 PM Administration Bldg, Room 16

Instructor: Judith St. Louis, PhD

Assistant Professor, Addiction Studies Social Sciences Division

Office: Spalding Hall 277 Phone: (208) 792-2827 Email: <u>istlouis@lcmail.lcsc.edu</u>

Office Hours: T/TH 12:00-1:15 and by appointment

Course Description

The Internship/Practicum is a variable credit course designed to give upper level psychology students field experience with local human service agencies. It is hoped field experience will give students an opportunity to employ theories and techniques they have learned in the classroom, and complement traditional academic learning with hands-on experience. Internship also allows for students to support and provide for the needs in their community.

Objectives:

- 1) Successfully function within a human service agency setting.
- 2) Conceptualize client cases for peer presentation and consultation.
- 3) Conceptualize client cases and questions for 1:1 supervision.
- 4) Explore a variety of topics related to an internship/practicum experience

PLEASE NOTE: Confidentiality of clients is *paramount* in a class/experience such as this. Any student found violating client confidentiality *will receive a failing grade*. The breach of confidentiality will be discussed with the internship site, and dismissal from the internship site will be at the discretion of the site supervisor.

Grading:

Class case presentation (6@20 points)	120 points
Reflection papers and presentations (3@ 40 points)	120 points
1-1 meetings with professor (4@ 20 points)	80 points
Group project/activity (2@ 20 points)	40 points
Feedback from practicum/internship site (1@ 240 points)	300 points
	700

700 points

1

Grade Key: 70-100% Pass 69% and below Fail

Assignments may be modified at the professor's discretion

Evaluation

2

Class Case Presentations (6): For each presentation, you will select 2 persons from the internship site to present to your peers for case consultation. Presentations should be prepared keeping in mind relevant information as provided in the course handout, and be presented in a PowerPoint format. KEEP CLIENT CONFIDENTIALITY IN MIND AT ALL TIMES.

Reflection Papers/Presentations (4): You will be assigned 4 papers in this course, as well as compose short class presentation on each paper. The paper will be your reflection on special topics/issues discussed throughout the semester. Papers need to be a minimum of 600 words and need to follow APA Style. You will also create a 5 minute presentation highlighting the main points and present it to the class on the due date.

Group projects/activities (2): You will participate in 2 group projects/activities which centers on the week's discussion topic.

Site Feedback: Site supervisors will be asked to review the student's work, and comment on strengths and weaknesses. Feedback received from the site will be reviewed with the student.

Attendance: Attendance is required for this course. Missing more than 1 class will result in failing the class, unless an absence is excused *in advance*. Advance does not mean leaving me a phone message, but planning an absence collaboratively with me.

Please check your LCSC email account at least every other day. It is the major way I communicate with you between class meetings.

Class Meeting Schedule

Week 1: August 22
Overview and class expectations
Discuss case presentations and confidentiality
Development of goals
Set up 1-1 meetings
Week 2: August 29
Discussion: Review of ethical code/guidelines
Solving ethical dilemma situations
Case presentation 1
Week 3: September 5
Labor Day - no class
Week 4: September 12
Discussion: Reflective listening; asking questions
Group project 1
Week 5: September 19
Paper 1 due; presentation 1
Week 6: September 26
Discussion: Leading group sessions; group process
Case presentation 3

3

Week 7: October 3 • Discussion: Providing services for high risk populations • Case presentation 4 Week 8: October 10 • Paper 2 due; presentation 2 • Discussion: Midterm Reflections Week 9: October 17 • Crisis Intervention • Case presentation 5 Week 10: October 24 • Discussion: Engaging clients; difficult conversations • Group project 2 Week 11: October 31 • Paper 3 due; presentation 3 Week 12: November 7 • Discussion: Self-care strategies • Case presentation 5 Week 13: November 21 • Thanksgiving Break - no class Week 14: November 28 • Discussion: Setting healthy boundaries with clients • Case presentation 6 Week 15: December 5 • Discussion: Leaving the agency and your clients • Reflection paper due 4; presentation 4 Week 16: December 12

Syllabus Addendum

Consumer Information

• Discussion: Final reflections

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General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf) for more information.

4

Accidents/Student Insurance

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Updated January 2014

PSY 499: Research Project & Seminar in Psychology

Directed Study Meetings TBD

Professor Contact Information

Professor: Rachelle Genthôs, Ph.D.Office Phone: 208-792-2631Office Hours: Tues 10:30 – 11:20Office: Spalding Hall 274Wed 3:30 – 4:20Email: rigenthos@lcmail.lcsc.edu**By appointment.rigenthos@lcsc.edu

Phone Messages: While email is more convenient, if you reach my office voice mail, please included: 1. Your full name 2. The class you are taking with me 3. A detailed explanation for why you are calling. I only check voice mails while in the office.

Email: Please use a relevant subject, but also include "PSY 499 Research Project" somewhere in the email and 1) include a salutation, 2) use descriptive, detailed content about why you are emailing in the body, and 3) sign your name. Please do not assume that I will view an email outside of Monday – Friday; 9:00 a.m. – 5:30 p.m. If at all possible, please try to plan ahead when sending me requests, notifications, or other information. Example: If you have an assignment that is due on a Thursday, do not expect a speedy response from me if you email Wednesday night at 8:00 p.m.

Course Materials

Required Textbooks:

Leong, F. & Austin, J. T. (1996). The psychology of research handbook: A guide for graduate students and research assistants (1st Ed.). Thousand Oaks, CA: Sage Publications.

ISBN (1st): $0803970498 \rightarrow$ on reserve in the library

ISBN (2nd): <u>0761930221</u>

American Psychological Association (2010). Publication Manual of the American Psychological Association (6th). Washington, DC: Author. ISBN (6^{th}): $\frac{1433805626}{1433805626}$ free online material can substitute for this text

Wilson-Doenges, G. (2014). SPSS for Research Methods: A Basic Guide. New York, NY: W. W. Norton.

ison-Doeriges, G. (2014). St 55 for Research Methods. A basic Gaide. New Tork

ISBN: $0393938824 \rightarrow$ on reserve in the library







*AND *



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Course Description & Objectives

Provides a capstone experience that includes the conduct of psychological research designed by each student. A quantitative or qualitative research paper or project is required. Pre-requisites: PSYC 300 AND PSYC 385.

At the end of this course, you must demonstrate the ability to:

- 1. Describe and carry out the major elements of the research process in detail.
- 2. Demonstrate knowledge of methodologies used in psychological research and choose one accordingly.
- 3. Design an ethical and valid study to evaluate a hypothesis.
- 4. Complete a quantitative or qualitative research study.
- 5. Construct a coherent research report.
- 6. Prepare and deliver an oral research presentation.

Student Responsibilities & Course Requirements

[Ethical Trainings (50 pts)]

Two online ethical trainings will be assigned and completed as "homework." Your completion certificate, available at the end of each training, will be turned in on the due date. If you have already completed these trainings for another class, you will need to provide documentation (previous certificate)

NIH Training: http://phrp.nihtraining.com/users/login.php 25 points. You will create an account before you can begin this training. https://www.indiana.edu/~istd/ 25 points. No initial account required. MUST BE SIGNED!

[Topic Approval & Design Presentation (50 pts)]

To make sure you are headed in the right direction, you must schedule an hour-long meeting with me, whether during office hours, or at another appointed time, to briefly discuss your topic (s), the layout of your design, your hypotheses, and any obstacles you expect to encounter. I will provide constructive feedback and we will discuss your project plan in detail.

[IRB Submission (50 pts)]

In order to conduct your research, you will need to submit an IRB application for review. You will be responsible for ALL aspects of the IRB, including the measures/manipulations that you will be using. When possible, this should involve finding an existing measure that has been used before, or slightly altering an already existing measure to fit your needs. If you are not able to find a measure that suites your research question, you will need to create one based on your knowledge and what you learn in class. For the IRB, measures are attached as an appendix and must be submitted in the exact manner the participant will see them. For quantitative proposals, you will first provide an explanation of how you are operationalizing your conceptual variables. For qualitative proposals, you will describe the documents, archives, files or situations you intend on using. Relevant citations MUST be included in the appropriate section. This will be turned into me and the IRB chair, Dr. Teri Rust (trust@lcsc.edu) simultaneously. The signed cover sheet must be turned into me as a hard copy, while the rest of the application is submitted via Blackboard/emailed by the deadline.

***The rest of your project depends on this aspect being approved by the IRB committee. As such, it is extremely important that you submit this proposal in a timely manner. You will be docked 10% (5 pts) each time a revision request from Dr. Rust is not responded to with appropriate revisions within three (3) days, or 72 hours. Those proposals receiving approval over 3 weeks (21 days;) past the original due date (if revision requests have been responded to in a satisfactory time frame) will receive an time-relevant extension on their data collection & entry, in addition to their Method, Results & Discussion writing section. The abstract will still need to be turned in by the original due date.

[Research Proposal]

Sections of a research proposal will be turned in over the course of the semester. You will first turn in a reference section after a article search, followed by an introduction section and revised reference section. You will then submit the Method, Results and Discussion section after data analyses have been completed in class. Overall feedback will be given in class about each section and each submission will be returned to you with personalized feedback. At the end of the semester, you will have the opportunity to revise and resubmit specific sections in order to replace your initial grade. In addition to overall presentation and quality, revised sections will be graded be *on improvement from the original draft.* ***All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font. Each section will be discussed in detail during class time and a relevant guide will be handed out and available on Blackboard.

Preliminary Reference List (45 points)

≤ 18 references; 14 must be empirical articles; only 2 may be scholarly webpages Your reference list will be turned in using APA style, with DOI numbers included.

Introduction Section & Reference List (150 points)

A thorough, concise, and relevant overview of the extant research available on your topic. It should be clear to the reader why/ your research contributes to the knowledge available in the specific field(s) you are investigating. You should relate your topic(s) to theory where possible. Your introduction should review the literature in the shape of a "funnel." You should start out very broad and general with a problem statement and then slowly become more specific as you tell the reader about the background literature related to your topic(s), until you finally tell the reader your hypothesis or hypotheses in a "The Current Study" section. Along with this, you will also turn in your APA style list of <u>at least</u> 15 citations. Ten of these sources must be empirical articles and only two of these initial sources may be webpages. Consistency between in text citations and your reference section will be checked. **Please consult an APA manual about section headers before turning this section in.** Length highly varies depending on topic, $\sim 6 - 12$ pgs.

• A good question to ask yourself to help find a balance between not including enough material and including too much is "What does my reader need to know to understand the relevant literature and how does my project inform that literature?"

Method Section (50 points)

This section will consist of several subsections. You will describe the participants who will be involved in your study and the procedures (what your participants will experience while going through your study) and measures (instruments/operationalizations) you will use to answer your question. Overall, your method section will be a thorough description of everything you intend to do in the study and how long it will take a step-by-step fashion. Another researcher should be able to read your method section and replicate your study. Many of the analyses you complete (descriptive statistics) will be placed in your Participants section, while your reliabilities for scales will be placed in your Measures section. Length depends on type of study and your procedures, ~ 2-3 pages.

Data Analysis/Results Section (20 points)

A statement about the type of statistical analysis you will use to determine whether your hypothesis was supported or not. As such, specific times will be set aside to discuss your design and statistical analyses. Length depends on type of analysis $\sim \frac{1}{2}$ to 2 pages.

Discussion Section (80 points)

A concise overview of how your findings, if supported, will contribute to the literature. You will restate you hypotheses first and then discuss how these findings fit within the literature. You will then include a limitations subsection, where you will provide a critique of your own project. Here you will state potential problems in your project and the reasons they were unavoidable. You will also include a future research subsection in which you will discuss other potential research that may be encouraged by your project along with a conclusion section that will leave the reader with a take home message of the importance of your research and potential impact it may have on the area and potential applications. Length will be ~ 3 - 4 pages.

Program Title & Abstract (25 pts)

You will submit a title and abstract (≤ 50 words) to be published in the symposium program. **These documents will be Times New Roman, 10 pt. font, and single spaced.

Title Page & APA Style Abstract (25 pts) + Revision Opportunities (Grade Replacement)

The student has the choice to revise and resubmit each section of their proposal, including the Introduction [Problem Statement, Background Literature, The Current Study], Method [Participants, Measures, Design & Procedures], Results, Discussion [Restatement of Hypotheses, Situation in Literature, Limitations, Future Research and Conclusion], and References. If a student decides to not resubmit ANY of the sections because they are happy with their initial grade, they are still responsible for a Title Page and Abstract submission.

[Data Collection/Entry (70 pts)]

Data Collection (50 pts)

You (your group) will be responsible for collecting a certain number of participants depending on your study design. After you have collected data relevant to your research project, you will bring your data to class for verification.

Data Entry/Coding (20 points)

You will upload an Excel file with all of your data entered

[Research Presentation (100 points)]

You will present an overview of your project in front of an audience, either by attending the oral presentation times slots designated for PSY 485, or by attending a specially arranged time that provides students with extra credit opportunities.

[Chapter Summaries (50 points)]

Summaries in APA format that highlight the 5 main points of each section of reading (1 paragraph each) will be submitted.

Research Methods (PSYC 499)

Evaluation

Assignment	Possible Pts
NIH Training	/ 25
Plagiarism Training	/ 25
Topic & Design Approval	/ 50
IRB Submission	/ 50
Preliminary Reference List	/ 45
Introduction & Reference List	/ 150
Data Collection	/ 50
Data Entry	/ 20
Method Section	/ 50
Results Section	/ 20
Discussion Section	/ 80
Title Page, Abstract + Revision	ns/ 25*
Research Presentation	/ 100
Chapter Summaries	/ 110
To	tal:/800

^{*} specific sections may be revised for grade replacement

Course Policies

Assignment Submission

Writing assignments will be submitted <u>via Blackboard</u> in the form of a <u>Word compatible file</u> titled with last name, first initial, PSY 499 & assignment title (e.g. Genthos_R_PSY499_References) by 11:59 p.m. on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 11:59 will receive an automatic 10% deduction. <u>You may only submit assignments up to 3 days late</u> and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font.

Scheduled Meeting Times

Given this course is a directed study, it is up to you to decide how much direction you may need. While several class periods of PSY 485 will be required (unless there are extenuating circumstances), specifically the data analysis sessions, and a few scheduled office meetings on my end, I will expect you to schedule meeting times with me on an as-need basis. Given this directed study is in addition to my regular course load and responsibilities, please do you absolute best to schedule meeting times with me at least 3 days, preferably a week, before you believe you may need direction/help/feedback.

Extra Credit

Extra credit will be offered in the following ways: 1) Attending certain LCSC events, 2) Visiting the writing center for your writing assignments, 3) Scheduling research meetings with an LCSC librarian. At the end of the semester extra credit points could decide the difference between letter grades for those of you who are on the "fence" between grades. However, I will not create extra credit specifically for individual students, and thus it is in your best interest to be attentive to your grade at the beginning of the semester. ©

Make-up/Late Assignments

I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence is made known to me within two (2) days of the absence/due date. These valid circumstances include documented illness, college-sanctioned travel, the observance of a religious holy day, or a life event that I deem as extenuating. For those excuses I deem valid, including those listed above or supported by documentation, no deduction of points will be taken. Every other excuse results in a 10% penalty for each day it is past the deadline/original completion date. Students are expected to make all reasonable efforts to notify me of their absence in advance. It would be in your best interest to tell me as soon as possible when you expect to be absent or after you have missed an exam or due date. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication. **You will be allowed one "freebie" during the semester, when an assignment turned in within 3 days of the due date will not receive a late deduction.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (https://webdev.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

PSY499 Research Project & Seminar in Psychology Tentative Course Schedule (**Subject to Change at Discretion of Professor**)

Week	Reading	Class Topic	Assignments & Presentations
1	Syllabus	Course Format, Research Ethics (IRB), Topic Selection	Email Dr. Genthos preliminary research ideas by Thu 8/25 @5:00 p.m.
2	Ch. 1, 5	Research Questions & Hypotheses/ Operational Definitions/Study Design	NIH certificate & SIGNED Plagiarism Training Thu 9/1 @5:00 pm mailbox
3	Ch. 6, 7, 9	IRB Approval/Review for Student Research; Measures	Topic Approval/Design Presentation (Required Office Visit) Fri 9/9 by 5:00 pm
4	Ch. 2-4	Writing the Introduction/Reference Section/Article Search	Signed Cover Sheet Due Thu 9/15 @ 5:00 in Dr. Genthôs' mailbox IRB Due Fri 9/16 @11:59 Emailed to Dr. Rust/Dr. Genthos CC'd
5	Ch. 8, 12	Research Process; Sampling Procedures	
6	Ch. 21-22	Research Process, Writing the Method & Discussion Section	Preliminary Reference Section Due Thu 9/29 @11:59 pm via Blackboard
7	Ch. 29	Collecting Data	Study Materials Print Request Due Mon 10/3@11:59 pm via Blackboard Mass Survey Event Thu, 10/7 at 4:30 p.m.
8		Collecting Data	Introduction Section Due Thu 10/13 @11:59 pm via Blackboard
9	SPSS Guide Ch. 1-2	Collecting Data/Inputting & Coding Data	
10	SPSS Guide Ch. 3,4,7	*Inputting & Coding Data/Descriptive Statistics*	Data Collection/Entry Due Mon 10/24 by 11:59 pm via Blackboard Data Collection Raw Data Sheets Due Tue 10/25 before office meeting/class
11	Ch. 13 - 16	*Statistical Analysis : Writing Your Participants/Method Section*	
12	Ch. 22	*Statistical Analysis : Writing Your Results*	Method/Results/Discussion Sections Due Thu 11/10 @11:59 pm via Blackboard
13	Provided	Writing Your Final Report Converting Your Research Report to an Oral PPT Presentation	
		Thanksgiving Break	
14	Provided	Preparing your PPT Presentation	Title Page & Abstract, Revisions Due Thu 12/1 @11:59 pm
15		***Presentation in PSY 485 Research Class/Extra Credit Audience***	December 6 th & 8 th : 12:00 – 1:15; TBD

SYLLABUS for Introduction to Psychology [S17v1]

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DATE: Spring 2017

COURSE NUMBER AND TITLE: PSYC 101-01 Introduction to Psychology

CREDIT HOURS: 3

TIME AND PLACE: Tu & Th 9:00 – 10:15 PM in MLH 100

GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing

INSTRUCTOR: Rhett Diessner, Ed.D. diessner@lcsc.edu**

OFFICE: Administration Bldg, Room 16, ph# 792-2338

OFFICE HOURS: 1-2pm M, Tu, Wed, & Th; email for an appt. if these times don't work for you

- **A note on emailing Prof. Diessner: Please keep your emails to 3 sentences or less (I receive more than 1,200 non-spam emails a semester); for longer communication, come to my office hours. The college wishes you to use your lemail address to write professors and other students.
- **Although I believe in a small carbon footprint, please do not send me assignments by email; only give them to me in hardcopy. Thanks.

INTELLIGENT STUDENT BEHAVIOR: Keep the syllabi from all your courses handy. Read them more than once. Look them over at least once a week. Bring them to your classes everyday. Look at your course calendars at least 3 times a week.

Course Description/Purpose

From the catalog: "A general survey of the field of psychology and the principles of behavior including: methodology, conditioning and learning, memory, perception, motivation and emotions, individual differences, adjustment and social interaction."

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment me as soon as possible. My office location and office hours are printed above.

1. Statewide General Education Learning Outcomes (GELOs)

This course is designed to help you develop the competencies established by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of General Education Core across all state colleges and universities in Idaho (Big Brother is watching). You are invited to achieve and demonstrate the following:

- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline, in this case, Psychology.
- ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.
- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

2. Course Specific Additional Expected Learning Outcomes:

Additionally you will be invited to achieve the following objectives, and which are linked to the GELOs as noted parenthetically below:

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- 1. The general goal of the course is to increase our interpersonal and intrapersonal intelligence. {GELOs i, ii, iii, iv, v}
- 2. Demonstrate "critical thinking" about central concepts of psychology through the use of such cognitive skills as application, analysis, and evaluation (see the list of optional assignments below). {GELOs i, ii, iii, iv, v}
- 3. Appreciate how Psychology is related to the pursuit of the neoclassical goals of Truth, Love and Beauty, through integrated experience of the Arts (viz., Gardner, H. (2011). *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-First Century*. New York: Basic Books.). {GELOs i, ii, iii, iv, v}

3. Assignments

Your grade in this course will be based on the following, which correspond to the GELOs as noted parenthetically at the end of each assignment.

Required Assignments:

- 1. Exam over Thinking Critically w/Psychological Science and Personality {GELOs i, ii, iii}
- 2. Exam over *Nature & Nurture & Human Diversity and The Developing Person Through the Life Span* {GELOs i, iii, iv, v}
- 3. Exam over *Memory and Consciousness* {GELOs iii, iv, v}
- 4. Exam over *Emotions* and *What Drives us* {GELOs ii, v}
- 5. Exam over *Psychological Disorders and Therapy* {GELOs i, ii, v}
- 6. Exam over Stress and Health and Social Psychology (GELOs i, ii, iii, iv, v)
- 7. Final Exam {GELOs i, ii, iii, iv, v}
- 8. Special projects that are of interest to students. {GELOs i, ii, iii, iv, v}

Optional assignments:

There are many optional assignments in this course. This is for three reasons: a) some students' brains were not designed to do well on multiple-guess exams, and I want you to have a variety of ways of gaining and demonstrating knowledge of psychology, and b) having optional assignments emphasizes intrinsic motivation and autonomy.

- 1. Music Interpretation {GELOs i, iii, iv}
- 2. Demography {GELO v}
- 3. Reading Guide to Plato's *The Apology* {GELOs iv, v}
- 4. Psychology interpretation paragraphs
 - from $\boldsymbol{assigned}$ events on campus and in the community $\{GELOs\ i\}$
- 5. VIA survey (virtues and character strengths) {GELOs i, iii, v}
- 6. Psyc of Beauty presentation {GELOs i, v}
- 7. Five Factor Model Personality "test" {GELOs i, iii, v}
- 8. Questionnaires at Yourmorals.org {GELOs iii, v}
- 9. Illustrative Psyc Music {GELOs i, iii, iv}
- 10. Scientific Psychology Research {GELOs ii, iii}
- 11. Positive Psychology goes to the Movies {GELOs i, iv, v}

Assignments by which students will demonstrate achievement of the General Education Learning Outcomes

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Expected Learning Outcome	Assignments through which students will demonstrate the Expected Learning Outcome
i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline; in this case, Psychology.	 Exam over Thinking Critically w/Psychological Science and Personality Exam over Nature & Nurture & Human Diversity and The Developing Person Through the Life Span Exam over Psychological Disorders and Therapy Exam over Stress and Health and Social Psychology Final Exam Special projects that are of interest to students Optional Assignments: Music Interpretation Psychology interpretation paragraphs from assigned events on campus and in the community VIA survey (virtues and character strengths) Psyc of Beauty presentation Five Factor Model Personality "test" Analysis of Illustrative Psyc Music Positive Psychology goes to the Movies
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.	 Exam over Thinking Critically with Psychological Science and Personality Exam over Emotions and What Drives Us Exam over Psychological Disorders and Therapy Exam over Stress and Health and Social Psychology Final Exam Special projects that are of

	interest to students
	interest to students
	Optional Assignments: 1. Scientific Psychology Research (a search in PsycINFO for a data-based study) VIA survey (virtues and character strengths) 2. Five Factor Model Personality "test" 3. Questionnaires at Yourmorals.org (self-analysis of psychology of morality)
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.	 Exam over Thinking Critically w/Psyc Sci and Personality Exam over Nature & Nurture & Human Diversity and The Developing Person Through the Life Span Exam over Memory and Consciousness Exam over Stress and Health and Social Psychology Final Exam Special projects that are of interest to students Optional Assignments: Music Interpretation VIA survey (virtues and character strengths) Five Factor Model Personality "test" Questionnaires at
	Yourmorals.org (self-analysis of psychology of morality) 8. Analysis of Illustrative Psyc Music 9. Scientific Psychology Research
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.	 Exam over Nature & Nurture & Human Diversity and the Developing Person through the Life Span Exam over <i>Memory</i> and <i>Consciousness</i> Exam over <i>Stress and Health and Social Psychology</i>

	 Final Exam Special projects that are of interest to students Optional Assignments: Music Interpretation Reading Guide to Plato's <i>The Apology</i> Analysis of Illustrative Psyc Music Positive Psychology goes to the Movies
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.	 Exam over Nature & Nurture & Human Diversity and The Developing Person Through the Life Span Exam over Memory and Consciousness Exam over Emotions and What Drives Us Exam over Psychological Disorders and Therapy Exam over Stress and Health and Social Psychology Final Exam Special projects that are of interest to students Optional Assignments: Demography Reading Guide to Plato's The Apology VIA survey (virtues and character strengths) VIA survey (virtues and character strengths) Psyc of Beauty presentation Five Factor Model Personality "test" Questionnaires at Yourmorals.org Positive Psychology goes to the Movies

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Required Texts:

- 1. Myers, D. G., & DeWall, C. N. (2015). *Psychology* (11th ed.). New York: Worth. ISBN-10: 1-4641-4081-2 ISBN-13: 978-1-4641-4081-5
- Plato. Trial & Death of Socrates: Four Dialogues (Benjamin Jowett, trans.). DOVER PUB INC
 ISBN: 0486270661 Find the chapter called the "Apology" and read it. (If you are buying from the
 Web, you can get any collection of Plato's Dialogues that has the "Apology" in it.) You can also read it online
 at: http://classics.mit.edu/Plato/apology.html

Study guides to the Myers and DeWall (2015) text are available in the bookstore--purchasing the study guide is <u>optional</u>. Most students, however, find that using the study guide increases their exam scores by one letter grade. ISBN: 1464170339

Reading and studying the Myers and DeWall (2015) text is essential for both learning about the field of Psychology and performing well on the exams. Ninety percent of the exam questions come from the text, and some of the topics will not be lectured on in class, so reading and remembering is quite necessary.

Anyone considering being a psychology major should not re-sell their book at the end of the semester. The reason for this is two-fold: a) it is useful to study it for taking the GRE when you are a senior; b) in ten or twenty years you will enjoy "looking back" and seeing what you studied at this point in your psychology career.

EVALUATION

Distinguished, A, or Excellent = 950 points plus 90%s on 4 of 6 exams & on final Superior, B, or Very Good = 850-949

Average, C, or Good = 700-849

Below Av., D, or Unsatisfactory = 600-699

Failing, F, or No academic credit = 599

Summary of MAXIMUM number of points **possible** per academic product:

"Required:"

 Six Exams 	100 x 6	600
1a. Your best two	exams doubled	200
2. Final Compreh	ensive Exam	200

3. Research Participation 20 points (or more)

Optional assignments:

[Actually, everything in this course is optional. Even the exams and final ©]

[Actually, everything in this course is optional. Even the exams and final \odot]				
4. Music Interpretation	20 (only about 20 students will have a chance at this)			
5. Demography	10			
6. Reading Guide to Plato's <i>The Apology</i>	20			
7. Psychology interpretation paragraphs				
from assigned events	+5 (as many as you can earn)			
7a. Summaries from Chs. 2,6,7,9,10	25 (5 x 5)			
8. VIA survey	10			
9. Psyc Beauty presentation	10 or 20			
10. Five Factor Model Personality "test"	10			
11. Questionnaires at Yourmorals.org	20 (they are worth +5 @; you may do four max)			
12. Illustrative Music	25 (5 x 5)			
13. Scientific Psychology Research	20 (4 x 5)			

 $20 (4 \times 5)$

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14. Positive Psychology goes to the Movies

15. Promise not to ask about your grade

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KEEP TRACK OF YOUR OWN POINTS, SO THAT AS THE SEMESTER NEARS THE END, YOU KNOW HOW WELL YOU NEED TO DO ON THE FINAL WITHOUT ASKING THE PROFESSOR TO CALCULATE YOUR SCORE. THANKS. To do this you should keep a log of all you assignment grades and your test grades.

NOTE WELL. To earn an "A" in this course, a point total is <u>not</u> sufficient. In addition to a 950 point total, a student must: 1) earn a 90% or higher on 4 of the 6 Exams, AND earn a 90% or higher on the final exam. *A point total can "guarantee" a "B" grade for the course, but not an "A" grade*. (BTW, a 95% is an A on an exam in this class; 92-94% = A-; 89-91% = B+.) Although these criteria might seem high to some of you, from 5-12% of my students in PSYC 101 classes achieve an A. The professor does assign "plus" and "minus" grades at his prerogative, so even if you realize you may not achieve an "A" after the 3rd or 4th exam, you can still achieve an A- with a point total near 950 and high percentage on the final exam.

The Two Common student complaints about this course are: 1) a few students dominate the conversation in class and talk too much to the professor; so if you are "talker," limit yourself to making comments to once a class meeting; 2) students carrying on conversations while the professor lectures and this prevents students near them from being able to concentrate; therefore, do NOT talk to your "neighbor" during class. Please feel totally free to "pass notes" to each other. And if you are one of the students that is being annoyed by "talkers," please let me know, and I will try to keep them quiet without embarrassing you. Text messaging each other is just fine too (but be careful in other classes, text messaging [or game playing] can be considered rude, and most professors find it insulting).

1. The <u>exams</u> are in multiple-choice format. These exams will be scored in class, therefore, **bring a colored pen to class on exam days** (bring it every day, and then you won't forget it on exam day), as well as a regular pen or pencil for taking the exam. Scoring them in class provides these benefits: a) rapid feedback on the correct answers, and b) students think about the course material while scoring it, thus increasing the likelihood of remembering it (a rehearsal effect) for the final or in future life. Students will review their scored exams, to see if they were graded correctly, but then the Professor collects them and does **NOT** return them. In order to provide confidentiality while grading the exams, write the last 4 digits of your phone number on the upper left backside on the exam (if you do not have a phone #, then just write any 4 numbers that **you will remember!**, and use those 4 numbers on every exam). ***When you pick up your exam at the end of class, then write your name on it, next to your number. ***

How to succeed on exams

Myers and DeWall (2015) describe the "proven" **SQ3R** method of studying textbooks in Prologue, p. 14):

- S = Survey, skim and preview the chapter under study. Form questions in your mind about the material as you preview it.
 - \mathbf{Q} = Keep the learning objectives in mind as **Questions** to answer when reading the chapter
 - $\mathbf{R} = \mathbf{Read}$ the whole chapter slowly and carefully.
- **R** = **Review**. A few days after you first read the chapter, skim-read it again, concentrating on key areas that the professor has lectured upon.
- $\mathbf{R} = \mathbf{Reflect}$. Think about the material. Relate it to your life. Make it meaningful. Discuss it with others. Relate it to your class notes. Rehearse the material. Write key concepts on 3 x 5 cards.

Memorize key concepts using the definitions based on Myers and DeWall (2015); but also re-write the definitions into different words so that you comprehend the meaning of the concept. Think about events that have occurred in your own life that are related to the concepts. Think about possible future events in which the concepts might be significant. This process of connecting the concepts to your own life is called "elaboration." It has been proven to be one of the most powerful ways to "encode" information into your long-term memory,

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and make it relatively easy to "retrieve." Also, discussing the concepts in Myers and DeWall's text with another student, or with any interested party, greatly increases the chance you will understand and remember them

Seriously consider buying one of the Student Workbooks in the Bookstore -- it has practice quizzes in it that are similar to the exams in this class. Spend at least 4 hours per week studying for this class; spread it out to 30-40 minutes of Psyc textbook study everyday. If you do poorly on the exams, increase that to 6 hours per week.

2. The <u>Final Comprehensive Exam</u> will be given during our assigned final time. It will pose questions based on the readings and lectures for the entire course. The Exam lasts for **TWO** hours (actually one hour and 50 minutes). **Plan to be there. Do not make travel arrangements and then tell the professor you already have a ticket, or your family has made plans, etc. Do NOT ask to take it early.** If you are sick, you will need a physician's note to make up the final exam.

3. <u>Research Participation</u> 20 points (and its required)

A very important aspect of psychology is research. For each questionnaire that you complete in class for a research project of a student doing their senior research you earn +5 points. The research projects that are applicable to this assignment must be approved ahead of time by Prof. Diessner. Periodic announcements about such research projects will be made in class through-out the semester. Some research projects by senior students require meeting them outside of class to be involved in an experiment – those take more time and thus are worth +10 points.

If you prefer **not** to get involved with a specific research project, you can complete any of the questionnaires at this site: http://www.authentichappiness.org/, as an alternative experience. Complete the questionnaire, print it out, and give to Prof. Diessner with your name on it. Each completed questionnaire will be worth +5 points, **up to a total of +20** for 4 different questionnaires. These will be accepted up to **one week before finals week**

You are also welcome to participate in all the research surveys given in class AND to also complete 4 measures at the authentic happiness site.

- >> A note about the optional assignments below: Most of your grade for this course is based on multiple-choice exams. However, there are many ways to show psychological knowledge besides circling a letter on a test. Therefore I have provided you many alternative ways to demonstrate your knowledge (and improve your grade).
- 4. <u>Music Interpretation</u>. Music affects us in many important psychological ways. Because music is such a pervasive influence in our society, and speaking in front of class an important skill, you will have the opportunity to earn credit in class by integrating these two factors. Find a piece of music that you can relate to some material in Myers and DeWall (2014) in some meaningful way. Try to focus on the music itself, and not simply the lyrics.

Then:

- A) Write (a) the name of the piece of music, (b) its performers/composer, and (c) the length of time the piece takes to play. If the piece goes over 3 or 4 minutes, find a good spot to stop the music before 4 minutes.
- B) TYPE out a full paragraph (1/2 to 1 page) about how this piece of music relates to a concept in our course. Include the name of the chapter, and the page number(s) in our text (Myers & DeWall, 2015) in which the concept is described. Underline or bold the concepts from our textbook that you emphasize in your explanation.
 - C) Hand this in.
- D) The professor will comment on it and return it to you with a date to bring the CD to class. A CD player will be in our class everyday. You could bring an MP3 file on a flash drive (but I don't know how to connect your MP3 player to the computer; if you know how, then you can bring it instead of a CD).
 - E) On your scheduled day, remind me that you are playing music that day. Then, if I haven't said anything

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- by 2:10 pm, raise your hand and remind me. Please.
- F) You will then come up on the stage, and in one minute, tell (or read your proposal) how your song relates to Psychology. You can make your speech before, during, or after the music; whichever you think will be more effective.
- G) On the day that you play the music and speak, hand your proposal back to the professor, as a reminder to record your points.

These are "due" anytime during the semester prior to one week before finals week, but we will only play one per day, so that limits the number of proposals that can be accepted. See calendar. These are accepted until one week prior to finals week, but it's likely the "slots" will be full by mid-semester. Act now. Every semester students complain on the SCEs that I don't allow everyone to do this exercise. If you think you might be one of the future complainers, please get your proposal in during the 1st month of the semester ©

- H) Please do not play music that a) encourages drug use (including alcohol), b) encourages immoral sexual relations, c) degrades women (or men), or d) advocates violence. (Am I uptight, or what?)
- 5. <u>Demography & Photograph</u>. This assignment is to help me get to know you and understand our class as a whole. Ask the professor to hand out these forms in class. Take the form and staple or glue any photograph of yourself, which is fairly current, to the form. I plan to keep this form in my files, indefinitely, so give me a photo I can keep. It is fine to have other people in the photograph; feel free to identify who they are (family, friends, tourists...). The questions that I ask on the form are typical "demographic" questions that psychologists and sociologists ask of people that they study. Although I am not studying you for "research", I do believe that the better I understand you, the better I can teach. All questions on the demography are optional; if you think answering a question unduly invades your privacy, leave it blank.

If you completed a demography form in a prior class of mine, you can simply put your name on the form and state the name of the class, year, and semester, which you were in previously, however you will only receive 1/2 credit for so doing. You can receive full credit if you use a new and different picture and add new or amending information. **DUE:** About one month after class starts; see course calendar for specific due date.

6. <u>The Apology</u>. Dialogues of Plato (B. Jowett, Trans.). NY: Washington Square Press. Read the "Apology", pp. 1-40. The Bookstore might carry a different edition, if so, simply find the chapter called the "Apology" and read it. This isn't an "apology" in the modern English sense, but in the old fashioned sense of explaining the reasons for something; in this case Socrates explains why he really wasn't corrupting the youth nor being impious against the gods. Socrates was a great philosopher, but also a great psychologist, and he was the one who really developed and deepened the concept of the "psyche" in Western civilization. Although this book is the cheapest book you will buy in college, you can also access the entire *Apology* at http://classics.mit.edu/Plato/apology.html

The reading guide, to complete for 20 points, is attached near the end of this syllabus. Don't lose it and don't wrinkle it. I recommend taking it off the back of the syllabus 2 weeks before it is due, and complete it as you read the dialogue. Due: About 2 months into the class; see the course calendar for specific due date.

7. "Psychology Interpretation Paragraphs". Periodically 5 bonus points will be offered to attend a college-related or psychology-related event. If you TYPE (keyboard) a good solid paragraph relating some aspect of the event to some particular topic in our textbook, it will be "worth" 5 points each time. Include the page number(s) from the textbook regarding the topic to which you relate the event.

Points are only given for attending events that the Professor announces in class as being relevant. If you know of an event that would be good to analyze psychologically (theatre, art, music, a public talk, a peace rally, etc.), suggest to the professor that he announce it as available for this exercise. I realize that many of you have busy lives and will not be able to attend many of the events that I offer extra points for. Such is life. Please don't ask to write papers, etc. for extra credit. If you know of an event that would be good for our class to attend, even if it's where you live (Kamiah, Lapwai, Grangeville, Moscow, etc.) you can write out all the

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information and give it to me, and if I think it would be a good event to analyze psychologically, I will announce it to the whole class.

These will be accepted up to one week before finals week.

You can earn an A in this course without doing any "extra" credit, and simply getting very high grades on the exams. One or two students do that every semester.

Note: I hand out a variety of psychological assessment forms in class that are not worth any "points," but are related to the topics we study. The "surveys" that are worth points are the ones that advanced psychology students hand out for their senior projects in our class.

7a. More +5 papers. Some of the chapters in Myers and DeWall (2015) are not required reading: Ch. 2 The Biology of Mind, Ch. 6 Sensation & Perception, Ch. 7 Learning, Ch. 9 Thinking & Language, and Ch. 10 Intelligence. You are welcome to look in those chapters for anything you find interesting. You may then summarize that particular topic in one paragraph, and then write a 2nd paragraph explaining **why** you find that interesting. You may do this *once for each chapter* that is not assigned reading for the class. Be sure to note which page(s) you are summarizing and what chapter they are from; type or keyboard. These will be accepted up to **one week before finals week**.

8. Your <u>Psychological Strengths</u> (Your Inner Beauty). Identify your psychological strengths by completing the VIA Survey of Character Strengths (this survey measures 24 character strengths, found on-line at https://www.viacharacter.org/www/ or just google "VIA Character Institute"). Print out your **top five** strengths only, write your name on top, and hand it in for **+10 bonus points**. This test has 120 questions, so it may take you 15-20 minutes to complete it. The test is available in many languages, so feel free to take in your first language; but then write on the print-out the translation of the names of your top 5 strengths before you hand it in

Peterson, C. & Seligman M. E. P. (Eds.) (2004). *Character strengths and virtues. A handbook of classification*. Oxford: Oxford University Press, & Washington DC: American Psychological Association.

9. <u>Psychological Beauty testimonial {10 or 20 points}</u>. Think about people who have been very important in your life and have had a positive impact on your own psychological development. Choose one of them that you feel very grateful to. Write a one page description explaining why you are grateful to this person (1/2 a page minimum, one page *maximum*), and give it to Prof. Diessner. This is worth 10 points. MAKE THE FIRST LINE OF THIS MINI-ESSAY TO SAY ONE OF THESE TWO THINGS: 1) I WOULD LIKE TO SCHEDULE A PRESENTATION DATE AND BRING MY BEAUTIFUL PERSON TO CLASS; OR 2) THIS IS NOT A PRESENTATION TESTIMONIAL.

However, it increases the impact of this assignment if you can read your testimonial in front of the person that you are writing about. If you can bring the person to class, and seat them on the stage with you (they will not have to talk), and read your beauty testimonial to them and the class, it has a more powerful impact on them and on our class. (*It is also worth an additional 10 points*). When you write your beauty testimonial, note on it whether you might be able to bring the person to class, or not. If you do plan to bring them, the professor will return the beauty testimonial with a date written on it to invite your person to attend class. After you make your presentation in class, give the testimonial back to the professor so he remembers to record your additional points.

It is best if you do this assignment after you take the VIA test, the Psychological strengths test, yourself; it is described above in #8. The psychological strengths and virtues are what truly make a person beautiful, and understanding that is the point of this optional assignment. If you schedule with Dr. Diessner to bring your beautiful human being to class, remind Prof. Diessner at 1:25pm on the day you are assigned to bring them. You do not have to tell your guest why you have invited them (but don't lie, of course); you can just tell them that you get extra credit if you bring a guest that day, or that they might find the class interesting. But if you want, you can tell them all upfront -- your call.

These are "due" anytime during the semester; but the time slots may fill, and you will not be allowed to

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make the presentation; in which case you still earn +10 for a non-presentation beauty testimonial. These are accepted until one week prior to finals week.

10. Five Factor Model Personality "test"

You will read and study about the Five Factor Model (FFM) of personality in Chapter 14 of our textbook (Myers & DeWall, 2015), the Personality chapter, at the beginning of the semester. If you would like to see how you score on the FFM, and earn 10 points at the same time, go to this site: http://www.personal.psu.edu/%7Ej5j/IPIP/ipipneo120.htm

and complete it. Print out the results. Write one paragraph about whether or not you think the results are accurate for you (was the questionnaire a valid test of your personality?). Give those to the professor to record your 10 points (all results are kept in strict confidentiality). There are many different sites on the web that offer Five Factor Model tests, but this is the best one, and you MUST TAKE THIS ONE to get credit. To google it, type in "ipipneo" and it will take you the right page; then you can select the 2nd one, which is the shorter version (120 questions.)

11. Your psychological morals.

Wait! There is even more ways to gain psyc knowledge about our psychological self and gain more points for your grade. Go to http://www.yourmorals.org/ (or just google "yourmorals.org). This website is developed by Jonathan Haidt and colleagues (he is mentioned in our textbook); he is the world's leading researcher on the psychology of morality. You can complete up to 4 research measures at this site and get +5 points for each one $(4 \times 5 = 20)$. Print out your results, put you whole name on it, and turn it in.

- 12. <u>Illustrative Music</u>. Find a piece of music that illustrates one aspect of one of the objectives on the objectives handouts (the study guides for the exams). On a piece of paper:
 - a. Identify the name of the piece of music, the performer(s), and the length; and the objective the piece of music relates to.
 - b. Write a short paragraph explaining why the piece of music connects to the objective
 - c. Find the lyrics on the web and cut and paste them to the page under your explanation; then hand in the professor this piece of paper.
 - d. email the professor a URL for a free site to hear the song (YouTube?).
 - e. You can do this up to 5 different times for +5 credit for each one.
- 13. Scientific Psychology Research. Does something come up in lecture, or in our textbook that you are interested in? Would you like to find more scientific, reliable, valid information about the topic? Go to PsycINFO in the databases in our library (you can do this from your computer through the internet; or go to the Library and use their computer). a) Go to the Library home page: http://www.lcsc.edu/library/; b) then click on "Databases" in the middle-top of the page; c) Scroll down a few pages until you find "PsycINFO" under the Social Sciences heading; d) Follow the instructions to log in; e) After you log in, scroll down the search page and mark the box next to "Peer Reviewed" (it is on the right side, down about 6 lines of text); f) Go back to the top and enter the topic that you are interested in. You may have to finesse the topic (change it to different words several times) to find what you are looking for. You could go to the library, and have a librarian help you. That it is how librarians earn a living. By asking for their help, you are ensuring them job security ©

Then find the abstract of an article that is interesting to you. For this assignment it needs to be:

- a) from a peer reviewed journal (not a book, not a magazine, not a dissertation);
- b) it needs to be data-based (evidence based); this usually means there are numbers involved;
- c) the researchers must have actually studied some people (not a theory article).

Then cut and paste the

a) Reference and the:

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b) Abstract;

and print that out. Turn it in with your full name on it.

This is worth +5 points. You may do this on 4 different topics for a total possible of $4 \times 5 = 20$ for this activity.

Example of what to turn in (if you searched in PsycINFO for "nonviolence," you would find many "hits," including this abstract of an article):

Nonviolence and human values: Empirical support for theoretical relations. Mayton, Daniel M. II, Diessner, Rhett, Granby, Cheryl D.; Peace and Conflict: Journal of Peace Psychology, Vol 2(3), Sep, 1996. pp. 245-253. [Journal Article] Abstract: Despite the implications of the achievements of nonviolent people (e.g., Mohandas Gandhi and Martin Luther King, Jr.) in seeking political goals, psychologists have rarely studied predispositions to nonviolent behavioral empirically. This study investigated differences between individuals predisposed to nonviolent methods of conflict resolution and those predisposed to violent means of conflict resolution. 167 adolescents and undergraduates (aged 16–49 yrs.) completed 2 instruments that assess nonviolent personality predispositions: the Nonviolence Test (V. K. Kool and M. Sen, 1984) and the Values Questionnaire (S. H. Schwartz, 1992, 1994). Ss who expressed predispositions to engage in nonviolent strategies for conflict resolution placed higher priorities on the values within the universalism and benevolence value types, providing support for Gandhi's philosophy of nonviolent action. Further, nonviolent Ss placed higher priorities on the restraint of actions, inclinations, and impulses likely to upset or harm others than did the violent group

14. Want some credit for watching movies? Positive Psychology at the Movies! This book is on reserve in the library for you:

Niemiec, R. M., & Wedding, D. (2014). *Positive psychology at the movies 2: Using films to build character strengths and well-being* (2nd edition). Cambridge, MA: Hogrefe.

The book describes 100s of movies that focus on one or more of the human character strengths identified by Peterson and Seligman (2004; see items # 8 and #9 above). Watch any movie mentioned in that book, and note which character strength the movie illustrates. Then write one paragraph that includes:

- 1. The name of the movie
- 2. The p# in Niemiec and Wedding (2014) where it is mentioned.
- 3. The name of the character strength, illustrated in the movie, that you focus on.
- 3. A description of how the movie illustrates that character strength.

This paragraph is worth +5 points. However, you can write about 4 movies over the semester, thus you could earn $4 \times 5 = 20$ points. Yeeeee-haw!

When are "Extra Credit" and other Assignments Due?

Some assignments' due dates will be listed in the course calendar. Everything else is due before finals' week.

Academic Honesty:

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." Even one instance of cheating on a quiz or exam warrants expulsion from this course with a grade of F. I have actually failed students for this. This class is usually quite crowded, and it is easy to accidentally let one's eyes wander. Be careful. **Do not sit behind or next to anyone that you know during the Exams.** If I suspect a student has committed an act of academic dishonesty, I will document the incident and notify the Dean of Student Services for official disciplinary action.

A personal note about myself:

I am a developmental and educational psychologist (with strong interests in personality and social psychology). I am not a clinical psychologist, nor am I a counselor, nor am I a therapist. If you believe you may

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need some counseling or psychological help, go to the Student Life Office in Reid Hall, and ask to see one of the college's professional psychotherapeutic counselors. Their services are free to students and fully confidential and professional. You may call them for an appointment at 792-2211.

If you miss an exam

If you miss an exam, it will cost you 5-10 points to make it up. You can make it up on my office hours. Notes from a doctor, or documented "away game" for athletes entails no penalty. If you or your kids were sick, or some other disaster entered your life (a funeral, car accident), but can't afford a doctor's note, bring me a written note that you wrote, explaining the circumstances of your absence. If you do that, then it's only -5 to take a makeup. If you don't bring the note, because you forgot this part of the syllabus, or because you have a lame excuse, then it's -10. Sending an email is a courtesy; however the note needs to be brought to my office hours and attached to your exam to reduce the penalty from -10 to -5.

Awareness of Minor Issues in this Course

I want you to succeed in this course, and so I expect you to read this syllabus carefully. It would be wise to bring it to each class session, and look it over during the dull parts of the lectures.

>>Please keep track of your own points in this class. If you choose to, you will record them in your PSYC 101 folder after each exam (you have a folder for every class you are in, because you are a well-organized student, who expects to graduate eventually). If you forget to keep track of your points, please do NOT ask the professor to provide this information; rather, please wait until the Registrar posts your grades to the WarriorWeb when the semester is over.

You will have a variety of opportunities to attend activities on and off campus and to write one paragraph about how the event relates to Psychology. The instructions for this are in the syllabus. It states you will get **no points for a "summary"** of what you observed; to earn credit you must 'figure out' how to *relate* it to Psychology. I realize that many of you have complex lives and cannot attend very many (or any) out-of- class activities: if that is your case, concentrate on studying. It is definitely possible to earn an "A" without extra credit, a couple people do it every semester.

Please do not sit next to or behind anyone that you know during exams, and try to leave an empty seat on either side of you during exams, if possible (it probably won't be possible).

Please bring an indelible colored pen to class on exam days. To get in the habit, just bring one to every class. Please realize that not everyone can offer a music interpretation, so if you want to do one, hand in your proposal early in the semester.

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LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (www.lcsc.edu/catalog (www.lcsc.edu/catalog (www.lcsc.edu/catalog (www.lcsc.edu/catalog (<a href="http://webdev.lcsc.edu/catalog (http://webdev.lcsc.edu/catalog (<a href="http://webdev.lcsc.edu/catalog (<a href="http://webdev.lcsc.edu/catalog (<a href="http://webdev.lcsc.edu/catalog (<a href="http://webdev.lcsc.edu/catalog

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

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Reading Guide and Questions Concerning Plato's *Apology* [20 pts.] PSYC 101 Introduction to Psychology [24dec04]

Name:
1. Wisdom is a psychological quality. Did Socrates think he was the wisest man in Greece in his day? Why or why not? (note the page(s) in which you find the answer)
2. For what does Socrates accuse the Athenians of "caring so little"? (p. #?)
3. Meaning and purpose in life are psychological. What is it that Socrates emphasizes that makes a life not worth living? (p. #?)
4. What developmental psychology favor does Socrates ask the Athenians to do for his sons? (p. #?)
Note: Plato used the Greek word "psyche" in several places in this text. Professor Benjamin Jowett, of Oxford University, has accurately translated it as "soul."

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Feel free to doodle on this page

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PYSC 101 5 point contract. Tear off, sign, turn in.

I will keep track of my own points. In the folder in which I take notes for this class, I will record how I do on each exam and keep track of the points I make on the many various optional assignments. I will not ask the professor to calculate my grade.

I also will not ask to take the Final Exam early.

Signature
Print name legibly
If at any time you wonder what your approximate grade is, do this:
Mathematically average your exam scores. Multiply it by 10. Add all your optional assignments points to that total. Look in the syllabus at the grade chart on page 6.
For example, if you had a 64, 84, and 92 on the first three exams: $64 + 84 + 92 = 240$. $240/3 = 80$. 80 x 10 = 800. Add your optional assignment credit. Let's say you had 60 points; $800 + 60 = 860$.
The chart on page 2 says an 860 is a B.
If this seems complicated to you, it probably means you are in college. But hey, strong math skills are not in everyone's genes. Feel free to go to the Math Lab and ask for help ©



SW 226/PSYCH 226_60: Biological Basis of Behavior

Spring 2017 – Online Lewis-Clark State College

Instructor: Jennifer S. Pernsteiner, LMSW, LSWAIC Social Work Program
Email: jspernsteiner@lcsc.edu
Cell: 208-305-7039

Office Hours: by appointment

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional aged, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium. (Rev. 10-13, Reviewed 5/15)

Note: Last day to add class/es or to drop online, January 23; last day to drop class without "W" grade on transcript is January 30. Last day to withdraw from class/es or college for the semester is April 6.

COURSE DESCRIPTION: Introduces students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral biology, or behavioral neuroscience. The main focus is to gain and/or demonstrate an understanding of the relationships between central nervous system processes and human behavior. Applications in assessment of client systems will also be presented.

INTRODUCTION AND OVERVIEW

This course is designed to introduce students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral biology, or behavioral neuroscience. The main focus is on gaining and/or demonstrating an understanding of the relationships between the central nervous system processes and human behavior.

PURPOSE OF THE COURSE IN THE CURRICULUM

Traditional schools of social work and psychology (i.e. psychodynamic, behaviorism, and social learning theories) directed very little attention to the connection between human behavior and neurological processes. Since the late 1980's in conjunction with advancements in neuropsychology, electrophysiology, and neuroimaging technologies, research has expanded dramatically demonstrating the connection between neuroanatomy, normative human behavior patterns, and social dysfunction. The purpose of this course in the psychology and social work curriculum is to provide a fundamental understanding of the biological processes and the impact of these processes on human behavior within the context of the social environment.

EPAS COMPETENCIES AND PRACTICE BEHAVIORS (EXPECTED LEARNING OUTCOMES MET IN THIS COURSE)

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standards (EPAS) established 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Education Policy 2.1 – Core Competencies

Competency-based education is an outcome performance approach to curriculum design.

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills.

The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are two of the ten Core Competencies and two Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

- 2.1.2 Apply social work ethical principles to guide professional practice.
 - D. Apply strategies of ethical reasoning to arrive at principled decisions.
- 2.1.7 Apply knowledge of human behavior and the social environment.
 - B. Use research to inform practice.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

- 1. Identify the basic structures and functions of the human nervous system and their impact on human behavior and social function. EPAS 2.1.7B
- 2. Demonstrate key stages of brain development and the normative developmental changes that occur at each developmental stage. EPAS 2.1.7B
- 3. Identify the impact of basic pharmacology on the functions of the nervous system. EPAS 2.1.7B
- 4. Demonstrate understanding of the various parts of the cerebrum/lower brain and their influences on language, vision, and motor control. EPAS 2.1.7B
- 5. Demonstrate knowledge of the interaction of the nervous system in emotional regulation, learning, and memory. EPAS 2.1.7B
- 6. Identify the processes and functions of sleep and its impact on social functioning. EPAS 2.1.7B
- 7. Discuss the function of hormones in sexual development and human behavior. EPAS 2.1.7B
- $8.\$ Demonstrate knowledge regarding the role of biological processes in psychopathology, social dysfunction, and traumatic brain injury. EPAS 2.1.7B
- 9. Discuss the ethical considerations of acquiring and maintaining knowledge of the biological processes affecting human behavior in order to enhance the assessment and interventions social work can offer. EPAS 2.1.2D

TEXTS AND REQUIRED READING

REQUIRED:

There are no textbooks specific to this class.

All Writing in this class is expected to follow APA guidelines; therefore, you will graded based on the following text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.) Washington, D.C.: Author.

Social and Economic Justice: The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:

• Eliminate personal and institutional discrimination,

- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the Student Handbook. Please refer to the Handbook for further clarification.

Students with Special Needs: The Americans with Disabilities Act of 1990 requires that the College make reasonable accommodation to persons with disabilities as defined in the act. Students with a disabling condition seeking an academic accommodation must contact the Office of Student Life, Room 111, Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. Please inform the instructor during the first week of class regarding reasonable accommodations you require to successfully complete this course.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

CLASS SCHEDULE*

Week	Dates- Spring 2017	Topic	Assignments
1	1/16-1/21	Review Syllabus - Introductions – Why Do I Need to Know This Stuff	Read the Syllabus Go through the 'Course Introduction' Discussion Board 1
2	1/23-1/28	Biopsychology as a Neuroscience	Discussion Board 2

3	1/30-2/4	Evolution, Genetics, Epigenetics and Experience	Discussion Board 3		
4	2/6-2/11	Anatomy of the Nervous System	Discussion Board 4 Topics for Research Paper due to Instructor via Email.		
5	2/13-2/18	Neuroplasticity	Discussion Board 5 Quiz 1 – Modules 1-4		
6	2/20-2/25	Stress Response System	Discussion Board 6		
7	2/27-3/4	The Visual System	Discussion Board 7		
8	3/6-3/11	Mechanisms of Perception: Hearing, Touch, Smell, Taste and Attention Sensorimotor System	Discussion Board 8		
9	3/13-3/18	Social Connection	Discussion Board 9 Quiz 2 – Modules 5-8		
10	3/20-3/25	Sleep, Dreaming and Circadian Rhythms	Discussion Board 10		
11	3/27-4/1	Spring Break	·		
12	4/3-4/8	Internal Regulation	Discussion Board 11 Sleep Log Due		
13	4/10-4/15	Emotional Behaviors	Discussion Board 12		
14	4/17-4/22	Biology of Learning and Memory	Discussion Board 13 Quiz 3 – Modules 9-12		
15	4/24-4/29	Cognitive Functions	Academic Paper Due Discussion Board 14		
16	5/1-5/6	Biopsychology of Psychological Disorders	Discussion Board 15 Quiz 4 - Modules 13-16		

(*The instructor may make changes in the class schedule that will be announced on Blackboard or by email.)

CLASS ASSIGNMENTS AND GRADING PROCEDURE

ASSIGNMENT	POINTS	Module	EPAS PRACTICE BEHAVIORS
Discussion Board	300	Weekly	EPAS 2.1.2D

Quiz 1	100	5	EPAS 2.1.7B
Quiz 2	100	9	EPAS 2.1.7B
Quiz 3	100	13	EPAS 2.1.7B & EPAS 2.1.2D
Sleep Log	100	11	EPAS 2.1.2D & EPAS 2.1.7B
Academic Paper	200	14	EPAS 2.1.2 D
Quiz 4	100	16	PAS 2.1.7B & EPAS 2.1.2D
Total	1000	4/7	

Discussion Board (30%)

Participation will be essential in helping us develop an understanding of the perspectives of others as well as develop critical thinking skills necessary for working with this topic.

Due: By 11:59 p.m. PST (Pacific Standard Time) on the dates indicated in the weekly learning modules (Modules and discussion will begin Sunday evening at midnight and close Saturday evening at 11:59pm each week.) All work for each MUST be posted by Saturday evenings at 11:59pm.

Points: 10 points per initial post and 10 points for additional responses.

All students are expected to participate in class by posting responses to weekly discussion topics. Discussions must be completed in the week that they are assigned. Each week's discussion will open on Sunday, the first day of the learning module, and it will close on Saturday at 11:59 p.m. Pacific Standard Time (PST), the last day of that particular learning module. Remember, it is each student's responsibility to submit assignments correctly and on time.

In order to ensure adequate opportunity to express your point of view, and to allow for a richer discussion, your original post responding to the topic MUST be posted by Thursday evening at 11:59pm PST. This will allow your colleagues time to respond to your thoughts, as well as give you time to thoughtfully respond to other postings. Please note, if you wait until Saturday evening to post and respond to your colleagues, you have not actively participated in the discussion in any meaningful way and therefore will not receive full credit for the week. You are expected to respond to a minimum of TWO of your fellow student's posts throughout the week. Some of our greatest learning moments come from rich discussions with others as we are exposed to different perspectives and life experiences. Please note, participation in discussions at the minimum requirements, will not earn the maximum points.

I will be looking at both the quantity and quality of the postings. These postings must add substantively to the discussion by building upon classmates' ideas or posing critical questions to further the discussion. For example, a posting of "I agree with what people are saying" is not sufficient.

Please refer to Grading Rubric to assist in an understanding of grading requirements. This rubric will be strictly enforced.

Quizzes (40%)— Total Points Possible: 400 points (100 points per quiz x 4) Due: Modules 5, 9, 13, 16 There will be a total of four quizzes, incorporating material from the modules. The dates of the quizzes are on the class schedule. Each quiz will open up on the day the module opens and will need to be completed by the end of the module (Saturday at 11:59pm.) Quizzes are expected to be taken without other students present. Quizzes taken together will be treated as cheating.

Sleep Log (10%) – 100 Points

Due: End of Module 11 - 11/5/2016 at 11:59pm Students will be required to keep a sleep log for one week. The outlined format will be reviewed in class prior to the assignment. Students are required to write a one-page response paper incorporating their understanding of sleep and patterns of sleep from classroom literature. Assignment should be submitted in Assignment section of Blackboard.

Research Paper (20%)- Total Points Possible: 200 points

Due: End of Module 15 - 12/3/2016 at 11:59pm Topics are due via email to the instructor by the end of Module 4. The paper should address the biological study of a specific behavioral or mental phenomenon (normal or pathological) covered in this course (examples of possible topics are below.)

Your paper should provide a general overview of the topic and summarize fundamental issues, questions, and controversies involved.

This paper is not a "commentary" or "editorial" style paper, but rather a formal research paper using scientific references as the basis for your topic. Personal experience, while sometimes relevant, should not be included for this assignment unless these experiences are linked to course concepts and the brain. Also, you should avoid using personal pronouns such as "I" or "myself" in this type of paper. You must include a minimum of 7 peer reviewed articles in your research of your paper. The requirement for the research articles that you select is that they must have appeared in a peer-reviewed scientific journal. You must use two peer-reviewed scientific articles and they must be recent, i.e., have appeared in the literature no earlier than 2006. You will want to use the library's journal database as a source of full-text articles from refereed journals. Newspaper or magazine articles should not be used as your major reference, but can be useful if they lead you to the appropriate research article. You should avoid simply repeating the articles in summary form; rather, use them within the text of your paper to illustrate important points.

Your paper is to be 7 to 10 pages, or about 1,800 words in length. It must be typed, double spaced, with one-inch margins, and fully referenced in APA format (see http://www.apa.org). Check the course schedule for your due date. Your instructor will determine a late paper policy.

The text of your paper should be preceded by an abstract (about 100 words) that summarizes the key points in the paper (i.e., statement of problem, major findings, conclusion, etc.). The paper will be graded on (1) content and understanding, and (2) how effectively you have communicated your ideas in writing. You will

receive a separate grade for each of these elements, weighted equally. Content and understanding are evaluated on the basis of whether the paper (a) identified important issues, questions, and controversies; (b) used recent and relevant research literature to illustrate the issues; and (c) demonstrated an understanding of brain processes and how brain research revealed an understanding of the behavior in question. Effective communication is evaluated on the basis of (a) organization and structure that help communicate the ideas (e.g., headings throughout the text), (b) use of your own language and style (no cutting and pasting), (c) connecting ideas in the text with research papers, and (d) correct usage of APA format in the text and references.

Your paper is to be submitted in Microsoft Word format (.doc file) and formatted in APA style (please consult the APA Style Manual, sixth edition, for proper format) to the Assignments section of Blackboard. No papers will be accepted via email or any other way. All papers will be run through SafeAssign to determine originality. Papers not in .doc file format or APA style will not be accepted for a grade; in this case, a grade of "zero" will be assigned for the paper. It is highly advised that you take care to use proper APA style.

Some potential topics include:

Neurobiology of Trauma

Social Neurobiology

Behavioral medicine

Sleeping and dreaming Biofeedback

Biological causes of mental illness

Biological basis of learning

Brain disease

Reward Neurobiology

Drugs and addiction

Epigenetics Emotion and physiology

Genetic predispositions

Hunger and thirst Infant brain development

Left/right brain research

Methods of research in biological psychology

Anxiety Disorders

Schizophrenia

Bipolar Disorder

Strokes

MS

Alzheimer's Dementia

For other topics check with the instructor Students may not submit a paper that was submitted in another college course or a paper written by another person. It is permissible and encouraged to have the paper reviewed by the Writing Center or another person for clarity and grammar.

Grading Rubric for Research Paper

Grading

A 1000-950 points

B+ 909-880 points В 879-850 points В-849-820 points C+ 819-790 points C 789-760 points

949-910 points

- C-759-730 points
- D 729-601 points
- F 600 points and below

Grading Policy

A-

All grades will be assigned based on total number of points earned by students for the assignments. Each assignment is accompanied by a "grading criteria" matrix. Points earned from quizzes are based on the number of correct answers. Points earned on other assignments are based on the student's demonstration of ability to master each of the items on the grading criteria.

Policy Regarding GPA

Social work majors must achieve a C in all required social work courses. In the event that a student does not achieve at least a C in the course, the student will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 Cumulative GPA in social work courses.

Teaching Methods/Class Climate

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Assigned readings and topics for the week are outlined in the Schedule and the modules and students are expected to be prepared to meet the requirements of the assignments.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable for students to collaborate while they are taking quizzes as this is equivalent to cheating which is grounds for failing the course and possible dismissal **from the Program.** Unprofessional class conduct is likely to result in a lowered grade.

Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Late Policy

All Assignments must be submitted to the instructor via Blackboard by 11:59pm on the last day of the module in which they are due (which will be Saturday every week). Faxing class assignments is NOT permitted. Late assignments will not be accepted. I CANNOT STRESS THIS ENOUGH. Please do not send me emails after the assignment due date telling me you were late a few days but you turned it in. I appreciate the effort but those assignments WILL NOT be graded.

On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor and you must receive permission from the instructor before handing in late work. Permission is not guaranteed. Please see above. The grade on the assignment will automatically be reduced by half a grade per day that assignment is late.

- 1. Because of the nature of the Discussion Board Posts, NO late Discussion Board Posts will be accepted No exceptions.
- 2. Only work submitted by the beginning of the last module of the course will be accepted for inclusion in the grade for that semester.
- 3. Extra-Credit: This credit, if available and earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

Writing Policy

All printed work submitted to this instructor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th ed.). (Recommended for SW140 and SW241, required of all others.) Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

It is expected that students enrolled in a university will exhibit a proficiency in writing (spelling, grammar, sentence mechanics, and syntax). Therefore to ensure that high standards and expectations are met, points will be deducted for each misspelled word, improper work image, sentence mechanics, and improper syntax. You will also be graded on your ability to follow the instruction sheets to the letter. For many assignments, you must support your writing with the works of others and cite them properly. Remember, all writing must be written in APA style. Papers citing newspapers, internet sites such as "Wikipedia" and non-peer reviewed reference material will not be accepted for assignments and will be returned to the student without a grade.

All reference material used in professional papers MUST come from peer-reviewed articles.

The reason for these expectations is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. Students should have 75% of the course work completed in order to qualify for an incomplete. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, including summer session. Students who fail to complete the required work by the agreed-upon date will be assigned a grade of "F".

Library Use

Students, faculty, and staff patrons are expected to use the LCSC library buildings and materials in a responsible manner. Acts such as defacing, concealing, removing sections of, or stealing library books, periodicals, or reserve materials, or interfering with the work of other users indicate a lack of respect for the education process and for the rights of others within a university setting.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/student-consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation. Student Rights and Responsibilities Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf) for more information.

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Honesty and Plagiarism*

The following acts of academic dishonesty are not acceptable:

• Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic

- exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

The instructor reserves the right to waive one or more of the policies listed above in rare, but special, circumstances.

BIBLIOGRAPHY

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- Applegate, J. S., & Shapiro, J. R. (2005). *Neurobiology for clinical social work: Theory and practice*. New York: W.W. Norton.
- Brizendine, L. (2006). The female brain. NY: Three Rivers Press.
- Ginsberg, L., Nackaerud, L., & Larrison, C. R. (2004). Human biology for social workers: Development, ecology, genetics and health. Boston: Allyn & Bacon.
- Kandel, E. T. (2006). In search of memory: The emergence of a new science of Mind. New York: W. W. Norton.
- Kramer, P. D. (1993). Listening to Prozac: A psychiatrist explores antidepressant drugs and the remaking of the self. New York: Viking Books.
- LeDoux, J. (2002). Synaptic self: How our brains become who we are. New York: Penguin Books.
- Levitin, D. J. (2006). This is your brain on music: The science of human obsession. New York: Dutton.
- Lilienfeld, S. C., Lynn, S. J., & Lohr, S. J. (2003). Science and pseudoscience in clinical psychology. New York: Guilford Press.
- Montgomery, A. (2013). Neurobiology essentials for clinicians. NY: Norton Publishing.

^{*}In addition to action by the professor, all incidents will be reported to Student Affairs.

- Ramachandran, V. S., & Blakeslee, S. (1998). *Phantoms in the brain: Probing the mysteries of the human mind.* New York: Harper Collins.
- Ratey, J. J. (2002). A user's guide to the brain: Perception, attention, and the four theaters of the brain. New York: Vintage Books.
- Sacks, O. (1985). The man who mistook his wife for a hat and other clinical tales. New York: Summit Books.
- Sacks, O. (1995). An anthropologist on Mars. New York: Vintage Books.
- Sacks, O. (2007). *Musiciphilia: Tales of music and the brain*. New York: Vintage Books.
- Schwartz, J. M., & Begley, S. (2002). *The mind and the brain: Neuroplasticity and the power of mental force.* New York: Harper Collins.
- Stein, K. (2007). The genius engine: Where memory, reason, passion, violence, and creativity intersect in the human brain. Hoboken, NJ: Wiley.
- Taylor, J. B. (2006). *My stroke of insight: A brain scientist's personal journey.* New York: Plume.
- Woolsey, T. A., Hanaway, J., & Gado, M. H. (2008). *The brain atlas: A visual guide to the human central nervous system.* (3rd ed.). Hoboken, NJ: Wiley.

LEWIS-CLARK STATE COLLEGE Syllabus Addendum

Consumer Information

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Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015



Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

Professor Contact Information

Professor: Dr. Rachelle Genthôs, Ph.D.

Office Phone: 208-792-2631

Email: rigenthos@lcmail.lcsc.edu

Physical Office: Administration Building Room (ADM) 16

Office Hours: Monday......3:00 – 4:45 (SAC 233)

Other times available by appointment.

Phone Messages: While I prefer email, if you reach my office voice mail, please included: 1. Your full name 2. The class you are taking with me 3. A detailed explanation for why you are calling. I only check voice mails while in the office. **Email:** Please use a relevant subject, include "**SS/PSY 385 Research Methods**" in the email, & 1) include a salutation, 2) use descriptive, detailed content about why you are emailing in the body, and 3) sign your name. **Please do not assume that I will view an email outside of Monday – Friday; 9:00 a.m. – 5:30 p.m.** Plan ahead when sending me requests, notifications, or other information. Example: If you have an assignment that is due on a Thursday, do not expect a speedy response if you email me Wednesday night at 8:00 p.m. Please allow 48 hours before sending me a friendly reminder.

Course Material

Required Textbooks:

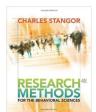
Stangor, C. (2014). Research methods for the behavioral sciences (5th Ed.) Stanford, CT: Cengage Learning.

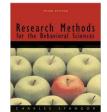
The 5th edition will be available at the LCSC bookstore & is not mandatory -more economical options are available on Amazon.com or Half.com. An edition of the textbook will be on reserve at the library for check out for several hours at a time.

American Psychological Association (2010). Publication manual of the American Psychological Association (6th).

Washington, DC: Author

Spiral bound is a bit more expensive, but worth the \$\$ due to ease of use. There will be APA information discussed in class & available online if you do not buy the book.







7th Ed (2009) ISBN: 9780840031976

6th Ed (2006) ISBN: 9780618705917

6th Ed(2009) ISBN-10:1433805626

Course Description & Objectives

Course Catalog: Develops students' ability to design an empirical study within the ethical constraints of human research and to understand the results of research in professional journals. Specific research designs covered include archival research, experimental designs, naturalistic observation, participant observation, quasi-experimental designs, single subject designs, and survey research. Integrates (1) analytical and evaluative thinking, (2) descriptive, explanatory, and critical writing, and (3) basic knowledge of the theory and application of qualitative and quantitative research design. Pre-requisite: PSYC 101 or PSYC 205 or permission of instructor.

At the end of this course, you should be able to:

- 1. Define and describe the major elements of the research process.
- 2. Develop a research hypothesis in reference to specific topic areas.
- 3. Take into consideration ethical concerns when evaluating research and constructing research designs.
- 4. Differentiate major research designs from one another & appropriateness for certain types of research questions.
- 5. Evaluate measures in terms of their reliability and validity and understand how methods of surveying and sampling affect a research project's impact.
- 6. Construct a coherent research proposal.



Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

Student Responsibilities & Course Requirements

Syllabus Contract/Quiz (10/700 points). You must turn in your signed SS/PSY 385 contract in order to be allowed to take your first exam (5 points). There will be a brief quiz on the syllabus content the 2^{nd} day of class (5 points).

Plagiarism Training (35/700)._This ethical writing training will be completed as "homework." Your completion certificate, available at the end of the training, **MUST Be signed** and turned in on the due date. If completed on time, you will receive full credit (35 points total).

https://www.indiana.edu/~istd/ No account required.

Research Proposal; Separated Submissions (350/700). Sections of a research proposal will be graded individually as you turn them in. Overall feedback will be given in class about each section and your submission will be returned to you with personalized feedback. At the end of the semester, you will be given the opportunity revise and resubmit each section for a grade replacement. In addition to overall presentation and quality, any resubmitted section will be graded be on improvement from the original draft.

⇒ All submissions will be APA style [double-spaced w/one inch margins, 12 point, Times New Roman Font]. Each section will be discussed during class time; a relevant guide will be made available in class and on Blackboard.

Problem Statement (50 points). A clear, concise statement consisting of several paragraphs. The first paragraph will be broad information describing the topic(s) about which you would like to propose research, the second (& third) will provide more specific information about your topics & you will end with a research question/statement that specifies the topic/question of inquiry. Length: $\sim 1 - 1\frac{1}{2}$ pgs.

At least three (3) empirical references are required for this assignment. This will require a preliminary article search using relevant databases. After receiving constructive feedback, you will revise your submission and it will become the first few paragraphs (pages) of your introduction.

Annotated Bibliography (100 points). An APA style list of <u>at least</u> 10 citations, each with a 150-200-word annotation that contains a summary, evaluation and analysis of each citation. The annotated bibliography will be transformed into your introduction section. Only two of these initial sources may be webpages, seven (7) must be empirical articles. *Consult an APA manual before submission. Length ~ 9-12 pgs. Word count will be checked.

Although many of the articles on your initial list will remain the same, as you read your articles you may realize that some of them are not as relevant as you originally assumed. As such, you may need to return to search for different sources.

*Background Literature & Reference Section (80 points)

A thorough, concise, and relevant overview of the extant research available on your topic. It should be clear to the reader why/ your research contributes to the knowledge available in the specific field(s) you are investigating. You should relate your topic(s) to theory where possible. Your introduction should review the literature in the shape of a "funnel." You should start out very broad and general with a problem statement and then slowly become more specific as you tell the reader about the background literature related to your topic(s). **Please consult an APA manual about section headers before turning this section in.** Length highly varies depending on topic, ~ 4-5 pgs. Consistency between your in-text citations and reference section will be checked.

*The Current Study & Method Section (60 points)

The last section of an introduction merges together rationale for the study in addition to outlining the specific hypotheses. The Method section will consist of several subsections. You will describe the participants who will be involved in your study and the procedures (what your participants will experience while going through your study) and measures (instruments/operationalizations) you will use to answer your question. Overall, your method section will be a thorough description of everything you intend to do in the study and how long it will take a step-by-step fashion. Another researcher should be able to read your method section and replicate your study. You will use future tense in this section. Your measures submission will directly inform this section. Length depends on type of study and your procedures, ~ 2-3 pages.



Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

Student Responsibilities & Course Requirements (continued)

*Discussion Section (60 points)

A concise overview of how your findings, if supported, will contribute to the literature. You will restate your hypotheses first and then include a limitations subsection, where you will provide a critique of your own project. Here you will state potential problems in your project and the reasons they were unavoidable. You will also include a future research subsection in which you will discuss other potential research that may be encouraged by your project along with a conclusion section that will leave the reader with a take home message of the importance of your research, potential impact it may have on the area, & potential applications. Length $\sim 2 \frac{1}{2} - 3$ pgs.

Title Page & APA Style Abstract (15 pts) + *Revision Opportunities (Grade Replacement). The student has the choice to revise and resubmit each section of their proposal, including the Introduction [Problem Statement, Background Literature, The Current Study], Method [Participants, Measures, Design & Procedures], Results, Discussion [Restatement of Hypotheses, Situation in Literature, Limitations, Future Research and Conclusion], and References. If a student decides to not resubmit ANY of the sections because they are happy with their initial grade, they are still responsible for a Title Page and Abstract submission.

Exams (4 exams, 100 pts each; 300/700). There will be four closed-book, in-class exams during the semester. Exams will consist of primarily multiple choice, short answer, and matching questions. They will cover material from the assigned readings and lecture / class activities. Although I do lecture with the content from the assigned textbook, there will be some information from the text that I do not touch on in class and some lecture material that you will not find in the text. To earn an A, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice. In general, exams will include only new material covered since the previous exam. However, some topics build on previous topics, and as such, older topics may come up again on later exams (e.g., to answer an exam question about internal validity, you will need to be able to understand the elements of an experiment). In addition, the 4th (final) exam will include at least one question that requires you to synthesize information from across the course. *One exam will be dropped from final grade.

Research Methods (PSYC 385) Evaluation

Assignment	Pts
Syllabus Quiz/Contract	/ 10
Problem Statement	/ 40
Plagiarism Training	/ 35
Exam 1	/ 100
Annotated Bibliography	/ 100
Exam 2	/ 100
Background Literature Section	/ 80
Exam 3	/ 100
The Current Study & Method Section	/ 60
Discussion Section	/ 60
Title Page & Abstract, Revisions	/ 15
* specific sections may be revised fo	r grade replacement
Exam 4 (Final)	/ 100
** Lowest exam drop	ped from final grade
Total	/700

Grading Scale Breakdown

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Grade	% of Points
A	93-100
A-	90- 92.9
B+	86-89.9
В	83 - 86.9
B-	80 - 82.9
C+	77 - 79.9
С	73 - 76.9
C-	70 - 72.9
D+	67 - 69.9
D	63 - 66.9
D-	60-29.9
F	≤59.9



Lecture: Monday/Wednesday 10:30 am - 11:45 pm Sam Glenn Complex (SGC): Room 119

Course Policies

Assignment Submission

Writing assignments will be submitted <u>via Blackboard</u> in the form of a <u>Word compatible file</u> titled with last name, first initial, SS/PSY 385 & assignment title (e.g. Genthos_R_PSY385_ProblemStatement) by 5:00 pm on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 5:00 pm will receive an automatic 10% deduction. <u>You may only submit assignments up to 3 days late</u> and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. **All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font.**

Attendance

Regardless of who is paying for your education, I believe it is up to you whether or not to come to this class. All types of assessments will cover both material covered in the text and in the classroom, thus it would be in your best interest to both attend class and read the textbook. Because the syllabus is subject to change, it is your responsibility to find out from a classmate what has gone on during class, including possible content and date changes if you choose not to attend class. It is under a very rare circumstance that I will change the date a test is proctored.

Lecture Notes

I do not post the slides online, so it is your responsibility to cover the info by getting the notes from a classmate or by reading the textbook. My lectures are more detailed than the text, and contain some information the text does not.

**You will be allowed one "freebie" during the semester, and I will email you the notes from a class day you missed. This is for that day your alarm doesn't go off, or you don't feel like dragging yourself out of bed.

Extra Credit

Extra credit will be offered in the following ways: 1) Sporadic extra points allotted for attendance taken throughout the semester, 2) Contribution to class discussions, etc.; 3) Attending certain LCSC events (up to 10 events at 3 points each; 1.5 points for summary; 1.5 pts for applying research methods concepts, 4) Visiting the writing center for your writing assignments (+ 5%), and 6) Setting up a research appointment with a librarian (+ 5 pts). Extra credit may become important later in the semester when not many points remain, and may decide the difference between letter grades for those of you who are on the "fence" between grades. I will not create extra credit specifically for individual students, and thus it is in your best interest to be attentive to your grade at the beginning of the semester. \odot

Make-up/Late Assignment and Exam Policy

Your lowest test grade will be dropped from your final grade, thus no make-up exams will be offered. I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence is made known to me within two (2) days of the absence/due date. Circumstances automatically considered valid include documented illness, college-sanctioned travel, death of a loved one, or the observance of a religious holy day. I may also deem certain life events as "extenuating". For those excuses I deem valid, including those listed above or supported by documentation, no deduction of points will be taken. All other excuses will result in a 10% penalty for each day it is past the deadline/original completion date. It would be in your best interest to make all reasonable efforts to notify me of an absence in advance. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication.

SS/PSY 385 Spring 2016 Syllabus

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Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

Course Policies (continued)

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors & the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation &/or adaptation.

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Statement about Academic Dishonesty, Misconduct and Consequences

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. It is the aim of the faculty of Lewis-Clark State College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension or expulsion.

- 1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. "Academic exercise" includes all forms of work submitted for credit hours.
- 2. **Fabrication:** Intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- 3. **Collusion facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- 4. **Plagiarism:** the deliberate adoption or reproduction of ideas, words, or statement of another person as one's own without proper acknowledgement.

If you are suspected of cheating, fabrication, collusion or plagiarism, I will take immediate action. You will first have a meeting with me about the academic exercise in question (exam, writing assignment). Evidence of academic misconduct will result in a failing grade for that assignment for any student(s) involved. You will then be interviewed by Dr. Andrew Hanson, Vice President for Student Affairs, about the incident. The incident will be kept on file by Dr. Hanson's office and may provide stand-alone or supportive evidence for expulsion or suspension.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (www.lcsc.edu/catalog and the LCSC Student Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.



Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

Course Policies (continued)

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.



Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

Spring 2017	
Spring admission application deadline	Sunday, Jan 8
New Student Orientation	Friday, Jan 13
Idaho Human Rights Day (campus closed)	Monday, Jan 16
Classes begin	Tuesday, Jan 17
Last day to pay without late fees	Monday, Jan 23
Last day to register/add/drop online	Monday, Jan 23
Instructor approval now required to add classes	Tuesday, Jan 24
Last day to add classes or to drop without 'W' grade on transcript (10 th day)	Monday, Jan 30
Presidents' Day (campus closed)	Monday, Feb 20
Mid-term grades due/posted to WarriorWeb	Friday, Mar 17
Fall/Summer class schedule posted to WarriorWeb	Monday, Mar 20
Spring Break (no classes)	Monday - Friday, Mar 27 - 31
Last day to drop from classes or withdraw from college for the semester	Thursday, Apr 6
Advance registration for Summer/Fall (currently enrolled students only)	Monday - Thursday, Apr 10 - 13
Open registration begins for Summer/Fall (new students)	Friday, Apr 14
Last day to apply for graduation (Fall)	Monday, May 1
No final exam week	Monday - Friday, May 1 - 5
Coeur d'Alene commencement	Sunday, May 7
Final exam period	Monday - Thursday, May 8 - 11
Lewiston Commencement	Friday, May 12
Final grades due at 12:00 PM	Monday, May 15
Final grades posted to WarriorWeb	Tuesday, May 16



Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

	SS/PSYC 385 Tentative Course Schedule					
	(**Subject to Change at Discretion of Professor)					
Week	Week Date Chapter Topic → Assignments Due In Bold					
1	Wed	1/18	Syllabus	Syllabus/Course Format/Problem Statement		
2	Mon	1/23	1	Syllabus Quiz Mon 1/23 @start of class		
	Wed	1/25	1	Introduction to Research		
3	Mon	1/30	2	Developing a Research Hypothesis		
	Wed	2/1	L	Signed Plagiarism Training Due Wed 2/1 @5:00 in mailbox		
4	Mon	2/6	3	Ethics in Research		
т	Wed	2/8	3	Problem Statement Wed 2/8 by 5:00 via Blackboard		
5	Mon	2/13	Proposal	Annotated Bibliography/Introduction Writing Workshop		
3	Wed	2/15	1-3	Exam 1; Syllabus Contract Must Be Turned in @ Start of Class		
-			No Class	President's Day		
6	Wed	2/22	9	Correlational Research		
_	Mon	2/27	1.0	Experimental Research		
7	Wed	3/1	10	Annotated Bibliography Due Wed 3/1 by 5:00 via Blackboard		
	Mon	3/6				
8	Wed 3/8		14	Quasi – Experimental Designs		
	Mon	3/13	Proposal	Method & Discussion Writing Workshop		
9	Wed	3/15	9, 10, 14	Exam 2		
	Mon	3/20		Naturalistic Methods/Measures		
10	Wed	3/22	7, 4	Background Literature Section Due Wed 3/22 by 5:00 via Blackboard		
	Mon	3/27				
	Wed	3/29	No Class	Spring Break		
4.4	Mon	4/3	4	Measures		
11	Wed	4/5	1	D. H. Lille, O. W. H. H.		
4.4	Mon	4/10	5	Reliability & Validity		
11	Wed	4/12		Surveys, Sampling		
10	Mon	4/17	6	The Current Study, Method & Discussion Due Wed 4/12 by 5:00 via Blackboard		
13	Wed	4/19	Proposal	Title Page, Abstract & Section Revision Writing Workshop		
1.4	Mon	4/24	4 -7	Exam 3		
14	Wed	4/26	12 12	Experimental Control, Internal Validity, External Validity		
Mon 5/1 Title Page, Abstract, & Revisions (Final Submissions) Due Mon 5/1 by 5:00 via Blackboa						
Wed 5/3 13,8 External Validity, Hypothesis Testing		External Validity, Hypothesis Testing				
Final	Mon	5/8	8,12,13	4th Final Exam Monday, May 8th 10:30 - 11:45 a.m.		



Lecture: Monday/Wednesday 10:30 am - 11:45 pm Sam Glenn Complex (SGC): Room 119

PSYC/SS 385 Acknowledgement of Contract

By signing this form, I acknowledge that I received a copy the syllabus for SS/PSY 385. I understand and will abide by the course policies stated within the syllabus and will not be allowed to take an exam until this form is turned in (**due by start of class 10:30 a.m. 2/15/16**)

Please initial next to each policy/course procedure to confirm that	you understand it:
The research proposal is worth half (350/700) of the points of quiz, plagiarism training & exams make up the other half.	offered in this class. The syllabus contract, syllabus
If I am disrupting class (using my laptop for non-class use, sleet leave the classroom.	eping, using my cell phone, etc.) I may be asked to
Class begins at 10:30 a.m. On days when attendance is taken, collected, I will not receive extra credit for attendance.	if I am not signed in by the time the sign-in sheet is
The only automatically excused absences will include docume family or friend, and the observance of a religious holy day. must contact Dr. Genthôs within 2 days of a missed exam/as submission. All other absences not deemed valid at her disc points on the relevant assignment/writing submission/example.	Documentation of any absence may be requested. I ssignment to petition for an excused make-up or late retion will result in a 10% per day deduction in
The lowest test grade is dropped from my final grade, thus, the 17 will be my final grade if I choose to drop by 4th, final example.	
Sections of the research proposal may be turned in throughout on the final submission date of Revisions of the research pro	
It is my responsibility to get course notes from classmate or u obtain handouts/activity notes from a classmate or pick-up door/download them from Blackboard.	
I will be given one late assignment submission "freebie" → Aft three days), every other late submission will receive a 10% accepted after 3 days (maximum deduction 30% for 3 days	deduction per day it is late, no late assignments
My syllabus is a wonderful friend and a road map for this could be Dr. Genthôs for clarification or questions. ©	rse. I will consult if <i>first</i> before attempting to contact
	
Printed Name	Date
Signature	

Proposed Degree in Secondary Education: Communication Arts (Emphasis in Speech & Debate)

The Teacher Education Program at Lewis-Clark State College seeks approval to implement a program of study that leads to endorsement in Communication Arts and Speech & Debate. This program of study will consist of existing undergraduate courses. This packet of information contains information about the Lewis-Clark State College Teacher Education Program, the proposed program of study guide, required course descriptions, syllabi, and standards alignment documents.

Thank you for your consideration of our proposal,

Heather Van Mullem, PhD

Heather Van Mullem

Chair, Division of Education and Kinesiology

Lewis-Clark State College

Proposed Secondary Education: Communication Arts/Speech & Debate Program of Study

Lewis-Clark State College Teacher Education Program

Contents

Lewis-Clark State College Teacher Education Program

Mission

Conceptual Framework

Program Professional Standards for Teaching

Course Descriptions

Program Plan/Design and Standards Alignment Documents (separate document)

Course Syllabi (Separate Document)

Mission

The Lewis-Clark State College Teacher Education programs are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to be effective in helping all students learn. Through the education experiences gained from college coursework and on-site field placements in schools, Lewis-Clark State College teacher education students develop the knowledge and skills to become highly-qualified teachers. Coursework and field experiences revolve around a focused set of Professional Standards for Teachers. Continual attention to professional standards ensures that the teacher candidate remains focused on the right capabilities to perform successfully in shaping and facilitating the education of young learners.

Conceptual Framework

The Conceptual Framework of the teacher preparation program at Lewis-Clark State College is "to prepare caring professionals who teach for understanding in communities of learning." The Conceptual Framework communicates the unit's shared mission and explains how curriculum, instruction, technology, assessment, and evaluation are related. It provides a theoretical construct for the program's conceptual meanings and generalizations, the policies and procedures, and actual activities and processes that systematically relate to how the physical, natural, social, and human realities of the unit are aligned into a coherent whole.

The Lewis-Clark State College Teacher Education Conceptual Framework is further defined by describing each component of the framework statement:

Caring Professionals

The term "caring" emphasizes LCSC's commitment to preparing teachers who recognize the

importance of relationships in the teaching-learning process and who are committed to creating inclusive, safe, and supportive learning environments for all students. The caring teacher values and appreciates diversity and respects students' varied talents and abilities, and uses an understanding of individual and group motivation techniques to encourage positive interaction, active engagement, and self-motivation.

The term "professional" emphasizes LCSC's commitment to preparing teachers who are knowledgeable, dedicated to the profession, and reflective in their practice. Knowledgeable teachers are content area experts who understand the interaction of subject matter and effective teaching strategies in helping students learn. Dedicated teachers understand that teaching and learning extend beyond the classroom, that professional growth is critical, and that it is an ongoing process. In addition, they recognize the value of reflection in the teaching-learning process.

• Teaching for Understanding

The phrase "teaching for understanding" emphasizes in-depth learning, generative topics, understanding goals, performances of understanding, and ongoing assessment. Learners are able to demonstrate that they know more than rote-level material. Learning facts is an important aspect of understanding, but learning facts is not sufficient. Students must be able to connect information in meaningful ways and be flexible in applying their knowledge to a variety of situations and settings. In addition to a good repertoire of knowledge, they must have well-developed skills and an understanding of the meaning, significance, and use of what they have studied. Teachers use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. These teachers foster active inquiry, collaboration, and supportive interaction in the classroom.

Communities of Learning

Finally, the phrase "communities of learning" addresses LCSC's belief in the importance of establishing community, both in the classroom and beyond the classroom, and of maintaining professional partnerships and collaborations. Learning communities include all those with an interest in the education of children, adolescents, and adults – teacher candidates, faculty, on-site teacher educators (cooperating teachers), administrative and support personnel, parents, and laypersons. The Lewis-Clark State College teacher education program believes that continual interaction and shared responsibility between and among members of the learning community are essential in the preparation of highly qualified teachers. The program especially values the involvement of on-site teacher educators who provide opportunities for our teacher candidates to apply their formal pedagogical knowledge and skills in actual classroom setting. On-site teacher educators are also involved in providing teacher candidates with new knowledge through on-campus presentations in their particular areas of expertise.

Program Professional Standards for Teaching

Through the educational experiences gained from classroom activities and on-site field placements, teacher education students develop the knowledge and skills of a highly-qualified teacher. This purposeful collection of knowledge and skills is defined by a focused set of Professional Standards for Teaching. The Professional Standards become the foundation of the teacher education curriculum. They ensure that the teacher candidate remains focused throughout preparation to become a teaching professional and can readily demonstrate these competencies to others. LCSC faculty members believe that in order to ensure the continuous intellectual, social and physical development of all learners, the qualified teacher must perform several roles. In preparing for these roles, teacher candidates must demonstrate knowledge, skills, and dispositions related to eight main areas of professional competence. Successful candidates must be:

A Dedicated Professional

The teacher conducts herself/himself in a manner which shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

A Knowledgeable Professional

The teacher is knowledgeable of how children, as individuals and in groups, learn and develop how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

A Content Specialist

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

• An Educational Designer

The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

An Educational Facilitator

The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective classroom organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

An Educational Evaluator

The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

• A Culturally Responsive Educator

The teacher is a culturally responsive educator who understands and embraces the ideas of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions, and experiences of students from diverse experiences.

• A Reflective Professional

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

Through participation in the LCSC teacher preparation program, teacher candidates have opportunities to develop, to nurture, and to demonstrate their professional competence in each of these eight areas.

Course Descriptions

COMM 202: Interpersonal Communication (3cr)

A study of skills aimed at improving the individual student's communication in interpersonal relationships and in small group settings. Includes experiential methods through experiences that exemplify concepts taught: self-image, self-disclosure, listening skills, nonverbal skills. This course is writing integrated.

COMM 203: Small Group Communication (3cr)

Variables and theories of small group behavior, structure, and interaction. Emphasis on actual experience in small groups.

COMM 205: Logic and Argumentation (3cr)

The principles of deductive and inductive logic, how to present cogent arguments, and how to identify errors in reasoning. Writing integrated.

COMM 304: Advanced Public Speaking (3cr)

An advanced study of the theory, practice, and criticism of public speaking, with an emphasis on the writing and revision of speeches using a variety of genres, styles, and techniques. Students will employ impromptu, extemporaneous, manuscript, and technology enhanced delivery techniques. Writing integrated.

COMM 320: Persuasion (3cr)

A comprehensive review of the process of attitude change. Classical through contemporary views of the persuasion process will be examined. Students will be asked to prepare and make presentations in a wide variety of advocacy situations. This course is writing integrated.

COMM 330: Professional Communication (3cr)

Designed for individuals who are planning a business or professional career. Professional credibility, responsive listening, dealing with conflict, giving and taking criticism, team building, responsibility attribution, and nonverbal components of the communication atmosphere will be included.

COMM 345: Communication and Diversity (3cr)

Analytic study of the similarities and differences in verbal and nonverbal communication of various cultures. Includes language or code systems and the perception of relational and intent aspects of messages.

COMM 380: Ethical Issues in Communication (3cr)

An exploration of ethical issues in communication. Includes an examination of media standards through the use of case studies, readings, and class discussion.

COMM 384: Communication Theory (3cr)

Integrates the major theoretical contributions to the communication discipline. Scientific, social/scientific, and humanistic influences on the development of communication theory.

COMM 420: Restorative Communication (3cr)

Using techniques of self-reflection and methods based in appreciative inquiry, explores various approaches to cultivating sustainable communication within both organizational and interpersonal relationships. Covers contemporary communication issues in a variety of contexts and will implement theory-based strategies from a synthesis of interpersonal communication, positive psychology, and leadership theory.

COMM 498: Senior Research Project Design (3cr)

A required senior course which introduces students to rhetorical, critical, and social science research methodologies. Students prepare and present a research proposal in their area of emphasis for completion in COMM 499, Senior Research Project.

COMM 499: Research Project and Seminar in Communications (3cr)

Capstone senior course for Communication majors. Synthesizing college coursework, students complete and present a research project in their area of emphasis. The senior communication portfolio is also completed and presented. This course is writing integrated.

ED 214: Principles of Education (3cr)

An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.

ED 224: Media & Technologies for Living in a Digital World (2cr)

Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.

ED/PSYC 318: Assessment of Learning (3cr)

An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive.

ED/PSYC 321: Educational Psychology (3cr)

Builds on knowledge gained in Developmental Psychology to further the understanding of various theories of learning, teaching, developmental theories and processes.

ED 345: Culturally Relevant Teaching (3cr)

This course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific

teaching strategies for students whose first language in not English.

SE 322: Inclusion Strategies, K-12 (3cr)

Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs.

ED 445: Instructional Strategies and Classroom Management, 6-12 (3cr)

This course familiarizes students with a variety of research-based instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions through microteaching and various forms of presentation. Students also develop products that demonstrate understanding of key aspects of classroom management, discipline, and motivation. Includes 20 hours of field experience in area secondary schools.

ED 449: Teaching Methods in the Content Area (3cr)

This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans consisting of course rationale, syllabus, and lesson plans based upon local, state, and national standards. Special emphasis is placed on research-based teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship practicum experience in the content area for students.

ED 424: Media & Technologies for Teaching, K-12 (2cr)

Media & Technologies for Teaching, K-12 is a course to address the strategies for integrating media and current technologies into teaching and learning. This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge and skills that will enable you to effectively integrate media and technologies into teaching and learning. Course content and activities address the design, development, implementation, and evaluation of a variety of current forms of instructional media and technologies for the purpose of enhancing learning. Through participation in this course, students will also become prepared to foster sound principles of digital citizenship in teaching and learning environments.

RE 422: Reading in the Content Area, K-12 (3cr)

Taught from a multicultural perspective, this course emphasizes the teaching of content using literacy strategies in classes at the intermediate, middle, and secondary levels. Focuses on practical ways to help students increase comprehension when reading content materials.

ED 452: Internship Seminar (1cr)

This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis.

CONSENT - SDE

ED 460: Professional Internship in Education, 6-12 (3-12cr)

The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities.

Idaho Foundation Standards for Communication Arts (2017)

Knowledge	Coursework/Experience	Performance	Artifacts/Performance
		the central concepts, tools of inqui	
area(s) taught and creates learni	ng experiences that make these asp	pects of subject matter meaningful j	for learners.
1. The teacher understands how values and ethics affect communication.	COMM 380: Ethical Issues (1) COMM 202: Interpersonal (2)	1. The teacher emphasizes to students the importance of values and ethics relevant to the	COMM 380: Ethics Research Essay (1)
2. The teacher understands the importance of audience analysis and adaptation in differing	COMM 203: Small Group (2) COMM 204: Public Speaking (2,6)	communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).	COMM 380: Final Essay (1) COMM 499: Senior Research Written Project (2)
communication contexts.3. The teacher knows the	COMM 301: Media Relations (2) COMM 384: COMM Theory (3,4,5,7)	2. The teacher provides instruction and practice in conducting and applying research.	COMM 301: Electronic Media Kit (3)
components and processes of communication.	COMM 320: Persuasion (5)	3. The teacher creates lessons that stress the importance of audience	COMM 202: Gen Ed Signature Assignment (3)
4. The teacher understands the interactive roles of perceptions and meaning.	COMM 304: Adv Public Speaking (6)	analysis and adaptation.4. The teacher presents	COMM 203: Gen Ed Signature Assignment (3)
5. The teacher understands how symbolism and language affect	COMM 499: Senior Research & Presentation (7)	communication as a process consisting of integral components.	COMM 204: Gen Ed Signature Assignment (4)
communication.6. The teacher understands the role		5. The teacher explains various methods of organization and their effects on the communication	COMM 204: Quiz – Communication Model (4)
of organization in presenting concepts, ideas, and arguments.		process.	COMM 301: Seminar Discussion Assignment (4)
7. The teacher knows methods and steps of problem solving in communication arts.			COMM 204: Quiz – Organizational Styles (5)
			COMM 320: Advance an Argument paper (5)

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	community to support students' le	earning and well being.		

Idaho Standards for Speech & Debate (2017)

Knowledge	Coursework/Experience	Performance	Artifacts/Performance				
		the central concepts, tools of inqui					
area(s) taught and creates learni	area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.						
1. The teacher understands the	COMM 202: Interpersonal (1)	1. The teacher instructs in the	COMM 384: Exam #1 (1)				
models of interpersonal communication.	COMM 202: Interpersonal (2)	process of effective interpersonal communication (e.g., effective listening, components of verbal and	COMM 202: Final movie essay (1)				
2. The teacher knows the processes of hearing and listening.	COMM 204: Public Speaking (2)	nonverbal communication, and conflict resolution).	COMM 384: Exam #1 (2)				
3. The teacher knows the nature of	COMM 420: Restorative COMM (3)	2. The teacher explains the	COMM 203: Observation Reports (2)				
conflict and conflict resolution strategies in the speech process.	COMM 203: Small Group (4)	components and dynamics of group communication and provides	COMM 204: Draft-Workshop-Final				
4. The teacher knows the dynamics	COMM 384: COMM Theory (4)	opportunities for student	Speech Assignment (3)				
of group communication (e.g., roles, functions, systems, developmental	COMM 320: Persuasion (5)	implementation.	COMM 304: Revise and Re-give Speech (3)				
stages, and problem solving).	COMM 204: Public Speaking (6)	3. The teacher provides opportunities for students to	COMM 204: Quiz question (4)				
5. The teacher understands rhetorical theories and practices.	COMM 304: Adv Public Speaking (6)	prepare, practice, and present various types of speeches.	COMM 204: Show & Tell Speech (4)				
6. The teacher understands types of	COMM 204: Public Speaking (7)	4. The teacher provides instruction	COMM 291: Debate Speech (5)				
public speaking (e.g., informative, persuasive, and ceremonial).	COMM 304: Adv Public Speaking (7)	in presenting for various media.	COMM 205: Logic Exam (5)				
7. The teacher understands the steps	COMM 204: Public Speaking (8)		COMM 291: Public Debates (6)				
of speech preparation, rehearsal, presentation, and constructive	COMM 304: Adv Public Speaking	5. The teacher instructs in the theory, principles, and practices of	COMM 291: Speech & Debate Team competitions (6)				
8. The teacher understands the necessity of adapting public	(8) COMM 205: Logic & Argument (9)	debate (e.g., argumentation, logical reasoning, and competitive speaking).	COMM 204: Public Speaking Contest (6)				
speaking styles and skills to various	COMM 291/491: Speech & Debate		COMM 204: Quiz – Organizational				

media.	Workshop (9)	6. The teacher provides	Styles (7)
		opportunities for students to	
9. The teacher understands the	COMM 205: Logic & Argument (10)	participate in debate and speaking	COMM 320: Advance an Argument
	COMM 203. Logic & Aiguillent (10)	1 1	_
principles of competitive debate		events.	paper (7)
theory (e.g., categories and styles of	COMM 320: Persuasion (10)		
debate).			
	COMM 205: Logic & Argument (11)		COMM 204: Quiz – Speech anxiety
10. The teacher knows the theories		7. The teacher explains verieus	(8)
	COMM 201 /401, Speech & Debate	7. The teacher explains various	
and practices of argumentation.	COMM 291/491: Speech & Debate	methods of organization and their	
	Workshop (12)	effects on the communication	COMM 203: Communication
11. The teacher knows the precepts		process.	Principles Assignment (8)
of logical reasoning (e.g.,	COMM 204: Public Speaking (13)	P	
	8(12)		ED 449: Lesson Plans/Unit Plans
syllogistic, categorical, disjunctive,	COMM 304: Adv Public Speaking		(1,2,3,4,5,6,7,8)
and fallacies).		8. The teacher provides strategies	(1,2,3,4,3,0,7,0)
	(13)	for minimizing communication	
12. The teacher knows the various		anxiety.	ED 460: Lesson Plans/Unit Plans
		univery.	(1,2,3,4,5,6,7,8)
types of competitive speaking			
events (e.g., impromptu,			
extemporaneous, oratory, and			
debate).			
13. The teacher knows how to			
identify and minimize			
communication anxiety.			
			!
Standard 2: Knowledge of Human	Development and Learning - The t	eacher understands how students l	earn and develop, and provides
	ntellectual, social, and personal de		• •
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-	m solving, and performance skills.	,	8
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	n and Management Skills - The teac		
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	•	nmunication techniques including v	erbal, nonverbal, and media to	
joster inquiry, collaboration, and	supportive interaction in and beyo	na tne ciassroom.		
		pares instruction based upon know	ledge of subject matter, students,	
the community, and curriculum g	pals.			
Standard 8: Assessment of Studen	t Learning - The teacher understan	ds, uses, and interprets formal and	informal assessment strategies	
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Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.				

BACHELOR OF ARTS/SCIENCE COMMUNICATION WITH SECONDARY EDUCATION CERTIFICATION 2017-2018



Written Communication ENGL 101 & 102 ENGL 109 Oral Communication - COMM 204 Mathematical Ways of Knowing - Choose 1 MATH 123, 130, 147 (or 147A &B), 170, 253, 257 MTHPT 129, 130, 137 Humanistic & Artistic Ways of Knowing ENGL 150, ENGL 257, ENGL 258 ART 100, HUM 101, HUM 150 THEA 101 Scientific Ways of Knowing - Choose 1 course from 2 disciplines; BIOL 102, 120, 175, 252 CHEM 102, 105, 111 CS 108 or FSCI 101 or GIS 271 GEOL 100, 120 NS 150, 174 PHYS 111, 171, 205, 211 Social & Behavioral Ways of Knowing PSYC 205 Select one of the following: ANTH 102, 120, or 170 ECON 201 or 202 GEOG 102 HIST 101, 102, 111, 112 HRPT/SS 184 or 185 POLS 101, 285 SOC 101, 102 Diversity - Choose 1 ANTH 102, 120, 170, 360 COMM 345, ENGL 258 or 474, GEOG 102 HIST 101, 102, 111, 112 HRPT/SS 184 NP 101, 102 POLS 285, SOC 101 SPAN 101, 102, 201, 202 Integrative Seminar: Ethics & Values ID 300A-300T (see course descriptions/options in catalog) ID 301A TOTAL 37	6 3	COMP	NEED
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FOREIGN/HERITAGE LANGUAGE R			
	'-4 0	COMP	NEED
101	'-40 EQ		
Take 16 credits of language if selecting			
Bachelor of Arts degree. May also count as Diversity.			
202		į i	
TOTAL 1			

MAJOR COL	JRSES	REQ	COMP	NEED	
COMM 202	Interpersonal Communication	3			
COMM 203	Small Group Comm	3			
COMM 205	Logic & Argumentation	3			
COMM 304	Advanced Public Speaking	3			
COMM 320	Persuasion	3			
COMM 330	Professional Comm	3			
COMM 345	Communication & Diversity	3			
COMM 380	Ethical Issues in Comm	3			
COMM 384	Communications Theory	3			
COMM 420	Restorative Communication	3			
COMM 498	Sr. Research Project Design	3			
COMM 499	Research Seminar	3			
COMMUNICA	ATION SELECTIVES				
Choose THR	EE 3-credit coures from COMM or THE	ATER ARTS			
		3			
		3			
		3			
TOTAL COMMUNICATION PROG CREDITS 45					
SECONDARY EDUCATION CERTIFICATION REQUIREMENTS					

Application for admission to the Teacher Education Program is required after

successful	completion of Phase I courses.			
PHASE I -	Professional Foundations of Education	REQ	COMP	NEED
ED 214	Princ of Educ/Field Experience	3		
ED 224	Techs for Digital World	2		
ED 318	Assessment of Learning	3		
ED 321	Educational Psychology	3		
The following	ng course may be taken in Phase I or Pha	se II:		
ED 345	Culturally Relevant Teaching	2		
SE 322	Inclusion Strategies K-12	3		
PHASE II -	Professional Studies in Education			
ED 445	Instrc Strat/Clrm Mgmt 6-12	3		
ED 449	Teaching Methods in Content Area	3		
ED 424	Media & Tech for Tchg K-12	2		
RE 422	Reading in the Content Area	3		
PHASE III	- Professional Internship (taken as your	final semes	ter)	
ED 452	Internship Seminar	1		
ED 460	Professional Internship in Educ 6-12	12		
TOTAL	SECONDARY CERTIFICATION PROG	40		
SUMMARY	•			
GENERAL EDUCATION		37		
COMMUNICATION PROGRAM		45		
SECONDARY EDUCATION CERTIFICATION		39		
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		121		

No grade lower than a C- is accepted in general education core, and no grade lower than a B- will be accepted in any Secondary Education course numbered at the 300-400 level.

Candidates must maintain a minimum 3.0 gpa overall and a minimum 3.0 gpa in the content area.

Additional requirements must be met for teacher certification. See your Education advisor for assistance.

COMM 202 Interpersonal Communication Fall 2016 Sections 60 – 61 (3 credits)

Instructor: Katie Soy Cell: 208-691-5206 Email: klsoy@lcsc.edu Office Hours: flexible

GENERAL EDUCATION COMPETENCY AREA: Oral Communication

COURSE DESCRIPTION: A study of skills aimed at improving the individual student's communication in interpersonal relationships and in small group settings. Includes experiential methods through experiences that exemplify concepts taught: self-image, self-disclosure, listening skills, nonverbal skills. This course is writing integrated.

GENERAL EDUCATION LEARNING OUTCOMES: Upon successful completion of this course, you should be able to demonstrate the following competencies:

- 1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
- 2. Understand interpersonal rules, roles, and strategies in varied contexts.
- 3. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
- 4. Employ effective verbal and nonverbal behaviors that support communication goals.
- 5. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

COURSE/SECTION SPECIFIC LEARNING OUTCOMES

This course provides students the opportunity to study academic concepts related to the context of interpersonal communication, while also noting the extent to which healthy interpersonal relationships are necessary for effective small group communication. Special consideration will be given to comparing and contrasting face-to-face communication with Technologically Mediated Communication (TMC). The class is writing integrated—students should be prepared to apply course concepts to their own understanding of healthy and unhealthy relationships.

Objectives:

- 1) Gain greater awareness of interpersonal communications often taken for granted in everyday life
- 2) Understand the multitude of academic concepts related to interpersonal communication
- 3) Apply the concepts to interpersonal communications (both real and hypothetical);
- 4) Expand one's ability and willingness to examine her own interpersonal communication habits in juxtaposition to those of the other
- 5) Examine the function of interpersonal communication within the small group context
- 6) Practice skills (especially writing skills) necessary to effective interpersonal communication
- 7) Consider strategies for resolving and/or managing conflict inevitable to interpersonal relationships

NOTE: This course is <u>Writing Integrated</u>. While writing will not be graded for chapter Discussion papers, it will comprise 15% of the total grade of the Movie Analysis assignments. <u>Proofread all postings carefully</u>, use an English composition book and the LCSC campus Writing Center (or NIC Writing Center) as needed!

<u>Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education Endorsement –</u>

The Oral Communication "signature assignment" will measure students' ability to understand the importance of audience analysis and adaptation. This outcome is linked to "Performance Standard #3" of the Idaho Standards for Communication Arts.

The final movie essay will measure students' knowledge of the process of effective interpersonal communication. This outcome is linked to "Performance Standard #1" of the Idaho Standards for Speech & Debate.

Required Text, Readings and Course Materials

- 1. Adler, R.A. & Proctor, R.F. (2011). *Looking Out/Looking*, 15th ed., Belmont, CA: Thomson Wadsworth. (If you have the 13th edition, contact your instructor).
- 2. A variety of readings (journal articles, web sites etc.) accessible through the online course environment— embedded links within course content as well as readings accessible via the LCSC Library's online databases.
- 3. Access to a variety of motion pictures (checking them out of the LCSC Library or renting them) for the purpose of applying course concepts to the Interpersonal relationships portrayed on screen. Some films *may* also be available through Films on Demand on the LCSC Library website. It is the student's responsibility to find and view films early enough to watch the film and write and submit the related paper.
 - Alterations to the syllabus may be needed as the semester progresses. Changes will be announced in advance so that students can adjust accordingly.

Always check, when saving papers, that the paper is saved in either DOC or RTF format. (NO WPS files!)

Assignments

Week One Introduction Assignment (20 points): The purpose of this assignment is for students to have the opportunity to acquaint themselves with the course and each other. Students should write a short paper comparing their faceto-face interpersonal strategies/identities with an interesting online identity or two. Begin by describing a little bit about yourself, as well as the extent to which you value face-to-face interpersonal relationships (use some examples—family, friends, colleagues, etc.) Then begin to compare face-to-face interpersonal communications to mediated communications you may have (online classes, Facebook, My Space, Twitter, fantasy football, text messaging, etc.). You could use the following questions as a way to get started with the comparison. Does your personality/demeanor change in any (or in all) of your mediated interpersonal communications? Why or why not? Do you think other people's personalities/demeanors change? Do you ever notice that the technological medium impedes effective communication? Do you ever notice that the technology enhances effective communication? This discussion post should be a minimum of a 2-page (double spaced, 1-inch margins, 12-point font) wordprocessed attachment, with the paper text pasted into the Discussion link. **Be sure** and read all the posts and respond to 5 of them.

Chapter Activities: We will be studying chapters 2-11 in the textbook. There are a total of 10 chapters in the textbook. For each lesson, there are two primary assignments that must be completed – a quiz and a discussion paper. Students are also required to submit substantive responses to at least 4 other students' papers, which comprise 10 points of the 40 points possible for the Discussion. The assignments are designed to encourage out-of-class preparation as well as to substitute for the type of in-class discussion that would be expected in a traditional classroom. Included with each lesson is an introduction in which specific goals and instructions are provided. We will not be having Chapter 1 quiz or discussion, but you need to read the material for Exam 1.

Please note: All activities can be accessed through the "Course Content" link in the course menu. Much of the communication in this course occurs via course email and announcements. The quizzes and discussion assignments are released on a weekly basis so as to encourage a timely study and absorption of course materials.

In other words, students must complete lesson activities on time, but cannot complete them ahead of time. Blazing through the entire class all at once is not an effective way to absorb course material. Also please pay careful attention to the deadlines for completing course activities. These deadlines are necessary to facilitate a timely flow of class discussion and are programmed into the online environment. There is little to nothing the instructor can do to alter the deadlines barring some MAJOR, DOCUMENTABLE personal tragedy. Deadlines are posted on the assignment page, and communicated via course email and announcements. Quiz and exam due dates are also listed in the online MindTap resource tool. It is the student's responsibility to keep up with

course deadlines. Assignments are released 1-2 weeks prior to the deadline for posting the discussion assignment, with four-six days available to complete each quiz. I do not accept late work unless arrangements have been made prior to the assignment due date.

It is recommended that, prior to completing any assignment for a given lesson, students read each chapter thoroughly and take careful notes. Then, proceed to complete the assignments. The order of the assignments is fairly important. Ideally, successful completion of one assignment will lead to a more complete and engaging completion of the next.

- 1. <u>Chapter reading:</u> The first assignment that should be completed in each lesson is reading the assigned chapter. Note the goals for each chapter and pay particular attention to important terms. There are excellent study guides provided by the text authors, as well as online resources.
- 2. Quiz (30 points): The second assignment that should be completed for each lesson is a quiz. The primary purpose of the quiz is to motivate reading, understanding, and retention of course material. Questions on the quizzes generally fall into the genres of multiple-choice and true/false. Though, the instructor reserves the right to alter this format from lesson to lesson. There is a limited amount of time to answer the questions. PLEASE PAY ATTENTION TO THE COURSE ASSIGNMENTS FOR DEADLINES—THE QUIZ SHOULD BE COMPLETED WITHIN FIVE DAYS OF EACH WEEKLY LESSON ASSIGNMENT. Additional discussions relating to weekly activities will be posted at times, and at least 1 response to those posts is required.
- * <u>Unless arrangements are made with instructor PRIOR TO THE DEADLINE, no make-ups are allowed.</u>
- 2. <u>Discussion Assignment</u> (40 points total): The third assignment that should be completed in each chapter is one in which students should think critically about their own interpersonal skills. Students will be prompted to apply self-reflection and concepts from either the text or an external course link to their own experiences and write a summary/explanation of that application. While the format of the summary/explanation may vary from chapter to chapter, plan on the equivalent of a two-three page (double-spaced, 12 point font, 1" margins) attachment. Two pages <u>minimum</u> is required to achieve the full 30 points for the paper, in addition to addressing the assigned concept(s). <u>Follow the directions below to post the finalized paper to the class site.</u>

Discussion: The Discussion grade each week will be based upon 2 parts:

a. <u>Answer the question(s) and post response (30 points):</u> Each post should include an attached <u>DOC. or RTF document</u> *AND* the text pasted into the Discussion Assignments link. The discussion link for that week will give specific guidelines for the discussion post. Students will be prompted

through the text and discussion questions to think critically about course materials and respond to them offering criticisms and/or applications. While the format of the discussion question answer may vary from chapter to chapter, plan on the equivalent of a **two-to-three page (double-spaced, 12 point font, 1" margins) attachment. Do <u>not include title pages, extra lines, or useless filler.</u> PROOFREAD your paper carefully for writing, spelling and grammatical errors before posting it.**

* Unless arrangements are made with instructor prior to the deadline, there are no make-ups allowed.

b. Follow-up to Discussion Questions (10 points): Each student should read ALL the original posts for each chapter Discussion assignment, and respond to the original posts of **four other students**. Responses may be posted until the discussion link is no longer available. Reactions may include total agreement (with additional explanation and extended examples), total disagreement (with explanation and counter-examples), or partial agreement/disagreement (with explanation and counter/extended examples). The primary purpose of this is to encourage class members to share ideas with each other. Of course, students should be responsive to any replies made to their posts. Simplistic responses such as, "Great paper; Way to go; I agree, or Thanks" will NOT receive points as a response. Reponses must be detailed and specific.

Tests (80 points): Twice throughout the semester, you will be given a 50 question exam worth 80 points. Please note: these exams will be accessed via the online **MindTap resource**. Each test will include questions from chapters in the textbook that the class has studied up to that point. The primary purpose of each test is to motivate reading, understanding, and retention of course material. Questions on the tests generally fall into the genres of multiple-choice and true/false. Though, the instructor reserves the right to alter this format from lesson to lesson. The test format is similar to the quiz format with more questions, and worth more points. While students are encouraged to have the textbook readily available for use during each test, it is strongly recommended to have read the material thoroughly and to have taken careful notes prior to beginning the tests. The reason for this recommendation is that there is a limited amount of time to answer the questions. PLEASE PAY ATTENTION TO THE COURSE ASSIGNMENTS FOR DEADLINES. The tests will be available for a specific number of days and **unless** other arrangements are made prior to the exam with your instructor, there will be no opportunity for make-ups.

Final Paper - Movie Analysis (120 points): There is no final exam for this course. There are 2 tests and one final paper.

One important criticism of western culture is that we too often learn communication skills from mass media. Nonetheless, movies do offer fun opportunities to bring the prototypes of effective and ineffective communication

to life. Instead of a final comprehensive exam at the end of the semester, we will take the opportunity to analyze relationships found within movies to analyze prototypically effective and ineffective interpersonal relationships. Students will be given a choice of movies for this assignment—a list of movies appropriate to the course. They should choose one of them, acquire a copy, watch it, and apply course concepts to analyze various interpersonal skills demonstrated within the movie (both good and bad). Students must cite two refereed journal articles that are not in our textbook. The source may be cited in our text; but students should track down their own copy of the article, read it, and apply it to the assigned concepts in the chosen movie. The text chapters provide suggested search terms to use while searching for relevant, scholarly articles. **Students may** access scholarly databases through the LCSC Library website and/or seek the help of a reference librarian in finding refereed journal articles. All papers should be in APA format. There will one final paper at the end of the semester. The papers will be posted for the class to read. Papers will be graded as follows: At least 3 pages in length. 70 points based on content (consideration and application of assigned concepts and scholarly references); 30 points for writing (spelling, grammar, punctuation. 10 points based on accuracy of APA citation style HINT: ALWAYS put 2 spaces between sentences—after a period, e.g., in essay writing.)

*No late work accepted unless arrangements are made <u>PRIOR TO THE</u> <u>ASSIGNMENT DEADLINE.</u>

Extra Credit

Students may submit an additional paper written according to the same guidelines in response to one additional film at any point during the semester for up to an additional 30 points of extra credit. Students are encouraged to use this extra credit paper to make up for missed quizzes/discussions. Students may choose an additional film on the list of options for the final paper. Assignment details will be posted to the course content page during the first four weeks of class.

There is one required extra assignment on a film scene. Even though this exercise is required, points count toward extra credit. (20 points).

Grading Scale:

Week One Introduction Assignment: 20 points

Chapter Activities: 700 points (70 points/each chapter X 10 chapters)

Point breakdown within each lesson:

Quiz: 30 points Discussion: 30 points

Responses to other Discussion posts: 10 points per chapter

Exams: 160 points (80 pts. X 2 papers)

Movie Analysis Paper: 120 points (80 for content/40 points for

grammar/punctuation/APA format

Extra credit movie analysis paper: (up to) 30 points Required Humanities Department Assignment (assignment required - points extra credit): (up to) 20 points (more information given later in the semester)

Total: 1000 points

A = 926-1000 points (93-100 %) A-= 886-925 (90-92 %) B+= 876-885 (88-89 %) B = 826-875 (83-87 %) B-= 796-825 (80-82 %) C+= 776-795 (78-79 %) C= 726-775 (73-77 %) C-= 696-725 (70-72 %) D+= 676-695 (68-69 %) D = 596-675 (60-67 %) F = 595 points or fewer (59% or less)

Notes on Grading:

With the exception of the quizzes, there are very few "right" and "wrong" answers to course activities. However, there are good and bad answers. Good answers are ones that address the specific questions and goals of the assignment, demonstrate critical thinking on the part of the student, demonstrate comprehension of course material, demonstrate effective, **college level writing** and demonstrate the willingness and ability to adjust course work based upon instructor feedback. Good answers are evaluative in nature and demand a substantive explanation utilizing multi-examples to demonstrate the coherence and implications of the evaluation. Put simply, this means that answers limited to Yes", "No", "I agree", and/or "Good Answer" are not answers at all. They do not demonstrate internalization of the substance of the course material.

Academic Honesty Policy

Note: This course employs use of Safe Assignment, which checks papers for unoriginal content.

According to the LCSC student handbook, "Cheating or plagiarism in any form is

unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." Therefore, plagiarism, or other forms of cheating will not be tolerated. Regardless of the circumstances surrounding an instance of plagiarism, it will result in the assignment earning an "F." It could also result in an automatic "F" for the course at the discretion of the instructor. In all cases, plagiarism will be reported to the Judicial Affairs officer on campus.

Disability Services:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, please make an appointment to talk with me. You will need to register with the Disability Services office (See the main LCSC office at Harbor Center) to verify any disabilities and to determine suitable academic accommodations.

FERPA Statement

"The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC's directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223." (Dean of Student Services, 2008)

Course Schedule: (Note that this schedule is tentative and subject to the discretion of the instructor. Changes will be announced well in advance so that students will have time to adjust accordingly.)

CONSENT - SDE

Week 1 (Aug 22): Syllabus, BECOME FAMILIAR WITH THE ONLINE ENVIRONMENT, Introduction Assignment Due

Week 2 (starts Aug. 29): Chapter 1 Discussion/Quiz Assignments DUE (dropped due to Cengage technical difficulties)

Week 3 (starts Sep. 5). Labor Day Monday - Chapter 2 Discussion/Quiz Assignments DUE

Week 4 (starts Sep. 12): Chapter 3 Discussion/Quiz Assignments DUE

Week 5 (starts Sep. 19): Chapter 4 Discussion/Quiz Assignments DUE

Week 6 (starts Sep. 26): Exam #1 DUE

Week 7 (starts Oct. 3): Chapter 5 Discussion/Quiz Assignments DUE

Week 8 (starts Oct. 10): Chapter 6 Discussion/Quiz Assignments DUE

Week 9 (starts Oct. 17): Chapter 7 Discussion/Quiz Assignments DUE

Week 10 (Oct. 24): Chapter 8 Discussion/Quiz Assignments DUE

Week 11 (starts Oct. 31): Exam 2 Due

Week 12 (starts Nov. 7): Chapter 9 Discussion/Quiz Assignments DUE + Required Extra Credit Questionnaire (discussion forum)

Week 13 (starts Nov. 14): Chapter 10 Discussion/Quiz Assignments DUE

Week 14 (starts Nov. 21): Thanksgiving Break: No Assignments Due

Week 15 (starts Nov. 28) Chapter 11 Discussion/Quiz Assignments Due

Week 16 (starts Dec. 5): Movie Analysis DUE

Week 17 (Dec. 7-11): Finals week (catch up on any delayed assignment, if necessary)

No remaining assignments, exams or quizzes.

Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (http://www.lcsc.edu/studentservices/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

Small Group Communication Comm 203-01 Wednesday 2:45-5:30pm Fall 2016

Instructor: Traci A. Story, Ph.D.

Office: Spalding Hall, Suite 305 (by appt)

Phone: 208.792.2575 (office, brief message – who for/from etc...)

Cell: 509.994.0946(emergencies)

Email: tastory@lcsc.edu (best & brief, short 4 liner)

Text: Engleberg, Isa N. & Wynn, Dianna R. Working in Groups: Communication Principles and

Strategies, 6th Edition, 2013. Allyn & Bacon. ISBN: 9780205029372

Course Description:

Small Group Communication is a course that explores the dynamics of small group norms, roles, leadership, climate, culture and conflict. This course also examines functional leadership and the challenges encountered in organizing, researching, and developing the group problem-solving process. Participation within this course will focus on confidence building, verbal and non-verbal communication, listening, motivation, and group planning and presentations.

Course Objectives & Learning Outcomes:

- 1. Develop skills in small group discussion and know how to function as an effective group member. Students will read the text, participate in small group discussions, and reflect verbally and with written communication on group experiences and textbook content.
- 2. Develop collaboration skills and learn how to manage and facilitate group discussions. Students will participate in class activities and observe/evaluate groups in progress.
- 3. Further develop oral and written communication skills to foster cohesiveness and problemsolving in groups. Students will write observation papers and thought provoking questions and answers to discuss in groups.
- 4. Explore various decision-making techniques and apply problem-solving skills in a group. Students will participate in several small groups and evaluate their role in shaping the outcome for each group endeavor.

General Education Learning Outcomes – State of Idaho: Upon successful completion of this course, you should be able to demonstrate the following competencies:

- 1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
- 2. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
- 3. Understand interpersonal rules, roles, and strategies in varied contexts.
- 4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
- 5. Employ effective verbal and nonverbal behaviors that support communication goals.
- 6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Idaho Foundation Standards for Communication Arts/Speech and Debate Secondary Education Endorsement:

• Seminar #3 in this course will measure your ability of instruction (discussion and written) of effective interpersonal communication (e.g.: effective listening, components of verbal and

- nonverbal communication), identified in Performance Standard One of the Idaho Standards for Speech and Debate.
- Observation Report #1- in this course will measure your ability to explain the components and dynamics of group communication by observation and report (written and oral) providing the opportunity for student implementation, identified in Performance Standard Two of the Idaho Standards for Speech and Debate.
- Communication Principles Assignment in this course will provide strategies for minimizing communication anxiety with written assignment and oral discussion, identified in Performance Standard Eight of the Idaho Standards for Speech and Debate.

Materials Needed:

Textbook
Presentation visuals
Highlighter
Pen, pencil, paper (no spiral notebooks)

Small Group Communication Comm 203-01 Fall 2016

<u> </u>	
Letter	05
Seminar Discussions (5@10pts each)	50
Seminar Leader (1@30pts each)	30
Chapter Outlines (13@10pts each)	130
Observation Reports (5@20pts each)	100
Final Group Presentations w/ pkt (ind & grp pts)	100
Participation, effort, attitude	50
Attendance (15pts per day- 10 approx days)	150
Extra Credit (as needed)	?

(projects & points subject to change as needed)

Course Expectations and Policies:

Attendance:

Projects:

• Come to class atleast 5 minutes early. If you need to meet with the instructor – come atleast 10-15 minutes early.

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- Be on time to class. Tardi's will affect your grade. If someone (including the instructor) is speaking wait till there is either a pause or applause, when entering the classroom. Do not interrupt or come into the room while someone "has the floor".
- It is your responsibility to get the attendance roster initialed, please do not interrupt class to do it.
- Remember you earn points for participation and attendance (5 pts per day plus 50 points for the semester for participation, effort, and attitude). Be there engaged!
- There will be points given for in-class activities that cannot be made up.
- You will be allowed 1 free absence for whatever reason use it wisely.
- Whenever, possible, notify the instructor before class when you will need to be absent. Absence on the day on which you are scheduled to present will result in a grade of "0" for the presentation.

Projects, Presentations, Assignments:

- Exchange email addresses and phone numbers with two other students in the class. You will need these reliable people to tell you or give you any make-up work needed that you missed. This will be your responsibility.
- Access LCSC Blackboard get familiar with how your course works syllabus and course content are available here. Must be able to print documents when needed.
- All assignments due on time. Must be turned in at the classroom.
- All assignments must be clean & neatly prepared computer generated.
- All papers submitted must be typed, stapled, and attention should be paid to form as well as content.
 The majority of the grade will reflect content, but the form of your paper does affect my judgment of the content. (Form: grammar, sentence structure, spelling, punctuation)
- Instructor's Pet Peeve: **NO** spiral notebook paper even scrap paper (can't stand the shredded ends)
- When giving presentations, be sure to dress appropriately dressing up ALWAYS makes a good impression.
- Be prepared practice, practice, practice. Think & visualize POSITIVE. Have LOTS of supporting visual aids!
- I reserve the right to add or delete assignments as I see fit, and to judge cases individually.
- Every effort will be made to grade and hand back assignments within a week of their completion. These materials also need to be retained by the student, as a check against the instructor's records.

Participation, effort, attitude:

- Just being present does not imply you are actively engaged in the learning process participation, effort, attitude does. PEA comes in many forms:
 - coming prepared to class with readings and assignments done
 - adding to the class discussions by giving examples, answering questions, supporting other class members, and asking questions
 - participating in class activities
 - displaying a positive attitude toward the instructor, classmates, and subject matter
 - being attentive and showing respect to instructor and peers by NOT being disruptive in class by talking to others on the side, or reacting negatively – verbally or nonverbally – to other's comments
 - sharing with the class articles, books, or examples that illustrate you are thinking about and trying to understand class material as it applies to your college, personal, and professional endeavors
 - display effective listening skills

The more you become involved, the more you will get out of the class. I guarantee it!

Equipment:

YOU must make arrangements for any auditory/visual support equipment that is not already available in the classroom.

Miscellaneous:

- Extenuating circumstances? Please feel free to contact me. Let's keep the lines of communication open.
- Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. If a student needs course adaptations or accommodations, please directly communicate with the LCSC Disability Services for Students (ODS), Ernie Williams, Reid Centennial Hall, Room 111, (208) 792-2211, TDD: Idaho State Relay Service, 1-800-377-3529

Academic Integrity: The guidelines for academic integrity as outlined in the student handbook are
followed in this course. In particular, plagiarism (presenting others ideas as your own without crediting
the source), knowingly allowing another person to turn in material you generated as his/her own, and
cheating will not be condoned.

Syllabus Addendum: http://www.lcsc.edu/provost/syllabusaddendum

	JUNE 15,	, 2017
Name:		
		Date:
	Semi	nar #2
	Seminar Leaders Overview Chapters	
<u>Co-Leader Names:</u> 1) 2)	<u>Points:</u>	
Members of group: (†	o be filled out at Seminar)	

- ** Introduction Chapter discussion (30 secs) (briefly written & oral)
 - Chapter Outline:
 (Two-four pages long, material that leader will briefly review with group)
 - 2) <u>Seminar questions and answers blended into leadership outline (# ?/a's):</u>
 (Minimum of <u>five 'prompting' questions & answers</u> supporting concepts & ideas, taken from leadership chapter demonstrate knowledge of textbook content), will promote discussion place throughout leadership chapter.
- ** Add 'outside' resources for variety and relevant discussion
 - 3) Activity:

2) 3) 4) 5)

(prepare a 1-2 minute 'activity' that represents your chapter, should have written <u>description</u>, and <u>explanation</u> of purpose, of activity and relevance for the students – use resources; books, internet, instructors or former students.......) (This activity is <u>not</u> more discussion, may be done at beginning of your session, middle, or end – most choose beginning-coordinate with other leaders).

** Conclusion - Chapter discussion (30 Secs) (briefly written & oral)

<u>All leaders:</u> Are responsible to turn in other Chapters' outlines aside from what they prepare for their leadership seminar. (example - $\{1\}$ seminar leader's overview packet includes - Intro/Concl., chapter outline, Q/A's, and activity) and then the $\{2\}$ other chapter outlines that are due for all students) = total 3 chapters.

Note: this packet should be typed, neatly organized, and stapled (approx. 6-8 pages), add other chapter outlines to back of this packet.

<u>Time</u>: discussion per your chapter session is 20 minutes - purpose - \underline{all} to discuss concepts & ideas; leader facilitates and keeps discussion moving and proactive.

Observation Report #1
Chapters 1 & 2

lame:
artner:
ocation:
ate & Time:
hree Concepts:
*Overview of three concepts with definitions (1/3 page):
1)
2)
3)
*Overview of observation, connecting the concepts & discussion with partner (1 page +):
*Final thoughts - recapping three points, discussion, & lasting impression (1/2 to 3/4 page): (Note: lasting impression is an 'aha' moment, a communication principle, word of wisdom that YOU gained from this observation experience - 'I am', 'I can', 'I will')
(This entire document should be approximately <u>two pages long</u> – no shorter, typed & stapled) You will be required to come to class and orally share your report and turn in the written.



Social Judgment Theory

FIVE KEY PRINCIPLES

Key #1 - We have categories of judgment by which we **evaluate** persuasive positions. Three Zones for All Positions:

- Latitude of Acceptance
- Latitude of Non-Commitment
- Latitude of Rejection

Key #2 - When we receive persuasive information, we **locate** it in our categories of judgment.

Key #3 - Our level of "ego-involvement" **affects** the size of our latitudes.

Key #4 – We tend to **distort** incoming information to fit our categories of judgment.

Key #5 - Small to moderate discrepancies between our anchor positions and the one advocated will cause us to **change**; large discrepancies will not.

THEORY SUGGESTS - Change is likely to be small and difficult to obtain.

TIPS

For persuasion to occur the following must happen:

- 1. the new information must fall in the latitude of acceptance.
- 2. the new information must be different from the anchor position.
- 3. the new information, while discrepant from the anchor, can't be assimilated or contrasted.

RESOURCES

Social Judgment Theory Website – www.as.wvu.edu/~sbb/comm221/chapters/judge.htm

Social Judgment Theory Readings – Sherif, C., Sherif, M., & Nebergall, R. (1965). Attitude and attitude change: The social judgment-involvement approach. Philadelphia: Saunders.

Group #4

Althea Flegel

Handout Requirements: Name, title, graphic, one page, definitions, tips, concepts, suggestions, two
resources (cited properly); speaking order; easy readability, pleasing to eye.

Projects

Comm 203 -- Small Group Communication

Seminar Co-Leader & Overview Packet – 1 @30pts each:

Student will double up with co-leaders (2 persons), each participating and contributing fully.

Students will prepare applicable and thoughtful Intro/Concl., activities (1 each) relevant to Seminar topics, while preparing thought-provoking discussion questions/answers, and chapter outlines for seminar group.

Student seminar leaders will facilitate seminar group, keeping the discussion and flow lively and engaged.

Students will turn in an <u>overview</u> (per team) of chapter(s) <u>outline</u>, <u>questions/answers</u>, and <u>activities</u> (OTL,Q/A's, activity - each per leader) the co-leaders will facilitate at the seminar. Names of group members will be added

before turning in the Overview at the time of the seminar (note: class example handout).

Seminar Discussion – 5 @10pts each:

Student will participate in a group seminar discussion semi-weekly – oral.

Students will read designated chapters and bring chapter outlines, questions/answers, concepts, outside resources, and activities to the group discussion.

Students will be evaluated on contribution, creativity, and active participation.

<u>Seminar Discussion Outlines & Q/A – 12 chpts + Appendix @10pts each:</u>

Students will create thorough outlines per chapter in preparation for prospective seminar discussion. The outlines should be thought provoking and relevant to the chapters to be discussed; questions may be added to outlines to promote discussion. **NO** one word or short phrased outlines will be accepted. Thorough outlines accepted.

Student will turn in **typed** OTL's on the day of the seminar. (**note**: classroom examples)

Student will bring additional 'outside' resources to add variety, diversity, and depth to discussions.

Observation Reports - 5 @20 pts. each

Student will pair up with a partner or go individually, each participating and contributing fully.

Students will meet on a semi-weekly basis (class time given for this), to discuss and observe in various organizational communication settings, concepts from that weeks chapter(s) readings.

Students will go together or individually to designated setting to observe and discuss these concepts.

Students will not be obtrusive in their observation (observees should not know they are being observed), needs to be a natural, public setting.

Students will then, individually, write up their account of their discussion and observation, making references to the chapters' concepts.

Students are expected to, not just tell of the accounts but to make inferences and evaluative comments blending the discussion, observation, and chapter concepts.

Students will **turn in a report** (template provided by instructor), given the accounts of the observation that following class hour. The entry must contain the three following components: chapter concepts w/definitions, relative example w/ partner discussion, and recap concepts, discussion w/ final thoughts. (10pts-note examples).

Students will give a short informal **oral presentation** of their observation and discussion, that following class hour(10pts).

Thematic Group Presentation - 20 min./100 pts:

Student will choose topic of interest and be put into a group with like students of 3-4.

Students will research topic, creatively plan, organize, and present topic to class using the Intro, Body, Conclusion format with visuals aids to support material.

Students will present with intent to "teach" subject to fellow class members in an interactive manner based in a them Subjects will utilize Communication topics with textbook and outside resources of concepts, ideas-in support of topic

- 1) Group communication & Development (1,2)
- 2) Membership, Diversity, & Leadership (3,4,5)
- 3) Verbal & Nonverbal Communication & Listening (6,7)
- 4) Conflict & cohesion, Problem Solving, & CT/Argumentation (8,9,10)
- 5) Planning Meetings, Technology, & Presentations (11,12, Appendix).

Students will be evaluated on teamwork, creativity, delivery, visual aids, and content.

Students will need to present to the class a packet of thorough handout(s) of relevant information at time of presentation. Each individual in the group will need to provide an informative handout to form the packet.

Note: sample handout provided by instructor w/requirements – don't forget the handout references – min. 2. Point Allocation: Individual: 50 pts; Group: 50 pts. Handout Packet Required (more details to come)

Be creative – Be prepared – Have fun!!



Communication Principles Reflect

- Communicating 24/7 effective or ineffective
- Are we communicating what we want to be communicating?
- Verbal and Non-Verbal
- 'My' Motivation behind 'My' Communication.....?
- Communicate with Intention and Purpose
- Is 'this' working for me....? Change.....?
- Strategic Tool: Double check is this what you meant? Paraphrase.
- Most needed phrases opens doors/lines to communication:

I am sorry..... Thank you!

TAB 14 Page 169

COM 204: PUBLIC SPEAKING

FALL 2016

Lewis-Clark State College

General Education Competency Area: Oral Communication

Professor: Kyle Ferguson, MA **E-mail:** kjferguson@lcsc.edu

Office Hours: 10:00am-11:00am Monday & Wednesday; 10:00am-12:00pm Friday, Office SPH 311; By appointment

Classroom: Meriwether Lewis Hall, Room B32

Credit Hours: 3.0 Hours (Monday/Wednesday 12:00pm-1:15pm)

Course description

Theory and practice to facilitate basic competency in public speaking through a variety of types of 'one-to-many' speaking situations: banquets, panels and forums, sales presentations, special public ceremonies, political action meetings.

Required Materials

• Lucas, S. E. (2015). The art of public speaking (12th ed.). New York, NY: McGraw-Hill Education

- Presentation visuals (PowerPoint, posters, markers, etc.)
- 4x6 notecards for speeches
- Digital recorder (smart phone or camcorder) day of your speech
- Access to LCSC Blackboard Comm204 (your section) syllabus, content materials, exams, resources

Course objectives

As a result of the practice and instruction afforded by this class, a student should be able to:

- 1. Select and implement strategies for managing nervousness.
- 2. Follow ethical speaking guidelines.
- 3. Select a speech topic and purpose appropriate to his/her disciplinary interests and the knowledge of the audience.
- 4. Utilize a variety of sources to investigate, evaluate, and research a speech topic.
- 5. Clearly organize and outline a speech.
- 6. Identify his/her personal values and value systems and their influences, as well as those of some other cultures and systems.
- 7. Engage in critical listening as an audience member and express critical views effectively both orally and in writing.
- 8. Attract and maintain an audience's attention.
- 9. Employ methods that enhance source credibility.
- 10. Analyze an audience and tailor a speech to fit it.
- 11. Identify and analyze a variety of social problems in various cultures and compare possible solutions.
- 12. Present ideas using effective style and delivery.
- 13. Develop and present sound reasoning and evidence.
- 14. Identify and implement ethical, effective strategies for the purpose of informing or persuading an audience.

^{*}Please bring textbook with you to class daily for in-class assignments and activities.

General Education Learning Outcomes - State of Idaho

Upon successful completion of this course, you should be able to demonstrate the following competencies:

- 1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
- Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
- 3. Understand interpersonal rules, roles, and strategies in varied contexts.
- 4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
- 5. Employ effective verbal and nonverbal behaviors that support communication goals.
- Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

<u>Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education</u> Endorsement –

Essay question #1 from Exam #3 in this course will measure the student's ability to effectively analyze your audience and adapt a persuasive appeal. This outcome is linked to "Performance Standard #3" of the Idaho Standards for Communication Arts.

Essay question #1 on Exam #2 will measure the student's knowledge of various methods of organization and the effects on the communication process. This outcome is linked to "Performance Standard #5" of the Idaho Standards for Communication Arts.

The various speech drafts, research, workshops, and final presentations will measure the student's knowledge of preparation, practice, and presentation of various types of speeches. This outcome is linked to "Performance Standard #3" of the Idaho Standards for Speech and Debate.

Assignments Breakdown

This class will be based on 1000-point scale. The breakdown of points is as follows:

Mini Speech: Partner Introduction Speech	10 pts
Mini-Speech: Song of Self-Introduction	15 pts
Informative Speech & Outline:	100 pts
Film Review Paper:	25 pts
Persuasive Speech & Outline:	100 pts
Monroe's Motivated Sequence Group Speech	50 pts
Preparation Worksheets (Informative and Persuasive):	25 pts
Special Occasion Speech:	75 pts
Impromptu Speech:	50 pts
Speech Reflections:	25 pts
Exam 1:	100 pts
Exam 2:	100 pts
Exam 3:	100 pts
Exam 4:	100 pts
Class Attendance & Participation:	125 pts
	1000 Total Possible Points

Grading Scale

Final grades will be determined as follows:

93.45-100%	A	72.45-76.44%	C
89.45-93.44%	A-	69.45-72.44%	C-
86.45-89.44%	B+	66.45-69.44%	D+
82.45-86.44%	В	59.45-66.44%	D

79.45-82.44% B-76.45-79.44% C+

Course Policies

Attendance

This class will abide by the school policy in regards to absences. Because we at LCSC value your education as students, we ask that you take ownership of your education and understand that it is a privilege.

Due to the nature of the course and the need for students to speak to an audience, there is incentive for attending on speech days when you are not speaking. On a speech day when you are not speaking, you will receive 5 points of your "attendance/participation" grade. If you are absent, you will forfeit those points.

In addition, if you miss class on a presentation day without valid notice, you may receive a zero for that assignment. There is no guarantee that there will be time to make up the presentation.

A student may also be dropped from the class for excessive tardiness and for failure to attend the class the first day or during the first week of class.

Please attend class. It not only causes you to suffer when you miss too much class but it also takes away from the educational experience of your classmates. Of course, if there is an emergency, please come speak directly to me and we will address the issues as they come up.

Students are responsible for dropping or withdrawing from classes they are no longer attending. Students who remain enrolled in a class beyond the published withdrawal deadline will receive an evaluative letter grade. See the details for each class in the schedule for these important dates.

Tardiness

Being late (tardy) for class will SIGNIFICANTLY reduce your participation points and overall course grade. It is also a form of nonverbal communication. Being late signifies to everyone else in the room that you consider your time more important than theirs—mine included. If you are late for any class, you must come to see me after class and explain why you were late—whether it is a good reason or not. If you are coming directly from work before class, I'll be more than happy to work with you. However, if you have a work-related situation immediately before class you need to come see me during the first week of class if you want this to be considered. If it is something that arises after our semester together begins, come and see me immediately.

Formatting

All work for this class is to follow precise APA formatting rules as outlined in the APA manual suggested above. In its most basic form this means that everything turned in needs to be stapled together, typed and double-spaced in 12-point, Times New Roman font. It is also required that a correctly formatted cover page and reference page(s) be included with every assignment unless otherwise stated. Using proper spelling, grammar, and punctuation is also critical and failure to do so will result in a loss of points for that assignment.

Written work (E.g., outlines, extra credit, etc) can be submitted electronically (Blackboard dropbox).

Late Work

I do not except late work. The biggest reason for this is that it makes my job as an instructor much more difficult and heightens the chances of me misplacing your work. I try to be understanding in the event of an emergency; however, unless I hear from you an adequate amount of time, you will not receive credit for late assignments. Also, if you are absent and your work is not in by the beginning of class on the day it is due, you will not receive credit for it. It is your responsibility to turn your work in on time whether you are in class or not. Accepting late work is up to the discretion of the instructor.

Classroom Behavior

You are adults and I expect each of you to know what is and is not appropriate classroom behavior. Please keep your cell phones away during class (unless otherwise stated). Be considerate of your fellow classmates when they are speaking, and be

considerate of me while I am teaching. If I feel like you are violating what is appropriate classroom behavior, I will take away participation points and/or ask you to leave the classroom for the duration of the class period.

You are not only expected to attend class and be there on time as described above, but are also expected to participate in class discussions and be a positive audience member during lectures, student presentations or group activities. Remember, participation is another way to earn points that may make the difference between a half or full letter grade in the final grade computation. Disruptive or discourteous behavior such as sleeping or talking while the instructor or guest is lecturing or a student is delivering a presentation may result in points being deducted from your grade and/or dismissal from class. I won't always inform you each time that points are deducted for such behaviors. I encourage you to check on your participation performance with me at some point early on in the semester to make sure you are headed in the right direction.

Note that participation requires you to be aware of both your verbal and nonverbal communication. Negative verbal and nonverbal communication may reflect your attitude and disrupt others from learning. Since this is a communication class, and nonverbal communication is a critical part of your success as a public communicator, I will, as part of your learning experience, discuss with you any disruptive nonverbal communication I observe. Research supports that listeners (your audience!) interpret meaning far more from nonverbal than verbal communication (the estimates range between 80-93%). My assumption is that you will reflect on my feedback in these areas and make efforts to improve. If I see efforts at improvement, I won't deduct points from your participation grade according to the Professional Behaviors and Dispositions Checklist on the final page of this syllabus. Sometimes students are unaware of the nonverbal messages they are sending, in which case you should consider our discussion part of your professional communication development. I'm not looking for perfection, but awareness and an attitude that reflects a willingness to improve. Students of public speaking are in no small way students of nonverbal communication.

Bringing your book and syllabus to each class session is crucial. At this level of undergraduate learning, participation is based on more than merely "talking" – i.e., answering questions posed by the instructor or volunteering your opinions and comments. Such things are definitely an important part of participation, but not the whole picture. I expect you to critically reflect on the material and be prepared to share that reflection when called upon. For a better look at the "whole" picture, see "Class Participation: Professional Communication Behaviors and Dispositions" located on the last page of this syllabus. Consistent failure to adhere to these dispositions may result in your withdrawal from class.

While the instructor will present necessary lecture material to establish the foundation for discussion on related mass communication and culture topics and issues, the course is intended to be participatory in nature wherein learners will share responsibilities for accomplishing a common goal. You should come prepared to discuss the material you read. This means that you should be putting in considerable time outside of class preparing for your time in class. Much of what we discuss in class will supplement or otherwise add to your readings. Think of it this way, for every 1 hour of "seat time" (or face-to-face time), you should be putting in at least 2 hours of outside preparation. This is a standard formula to follow for all your classes if you want to maximize your success in college. That means that time management is a necessary and critical skill for you to start developing if you don't already have it. I encourage you to get help with this immediately if you need it. I can help you or put you in touch with someone on campus who can help you get started.

Classroom Behavior and Student Code of Conduct

Students are expected to respect and obey standards of student conduct while on class and on campus. The student Code of Conduct, disciplinary procedure, and student due process can be found in the Student Handbook. As your instructor, I have the following additional expectations in this class:

- All papers must be typed and double-spaced UNLESS otherwise specifically noted by the professor in the syllabus. Cite all references according to the APA style manual (6th ed.). Points may be deducted for students' failure to adhere to the APA style manual (6th ed.). Keep a back-up copy of your work on disk or your hard drive (see "Late Work" policy above).
- Read all the chapters as assigned. Again, *lectures may NOT mirror the assigned readings*, so it is up to YOU to complete course reading prior (not during) the class period. *Keeping up with the required reading will contribute significantly to your success in this course.*
- Remove any headphones or other I-pod audio-visual devices prior to entering into this class.

- Turn off all cell phones prior to class and store them out of sight (i.e., can't be left on your desk). If your cell phone rings during class, you are causing a disruption in the learning process (see "Professional Behaviors and Dispositions" in this syllabus). If you need to answer an emergency phone call, please quietly leave the classroom.
- In-class assignments may be unannounced in some cases until the day of class. These assignments will relate to the class work and videos shown in class and will often involve small group interaction. If for some reason, you are not in class on those days, you will not be able to make those assignments up. If you have any questions or concerns, do not wait until your grade has suffered. Please discuss them with me.
- I expect a lot from you. The bar has been set high. I believe you can meet these expectations with a lot of hard work and dedication to the learning experience. I'm here to serve you and be available to work with you as you strive to meet these expectations. I work hard to create a hospitable environment where you feel comfortable to ask questions, make mistakes, celebrate your accomplishments, and approach me at any time. You can't wear out your welcome.
- Since I do expect a lot and the bar is set high in this class, the criteria for assignments have been made available to you in advance in Blackboard so you understand how to meet course expectations. Thus, from "day one" you know what is expected of you, in great detail, in order to perform well on each assignment. If you have any questions as to what will be expected of you, or if you are uncertain about the requirements for any assignment described in the syllabus, it is your responsibility to see the instructor and seek clarification. Again, I'm available. I have given you my email and will meet outside of class for such purposes.
- Remember that the skills acquired and mastered in earlier assignments are to be retained and used along with others gained later in the course. The standards of work for each practical assignment will be progressively higher.
- In the event there are presentations, homework or other work due and/or an exam scheduled on a day that class is not held due to closure of the College or absence of the instructor, all students are responsible for coming to the next scheduled class prepared to present their speech or presentation, or to turn in any work due and/or to take the exam.

Submission of Assignments

When submitting written assignments and extra credit, please submit in the dropbox on Blackboard.

What is effective research?

In order to produce a quality paper, you need to use a variety of sources in order to follow different angles in the pursuit of your topic. Recognize that in doing good research, nothing good comes easy. A well-planned, systematic approach to research will allow you to uncover valuable information toward mastery of the research topic.

- 1. Choose a topic
- 2. Gain a general overview by using the reference collection (print & online).
- 3. Narrow to a specific research question.
- 4. Determine what type (books, articles, essays, reports, studies, statistics, primary sources, conference proceedings, &dissertations, etc.) and amount of information is needed (depends of length of paper or presentation) & what types of sources might have that information (indexes, catalogs, bibliographies, web search tools—these provide lists of information sources, "where to go").
- 5. Choose appropriate "access" tools, develop a search strategy for each tool (See Library Guide *Building Better Searches*), and conduct a search
 - **Library catalogs** for books, audio/visual, etc.
 - Periodical indexes for journal & magazine articles (see Research databases)
 - Research databases for a combination of periodicals, books, essays, encyclopedias, & other information resources
 - Internet directories or indexes, search engines, mega/metasearch engines, webliographies or web gateways for web pages
- 6. Examine the results and select the most relevant and credible
- 7. Read, take notes, & evaluate sources.

As a component of critical thinking, it will be important for you to determine what constitutes a better-quality, professional source. For example, the internet contains both paragraphs of content with no listed author (not very useful), as well as scholarly information that is undeniably practical.

All information, whatever its format or means of distribution, needs to be evaluated for authority, accuracy, content, and usefulness. The following questions should be asked: Who wrote it? – **Authority**; Is the information accurate? – **Accuracy**; Why was it written? – **Purpose**; What is the bias? – **Objectivity**; Is the information dated? -- **Currency**

8. Revise, refine and repeat steps 1-7 as needed (corrections, adjustments or backtrack)

Research is a progression of discovery and evaluation, requiring a first-rate strategy and efficient time management on your part. Flexibility in the process is important as well, since research ideas are naturally reformulated and redirected during the course of creating the final product.

SPEECH INFORMATION

- TIME: There are numerous people in the class who will be required to speak. For this reason, there will be time constraints placed upon each speaker in the class. You will know in advance the minimum and maximum time a speech can be. If your speech is over (or under) the allotted time you will lose points and you will be asked to end your speech at that time. It is imperative you keep your speech within time constraints so you are able to finish your speech and earn the grade you hoped. Practice, practice, practice.... this is the main way to keep your speech within time limits. Being well-organized is another way. I'm available for feedback on speeches before they are scheduled to occur, and am willing to provide extra assistance to help with your organizational skills.
- **DELIVERY**: Each speech will be delivered from <u>note cards</u> in a conversational, extemporaneous manner. Speeches are not to be memorized. Also, no manuscripts or reading of speeches is permissible. Significant points will be deducted if you read your speech. Most students read their speeches because they are not well prepared and/or because they are nervous/ anxious (related to what researchers describe as "communication apprehension"). Every speech will have an outline and it will be typed in a certain format. Anyone speaking from a manuscript will receive an automatic zero (0) for that speaking assignment.
 - a) Outlines should follow the models in Blackboard and handouts
 - b) In all speeches, strive for a smooth and compelling delivery. You should practice effective use of voice and movement throughout the course. Each subsequent speech should reflect improvement. All speaking assignments are considered extemporaneous in nature, meaning they should be well prepared and delivered in a conversational manner
 - c) In all speeches, with the exception of the Impromptu, Group, and Special Occasion speeches, transitions between main points in the Body of your speech (i.e., between A, B & C, etc.), and between main sections of your speech (i.e., between the Introduction and the Body, and the Body and Conclusion), should be typed out in your outlines (that means you'll type them out between key words in the typed outline). Transitions are defined and illustrated in your textbook, and are explained in class. Points will be deducted from your speech if these transitions are missing.
 - d) Use appropriate visual aids. Illegal, illicit, and/or dangerous materials such as drugs, alcohol, firearms, pornography, animals, etc., cannot be brought to class or used as visual aids.
 - e) Use appropriate language. Profanity, slang, and abusive vulgar sexist, ethnically and ethically-biased, or irreverent language is not appropriate for this class. Using "powerful" or "shocking" language may be appropriate at times, but this will depend on the context of your speech and the point you are trying to make. If you have any doubts or questions about the specific language in your speech, or are considering using "powerful" or "shocking" language, it is your responsibility to see me before you speak. We'll talk about appropriate use of "shocking language" once the class gets underway.
- DRESS: First appearances are critical to one's communication credibility. What is appropriate depends on the context.
 So, let me set the expectations I have for this public speaking context. For all speeches other than the Introduction and Impromptu speeches, it is the instructor's requirement that all speakers wear "professional professional casual dress."

The key here is to avoid distractions.

Note that for the Informative Speech, it is possible that a special type of dress is relevant to your speech (for e.g., you give a Civil War speech and dress like a Union soldier as you describe parts of the uniform). If "special dress" for your informative speech is your intent, then you must clear this with me well in advance of your speaking date. Failure to adhere to the dress requirements herein will result in individual speech and total class participation point deductions. The reasons for dress requirements should be apparent in a public speaking course. They are discussed in the book as it relates to credibility and nonverbal communication.

• PREPARATION: A good speech is not prepared the night before. An audience can often spot an unprepared speaker. It shows respect for your audience when you take time to prepare and rehearse your speech before delivery. Not only that, but it will increase your chances for a good grade. Just being a "smooth talker" or someone who is comfortable speaking in front of others won't cut it. It is a beginning, but not the end. Practice, practice, practice. In short, don't "wing it" or rely on your improvisational abilities in this class. Formal protocol and expectations apply every time you step in front of the class to speak. I understand that some of you may have taken similar courses in the past, for example, in high school. If that applies to you, I encourage you to work hard to take yourself to the next level of development in your oral communication skills. In any case, please note that the academic expectations and rigor at the undergraduate college level are significantly higher than at the high school level.

RESERVATION OF THE RIGHT TO MODIFY

The instructor in conjunction with the Department of Humanities at LCSC has attempted to provide information, which, at the time of preparation for publication, most accurately described the policies, procedures, regulations and requirements of the department and this course. However, the instructor reserves the right to alter or change any statement contained herein without prior notice. If changes are made, notice of any such alteration will be given in class.

This syllabus is also found on Blackboard. The syllabus found on the aforementioned site will constitute the official, final version of the syllabus. Any changes made to the syllabus throughout the semester and mentioned during class will be made to the syllabus online. Thus, after the first day of class, students should turn to the syllabus online for the final word on anything pertaining to the matters contained in this course.

Tentative Course Outline:

*Schedule and assignments are *tentative* and subject to change according to instructor's discretion.

1	8/22/16	-Welcome	
		-Syllabus Overview	
		-Blackboard Overview	
2	8/24/16	Chapter 1	READ: Chapter 1
		What is Communication?	
		The Communication Process	
		Speaking in Public	
		Song of Self Introduction Speech Overview	
3	8/29/16	Song of Self Introduction Speech	
4	8/31/16	Chapters 2 & 3	READ: Chapters 2 & 3
		Ethics	_
		Plagiarism	
		Listening	
		Audience Analysis	
5	9/5/16	LABOR DAY: NO CLASS	
6	9/7/16	Chapters 4 & 5	READ: Chapters 4 & 5
		Giving your first speech	
		Selecting of a Topic	
		Purpose of the Speech	

		D 1	
		Research	
7	9/12/16	Partner Introduction Speeches	
8	9/14/16	EXAM 1	
	.,,.	Chapters 1-5	
9	9/19/16	Chapter 8 & 15	READ: Chapter 8 & 15
	3/13/10	Supporting Ideas	TELLIZ V CHAPTOT C CC 10
		Speaking to Inform	
10	9/21/16	Chapters 9, 10, & 11	READ: Chapters 9, 10, & 11
	77-57-5	Organizing the Speech	
		Intros and Conclusions	
		Outlines	
		o willies	
11	9/26/16	Chapters 12, 13, & 14	READ: Chapters 12, 13 & 14
	3720710	Using Language to your Benefit	112.12. Chapters 12, 13 cc 11
		Delivery	
		Nonverbal Communication	
		Visual Aids	
12	9/28/16	Chapter 6 & 7	READ: Chapters 6 & 7
1-	3720710	Gathering Materials	TELLIE CHAPTOIS S CC /
		Audience Analysis	
		Film Review: Just Say It! Exploring the Fear of	
		Public Speaking.	
		Thome speaking.	
13	10/3/16	Library Research	TOPIC DUE
12	10/5/10	Meet at Library	10110 202
14	10/5/16	EXAM 2	
1	10/0/10	Chapters 6-12	
15	10/10/16	Informative Speeches	DUE: Outline (if presenting)
16	10/12/16	Informative Speeches	DUE : Outline (if presenting)
17	10/17/16	Informative Speeches	DUE: Outline (if presenting)
18	10/19/16	Chapter 16	READ: Chapter 16
10	10/15/10	Persuasive Speech Overview	DUE: Film Review
		Speaking to Persuade	DOE. I IIII REVIEW
		Speaking to reistance	
19	10/24/16	Chapter 17	READ: Chapter 17
17	10/21/10	Methods of Persuasion	DUE: Speech Reflection
		Groups Speech Overview and Activity	TOPIC DUE
20	10/26/16	Monroe's Motivated Sequence Group Speeches	TOTTE DEL
21	10/31/16	Persuasive Speeches	DUE : Outline (if presenting)
		-	` 1
22	11/2/16	Persuasive Speeches	DUE : Outline (if presenting)
23	11/7/16	Persuasive Speeches	
			DUE : Outline (if presenting)
24	11/9/16	Persuasive Speeches	DUE : Outline (if presenting)
25	11/14/16	Chapters 18 & 19	READ : Chapter 18 & 19
		Speaking on Special Occasions	DUE: Speech Reflection
		Speaking in Small Groups	
		Special Occasion Speech Overview	
26	11/16/16	Exam 3: Chapters 13-18	
27	11/21/16	NO CLASS: THANKSGIVING	
28	11/23/16	NO CLASS: THANKSGIVING	
29	11/28/16	Special Occasion Speeches	
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30	11/30/16	Special Occasion Speeches	
31	12/5/16	Impromptu Speeches	
32	12/7/16	Impromptu Speeches	
32	12/12/16	Final Exam (all chapters)	

Grade Tracking Sheet

Use this worksheet to help you keep track of your own grades and assignments.

Class Attendance & Participation	(/125 pts
Exam 1	(/100 pts
Exam 2	(/100 pts
Exam 3	(/100 pts
Exam 4	(/100 pts
Informative Speech & Outline	(/100 pts
Persuasive Speech & Outline	(/100 pts
Special Occasion Speech	(/75 pts
Group Speech	(/50 pts
Impromptu Speech	(/50 pts
Film Evaluation	(/25 pts
Preparation Worksheets (Informative and Persuasive)	(/25 pts
Mini-Speech: Song of Self-Introduction	(/15 pts
Informative and Persuasive Speech Reflection	(/25 pts
Partner Introduction Speech	(/10 pts

Total (/1000 pts.

DESCRIPTION OF SPEECHES, ASSIGNMENTS, EXAMS

• Introduction Speech (10 points)

For this assignment each student will be paired up with another classmate. The assignment is to conduct an informal interview of your partner and then introduce the partner to the rest of the class. The purpose of this speech is to get students up in front of the classroom in a less-formal setting in order to help them practice for their upcoming speeches as well as to get to know other classmates. This assignment will be graded for participation points only.

• Song of Self-Introduction (15 points)

Students will introduce themselves using a song that describes them in an interesting (though not incriminating) manner. This might be a song that makes you think of a special memory, or something that helps you prepare for an athletic event. You will briefly discuss the significance of the song, musically and lyrically, and then play a clip for the class.

• Informative Speech/ Outline (100 points)

The most basic type of speech is one meant to inform the audience. Topics can range anywhere from the history of Pompei to why McDonald's uses the particular color scheme they do. The goal with this speech is not to persuade your audience of anything but rather, just teach them about something new. Consider your audience when selecting a topic as you want them to be interested in your speech. Avoid topics that are cliché or overdone, try to be inventive with your topics. You will also be required to have a visual aid of your choosing as well as an outline that will be due on the day you are scheduled to present (We will go over the outline format in class).

Time Limit: 5-7 minutes

Required Sources: At least four reputable sources orally cited in the speech.

APA formatted visual aid, outline, and reference sheet required

• Persuasive Speech/ Persuasive Outline (100 points)

One of the most important and useful types of speech is the persuasive speech. It is important to learn how to apply persuasive mechanisms to a speech in order to challenge the mindset of the audience toward the speaker's viewpoint. Again it is important to pick an interesting and engaging topic, and consider your audience when doing so. The outline will be due on the scheduled speaking day.

Time Limit: 8-10 minutes.

Required Sources: At least 10 reputable sources cited in the outline; five orally cited in the speech.

APA formatted visual aid, outline, and reference sheet required.

• Special Occasion Speech (75 points)

Many times in a person's life occasions come up where people are required to speak and address an audience. These occasions can range anywhere from a toast at a best friend's wedding to the introduction of a keynote speaker. This assignment will be to choose an occasion and apply all of the things you understand to be necessary for a good speech. This will be your chance to show the class everything you have learned this semester about what it means to be a good speaker in any occasion.

Time Limit: 3-4 Minutes

Include necessary sources where applicable

Visual aid not required, no formal outline required

• Impromptu Speech (25 points)

This is a 2-3 minute speech done with limited preparation. You will be given two minutes to prepare a speech on one of a variety of subjects provided at the beginning of class. We'll talk more about this speech once class is under way.

• Monroe's Motivated Sequence Group Speech (50 points)

This is a 5-7 minute speech will be completed with fellow students. You will be asked to address a campus issue (parking, cafeteria food, a specific policy, a certain rule, etc...Have fun with it!) and use Monroe's Motivated Sequence to persuade your audience.

Each member of the group will be required to speak for 1-2 minutes. This speech will be persuasive in nature and topics must be approved by the instructor.

• Exams (400 points)

There will be four exams throughout the semester worth 100 points each. These exams may include true/false, multiple choice, and short answer.

• Film Review (40 points)

We will watch the documentary, *Just Say It! Exploring the Fear of Public Speaking*. You will be required to write a 1-2 page summary of the film, citing different aspects which apply to you. Please use the text to back up your points.

• Reading/Homework

The reading for this course will be rigorous. It should not take too long to complete but it is important that you keep up on the reading. It is assigned weekly but feel free to read ahead. There will be weekly reading quizzes based on the assigned reading each week.

Personal Reflection (25 points)

For the informative and persuasive speech, students will be responsible for completing personal evaluations. Students will be responsible for reviewing their taped speeches and writing a 450-500 page reflection on their own speech. Some points to address include what you did well, what you could improve on verbally/nonverbally, and your reasonable goals for the next speech. Remember to cite the text for improvement to receive full credit.

• Extra Credit Opportunity

There may be extra credit opportunities. Please contact the instructor later in the semester.

Criteria Used for Evaluating Speeches

The average speech (grade C) should meet the following criteria:

- 1. Conform to the kind of speech assigned—informative, persuasive, etc.
- 2. Be ready for presentation on the assigned date
- 3. Conform to the time limit
- Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
- 5. Have a clear specific purpose and central idea
- 6. Have an identifiable introduction, body, and conclusion
- 7. Show reasonable directness and competence in delivery
- 8. Be free of serious errors in grammar, pronunciation, and word usage

The above average speech (grade B) should meet the preceding criteria and also:

- Deal with a challenging topic
- 2. Fulfill all major functions of a speech introduction and conclusion
- 3. Display clear organization of main points and supporting materials
- 4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
- 5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
- 6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The superior speech (grade A) should meet all the preceding criteria and also:

- 1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
- 2. Sustain positive interest, feeling, and/or commitment among the audience
- 3. Contain elements of vividness and special interest in the use of language
- 4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message

The below average speech (grade D or F) is seriously deficient in the criteria required for the C speech.

Class Participation Behaviors and Dispositions		
Standard	Acceptable—Meets Standard	
Effective Communication Skills Listening	Listens purposefully and attentively Follows instructions	
	Uses active listening skills in class discussion (vs. does not pay attention in class: reads, sleeps or whispers during student, instructor, guest speaker presentations)	
Effective Communication Skills: Speaking	Values diverse opinions by tactfully interacting with others (vs. uses slang, vulgar or disrespectful language, or shows lack of tact when expressing opposite opinion). Keeps discussion on the topic.	
	Voice projection is appropriate for the setting (vs. voice projection is too low or too high for setting).	
	Usually uses language and grammar appropriate (vs. frequently makes grammatical errors).	
Effective Communication Skills	Relatively error free written communication, using vocabulary appropriate to the audience.	
Writing	Type or level of errors does not interrupt meaning (vs. multiple sentence structure or spelling errors that interrupt meaning on multiple written assignments)	
	Good organization and development of ideas.	
Presentation of class work	Assignments or presentation show care and thoughtfulness; follows instructions (vs. assignments or presentation show lack of thought, are incomplete or sloppy).	
Completion of work	Work is turned in on time according to guidelines given in course syllabus (vs. multiple assignments are late with or without excuses or arrangements).	
Attendance and punctuality	Attendance is punctual and shows high level of commitment to the class.	
Accepts responsibility for actions	Meets deadlines without excuses (vs. blames others and/or instructor for failure to meet criteria of assignment.	
	Incorporates changes based on feedback (vs. refuses to revise or make improvement) Apologizes when necessary.	
Maintains emotional stability when interacting with students or professor.	Treats others with respect. Exhibits self-control. Uses tactful language in difficult situations. Relates to others in socially acceptable ways.	
The state of profession	(vs. uses inflammatory or disrespectful language or gestures; incidences of argumentativeness, uncontrolled crying or sullenness)	
Professional appearance and behaviors	Neat and clean appearance that is appropriate to the setting.	
Collaborates with others	Group work is shared equally by all members (vs. group members report student is not meeting or doing his share of the project; does all the work or excludes members).	

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Responsible for own work	Work is original and sources are properly cited (vs. relies on others for class assignments)
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Syllabus Addendum

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

COMM 205: LOGIC AND ARGUMENTATION

Spring 2016

Lewis-Clark State College

Professor: Kyle Ferguson, MA **E-mail:** kjferguson@lcsc.edu

Office Hours: 10:00am-11:00am Monday & Wednesday; 10:00am-12:00pm Friday, Office SPH 311; By appointment

Classroom: Activity Center West, 136

Credit Hours: 3.0 Hours (Tuesday/Thursday 9:00am-10:15am)

Course description

The principles of deductive and inductive logic, how to present cogent arguments, and how to identify errors in reasoning. Writing integrated.

Required Materials

• How to Think Logically, 2nd ed., by Gary Seay and Susana Nuccetelli, Prentice Hall, 2012.

ISBN-10: 0205154980 ISBN-13: 9780205154982

- Presentation visuals (PowerPoint, posters, markers, etc.)
- Access to LCSC Blackboard Comm205 syllabus, content materials, exams, resources

Course objectives

As a result of the practice and instruction afforded by this class, a student should be able to:

- 1. Identify and reconstruct arguments
- 2. Recognize categorical and propositional forms of deductive arguments
- 3. Reconstruct categorical propositions and deductive inferences in traditional logic
- 4. Draw valid immediate inferences with the Traditional Square of Opposition
- 5. Draw valid immediate inferences by conversion, observation, and contraposition
- 6. Determine a categorical syllogism's figure
- 7. Assess the validity of a categorical syllogism with Venn's diagrams
- 8. Assess the validity of a categorical syllogism with Aristotelian rules
- 9. Evaluate inductive and deductive inferences using the concepts of validity, soundness, reliability, strength and cogency
- 10. Recognize and describe common logical fallacies

<u>Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education</u> Endorsement –

Essay questions from Exam #4 in this course will measure the student's ability to effectively analyze theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking). This outcome is s linked to "Performance Standard #5" of the Idaho Standards for Communication Arts.

Grading Scale

Final grades will be determined as follows:

93.45-100% A 72.45-76.44% C

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^{*}Please bring textbook with you to class daily for in-class assignments and activities.

89.45-93.44%	A-	69.45-72.44%	C-
86.45-89.44%	B+	66.45-69.44%	D+
82.45-86.44%	В	59.45-66.44%	D
79.45-82.44%	B-	Below 59.45%	F
76.45-79.44%	C+		

Course Policies

Attendance

This class will abide by the school policy in regards to absences. Because we at LCSC value your education as students, we ask that you take ownership of your education and understand that it is a privilege.

A student may also be dropped from the class for excessive tardiness and for failure to attend the class the first day or during the first week of class.

Please attend class. It not only causes you to suffer when you miss too much class but it also takes away from the educational experience of your classmates. Of course, if there is an emergency, please come speak directly to me and we will address the issues as they come up.

Students are responsible for dropping or withdrawing from classes they are no longer attending. Students who remain enrolled in a class beyond the published withdrawal deadline will receive an evaluative letter grade. See the details for each class in the schedule for these important dates.

Tardiness

Being late (tardy) for class will SIGNIFICANTLY reduce your participation points and overall course grade. It is also a form of nonverbal communication. Being late signifies to everyone else in the room that you consider your time more important than theirs—mine included. If you are late for any class, you must come to see me after class and explain why you were late—whether it is a good reason or not. If you are coming directly from work before class, I'll be more than happy to work with you. However, if you have a work-related situation immediately before class you need to come see me during the first week of class if you want this to be considered. If it is something that arises after our semester together begins, come and see me immediately.

Formatting

All work for this class is to follow precise APA formatting rules as outlined in the APA manual suggested above. In its most basic form this means that everything turned in needs to be stapled together, **typed and double-spaced in 12-point, Times**New Roman font. It is also required that a correctly formatted cover page and reference page(s) be included with every assignment unless otherwise stated. Using proper spelling, grammar, and punctuation is also critical and failure to do so will result in a loss of points for that assignment.

Written work (E.g., outlines, extra credit, etc) can be submitted electronically (Blackboard dropbox).

Late Work

I do not except late work. The biggest reason for this is that it makes my job as an instructor much more difficult and heightens the chances of me misplacing your work. I try to be understanding in the event of an emergency; however, unless I hear from you an adequate amount of time, you will not receive credit for late assignments. Also, if you are absent and your work is not in by the beginning of class on the day it is due, you will not receive credit for it. It is your responsibility to turn your work in on time whether you are in class or not. Accepting late work is up to the discretion of the instructor.

Classroom Behavior

You are adults and I expect each of you to know what is and is not appropriate classroom behavior. Please keep your cell phones away during class (unless otherwise stated). Be considerate of your fellow classmates when they are speaking, and be

considerate of me while I am teaching. If I feel like you are violating what is appropriate classroom behavior, I will take away participation points and/or ask you to leave the classroom for the duration of the class period.

You are not only expected to attend class and be there on time as described above, but are also expected to participate in class discussions and be a positive audience member during lectures, student presentations or group activities. Remember, participation is another way to earn points that may make the difference between a half or full letter grade in the final grade computation. Disruptive or discourteous behavior such as sleeping or talking while the instructor or guest is lecturing or a student is delivering a presentation may result in points being deducted from your grade and/or dismissal from class. I won't always inform you each time that points are deducted for such behaviors. I encourage you to check on your participation performance with me at some point early on in the semester to make sure you are headed in the right direction.

Note that participation requires you to be aware of both your verbal and nonverbal communication. Negative verbal and nonverbal communication may reflect your attitude and disrupt others from learning. Since this is a communication class, and nonverbal communication is a critical part of your success as a public communicator, I will, as part of your learning experience, discuss with you any disruptive nonverbal communication I observe. Research supports that listeners (your audience!) interpret meaning far more from nonverbal than verbal communication (the estimates range between 80-93%). My assumption is that you will reflect on my feedback in these areas and make efforts to improve. If I see efforts at improvement, I won't deduct points from your participation grade according to the Professional Behaviors and Dispositions Checklist on the final page of this syllabus. Sometimes students are unaware of the nonverbal messages they are sending, in which case you should consider our discussion part of your professional communication development. I'm not looking for perfection, but awareness and an attitude that reflects a willingness to improve.

Bringing your book and syllabus to each class session is crucial. At this level of undergraduate learning, participation is based on more than merely "talking" – i.e., answering questions posed by the instructor or volunteering your opinions and comments. Such things are definitely an important part of participation, but not the whole picture. I expect you to critically reflect on the material and be prepared to share that reflection when called upon. For a better look at the "whole" picture, see "Class Participation: Professional Communication Behaviors and Dispositions" located on the last page of this syllabus. Consistent failure to adhere to these dispositions may result in your withdrawal from class.

While the instructor will present necessary lecture material to establish the foundation for discussion on related mass communication and culture topics and issues, the course is intended to be participatory in nature wherein learners will share responsibilities for accomplishing a common goal. You should come prepared to discuss the material you read. This means that you should be putting in considerable time outside of class preparing for your time in class. Much of what we discuss in class will supplement or otherwise add to your readings. Think of it this way, for every 1 hour of "seat time" (or face-to-face time), you should be putting in at least 2 hours of outside preparation. This is a standard formula to follow for all your classes if you want to maximize your success in college. That means that time management is a necessary and critical skill for you to start developing if you don't already have it. I encourage you to get help with this immediately if you need it. I can help you or put you in touch with someone on campus who can help you get started.

Classroom Behavior and Student Code of Conduct

Students are expected to respect and obey standards of student conduct while on class and on campus. The student Code of Conduct, disciplinary procedure, and student due process can be found in the Student Handbook. As your instructor, I have the following additional expectations in this class:

- All papers must be typed and double-spaced UNLESS otherwise specifically noted by the professor in the syllabus. Cite all references according to the APA style manual (6th ed.). Points may be deducted for students' failure to adhere to the APA style manual (6th ed.). Keep a back-up copy of your work on disk or your hard drive (see "Late Work" policy above).
- Read all the chapters as assigned. Again, *lectures may NOT mirror the assigned readings*, so it is up to YOU to complete course reading prior (not during) the class period. *Keeping up with the required reading will contribute significantly to your success in this course.*
- Remove any headphones or other I-pod audio-visual devices prior to entering into this class.

- Turn off all cell phones prior to class and store them out of sight (i.e., can't be left on your desk). If your cell phone rings during class, you are causing a disruption in the learning process (see "Professional Behaviors and Dispositions" in this syllabus). If you need to answer an emergency phone call, please quietly leave the classroom.
- In-class assignments may be unannounced in some cases until the day of class. These assignments will relate to the class work and videos shown in class and will often involve small group interaction. If for some reason, you are not in class on those days, you will not be able to make those assignments up. If you have any questions or concerns, do not wait until your grade has suffered. Please discuss them with me.
- I expect a lot from you. The bar has been set high. I believe you can meet these expectations with a lot of hard work and dedication to the learning experience. I'm here to serve you and be available to work with you as you strive to meet these expectations. I work hard to create a hospitable environment where you feel comfortable to ask questions, make mistakes, celebrate your accomplishments, and approach me at any time. You can't wear out your welcome.
- Since I do expect a lot and the bar is set high in this class, the criteria for assignments have been made available to you in advance in Blackboard so you understand how to meet course expectations. Thus, from "day one" you know what is expected of you, in great detail, in order to perform well on each assignment. If you have any questions as to what will be expected of you, or if you are uncertain about the requirements for any assignment described in the syllabus, it is your responsibility to see the instructor and seek clarification. Again, I'm available. I have given you my email and will meet outside of class for such purposes.
- Remember that the skills acquired and mastered in earlier assignments are to be retained and used along with others gained later in the course. The standards of work for each practical assignment will be progressively higher.
- In the event there are presentations, homework or other work due and/or an exam scheduled on a day that class is not held due to closure of the College or absence of the instructor, all students are responsible for coming to the next scheduled class prepared to present their presentation, or to turn in any work due and/or to take the exam.

Submission of Assignments

When submitting written assignments and extra credit, please submit in the dropbox on Blackboard.

What is effective research?

In order to produce a quality paper, you need to use a variety of sources in order to follow different angles in the pursuit of your topic. Recognize that in doing good research, nothing good comes easy. A well-planned, systematic approach to research will allow you to uncover valuable information toward mastery of the research topic.

- 1. Choose a topic
- 2. Gain a general overview by using the reference collection (print & online).
- 3. Narrow to a specific research question.
- 4. Determine what type (books, articles, essays, reports, studies, statistics, primary sources, conference proceedings, &dissertations, etc.) and amount of information is needed (depends of length of paper or presentation) & what types of sources might have that information (indexes, catalogs, bibliographies, web search tools—these provide lists of information sources, "where to go").
- 5. Choose appropriate "access" tools, develop a search strategy for each tool (See Library Guide *Building Better Searches*), and conduct a search
 - **Library catalogs** for books, audio/visual, etc.
 - **Periodical indexes** for journal & magazine articles (see Research databases)
 - Research databases for a combination of periodicals, books, essays, encyclopedias, & other information resources
 - Internet directories or indexes, search engines, mega/metasearch engines, webliographies or web gateways for web pages
- 6. Examine the results and select the most relevant and credible
- 7. Read, take notes, & evaluate sources.

As a component of critical thinking, it will be important for you to determine what constitutes a better-quality, professional source. For example, the internet contains both paragraphs of content with no listed author (not very useful), as well as scholarly information that is undeniably practical.

All information, whatever its format or means of distribution, needs to be evaluated for authority, accuracy, content, and usefulness. The following questions should be asked: Who wrote it? – **Authority**; Is the information accurate? – **Accuracy**; Why was it written? – **Purpose**; What is the bias? – **Objectivity**; Is the information dated? – **Currency**

8. Revise, refine and repeat steps 1-7 as needed (corrections, adjustments or backtrack)

Research is a progression of discovery and evaluation, requiring a first-rate strategy and efficient time management on your part. Flexibility in the process is important as well, since research ideas are naturally reformulated and redirected during the course of creating the final product.

RESERVATION OF THE RIGHT TO MODIFY

The instructor in conjunction with the Department of Humanities at LCSC has attempted to provide information, which, at the time of preparation for publication, most accurately described the policies, procedures, regulations and requirements of the department and this course. However, the instructor reserves the right to alter or change any statement contained herein without prior notice. If changes are made, notice of any such alteration will be given in class.

This syllabus is also found on Blackboard. The syllabus found on the aforementioned site will constitute the official, final version of the syllabus. Any changes made to the syllabus throughout the semester and mentioned during class will be made to the syllabus online. Thus, after the first day of class, students should turn to the syllabus online for the final word on anything pertaining to the matters contained in this course.

Tentative Course Outline:

*Schedule and assignments are *tentative* and subject to change according to instructor's discretion.

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Grade Tracking Sheet

DESCRIPTION OF ASSIGNMENTS

Class Participation Behaviors and Dispositions			
Standard	Acceptable—Meets Standard		
Effective Communication Skills <i>Listening</i>	Listens purposefully and attentively Follows instructions		
	Uses active listening skills in class discussion (vs. does not pay attention in class: reads, sleeps or whispers during student, instructor, guest speaker presentations)		
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	Voice projection is appropriate for the setting (vs. voice projection is too low or too high for setting). Usually uses language and grammar appropriate (vs. frequently makes grammatical errors).		

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Effective Communication Skills Writing	Relatively error free written communication, using vocabulary appropriate to the audience. Type or level of errors does not interrupt meaning (vs. multiple sentence structure or spelling errors that interrupt meaning on multiple written assignments) Good organization and development of ideas.
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Speech & Debate Halpin— M Syllabus

WK: Speech and Debate - COMM 291 - 01

Instructor: Marcy Halpin
Office: 214 Spalding Hall

Mailbox: Humanities Division, Spalding Hall, 111-A

Email: mlhalpin@lcsc.edu

Phone: 792-2905, (my office & voicemail)

792-2307, (Humanities Department)

Office Hours: Mon. 12:30 - 2:30 and Tues. 3:00 - 5:00

& By appointment

Note: Please make use of my office hours if you need help. If you cannot attend my office hours, please feel free to make appointments with me. I live only a short drive from campus and am on campus often. While I am happy to talk to you outside of office hours, to ensure that I can meet with you without distraction during such outside times, please try to make an appointment.

I teach at the following times & places:

204-04	Public Speaking	M W	10:30 -	11:45	@ ACW 135
291-01	WK: Speech & Debate	M	3:00 -	5:00	@ MLH B32
499-01	Sr. Research Project/Seminar	T TH	10:30 -	11:45	@ LIB ICC
380-01	Ethical Issues in Comm	T TH	1:30 -	3:00	@ SGC 122

Your Instructor:

I am here to help you learn, but you are also responsible for guiding that process. Please feel free to ask any question. No question is too insignificant. My office hours are for your assistance. Please take advantage of them. Also, I will be checking my email at least twice every day, probably after my first class in the morning (around noon) and later in the evenings (probably around 9 or 10 p.m.,). I also usually check my email during office hours and on weekends.

Required Materials & Readings:

Ericson, Jon M., Murphy, James J., and Zeuschner, Raymond Bud. (2011, 1961) *The Debater's Guide.* Fourth Edition. Carbondale, IL: Southern Illinois University Press.

ISBN: 978 - 0 - 8093 - 3034 - 8

Any Supplementary Materials provided in class.

Speech & Debate Halpin— M Syllabus

Videotaping:

Some speeches/debates in class *may* be videotaped. These speeches are videotaped for the purposes of evaluation, feedback and/or self – evaluation.

Course Description:

This class is designed to encourage, enhance, and engage students in advanced speech and debate activity. This course will concentrate on developing skills necessary to deliver and compose effective public speeches, as well as effectively engage in argument. This course emphasizes the "art" of speech by focusing on presenting artfully prepared information or argumentation as well as through routine exercises in impromptu speaking. Moreover, the class explores advanced argumentation in formal debate settings. Speech content will be considered as important as style and delivery. This class should help you not only with speaking and with feeling comfortable in front of an audience, but with *research*, *organization*, *critical thinking*, *problem solving*, *and listening skills*.

Learning Outcomes:

- Differentiate between different styles of competitive debate
- Identify and Explain the theoretical principles argumentative case construction
- Engage in the practice of argumentation and refutation.
- Explain the characteristics of different categories of speech events.
- Practice the art of Impromptu speaking
- Exposure to the competitive speech & debate environment

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education Endorsement

- Debate #1: This course will assess your ability to construct and organize and defend an argument, which is linked to "Performance Standard #5 "the theory, principles, and practices of debate, argumentation, logical reasoning, and competitive speaking," of the Idaho Standards for Speech and Debate.
- *Tournament or Public Debate Participation:* This course will assess your ability to perform in a competitive or public setting, which is linked to "Performance Standard #6: Provides opportunities for students to participate in debate and speaking events" of the Idaho Standards for Speech and Debate.

Class Structure:

Given that class is designed as a workshop in Speech & Debate, the class sessions will be structured in a $\frac{1}{2}$ and $\frac{1}{2}$ format $-\frac{1}{2}$ of each day's class will be content based, $\frac{1}{2}$ of each day's class will be exercise or debate or impromptu based.

Classroom Conduct:

Speech & Debate Halpin— M Syllabus

I respect my students and try to create a comfortable learning environment. However, it is also your responsibility to create and help maintain such an environment. Debate requires respect for the speaker, the audience, the subject matter, and the ideas presented. Please note that respect for ideas does not necessarily mean "agreement" with those ideas. I highly encourage disagreement and discussion. However, snickering, laughing, whispering during others' speeches is intolerable. Such actions *or* harassment of any kind creates a hostile environment that is completely unacceptable. Moreover, I ask that you please refrain from reading newspapers during class and that you please turn off your cell phones or beepers.

Attendance and Tardy Policy:

This is a speech and argument workshop. It is a small class, you need to attend, which means I request your presence both physically and mentally. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor's note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate documentation and schedules to verify their absences for travel, etc.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a reasonable period of time. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

ALSO NOTE: Frequent unexcused absences may result in the reduction of your final grade including a final grade of "F" given.

Also, keep in mind that absences will affect your class-participation grade *and* your evaluations grade—missing peer and/or self evaluations will receive a zero for the day (*See course assignments and grading*).

Policy Regarding Class Notes:

I strongly believe that there is a value in note "taking" and that writing things down (or typing them) helps you remember and digest the material. As such, I do not distribute my lecture notes or my power points to students (with the exception of certain "review" quiz show formats). That said, if you miss class for some reason, it is your responsibility to get the notes from one of your classmates. Requests made to me for class notes will be unsuccessful. This means that you should be kind to your classmates and foster positive working relationships with them. Consistent with this philosophy, I also prohibit the photography or video-recording of class lectures and slides. As some of you may know, I try to use media examples in my teaching and in my powerpoints, and thus maintaining control of my slides and limiting their distribution also limits the potential distribution of copyrighted material. As the OWL at Purdue explains regarding 'Fair Use', "Using copyrighted images in a classroom PowerPoint presentation is more acceptable than making the presentation available online or putting the images on a website.... Make the

Speech & Debate Halpin— M Syllabus

new use available for the shortest amount of time to the smallest group possible" (OWL, http://owl.english.purdue.edu/owl/resource/731/1/).

Academic Integrity & Judicial Affairs:

Students in this course will be expected to comply with the <u>Lewis-Clark State College's policy on academic integrity</u>. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College's guidelines on academic integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating College Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work <u>and</u> speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences.

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.

Disability Services:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me.

If you have a disability for which you are or may be requesting an accommodation, you are encocuraged to contact both your instructor and register with the Disability Services Office, RCH 111. Disability Services reviews documentation related to a student's disability, provides verification of the disability, and recommends suitable accommodations for specific courses.

FERPA:

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that (1) students must be permitted to inspect their own "education records" and (2) "school officials" may not disclose personally identifiable information about a student without <u>written permission</u> from the student. For further information on FERPA and LCSC's directory information policy, visit <u>www.lcsc.edu/registrar</u> or call 208-792-2223.

Speech & Debate Halpin— M Syllabus

Assignments and Grading: (1& 2 Credit Enrollments will have variations)

3 Credit Enrollment

) Cicali Ellionnich		
Debates (2)	2 @ 100 pts each	200 pts
Written Argument / Case	2 @ 100 pts each	200 pts
(1 Affirmative & 1Negative)		
MidTerm Exam	1 @ 100 pts each	100 pts
Extemporaneous/ Impromptu /SPAR Performances	5 @ 10 pts each	50 pts
Current Events Articles and/or Editorials	5 @ 10 pts each	50 pts
Participation (Arguing/ Debating/ Working through	1 @ 100 pts each	100 pts
Arguments In Class) Allowed 1 Absence		
Tournament <i>or</i> Public Debate Participation	1 @ 100 pts each	100 pts
FINAL (Prepared Speech EVENT) –	1 @ 100 pts	100 pts
	TOTAL =	900 pts
2 Credit Enrollment		
Debates (2)	2 @ 100 pts each	200 pts
Written Argument / Case	2 @ 100 pts each	200 pts
(1 Affirmative & 1 Negative)		
MidTerm Exam	1 @ 100 pts each	100 pts
Extemporaneous/ Impromptu /SPAR Performances	4 @ 10 pts each	40 pts
Current Events Articles and/or Editorials	3 @ 10 pts each	30 pts
Participation (Arguing/ Debating/ Working through	1 @ 100 pts each	100 pts
Arguments In Class) Allowed 3 absences		
Tournament or Public Debate Participation	1 @ 100 pts each	100 pts
FINAL (Prepared Speech EVENT)	1 @ 80 pts	80 pts
	TOTAL =	850 pts
1 Credit Enrollment		
Debates (2)	2 @ 100 pts each	200 pts
Written Argument / Case	2 @ 100 pts each	200 pts
(1 Affirmative & 1Negative for debates)		
MidTerm Exam	1 @ 100 pts each	100 pts
Extemporaneous/ Impromptu /SPAR Performances	3 @ 10 pts each	30 pts
Current Events Articles	2 @ 10 pts each	20 pts
Participation (Arguing/ Debating/ Working through Arguments In Class) Allowed 4 absences	1 @ 100 pts each	100 pts
Choice of	1 @ 100 pts each	100 pts
Tournament or Public Debate Participation or Final Speech In- Class	- (5) 100 pto cucii	100 pts
Ciuo	TOTAL =	750 pts

Speech & Debate Halpin— M Syllabus

Debates:

All Students will participate in 2 in-class "formal" debates. Depending on class-enrollment, and class-size, students will participate in 2-person vs. 2 person debates or 2 1 person v. 1 person debates (1 person v. 1 person will be substituted if class enrollment does not permit 2 person debate). Failure to show up on scheduled performance day, will result in a 0 for the assignment.

Written Arguments/Case:

Participation in any form of debate requires preparation of arguments in advance. Students will work on preparing their arguments in advance. An argument for an Affirmative Debate And an Argument for a Negative Debate. Affirmative Teams get to choose the Proposition (Topic of the Debate).

Extemporaneous / Impromptu / SPAR Performances (Credit Variation)

Virtually every week in class, students will practice/perform an exercise in extemporaneous or impromptu performance. Extemporaneous /Impromptu is individual in orientation. SPAR Performances stand for "spontaneous argumentation" and are impromptu debates performed against another individual in the class on general topics that everyone should be able to generate opinions about.

Current Events Articles: (Credit Variation)

As preparation for extemporaneous speaking events, making arguments, and debate events, each student will come to class each week of the semester with one article discussing a current issue or event in the world. Articles should come from either news magazines (Time, Newsweek, US News, the Economist, Popular Science, etc) or major news websites (CNN, BBC, Reuters) or major newspapers (NYT, Chicago Tribune, Washington Post, Wall Street Journal, LA Times). Local newspaper articles are okay, but students should choose relevant national headline stories... *from which arguments can be made.*

Tournament or Public Debate Participation: (Credit Variation)

This class is structured to support, enhance, encourage participation in Speech and Debate. The Speech and Debate team aims to travel competitively and to perform at least one public debate each semester. Enrolled students are expected to participate in at least one of these activities/events (either a tournament or the public debate). If a student attends a competitive tournament, the student is expected to participate in 2-3 events. Failure to show up on scheduled performance day, will result in a 0 for the assignment. Single Credit Enrollments may choose between this option and a "final speech" (delivered in class) <u>Students who participate in more than one public debate or tournament may waive the Final Speech.</u>

FINAL: Speech - Informative or Persuasive:

Speech & Debate Halpin— M Syllabus

For their final, students will prepare one competition quality speech/oratory piece in the class. Speeches must be high quality, organized, cohesive pieces, with all components of an introduction, body, conclusion, with source citation. Visual aids, if used must be effectively used and of professional quality. Failure to show up on scheduled performance day, will result in a 0 for the assignment. This speech may be a "revision" of a speech delivered by you in another class. The idea is to hone a speech to its best quality.

Class Participation: (Credit Variation on Attendance)

Because this class is run in a speech and debate workshop format, participation is heavily weighted and expected. Participation may include in-class activities, exercises, and quizzes, if necessary. Students enrolled for 3 credits are allowed 2 absences, enrolled for 2 credits allowed 3 absences, enrolled for 1 credits allowed 4 absences.

Participation from all members of the class constructs a community that both enacts and fosters an understanding of the concepts encountered over the course of the semester. However, active participation is more than reckless argument or mindless chat. In forming such a community, I expect that students will complete oral and written assignments in a timely and enthusiastic manner, show respect and consideration for classmates and instructor; frequently provide positive, relevant, original and/or thought-provoking contributions to discussion and debates; and show attentiveness through active listening. *A failing grade in participation* is obtained by: a failure to complete assignments, failure to attend class, failure to contribute to discussion on at least a minimal level, showing disrespect toward classmates or instructor via offensive or inappropriate contributions or remarks, inappropriate behavior during other students' speeches.

Schedule:

Attached, please find a *tentative* schedule for the semester.

Speech & Debate Halpin— M Syllabus

Syllabus Addendum

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

Updated August 2011

Welcome to Comm 301-60 – Online Introduction to Media Relations



Hello and WELCOME to your selected communication course!

"Effective communication" of all forms has become a notable necessity, regarded by businesses as the "most desired trait and skill" looked for in employees. Not only are businesses demanding and in need of this noted skill but our family lives, personal relationships, and activities are requiring it more and more for an enjoyable stable existence.

That's why I am here to teach, coach, and facilitate you and your classmates in better communication via Media Relations-Online. I live in Lewiston Idaho and have been teaching communication courses for 25 years. I have a Ph.D. in Communication, Education, Counseling/Psychology, with graduate and undergraduate degrees in Radio/TV, Communication, Theatre/Dance Management and a secondary teaching certificate. I have worked in the business sector in Public Relations and Marketing, and in the private sector as a Life Coach and Counselor. I love being outdoors exercising, hiking, riding horses, and reading. While collaborating with the students, I find that not only do the students gain new insights, skills, knowledge, training, and confidence but I also gain. I appreciate the dual benefits.

My email address is <u>tastory@lcsc.edu</u>, and phone number is 208.792.2575. Please feel free to email or call with any concerns, questions, or input you may have in regards to this class. Do not hesitate. Best communication is through the course email or the email above.

Responsible engagement and interaction is expected in this class. Readings, assignments, presentations, and discussions are scheduled in advance. You should have no problem being punctual in submitting your work. Please inform me if any extenuating circumstances arise – so we may deal with the matter appropriately.

Being a student isn't easy. It does take time, effort, cooperation, and work. Organization and preparedness are your salvation tools. The philosophy of "JUST DO IT!" is the best encouragement and ideal for ownership – remember this <u>throughout</u> the semester and you'll do well.

The course syllabus and schedule will help guide you through this course. Please keep and refer to it regularly. Since your communication gains are what are in sight for this course – it can be interesting and enjoyable for us all, as well as an excellent growth and learning experience. I am looking forward to delving into this semester with you.

ENJOY!!



SYLLABUS: Comm 301-60 -- Introduction to Media Relations - ONLINE

Contact Information:

Instructor: Dr. Traci A. Story

Address: Lewis-Clark State College

e-Learning Services

500 8th Ave., Sam Glenn Complex Rm. 212

Lewiston, ID 83501

http://www.lcsc.edu/e-learning/

Office: 305 Spalding Hall, LCSC Campus, Lewiston Idaho

Phone: 208.792.2575 (brief message – who, what, where, when etc...)

Emergencies: Cell - 509.994.0946

Email: <u>tastory@lcsc.edu</u> (best & brief, short 4 liner)

Required Texts:

Howard, C.M. and Mathews, W.K. (2013). *On Deadline: Managing Media Relations (5th Ed.)* Longrove, IL: Waveland Press. ISBN: 978-1-478-60340-5

Wilcox, D.L, Cameron, G.T., and Reber, B.H. (2015). Public Relations: Strategies and Tactics (11th Ed.)
Boston, MA: Pearson. ISBN: 978-0-205-96064-4

Diggs-Brown, B. (2013). *The PR Style Guide*. Belmont, CA: Wadsworth/Thomson. ISBN: 978-1-111-34811-3

Kessler, L. and McDonald, D. (2012). When Words Collide: A Media Writer's Guide to Grammar and Style (8th Ed.) Wadsworth. ISBN: 978-0-495-57240-4

Course Description:

COMM 301 provides an overview of the principles and styles of TV, radio, Internet and print media, public relations history, audiences, ethical practices and necessary skills for effective media relations in the 21st century. *This course is Writing, Discussion, and Presentation Integrated.*

No pre-requisite courses are required however you will need to know how to execute and utilize a variety of resources demonstrating your proficiency in writing an essay paper, background research paper, use of a digital recorder or webcam and accessories, give a professional oral presentation, and demonstrate basics in MR/PR writing – media plan, contact lists, pitch letter, news releases, fact sheet/FAQ's, photos, features, ANR or VNR, social media, and webpage design.

Go to Weekly Unit and Weekly Discussion along with Assignments on the Course Introduction Homepage to find weekly readings, assignments, exercises, and discussion topics w/directions. Plus, PR chapter PowerPoint lecture presentations are found on the weekly unit homepages. These Unit Pages are your lifeline to keeping you on top of the course -- be sure to follow closely the instructions.

Course Objectives:

As a result of the practice and instruction afforded by this class, a student should be able to:

- 1. Students will be expected to identify and discuss major theories of public relations.
- 2. Students will be expected to demonstrate competence in the following areas through identifying writing, explaining, analyzing, discussing and presenting:
 - a. written news releases
 - b. written public service announcements
 - c. analyze media kits, social media, and web pages
 - d. explain the nature and elements of effective media campaigns
 - e. analyze and strategize for relevant audiences
 - f. demonstrate basic editorial policy
 - g. demonstrate the importance and strategies of developing relationships with members of the media
 - h. manage crisis situations
 - i. develop, implement and manage internal organizational media relations
 - j. evaluate media relations campaigns and strategies
 - k. create an effective media kit through utilizing a variety of resources
 - 1. organize and employ methods that enhance source credibility
 - m. analyze a media audience and tailor a presentation to fit
 - n. present ideas using effective style and delivery
 - o. develop and present with creativity and persuasion using sound reasoning and evidence
 - p. identify and implement ethical effective strategies for the purpose of informing or persuading an audience

Idaho Foundation Standards for Communication Arts/Speech and Debate Secondary Education Endorsement:

• Final EMK (Electronic Media Kit) Project in this course will demonstrate (written and oral) the importance of audience analysis and adaptation, identified in Performance Standard Three of the Idaho Standards for Communication Arts.

Materials Needed:

- * Textbook
- * Presentation Materials
- * Access & create a Youtube.com or a Photobucket.com account immediately
- * Access to a digital video recorder/smartphone/campus digital room- ACW 135
- * Audience members for presentation (min. 5 adults) Professional setting (classroom, church, office, auditorium, library......)
- * PowerPoint Presentation Materials

Projects:

"Read this First-bb9Technical Guide" (Assignment)	10
Letter & Contract Document (Assignment)	10
Communication Apprehension (CommApp) (Assignment)	10
	20
Communication Apprehension (CommApp) (Assignment) Introduction Speech (2-3 min.) – video (Discussion Board)	2

Discussions - Post & Respond (per topic, weekly) (Discussion Board)	230
Media Kit Prep – Company Background Paper (Assignment & Disc. Board)	30
Media Kit Prep – Media Plan, Contact List, and Pitch(Intro) Letter (Assignment & Discussion Board)	30
Media Kit Prep News Release and Fact Sheet (Assignment & Discussion Board)	30
Media Kit Prep – Photos, Features, Social Media, (extra)-Webpage (Assignment & Discussion Board)	30
Media Kit Prep – ANR (audio news release) or VNR (video news release) (Assignment & Discussion Board)	30
Final Project – Complete Electronic Media Kit (EMK) & Oral Presentation (Assignment & Discussion Board)	100
Course Experience Evaluation Paper (Assignment)	20
Participation, effort, attitude	50
Attendance - Monday Check-in	<u>70</u>
TOTAL	670
(projects & points subject to change as needed) 670 Total Points	

Grading Scale:

93 – 100%	A	83 – 86.9%	В	73 – 76.9%	С	60 - 66.9%	D
90 – 92.9%	A-	80 - 82.9%	B-	70-72.9%	C-	59.9%	F
87 – 89.9%	B+	77 – 79.9%	C+	69 -67%	D+		

Course Expectations and Policies:

Your approach to this type of course will need to be one of taking initiative and being pro-actively involved. The learning of this material will be your responsibility with my facilitating, supplying of content, and coaching in assignments, discussions, and presentation. This course is based on your own initiative and participation to glean the most from this experience. Mondays will be the start of class (check-in), working through the week to the next Monday (assignments being due on "Deadline Monday"). Class discussions will begin on Wednesdays and continue through Sunday Midnight. It is imperative you stay on top of the readings, assignments, discussions, and the schedule. Please stay on schedule so that the discussions can be thought provoking and applicable to the readings, assignments, and task at hand. Discussions should be posted no later than Saturday evenings so that your classmates may be able to respond by Sunday. If you can post/respond sooner – feel free too.

Don't hesitate to connect with a few people in the class - exchange email and phone numbers if need be -- work together. This may be your first internet class or you may be an 'old pro' -- don't hesitate to jump right in -- get familiar with the course set-up utilizing all your resources - textbook, websites, etc... Be sure to save or keep copies of all your work throughout this course including the syllabus and schedule.

Right off -- be sure to read through the "Read this First"-'Technical Guide '(left sidebar) on the Course Homepage. This will assist in the course running smoothly for you and give you tips on how to manage a Blackboard course as a student.

If you find you have technical difficulties, contact the helpful LCSC technical staff at blackboard@lcsc.edu.

Attendance:

Attendance will be taken with a weekly check-in on Mondays. All you need to do is go to the discussion thread on Monday for that Weekly Check-in and say "hi - I am here - ready to go for the week". Be sure to identify yourself on the discussion line (example - "Susan K. - Checking In") This allows us to stay in contact and helps to stay focused with the course. Attendance is also monitored within your interactive discussions throughout the week. Points are given for attendance and participation -- do not hesitate to make yourself known in class with thought provoking, stimulating, insightful, polite interactions in your postings, responses, and comments. Personal interactions should be done through the course email system.

Discussions:

Discussions will need to be active, engaging, and thought provoking. Courtesy to one another is mandatory. Be sure to use proper and thorough grammar as if you are writing for the public -- please stay away from use of slang, abbreviations, and inappropriate language. Points will only be given for thorough postings and responses, not for short, abbreviated, lacking integrity and content postings and responses. Once again, be sure to identify yourself on the main discussion line (ex: "Susan K. – Interview of a PR/MR Professional").

** **Postings** must be done well before Sunday so that your classmates have time to respond. Points will be taken off of discussion postings if they are submitted on Sundays or later - **Responses** are okay for Sundays.

Your **postings** should be at least a <u>1/2 page</u> paragraph or two with the text and your combined insights of the assigned discussion topic(s). **Responses** need to be respectful, focused, thought-provoking, and encouraging. The responses need to be at least a paragraph or two with acknowledgement of the post and your insightful response. The responses are about the classmates post, not just about you. **One liners will not be acceptable for your required responses (i.e.: "that's great" or "I agree")**. Put some thought into your responses, maybe even end with a provoking question or two.

**Important Note: You will be required to post per discussion topic plus respond to a posting per discussion topic via textbook and insights. For example, one week you may have a <u>posting</u> for "Speaker Interview" and Chapter 5. Besides these two postings you will do, you also will be required to <u>respond</u> to a classmates posting of each. Please do not respond to the same individual each week. Mix it up a bit. If you see that someone's posting has not been responded to -- you respond. Discussions begin on Wednesday of each week and continue through Sunday Midnight. My advice to you is to post and respond ASAP! Do not wait to the last minute to do you posting and responding. Please do not limit yourself to only two or three responses -- if you feel you can add insightful, thought-provoking contributions, please feel free to as many as you like -- however, be sure to do the minimum.

As the instructor, I will facilitate and observe these discussions, but you and your classmates will be the primary motivating factors in this experience. I will only intervene or give comment when I feel I am needed -- so the discussions are your ball game - show me what you can do. There are approximately two-three discussion postings/responses per week!

We have a good size class -- we do not want anyone to get lost. So please include people, give people opportunities to interact, and encourage one another. The discussion portion of the course is what will make or break (give/get the most benefit) of this course for you, along with your demonstration of competency (identifying, analyzing, writing, discussing, explaining, creating, developing, organizing, and presenting) the materials along with a final project of creating and presenting a media kit for a business of your choice.

Be engaged. Be thoughtful. Participate.

Assignments & Presentations:

This course is primarily made up of readings, power point lectures, discussions, assignments, and two

presentations. There will be no tests at this point in the design of the course. You will need to display your learning, knowledge, experiences through the discussions, assignments, and presentations. If this doesn't seem to be working for the class we may change this design, if needed. But I truly believe you can gain the knowledge and experience based on the goals of this course through pro-actively engaging in the current design.

The assignments and presentations will be required for the course will be due on "Deadline Monday" by 11pm. Check the schedule for assignment and presentations deadlines and their requirements. **Plan ahead** if need be --you know your schedules. All assignments are due on said deadline dates. No late assignments accepted. All assignments will need to be presented in a concise, neat, proper, and professional format. Just a reminder 'discussion postings and responses' are different than the 'assignments and presentations' – discussions & responses are weekly and are done between Wednesdays and Sundays each week unless otherwise posted (note instructions above).

Assignments and presentations for this course include and (where they are submitted):

"Read this First-bb9Technical Guide" (Assignment)
Letter & Contract Document (Assignment)
Communication Apprehension (CommApp) (Assignment)
Introduction Speech (2-3 min.) – video (Discussion Board)
Media Kit Prep – Company Background Paper (Assignment & Disc. Board)
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Media Kit Prep – ANR (audio news release) or VNR (video news release) (Assignment & Discussion Board)
Final Project – Complete Electronic Media Kit (EMK) & Oral Presentation (Assignment & Discussion Board)
Course Experience Evaluation Paper (Assignment)

The <u>Introduction Speech</u> (submit active hyperlink - Discussion Board) and <u>Final Project - EMK</u> (submit also as its' own file) & <u>oral presentation</u> (submit active hyperlink - Assignment & Discussion Board) will be recorded onto a digital camcorder/smartphone/webcam, uploaded to Youtube.com and then you will submit the active hyperlinks to their perspective locations for review by the instructor and classmates for feedback (deadline dates given on the Syllabus Schedule and Assignment pages).

Prepare ahead of time - do not let the deadlines "come up and get you"! Other assignments will be turned into the instructor via 'assignment link' located on the course. Various textbook readings and projects (ex: Media Kit review & Professional Interview) will be used for **discussions and responses**. As you can see -- this course is designed with your **active participation** in mind.

Textbook and PowerPoint Lectures:

Textbooks are required for this course. Be sure to familiarize yourself with their content. Read each chapter in your textbook and utilize any online resources for your own advancement and familiarity. Utilize the student book

companion websites --- excellent resources are at your disposal. They can aid in your learning and applying communication, developing your media and public relations knowledge and skills, and giving presentations in building your confidence and ability to demonstrate your skills and techniques. These resources will also aid in your assignments, presentations, and discussion postings and responses. Take advantage of them!

Chapter PowerPoint Lectures can be found in the Weekly Units and also on the left side bar for each of the chapters covered in the PR textbook. Be sure to start your week with a preview of the chapter PowerPoint lectures and end your week with a review of the same PowerPoint lectures. You will notice advancement in your awareness and knowledge on the chapter material by doing this process of **preview and review**. The chapter PowerPoint lectures are quite thorough and helpful.

Response Policy:

The instructor will reply to course emails within 48 hours and outside emails within 24 hours. You will receive assignment feedback and grades within one to two weeks of assignment submissions.

Getting Help:

If you get stuck on an issue, do not hesitate to get help. Don't forget that your classmates can be an excellent resource. Sometimes talking through problems can help clarify topics and teaching others is an effective way to learn. The Writing Center is another vital resource. It is located in the LCSC library. There, students who have taken this or similar classes are available to help. Of course, I am also here to help you.

Academic Support Services:

TRIO Academic Services webpage: http://www.lcsc.edu/trio/

Research and Writing:

- LCSC writing center webpage: http://www.lcsc.edu/writing-center/
- LCSC Library homepage: http://www.lcsc.edu/library/
- Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/

Blackboard's On Demand Learning Center for Students: http://ondemand.blackboard.com/students.htm

Technical Support:

If you are having technical difficulties with Blackboard or computer problems, you should contact Distance Learning or IT for help.

For help with Blackboard:

- Blackboard helpdesk phone: 208-792-2635
- Blackboard helpdesk email: <u>blackboard@lcsc.edu</u>
- Helpdesk hours: M-F from 8am-5pm, PST
- Distance Learning website: http://www.lcsc.edu/e-learning/
- Blackboard's Accessibility webpage: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

For help with LCMail and WarriorWeb:

- IT Helpdesk phone: 208-792-2231
- IT Helpdesk email: <u>helpdesk@lcsc.edu</u>
- IT Helpdesk hours: M-F from 8am-12pm and 1pm-5pm
- IT Helpdesk website: http://www.lcsc.edu/it/for-students

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Illegal File Sharing Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the <u>VP for Student Affairs' web page</u>.

Diversity Vision Statement Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities. **Updated January 2014

Miscellaneous:

Extenuating circumstances? Please feel free to contact me. Let's keep the lines of communication open. Academic Integrity: The guidelines for academic integrity as outlined in the student handbook are followed in this course. In particular, plagiarism (presenting others ideas as your own without crediting the source), knowingly allowing another person to turn in material you generated as his/her own, and cheating will not be condoned.

Course Schedule

(along with Discussion & Assignment Descriptions)

'At a Glance'

*Discussions begin Wednesday & end Sunday Midnight

(<u>postings</u> should be done well before Saturday/<u>responses</u> by Sunday –may post/respond early if needed – <u>all</u> discussion topic threads need to have at least one to two responses each) *All <u>Assignments</u> are due on 'Deadline Mondays' by 11 PM (unless otherwise noted)

Dates	Activity
Week 1 Jan 19-22: Intro Self, Tech Guide, Letter/Contract & CommApp Read & Prep for Week 3: PR Chapters 1-4 OD Chapters 1-4,6	Welcome! Course Intro, Review of Syllabus & Schedule Discussion (starts Wednesday - ends Sunday midnight): Check-In Monday & Intro Self Preview/Review: PR Chapters 1,2,3,4 Power Point Lectures Read & Prep: PR Chapters 1-4; OD Chapters 1-4,6 Assignment: Tech Guide, Letter/Contract & CommApp Reflection, due next week- Mon.
Week 2 Jan 25-29: Due: Tech Guide, Letter/Contract & CommApp Intro self-video Wed. –Discussion Board Read & Prep for next week: PR Chapters 1-4 OD Chapters 1-4,6 Week 3	Assignment Due (Monday): Tech Guide, Letter/Contract & CommApp Reflection Discussion (starts Wednesday - ends Sunday midnight): Check-In: Monday Intro self- video - post (due Wednesday) Preview/Review: PR Chapters 1,2,3,4 Power Point Lectures Read & Prep: PR Chapters 1-4; OD Chapters 1-4,6 Discussion (starts Wednesday - ends Sunday midnight):
Week 3 Feb 1-5:	

	PR Chapters 1-4; OD Chapters 1-4,6			
Read & Prep for next week:	Explore/Choose/Review 2 Electronic Media Kits – eval each			
PR Chapters 5-8				
OD Chapters 7,10	Preview/Review:			
	PR Chapters 5,6,7,8 Power Point Lectures			
	Read & Prep:			
	PR Chapters 5-8; OD Chapters 7,10			
Week 4	Discussion (starts Wednesday - ends Sunday midnight):			
Feb 8-12:	Check-In: Monday			
	PR Chapters 5-8; OD Chapters 7,10			
Read & Prep for next week:	Interview MR/PR Professional 1 page write-up			
PR Chapters 9-12				
OD Chapters 9,11	Preview/Review:			
	PR Chapters 9,10,11,12 Power Point Lectures			
Intro & Prep:				
Final Prjt: Student Electronic Media Kit (EMK) &	Read & Prep:			
Presentation (due 4/25)	PR Chapters 9-12; OD Chapters 9,11			
Wools 5	Discussion (starts Wednesday - ends Sunday midnight):			
Week 5 Feb 15-19:	Check-In: Monday			
Feb 15-19:	PR Chapters 9-12; OD Chapters 9,11			
Read & Prep for next week:	Choose YOUR Company (EMK) - ideas			
PR Chapters 13-16				
OD Chapter 5	Preview/Review:			
OB Chapter 3	PR Chapters 13,14,15,16 Power Point Lectures			
Intro & Prep:	Read & Prep:			
Company Background Paper (due 3/7)	PR Chapters 13-16; OD Chapter 5			
Week 6	Discussion (starts Wednesday - ends Sunday midnight):			
Feb 22-26:	Check-In: Monday			
	PR Chapters 13-16; OD Chapter 5			
Read & Prep for next week:	D			
PR Chapters 17-21	Preview/Review:			
OD Chapter 8	PR Chapters 17,18,19,20,21 Power Point Lectures			
Intro & Prep:	Read & Prep:			
Media Plan, Contacts List, Pitch(Intro) Ltr (due 3/14)				
Week 7	Discussion (starts Wednesday - ends Sunday midnight):			
Feb 29- Mar 4:	Check-In: Monday			
	PR Chapters 17-21; OD Chapter 8			
Read & Prep for next week:	-			
PR Guide Chapters 4,6,7,8,14	Preview/Review:			
	NO PowerPoint lectures			
Intro & Prep:	Read & Prep:			
News Release, Fact Sheet/FAQ's (due 3/21)	PR Guide Chapters 4,6,7,8,14			
	- "I			

Week 8	Assignment Due (Monday): Company Background Paper
Mar 7-11:	Discussion (starts Wednesday - ends Sunday midnight):
<u>Due:</u> Company Background Paper	Check-In: Monday Company Background Paper
Read & Prep for next week: PR Guide Chapters 2,9,11,15,16	PR Guide Chapters 4,6,7,8,14
Intro & Prep:	Preview/Review: NO PowerPoint lectures
Photos, Features, Social Media (due 4/4) Extra: Webpage	Read & Prep: PR Guide Chapters 2,9,11,15,16
Week 9	Assignment Due (Monday): Media Plan, Contacts List, Pitch(Intro) Letter
Mar 14-18:	Discussion (starts Wednesday - ends Sunday midnight):
<u>Due:</u> Media Plan, Contacts List, Pitch(Intro) Letter	Check-In: Monday Media Plan, Contacts List, Pitch(Intro) Letter
Read & Prep for next week: PR Guide Chapters 3,5,10,12,13	PR Guide Chapters 2,9,11,15,16
Intro & Prep:	Preview/Review: NO PowerPoint lectures
ANR - audio news release & VNR – video news release (due 4/11)	Read & Prep: PR Guide Chapters 3,5,10,12,13
Week 10	Assignment Due (Monday): News Release, Fact Sheet/FAQ's
Mar 21-25:	Discussion (starts Wednesday - ends Sunday midnight):
<u>Due:</u> News Release, Fact Sheet/FAQ's	Check-In: Monday News Release, Fact Sheet/FAQ's
Read & Prep for next week: NO reading – review if needed for prep	PR Guide Chapters 3,5,10,12,13
Prep:	Preview/Review: NO PowerPoint lectures
Photos, Features, Social Media (due 4/4) Extra: Webpage	Read & Prep: review where needed & prep upcoming materials
Week 11	Spring Break – Enjoy!
Mar 28-Apr 1: Spring Break	- F 2
Week 12 Apr 4-8:	Assignment Due (Monday): Photos, Features, Social Media Webpage(extra)
<u>Due:</u> Photos, Features, Social Media Webpage(extra)	Discussion (starts Wednesday - ends Sunday midnight): Check-In: Monday
Read & Prep for next week:	Photos, Features, Social Media Webpage (extra)

NO manding manious if manded for mron	Final Project planning ideas
NO reading – review if needed for prep	Final Project planning ideas
Prep:	Preview/Review:
ANR - audio news release & VNR – video news	NO PowerPoint lectures
release (due 4/11)	
	Read & Prep:
	review where needed & prep upcoming materials
	Assignment Due (Monday): ANR - audio news release or
Week 13	VNR – video news release
Apr 11-15:	<u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday
Due: ANR - audio news release or VNR – video	ANR - audio news release or VNR – video news release
news release	Final Project planning ideas
	Preview/Review:
Prep:	NO PowerPoint lectures
Student Electronic Media Kit (EMK) & Presentation	
(due 4/25)	Read & Prep:
	review where needed & prep upcoming materials
Week 14	Prep 'Final Project' – Electronic Media Kit (EMK) &
Apr 18-22:	Oral Presentation
Check-In NO Discussion - Prep Final Project	Due: Monday 4/25
Check-iii NO Discussion - Trep Pinar Project	(upload video presentation to Youtube.com; submit EMK file
Prep:	/video link & course evaluation to Assignment Link; post
Student Electronic Media Kit (EMK) & Presentation	EMK & video presentation to Discussion Board)
	This is It!
	Assignment Due (Monday):
	'Final Project' – Electronic Media Kit (EMK) & Oral
	Presentation
FINAL Week	
Apr 25-29:	(upload video presentation to Youtube.com; submit EMK file
5	/video link & course evaluation to Assignment Link; post
Due: Final Project:	EMK & video presentation to Discussion Board)
Electronic Media Kit (EMK) and Oral	Discussion (starts Monday and ends Friday-no responses
Presentation video	accepted after Friday): Submit presentation video link to
	Discussion Board along with EMK file and respond to at least
Course Evaluation	two classmates, - give - feedback on format, content, and
	creativity
	SCE – formal class evaluations http://www.lcsc.edu/sce
	Have a super summer break!

Discussions and Assignments (details)

Weekly Discussions/Responses: due each week, worth approx 230 pts

Weekly discussions should be posted and responded to every Wednesday thru Sunday Midnight each week. Postings and responses should be content and experienced based with thought provoking statements, ideas, insights

and questions. These discussions should be timely according to topic (directions can be found on each Weekly Discussions and Weekly Unit Page), and expedient in timeframe allotted. When posting be sure to title your discussion line with your name & a brief version of the discussion topic (ex: Susan K.- MR/PR Professional Interview). Note resources available to aid in discussions – Weekly Units, textbooks and materials, websites, PowerPoint Lectures, fellow classmates input and insight and instructor coaching and feedback. Reflect and gain from your own personal experiences and those around you. Utilize all resources to enhance these discussion postings and responses.

Discussions will need to be active, engaging, and thought provoking. Courtesy to one another is mandatory. Be sure to use proper and thorough grammar as if you are writing for the public -- please stay away from use of slang, abbreviations, and inappropriate language. Points will only be given for thorough postings and responses, not for short, abbreviated, lacking integrity and content postings and responses. Once again, be sure to identify yourself on the main discussion line (ex: "Susan K. – MR/PR Professional Interview ").

Your **postings** should be at least a **1/2 page paragraph or two** with the text and your combined insights of the assigned discussion topic(s). **Responses** need to be respectful, focused, thought-provoking, and encouraging. The responses need to be at least a paragraph or two with acknowledgement of the post and your insightful response. **One liner's will not be acceptable for your required responses (i.e.: "that's great" or "I agree")**. Put some thought into your responses, maybe even end with a provoking question or two.

You will be required to post per discussion topic plus respond to a posting per discussion topic via textbook and insights. For example, one week you may have a **posting** for "Professional Interview" and Chapter 5 & 7. Besides these three postings you will do, you also will be required to **respond** to a classmates posting of **each**. Please do not respond to the same individual each week (these are called Discussion topic threads). Mix it up a bit. If you see that someone's posting has not been responded to -- you respond. Discussions begin on Wednesday of each week and continue through Sunday Midnight. My advice to you is to post and respond ASAP.

Do not wait to the last minute to do you posting and responding – discussions should be in by Saturday evening, so that your classmates will be able to respond to you in a timely fashion. Please do not limit yourself to only two or three responses - if you feel you can add insightful, thought-provoking contributions, please feel free to respond to as many as you like -- however, be sure to do the minimum.

The discussions and responses are meant to engage in student interaction with a demonstration of your knowledge and insight into the newly learned materials and your own experiences.

A reminder, that some of the assignments will be also be submitted on the Discussion Board for your classmates feedback. Be sure to read directions thoroughly on where you will be submitting your materials.

As the instructor, I will facilitate and observe these discussions, but you and your classmates will be the primary motivating factors in this experience. I will only intervene or give comment when I feel I am needed -- so the discussions are your ball game - show me what you can do. There are approximately two-three discussion postings/responses per week! The discussion portion of the course is what will make or break this course for you along with your assignments, presentations and final project.

Be engaged. Be thoughtful. Participate.

Assignments:

1) Read this First-Technical Guide bb9

2) Intro Letter w/contract & CommApp (PRCA)

Due Week 2 – Monday - worth 10 pts each, 30 total, Assignment Link

First, go to the "Assignments Link" on the left sidebar, open, and then select the link for the <u>"Read this First-Technical Guide bb9" Assignment</u>. Read, and briefly summarize (one full page typed, Word Document or rtf.)-the Technical Guide components and what it has to offer, submit properly.

Second, open the link "IntroLtrContract.rtf" and save it to your computer and then write a letter to me; telling me who you are on this document. Tell me of your strengths, weaknesses, fears, and goals. Discuss your worlds and how your roles in these worlds might affect your performance in this class. Please tell me what area of study you are in. Tell me what you expect to learn in this class and what your goals for the class are – how can I help you to achieve these goals? After you have written me the letter, please answer the questions about the course policies (page 2 of these document), so that I know you understand them. Save your assignments and then upload them using the 'assignment page' tool. Be sure to upload all documents -- then submit them together - remember to submit the assignment below too.

Third, CommApp (PRCA) Assignment: Website for survey - PRCA-24 Survey

You will then submit a Word document with your results and insights to the instructor via the 'assignment link'. Reflect on your fears, strengths, ways to overcome and benefits of public speaking.

Save the attached forms to your computer, write the letter and fill out the form. When you have finished creating and saving the file, attach your completed saved version and submit. Be sure you are finished with the assignment before submitting them all together.

<u>Special Note:</u> Preview Video Student Speech Samples on the Course Homepage before taping own speeches - look for style, format, organization, professionalism, use of VA's – these should help you prepare for your Introduction Speech and Final Presentation of your Electronic Media Kit (EMK).

Introduction Speech: Due January 27th (Wednesday) – worth 20 pts, Discussion Board

Introduction Speech: You will prepare a creative and insightful introduction of yourself, 2-3 minute speech. Suggestions: name, major, career, family, likes, dislikes, hobbies, interests, most embarrassing moment, favorite food, color, music, animals, etc...... You will video tape this presentation. You will be evaluated on creativity, content, attire, and visual aids (make sure they are visible on camera). Your camera is your audience for this presentation. Your camera person should be aware of these requirements. This is a semi-formal presentation meant to introduce yourself to the class and warm you up for the Final Presentation of you and your electronic media kit (EMK). You will have created a Youtube.com account (free), upload your video, for instructor and classmate viewing, evaluation, and feedback. Be sure to upload in a timely fashion – sometimes it takes a while to upload.

*This assignment will be submitted to the **Discussion Board – Week Two** for your instructors' and fellow classmates' review/response.

Media Kit Prep – Company Background Paper:

Due March 7th, worth 30 pts, Assignment Link & Discussion Board

Company Background Paper: You will create a creative written presentation paper on the background of the company you have chosen to create an Electronic Media Kit (EMK). Must be a company that you have given consideration for that is in need of a new or re-designed EMK. The background paper should contain information on the company's history, people, purpose, mission, product, past press, ideas for future, etc... Length should be no less than two full pages – four at the most, typed, double spaced, easily identifiable categories – well designed and laid out. Note this is a professional paper with purposeful and intentional information and should represent your 'best practice' of MR/PR Company Background written work. Use a style of writing that is consistent with

MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately for a professional paper.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Media Kit Prep – Media Plan, Contacts List, and Pitch (Intro) Letter: Due March 14th, worth 30 pts, Assignment Link & Discussion Board

Media Plan: You will create and design a thought-out Media Plan based off of your company background paper and needs of the company and required components of this course and your Final Project – EMK and Presentation. You will need identified components of your plan for the EMK and other assigned projects of course, key details, and deadline dates. Length of Media Plan should approximately two full pages – three at the most, typed, double spaced, easily identifiable categories – well designed and laid out. Note this is a professional paper with purposeful and intentional information and should represent your 'best practice' of MR/PR Media Plans. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Contacts List: After meeting with your company, you will identify, create, list contact information of prospective media and public companies that the EMK may be presented. A professional and detailed design will be executed in meeting the needs of the company and the required components of this course and your Final Project – EMK. Make sure the contact information includes: Purpose of List - identifying who and why you these particular contacts are on the list. Each contact will need: company name, contact person, complete street address, phone number, email address, and website (if available). Minimum of ten contacts should be on the list, no more than 20. Note this is a professional document with purposeful and intentional information and should represent your 'best practice' of MR/PR Contacts list development. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Pitch (Intro) Letter: You will design a creatively written media pitch (intro) letter to introduce your company and the media kit. Note: the components needed for a professionally written pitch letter (textbook and other resources may be used as a reference and resource) – include these in your one page, aesthetically pleasing and well worded letter, in which will be the first document in your EMK. This is usually the first thing a prospective client or media group will see – make the first impression impactful. This letter should contain bits of highlighted and eye catching information on the company's history, people, purpose, mission, product, press, features, ideas for future, etc... Length should be one full page typed appropriately designed and laid out. Note this is a professional paper with purposeful and intentional information and should represent your 'best practice' of MR/PR Pitch (Introductory) Letter. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Media Kit Prep – News Release and Fact Sheet/FAQ's:

Due March 21, worth 30 pts, Assignment Link & Discussion Board

News Release: You will create and design a thought-out News Release based off of your company needs and required components of this course. You will need identified components of a well written news release layout and then write one that will highlight your company's program, persons of interest, a product(s), event, etc... This

news release will be a part of your final EMK. Write according to new release format (refer to textbooks, websites, MR/PR professionals for design and qualified components necessary). Details and word usage are vital in the design of a news release. Practice your best practice here again. Length of written News Release should be approximately one half page to a one full page – two at the most, typed, double spaced, easily identifiable components – well designed and laid out. Note this is meant to be professional news release with purposeful and intentional information and should represent your 'best practice' of MR/PR News Release. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Fact Sheet/FAQ's: You explore, develop, and create a Fact Sheet with FAQ's (frequently asked questions) that highlights the goals and needs of the company's purpose for the media kit (company's program, persons of interest, a product(s), event, etc...). The fact sheet/FAQ's should accomplish two things: highlight interesting information that is relevant to the media kits purpose and to answer thoughtful questions ahead of time that the prospective viewer of the kit will have in regards to the company, product, event.... This Fact sheet/FAQ's will be a part of your final EMK. Write according to Fact Sheet/FAQ's formats (refer to textbooks, websites, MR/PR professional for design and qualified components necessary. Details and word usage are vital in the design of a Fact Sheet/FAQ's. Length of written Fact Sheet/FAQ's should be approximately two full pages, typed appropriately, double spaced, easily identifiable components – well designed and laid out. Note this is meant to be professional news release with purposeful and intentional information and should represent your 'best practice' of MR/PR Fact Sheet/FAQ's. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately if necessary.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Media Kit Prep – Photos, Features, Social Media, Webpage (extra): Due April 4th, worth 30 pts, Assignment Link & Discussion Board

Photos, Features, Social Media: You will creatively design a thoughtful and attractive layout of photos and interesting features of the company's purpose in the media kit that represent and highlight your company's program, persons of interest, product(s), event, etc... This layout should not be redundant of the previous assignments; it should complement the former items and the company's purpose in the media kit – in giving additional insight into the company and their purpose. This layout will be a part of your final EMK. Create and design according to a thoughtful creatively laid out format that would support your purpose (refer to textbooks, websites, MR/PR professionals for design and qualified components necessary). Design, relevance, and eye appeal are vital in the design of this layout. Practice your best practice. Length of layout should be approximately two full pages, typed, double spaced, easily identifiable components – well designed and laid out. Note this is meant to be professional photo, features, social media usage (ideas) layout with purposeful and intentional information and should represent your 'best practice' of MR/PR layouts. Use a style of writing and design that is consistent with MR/PR writing/design – either MLA or APA. Use style consistently throughout writing/design projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources if necessary.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Webpage (extra credit) – worth 'worthwhile' pts (contact instructor for explanation): This is an extra credit project due at this time. If you choose – you will create a new or re-design a webpage that highlights and supports your purpose in your media kit. The intention is to add to the media kit more quality that would support your company. You will creatively design a thoughtful and attractive webpage layout company's information that supports the purpose in the media kit that represent and highlight your company's program, persons of interest, a product(s), event, etc... This webpage should be of 'best practice' quality and not be redundant of the previous

assignments; it should complement the former items and the company's purpose in the media kit – in giving additional insight into the company and their purpose. This webpage can be a part of your final EMK. Create and design according to a thoughtful creative webpage design that would support your purpose (refer to textbooks, websites, MR/PR professionals for design and qualified components necessary). Design, relevance, and eye appeal are vital in the design of this webpage. Length of webpage should be accordingly. Note this is meant to be professional webpage layout with purposeful and intentional information and should represent your 'best practice' of MR/PR webpages. Use a style of writing and design that is consistent with MR/PR writing/design – either MLA or APA. Use style consistently throughout writing/design projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources if necessary.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Media Kit Prep – Audio News Release (ANR) or Video News Release (VNR): Due April 11th, worth 30 pts, Assignment Link & Discussion Board

ANR or VNR: You will explore, examine, and create a thoughtful and impactful ANR or VNR based off of your company needs and required components of this course. You will need identified components of a well written audio or video news release layout and then create one that will highlight your company's program, persons of interest, a product(s), event, etc... This ANR or VNR will be a part of your final EMK. Write/design/create according to ANR or VNR format (refer to textbooks, websites, MR/PR professionals for design and qualified components necessary). Details and word usage are vital in the design of an ANR or VNR. Practice your best practice here again. Length of written/performed ANR or VNR should be approximately .30 seconds to one minute or longer if necessary – create according to industry practices -- easily identifiable components – well designed and laid out. Note this is meant to be professional ANR or VNR with purposeful and intentional information and should represent your 'best practice' of MR/PR audio or video news releases. Use a style of writing and design that is consistent with MR/PR writing and design – either MLA or APA. Use style consistently throughout writing/design/presenting projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Final Project: Electronic Media Kit (EMK) and Oral Presentation of EMK: Due April 25th, worth 100 pts, Assignment Link & Discussion Board

Electronic Media Kit (EMK) and Oral Presentation: You will have prepared a creative, thought-provoking completed-final Electronic Media Kit (EMK), assembled in an appropriate manner representing your company of choice - (person(s), event, or product...:

- 1) Cover Document –Intro Company person(s), event, or product (resemble a hardcopy folder)
- 2) Pitch (Intro) letter
- 3) News Release
- 4) Fact Sheet/FAQ's
- 5) Photos, Features, Social Media info (Webpage is extra)
- 6) ANR or VNR

This EMK electronic file will also be submitted separately in the 'Assignment Link' for detailed review **along with** the oral presentation video of you presenting the EMK.

The oral presentation will consist of a persuasive/informative purpose in-design to introduce/'pitch'/explain YOUR media kit. Your media kit in this presentation should be in a hardcopy form also while presenting your EMK to us. Your audience (camera and five adult members) will act as a prospective client or media representative that you will be 'pitching' and explaining the components of your media kit -- sell it and explain it!

The oral presentation should consist of a five (5) minute Persuasive/Informative EMK with hard copy - presentation, with a format set up based on components learned in the book. Persuade and inform us regarding the purpose and entirety of the media kit. Use a solid Intro, Body, Conclusion format with at least three (3) resources cited (if necessary). **Professional as possible!** You will video tape this presentation in front of a live audience of at least five (5) adults. Have your camera person scan the audience with the camera at the beginning of your presentation then introduce yourself and your purpose of being there with a 'No more No less' – five (5) minute presentation of introducing the components of your media kit and purpose. You will be evaluated on time, format, creativity, content, appeals used, dress, and visual aids. Three different visuals aids other than the EMK and hardcopy are required and need to be shown throughout the speech (ie: PowerPoint, poster, objects, brochures, outfits, video clip etc...other than your EMK) -- **make sure the EMK and VA's are all visible on camera along with you. Talk as you show...** Your camera person should be aware of these requirements.

The oral presentation with EMK can be recorded on any digital device that allows you to load up to Youtube.com (smartphone, electronic classroom or office, webcam, etc.....). You will have created a Youtube.com account (free) to upload your video for instructor and classmate viewing. Upload your video early before deadline, sometimes it takes a while for the uploading process. After submitting to the assignment link the active video link for the instructor review, you will also submit this to the discussion board for your fellow classmates' review/responses.

Be prepared, Practice - Practice- Practice, Be creative and have fun!

Final Course Evaluation:

Due April 25th, worth 20 pts, Assignment Link

Course Experience Evaluation: Please reflect on and write an evaluation/reflection paper of:

- 1) what worked in this course for you and why (five specific things)
- 2) what didn't work so well and why (five specific things)
- 3) what you wished you could have done differently in the course to make it work better for you why and how (three specific things)

This reflection document is to be one full page in length, typed, and labeled accordingly with areas mentioned above, and your name, document title, and date.

Advanced Public Speaking
Halpin
Page 1 of 5

Advanced Public Speaking - COMM 304

Instructor: Marcy Halpin

Office:

Mailbox: Humanities Division, Thomas Jefferson Hall

Email: mlhalpin@lcsc.edu

Phone: 792-2905, (my office & voicemail)

792-2307, (Humanities Department)

Office Hours: Mon. & Wed 1:00 - 2:30; Tues. 3 - 5 & By appointment

Note: Please make use of my office hours if you need help. If you cannot attend my office hours, please feel free to make appointments with me. I live only a short drive from campus and am on campus often. While I am happy to talk to you outside of office hours, to ensure that I can meet with you without distraction during such outside times, please try to make an appointment.

I teach at the following times & places:

304-01	Adv. Public Speaking	MW	10:30 -	11:45	@ MSB 1
204-04 & LI04	Public Speaking	MW	3:00 -	4:15	@ ACW 135
499-01	Sr. Research Project/Seminar	T TH	1:30 -	2:45	@ MLH 210
345-01	Communication & Diversity	WEB			

Course Description:

This course is an advanced study of the theory, practice, and criticism of public speaking. Alongside the study of great American speeches, students will examine and practice speech writing strategies for a variety of well-defined rhetorical situations. Students will prepare and deliver speeches at an advanced skills level, with emphasis on the writing and revision of speeches using an assortment of genres, styles, and techniques. The course incorporates extensive speaking performance and individualized critiques from instructor and students. Students will employ impromptu, extemporaneous, manuscript, and technology enhanced delivery techniques. This course is writing integrated and will require self-evaluation papers as well as an analysis/criticism paper of a famous oratorical work.

Your Instructor:

I am here to help you learn, but you are also responsible for guiding that process. Please feel free to ask any question. No question is too insignificant. My office hours are for your assistance. Please take advantage of them. Also, I will be checking my email at least twice every day, probably after my first class in the morning (around noon) and later in the evenings (probably around 9 or 10 p.m.). I also usually check my email during office hours and on weekends.

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Required Materials & Readings:

Crick, Nathan. (2011). *Rhetorical Public Speaking*. 2nd Edition. Boston, MA: Allyn & Bacon, an Imprint of Pearson. ISBN-13: 978-0-205-66558-7

Reynolds, Garr (2011) Presentation Zen: Simple Ideas on Presentation Design and Delivery. 2nd Edition. Berkeley, CA: New Riders. ISBN-13: 978-0321811981

+ Supplementary materials provided by instructor including but not limited to transcripts and/or audio/video recordings of speeches in the speech database at AmericanRhetoric.com.

Course Objectives:

As an advanced course, this class assumes as a starting point a basic competency in public speaking. As such, this course aims to refine the skills developed in the basic course in order to improve critical thinking and to organize, write, and speak even more effectively. More specifically, students will:

- o Identify civic and theoretical origins and functions of public speaking.
- Explain the concept of a rhetorical situation and the practical considerations of speaking in different environmental contexts.
- Practice the composition of speeches, including a sensibility toward appropriate and artful use of language
- o Employ effective research, evidence, explanation, and reasoning to inform and persuade listeners in an ethical way.
- o Incorporate technology into presentation design for effective, professional delivery.
- o Practice a range of verbal and non-verbal cues for maximum presentational impact.
- o Critically evaluate the organization, development, and delivery of oral presentations.

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education Endorsement

• Speech #6: Revision & Redelivery of Choice in this course will assess your ability to develop and deliver speeches, which is linked to "Performance Standard #3: to prepare, practice, and present various types of speeches," of the Idaho Standards for Speech and Debate

Video Recording:

All major graded speeches will be video recorded. These speeches are recorded for the purposes of evaluation, feedback and self – evaluation. Students will self-evaluate by analyzing the speeches on their videos.

Classroom Conduct:

I respect my students and try to create a comfortable learning environment. <u>However, it is also your responsibility to create and help maintain such an environment</u>. Public Speaking is a course that requires respect for the speaker, the audience, the subject matter, and the ideas presented. Please note that respect for ideas does not necessarily mean "agreement" with those ideas. I highly encourage disagreement and discussion. However, snickering, laughing, whispering

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Halpin
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during others' speeches is intolerable. Such actions *or* harassment of any kind creates a hostile environment that is completely unacceptable. Moreover, I ask that you please refrain from reading newspapers during class and that you please turn off your cell phones. On speech days, I also ask that you refrain from eating <u>during speeches</u>. Such disruptions affect the environment for the speaker and will be considered infractions on the class participation grade. Also, if you should arrive late to find a speech occurring, please do not disrupt someone's speech by entering the classroom. Wait outside until the speech is finished, then enter the room.

Attendance and Tardy Policy:

This is a course in public speaking. A public *and* a speaker are necessary and required components of the course. Your classmates deserve your respect in this class, which means I request your presence both physically and mentally. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor's note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate documentation and schedules to verify their absences for travel, etc.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a <u>reasonable</u> period of time. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

ALSO NOTE: Frequent unexcused absences may result in the reduction of your final grade including a final grade of "F" given.

Also, absences will affect your class-participation grade and your evaluations grade—missing peer and/or self-evaluations will receive a zero for the day (See course assignments and grading).

Late Assignments:

Students must deliver their speeches on their assigned day. Failure to deliver a graded speech on an assigned day will result in a zero for that assignment. I will allow Speech make-ups ONLY in the instance of a documented excused absence.

For written work, I have a standard 24 hour policy—That is, I allow students one day to get the assignment to me before I consider it late. After 1 day, point deductions will ensue based on the severity/lateness of the infraction.

Academic Integrity & Judicial Affairs:

Students in this course will be expected to comply with the <u>Lewis-Clark State College's policy on academic integrity</u>. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College's guidelines on academic integrity. This may include, but is not limited to, <u>receiving a failing grade on the assignment, receiving a failing grade in the class</u>, the

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Halpin
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TAB 14 Page 220

confiscation of the examination of any individual suspected of violating policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work <u>and</u> speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences.

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.

Assignments and Grading:

Speech "Exercises", may include		10 @ 10 pts each	100 pts
Impromptu Speeches or Exercises	Mini – Persuasive		
Vivid Description	Narration		
Writing Antithesis	Vocal Exploration		
Presentation Of RA Paper Speech "Exercises" are small, 10 point assignment on specific speaking tools or skills. If designate presentation of such exercises should be between include a written component, the written form portfolio.	ed for presentation, en 1-2 minutes. If they		
Rhetorical Analysis Paper – An analysis of American history. This paper will be 4 – 6 page pay attention both to the rhetorical situation of language use and style of the speech.	ges in length and will	1 @ 100 pts	100 pts
Speech #1 – Pecha Kucha – The Pecha Kutwenty slides, each shown for twenty seconds, sync with visuals. (This speech is Technology requires the use of ppt.)	with a story told in	1 @ 100 pts	100 pts
Speech #2 – Eulogy - This speech should be minutes in length. (EULOGY): Is a speech of p in tribute to someone who has passed away.		1 @ 50 pts	50 pts
Speech #3 – Public Relations Crisis Respondence explaining and defending an organization actions in the context of a public relations crisis a "real life" crisis and will construct Speeches or oppositional public representatives. This speeches and 7 minutes in length. (Technology Enhancement	ions motivations & s. Students will choose acting as organizational eech should be between	1 @ 75 pts	75 pts

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Speech #4 – Technical Briefing – or – Motivational Policy Appeal This speech should be between 3 and 5 minutes in length. (This speech is Technology Enhanced, i.e., requires the use of ppt.) (TECHNICAL BRIEFING) A short informative speech given in a business setting. (POLICY APPEAL): Is a speech focused on persuading the audience to adopt the speaker's opinion on a specific public policy issue and to motivate them to take some specific action.	1 @ 50 pts	50 pts
Speech # 5 – REVISION of Public Relations Crisis Speech (old and new revised outline must be submitted together) (Technology Enhanced)	1 @ 100 pts	100 pts
Speech # 6 – REVISION of Choice (Eulogy/Briefing/Policy) (old and new revised outline must be submitted together) (Optional Technology Enhanced)	1 @ 100 pts	100 pts
Final Exam	1 @ 100 pts	100pts
Class Participation (includes peer evaluations)		75 pts
	TOTAL =	850 pts

A Tentative Schedule will be provided.

Persuasion – OnCampus Halpin—Fall 2016

Persuasion ~ COMM 320 ~ 60

Instructor: Marcy Halpin
Office: 214 Spalding Hall

Mailbox: Humanities Division, Spalding Hall, 111-A

Email: mlhalpin@lcsc.edu

Phone: 792-2905, (my office & voicemail)

792-2307, (Humanities Department)

Office Hours: Mon. 3: 00 - 5:00; Wed. 3: 00 - 5: 00

& By appointment

Note: Please make use of my office hours if you need help. If you cannot attend my office hours, please feel free to make appointments with me. I live only a short drive from campus and am on campus often. In fact, you will probably be able to find me in the department outside of my office hours. While I am happy to talk to you at these times, to ensure that I can meet with you without distraction during such outside times, please try to make an appointment.

I teach at the following times & places:

204-02 (LB02)	Public Speaking	M W	10:30 – 11:45 @ ACW	135
320-60	Persuasion	MW	1:30 – 2:45 @ MLH	B30
498-01	Sr. Research P.Design	T TH	10:30 – 11:45 @ ACW	136
204-10	Public Speaking	T TH	12:00 – 1:15 @ SGC	204
SD107-20	New Student Orientation	T TH	3:00 - 4:15 @ SAC	146
394-I02	IN: Radio and News	TBA		

Your Instructor:

I am here to help you learn, but you are also responsible for guiding that process. Please feel free to ask any question. No question is too insignificant. My office hours and email are for your assistance. Please take advantage of them.

Quite simply, email is the *best* way to contact me, especially later in the week. I only check my office voicemail when I am in my office, and while that *may* be more frequently than my office hours on Monday and Tuesday, there are no guarantees.

I usually check my email at least twice every day, probably sometime in the morning (although given my schedule, it may very well be early afternoon) and later in the evenings (probably around 9 or 10 p.m.,). I also usually check my email during office hours and on weekends (although less frequently on weekends).

If you have emailed me at the correct email address (my LCSC address listed above), you should receive an email response within 48 hours, and usually sooner than that. I have my LCSC account filtered into my phone, and if the answer is something that can be addressed quickly, you can probably expect a prompt reply. However, if I have to check something, whether it be the gradebook, the details of the assignment, or a setting in Blackboard, anticipate that the response time might be longer, especially if I am away from my computer. If for some reason, you do not hear back from me within three days, please contact me again. There are some rare occasions in which, for unexplained reasons, emails don't go through, or filter into spam, or simply get overlooked in a sea of other emails.

Persuasion – OnCampus Halpin—Fall 2016

Required & Materials & Readings:

Borchers, Timothy A. (2012) *Persuasion in the media age.* 3rd Edition. Long Grove, IL: Waveland Press, Inc.

Cialdini, Robert B. (2009) *Influence: Science and practice*. 5th Edition. Boston, MA: Pearson Education, Inc.

Course Description:

This course represents a comprehensive review of the process of attitude change, including both classical and contemporary views of the persuasion process. Students will be introduced to a wide variety of advocacy situations and be expected to recognize and critically evaluate persuasive strategies and techniques including but not limited to: advertising, music, film, political rhetoric, and other forms of public discourse.

Learning Objectives:

- 1. Define or explain persuasion from multiple perspectives.
- 2. Recognize and identify persuasive strategies in practice.
- 3. Recognize and differentiate media influences in the persuasive process.
- 4. Employ theory, methods or tools for evaluating persuasive techniques, strategies, or messages.
- 5. Employ persuasive techniques or strategies in the construction of narratives or messages.
- 6. Critically evaluate false, erred, deceptive, or unethical persuasive practices.

Idaho Foundation Standards for

Communication Arts / Speech & Debate Secondary Education Endorsement

- Paper #1: Construct an Argument in this course will assess your ability to construct and organize an argument, which is linked to "Performance Standard #7 "various methods of organization and their effects on the communication process," of the Idaho Standards for Speech and Debate.
- Paper #1: Construct an Argument in this course will assess your ability to construct and organize an argument, which is linked to "Performance Standard #5 "various methods of organization and their effects on the communication process," of the Idaho Standards for Communication Arts.

Pre-Requisites:

This course has a listed pre-requisite of Public Speaking (or instructor's permission) for entry into the course. It is therefore anticipated that you have a rudimentary knowledge of persuasive appeals (ethos, pathos, logos) and/or argument construction.

Because this is an upper division course, it is also expected that you will demonstrate competency in college writing and source citation. If you need assistance improving your writing skills, please consider a visit to the Writing Center, located on the first floor of the LCSC Library (http://www.lcsc.edu/writing-center/). Distance students may also receive assistance from the Writing Center via the Online Writing Lab. Students needing a reminder of proper source citation can (either) review a current edition of the APA manual (or) visit the Purdue OWL APA Formatting and Style Guide.

Persuasion – OnCampus Halpin—Fall 2016

Classroom Conduct:

I respect my students and try to create a comfortable learning environment. However, it is also your responsibility to create and help maintain such an environment. Please note that respect for ideas does not necessarily mean "agreement" with those ideas. I highly encourage disagreement and discussion. But when you disagree, please afford your classmates the respect necessary to maintain civil discourse. Moreover, I ask that you please refrain from reading newspapers during class and that you please turn off your cell phones.

Attendance, Participation, and Late Work Policy:

Your classmates deserve your respect in this class, which means I request your presence both physically and mentally. Attendance and participation are expected and required. Your classmates deserve your respect in this class, which means I request your presence both physically and mentally. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor's note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate documentation and schedules to verify their absences for travel, etc. In the case of serious personal or family emergencies, students should contact their Dean.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a <u>reasonable</u> period. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

ALSO NOTE: Frequent unexcused absences may result in the reduction of your final grade including a final grade of "F" given.

Also, keep in mind that absences will affect your class-participation grade.

Policy Regarding Class Notes: I strongly believe that there is a value in listening and in note "taking" and that writing things down (or typing them) helps you remember and digest the material. As such, I do not distribute my lecture notes or my power points to students (with the exception of certain "review" quiz show formats). That said, if you miss class for some reason, it is your responsibility to get the notes from one of your classmates. Requests made to me for class notes will be unsuccessful. This means that you should be kind to your classmates and foster positive working relationships with them. Consistent with this philosophy, I also prohibit the photography or video-recording of class lectures and slides. As some of you may know, I try to use media examples in my teaching and in my powerpoints, and thus maintaining control of my slides and limiting their distribution also limits the potential distribution of copyrighted material. As the OWL at Purdue explains regarding 'Fair Use', "Using copyrighted images in a classroom PowerPoint presentation is more acceptable than making the presentation available online or putting the images on a website.... Make the new use available for the shortest amount of time to the smallest group possible" (OWL, http://owl.english.purdue.edu/owl/resource/731/1/). If it is helpful to you to audio record lecture, you may.

Late Papers:

In general, papers are considered late once 24 hours passes from the given due date/time. While I would generally rather an assignment turned in late than not at all, late assignments are subject to a point deduction of a minimum of 5 points, subject to the discretion of the instructor, based on how late the

Persuasion – OnCampus Halpin—Fall 2016

paper is. Finally, late papers will not be accepted beyond the last full day of class of the semester (Friday, Dec. 11). In other words, I will not accept any late papers during finals week.

Academic Integrity & Judicial Affairs:

Students in this course will be expected to comply with the <u>Lewis-Clark State College's policy on academic integrity</u>. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College's guidelines on academic integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating College Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work <u>and</u> speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences, including and automatic failure on the assignment and possibly an automatic failure in the course.

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.

Assignments and Grading:

Quizzes	varied	125 pts
Class Grade: Persuasion Wiki	1 @ 25 pts	25 pts
Individual Grade: Persuasion Wiki	10 posts @ 10 pts	100 pts
Internet Activities/Weekly Assignments	5 @ 20 pts	100 pts
MidTerm	1 @ 100 pts	100 pts
Paper #1: (4 – 5 pgs.)	1 @ 100 pts	100 pts
Paper #2: (4 – 6 pgs.)	1 @ 100 pts	100 pts
Final Exam:	1 @ 100 pts	100 pts
Attendance/Participation	1 @ 100 pts	100 pts

Total Points Available 850 pts

Assignments and Grading (general info):

- Turnaround/return time for other assignments will vary based the depth of the assignment and the time of the semester in which they are submitted. Most small point assignments (10 pt. Wiki posts; quizzes) should be graded even if by rubric within two week's time. Larger, more involved assignments (papers) will be returned within 3 weeks.
- You have the freedom to choose the Wiki assignments *to which* you will post and respond. Since half of your Persuasion Wiki assignments must be posted by the close of Week 8, you will see five Wiki post scores cemented shortly after this deadline. The remaining half are due by the close of Week 15, the close of the semester. That said, the sooner you complete your ten Wiki Posts, the sooner you will see this score solidified.
- The class grade for Persuasion Wiki will be assigned during Finals week.

Quizzes: (Learning Objectives 1, 2, 3,)

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Quizzes will be objective quizzes (multiple choice or true/ false) based on the reading, which will be administered at the beginning of class. The intent of the quizzes is to encourage you to keep up with the course reading.

Point values for quizzes will vary slightly (20 pts, 25 pts, or 30 pts) based on the relative amount of reading content for the week or day.

PAPERS & FORMATTING:

ALL papers are expected to be your original work, properly cited using APA where required and/or appropriate, and spell-checked and proofread. Page and formatting requirements assume 12 pt. Times New Roman font, with one inch margins. ALL papers must be paginated. Title pages are not necessary, but, ALL papers must have the student's full name (in either corner) on the first page of the paper.

Please submit ALL papers with the following filename format: Paper # - Your Name

ALL – PAPERS - MUST - BE - SUBMITTED - ELECTRONICALLY - THROUGH BLACKBOARD via attachment in a READABLE document format (.doc, .docx, or .rtf).

Hard copies will not be accepted. Email copies will not be accepted.

Paper #1: Construct an Argument (100 pts) (Learning Objectives 2, 4, 5) (4 -5 pgs, 5 quality sources)

For this assignment, you will construct an argument in support of an advocacy of your choice. You must follow Toulmin's model of Argument. You must include (1 ethos, 1 pathos, and 1 logos) appeal. You must employ at least two persuasive strategies or appeals as identified by Cialdini. You should identify one counter-argument to your position and refute it. You must try to avoid fallacious reasoning. You must include and use a minimum of 5 high quality sources in the construction of your argument. Sources must be cited properly according to APA style (both in text and on the works cited page).

Paper # 2: Image and Visual Analysis: (100 pts) (Learning Objectives 2, 3, 4, 6) (4-5 pgs - not including appendices)

For this assignment, you will choose a Persuasive artifact (print advertisement, photograph, tv commercial, etc.) for analysis and evaluation. Students will choose among a limited selection of approaches from which to analyze the chosen artifact. Students must provide an appendix to the paper with either a copy of the artifact or the appropriate instructions/web address to view the artifact.

Class Wiki: Persuasion (120 pts) (Learning Objectives 1, 2, 3, 4, 6)

As a running assignment throughout the semester, this class, as a whole, will contribute to the construction of a Wiki on Persuasion. Since the success of this project relies on the cooperation and responsibility of the class, there will be a "class grade" worth 25 points. Although specific details will be provided on the Wiki Assignment sheet, generally speaking, the class grade will be based on

- decorum and professionalism
- organization
- consistency in appearance
- clarity of writing, proofreading, spellchecking

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That said, throughout the semester, you will see "targeted Wiki assignments" under your weekly materials folders. Each individual in the class is responsible for contributing to -10 targeted Wiki assignments—over the course of the semester. A variety of targeted assignments will be posted throughout the semester (one or two each week).

In general, the goal and expectation for each targeted Wiki assignment will be:

- for the student to follow the instructions of the targeted assignment
- for the student to post to the targeted assignment during the relevant content week
- Wiki Posts may be highlighted or reviewed in the content week's Wednesday class.
- for the student to find examples of the persuasive strategy,
- for the student to post an example of the persuasive strategy,
- for the student to explain how the strategy is at work in the example.

Extra Credit Wiki Opportunity ~ (Limit 2) Worth Possible 15 pts.

Students may earn extra credit by starting their "own" targeted Wiki Page on the Persuasion Wiki. More details will be provided on the Wiki Assignment sheet. As a preview, however, students may start a page seeking examples of a "persuasive concept or strategy" covered in the chapter, but not already emphasized in a class-assigned targeted assignment. To start a page, students must, at a minimum:

- Define the concept or strategy to be sought
- Identify that the page was started by (their name)
- Provide a sample post with description/explanation
- Provide clear instructions to the class
- Label the page EC- Wk#- Name of Targeted Assignment

Internet Activities/Weekly Assignments:

The text includes several internet activities that tie into the course material. Some of these will be assigned to the class. Students must complete 5 of these assigned activities. (more than 5 will be available).

Midterm & Final Exam: (Learning Objectives 1, 2, 3, 4, 5, 6) (100 pts)

Exams will be *mostly* objective, including, but not limited to true false, multiple choice and short answer. Exams may also include one or two essay or short essay questions. Exams will most likely *not* be cumulative (with the exception of a few items), but may include material *not discussed* in class. Review sheets will be provided, with review activities posted on blackboard

Class Participation:

Participation is expected. Participation from all members of the class constructs a community that both enacts and fosters an understanding of the concepts encountered over the course of the semester. However, active participation is more than reckless argument or mindless chat. In forming such a community, I expect that students will complete oral and written assignments in a timely and enthusiastic manner, show respect and consideration for classmates and instructor; frequently provide positive, relevant, original and/or thought-provoking contributions to discussion and debates; and show attentiveness through active listening. **Some small application assignments, or if necessary, pop**

Persuasion – OnCampus Halpin—Fall 2016

quizzes will filter into the class participation grade. A failing grade in participation is obtained by: a failure to complete assignments, failure to attend class, failure to contribute to discussion on at least a minimal level, showing disrespect toward classmates or instructor via offensive or inappropriate remarks.

Syllabus Addendum 2016/2017

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://webdev.lcsc.edu/catalog and the LCSC Student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

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During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

COMM-380-01
Classroom: SAC 146

Professor: Ben Morton
Office: 114 Spalding Hall
Office Hours: MW 10:15-11:45am

and by appointment

 $E_{ ext{thics}}$

e-mail: bamorton@lcsc.edu

[e-mail me by 5pm on weekdays if you want a same-day response. Friday e-mails will be returned by Monday morning. We all have lives outside of school. Plan ahead.]

Communication Ethics - Spring 2016

Objectives of the Course

What is the right way to communicate? This is the central question for any communication ethics course. Communication Ethics looks more closely at our taken-for-granted communication habits in an effort to decide *what should be done* in particular communication contexts: public discourse, interpersonal relationships, organizations, between cultures, business, and health care. Overall, this course will give you the tools and terminology to discuss communication ethics and, more importantly, empower you to make more informed decisions regarding what you say and how you act in the world.

At the end of this course you should:

- 1. Demonstrate basic comprehension and mastery of terms and theories related to communication ethics.
- 2. Understand the importance of values and ethics relevant to the communication process.
- 3. Reflect on your own taken-for-granted communication habits.
- 4. Be able to spot the ethical gray areas in different communication contexts.
- 5. Give reasons for why you communicate in particular contexts.
- 6. Be a better human being.

Idaho Foundation Standards for Communication Arts/Speech & Debate Secondary Education Endorsement ANALYZE AN ETHICAL DEBATE ESSAY (Performance 1 & 2)

- The "Analyze an Ethical Debate" essay in this course will measure your ability to detect the importance of values and ethics relevant to the communication process, which is linked to "Performance Standard #1" of the Idaho Standards for Communication Arts.
- The "Analyze an Ethical Debate" essay in this course will measure your ability to conduct and apply research, which is linked to "Performance Standard #2" of the Idaho Standards for Communication Arts.

Required Text and Materials

- -Neher & Sandin. Communicating Ethically: Character, Duties, Consequences, and Relationships. Boston, MA: Pearson, 2007. [in Bookstore or online]
- -Readings and other multimedia materials assigned and to be announced on the course Blackboard site (www.lcsc.blackboard.com).
- -Twitter account and username (free) to use the course hashtag, #cethics16

Active Participation

I will not be taking attendance in this class. You are an adult, and coming to class is your choice. Rather than merely grading on attendance, I will be grading your participation. Participation reflects your preparation for discussions, activities, and assignments, in addition to your ability to actively contribute to the course material in class and online. You will not be able to make up points for quizzes and in-class assignments unless you let me know prior to missing class.

Because this is an upper-level course I will not be lecturing as much as we will be discussing the readings in order to reach a common understanding. Let me hear your voice. You don't have to agree with the material we cover, but you do have to offer thoughtful, analytical responses. "Good" or "not good" or "I like it" or "I don't like it" is not effective. Your job is to search for *why* something is good or not good, interesting or boring. Analyze, describe, and compare.

Syllabus - Organizational Communication Fall 2014

Part of your participation grade requires you to engage with the class material OR act as if you are engaging with the class material. Try to fool me and your classmates; we may never know. There are many situations in which we are not personally interested in what others have to say. Yet acting as if you're attentive is an integral part of being an effective listener both in school and off campus (my mom says this is also the key to a happy marriage).

Your first assignment in this class (and five points of your participation grade) is to write down all of the homework assignments in a planner and to show me that planner on the second day of class.

Pop Quizzes/ Misc. Assignments	10%
Twitter Posts (10)	10%
Paper 1	15%
Paper 2	20%
Final Paper/Presentation	25%
Participation	10%
Discussion Leader	10%

Grading Scale

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9	93.45-100%	A	72.45-76.44% C
8	89.45-93.44%	A-	69.45-72.44% C-
8	86.45-89.44%	B+	66.45-69.44% D+
8	82.45-86.44%	В	59.45-66.44% D
-	79.45-82.44%	B-	
-	76.45-79.44%	C+	Below 59.45% F

^{*}Note: these percentages are to the one hundredth percentile because (1) I round up and (2) so there will be no close call disputes at the end of the course. If blackboard says you are at 93.44%, that is an "A-." No exceptions.

Deadlines

DISCUSSION LEADER each student will sign up to be a discussion leader for one of the chapters (Chs. 3-14) on a Tuesday throughout the course. As discussion leader you should come to class prepared to do three things: 1) give a brief introduction (5-10 minutes) to that week's topic. This can be a formal lecture, a class activity, a small group activity, etc. 2) Bring to the class' attention a real/hypothetical scenario related to that week's topic of discussion. 3) Pose generative questions (i.e., questions that do not have a definite answer) that help the class better understand and explore the week's readings.

TWITTER POSTS should be posted each Monday by 6pm. You are required to complete 10 twitter posts throughout the semester, but you can only post once each week (including spring break but not including finals week). If you do not have a twitter account you can go to www.twitter.com and register for a free Twitter account (you do not need a smartphone to have a Twitter account). In order to get credit for your post you must use the class hashtag, #cethics16. What will you tweet? The purpose of the twitter posts is to connect what we learn in class to the happenings in the world around us. If communication ethics has to do with the gray areas in the ways in which we communicate, what stories, podcasts, videos, documentaries, art exhibits, etc. did you come across that call attention to those gray areas? Your twitter post should do three things: (1) comment on your story, or pose a question, connecting the story to topics/questions in communication ethics; (2) use #cethics16; and (3) provide a link to the story. For example:

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Ben Morton @BenjaminPerson · 25s

Snowden reveals US surveillance secrets. Is this whistleblower a hero or traitor (Ch. 12)? #cethics16 npr.org/2014/02/18/279...









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PAPERS should be submitted through the appropriate assignment dropbox in either Microsoft Word (.doc or .docx) or PDF (.pdf) format. Blackboard will not read any other file types. All word processing programs (including Apple's 'Pages') can save as a .doc file. Click file/save-as and choose .doc, .docx, or .PDF. Please do not email me your papers. My comments and grade rubric will be on Blackboard. See each assignment for details on length and other specific instructions.

COURSE CALENDAR

- ★ Unless otherwise specified, all readings and assignments are due by class time of the day listed. For example, Ch. 1 should be read before Thursday, 1/21's class.
- ★ All homework readings refer to the *Communicating Ethically* text unless the reading appears with an asterisk (*). All readings designated with * can be found under "readings" on the Blackboard page. Bring all readings to class (including those online) the day on which they are due.
- ★ Please check the home page to the Blackboard site often for any changes.

Week	Date	Content	Readings	
1	Jan. 19	Introduction to Communication Ethics		
	Jan. 21		Ch. 1; homework planner; What are ethics?	
2	Jan. 26	How Many Types of Ethics?	Ethical Theories*; "Communication Ethics" in Griffin, A First Look at Communication Theory	
	Jan. 28	Character & Virtue Ethics	Ch. 2	
3	Feb. 2	Duties	Ch. 3	
	Feb. 4		Case Study 1*: Ariely, "The (Honest) Truth About Dishonesty"; Blake, "Of Course Presidents Lie"	
4	Feb. 9	Consequences	Ch. 4	
	Feb. 11		Case Study 2*: Greenwald, "NSA Prism Program Taps in to User Data of Apple, Google and Others"; Toobin, "Edward Snowden is No Hero"; Cassidy, "Hillary Clinton is Wrong About Edward Snowden"; Pew Research, "Americans' Attitudes About Privacy,	

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			Security and Surveillance"	
5	Feb. 16	Relationships	Ch. 5	
	Feb. 18	PAPER 1 due on Blackboard by 4pm	PAPER 1 due on Blackboard by 4pm Case Study 3*: Brown, "It isn't just about you: A dialogic approach to forgiveness"; Puniewska, "Healing a Wounded Sense of Morality"	
6	Feb. 23	Contemporary Challenges	Ch. 6	
	Feb. 25		Case Study 4*: Brook, "Bros before Ho(mo)s: Hollywood Bromance and the Limits of Heterodoxy"	
7	Mar. 1	Ethics in Interpersonal Communication	Ch. 7	
	Mar. 3		Case Study 5*: boyd, "Bullying: Is Social Media Amplifying Meanness and Cruelty?"	
8	Mar. 8	Ethics & The Communication of Diversity	Ch. 8	
	Mar. 10		Case Study 6*: Friedersdorf, "Overcaffeinated Attacks on the Starbucks 'Race Together' Campaign"; Richeson, "Stop mocking Starbucks's 'Race Together.' It could actually lead to useful conversations about race"; Speri, "'Race Together' Critics Tell Starbucks to Put Its Money Where Its Mouth Is"	
9	Mar. 15	Communication Ethics & Disabilities	Ch. 9	
Mar. 17 Mar. 17 Mar. 17 Won'ts Simula Burgs Relate When		Case Study 7*: Ladau, "I Won't Pretend That Disability Simulation Works"; Smith, "Disability Simulation That Works"; Burgstahler, "Disability- Related Simulations: If, When, and How to Use Them in Professional Development"		
10	Mar. 22 Ethical Issues in Mass Communication Ch. 10		Ch. 10	
			Case Study 8*: Pariser, "Introduction" in The Filter Bubble	
		SPRING BREAK		
11 Apr. 5 Ethics of Political Communication Ch. 11		Ch. 11		
	Apr. 7		Case Study 9*: Ansolabehere, "Going Negative: How	

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			Negative Campaigns Shrink Electorate, Manipulate News Media"; Geer, "Negative ads aren't all bad"; Rich, "Why negative advertisements are powerful, essential, and sometimes (see "Daisy") even artistic"; Pew Research, "Negative Campaigning Disliked by Most Americans"
12	Apr. 12	Ethics in Organizational Communication	Ch. 12
	Apr. 14		Case Study 10*: Elliot, "The Challenger Tragedy: A Case Study in Organizational Communication Ethics"
13	Apr. 19	Ethics & Communication Technology	Ch. 13
	Apr. 21		Case Study 11*: Venema, "'Good' Pictures? Discussing Ethical Challenges of Visual Everyday Communication"
14	Apr. 26	Future Communication Ethics Challenges	Ch. 14
	Apr. 28	FINAL PRESENTATIONS	
15	May 3	FINAL PRESENTATIONS (continued Thursday)	
	May 5	FINAL PAPER due on Blackboard by 4pm	
16	May 12	NO FINAL EXAM	

Syllabus - Organizational Communication Fall 2014

Writing Center

The Writing Center is there to aid you with *free* one-on-one help. If you would like additional assistance with your writing the Writing Center is highly recommended for any level student. You can find out more about the Writing Center in person (Library 172) or online:

Website http://www.lcsc.edu/writing-center/

Email writinglab@lcmail.lcsc.edu

Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

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Enrollment Verification/Attendance

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Academic Dishonesty

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Illegal File Sharing

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

COMM-384-01 Professor: Ben Morton omm Classroom: MLH 210 Office: 114 Spalding Office Hours: MW 8:45-10:15am

and by appointment

e-mail: bamorton@lcsc.edu
heory [e-mail me by 5pm on weekdays if you want a same-day response. Friday e-mails will be

Communication Theory - Fall 2016

Objectives of the Course

Theories are used by anyone who hopes to figure out why or how something happens. Why does a baseball fall to the ground when it is hit into the air? Gravity. How can a sailboat move against the direction of the wind (this is also how airplanes get off the ground)? We have the theories of Bernoulli and Euler to explain this. If science helps us explain why things happen in our physical world, communication theories help us explain why things happen in our social worlds. The theories discussed in this class help us answer the following questions and more: Why do we "stalk" potential dates on social media? Why do we adapt our speaking style to different persons/groups? Why is finding your "true" self so hard? Do persuasive arguments have key elements in common? Are there "rules" to having a conversation with someone? Why do we share certain details with some people but not with others? Why do we tend to talk about the same things we hear in the news or see on social media? Can political advertisements encourage voters to pick a certain candidate?

At the end of this course you will:

- 1. Be able to identify and summarize major terms, concepts, and theories in the communication studies discipline.
- 2. Understand how theory might be applied to your own understanding of why people communicate certain ways in certain contexts.
- 3. Understand communication as a shared process consisting of integral components.
- 4. Practice, conduct, and apply communication theory research.
- 5. To critically question the roots of the study of communication.
- 6. To uncover the assumptions inherent in any theory that tries to explain how and why people and groups engage in certain types of communication

Idaho Foundation Standards for Communication Arts/Speech & Debate Secondary Education Endorsement

- The "Final Research Project" in this course will measure your ability to conduct and apply research, which is linked to "Performance Standard #2" of the Idaho Standards for Communication Arts.
- Test 1 & 2 in this course will measure your ability to see communication as a process consisting of integral components, which is linked to "Performance Standard #4" of the Idaho Standards for Communication Arts.
- Test 1 in this course will measure your ability to identify and describe the process and components of effective interpersonal communication, which is linked to "Performance Standard #1" of the Idaho Standards for Speech & Debate.

Required Text and Materials

- -Griffin, Em. A First Look at Communication Theory, 8th Ed (2012) [in School Bookstore or online] -Readings and other multimedia materials assigned and to be announced on the course Blackboard
- site (www.lcsc.blackboard.com).
- -Even if you read them online, please bring all readings to class for discussion.

Assignments

POP QUIZZES tell me whether or not you have been keeping up with the reading. The pop quizzes will be multiple choice, true/false, and short answer. You will not know when they will come, so please read and take notes before coming to each day's class. 10% of your grade

CONSENT - SDE

Syllabus – Communication Theory Fall 2015

THEORY APPLICATIONS & EXAMPLES are your way of showing me that you can connect the abstract theories we discuss in class to news, stories, events, research, movies, music, or other phenomena in the real world. Your theory applications and examples can (1) confirm a theory we have discussed (or will discuss) in class, (2) dispute or disagree with a theory, or (3) offer a new understanding or angle on a theory. You can turn in your theory application and example on the "Theory Applications & Examples" section of Blackboard. All theory applications and examples should be between **500-800 words**.

15% of your grade (five total; limited to one each week)

PAPERS should be submitted through the appropriate assignment dropbox in either Microsoft Word (.doc or .docx) or PDF (.pdf) format. Please do not email me your papers. Submit them to their assignment's dropbox. See each assignment for details on length and formatting.

Active Participation

For our class, participation is not attendance. Rather than merely showing up, participation reflects your preparation for discussions, activities, and workshops, in addition to your ability to actively contribute to the course material in class and on Blackboard. Let me hear your voice. You don't have to agree with the material we cover, but you do have to offer thoughtful, analytical responses. "Good" or "not good" or "I like it" or "I don't like it" is not effective. Your job is to search for *why* something is good or not good, interesting or boring. Analyze, describe, and compare. Participation includes: your actions within the class, your contributions to class discussion, and your contributions to the Blackboard discussion page.

Part of your participation grade requires you to engage with the class material OR act as if you are engaging with the class material. Try to fool me and your classmates; we may never know. There are many situations in which we are not personally interested in what others have to say. Yet acting as if you're attentive is an integral part of being an effective listener both in school and off campus (my mom says this is also the key to a happy marriage).

Your first assignment in this class (and five points of your participation grade) is to write down on a planning calendar all of the readings, tests, papers, and speeches due each day for the entire semester. You will show me this calendar on the second day of class, demonstrating that you have prepared for the year ahead. It might be a good idea to do this for all of your classes so that you know which weeks will require more work than others (e.g., if you have two tests or papers due in the same week).

"How do I get an A?"

A grade of **C**: You can earn a C by attending class regularly and punctually, completing with competence all of the work assigned and participating regularly in class activities. This requires 1) completing assignments on time; 2) adequately meeting all criteria for assignments; and 3) completing reading assignments on time and being prepared to share your opinions on the texts in class. Simply put, a C grade fulfills all of the requirements.

A grade of B: You can earn a B by fulfilling all of C's requirements while demonstrating a significantly higher level of effort and competence on all work assigned for the class. To earn a B you must show an interest in energetically, creatively, and critically engaging with the material and assignments. B work typically reflects independent thinking. The B student is self-reflexive and often asks questions such as "How can I make my work better? How can I revise this? How can I make my work unique and interesting? How can I help the class have productive and energetic discussions?"

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A grade of **A**: To receive an A in the course, you must surpass the requirements for B work as well as demonstrate a high level of sophistication through critical thinking. A students interrogate all sides of issues enthusiastically in order to clarify their own opinions. A students don't skip class, fail to honor deadlines for any reason, or show up unprepared to discuss the reading. A students surprise themselves as well as the teacher. Again, A work is surprisingly above and beyond the requirements.

A grade of D: You can earn a D by not fulfilling your responsibilities outlined under "Grade of C" criteria, and/or failing to show respect for or interest in your fellow students' presentations of ideas. A D student is a student who has many excuses but few completed assignments. For example, D students often fail to complete assignments or fail to hand in reading responses and then claim later that they were ill or had a family emergency. D students are generally disinterested students who refuse to take an active role in making the class energetic and productive.

A grade of F: This is easy. An F student doesn't complete assignments, doesn't come to class, or doesn't contribute to class discussions when they are present.

Pop Quizzes	10%
Readings Applications & Examples (5 Total)	15%
Test 1	15%
Test 2	15%
Final Project	20%
Final Presentation	5%
Participation	10%
Discussion Leader	10%

Grading Scale

Grauing Scare		
93.45-100%	A	72.45-76.44% C
89.45-93.44%	A-	69.45-72.44% C-
86.45-89.44%	B+	66.45-69.44% D+
82.45-86.44%	В	59.45-66.44% D
79.45-82.44%	B-	
76.45-79.44%	C+	Below 59.45% F

COURSE CALENDAR

- ★ Unless otherwise specified, all readings and assignments are due by class time of the day listed. For example, chapters 1 and 2 should be read before Thursday, Aug. 24's class.
- ★ All homework readings refer to the *A First Look at Communication Theory* text unless the reading appears with an asterisk (*). All readings designated with * can be found under "readings" on the Blackboard page. Bring all readings to class (including those online) the day on which they are due.
- ★ Please check the home page to the Blackboard site often for any changes.

Week	Date	Content	Homework
1	Aug. 22	Course Introduction	

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	24	Studying & Talking About Communication Theory	Chs. 1-2	
2	29	Weighing the Words Mapping the Territory	Chs. 3-4	
	31	Paradigms of Communication Theory	Deetz Paradigms*	
3	Sept. 5	NO CLASS – LABOR DAY		
	7	Symbolic Interactionism Coordinated Management of Meaning	"Interpersonal Messages" & Chs. 5-6	
4	12	Expectancy Violations Theory	Ch. 7	
	14	Social Penetration Theory Uncertainty Reduction Theory	"Relationship Development" & Chs. 9-10	
5	19	NO CLASS Narrative	Ballard & Ballard (2011)	
	21	Relational Dialectics Communication Privacy Management	"Relationship Maintenance" & Chs. 12-13	
6	26	Symbolic Convergence Theory Workplace Communication	"Group Communication" & Ch. 19	
	Cultural Approach to Organizations Critical Theory of Comm in Organizations		"Organizational Communication" & Chs. 20- 21	
7	Oct. 3	TEST 1		
	5	The Rhetoric	"Public Rhetoric" & Ch. 22	
8	10	Dramatism	Ch. 23	
	12	Media Ecology	"Media & Culture" & Ch. 25	
9	17	Cultural Studies	Ch. 27	
	19	Subcultures	Subculture: The Meaning of Style* (Ch. 7 or 8?)	
10	24	Uses & Gratifications Cultivation Theory	"Media Effects" & Ch. 28-29	
	26	Agenda-Setting Theory	Ch. 30	
11	31	Communication Accommodation Theory	"Intercultural Communication" & Ch. 31	
	Nov. 2	Face-Negotiation Theory	Ch. 32	
12	7	Genderlect Styles	"Gender & Communication" & Ch. 34	
	9	Standpoint Theory	Ch. 35	
13	14	Review		
	16 TEST II			
14	28	Final Presentation Workshop	Workshop 1*	
	30 Final Presentation Workshop		Workshop 2*	
15	Dec. 5	FINAL PRESENTATIONS FINAL ASSIGNMENT due by 5pm		

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	7	FINAL PRESENTATIONS	
16	12	NO FINAL EXAM	
	14		

Writing Center

The Writing Center is there to aid you with *free* one-on-one help. If you would like additional assistance with your writing the Writing Center is highly recommended for any level student. You can find out more about the Writing Center in person (Library 172) or online:

Website http://www.lcsc.edu/writing-center/

Email writinglab@lcmail.lcsc.edu

Syllabus Addendum

Syllabus - Communication Theory Fall 2015

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

COMM 420 – RESTORATIVE COMMUNICATION – FALL 2016

Contact Information

Instructor: Josh Misner, Ph.D.

Email: jwmisner@lcsc.edu (please check email address before sending, as I do not receive

emails sent to jwmisner@lcmail.lcsc.edu)

Office: North Idaho College, Fort Sherman Officers' Quarters, Room 118

Phone: 208-769-7872

For the most part, I am available at any reasonable time throughout the day by email (jwmisner@lcsc.edu). I do take every Saturday off to spend time with my family, so please wait until Sunday for a response if you email me late on Friday or Saturday. My email goes straight to my phone and I typically respond within 24 hours or less.

Course Overview:

Using techniques of self-reflection and methods based in appreciative inquiry, this course will explore various approaches to cultivating sustainable communication within both organizational and interpersonal relationships. The goal of the course is to help students identify, characterize, and solve relevant, contemporary communication issues in a variety of contexts. In a conscious effort to restore communication within broken relationships, learners will develop and implement theory-based strategies based on a synthesis of interpersonal communication, positive psychology, and leadership theory.

Course Objectives

- *Identify* personal barriers to effective communication through self-reflection, while developing long-term solutions for such hindrances.
- Articulate an understanding of how elements of positive psychology relate to communicative well-being through the practice of weekly communication activities.
- *Identify* detriments to sustainable communication, starting from the intrapersonal level and emanating to interpersonal and organizational levels.
- Demonstrate critical thinking by using self-reflection and observation to develop strategies to overcome obstacles to sustainable communication.
- Apply core concepts to develop a leadership philosophy based on service and compassion.
- Develop a strategy for restoring communication using the methodology of appreciative inquiry.

Course Readings:

- Remen, R. N. (2006). *Kitchen table wisdom: Stories that heal*. New York, NY: Berkeley Publishing Group.
- Boyle, Fr. G. (2011). *Tattoos on the heart: The power of boundless compassion*. New York, NY: Free Press.
- Palmer, P. (2009). *A hidden wholeness: The journey toward an undivided life.* New York, NY: Jossey-Bass.

Other readings to be posted on Blackboard

Course Topics:

Module 1: Increasing Awareness

- Looking inward: defining an intrapersonal baseline
- Metacognition & self-reflection
- Looking outward: how does self-perception affect the way we view others?
- Throwing the curtains back on the Johari Window

Module 2: Barriers to Communication

- The debilitating effects of pride and ego
- The connection between ego and anger
- Assessing listening styles
- Learning to navigate conflict

Module 3: Positive Psychology

- Mindfulness and presence
- Mindful leadership and dialogue
- The impact of gratitude on perception and interpretation
- How expressing appreciation affects communication

Module 4: Application to Leadership

- Applying humility to conflict
- Using humility to develop the servant leader
- Appreciative Inquiry: the basics
- Applying appreciative inquiry to elements of positive psychology

Two Course Assessments, based on a 100-point scale:

1. Discussion/Participation: 40% of your grade

Each week, you will review assigned readings, whether from the texts or supplemental sources, and then participate in an assigned out-of class activity. Those two sources will form the basis of your response to one discussion question per week that forms the basis of our exploration of restorative communication. I require that you reference connections to the readings and activities in your initial responses, and participation points will be heavily influenced by how well you can work those resources into your peer responses and weekly assignments as well.

You must complete your initial response to this question by no later than <u>Wednesday</u> of each week. This initial response must be <u>substantive</u>, meaning that you should provide roughly 250-400 words for each initial response, but I am less concerned with length of your responses as I am with the <u>depth</u> of meaning and reflection present in your well-thought out compositions. To achieve this depth, I expect you to explain at least one connection between what you choose to write about in your response and the assigned readings and activity for the week.

You must then respond to a <u>minimum</u> of three of your peers by no later than **Friday** of each week. Additional dialogue beyond the minimum is not only encouraged, but will be taken into account when assessing your participation grade, which will occur twice during the course (20 points at the end of Week 8 and 20 points the end of Week 16):

- Failure to respond to others at all, consistently failing to meet the minimum number of peer responses or posting responses that frequently lack depth will result in a score of 0-5 points out of 20.
- Participation that meets the bare minimum requirements of both depth and frequency will be awarded anywhere from 5-15 points out of 20.
- Participation that *occasionally* goes above the minimum of both frequency AND depth will be awarded 15-18 points out of 20.
- Only participation that <u>frequently and consistently</u> goes above and beyond the minimum expectations of frequency and contribution to class dialogue will be awarded the full 20-point score.

Students who I notice falling below expectations will be contacted immediately via email and gently reminded of these expectations.

2. Weekly Assignments: 60% of your grade

- 12 weekly assignments @ 3 points each
- 4 end-of-module assignments (weeks 4, 8, 12, and 16) @ 6 points each

Each week, you will be provided with a reflective prompt based on the readings, activity, and discussion topic for the week. Based on that prompt, you are expected to write a reflective response, which is due by the end of the week (by Sunday, before midnight). A reflective response is not a formal paper, but more like a stream-of-consciousness journal entry. Length

requirements will vary by week (typically 1.5-3 pages or so), but weeks 4, 8, 12, and 16 will have longer requirements because they are the end-of-module assignments (usually 3-5 pages).

Final Grading

Final grades are assigned on the basis of a 100-point scale. Your grade is determined by the total number of points earned in relation to the total number of points that are possible.

Grade Equivalency

Grade	Equivalency
А	92 - 100%
A-	90 - 91%
B+	88 - 89%
В	82 - 87%
B-	80 - 81%
C+	78 - 79%
С	72 - 77%
C-	70 - 71%
D+	68 - 69%
D	62 - 67%
D-	60 - 61%
F	0 - 59%

Late Work Policy:

Seeing as how you signed up for this course, I can only assume that you want to be in this class and as such, I expect you to play an active role in our online community. Much of what we learn in this class will come not only from cognitive learning, but experiential learning as well. By enrolling in this course you are making a commitment to form a "learning community" with mutual responsibility for the discussions in our class. You will be sharing with us your knowledge and experience. This commitment includes being prepared for projects, activities, and assigned readings. The payoff is a good class for everyone involved.

Late assignments will not be awarded any points unless we have mutually negotiated an alternate submission date in advance of the assignment deadline. More simply put, if you know you are going to be late, let me know and I will work with you, but if you contact me after the fact, it is extremely unlikely that I will work with you, so plan ahead.

Grading Scheme:

In evaluating assignments, I utilize the standard grading scale. Students often feel there is a degree of subjectivity in the grading. They are right; part of grading is subjective and part is based on my expertise in recognizing the quality of effort and product. Generally speaking however, the criteria listed below are what I look for in your work.

A: A superior work will address itself to all aspects of the assignment. Though it may have an occasional fault, it will be well-organized, detailed, and extremely well presented or written, with enthusiasm and emotional involvement.

B: This score will be for a well-presented work that is weak in some aspects of the superior work. For example, it may slight part of the assignment; it may not be as clearly organized as a superior work; it may have some minor inconsistencies. Otherwise, the work is competently composed.

C: This score is given for the following:

- Those that meet only minimum requirements
- Those in which the language is overly clichéd
- Those that are too general or superficial

D: This score is used for works that show little understanding of the assignment or suggest serious weakness or incompetence in organization and preparation.

F: This score is for students who fail to present their work at the required time or works that show little understanding of the question or suggest incompetence in structure, syntax, and diction.

Accessibility

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me, please communicate me. I can be reached at jwmisner@lcsc.edu or by telephone 208-769-7872.

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Senior Research Project Design ~ COMM 499

Instructor: Marcy Halpin

Office: 214 Spalding Hall

Mailbox: Humanities Division, Spalding Hall, 111-A

Email: mlhalpin@lcsc.edu

Phone: 792-2905, (my office & voicemail)

792-2307, (Humanities Department)

Office Hours: Mon. & Tues. 3:00 - 5:00 & By appointment

NOTE: I have committee meetings on Wed. & Thurs. afternoons on alternating weeks. I may have availability to meet with you on these days... you just need to check with me.

Note: Please make use of my office hours if you need help. If you cannot attend my office hours, please feel free to make appointments with me. I live only a short drive from campus and am on campus often. While I am happy to talk to you outside of office hours, to ensure that I can meet with you without distraction during such outside times, please try to make an appointment.

I teach at the following times & places:

204-04 & LB03	Public Speaking	MW	10:30 - 11:45	@ ACW 135
392-01	ST: Sports Communication	MW	1:30 - 2:45	@ SGC 126
204-03	Public Speaking	T TH	10:30 - 11:45	@ ACW 135
345-01	Communication & Diversity	T TH	12:00 - 1:15	@ ACW 133
499-01	Sr. Research Project/Seminar	T TH	1:30 - 2:45	@ MLH 210

Your Instructor:

I am here to help you learn, but you are also responsible for guiding that process. Please feel free to ask any question. No question is too insignificant. My office hours are for your assistance. Please take advantage of them. Also, I will be checking my email at least twice every day, probably after my first class in the morning (around noon) and later in the evenings (probably around 9 or 10 p.m.,). I also usually check my email during office hours and on weekends.

Required Materials:

Publication Manual of the American Psychological Association, Sixth Edition American Psychological Association

Any READINGS Distributed in Class (or) Posted to BlackBoard

Recommended Materials & Readings:

 Wrench, Thomas-Maddox, Richmond, McCroskey, (2008). Quantitative Research Methods for Communication: A Hands On Approach. New York, NY: Oxford University Press

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- Emerson, Fretz, and Shaw, (1995). *Writing Ethnographic Fieldnotes*. Chicago, IL: The University of Chicago Press. (now in 2nd edition)
- Seidman, I. (2006). *Interviewing as Qualitative Research: A guide for Researchers in Education and the Social Sciences*. 3rd Edition. New York, NY: Teachers College Press.
- A 1, 1.5, or 2 inch, clean, professional looking, 3- Ring Binder *and* Sheet Protectors, in which Senior Portfolios will be assembled.

Course Description:

This course is a capstone course required for senior Communication Arts majors. It aims to engage students in the practice of scholarly research. The course explores paradigms, ethics, and various methodologies employed in the study of Communication. Over the course of semester students will select a research topic, determine a methodology, and explore a research project, which will be presented at the Senior Research Colloquium. In addition, students will begin to assemble a personal portfolio of exceptional work, to be presented at the Senior research Colloquium.

Objectives include:

- 1. Identify principles of academic writing and research
- 2. Practice critically reading scholarly works/writings
- 3. Practice selected research methodologies previously discussed.
- 4. Accurately read data and interpret results.
- 5. Execute an approved research project
- 6. Write an academic paper reflecting one's research findings.
- 7. Present completed project at LCSC Research Colloquium.

Idaho Foundation Standards for

Communication Arts / Speech & Debate Secondary Education Endorsement

• Final Research Paper/Project - defines an area of study, identifies current literature in the field relevant to that area, articulates and follows a methodology, and discusses the results of such study, which is linked to "Performance Standard #2 "practice in conducting and applying research," of the Idaho Standards for Communication Arts.

Classroom Conduct:

I respect my students and try to create a comfortable learning environment. However, it is also your responsibility to create and help maintain such an environment. Please note that respect for ideas does not necessarily mean "agreement" with those ideas. I highly encourage disagreement and discussion. Moreover, I ask that you please refrain from reading newspapers during class and that you please turn off your cell phones or beepers. On presentation days, I also ask that you be particularly conscious of such items out of respect for your classmates' presentations. Such disruptions affect the environment for the speaker and will be considered infractions on the class participation grade.

Attendance and Tardy Policy:

This is a small class, meaning that its success depends on your presence and participation. Thus, your presence, both physically and mentally, is necessary. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor's note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate

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documentation and schedules to verify their absences for travel, etc. In the case of serious personal or family emergencies, students should contact their Dean.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a <u>reasonable</u> period. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

ALSO NOTE: Frequent unexcused absences may result in the reduction of your final grade including a final grade of "F" given.

Also, keep in mind that absences will affect your class-participation grade.

Policy Regarding Class Notes:

I strongly believe that there is a value in note "taking" and that writing things down (or typing them) helps you remember and digest the material. As such, I do not distribute my lecture notes or my power points to students (with the exception of certain "review" quiz show formats). That said, if you miss class for some reason, it is your responsibility to get the notes from one of your classmates. Requests made to me for class notes will be unsuccessful. This means that you should be kind to your classmates and foster positive working relationships with them. Consistent with this philosophy, I also prohibit the photography or video-recording of class lectures and slides. As some of you may know, I try to use media examples in my teaching and in my powerpoints, and thus maintaining control of my slides and limiting their distribution also limits the potential distribution of copyrighted material. As the OWL at Purdue explains regarding 'Fair Use', "Using copyrighted images in a classroom PowerPoint presentation is more acceptable than making the presentation available online or putting the images on a website.... Make the new use available for the shortest amount of time to the smallest group possible" (OWL, http://owl.english.purdue.edu/owl/resource/731/1/).

Late Assignments:

For <u>journals</u> and/or <u>quizzes</u>, 3 points will be deducted from any assignment made up or turned in more than one day past its due date. If a student should miss a quiz for any reason, he or she has a 1 week expiration date for taking that quiz.

Students are expected to deliver presentations on assigned days, take exams on assigned days, and turn in major assignments or papers on assigned days. Make-ups for such items will be accepted ONLY in the instance of a <u>documented excused</u> absence. In general, papers are considered late once 24 hours passes from the given due date/time.

Academic Integrity & Judicial Affairs:

Students in this course will be expected to comply with the <u>Lewis-Clark State College's policy on academic integrity</u>. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College's guidelines on academic integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating College Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work <u>and</u> speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences, including an automatic "F" on the assignment.

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"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.

• ALL Written Assignments & Revisions should be submitted ON BLACKBOARD

Assignments and Grading:

Revisions/Drafts/Components	3 @ 100 pts each	300 pts
Revision Work-shopping	2 @ 50 pts each	100 pts
Lead Seminar Day	1 @ 100 pts each	100 pts
Senior Portfolio	1 @ 100 pts each	100 pts
Final Research Project/Paper	1 @ 100 pts each	100 pts
Practice Presentation of Research Project	1 @ 50 pts each	50 pts
Presentation of Research Project at Research Colloquium	1 @ 100 pts each	100 pts
Attendance/Participation (Quizzes /Peer feedback)	Varied	100 pts
Program Assessment / "Exit Interview"		50 pts
(During Final Exam Period)		
EXTRA CREDIT – Researcher's Journal	25 pts max	

Total Points Available 1000 pts

Revisions/Drafts: Writing is a process of infinite revisions. To better facilitate a polished, completed final research project, components of the paper and revisions from the paper will be due throughout the semester. Because of the turnover time in encouraging new and fresh revisions, as well as to accommodate student work-shopping, late revisions of project components will not be accepted.

Revision Work-Shopping: To encourage and enforce early revisions, additions, and formulations to everyone's projects, and to add voices of feedback, each student will workshop 2 paper revisions of another student. Often times, we become better writers and presenters when we evaluate others' work, which is part of the motivation behind this assignment. In addition, this assignment is meant to encourage a cooperative and collaborative environment for the capstone seminar. To encourage more thorough comments, students will take copies of their classmates papers home, and be allowed 1 week's time to return comments.

Lead Seminar Day: To engage students in each other's projects and to encourage peer feedback and cooperation or collaboration, each student will lead seminar one day on the topic of his/her project. As such, each student will select a key reading (on their topic) for the class that day (readings should both be closely related to their project, and should ground the topic in the field of communication). Students are expected to lead seminar on the reading, connect the reading to other literature, articulate the importance of the reading to the field of communication, articulate important/key points for the reading, provide examples to illustrate concepts, and identify questions for discussion (students are expected to engage the class in discussion throughout the day's class)

Senior Portfolio: As a senior, you will need to produce a polished senior portfolio as part of your graduation requirements. Portfolios should be in 1 or 1.5 or 2 inch three-ring binders, (white or black, professional looking). Portfolios should be formatted so to include typed indices, section dividers,

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abstracts, and work that is neatly presented in sheet protected pages. If a section of the portfolio contains several items, it, too, should have its own index/table of contents.

Some of the items that a portfolio should include are: Student Resume, Evidence of awards or honors, Samples of Superior Student Work and Projects, etc. Since students are attaining degrees in communication, materials should be somewhat focused in this area.

In general, both resumes & materials should be organized within selected categories from newest to oldest. Abstracts, (or descriptions of your projects, descriptions of the goals achieved or skills attained in the projects, and if part of a group project--your role it) should be incorporated for some items or projects – especially for projects that demonstrate special skills, group projects, or projects for which some explanation is needed. *However, Abstracts and descriptions SHOULD NOT BE too long*

As a guideline, assume that the audience (potential employer) looking at your portfolio has no understanding of what projects/assignments you completed in class or at work. You want them to be able to understand at a glance, what it is that you showing them, what was entailed, what skills you are demonstrating to them, and your role in the project.

Final Research Project/Paper: In 498, you completed a prospectus, or project proposal. In 499, you will execute that proposal as a final research project.

In your research prospectus, you accomplished four main objectives:

- (1) Identifying and defining the area of study and articulating why it is important;
- (2) Providing background on the topic and grounding the area of study in current literature (A literature review);
- (3) Situating the author's position or argument against the current literature;
- (4) Articulating a methodology or course of action, indicating how the author will proceed.

Thus, most of you have already determined your area of study, begun a review of the literature, established your methodology. This semester is built around you completing your projects.

IRB Approval:

- Not all Projects will require IRB approval.
- However, all projects involving the participation and/or the study of human subjects will require IRB approval.
- ALL Students pursuing the study of human subjects MUST submit an application to the LCSC IRB board and receive approval before any surveys can be administered, interviews conducted, or participants observed. IREPEAT: You cannot conduct any surveys or interviews until you receive IRB APPROVAL. So please PLAN AHEAD. Surveys and interview guides should be constructed in the first weeks of the semester, IRB proposals should be submitted in February.

The final draft ...(formatting)

- Will be a *minimum* 25 pages; 12 pt. Times New Roman font, w/ standard 1 inch margins. With appendices, (Surveys or interview guides, transcripts, images, or document texts) the page length will actually potentially reach 35 or 30 pages.
- Your literature review must be expanded to include a minimum of 15 sources, with a minimum of 10 academic sources.
- You should have already produced a 15 page prospectus—the project should enhance and fulfill the projections put forth in the prospectus.
- All projects must be written and **formatted according to APA guidelines for writers of research papers** (unless otherwise approved).

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The Final Draft ...(Structure)

- The project should include an introduction to area of study and its relevance/importance (including its relevance to the study of communication),
- a literature review on the object of study,
- the student's research question or hypotheses,
- an articulation of the methodology employed,
- a section discussing the results and findings of the study, and
- an analysis section, revealing your conclusions. Your conclusions, in general, should answer the question "so what?." In other words, why are your findings important? What do they mean to the study of communication?
- Any appropriate appendices should be attached to the paper, including surveys, or interview questions, results tables, etc. Appendices will not count toward your minimum page requirement.

Practice Presentation: Each student will present their research/findings in class, in a practice presentation. This will be in preparation for the presentation to be performed in the Research Colloquium.

Presentation of Research Project at Research Colloquium:

All students will participate in LCSC's Research Colloquium at the end of the semester. Each student must submit an abstract explaining their project, which will be included as part of the colloquium program. Details about presentations dates/times, scheduling, will be forthcoming, as the program Colloquium program comes together.

Class Participation:

Participation is expected, especially in a seminar type structure whereby the functioning of the class relies on your contributions. Participation from all members of the class constructs a community that both enacts and fosters an understanding of the concepts encountered over the course of the semester.

The participation grade will include quizzes on readings, (worth between 10 and 25 points each); it will include in class evaluation/work-shopping activities (such as surveys or interview guides); it will include peer evaluations of the practice presentations. It will also include participation in discussion, from "lead seminar days."

However, active participation is more than reckless argument or mindless chat. In forming such a community, I expect that students will come to class, complete oral and written assignments in a timely and enthusiastic manner, show respect and consideration for classmates and instructor; frequently provide positive, relevant, original and/or thought-provoking contributions to discussion and debates; and show attentiveness through active listening. (Some in-class or weekly assignments will be included as part of the participation grade). Any remaining point values will be evaluated based on attendance/oral participation) A failing grade in participation is obtained by: a failure to complete assignments, failure to attend class, failure to contribute to discussion on at least a minimal level, showing disrespect toward classmates or instructor via offensive or inappropriate contributions or remarks, inappropriate behavior during other students' speeches.

Extra Credit ~Researcher's Journal

A Researcher's journal is a journal or a notebook, where a writer/researcher keeps his or her ideas, brainstorming notes, reading notes, and library research. If you were to keep one, I would expect to see notes from brainstorming sessions, notes from feedback from peers, I'd like to see you jot your reading notes or outlines from reading key articles/books. I would also expect to see days/dates/databases used for

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library research....to keep a record of where you have been the databases, etc. It is also appropriate to draft out ideas, paragraphs in such a journal.

Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

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Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Updated May 2015 Approved by VP for Student Affairs & Provost 7/07/2015

ED 449: Teaching Methods in the Content: Communication Arts

Catalog Description:

This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans consisting of course rationale, syllabus, and lesson plans based upon local, state, and national standards. Special emphasis is placed on research-based teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship practicum experience in the content area for students.

Course Description and Purpose:

ED 449 is intended as a source of ideas, guidelines, and suggestions for the improvement of instruction of Communication Arts in secondary schools (including junior high and middle schools). The course combines theoretical and practical learning experiences for the Communication Arts teacher and major or non-major student. Special emphasis is placed on unit teaching, on inquiry, conceptual, and constructivist techniques, on the critical use of varied activities and materials, and on developing a democratic classroom atmosphere in order to promote learning. Substantial portions of the course are devoted to reflective and creative activities for actual classroom situations, culminating with the development of a model Unit Plan.

Course Assignments/Activities:

The following chart details assignments/activities required of all students, the point value for each assignment, and the applicable LCSC Teacher Education Program standards.

As	signment/Activities:	Value:	LCSC Standard(s):
1.	Chapter Review and Discussions: Post at least	1. 200 Points	Dedicated Professional: Commitment to the
	one original thread and respond to the threads of		profession of education, fostering relationships
	your peers per reading assignment (due dates for		with colleagues, parents, and agencies in the
	each provided in course schedule); each original		larger community to support student learning and
	thread should be at least ten sentences		well-being.
	(approximately two paragraphs) in length and each		
	peer response should be at least five sentences (one	2. 50 Points	
	paragraph)		
2.	Exploring Professional Organizations : Explore		
	local, state, and national organizations in		
	Communication Arts. Pick two organizations		
	(possibly one state and one national or two national)		
	in which you would like to become a member. Write		
	a 2-page reflection on these organizations.	3. 200 Points	
3.	20-hour Practicum: You will be working with a		
	classroom teacher in your content area. These 20		
	hours will consist of many different activities so the		
	time spent in the classroom may vary from week to		
	week. You will use this time to research your		
	content, work on lessons with them, etc.	4. 50 Points	
4.	Lesson Observation: Take detailed notes of a		
	lesson, from the beginning of the period to the end.		
	Briefly confer with the teacher after the lesson to		

	discuss what you observed. Summarize the observation experience.		
5.	Textbook Evaluation: Become familiar with textbooks that you may be using in your teaching. For your content area, select a textbook that is accompanied by a teacher's edition and examine the contents of both.	5. 50 Points	Content Specialist: Demonstrates and maintains knowledge of content area
6.	Course Rationale and Syllabus: Develop a rationale for a communications course that identifies why the course is important. It should anticipate the question, "Why do we need to know this stuff?" Concurrently, develop a course syllabus that lets students know what's expected of them and helps them to organize, conceptualize, and synthesize their learning experiences.	6. 100 Points	
7.8.	Sample Lesson Plans: Create three separate lesson plans that demonstrate your ability to plan instruction for multiple communication topics Model Unit Plan: Develop a 3-4 weeks unit of study that includes summaries of the learning goals/objectives, assessments, instructional design, contextual factors, and resources/materials as well as 12-15 lesson plans. The unit should also cover a variety of Common Core State Standards AND state content standards for the state in which you (hope to) teach.	7. 75 Points (25 points per lesson) 8. 200 Points	Educational Designer: Plans and creates learning experiences based on knowledge of content, students, community, and best practices Educational Evaluator: Uses appropriate formal and informal assessment strategies to insure continuous development of all learners
9.	Practicum Teaching Experience: Teach a lesson during your 20-hour practicum. You will tape this lesson and be evaluated using the lesson evaluation form that will be used during your internship. You will also submit a written reflection of your teaching experience.	9. 75 Points	Educational Facilitator: Utilizes a variety of instructional strategies and resources to engage students in meaningful environments Reflective Professional: Continually evaluates effects of his/her choices on others (students, parents, other professional educators) and actively pursues opportunities to grow as a professional
	TOTAL POINTS POSSIBLE	1000	

Course Evaluation and Grading:

Successful completion of the required assignments above and the results of their corresponding assessments will determine your level of achievement in this class. Commensurate with the professionalism expected of beginning and veteran teachers alike, teacher candidates are expected to turn in all assignments on time. Failure to do so will result in a drop of one letter grade for each day the assignment is overdue unless otherwise cleared by the instructor. If any assignment is past due after 3 days, it will not be accepted and will earn zero points.

Overall achievement in the course will be measured by the culmination of points associated with each of the performances detailed in the chart above. The grading scale for this course is listed below:

A=93-100% A-=90-92.99% B+=88-89.99% B=83-87.99% B-=80-82.99%* C+=78-79.99% C=73-77.99%

*Please note: In order to successfully complete this course, one must earn at least a "B-," or a minimum of 800 points out of the 1000 points possible. *Failure to complete the practicum experiences and/or earn the requisite points and will result in an unsuccessful grade for this course.*

Plagiarism:

Plagiarism, or, the attempt to submit work or ideas as if they were your own (intentional or otherwise), will result in an immediate failing grade in the class and possible expulsion from the LCSC Secondary Education Program as determined by the Secondary Education Planning Team. Rule of thumb: cite your sources!

Adaptations:

If you need course adaptations or accommodations because of a diagnosed disability, please notify the instructor within the first two weeks of class. See the syllabus addendum for more details.

Final Note:

This syllabus is not a contract. The instructor reserves the right to modify the syllabus and course schedule at any point during the course of the semester. All students will be notified if such changes occur.

LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)

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In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page. Access the consumer information page (www.lcsc.edu/consumer-information/)

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://catalog.lcsc.edu/) and the LCSC Student Handbook (www.lcsc.edu/media/4355870/Student-Handbook.pdf). _More information_can be found on the Student Affairs webpage (www.lcsc.edu/student-affairs/student-rights-and-responsibilities/).

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs web page (www.lcsc.edu/student-affairs/student-code-of-conduct/) or the LCSC <a href="toolstood: Consumer Information web page (www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs October 10, 2016

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

University of Idaho – State Team Focused Visit Report

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

REFERENCE

February 2014

Board accepted the State Team Report, thereby granting program approval of Elementary Education, Early Childhood/Special Education Blended, Special Education, English Language Arts, Mathematics Social Studies (Foundation Standards), Economics, Geography, Government/Civics, History, Science (Foundation Standards), Biology, Chemistry, Earth and Space Science, Physics, Modern Languages, Visual/Performing Arts (Foundation Standards). Visual Arts, Music Approved - Target, Physical Education Approved - Target, Health Education, Professional Technical (Foundation Standards), Agricultural Science and Technology, Business Technology, Technology Education, Marketing Education, Administration (Foundation Standards), School Superintendent, and Special Education Director at the University of Idaho as teacher certification programs.

February 2014

Board accepted the State Team Report, thereby granting conditional approval of the Gifted and Talented Education and Library Media Specialist programs at the University of Idaho for teacher certification.

February 2014

Board accepted the State Team Report, thereby not approving the Reading/Literacy program at the University of Idaho for teacher certification.

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with conducting a full unit review of all State Board-approved teacher preparation programs in Idaho on a seven (7) year cycle. Any programs that are "Conditionally Approved" require a subsequent "Focused Visit" within three (3) years of the full unit review.

The PSC convened a State Review Team of content experts who conducted a focused visit of University of Idaho October 10 - 12, 2016. The PSC reviewed the final report submitted by the State Review Team and voted to recommend the State Board of Education approve the Focused Visit State Team Report as written.

Additionally, the PSC concluded that the documentation brought forth by University of Idaho for its Teacher Librarian program provided sufficient evidence to merit a recommendation of full approval for this program.

IMPACT

The recommendations in this report will enable the University of Idaho to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 - University of Idaho Final Focused Visit State Team Report Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to assure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

The current Board approved accrediting body for teacher preparation programs is the Council for the Accreditation of Education Preparation (CAEP). CAEP was formed in 2013 with the consolidation of National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). NCATE was the previously recognized accrediting body for approved teacher preparation programs in Idaho. On-site teacher preparation program reviews are conducted every seven (7) years in partnership with CAEP based on a partnership agreement. During a concurrent visit, the CAEP team and the state team collaborate to conduct the review, however each team generates their own reports. New programs are reviewed at the time of application for consideration as an approved teacher preparation program. Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The PSC review process evaluates whether or not the programs meet or will meet the approved teacher preparation standards for the applicable program and endorsement area. The

PSC may recommend to the Board that a program be approval as "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the PSC forwards a new recommendation to the Board regarding approval status of the program.

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	rove the recommendati ccept the Focused Visit d.		
Moved by	Seconded by	Carried Yes	No
•	ull approval of University ogram for Teacher Librar		rarian program
Moved by	Seconded by	Carried Yes	No

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College/University: <u>University of Idaho</u> Review Dates: <u>October 10-12, 2017</u>

STATE TEAM REPORT Focused Visit University of Idaho October 10-12, 2016

ON-SITE STATE TEAM:

Amy Cox - Chair

Ken Cox Paula Kellerer Dana Johnson Trenna McCashland

Professional Standards Commission

Idaho State Board of Education

STATE OBSERVERS:

Lisa Colón Annette Schwab

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INTRODUCTION

The University of Idaho, locally referred to as "The U of I", is Idaho's oldest public university. It is the state's land-grant and primary research university. The University of Idaho was the state's sole university for 71 years, until 1963. The university offers 142 degree programs, from accountancy to wildlife resources, including bachelor's, master's, doctoral, and specialists' degrees. Certificates of completion are offered in 30 areas of study.

The purpose of the on-site focused visit was to determine if sufficient evidence was presented indicating that candidates at the University of Idaho meet state standards for initial certification for programs that were conditionally approved at the previous full program review, as well as piloting the state specific requirements review. The focused visit review was conducted by a five-member state program approval team, accompanied by two state observers. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met. State Specific Requirements were piloted, feedback was provided to the University of Idaho and the Professional Standards Commission, but is not included in the State Team Report.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard. These evidences included but were not limited to: course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Some observations of candidates teaching through PreK-12 site visits and video presentations were also used. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals, and cooperating teachers.

To assist the reader, the report includes language recommended by the Counsel for the Accreditation of Educator Preparation (CAEP), a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at the University of Idaho.

Student – an individual enrolled in an Idaho PreK-12 public school

Unit – the institution's teacher preparation program

CAEP - Counsel for the Accreditation of Educator Preparation

Program Approval Recommendations

Program	Approved	Conditionally Approved	Not Approved	Notes (See program rubric section for more specifics regarding recommendations.)
Teacher Librarian	X	3,7,53		Teacher Librarian program included nine (9) target areas out of a total of twenty (20) areas.

Rubric for State Specific Requirements (SSRs)

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

SSR 1: Knowledge and Performance Foundation for the application of Instructional Shifts for Language Arts

- 1. Building Knowledge through Content-rich Nonfiction
 - Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.
 - Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.
- 2. Reading, writing and speaking grounded in evidence from text, both literary and informational
 - Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
 - Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.
- 3. Regular practice with complex text and its academic language
 - Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.
 - Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.
 - Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.

Element	Unacceptable	Acceptable	Target
SSR 1.1 Knowledge (Inputs) Instructional Shifts for Language Arts		X	

1.1 Knowledge: Interviews with mentor teachers, candidates in their junior year, student teacher candidates, and perusing student work samples and course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for language arts.

Sources of Evidence

- Book files from EDCI 321
- Syllabus from EDCI 321, EDCI 463
- Interviews with faculty
- Interviews with junior level candidates and student teacher candidates

Element	Unacceptable	Acceptable	Target
SSR 1.2 Performance (Application) Instructional Shifts for Language Arts		X	

1.2 Performance: Analyzing candidate lesson plans and candidate assignments and interviews with university faculty and teacher candidates provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for language arts.

Sources of Evidence

- Interviews with student teachers
- Reflections by candidates
- Lesson plans

Areas for consideration:

- 1. Continue to focus on incorporation of a balance of content rich non-fiction text and literary texts.
- 2. Continue to build opportunities for candidates to demonstrate facilitation of student Reading/writing/speaking that is grounded in evidence across the curriculum.
- 3. Continue to focus on the shifts for all secondary-prepared candidates.

Reco	mmended Action on SSR 1:
X	_ Approved
	Conditionally Approved
	☐ Insufficient Evidence
	☐ Lack of Completers
	☐ New Program
	Not Approved

SSR 2: Knowledge and Performance Foundation for the application of Idaho Comprehensive Literacy Standards

- 1. Phonics
- 2. Phonological Awareness
- 3. Fluency
- 4. Vocabulary
- 5. Comprehension
- 6. Writing
- 7. Assessment Strategies
- 8. Intervention Strategies

Element	Unacceptable	Acceptable	Target
SSR 2.1 Knowledge (Inputs) Idaho Comprehensive Literacy Standards		X	

2.1 Knowledge: Perusing candidate assignments, reviewing candidate lesson plans, interviewing candidates, reviewing syllabi, and interviews with faculty provide evidence that teacher candidates demonstrate adequate knowledge of Idaho Comprehensive Literacy Standards.

Sources of Evidence

- Course syllabi
- Candidate miscue lesson plans
- Candidate assignments in literacy classes
- Candidate interviews
- Faculty interviews

Element	Unacceptable	Acceptable	Target
SSR 2.2 Performance (Application) Idaho Comprehensive Literacy Standards		X	

2.2 Performance: Perusing candidate assignments, reviewing candidate lesson plans, interviewing candidates, reviewing syllabi, and interviews with faculty provide evidence that teacher candidates demonstrate an adequate ability to apply Idaho Comprehensive Literacy Standards.

Sources of Evidence

- Candidate miscue lesson plans
- Candidate assignments in literacy classes
- Candidate interviews
- Faculty Interviews

Areas for consideration:

1. Ensure secondary education majors receive adequate exposure to and practice with items 3-8 on the Idaho Comprehensive Literacy Standards

Reco	mmended Action on SSR 2:
X	_ Approved
	Conditionally Approved
	☐ Insufficient Evidence
	☐ Lack of Completers
	☐ New Program
	Not Approved

SSR 3: Knowledge and performance foundation for the application of Instructional Shifts for Mathematics

- 1. Focus strongly on the math Standards for Practice.
 - Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
- 2. Coherence- Thinking across grades and linking to major topics within grades
 - Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.
- 3. Rigor In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

• Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.

Element	Unacceptable	Acceptable	Target
SSR 3.1 Knowledge (Inputs) Instructional Shifts for Mathematics		X	

3.1 Knowledge: Interviews with mentor teachers, interviews with candidates, interviews with faculty, candidate assignments for coursework, and course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for mathematics.

Sources of Evidence

- Course syllabi
- Course assignments
- Interviews with candidates
- Interviews with faculty
- Interviews with mentor teachers

Element	Unacceptable	Acceptable	Target
SSR 3.2 Performance (Application) Instructional Shifts for Mathematics		X	

3.2 Performance: Interviews with mentor teachers, interviews with candidates, interviews with faculty, and candidate assignments for coursework provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for mathematics.

Sources of Evidence

- Course assignments student thinking interviews and reflections
- Interviews with candidates
- Interviews with faculty
- Interviews with mentor teachers

Areas for Improvement:

1. Continue to develop the curriculum to ensure that secondary mathematics candidates have adequate interaction with common core shifts and the opportunity to demonstrate their application of this knowledge.

Reco	Recommended Action on SSR 3:				
X	_ Approved				
	Conditionally Approved				
	☐ Insufficient Evidence				
	☐ Lack of Completers				
	☐ New Program				
	Not Approved				

SSR 4: Knowledge and Performance Foundation for the application of Instructional Technology and Data Literacy

- 1. Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions
 - Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.
- 2. Appropriate Integration of Educational Technology
 - Candidates meet pre-service technology requirement in the <u>Idaho Standards for</u> <u>Initial Certification of Professional School Personnel.</u>

Element	Unacceptable	Acceptable	Target
SSR 4.1 Knowledge (Inputs) Instructional Technology and Data Literacy		X	

4.1 Knowledge: Interviews with mentor teachers, interviews with candidates, interviews with faculty and candidate assignments provide evidence that teacher candidates demonstrate adequate knowledge of instructional technology and data literacy.

Sources of Evidence

- Interviews with candidates
- Interviews with faculty
- Review of course syllabi
- Interviews with mentor teachers

Element	Unacceptable	Acceptable	Target
SSR 4.2 Performance (Application) Instructional Technology and Data Literacy	X		

4.2 Performance: Observing teacher candidates, analyzing teacher lesson plans, and interviewing faculty, principals and candidates provide minimal evidence that teacher candidates demonstrate an adequate ability to apply instructional technology and data literacy.

Sources of Evidence

- Candidate observations
- Interviews with principals
- Lesson plans
- Interviews with faculty
- Interviews with candidates

Areas for consideration:

- 1. Evidence that candidates incorporate technology with K-12 students
- 2. Evidence that candidates see assessment as a tool that spans content, not just literacy
- 3. Evidence that all components of the Pre-Service Technology Standards are explicitly incorporated into the program

Reco	Recommended Action on SSR 4:				
	Approved				
X	Conditionally Approved				
	☐ Lack of Completers				
	☐ New Program				
	Not Approved				

SSR 5: Units demonstration of robust Clinical Practice and use of Performance Assessments

- 1. Robust Clinical Practice and Internships
 - The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.
- 2. Accurate and Informative Performance Assessments
 - Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.

Element	Unacceptable	Acceptable	Target
SSR 5 Clinical Practice and use of Performance Assessments	X		

5: Interviews with mentor teachers, observing teacher candidates, analyzing performance assessments, interviewing candidates and faculty, and perusing candidate reflections provide evidence that the preparation program demonstrates weakness in robust clinical practice, and a moderate weakness in using performance assessments.

Sources of Evidence

- Student Practicum Handbook
- Candidate evaluations in the field mid-term, mentor teacher and university evaluations
- Interview with field experience director, candidates and mentor teachers, faculty, and principals
- Candidate reflections
- Candidate evaluations by university supervisors, mentor teachers and university faculty

Areas for Improvement:

- 1. The university should develop appropriate qualifications of mentor teachers and work to recruit teachers who meet those expectations.
- 2. Training of mentor teachers, including expectations and support in mentoring
- 3. Opportunity for mentor teachers and principal partners to speak into the program
- 4. Avenues of formal feedback from candidates on mentor teacher capabilities and experience
- 5. Consistent policies to support candidates who demonstrate deficiencies in either dispositions or teaching performance throughout the program Catching them early
- 6. K-12 student evaluation of candidate performance
- 7. Training and qualifications for university supervisors including demonstration and calibration of observational feedback Perhaps this expectation extends to other education faculty as well, especially those associated with practicums
- 8. Feedback from candidates and university on the quality and support of university supervisors
- 9. Consider CAEP expectations for reliability and validity with the "UI TPA" performance assessment
- 10. Development of consistent expectations or characteristics for schools who participate in practicums

Recommended Action on SSR 5:
Approved
X Conditionally Approved
☐ Lack of Completers
☐ New Program
Not Approved

ICEP recommendations were only approved in 2016 and therefore, the university still has some opportunity to implement key ICEP recommendations. As a result, this review does not include a judgement on the robust clinical practice and internships outside of the recommendations above.

Conditional approval is based on the evidence submitted for accurate and informative performance assessments.

SSR 6: Candidates meet Idaho state certification requirements per IDAPA Rule

- 1. Random selection of candidates' institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.
 - Random selection of institutional recommendations for initial certification, including alternative authorizations
 - The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.
 - Random selection of institutional recommendations for adding endorsements, including alternative authorizations
 - If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.
 - The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.

Element	Unacceptable	Acceptable	Target
SSR 6 Candidates meet IDAPA Rule Certification Requirements		X	

SSR 6: Analyzing a random selection of candidate institutional recommendations, transcripts, student teaching placement, Praxis II scores, and professional experience reports provide

evidence that candidates meet IDAPA Rule certification requirements. All institutional recommendation forms reviewed were for programs that had received State Board approval.

Areas for Improvement:

Although all transcripts reviewed included as least one methods course/content, it was noted that for those secondary preparation programs that included preparation in two or more content areas, there was only one methods course provided in the "major" content area. In addition, over half of the institutional recommendations did not indicate the grade level and/or content area where the candidate's student teaching was completed.

It was noted that the English as a New Language program received State Board approval on August 14, 2014. There was an institutional recommendation signed on February 1, 2015, verifying that a candidate had completed University of Idaho's English as a New Language program. Although the program had been approved prior to the recommendation being signed, it would be difficult for a candidate to have completed a program that had so recently been approved.

In addition, it was observed that the University of Idaho has continued to sign institutional recommendations for Literacy K/12, a program which was not approved by the State Board of Education on February 27, 2014, following their full program review in 2013. The institution is provided two years to matriculate out candidates that were already enrolled in the program. All institutional recommendations with the Literacy K/12 fell within these guidelines.

Recommended Action on SSR 6:

X	_ Approved
	Conditionally Approved
	☐ Insufficient Evidence
	☐ Lack of Completers
	☐ New Program
	Not Approved

Rubrics for the Idaho Standards for Teacher Librarians

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1. The teacher librarian is an effective teacher with knowledge of learners and learning.
- 2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
- 3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Learner		X	
Development			

1.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate knowledge of how students learn and develop.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
- 2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.
- 3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.
- 4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Element	Unacceptable	Acceptable	Target
1.2 Performance		1.	
Learner			X
Development			

1.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates create in-depth learning experiences that make the content taught meaningful to students.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.
- 2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Learning			X
Differences			

2.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth knowledge of learning differences.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.
- 2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Element	Unacceptable	Acceptable	Target
2.2 Performance		2.	
Learning			X
Differences			

2.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate an in-depth ability to ensure inclusive learning environments that enable each learner to meet high standards.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.
- 2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge			
Learning		X	
Environments			

3.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate knowledge of learning environments.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.
- 2. The teacher librarian supports flexible, open access for library services.
- 3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
- 4. The teacher librarian facilitates access to information in a variety of formats.
- 5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.
- 6. The teacher librarian provides a respectful, positive, and safe climate.
- 7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.
- 8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Element	Unacceptable	Acceptable	Target
3.2 Performance			
Learning		X	
Environments			

3.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
- 2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
- 3. The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.
- 4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.
- 5. The teacher librarian understands the process of information retrieval and resource sharing.
- 6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.
- 7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.
- 8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge			
Content			X
Knowledge			

4. Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth content knowledge.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.
- 2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
- 3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
- 4. The teacher librarian catalogs and classifies library materials using professional library standards.
- 5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
- 6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.
- 7. The teacher librarian administers and trains staff to ensure an effective school library program.
- 8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.
- 9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.
- 10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Element	Unacceptable	Acceptable	Target
4.2 Performance			
Content			X
Knowledge			

4.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate an in-depth ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.
- 2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

5.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate application of content.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
- 2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.
- 3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
- 4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.
- 5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content		X	

5.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 1. The teacher librarian understands many methods of assessing the library program.
- 2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge			
Assessment		X	

6.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate understanding of assessment.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
- 2. The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
- 3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Element	Unacceptable	Acceptable	Target
6.2 Performance			
Assessment			X

6.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate an in-depth ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
- 2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
- 3. The teacher librarian acknowledges the importance of participating in curriculum development.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge			
Instructional		X	
Planning Skills			

7.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate understanding of instructional planning skills.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.
- 2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.
- 3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.
- 4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.
- 5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
- 6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.
- 7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills		X	

7.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 3. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.
- 4. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies			X

8.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth understanding of instructional strategies

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
- 2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.
- 3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.
- 4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.
- 5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.
- 6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.
- 7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.
- 8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.
- 9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies		X	

8.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
- 2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
- 3. The teacher librarian understands confidentiality issues related to library records.
- 4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge			
Professional Learning and Ethical Practice			X

9.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth understanding of professional learning and ethical practice.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.
- 2. The teacher librarian educates the school community on the ethical use of information and ideas.

- 3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.
- 4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.
- 5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Element	Unacceptable	Acceptable	Target
9.2 Performance			
Professional Learning		X	
and Ethical Practice			

9.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis scores
- Instructor interviews

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 1. The teacher librarian understands various communication and public relations strategies.
- 2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
- 3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge			
Leadership and			X
Collaboration			

10.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth understanding of leadership and collaboration.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
- 2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.
- 3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.
- 4. The teacher librarian advocates for the school library program and the library profession.
- 5. The teacher librarian participates in decision-making groups to continually improve library services.
- 6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
- 7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.
- 8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
- 9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.
- 10. The teacher librarian advocates for school library and information programs, resources, and services.
- 11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration		X	

10.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to seek appropriate leadership roles and opportunities to take responsibility for

student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	10		5	5
Performance	10		6	4

Addendum:

In 2014 the Teacher Librarian preparation program was reviewed. During that review the program was approved conditionally due to insufficient evidence. After that review the University of Idaho completely redesigned the Teacher Librarian Preparation program. This new version utilized the feedback of the 2014 review and has become a thoroughly modern and comprehensive program. Each course builds into the other courses; the outcome of this is a program that is one unit that is highly effective. Additionally, the program's self-paced structure is a strength of which the interviewed candidates spoke highly.

Areas for Improvement:

Recon	nmended Action on Teacher Librarians:
X	_Approved
	_Conditionally Approved
	☐ Insufficient Evidence
	☐ Lack of Completers
	☐ New Program
	_Not Approved

TAB	DESCRIPTION	ACTION
1	NORTH IDAHO COLLEGE UDPATE	Information Item
2	2018 LEGISLATIVE IDEAS	Motion to Approve
3	INSTITUTION/AGENCY STRATEGIC PLANS	Motion to Approve
4	DATA MANAGEMENT COUNCIL BUSINESS RULES/POLICIES	Motion to Approve
5	COLLEGE AND CAREER READINESS DEFINITION	Motion to Approve
6	COLLEGE OF EASTERN IDAHO TRUSTEE ZONES	Motion to Approve
7	INSTRUCTIONAL STAFF EVALUATION REVIEW REPORT	Information Item
8	BOARD POLICY I.J. – USE OF INSTITUTIONAL FACILITIES – FIRST READING	Motion to Approve
9	BOISE STATE UNIVERSITY – ALCOHOL PERMIT FOR 2017 HOME FOOTBALL GAMES – PRE GAME EVENTS AT STUECKLE SKY CENTER	Motion to Approve
10	IDAHO STATE UNIVERSITY – ALCOHOL PERMIT FOR 2017 HOME FOOTBALL GAMES	Motion to Approve
11	UNIVERSITY OF IDAHO – ALCOHOL PERMIT OF 2017 HOME FOOTBALL GAMES – PRE GAMES EVENTS	Motion to Approve
12	UNIVERSITY OF IDAHO – ALCOHOL PERMIT FOR 2017 HOME FOOTBALL GAME – SUITE CLUB SEATING	Motion to Approve
13	IDAHO PUBLIC TELEVISION, ANNUAL REPORT	Information Item
14	ELEMENTARY SECONDARY EDUCATION ACT – CONSOLIDATED STATE PLAN	Information Item

PPGA i

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PPGA ii

SUBJECT

North Idaho College Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the requirement of Board Policy I.M.3, for institution to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President MacLennan will provide a 15-minute overview of North Idaho College's (NIC's) progress in carrying out the institutions strategic plan and answer questions.

IMPACT

NIC's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the Board, the Division of Financial Management and the Legislative Services Office.

ATTACHMENT

Attachment 1 – Progress Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Specific details regarding the institutions progress toward meeting its strategic plan goals may be found in the attached report.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PPGA TAB 1 Page 2

Progress Report for North Idaho College

State Board of Education Meeting June 15, 2017

Strategic Plan Implementation (The institution's plan as well as progress toward moving the Board's strategic plan forward)

- Details of implementation
 - The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
 - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
 - Is the data we are collecting providing information related to goal attainment?
 - Is additional data needed to better understand goal attainment?
 - Do the objectives need revision to reach goal attainment?
 - There were no substantial changes made to the goals and objectives in the past academic year.

Achievement One

EDUCATIONAL EXCELLENCE

- 81% of annual student learning assessment goals are consistently met over a three-year plan.
- o The mean licensure pass rate for all programs is 98.61%.
- o 63% of NIC Dual Credit students matriculate to NIC or to another postsecondary institution.

Achievement Two

COMMUNITY ENGAGEMENT

- NIC has increased the number of credits offered in high schools by 21.5% over the past three years.
- Student evaluations of community education courses (Workforce Education) indicate a 98% satisfaction rate.

Achievement Three

STEWARDSHIP

 The Development Department has secured an average of \$5,700,000 per year over the past three years.

- Special appropriations
 - North Idaho College, Lewis-Clark State College and the University of Idaho received a total of \$5,000,000 to support the construction of a Collaborative Use Facility on the North Idaho College campus.

Enrollment Numbers (As reported in the performance measure report)

FY16 Performance Measurement Report

 Annual Unduplicated Headcount (General Studies includes dual credit students)

General Studies: 6,119

Career Technical Education: 984

Annual Enrollment FTE

FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30.

General Studies: 2,883

Career Technical Education: 681

Retention Rates (As reported in the performance measure report)

FY16 Performance Measurement Report

Percent of full-time new and transfer degree-seeking students that are retained or graduate the following year.

- First-time, full-time, degree-seeking students
 - **•** 58% (377/655)
 - Fall 2014 cohort
- Transfer-in, full-time, degree-seeking students
 - 57% (86/152)
 - Fall 2014 cohort

Graduation Rates (As reported in the performance measure report)

FY16 Performance Measurement Report

Degree and certificate production/headcount as of August 5, 2016.

- Degree and Certificate Production and Headcount of Recipients
 - 1,074 awards and 964 graduates (2015-2016)
- Unduplicated headcount of graduates over rolling three-year average degree seeking
 FTE counts
 - **28.3%**
 - Based on 964 grads and 3,407 FTE (2015-2016)

Research and Economic Development

 The estimated direct economic impact that the new NIC Career and Technical Education facility will have on the region over the next five years is \$66,454,392.00. (See additional information about the Parker Technical Education Center under the new buildings

section of this report). Economic impact projections were calculated by NIC's institutional research team using labor statistics provided by the Idaho Department of Labor and the Washington Employment Security Department. All projections are based on projected job growth reported by Idaho Department of Labor, the Washington Employment Security Department, and the enrollment projections estimated by NIC.

- NIC and its leadership are fully and actively engaged with business and industry across the five northern counties (the college's service area) to create strategies to support the workforce demands of the region. NIC engages with the local chambers of commerce, municipalities, counties and other economic development partners such as Coeur d'Alene EDC/Jobs Plus to help create an environment where business can thrive and the economy in North Idaho grows, largely in part because of efforts to strengthen an available and skilled workforce.
- One of NIC's workforce training and community education initiatives is the North Idaho Small Business Development Center, poised to help businesses in North Idaho thrive and grow by providing business coaching, business training and resources to entrepreneurs and individuals. In the 2015-2016 year, the North Idaho Small Business Development Center helped create 238 new jobs, served 230 clients and trained 550 business owners (North Idaho businesses up to 175 employees).

Highlight Any College Standouts

- NIC received a \$6.4 million federal grant awarded under the Trade Adjustment Assistance Community College and Career Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration, allowing the Health Professions Division to nearly double in size. With the transition from face-to-face instruction to hybrid, NIC has allowed for the Medical Assistant and Pharmacy Technology programs to serve even more community members. The Pharmacy Technology program has been expanded to Lewis-Clark State College and Idaho State University College of Technology, providing the only accredited program to individuals throughout Idaho. By 2018, NIC will add three new programs to the Health Professions Division, including Medical Laboratory Technology, Dental Hygiene, and Surgical Technology.
- In the critical area of campus safety, NIC has developed policy, processes, and training
 for Title IX and the culture-changing *Green Dot* movement that has put the college
 ahead of most of its peers towards creating and sustaining a compliant, safer, and more
 respectful campus. Green Dot provides students and staff with the training and tools to
 help prevent instances of power-based personal violence.
- The North Idaho College Medical Assistant program published data from its first three
 years of operation and employer satisfaction, as well as the number students passing
 the certification exam; reported pass-rate of 100%. Retention rate, placement and
 graduate satisfaction all scored in the mid to high 90th percentile. NIC's Medical

Assistant Certificate program was awarded accreditation by the Commission on Accreditation of Allied Health Education Programs in 2013. Students can earn an Intermediate Technical Certificate or pursue a two-year degree. Online options (offered through a combination of online theory and on-campus labs) are offered at the NIC campus and through outreach centers in Bonners Ferry, Sandpoint, and the Silver Valley.

- NIC's athletics program has completed its transition to the regional NWAC conference.
 NIC teams continue to offer a competitive collegiate experience and bring home championships. With the transition, NIC is attracting more local and regional student athletes who are excelling in their classes, and engaging more in leadership and service on campus and in the community. Regional travel has resulted in student athletes missing fewer classes and financial support is more closely aligned with institutional priorities.
- NIC's services to Veteran students has grown steadily in the last two years and is expanding its physical service footprint in the Student Union Building this summer. NIC announced, this past year, its first inductees into the veteran honor society. Six new student veterans were inducted into the NIC chapter of the national honor society for student veterans: "SALUTE" (Service Academics Leadership Unity Tribute Excellence). Established in 2009, SALUTE is the first national honor society established for student veterans and military personnel attending two-year and four-year institutions of higher education.
- NIC's commitment to serving American Indian students is more important than ever and the college is working closely with the Coeur d'Alene Tribe to renew and extend its partnership outlined in the 9-Point Agreement, which celebrates its twentieth anniversary later this year.
- With the help of Idaho's legislature, NIC is providing more access and support than ever before for students with disabilities as the college provides services, technology, and personnel to help support student success through assistive technology.
- Aero Camp was hosted for the second time in the summer of 2016 for dual credit high school students. During this experience, high school students who have completed online courses within this program are offered the chance to spend 10 or more summer days living in the NIC Residence Hall while attending the first hands-on lab class in composites, AERO-121.
- In 2015-2016, Communication faculty worked tirelessly to author a COMM-101 textbook to save students money in purchasing a textbook. This new text costs students \$32, with a total savings for NIC students of more than \$82,000 in one year.

Collaborations with Other Institutions or Industry

- Since 2012, NIC has received \$14,829,282 in discretionary (competitive) grant funding from a variety of federal, state, and private/corporate funding sources. These grants have funded several new instructional programs (Physical Therapist Assistant, Non-Destructive Testing, Composites, Advanced Manufacturing, Aviation Maintenance Technician, Aviation Flight Science, Programmable Logic Control, Entrepreneurship, Lab Technician, Mill Sharpening, Log Scaling, CNA to Mental Health, Health Unit Coordinator and Associate Degree Nursing program, Dental Hygiene, Dental Assistant Surgical Technician, Medical Lab Technician., Veteran to RN, and expanded Medical Assistant, Pharmacy Technician, Programmable Logic Controls programs, and programs coming soon from the Idaho Department of Labor– Industrial Mechanic/Millwright Registered Apprenticeship, Kiln Operator, Boiler Operator Registered Apprenticeship, Power Fluid/Hydraulics), student support programs such as IBEST/Continuous Enrollment Initiative, TRIO, and student scholarships.
- North Idaho College was awarded a \$482,582 grant by the Idaho Department of Labor to train more than 200 workers in the wood products manufacturing industry. The two-year grant is a partnership with Lewis-Clark State College and five wood products manufacturing companies in North Idaho. The funds will be used to address skill gaps for high-wage, high-demand occupations in the forest products industry and increase the employment and wages of Idaho workers in mostly rural areas. The project also supports the Apprenticeship Idaho program, which expands innovative apprenticeships into high-growth occupations and industries. Idaho Forest Group, Potlatch Land and Lumber LLC, Stimson Lumber Co., Empire Lumber Co. and Plummer Forest Products (a total of 11 mills) are the five business partners in the grant. The North Idaho College Wood Products Center of Excellence will provide training along with structured on-site training at the mills.
- The University of Idaho has developed a four-year Computer Science bachelor's degree
 on its Coeur d'Alene campus. NIC is collaborating with UI to provide the first two years
 of this degree. The program is an incredible educational advancement opportunity for
 the community. A joint UI/NIC faculty member has been hired to develop a highly
 relevant Computer Science curriculum and coordinate a smooth transition to UI for
 NIC's Computer Science students.

Capital Campaign

Scholarship/Program Endowments \$16,152,484
 NIC Foundation and Development total assets (as of June 30, 2016, audited)

The North Idaho College Foundation *Building the Future* Capital Campaign for the college's Career and Technical Education Facility is culminating this year. The NIC Board of Trustees allocated \$15 million to the project and the NIC Foundation was tasked with raising \$5 million to equip the facility, sustain equipment and provide scholarship support. The new

Parker Technical Education Center opened its doors in September 2016. (See additional information under the new buildings section of this report).

Community Partnerships

- Through a partnership between NIC's Health Professions and Nursing Division, Kootenai Health, and Idaho Simulation Network, NIC has created the first high-fidelity simulation center in North Idaho located on NIC's campus. Three rooms within Meyer Health and Sciences Building have been converted into this state-of-the-art facility. In addition to serving NIC's current healthcare and nursing programs, this lab will function as a training facility for healthcare professionals throughout the community.
- The Sergeant Greg Moore Memorial Scholarship was established by friends of Moore through the NIC Foundation to honor the Coeur d'Alene Police officer who was killed in the line of duty on May 5, 2015. The endowment provides scholarships for children of Kootenai County law enforcement and fire protection personnel who wish to follow in their parents' footsteps. Awards will be made to students who are pursuing degrees in Law Enforcement, Fire Sciences, and Fire Fighter Training -- either credit or non-credit programs. 100% of donated funds will support the scholarship.
- NIC's thriving Engineering/Physics Club has provided NIC students with connections to local industry, access to esteemed professionals, and opportunity for challenging builds and projects. The NIC STEM EXPO event, envisioned and produced by the group, joined entities from the college community, local industry, military, and transfer institutions to inspire students from the region with an event in 2016.
- Community Connections through the Arts NIC's Fine Arts programs drew thousands of community members to the campus through attendance at:

Musical programs and concerts: 7,924 people

Theatrical performances: 1,546 people

Art shows and exhibits: 2,220 people

Americans for the Arts calculates that an average arts attendee spends \$24.60 per event in the local economy. Using this figure, NIC's Theatre and Music performances generated \$232,962 in local business this past year.

- NIC continues to expand programs based on feedback and partnership with industry to meet workforce demands. NIC has industry based business/community advisory committees for all 45 of the college's Career and Technical Education/Occupational Programs. Hundreds of community members contribute to the work of NIC through these advisory committees.
- NIC has a longstanding and rewarding partnership with Northwest Hospital Alliance supporting our nursing education programs. Northwest Hospital Alliance is a collaborative network of five independent hospitals: Benewah Community Hospital (St. Maries), Bonner General Health (Sandpoint), Boundary Community Hospital (Bonners

Ferry), Kootenai Health (Coeur d'Alene) and Shoshone Medical Center (Kellogg). This network of hospitals is devoted to improving the health status of North Idaho communities by providing a collaborative approach to regional health care delivery and preserving the economic strength of local providers.

New Buildings

PARKER TECHNICAL EDUCATION CENTER (self-funded by NIC/donations/grants)
 Completed: August 2016

Cost: \$20M

Funding: Fully funded using NIC resources with equipment and scholarships funded by the NIC Foundation.

NIC opened in September, the 110,960-square-foot Parker Technical Education Center facility, built with \$15 million from college capital funds coupled with donations secured through the *Building the Future* Campaign, which is currently close to its \$5 million goal. The facility has the space and state-of-the-art equipment to meet student training needs and regional workforce demands of today and tomorrow.

The facility houses the following programs: Advanced Manufacturing/Mechatronics, Automotive Technology, Collision Repair Technology, Computer Aided Design Technology—Architectural, Computer Aided Design Technology—Mechanical, Diesel Technology, Industrial Mechanic/Millwright, Machining and CNC Technology, and Welding Technology.



STUDENT WELLNESS AND RECREATION CENTER (self-funded by student fees)
 Completion Date: Expected to be online August 2017

Cost: \$7.7M

Funding: Self-funded by students through fee assessment.

Construction is nearing completion on the 30,000-square-foot Student Wellness and Recreation Center on NIC's main campus. The project is funded by student fees and staff memberships. The design includes a gymnasium, climbing wall, open recreation

space, a weight area, multi-activity court, locker rooms, offices, storage, a laundry room and an indoor walk/run track on the second story.

The ribbon cutting ceremony is slated for August 2017.



NORTH IDAHO COLLABORATIVE EDUCATION FACILITY
 Completion Date: Expected to be online August 2019
 Funding: Joint funding, including Department of Public Works.
 \$2M Committed by partner institutions
 \$5M Requested and Received from Permanent Building Fund
 \$2.5M ignite CDA
 \$9.5M Estimated project cost

Currently in the design phase, the North Idaho Collaborative Education Facility is a partnership between North Idaho College, University of Idaho, and Lewis-Clark State College.



SUBJECT

Legislative Ideas - 2018 Legislative Session

REFERENCE

June 2012	The Board approved six (6) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2013	The Board approved eight (8) of eleven (11) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2014	The Board approved ten (10) of twelve (12) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2015	The Board approved sixteen (16) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2017	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2018 Legislative Session. Legislative ideas submitted to DFM are forwarded for consideration by the Governor and then to the Legislative Services Office for processing and submittal to the Legislature.

In accordance with the Board's Master Planning Calendar, the institutions and agencies are required to submit legislative ideas for Board approval at the June Board meeting. The Board office received three (3) legislative ideas from the Division of Career Technical Education (CTE), one legislative idea from the University of Idaho, and two (2) legislative ideas from Boise State University. No legislative ideas were submitted by the institutions.

IMPACT

Staff will move Board-approved legislative ideas through the legislative process and will bring the legislative language back to the Board at the August Board meeting for consideration. Legislative ideas not approved will not be submitted to DFM and will not move forward to the next step in the process.

ATTACHMENTS

Attachment 1 – Legislative Ideas

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Legislative ideas are required to be submitted to DFM by July 14, 2017 and final legislation is required to be submitted by August 18, 2017. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive Director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board at the August 2017 Board meeting prior to the DFM August deadline for final Board approval. The legislative ideas were discussed during the June Presidents' Council meeting.

Legislative Ideas submitted by institutions or agencies are provided in the form submitted to the Board office. Legislative Ideas that do not indicate who they were submitted by are developed by Board staff based on barriers identified or feedback received from legislators and other education stakeholder groups.

Legislative Idea number 2, submitted by Boise State University would have an impact on Boise State University, Idaho State University and Lewis-Clark State College. The statement of purpose for this idea combines two concepts, the first, exempting the four year institutions from the States personnel system and the second, allowing all institution employees to be non-classified. Non-classified employees remain part of the State's classification system, however, they are governed by separate sections of State law and do not have the same protections as classified state employees. Community college employees are not state employees and are not covered by any of the requirements or benefits of the State personnel system. Community college employees' participation in PERSI and/or the Optional Retirement Plan (as applicable to the classification of employee) are based on specific statutory provisions separate from provisions covering state employee's participation in these benefits. Subsequent to submittal of this legislative idea, Boise State University staff have clarified that the intent was to exempt institution employees from the state personnel system. Exemption from the personnel system would be a significant endeavor with far reaching impacts. The flexibility awarded the University of Idaho is based on a court decision and is not established in Idaho Code. There is not a statutory construction already in place that could be used for this proposal. In 2014 the State Board of Education approved legislation that would allow the four year institutions to opt-out of state administrative services (HB549-2014). This bill required the State Board of Education to approve the withdrawal from services based upon fiscal savings, but failed in the Senate.

BOARD ACTION

I move to approve the legislative ideas as submitted in Attachment 1 and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

Moved by	Seconded by	Carried Y	′es No	
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LEGISLATIVE IDEAS

1. Workers Compensation for Work-Study Students Repeal (Submitted by Boise State University)

Statement of Purpose

This bill will eliminate a costly and unnecessary duplication in workers compensation coverage implemented in 2013. In 2013 this law was amended to cover higher education students with workers compensation coverage in work experience situations. The State Insurance Fund, working in cooperation with the state universities, now feel this legislation is superfluous as the students are already properly covered by other applicable provisions of the law. However, the universities in Idaho are now paying premiums for this excess coverage. This bill does nothing more that reverse the change made in 2013.

Fiscal Note

There is no fiscal impact from the proposed legislation. In fact, the colleges and universities would see a reduced workers compensation premium from this change since they will no longer be paying additional premiums for unnecessary excess coverage.

2. Higher Education Separation from State Employment System (Submitted by Boise State University)

Statement of Purpose

This bill would remove the state higher education institutions from the classified employment system. The colleges and universities already are exempt from the classified system for their faculty and professional staff and this bill would make all employees at the college/universities exempt, as well as create consistency in how State Board of Education governed institutions are treated. The University of Idaho and the community colleges are already exempt.

Fiscal Impact

There is no fiscal impact from the proposed legislation because the bill is focused on governance and simply allows the Board of Education to be the policy making authority for all employees at colleges/universities that they govern instead of continuing with the hybrid system in place now. Should the Board or its colleges and universities opt out of state oversight for classified employees, a slight savings may result in the long-term from reduced duplication of services.

3. Agricultural College Endowment (Submitted by University of Idaho)

Statement of Purpose:

The Agricultural College Endowment, established under the Morrill Act, exists for the benefit of the University of Idaho and its agricultural/mechanical programs. The Morrill Act is unique among the state land endowments in that it specifically allows for the endowment to purchase lands for sites or experimental farms, whenever authorized by

the state legislature. This legislation will create specific legislative authorization for the Land Board to use funds from the Agricultural College Endowment to acquire lands and furnish those lands to the University of Idaho for use in conjunction with the Center for Agriculture, Food and the Environment (CAFÉ).

Fiscal Impact:

There is no impact to the General Fund. Income from the Agricultural College Endowment, flows through to the University and, by law, is never part of the General Fund. The University anticipates that endowment lands, currently utilized by the University under an easement at no annual rent to the University, will be sold by the endowment and those proceeds used to acquire new endowment lands adjacent to the CAFÉ operational property to be furnished to the University for use as crop lands to grow feed for the CAFÉ diary. Thus there will be no fiscal impact to either the endowment income or to the University since the current lands do not generate income for the endowment.

4. Higher Education Task Recommendations

Statement of Purpose

The purpose of this legislative idea is to serve as a placeholder for those Higher Education Task Force recommendation that are adopted by the Board and require legislative action to implement.

Fiscal Impact

Undetermined at this time

5. Transfer and Articulation - General Education Credits

Statement of Purpose

The purpose of this legislation would be to codify the Board's policy on the transfer of general education credits earned at one Idaho public postsecondary and institution and transferred to another institution within the system.

Fiscal Impact

This legislation will be based on current Board policy and would not create any additional fiscal impact.

6. Eastern Idaho Technical College Repeal

Statement of Purpose

Eastern Idaho Technical College is established through Idaho Code. With the creation of the community college taxing district and the College of Eastern Idaho, those sections of Idaho Code specific to Eastern Idaho Technical College will need to be repealed.

Fiscal Impact

Funds currently appropriated for Eastern Idaho Technical College will shift to the community college appropriation starting in FY 2019. Any additional funding for the new community college will be at the discretion of the legislature.

7. Seed Certification

Statement of Purpose

Amend Section 22-1505, Idaho Code removing the requirement that the Idaho Agricultural Experiment Station in the College of Agriculture of the University of Idaho use the Administrative Rule process for setting standards for seed certification. The current process that allows for public/industry input for this process through the Idaho Crop Improvement Association would remain in place, however, the added formal rule promulgation process would be removed.

Fiscal Impact

8. PERSI/ORP Technical Changes

Statement of Purpose

On July 1, 1997 Idaho community colleges and Eastern Idaho Technical College began requiring newly-hired professional and faculty employees to enroll in an Optional Retirement Plan (ORP) to take the place of PERSI for retirement benefits. Existing employees at the time were allowed to make a one-time election to move to the ORP or remain with PERSI. If a new professional/faculty employee is already vested PERSI, he/she may elect to remain in PERSI.

Because of this change to ORP back in 1997, PERSI required that these two year colleges pay 3.83% of all ORP employees' wages to PERSI to cover the "unfunded liability" for future retirements of employees already in the PERSI system. The unfunded liability provision sunset on July 1, 2011. The proposed changes would remove the outdated language regarding the payment of funds to PERSI.

Career Technical Public School Funding (Submitted by Division of Career Technical Education)

Statement of Purpose

The proposed legislation amends Idaho Code 33-1002G to eliminate the support unit reference in how career technical schools are funded. Eliminating this reference will provide the Division of Career Technical Education with the flexibility to make future amendments to IDAPA 55.01.03, which outlines the specific process for funding these schools. In addition, the proposed legislation clarifies the specific funding eligibility requirements for a career technical school.

Under the existing language, career technical schools are funded using a formula that is linked to salary-based apportionment and uses the average daily attendance of a student

attending that career technical school. This approach does not take into account the separate and distinct costs of a CTE program, nor can it be accurately calculated within the state's current data reporting system. Under the proposed legislation, career technical schools would no longer be bound by the secondary support unit multiplier, although no actual changes to the process would go into effect until IDAPA is also updated. Under the proposed legislation, the enrollment requirements for a career technical school are further clarified, ensuring schools enroll students from more than one attendance area and can be accurately accounted for in calculating career technical school enrollment.

Fiscal Impact

There would be no fiscal impact to the General Fund for FY2019, as the primary purpose of this legislation is to eliminate the requirement that CTS funding be linked to secondary support units, as well as clarify funding eligibility for a career technical school. Until further statutory and administrative rule changes are made, the funding structure would continue to follow what is outlined in IDAPA 55.01.03. In the event future statutory changes affect the formula used to fund career technical schools, the General Fund fiscal impact would be associated with increases or decreases to career technical school enrollment.

10. Career Technical Education Secondary Program Incentive Funding (Submitted by Division of Career Technical Education)

Statement of Purpose

The proposed legislation creates a new section of Idaho Code to provide incentive funding for Career Technical Education (CTE) secondary programs in the five CTE education program of: Business Management and Marketing, Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences. This legislation would expand incentive funding opportunities currently available only for Agricultural and Natural Resources education programs pursuant to Section 33-1629, Idaho Code.

Under the proposed legislation, the Division would provide incentive based funding to the identified high performing programs. The Division would also provide funding for programs in need of additional support and technical assistance in any of the six program areas, including Agricultural and Natural Resource (technical assistance funding is currently not available under Section 33-1619, Idaho Code). Incentive funding would not be available for those programs offered through a career technical school, as those programs already receive additional state funds.

This performance-based approach would more clearly demonstrate the return on investment provided by career technical education and hold CTE programs more accountable for producing results. The performance measures and procedures for CTE program incentive-based funding would be established by the Idaho Division of Career Technical Education and approved by the State Board of Education.

Fiscal Impact

The General Fund Fiscal Impact for FY2019 will be \$700,000 for this appropriation. For FY 2018, the legislature appropriated \$300,000 in ongoing General Fund appropriations for this program. This request expands on that appropriation. If approved, the total ongoing fiscal impact of the Incentive Funding Program would be \$1,000,000 to the General Fund.

11.Definition of Career Technical Education (Submitted by Division of Career Technical Education)

Statement of Purpose

The proposed legislation amends Section 33-2202, Idaho Code to include approved middle career technical school programs in grades 7 and 8. These programs would fall within the Division of Career Technical Education and be eligible for added-cost funds.

Currently, added-cost funds may only be used for approved CTE programs beginning in grade 9. Under the proposed legislation, career technical programs offered at the middle school level (grades 7 and 8) may be eligible for additional funds, assuming the content of the courses meets state-approved CTE standards and the middle school instructor carries an appropriate CTE endorsement. The programs would be subject to and fall under the oversight of the Division.

Fiscal Impact

For FY2019, the General Fund fiscal impact would be \$207,300. Of this, \$137,000 would be an ongoing General Fund appropriation for the salaries and benefits of a Middle School Program Manager and Administrative Assistant I. These positions would be responsible for oversight, growth, and management of Idaho's middle school CTE programs.

The Division is also requesting \$10,000 in ongoing General Fund operating expenses to cover the extensive travel required the program managers as well as office related expenses. The Division is also requesting \$60,000 in one-time General Funds to repurpose existing space at ICTE including the building of new offices.

12. Advanced Opportunities Focus

Statement of Purpose

Amend Section 33-4602, Idaho Code to limit payment by the state of dual credit courses to either general education courses or those courses that are part of a student's academic plan that lead to a certificate or degree. The proposed amendment would require state funds being used to pay for dual credit courses be more targeted and school districts to provide advising at a level that students participating in this type of advanced opportunity be more strategic in their course choices. The end result of the change would result in a more meaningful program that will help students exiting high to be further along the path toward a certificate or degree. Additional technical corrections would clarify the number of years after graduation a student has access to the early graduation requirement

Fiscal Impact

The proposed changes may limit the current dual credit courses that are being paid for by the state.

13. Teacher Personnel Files

Statement of Purpose

Section 33-518, Idaho Code, requires school districts establish and maintain a personnel file for each employee of the school district. Each personnel file must contain any and all material relevant to the evaluation of the employee. Additionally, Section 33-1210, Idaho Code, Information on Past Job Performance, requires such information to be released to a subsequent school district that is hiring the individual. During the FY2017 evaluation review it was found that many districts maintained only the final summative rating in the personnel files and no additional information supporting the evaluation rating of the employee. The proposed legislation would clarify that information supporting the rating and documenting the required minimum classroom observation must be retained for a minimum number of years.

Fiscal Impact

The proposed legislation will provide clarification of an existing requirement and have no fiscal impact.

14. Leadership Premium – Mentor Focus

Statement of Purpose

Section 33-1004J, Idaho Code establishes a Leadership Premium that is available to individuals teaching dual credit course, teaching middle school students in courses that earn both middle school and high school credit, teachers holding multiple subject area endorsements, serving in hard to fill instructional positions (career technical and individuals providing mentoring, peer assistance or professional development, individuals who have received professional development in career and academic counseling and then provide such counseling to students, and other leadership duties designated by the local Board of Trustees. The Governor's K-12 Task Force recommendations included recommendations regarding the increase of mentoring and job embedded professional development for our teachers. The Leadership Premiums were created in part to help incentivize high performing teachers in providing mentoring to new or struggling teachers. The FY2016 report on the use of the premiums showed 2,193 out of 8,830 individuals received the premium for providing mentoring, peer assistance or professional development. The proposed legislation would require funds are used first to provide premiums for teachers serving in a mentor capacity prior to funding premiums in the other allowed categories.

Fiscal Impact

The Leadership Premiums are distributed to school districts on a formula basis. Provisions requiring school districts use a portion of their premiums for individuals participating in mentoring activities will not change the overall distribution and will have

no additional fiscal impact. In FY2017 approximately \$17,417,229 was distributed to school districts and charter schools for Leadership Premiums.

15. Professional Standards Commission - Clarification

Statement of Purpose

The Professional Standards Commission is established in Section 33-1252, Idaho Code. Sections 33-1254 and 33-1258 authorize the commission to adopt professional codes and standards of ethic for approval by the State Board of Education and make recommendations to the Board in areas of educator certification and educator preparation standards. The commission is made up of 18 members appointed by the State Board of Education. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards. The proposed legislation would provide for technical corrections, updating of terms to more clearly distinguish between codes of conduct and preparation standards as well as areas of responsibility.

Fiscal Impact

The Professional Standards Commission is funded through the collection of certification fees collected by the State Department of Education, the proposed changes would provide clarification of existing practices and would not generate any fiscal impact.

16. Repeal – Bible Verses Read in Public Schools

Statement of Purpose

Section 33-1604, Idaho Code requires the State Board of Education to prepare a list of Bible verses that shall be read daily to each occupied classroom in each school district. This statute was found to be in conflict with the First and Fourteenth Amendments of the United States Constitution in 1964 and hence, in unconstitutional and invalid.

Fiscal Impact

Due to the 1964 ruling that this section of code was unconstitutional, it was never implemented, removal of the section will there for have no fiscal impact.

17. Repeal – Technology Grant Program in Public Schools

Statement of Purpose

Chapter 48, Title 33, Idaho Code sets out the provisions for the Public School Technology Grant program. This program provided grants to schools to provide equipment and resources necessary to integrate technology with instruction and was enacted in 1994. Since that time, these grants have been funded at various levels cumulating in the Technology Pilot Grant funding in FY14 and FY15. The Governor's K-12 Task Force recommended ending the Technology Pilot Grant program and providing the funding directly to school districts. In FY16 and FY17, funding appropriated for technology was

distributed directly to school districts rather than through a grant process. The proposed legislation would repeal this chapter of Idaho Code.

Fiscal Impact

There would be no fiscal impact. The pilot program has not been funded for a number of years, therefore repealing this chapter of code will have not fiscal impact.

18. Non-classified Staff Designation – Agencies and Institutions Under Board Governance

Statement of Purpose

Section 67-5303 Idaho Code provides for the application of the state personnel system on certain employees. Section 67-5303 (j) defines those positions which are part of the public educational system and are non-classified employees. The current language in this section includes a definition of officers and professional staff including pay grade and Hay Points which do not accurately align with Idaho's current pay grades. The proposed legislation would update this section to align with Idaho's current pay grades.

Fiscal Impact

Updating the language in Section 67-5303(j) will set the required Hay Point requirement between pay grades rather than the upper end of the existing pay grade making it easier to distinguish between these positions and does not create any new funding requirement.

SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

October 2011 The Board set system-wide postsecondary

performance measure that each institution must

include in their strategic plans.

April 2016 The Board reviewed the institution, agency, and

special/health programs strategic plans.

June 2016 Board approved the strategic plans for the agencies,

community colleges, and the special/health programs.

February 2017 The Board approved the second reading of Board

policy I.M. formalizing the strategic plan requirements and requiring strategic plans be submitted based on a

single template.

April 2017 The Board reviewed the institution, agency, and

special/health programs strategic plans and discussed amending the postsecondary system-wide performance measures. The Board approved an amended mission statement for Eastern Idaho

Technical College.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1. Section 67-1901 through 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic planes and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The definition of mission statements for the institutions includes the institutions core themes and the plans must include a mission and vision

statement, where the statutory requirements allow for a mission or vision statement. Each strategic plan must include:

- 1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
- 2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
 - ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - iii. Each objective must include at a minimum one performance measure with a benchmark.
- 3. Performance measures must be quantifiable indicators of progress.
- Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
- 5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- 6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
- 7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.

In addition to the required strategic plan components the Board requires each of the institutions to incorporate the following performance measures into their strategic plans:

• Graduation/Completion Rate:

This area is measure is counted in two ways.

- a) Total degree production (split by undergraduate/graduate).
- b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).

Retention Rate:

Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).

Cost of College:

The audited financial statements are used for determining this measure. This measure is counted in two ways:

- a) Cost per credit hour Financials divided by total weighted undergraduate credit hours.
- b) Efficiency Certificates (of at least 1-year or more) and degree completions per \$100,000 of financials.

Dual Credit:

Total credit hours earned and the unduplicated headcount of participating students

• **Remediation** (Optional: may be reported under Cases Served rather than a Performance Measures):

Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional placement benchmarks.

The "Remediation" performance measure is not a measure of the institutions performance, but that of the secondary schools the freshmen are coming from. It is included in the list of performance measures and may be reported by the institutions on the performance measure report under "Cases Served" or as a performance measure with a benchmark.

In addition to these components, all of the strategic plans are required to be in alignment with the Board's system-wide strategic plans: K-20 education strategic plan, Science, Technology, Engineering and Math (STEM) Education Strategic Plan, Higher Education Research Strategic Plan, and Idaho Indian Education Strategic Plan.

IMPACT

Approval of the strategic plans will allow Board staff to submit the plans to the Division of Financial Management in compliance with Section 67-1903, Idaho Code.

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Agencies		
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STAFF COMMENTS AND RECOMMENDATIONS

Attachment 23 – TechHelp

At the April 2017 Board meeting the Board discussed reconsideration of the system-wide performance measures and the potential reduction from the current measures to three (3) or four (4) measures. The inclusion of system-wide performance measures has allowed the Board to set a few specific measures that are in alignment with priorities of the Board that the institutions then set benchmarks for and report consistently. These measures may or may not also be duplicated in the Board's K-20 strategic plan. Performance measures identified in the K-20 strategic plan have benchmarks set based on an expectation of the system's growth while performance measures in the institutions' strategic plans have benchmarks that are set based on the institutions' specific mission and resources. Due to the timing required for Board approval and subsequent submittal to DFM it was not feasible for the Board to consider new system-wide postsecondary performance measures prior to the approval of the strategic plans. The Planning, Policy and Governmental Affairs Committee will be meeting to discuss and develop a recommendation for new system-wide performance measures. Tentatively, the committee will meet in late June and early July to

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develop the recommendation for consideration by the full Board at the August 2017 Board meeting. The data for those performance measures that are approved by the Board will then be included in the October 2017 Performance Measure Report for further consideration and discussion. The institutions would then incorporate the new system-wide measures into their strategic plans that will be brought forward to the Board for consideration at the April 2018 Board meeting.

Pursuant to Board policy I.M., the Planning, Policy and Governmental Affairs Committee has approved and distributed a template for the strategic plans. The template is made up of the minimum required components and allows for the institutions, agencies and special/health programs to submit additional information as appendices to their plans.

The following strategic plans include amended mission statements: Idaho Public Television University of Idaho

Approval of their strategic plans includes approval of the amended mission statements.

Additionally, the Governor has issued an Executive Order regarding cybersecurity requirements that must be incorporated into the strategic plans. Pursuant to Executive Order 2017-02, all strategic plans will now need to either include an update (incorporated into the strategic plan) on the adoption of the National Institute of Standards and Technology Cybersecurity Framework and implementation of the Center for Internet Security Controls or this information may be provide as a separate addendum to the strategic plan. This information must be submitted to DFM with the strategic plans by the July deadline.

BOARD ACTION

	ne Institution, Agency, a n attachments 1 through		grams strategic
Moved by	Seconded by	Carried Yes	No

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Idaho State Department of Education

STRATEGIC PLAN 2019-2023

Superintendent Sherri Ybarra

MISSION STATEMENT

The Idaho State Department of Education is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOAL 1

ALL IDAHO STUDENTS PERSEVERE IN LIFE AND ARE READY FOR COLLEGE AND CAREERS

Objective A: Fully implement the Idaho Content Standards (TF 2)

Idaho's methodology for fully implementing the Idaho Content Standards is largely based in the expansion of successful teacher coaching programming, which will grow to include Math teachers in addition to the existing ELA component. This coaching model is designed to invest in human capital that remains in local districts and that meets local needs. Coaches focus on instructional shifts and work over time, face-to-face with teachers to help provide coherence and flexibility around the Idaho Content Standards, as well as immediate impact in classrooms. Long term, coaches will also include training administrators and regional cadres.

Specific projects associated with this strategy include:

- Request funding for systems and professional development to enable progress monitoring
- Scale coaching program to include Math in addition to English Language Arts
- Promote and emphasize the importance of teacher-to-teacher mentoring (TF 15)*

Performance Measures:

Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.

Baseline data/Actuals:

	FY14 (2013-	FY15 (2014-	FY16 (2015-	FY17 (2016-	Benchmark
	2014)	2015)	2016)	2017)	
ELA 5th	N/A	60%	62%		100%
MATH 5th	N/A	30%	31%		100%
SCIENCE 5TH	N/A	N/A	66%		100%
ELA 10th	N/A	60%	62%		100%
MATH 10th	N/A	30%	31%		100%
SCIENCE 10TH	N/A	62.90%	63%		100%

Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science).

Objective B: Implement multiple pathways to graduation

In order to implement multiple pathways to graduation, SDE will assert, provide and offer increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements. The Advanced Opportunities and GEAR UP programs will contribute to this strategy, as will targeted efforts for special education and gifted and talented students.

Specific projects associated with this strategy include:

- Investigate alternate routes to graduation (including demonstrated mastery)
- Promote and emphasize career coaches and teacher-to-student mentoring
- Provide advanced opportunities to all students (TF 4)*

Performance Measures:

Percent of students completing an advanced opportunity (SDE Fast Forward Program only).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N/A	29%	32%		60%

Benchmark: 60% of students per year.

GOAL 2

ALL EDUCATION STAKEHOLDERS IN IDAHO ARE MUTUALLY RESPONSIBLE FOR ACCOUNTABILITY AND STUDENT PROGRESS

Objective A: Increase district autonomy and ability to innovate

To implement this strategy, we recommend the Governor's Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

Specific projects associated with this strategy include:

- Reduce compliance-based rules and regulations where possible (TF 6)*
- Encourage district-wide empowerment to choose their own electronic collaboration systems to avoid unnecessary centralization of information (TF8)*
- Reduce line-item mandates to ensure flexibility with district discretionary funding
- Implement increased district flexibility under the New Every Student Succeeds Act

Performance Measures:

I. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25.7%	25.2%	33.0%		60%
34.0%	37.0%	36.8%		60%

Benchmark:

SAT – 60% by 2023 **ACT** – 60% by 2023

Objective B: Establish a Mastery Education Network (TF 1)*

Mastery education is being embraced by districts and schools across the country as a method of empowering learners, allowing more student voice and enabling students to learn at their own pace. At its core is the shift to learning as measured by a student's ability to demonstrate mastery, not seat time devoted to a subject or grade level. SDE will facilitate the creation of a voluntary network of schools that will begin to implement shifts toward mastery. During the first several years of this network, the state will convene these schools to learn from one another, support the schools where appropriate, learn from school innovations and best practices, and collect models for implementation to prepare for supporting additional schools in this shift. SDE will also investigate which state policies and rules impede a true mastery model, and work with state lawmakers to remove policy barriers to full implementation.

Specific projects associated with this strategy include:

- Investigate and initiate the necessary legislative policy changes
- Align funding and accountability models to the mastery education network
- Provide support and guidance to schools that opt-in to the mastery education network

Performance Measures:

I. High school cohort graduation rate.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
84.1%	77.3%	78.9%		95%

Benchmark: 95%

Evaluation Process

*denotes Governor's Task Force Recommendations by number

Appendix 1

Cybersecurity Plans As required by Executive Order 2017-02, the strategic plan should also include an update on the agency's adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. This may be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency goal, or may be included as an addendum. At a minimum, strategic plans should identify how the agency will comply with the first five CIS Controls by June 30, 2018. They should also report any progress already made toward these goals.

The State Department of Education has been working on proactive steps to mitigate cybersecurity risk. To increase the Department's capacity and ability to protect its systems and the data with which it is entrusted the Department has:

- Hired a Security Coordinator to work on policy and implementation of security initiatives
- Implemented cybersecurity awareness training for all SDE employees and initiated in-depth training for key personnel
- Adopted the NIST Cybersecurity Framework as a guideline for securing critical systems
- Begun work to implement the first five Center for Internet Security Critical Security Controls (CIS Controls)

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Idaho Division of Vocational Rehabilitation

2018 - 2022

JUNE 15, 2017



Content and Format

The Plan is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures, benchmarks, and baselines for achieving their stated goals. The final section addresses external factors impacting IDVR.

Since federal and Idaho State government operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal fiscal year (FFY) basis (October 1 – September 30), the agency will use federal year statistics for reporting the Vocational Rehabilitation program portion of Plan. Any comparisons noted in benchmarks will reflect the most recently complete FFY data available. Since the Extended Employment Services and the Council for the Deaf and Hard of Hearing programs are state funded only, all reporting will be based on a state fiscal year. This Plan covers fiscal years 2018 through 2022.

Several of the performance measures and benchmarks included in this strategic plan were adopted because of the mandatory federal standards and indicators of the Vocational Rehabilitation (VR) program.

IDVR's priorities are shifting. The Workforce Innovation and Opportunity Act substantially modify the standards and indicators utilized to gauge the performance of VR agencies. Many of these new primary performance measures are longitudinal and IDVR is not able to fully report on these measures until data becomes available in the next SFY. Because IDVR is not able to report on new baselines and benchmarks, and lacks the ability to set benchmarks until initial baseline information emerges, the Division will continue to use the goals and targets used in previous Strategic Plans for a final year.

JUNE 15, 2017



Vocational Rehabilitation

Vocational Rehabilitation Program Vision Statement

Your success at work means our work is a success.

Vocational Rehabilitation Program Mission Statement

Preparing individuals with disabilities for employment and community enrichment.

JUNE 15, 2017



Vocational Rehabilitation Program Goals

Goal #1 – Provide excellent vocational rehabilitation services to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment.

1. Objective: Provide appropriate and effective vocational rehabilitation services to eligible customers to include job supports and training to increase employment opportunities, job stability, and employment retention.

Performance Measure 1.1.1: The number of customers who successfully achieve employment.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
1,827	1,978	2,186	2,253	≥ 2,253

Benchmark₁

Performance Measure 1.1.2: Average hourly wage of customers who successfully obtain employment.

FY2013	FY2014	FY2015	FY2016	Benchmark
\$10.98	\$11.16	\$11.74	\$12.12	≥ minimum wage

Benchmark₂

2. *Objective*: Deliver comprehensive transition services to transition age students and youth with disabilities to prepare them for employment.

Performance Measure 1.2.1: The number applications for students and youth entering the IDVR program.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
N/A	1,629	1,777	2,20	≥ 2,020

Benchmark₃

Performance Measure 1.2.2: The number of students and youth who achieve an employment outcome.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
542	553	546	576	<u>></u> 576

Benchmark₄

PPGA

3. Objective: Increase customer engagement in the VR process.

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Performance Measure 1.3.1: The number of first time approved Individualized Plans for Employment (IPE).

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
3,066	3,523	3,860	3,966	≥ 3,966

Benchmark₅

Performance Measure 1.3.2: The rehabilitation rate of individuals exiting the IDVR program.

	FFY2014	FFY2015	FFY2016	Benchmark
60.04%	58.23%	56.59%	57.83	55.8%

Benchmark₆

Goal #2 - Provide organizational excellence within the agency through increased customer satisfaction and federal and state compliance.

1. *Objective*: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.1.1: Customer satisfaction rate.

FY2013	FY2014	FY2015	FY2016	Benchmark
95.8%	93.6%	87.8%	89.1%	90% satisfaction rate

Benchmark₇

2. *Objective*: Demonstrate compliance with state and federal regulations.

Performance Measure 2.2.1: The number of federal and state audit findings.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
6	1	4	3	"0" (zero) audit findings

Benchmark₈

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3. *Objective*: IDVR will recruit, employ and retain the most qualified staff to deliver quality services to individuals with disabilities.

Performance Measure 2.3.1: Comprehensive System of Personnel Development (CSPD) compliance.

 11011001				
FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
87.0%	89.8%	85.7%	79%	<u>≥</u> 85%

Benchmark₉

Goal #3 - Develop strong relationships with businesses and employers to provide quality employment opportunities for individuals with disabilities.

1. *Objective*: IDVR to be recognized as the disability expert in the workforce system to meet the needs of the business community.

Performance Measure 3.1.1: The number of different employers hiring IDVR customers.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
N/A	N/A	N/A	1,740	≥ previous year performance

Benchmark₁₀ *Revised performance measure from previous Plan to better measure business involvement.

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Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides individuals with significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

1. *Objective*: Maximize the use of State funds to serve individuals who require long-term vocational supports, using the principles of informed choice, for meaningful employment.

Performance Measure 1.1.1: Number of individuals served.

SFY2013	SFY2014	SFY2015	SFY2016	Benchmark
N/A	N/A	N/A		> previous year performance

Benchmark₁₁ *Revised benchmark as of SY2016.

Performance Measure 1.1.2: Number of individuals on the EES waitlist.

SFY2013	SFY2014	SFY2015	SFY2016	Benchmark
N/A	N/A	N/A	292	< on waitlist from previous year

Benchmark₁₂ *Revised benchmark as of SFY2016.

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Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. *Objective*: Continue to provide information and resources.

Performance Measure 1.1.1: Track when information and resources are given to consumers.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	2 brochures 53 FB posts	2 addt'l brochures 49 FB posts	Continue to create brochures, social interaction, & website development

Benchmark₁₃

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. *Objective*: Continue to increase the awareness.

Performance Measure 2.1.1: Deliver presentations and trainings to various groups through education and social media.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	27	23	Presentations delivered

Benchmark₁₄

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Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. *Objective*: Continue encouraging consultation and cooperation.

Performance Measure 3.1.1: Track when departments, agencies, and institutions are cooperating

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	11	12	Present to various local, state & federal
				agencies

Benchmark₁₅

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. *Objective*: The Council's office will provide the network.

Performance Measure 4.1.1: Track when information is provided.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	200 calls	120 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark₁₆

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to insure that the needs of deaf and hard of hearing citizens are best served.

1. *Objective*: The Council will determine the availability of services available.

Performance Measure 5.1.1: The Council will administer assessments and facilitate meetings to determine the needs.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	Met	Met	Continued work with mental health personnel

Benchmark₁₇

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Performance Measure 5.1.2: The Council will administer assessments and facilitate meetings to determine the needs.

FY2	013	FY2014	FY2015	FY2016	Benchmark
N/	/A	N/A	Task force created, bill intro, Gov. vetoed	Task force changed legislation	Support legislative process

Benchmark₁₈

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. Objective: The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1.1: Materials that are distributed about public policies.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	Met	Met	Facilitate meetings with various agencies and group

Benchmark₁₉

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. *Objective*: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1.1: Track how many complaints are received regarding the ADA.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	10 ADA	10 ADA	Create information resulting from ADA
		Issues	Issues	complaint

Benchmark₂₀

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Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. Objective: The Council will submit reports.

Performance Measure 8.1.1: Reports will be accurate and detailed.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	Completed	Completed	Submit accurate reports.

Benchmark₂₁

JUNE 15, 2017



External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served. Challenges in recruitment have been prevalent over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligibility for the Certified Rehabilitation Counselor (CRC).

State and Federal Economic and Political Climate

While Idaho has seen some improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs, and improve engagement with employers to address skilled workforce needs.

WIOA will require IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes are the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing. This change will result in an agency which is shifting not only the population it serves, but is serving that population in different and innovative ways. As a result, future benchmarks will be established, but with a high degree of error that will diminish as IDVR completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. These new mandates will require a substantial modification of this strategic plan in the near future. Modifications will also include the transition to new primary performance measures. Due

JUNE 15, 2017



to these major changes Vocational Rehabilitation programs are allowed a two year period to "baseline" or capture the required data before negotiating expected levels of performance. The first full reporting year is State Year 2018.

Adequate Availability of Services

Due to the rural nature of Idaho, there are isolated pockets of the state with limited vendor options. This can directly impact customer informed choice. Furthermore, a vendor's inability to meet required credentialing under IDAPA could impact a customer's options. Lastly, changes to other program criteria could eliminate services to customers. A change in Health and Welfare's criteria for the HCBS Medicaid Waiver is one example affecting program services.

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR recognizes the importance of both information and assistive technology advances as intricate to the success of the Division as well as the customers it serves. The cost and rapid changes in these technologies influence the overall success of the program. IDVR is dedicated to keeping abreast in advances in both assistive rehabilitation technology and information technology, and in investing in training to keep Vocational Rehabilitation staff current in their understanding of these advances. IDVR employs Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Project through the University of Idaho with center locations throughout the state.

All staff of the Idaho Division of Vocational Rehabilitation takes pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability.

Cybersecurity Plan for IDVR

Idaho Division of Vocational Rehabilitation (IDVR) has adopted of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and will be implementing Center for Internet Security (CIS) Controls, Critical Security Controls #1-5 By June 30, 2018.

IDVR will be collaborating with the Idaho Office of Administration on the purchase of the Veronis and Avanti/Landesk software packages to accomplish the implementation of the top 5 controls by the specified date.

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- ¹ Benchmarks are set based on federal requirement to meet or exceed the previous year's level of performance.
- ² Benchmarks are set based on federal requirement to meet or exceed the previous year's level of performance
- ³ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are a major focus.
- ⁴ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Students and youth are a major focus.
- ⁵ Benchmarks are set based on an internal measure of performance and informed by the SRC; plan volume is one way to gauge customer involvement.
- ⁶ Benchmarks are set based on federal requirement to meet or exceed 55.8% threshold.
- ⁷ Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however it is typically utilized as a threshold for quality performance.
- 8 Benchmarks are set based on an internal program measure and established by the SRC and intended to inform the council of relevant findings emerging from audits or monitoring. The benchmark of zero reflects the perfection the Division seeks in adhering to state and federal regulations.
- 9 Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.
- 10 Benchmarks are set based on new federal requirements and replaces the previous year's measure to focus on the volume of individual businesses that hire IDVR customers and is one method of gauging business involvement. The benchmark was set to maintain or improve performance over the prior year.
- 11 Benchmarks are set based on an internal program measure and were new as of the 2017-2022 Strategic Plan. This measure represents a better indicator of performance for the EES program.
- 12 Benchmarks are set based on an internal program measure and were new as of the 2017-2022 Strategic Plan. This measure represents a better indicator of performance for the EES program. 13 Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- 14 Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- 15 Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73 16 The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.



- 17 Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- 18 Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- 19 Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.
- 20 Benchmarks are set to adhere to Idaho statute 67, chapter 73.
- 21 Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.



FY 2018-2022 STRATEGIC PLAN

MISSION STATEMENT

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

SBoE Goal 1: A WELL-EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

IdahoPTV Objectives:

<u>Objective A:</u> Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
44	47	47	46		47

Benchmark: 47 (by FY 2022)1

II. Number of cable companies carrying our multiple digital channels.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
*	*	*	30		28

Benchmark: 28 (by FY 2022)2

III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
8	8	8	8		8

Benchmark: 8 (by FY 2022)³

IV. Percentage of Idaho's population within our signal coverage area.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
98.2%	98.4%	98.4%	98.4%		98.4%

Benchmark: 98.4% (by FY 2022)4

<u>Objective B:</u> Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
*	*	22	26		32

Benchmark: 35 (by FY 2022)5

Objective C: Operate an efficient statewide delivery/distribution system.

Performance Measure:

Total FTE in content delivery and distribution.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
18.31	18.58	18.5	20		<25

Benchmark: Less than 24 (by FY 2022)6

<u>Objective D:</u> Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measures:

I. Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
97.35%	97.6%	98.4%	97.6%		100%

Benchmark: 100% (by FY 2022)7

II. Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
5%	16%	25.11%	17%		100%

Benchmark: 100% (by FY 2022)8

<u>Objective E:</u> Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

2

Performance Measures:

I. Number of visitors to our websites.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)9

II. Number of visitors to IdahoPTV/PBS video player.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)¹⁰

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)11

<u>Objective F:</u> Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
27,778	28,107	28,374	28,488		37,260

Benchmark: 37,760 (by FY 2022)12

Objective G: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
12,272	12,654	13,450	12,702		13,000

Benchmark: 13,500 (by FY 2022)¹³

Objective H: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
1,798	2,074	1,955	2,050		2,000

Benchmark: 2,000 (by FY 2022)14

Objective I: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)¹⁵

Objective J: Be a relevant, educational and informational resource to all citizens.

Performance Measure:

Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)¹⁶

Objective K: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13	FY14	FY15	FY16	FY17	FY19 Benchmark
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)¹⁷

SBoE GOAL 2: INNOVATION AND ECONOMIC DEVELOPMENT

The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

IdahoPTV Objectives:

<u>Objective A:</u> Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.

FY13	F	Y14	FY15	FY16	FY17	FY19
(2012-2013)	(201	.3-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
*		*	22	26		32

Benchmark: 35 (by FY 2022)⁵

<u>Objective B:</u> Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

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Performance Measures:

I. Number of visitors to our websites.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)9

II. Number of visitors to IdahoPTV/PBS video player.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)¹⁰

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)11

<u>Objective C:</u> Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
27,778	28,107	28,374	28,488		37,260

Benchmark: 37,760 (by FY 2022)12

Objective D: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
12,272	12,654	13,450	12,702		13,000

Benchmark: 13,500 (by FY 2022)13

Objective E: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
1,798	2,074	1,955	2,050		2,000

Benchmark: 2,000 (by FY 2022)14

Objective F: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)¹⁵

Objective G: Be a relevant, educational and informational resource to all citizens.

Performance Measure:

Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)¹⁶

Objective H: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13	FY14	FY15	FY16	FY17	FY19 Benchmark
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes (by FY 2022)¹⁷

SBOE GOAL 3: DATA-INFORMED DECISION MAKING

Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision making and continuous improvement of Idaho's educational system.

Objective: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

	FY13	FY14	FY15	FY16	FY17	FY19 Benchmark
	(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	
ſ	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)¹⁷

SBoE GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM

Ensure educational resources are coordinated throughout the state and used effectively.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
44	47	47	46		47

Benchmark: 47 (by FY 2022)1

II. Number of cable companies carrying our multiple digital channels.

FY13	FY14	FY15	FY16	FY17	FY19
		1 1 2	1.1_0		F119
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
*	*	*	30		28

Benchmark: 28 (by FY 2022)²

III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.

			· · · · · · · · · · · · · · · · · · ·	3	
FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
8	8	8	8		8

Benchmark: 8 (by FY 2022)3

IV. Percentage of Idaho's population within our signal coverage area.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
98.2%	98.4%	98.4%	98.4%		98.4%

Benchmark: 98.4% (by FY 2022)4

<u>Objective B:</u> Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
*	*	22	26		32

Benchmark: 35 (by FY 2022)5

Objective C: Operate an efficient statewide delivery/distribution system.

Performance Measure:

Total FTE in content delivery and distribution.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
18.31	18.58	18.5	20		<25

Benchmark: Less than 24 (by FY 2022)6

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<u>Objective D:</u> Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)9

II. Number of visitors to IdahoPTV/PBS video player.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)¹⁰

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)11

Objective E: Provide high-quality, educational video programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)¹⁵

Objective F: Be a relevant, educational and informational resource to all citizens.

Performance Measure:

Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY13	FY14	FY15	FY16	FY17	FY19
(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)¹⁶

Objective G: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

	FY13	FY14	FY15	FY16	FY17	FY19 Benchmark
	(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	
ſ	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)17

KEY EXTERNAL FACTORS

Funding – While State General Fund support for Idaho Public Television has been increasing as state revenues have grown, there continues to be pressure to reduce the size of government. In addition, significant concerns about Federal funding to the Corporation for Public Broadcasting and the U.S. Department of Education have emerged as Congress and the White House attempt to rein in deficit spending. With nearly 20% of IdahoPTV funding coming from Federal sources via CPB, it remains a major worry. In addition, competition for private contributions continues to grow. IdahoPTV already out performs its peers of other Statelicensed PBS stations in the percentage of the population which supports it. It is unrealistic to expect major growth in this area.

FCC Spectrum Auction – With the FCC's recent auctioning of TV Broadcast spectrum to wireless carriers and the subsequent repacking of stations into the remaining frequencies, Idaho Public Television faces major hurdles. KCDT transmitter in Coeur d'Alene will need to change channels, requiring a new transmitter & antenna, though the FCC has given IdahoPTV a new channel and funding to make the move. Unfortunately many of the 47 translators that serve smaller communities may also have to move channels, and the FCC will neither guarantee new frequencies nor provide funding for those mandated changes. Some areas of the state could lose over-the-air service.

Regulatory Changes – With more than 55% of Idaho Public Television funding coming from private contributions, any changes to tax policy could negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard.

^{*} Performance measure not previously reported.

EVALUATION PROCESS

Idaho Public Television used the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 31 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

Through Nielsen data, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Additionally, IdahoPTV employed leaders from PBS Station Services with expertise in strategic planning to conduct a two-day retreat for station staff and board directors to help learn processes to evaluate our programs, products and services to ensure they support our connection to the community and our audiences.

^{1.} Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

^{2.} Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

^{3.} Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

^{4.} Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

^{5.} Benchmark is based on an analysis of historical trends combined with desired level of achievement.

^{6.} Benchmark is based on industry standard combined with analysis of workforce needs.

^{7.} Benchmark is based on industry standard and the desire to reach underserved and disabled populations.

^{8.} Benchmark is based on industry standard and the desire to reach underserved and disabled populations.

^{9.} Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

^{10.} Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

- 11. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
- 12. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- 13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- 14. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- 15. Benchmark is based on industry standard combined with desired level of achievement.
- 16. Benchmark is based on industry standard combined with desired level of achievement.
- 17. Benchmark is based on industry standard of best practices.

Appendix 1

Appenaix 1	State Board of Education Goals				
	Goal 1: A WELL- EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	
Institution/Agency Goals and Objectives					
GOAL 1: A WELL-EDUCATED CITIZENRY Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓			✓	
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	√	✓		✓	
Objective C: Operate an efficient statewide delivery/distribution system.	✓			✓	
Objective D: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.	✓				
Objective E: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective F: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	√	√			
Objective G: Contribute to a well-informed citizenry.	✓	✓			
Objective H: Provide relevant Idaho-specific information.	✓	✓			
Objective I: Provide high-quality, educational television programming and new media content.	✓	✓		✓	

		JUNE 15, 2017			
Objective J: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective K: Operate an effective and efficient organization.	✓	✓	✓	✓	
GOAL 2: INNOVATION AND ECONOMIC DEVELOPMENT The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.					
Objective A: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective B: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	√		✓	
Objective C: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓	√			
Objective D: Contribute to a well-informed citizenry.	✓	✓			
Objective E: Provide relevant Idaho-specific information.	✓	✓			
Objective F: Provide high-quality, educational television programming and new media content.	✓	✓		✓	
Objective G: Be a relevant, educational and informational resource to all citizens.	√	√		✓	
Objective H: Operate an effective and efficient organization.	✓	√	✓	✓	

		00NL 10, 2017			
GOAL 3: DATA-INFORMED DECISION MAKING Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision making and continuous improvement of Idaho's educational system.					
Objective: Operate an effective and efficient organization.	✓	✓	✓	✓	
GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM – Ensure educational resources are coordinated throughout the state and used effectively.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓			✓	
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective C: Operate an efficient statewide delivery/distribution system.	✓			✓	
Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective E: Provide high-quality, educational video programming and new media content.	✓	✓		✓	
Objective F: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective G: Operate an effective and efficient organization.	✓	✓	✓	✓	

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Strategic Plan

2018-2022

STRATEGIC PLAN

MISSION STATEMENT

The mission of the Career Technical Education system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

VISION STATEMENT

The vision of Idaho Career & Technical Education is to be:

- 1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
- 2. A gateway to meaningful careers and additional educational opportunities; and
- 3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1

A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual advancement across Idaho's diverse population.

<u>**Objective A:**</u> Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

Performance Measures:

Secondary student pass rate for Technical Skill Assessment (TSA).

Baseline data/Actuals: Baseline FY15 - 71.7

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	71.7	72.4		75.8

Benchmark: 75.8 pass rate by 2017¹

II. Postsecondary student pass rate for Technical Skill Assessment (TSA).

Baseline data/Actuals: Baseline FY15 - 92.6

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	92.6	93.1		92.8

Benchmark: 92.8 pass rate by 2017²

III. Positive placement rate of secondary concentrators.

Baseline data/Actuals: Baseline FY15 – 94.1

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	94.1	93.9		94.2

Benchmark: 94.2 placement rate by FY 2017³

IV. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 – 84.7

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	84.7	95.2		95.6

Benchmark: 95.6 placement rate by FY 2017⁴

V. The percent of secondary CTE concentrators who transition to postsecondary education.

Baseline data/Actuals: Baseline FY15 – 64

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	64	63		70

Benchmark: 70 percent by 2020⁵

VI. Placement rate of postsecondary program completers in jobs related to their training.

Baseline data/Actuals: Baseline FY15 – 68

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	68	58		65

Benchmark: 65 placement rate by 2020⁶

VII. The percentage of postsecondary students (excluding Boise State University and University of Idaho) who are enrolled in CTE programs at the six technical colleges.

Baseline data/Actuals: Baseline FY12 - 14.1

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12.1	12	11.5		Growth

Benchmark: Increase in the percentage by 2020⁷

<u>Objective B:</u> Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Performance Measures:

 Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.

Baseline data/Actuals: Baseline FY16 - 0

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		0	9	23

Benchmark: 23 programs by FY2018⁸

II. The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

Baseline data/Actuals: Baseline FY18 – To Be Determined

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY20189

GOAL 2

Innovation and Economic Development – The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

<u>Objective A:</u> Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Workforce training will provide additional support in delivering skilled talent to Idaho's employers.

Performance Measures:

I. Implementation of competency-based SkillStack® microcertifications for all relevant programs of study.

Baseline data/Actuals: Baseline FY16 – 0

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		0	9	23

Benchmark: By FY2018, implement SkillStack for 23 programs¹⁰

 ${\it II.} \qquad {\it Number of program standards and outcomes that align with industry standards.}$

Baseline data/Actuals: FY2017 Actual - 37

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			37	100%

Benchmark: 100% of programs by FY2020¹¹

|||. Percent of students who enter an occupation related to their workforce training (non-credit bearing training).

Baseline data/Actuals: FY2018 – Identify Baseline

	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Ī					Baseline
L					

Benchmark: Identify baseline data by FY2018¹²

<u>Objective B:</u> Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Performance Measures:

I. The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

Baseline data/Actuals: FY2016 – 33

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		33		47

Benchmark: By FY2020, 47% of AE students make measurable progress.¹³

II. The percent of low-skilled adults provided with a viable alternative "entry point" for the workforce and Career Pathway system, who have a positive student placement after program exit.

Baseline data/Actuals: FY 2019 – Identify baseline data

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				Identify
				baseline data

Benchmark: Identify baseline data by FY2019.14

<u>Objective C:</u> <u>Centers for New Directions (CND)</u> – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

I. Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.

Baseline data/Actuals: FY 2016 - 89

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		89		90

Benchmark: 90% positive outcome rate annually. 15

II. Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

Baseline data/Actuals: Average 5000 hours annually

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				5,000

Benchmark: Maintain an average of 5000 contact hours annually. 16

GOAL 3

Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

<u>Objective A:</u> Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

Performance Measures:

I. The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.

Baseline data/Actuals: Initial Survey 2016

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				Improvement

Benchmark: Annual improvement in satisfaction levels, as listed in Appendix 1.¹⁷

<u>Objective B:</u> Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

Performance Measures:

I. Full implementation of Career & Technical Education Management System (C-TEMS).

Baseline data/Actuals: 2009 - C-TEMS development began

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			System Launch	Analyze System
				Data

Benchmark: By FY2018, begin analyzing system data.¹⁸

II. Incorporation of CTE postsecondary teacher certifications into the secondary database system to increase automation, accuracy, and standardization.

Baseline data/Actuals: FY2017 -- All postsecondary certifications awarded after 2012 have been loaded into SDE database.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			All postsecondary certifications awarded after 2012 have been loaded into SDE database.	Transfer 100% of archived postsecondary certifications

Benchmark: Transfer 100% of archived information by FY2018.¹⁹

III. Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.

Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			Launch	100%

Benchmark: All programs are subject to a desk audit by FY2018.²⁰

<u>Objective C:</u> Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

Performance Measures:

I. A secondary program assessment model that clearly identifies the elements of a quality program.

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY14 (2	013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				Plan development, including data	Identify funding strategies
				elements	

Benchmark: Identify long-term strategies to increase funding for high quality secondary CTE programs by FY2018. 21

<u>Objective C:</u> Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality CTE teachers.

Performance Measures:

Number of qualified teachers in every program; percent of all employed teachers in secondary/postsecondary CTE programs who meet the appropriate endorsement standards

Baseline data/Actuals: FY2017 Actual -- 17 teachers held alternative authorizations

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				100

Benchmark: 100% of teachers meet the appropriate endorsement standards by FY2018.²²

Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The ICTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives.

¹ Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

² Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

³ Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

⁴ Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

⁵ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

⁶ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

⁷ Investigate causes for decline and identify strategies for growth.

⁸ Based on current rate of program alignment.

⁹ Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified nine aligned programs who continue CTE at the postsecondary level.

¹⁰ ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

¹¹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹² Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹³ Federally negotiated benchmark.

¹⁴ Federally negotiated benchmark. Baseline data will then be used to determine performance targets.

¹⁵ Based on goal of continuing current outcome rates.

¹⁶ Based on current average number of contact hours statewide.

¹⁷ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. Please see Appendix 1 for actual data.

¹⁸ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

¹⁹ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts and postsecondary institutions.

²⁰ Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

²¹ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

²² Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

Appendix 1 (2016 Survey)

Satisfaction/Understanding Levels (scale of 1-5)	PS	Sec
The level of support you receive from the Division as it relates to your CTSO	3.80	3.67
The level of support you receive from your contracted state CTSO coordinators	3.93	3.98
Your program(s)' amount of financial reimbursement	3.45	3.77
CTE's processing of reimbursements	4.26	3.94
Overall knowledge of CTE staff as it relates to your program(s)' financial needs	3.74	3.71
To what extent do the Division's priorities align with CTE priorities in your school or district?	3.47	3.70
How state funds can be used	3.43	3.87
How federal Perkins funds can be used	3.39	3.60
Interactions with staff	3.95	3.77
How knowledgeable are CTE staff related to your program needs?	3.59	3.75
The availability of information to support your program	3.68	3.12
The availability of necessary tools to support your program	3.57	2.95
The overall content of the CTE website related to your program or school	3.64	2.97

If you interacted, were questions/issues resolved in an acceptable time frame?		N	Sec	N
Yes	82%	62	73%	194
No	16%	12	25%	68

Are your administrative needs being met by CTE staff? (%Yes)	PS	N	Sec	N
	83%	53	75%	33

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Eastern Idaho Technical College

Strategic Plan 2017-2021

Re: MAY 16, 2017



FY 2017-2021

Strategic Plan

MISSION STATEMENT

To provide open-access to affordable, quality education that meets the needs of students, regional employers and community.

VISION STATEMENT

Our vision is to be a superior career technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Goal 1: A Well Educated Citizenry

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

Objective A: Access

Performance Measures:

I. Annual number of students who have state funded or foundation funded scholarship:

	FY 2014	FY 2015	FY 2016	Benchmark
State Funded	6	2	4	>10
Foundation Funded	390	266	296	>350

II. Percentage of high school students who enroll in EITC programs during the first year after graduation:

	FY	FY	FY	Benchmark
FY	2014	2015	2016	
Percentage of Annual Enrollment who entered EITC				
within 1 year of High School	13%	16%	18%	>25%

III. Number of students who complete their degree or certification within 150% of time or less:

Number of students who complete their degree of certification within 150% of time of less.							
FA cohort who)						Bench Mark
graduated		2013FA	2014FA		2015FA		
100% time		55		76		107	>150
150% time		84		57		88	>100

IV. Total degree and certificate production and headcount:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Degrees/Certificates	232	240	217	238	>260
Completers	231	239	216	237	>245

Objective B: Adult Learner Re-Integration

Performance Measures:

I. Number of students enrolled in GED who are Idaho residents

II. Number of students who complete their GED

III. Number of students who go on to post-secondary education

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Enrolled	381	323	273	242	>300
Completed	50	43	21	18	>30
Went On	168	55	77	141	>200

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness
Performance Measures:

- I. Number of graduates who found employment in their area of training
- II. Number of graduates who are continuing their education

III. Number of graduates who found employment in related fields

Grad by FY	FY 2014	FY 2015	FY 2016	Benchmark
I. Employed In				
training area	212	177	195	>225
II. Continuing				>50
education	24	24	35	
III. Employed in				
related field	170	136	141	>175

IV. Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2014	FY 2015	FY 2016	Benchmark
TSA Pass				
Percentage	91%	96%	89%	96%

Goal 3:

Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.

Performance measures:

I. Number of workforce training courses created to meet industry needs:

	FY 2014	FY 2015	FY 2016	Benchmark
WFT Courses	514	519	478	>550
Misc. Community Events	762	1000	894	>1200

Goal 4: Effective and Efficient Educational System

Objective A: High school senior who choose EITC as their first choice to higher education.

Performance Measures:

I. Total fall enrollment students that are retained or graduate in the following fall:

FA	FA 2013	FA 2014	FA 2015	Benchmark
Grad or still enrolled	463	430	440	>480

II. Number of high school students who took a remediation for Math or English:

		FY	FY	Benchmark
FY	FY 2014	2015	2016	
Number of Students entering within one year				
of HS and ever taking a remedial course	63	57	55	<40

III. Cost per credit hour –Financials as per IPEDS divided by total annual undergraduate credit hours:

FY	FY 2	013	FY 2014		FY 2015		FY 2016		Benchmark	
Cost per Credit Hour	\$	599	\$	671	\$	663	\$	710	\$	<700

IV. Number of students who successfully articulate another institution to further their education:

*FY	FY 2014	FY 2015	FY 2016	Benchmark
Number Continuing On	157	103	52	>200

^{*}numbers are progressive and subject to change as time passes and more students enroll in other schools.

GOAL 5: STUDENT CENTERED

Objective A: EITC faculty provides effective and student centered instruction. Performance Measures:

I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
EITC	0.39	0.6	0.33	0.59	<0.25
PEERS	0.61	0.63	0.6	0.67	N/A

II. Fall to Fall Retention - IPEDS Fall Enrollment Report:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
FTFT Fall-to-Fall					
Retention	62%	64%	68%	69%	>74%

III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
EITC	0.78	0.74	0.65	0.68	>0.78
PEERS	1.06	1.04	1.01	0.75	N/A

IV. Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process (New Student Survey):

	FY 2016	Benchmark
Financial Aid	94%	98%
Admissions	83%	98%

Objective B: Tutoring Center provides services to support education success.

Performance Measures:

I. Tutoring contact hours to support student needs:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Hours	6	5	4	5.76	>6

Objective C: EITC library services meets the expectation of students.

Performance Measures:

I. Library services meet the expectations of students. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
EITC	0.6	0.83	0.38	0.19	>.15
PEERS	0.49	0.44	0.49	0.22	N/A

Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

Performance Measures:

I. Number of applicants/students receiving CND services:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Clients Served	518	411	258	273	>300

GOAL 6: Cyber Awareness*

*Currently EITC does not have data for this goal. EITC is collecting data and will report on it beginning in Fall of 2018

Objective A: Regular Training

- I. EITC will establish a policy to provide regular training to all faculty and staff on best practices for cybersecurity protection using the DHR's recommendation and requirements.
- II. Annual number of trained faculty and staff.
- III. Benchmark to be 100% in 2 years.

Objective B: Specific Training for Super Users

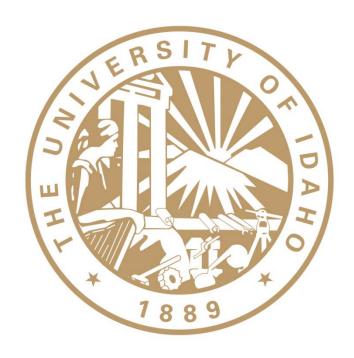
- I. EITC will identify and track employees with elevated privileges and ensure that training meets their elevated status as a user and provide advanced training.
- II. Annual number of advanced users will be identified and trained.
- III. Benchmark to be 100% in 2 years.

Objective C: Monthly Awareness Emails

- EITC will send out monthly Emails to inform employees on new cyber threats and hacking strategies. This will also include "best practices" for computer users.
- II. Benchmark to be monthly record of sent email.

Objective D: Policy Statement to be Signed by all Employees

- I. EITC will compose a policy for computer use on and off campus that relate to EITC activities and concerns. Employees will receive a copy of the policy each year when they sign their contracts.
- II. Benchmark to be 100% for all employees.



University of Idaho Strategic Plan and Process

2018 - 2022

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016 Reviewed and submitted May 2017 for 2018 - 2022

MISSION STATEMENT

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

VISION STATEMENT

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

GOAL 1: Innovate

Scholarly and creative work with impact

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.¹

<u>Objective A:</u> Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Performance Measures:

I. Research Expenditures (\$ million)

FY14 (2013-20	14) FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
97	95	96	100	105 ²

<u>Objective B:</u> Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Performance Measures:

I. Terminal degrees in given field (PhD, MFA, etc.)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
290	275	279	285	300 ²

II. Number of Postdocs, and Non-faculty Research Staff with Doctorates

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
65	66	70	70	72 ²

III. Number of undergraduate and graduate students paid from sponsored projects (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
489 (UG) &	575(UG) &	697 (UG) &	598 (UG) &	610 (UG) &
488 (GR)	574 (GR)	463 (GR)	597(GR)	609 (GR)
977 Total	1149 Total	1160 Total	1195 Total	1237 Total ²

IV. Percentage of students involved in undergraduate research (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
74%	67%	66%	68%	69%²

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

I. Invention Disclosures

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18	14	18	20	25 ²

GOAL 2: Engage

Outreach that inspires innovation and culture

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

<u>Objective A:</u> Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Performance Measures:

I. Go-On Impact³

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	NA	35%	40%	45% ⁴

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<u>Objective B:</u> Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
54	57	57	57	64 ⁴

II. Economic Impact (\$ Billion)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	1.1	1.1	1.1	1.24

<u>Objective C:</u> Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Performance Measures:

I. Number of Direct UI Extension Contacts

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
359,622	338,261	360,258	348,000	359,000 ⁴

II. NSSE Mean Service Learning, Field Placement or Study Abroad

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	52%	52%	56%	58% ⁴

III. Alumni Participation Rate⁵

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8.5%	9%	10.9%	9%	10% ⁴

IV. Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
5021/1136	6,002 / 1,178	6754/1479	6,500 / 1200	6,700 / 1,250 ⁴

GOAL 3: Transform

Educational experiences that improve lives

Increase our educational impact.

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Performance Measures:

I. Enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11834	11534	11371	11780	12,500 ²

Objective B: Foster educational excellence via curricular innovation and evolution..

Performance Measures:

I. Retention – New Students (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
77.4%	80.1%	77.4%	82%	83% ⁶

II. Retention – Transfer Students (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
82.8%	79.2%	83.4%	77%	78% ⁴

III. Graduates (All Degrees:IPEDS)⁷, b)Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3047	2,861	2700	2,900	2,950 ²
1886	1,765	1687	1,800	1,800 ²
635/133	618/123	598/144	700/130	750/130 ⁴
20%	20%	20%	20%	20 % ⁴
30%	39%	42%	29%	45% ⁴

IV. NSSE High Impact Practices

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	67%	67%	70%	70 % ⁴

V. Remediation (System wide metric) a) Number, b) % of first time freshman

FY14	(2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1	.36/12%	150 / 14%	151/14%	153 / 14%	158 / 14% ⁴

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Performance Measures:

I. Equity Metric: First term GPA & Credits (% equivalent)

FY14 (2013-2014)	FY14 (2013-2014) FY15 (2014-2015)		FY17 (2016-2017)	Benchmark
88%/75% 75%/75%		62.5%/87.5%	80%/80%	85%/85% ⁴

GOAL 4: Cultivate

A valued and diverse community

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

<u>**Objective A:**</u> Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Performance Measures:

I. Multicultural Student Enrollment (heads)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2415	2415 2,605		2,922	3,130 ⁸

II. International Student Enrollment (heads)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
712 766		664	800	95 0 ⁴

III. Percentage Multicultural a) Faculty and b) Staff

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
17%/11%	19% / 12%	19%/13%	20% / 13%	21% / 14% ⁴

<u>Objective B:</u> Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	Survey average in	Survey average in	Survey average in	Survey average
	the 2 nd group of 5	the 2 nd group of	the3rd group of 5	in the 3 rd group
				of 5 ⁹

II. Full-time Staff Turnover Rate

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18.52%	17.6%	16.91%	17%	16% ¹⁰

Objective C: Improve efficiency, transparency and communication.

Performance Measures:

I. Cost per credit hour (System wide metric)

FY14 (2013-2014) FY15 (2014-2015)		FY16 (2015-2016)	FY17 (2016-2017)	Benchmark	
	\$323	\$335	\$340	\$335	\$366 ¹¹

II. Efficiency (graduates per \$100K) (System wide metric)

F	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	1.36	1.20	1.15	1.26	1.32 ⁴

Key External Factors

Factors beyond our control that affect achievement of goals

- The general economy, tax funding and allocations to higher education.
- The overall number of students graduating from high school in Idaho and the region.
- Federal guidelines for eligibility for financial aid.
- Increased administrative burden increasing the cost of delivery of education, outreach and research activities.

Evaluation Process

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes. As the feedback from the annual review process is reviewed the effectiveness of the processes will be refined. These feedback cycles are in place for Strategic Plan Metrics, Program Prioritization Metrics, External Program Review Process as well as a continued examination of various elements of community need as well.

¹ Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).

² This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

³ Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"

⁴ Internally set standard to assure program quality.

⁵ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

⁶ Based on a review of our SBOE peer institutions

⁷ The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

⁸ Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

⁹ Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.

¹⁰ Based on HR's examination of turnover rates of institutions nationally.

¹¹ Established by SBOE.

Appendix 1

		State Board	of Education Goals	Appendix .
✓	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Institution/Agency Goals and Objectives				
GOAL 1: Innovate Scholarly and creative work with impact Scholarly and creative products of the highest quality and scope,				
resulting in significant positive impact for the region and the world				
Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.		✓		
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.	✓	✓		
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.		✓		
GOAL 2: Engage Outreach that inspires innovation and culture				
Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.				
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.		✓		
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.		✓		

	State Board of Education Goals			
✓	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.		✓		
GOAL 3: Transform Educational experiences that improve lives Increase our educational impact.				
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.	✓			✓
Objective B: Foster educational excellence via curricular innovation and evolution.	√		✓	
Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.	✓			✓
GOAL 4: Cultivate A valued and diverse community Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.				
Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.	✓	✓		✓
Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.	✓	✓		✓
Objective C: Improve efficiency, transparency and communication.			✓	✓

Appendix 2

Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

- 1.) <u>Terminal Degrees</u> in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
- Postdocs, and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
- 3.) Research Expenditures as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).
- 4.) <u>Invention Disclosures</u> as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).
- 5.) Number of undergraduate and graduate students paid from sponsored projects: This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
- 6.) Percent of students engaged in undergraduate research: This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

1.) Impact (UI Enrollment that increases the Go-On rate): The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

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- 2.) <u>Extension Contacts</u>: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
- 3.) <u>Collaboration with Communities</u>: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
- 4.) NSSE Mean Service Learning, Field Placement or Study Abroad: This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
- 5.) <u>Alumni Participation Rate</u>: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (http://cae.org/fundraising-in-education/). It is updated annually.
- 6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.
- 7.) **<u>Dual Credit:</u>** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

- 1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
- 2.) Equity Metric: This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
- 3.) Retention: This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
- 4.) <u>Graduates (all degrees):</u> This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

- 5.) <u>Degrees by level:</u> Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.
- 6.) NSSE High Impact Practices: This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
- 7.) Remediation: This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

- 1.) Chronicle Survey Score (Survey Average): This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here http://chroniclegreatcolleges.com/reports-services/.
- 2.) <u>Multicultural Student Enrollment</u>: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 3.) <u>International Student Enrollment</u>: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 4.) Full-time Staff Turnover Rate is obtained from UI Human Resources on an annual basis.
- 5.) Percentage of Multicultural Faculty and Staff is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
- 6.) Cost per credit hour: This metric is from the PMR for the SBOE and is update annually.
- 7.) Efficiency: This metric is from the PMR for the SBOE and is update annually.

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BOISE STATE UNIVERSITY

UPDATED FOR FY2018 THROUGH FY2022

MISSION STATEMENT CORE
THEMES VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE COMPLETE
COLLEGE IDAHO PLAN
KEY EXTERNAL FACTORS

Focus on Effectiveness

Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017

Boise State University Strategic Plan

Mission

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity, and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Vision

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at https://academics.boisestate.edu/planning/core-themes-2/.

Undergraduate Education. Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.

Graduate Education. Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.

Research and Creative Activity. Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.

Community Commitment. The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.

Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017

STRATEGIC PLAN GOALS AND OBJECTIVES

NOTE THAT IN THIS DOCUMENT, THE "STRATEGIES" OF BOISE STATE UNIVERSITY'S ORIGINAL PLAN HAVE BEEN CONSOLIDATED INTO "OBJECTIVES" TO MATCH THE TEMPLATE OF THE IDAHO STATE BOARD OF EDUCATION

Goal 1: Create a signature, high quality educational experience for all students.

<u>Objective A</u>: Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.

Performance Measures:

NSSE ¹ Indicators: For Freshmen Only	FY	FY	FY	FY	Target ("Bo	enchmark")
(% of peer group rating)	2014	2015	2016	2017	FY 2018	FY 2022
Academic Challenge						
>Higher-order learning	NSSE	97% ⇔²	NSSE	NSSE	100%	105% ³
>Reflective & integrative learning	survey	100%⇔	survey	survey	102%	105%
Learning with Peers	every three		every three	every three		
>Collaborative learning	years	97%⇔	years	years	100%	105%
>Discussions with diverse others		95%∜			100%	105%

<u>Objective B</u>: Provide a relevant, impactful educational experience that includes opportunities within and across disciplines for experiential learning.

Performance Measures:

	FY	FY	FY	FY 2017	Target ("Benchmark")	
Students participating in internships	2014	2015	2016	(preliminary)	FY 2018	FY 2022
>Number of students with internship credit	930	948	996	917	1,100	1,500

NSSE % of senior participating in internships (and	FY	FY	FY	FY	Target ("B	enchmark")
similar experiences), and in research	2014	2015	2016	2017	FY 2018	FY 2022
>% of students participating in internships and	NSSE	51.2%	NSSE	NSSE	52%	55%
other applied experiences	survey		survey	survey		
>% of students participating in research w/faculty	every	20.4%	every	every	22%	27%
	three	20.4%	three	three	2270	2/70
members	years		vears	vears		

	FY	FY	FY	FY 2017	Target ("Benchmark")	
Vertically Integrated Projects⁴ (VIPs)	2014	2015	2016	(preliminary)	FY 2018	FY 2022
>Number of students enrolled in VIP credit		60	61	72	81	180
>Number of VIP teams		6	8	8	9	18

¹ "NSSE" refers to the National Survey of Student Engagement (http://nsse.indiana.edu/), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is taken by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

² ⇔ Indicates that Boise State's score is statistically the same as peers; ↓&û indicate statistically lower and higher than peers.

³ A percentage of 105% indicates that Boise State would score 5% better than peers.

⁴ Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech. Not that not all student participants sign up for credit.

Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017

Objective C: Cultivate intellectual community among students and faculty and facilitate respect for the diversity of human cultures, institutions, and experiences.

Performance Measures:

NSSE Indicators: For Seniors Only	FY	FY	FY	FY	Target ("B	enchmark")
(% of peer group rating)	2014	2015	2016	2017	FY 2018	FY 2022
Learning with Peers						
>Collaborative learning	NSSE	103%企	NSSE	NSSE	105%	105%
>Discussions with diverse others	survey	94%∜	survey	survey	98%	100%
Experiences with faculty	every three		every three	every three		
>Student-faculty interaction	years	90%₽	years	years	95%	100%
>Effective teaching practices		96%∜			100%	100%

Objective D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Performance Measures:

NSSE Indicators: For Seniors Only	FY	FY	FY	FY	Target ("Bo	enchmark")
(% of peer group rating)	2014	2015	2016	2017	FY 2018	FY 2022
Academic Challenge						
>Higher-order learning		99%⇔			100%	105%
>Reflective & integrative learning	NSSE	102%⇔	NSSE	NSSE	105%	105%
>Learning strategies	survey	97%₽	survey	survey	100%	105%
>Quantitative reasoning	every	102%⇔	every	every	105%	105%
Learning with Peers	three		three	three		
>Collaborative learning	years	103%企	years	years	105%	105%
Experiences with faculty						
>Effective teaching practices		90%₽			95%	100%

Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017

<u>Goal 2:</u> Facilitate the timely attainment of educational goals of our diverse student population.

<u>Objective A</u>: Design and implement innovative policies and procedures that remove barriers to graduation and facilitate student success.

Performance Measures:

						rget
					,	chmark")
Number of graduates (distinct by award	FY	FY	FY	FY 2017	FY	
level) ⁵	2014	2015	2016	(Preliminary)	2018	FY 2022
>Associate	132	166	141	114	150	150
>Baccalaureate	2,764	2,971	2,998	3,114	3,300	3,950
>(SBOE target for baccalaureate graduates ⁶)	(2,557)	(2,700)	(2,843)	(2,986)	(3,130)	N/A
>Graduate Certificate	192	226	173	(Available June '17)	250	300
>Master's	640	703	670	760	785	850
>Educational Specialist			10	15	20	30
>Doctoral	34	14	18	34	35	44
Total Distinct Graduates	3,629	3,938	3,916	(Available June '17)		

	Fall	Fall	Fall	Fall	Target ("Benchmark")		nark")
	2013	2014	2015	2016	F2017	F2019	F2021
First year retention rate ⁷	cohort	cohort	cohort	cohort	cohort	cohort	cohort
>Percent of first-time, full-time freshmen retained	74.5%	75.6%	78.2%		80%	82%	84%
>Percent of Idaho-resident Pell-eligible first-time	67.1%	66.3%	72.7%	Available	76%	78%	81%
full-time freshmen retained				Sept 2017			
>Percent full-time transfers retained or graduated	71.9%	73.5%	75.4%		78%	80%	82.5%

	Fall	Fall	Fall	Fall	Target ("Be	enchmark")
	2008	2009	2010	2011	Fall 2012	Fall 2016
6-year graduation rate	cohort	cohort	cohort	cohort	cohort	cohort
> % of first-time, full-time freshmen who graduated	37.1%	37.9%	38.7%		45%	50%
>% of Idaho-resident, Pell-eligible, first-time, full-	23.4%	26.3%	29.3%	Available Sept	37%	44%
time freshmen who graduated				3eμι 2017		
>% of full-time transfers who graduate	49.8%	50.6%	51.0%	2017	55%	60%

Student Achievement Measure		Fall	Fall	Fall	Target ("Ben	chmark")
(After six years: % graduated or still enrolled at Boise	Fall 2008	2009	2010	2011	Fall 2012	Fall 2015
State or elsewhere) ⁸	cohort	cohort	cohort	cohort	cohort	cohort
>First-time, full-time Freshman cohort	70%	66%	64%	Available	72%	75%
>Full-time Transfer student cohort	77%	72%	74%	Nov. 2017	77.5%	80%

⁵ Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

⁶ Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

⁷ Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated.

⁸ The "Student Achievement Measure" (SAM) is a nationally-recognized metric that provides more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduate from or are still enrolled at Boise State, or graduated or still enrolled somewhere else.

Boise State University Strategic Plan: Focus on Effectiveness

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	FY	FY	FY	FY	Target ("Benchmark")	
Degrees and Certificates Awarded ⁹	2014	2015	2016	2017	FY 2018	FY 20222
>Associate	137	168	145		150	150
>Baccalaureate	2,900	3,154	3,174	Available	3,450	4,050
>Graduate Certificate	195	237	178	Sept.,	250	300
>Master's	640	703	670	2017	785	850
>Doctoral	34	14	18		35	44

Objective B: Ensure that faculty and staff understand their responsibilities in facilitating student success.

Performance Measures:

errormance ivicusares.						
NSSE student rating of administrative offices					Target ("Be	enchmark")
(% of peer group rating; for seniors only; higher	FY	FY	FY	FY		
score indicates better interaction)	2014	2015	2016	2017	FY 2018	FY 2022
>Quality of interaction with academic advisors	NSSE	100.5%⇔	NSSE	NSSE	105%	105%
>Quality of interaction with student services staff	survey	97.7%⇔	survey	survey	100%	100%
(career services, student activities, housing, etc.)	every		every	every		
>Quality of interaction with other administrative	three	104.7% 企	three	three	105%	105%
staff and offices (registrar, financial aid, etc.)	years		years	years		

NSSE Indicators: For Seniors Only	FY	FY	FY	FY	Target ("Be	enchmark")
(% of peer group rating)	2014	2015	2016	2017	FY 2018	FY 2022
Experiences with faculty >Student-faculty interaction Campus Environment	NSSE survey every	90%₽	NSSE survey every	NSSE survey every	95%	100%
>Quality of interactions >Supportive environment	three years	101%⇔ 91%↓	three years	three years	105% 95%	105% 100%

Objective C: Bring classes to students using advanced technologies and multiple delivery formats.

Performance Measures:

	FY	FY	FY	FY 2017	Target ("B	Benchmark")					
Dual enrollment ¹⁰	2014	2015	2016	(Preliminary)	FY 2018	FY 2022					
>Number of credits produced	12,111	15,675	15,534	19,604	22,250	25,000					
>Number of students served	2,699	3,578	3,597	4,808	5,000	6,200					

	FY	FY	FY	FY 2017	Target ("Benchmark")	
eCampus (Distance Education)	2014	2015	2016	(Preliminary)	FY 2018	FY 2022
>Student Credit Hours	66,058	73,668	81,178	91,342	99,000	120,000
>Distinct Students Enrolled	10,620	11,369	12,106	13,055	14,000	16,000

⁹ Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

¹⁰ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017

Goal 3: Gain distinction as a doctoral research university.

<u>Objective A</u>: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.

Performance Measures:

	FY	FY	FY	FY	Target ("B	senchmark")
Total Research & Development Expenditures	2014	2015	2016	2017	FY 2018	FY 2022
Expenditures as reported to the National Science Foundation	\$26.6M	\$31.3M	\$32.0M	Available Feb. '18	\$36M	\$40M

					Target ("Benchmark")		
Publications of Boise State authors and citations	CY	CY	CY	CY	For CY	For CY	
of those publications over 5-year period	2009-13	2010-14	2011-15	2012-16	2014-18	2018-22	
>Number of peer-reviewed publications by Boise	1,411	1,449	1,533	1,709	1,800	2,200	
State faculty, staff, students ¹¹							
>Citations of peer-reviewed publications authored	7,264	9,499	11,190	12,684	14,000	20,000	
Boise State faculty, staff students ¹²							

Percent of research grant awards and awarded					Target ("Benchmark")	
grant \$\$ that are Interdisciplinary vs. single	FY	FY	FY	FY		
discipline ¹³	2014	2015	2016	2017	FY 2018	FY 2022
>Percent of research grant awards that have PIs and	7.2%	9.4%	8.2%	9.0%	10%	15%
Co-PIs in two or more different academic						
departments (i.e., are interdisciplinary)						
>\$\$ per grant award for interdisciplinary grants	\$231,820	\$289,381	\$537,951	\$481,554	\$550,000	\$650,000
>\$\$ per grant award for single-discipline grants	\$103,837	\$160,327	\$142,530	\$186,144	\$200,000	\$225,000

<u>Objective B</u>: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit, including the creation of select doctoral programs with a priority in professional and STEM disciplines.

Performance Measures:

				FY	Target ("Benchmark")	
Number of doctoral graduates	tes FY FY FY		FY	2017		
	2014	2015	2016	(Preliminary)	FY 2018	FY 2022
Graduates with PhD, DNP, EdD	34	14	18	34	35	44

	FY	FY	FY	FY	Targe	et ("Benchmark")
New Doctoral programs	2014	2015	2016	2017	FY 2018	FY 2022
New doctoral programs created	Fall 13 start: Doctor of Nursing Practice; PhD Public Policy	No new doctoral programs	No new doctoral programs	Fall 16 start: PhD Computing	Fall 17 start: PhD Ecology, Evolution, & Behavior	New Doctor of Public Health in collaboration with Idaho State Univ; New PhD Mechanical Engr in collaboration with Univ of Idaho

¹¹ # of publications over five-year span with Boise State listed as an address for one or more authors; from Web of Science.

PPGA

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¹² Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as an address for at least one author; from Web of Science.

¹³ Excludes no-cost extensions. Represents per-grant, not per-person \$\$.

Boise State University Strategic Plan: Focus on Effectiveness Update to OSBE May 2017

Goal 4: Align university programs and activities with community needs.

Objective A: Include community impact in the creation and assessment of university programs and activities.

Performance Measures:

Number of graduates in high demand	FY	FY	FY	FY	FY Target ("Benchr	
disciplines ¹⁴ (bachelor's, master's, doctoral)	2014	2015	2016	2017	FY 2018	FY 2022
Number of graduates	1,415	1,451	1,510	Available July '17	1,600	1,800

				Target ("Benchmark")		
Rate of employment in Idaho one year after	F2012	F2013	F2014	F2016	F2020	
graduation ¹⁵	Cohort	Cohort	Cohort	Cohort	Cohort	
>Idaho residents	80%	81%	80%	82%	83%	
>Non-residents	43%	45%	41%	45%	46%	

Objective B: Increase student recruitment, retention, and graduation in STEM disciplines.

Performance Measures:

	FY	FY	FY	FY	Target ("B	Benchmark")
STEM Graduates ¹⁶	2014	2015	2016	2017	FY 2018	FY 2022
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	499	540	564	Available July '17	725	875
STEM degree graduates as % of all degree graduates, bachelor's and above	14.5%	14.6%	15.3%	Available July '17	15%	15%

Objective C: Collaborate with external partners to increase Idaho student's readiness for and enrollment in higher education.

Performance Measures:

Number of graduates with high impact on Idaho's college	FY	FY	FY	FY 2017	Target ("Be	enchmark")
completion rate	2014	2015	2016	(Preliminary)	FY 2018	FY 2022
Baccalaureate graduates from underrepresented groups ¹⁷						
>from rural counties	157	161	142	119	165	195
>from ethnic minorities	221	273	304	336	400	600
Baccalaureate graduates who are Idaho residents	2,298	2,408	2,350	2,249	2,585	3,100
Baccalaureate graduates of non-traditional age (30 and up)	859	822	869	859	950	1,100
Baccalaureate graduates who began as transfers from Idaho community college ¹⁸	232	310	384	377	600	900

¹⁴ Defined as distinct number of graduates in those disciplines, identified by CIP code, appropriate for the top 25% of jobs listed by the Idaho Department of labor that require at least a bachelor's degree, based on project number of openings 2014-2024.

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¹⁵ Percent of all graduates at all award levels who were identified in "covered employment" by the Idaho Department of Labor one year out after graduation. Covered employment refers to employment for an organization that is covered under Idaho's unemployment insurance law. These data do not include several categories of employment, including individuals who are self-employed, federal employees, those serving in the armed forces, foreign aid organizations, missions, etc. Therefore, the actual employment rates are higher than stated. The full report can be accessed at: https://labor.idaho.gov/publications/ID Postsec Grad Retent Analysis.pdf.

¹⁶ STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

¹⁷ Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

¹⁸ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017

<u>Objective D</u>: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships. Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Performance Measures:

				FY	Target ("Benchmark")	
Students participating in courses with service-	FY	FY	FY	2017		
learning component	2014	2015	2016	(preliminary)	FY 2018	FY 2022
Unduplicated enrollment in courses	2,151	2,391	2,689	2,427	3,000	3,250

Carnegie Foundation Community Engagement					Target ("B	Benchmark")
Classification recognizing community	FY	FY	FY	FY		
partnerships and curricular engagement	2014	2015	2016	2017	FY 2018	FY 2022
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. "19	of 76 red the 2006 awardi designa classific	te was one cipients of 5 inaugural ng of this ation. The ation was d in 2015.	Ele Communit	Foundation ective y Engagement diffication	Engagement	f Community t Classification 2025

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 $^{^{19}}$ Additional information on the Carnegie Foundation Community Engagement Classification may be found at $\frac{\text{http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618\#CECdesc}$.

Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017

Goal 5: Transform our operations to serve the contemporary mission of the university.

<u>Objective A</u>: Increase organizational effectiveness by reinventing our business practices, simplifying or eliminating policies, investing in faculty and staff, breaking down silos, and using reliable data to inform decision-making.

Performance Measures:

NSSE student rating of administrative offices					Target ("B	enchmark")
(% of peer group rating; for seniors only; higher	FY	FY	FY	FY		
score indicates better interaction)	2014	2015	2016	2017	FY 2018	FY 2022
>Quality of interaction with academic advisors	NSSE	100.5%⇔	NSSE	NSSE	105%	105%
>Quality of interaction with student services staff	survey	97.7%⇔	survey	survey	100%	100%
(career services, student activities, housing, etc.)	every		every	every		
>Quality of interaction with other administrative	three	104.7% 企	three	three	105%	105%
staff and offices (registrar, financial aid, etc.)	years		years	years		

Cost of Education ²⁰ (resident undergraduate with	FY	FY	FY	FY	Target ("B	senchmark")	
15 credit load per semester; tuition and fees)	2014	2015	2016	2017	FY 2018	FY 2022	
>Boise State	\$6,292	\$6,640	\$6,874	ما طبعال مناها م	Remain less than the		
>WICHE average	\$7,331	\$7,558	\$7,826	Available			
>Boise State as % of WICHE	85.8%	87.9%	87.8%	Sept. '17	WICHE state average		

Expense per EWA-weighted Student Credit	FY	FY	FY	FY	Target ("Ben	rget ("Benchmark")	
Hour (SCH)	2014	2015	2016	2017	FY 2018	FY 2022	
\$ per Resident Undergraduate SCH ²¹ >In 2011 \$\$ (i.e., CPI-adjusted) >Unadjusted	\$270.73 \$284.92	\$281.35 \$296.46	\$282.41 \$301.25	Available Sept. '17	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$	
\$ per Resident Undergraduate & Graduate SCH >In 2011 \$\$ >Unadjusted	\$248.98 \$262.03	\$256.83 \$270.62	\$256.77 \$273.89	Available Sept. '17	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	
\$ per Total Undergraduate SCH ²² >In 2011 \$\$ >Unadjusted	\$247.31 \$260.27	\$253.26 \$266.86	\$252.50 \$269.34	Available Sept. '17	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	
\$ per Total Undergraduate & Graduate SCH >In 2011 \$\$ >Unadjusted	\$231.40 \$243.53	\$235.87 \$248.54	\$234.79 \$250.45	Available Sept. '17	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	

²⁰ WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at http://www.wiche.edu/pub/tf.

²¹ Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

²² Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules.

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	FY	FY	FY	FY	Target ("Benchmark")	
Graduates per 3-YR average FTE ²³	2014	2015	2016	2017	FY 2018	FY 2022
Baccalaureate graduates per FTE	19.4	21.3	21.9	Available	22.2	22.8
Baccalaureate + associate graduates per FTE ²⁴	20.2	22.3	22.9	Sept	23.5	25.0
Graduate degree graduates per FTE ²⁵	54.1	56.5	50.4	2017	52.0	52.0

Undergraduate Completions per Undergraduate	FY	FY	FY	FY	Target ("B	Benchmark")	
Expense ²⁶	2014	2015	2016	2017	FY 2018	FY 2022	
Distinct baccalaureate graduates per \$100k				Available Sept. '17	No increase	No increase	
>In 2011 \$\$ (i.e., CPI-adjusted)	1.43	1.50	1.49		in CPI	in CPI	
>Unadjusted	1.36	1.42	1.40		adjusted \$\$	adjusted \$\$	
Undergraduate degrees and certificates per \$100k				Available Sept. '17	No increase	No increase	
>In 2011 \$\$	1.48	1.56	1.56		in CPI	in CPI	
>Unadjusted	1.41	1.48	1.46	3εμι. 17	adjusted \$\$	adjusted \$\$	

<u>Objective B</u>: Diversify sources of funding and allocate resources strategically to promote innovation, effectiveness, and responsible risk-taking.

Performance Measures:

Sponsored Projects funding: # of Awards by	FY	FY	FY	FY	Target ("B	enchmark")
Purpose	2014	2015	2016	2017	FY 2018	FY 2022
>Research	178	206	227		250	275
>Instruction/Training	28	20	23	Available	30	35
>Other Sponsored Activities	84	78	93	January '18	90	95
>Total	290	304	343		370	405

Sponsored Projects funding: Dollars awarded by	FY	FY	FY	FY	Target ("B	enchmark")
purpose	2014	2015	2016	2017	FY 2018	FY 2022
>Research	\$15.0M	\$22.8M	\$23.3M	Available January ′18	\$26M	\$29M
>Instruction/Training	\$7.6M	\$5.6M	\$5.9M		\$7M	\$8M
>Other Sponsored Activities	\$9.4M	\$11.7M	\$12.2M		\$13M	\$13M
>Total	\$32.0M	\$40.2M	\$41.4M		\$46M	\$50M

	FY	FY	FY	FY	Target ("Benchmark")	
Advancement funding	2014	2015	2016	2017	FY 2018	FY 2022
>Total gift income (outright gifts and previous	\$24.3M	\$22.6M	\$23.5M	Available	\$24M	\$26M
pledge payments)				January		
>Total Endowment Value	\$97.2M	\$97.4M	\$96.7M	'18	\$98M	\$100M

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²³ Includes the unduplicated number of annual baccalaureate degree graduates divided by a three year running average of FTE. FTE are determined using PSR1 annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.

²⁴ Includes the unduplicated number of annual undergraduate degree graduates (Associate plus Bachelor's) divided by a three-year running average of FTE. FTE are determined using PSR1 annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.

²⁵ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by a three-year running average of FTE. FTE determined using PSR1 annual methodology of total annual credits taken by degree-seeking graduate students divided by 24.

²⁶ Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction and improve constituent issues.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

Mapping of	Boise State Univer	sity's Strategic Plan onto	o the SBOE Strate	gic Plan	
Boise State Strategic Goals→ → \$\square\$ SBOE Strategic Goals\$\$\square\$	Goal 1: Create a signature, high- quality education experience for all students	Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Goal 3: Gain distinction as a doctoral research university	Goal 4: Align university programs and activities with community needs.	Goal 5: Transform our operations to serve the contemporary mission of the university.
Goal 1: A well-educated citizenry	students	роринскоп.			of the university.
Objective A: Access- Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.		✓		√	
Objective B: Adult learner re-integration- Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.		✓		✓	
Objective C: Higher level educational attainment - Increase successful progression through Idaho's educational system.		✓		✓	
Objective D: Quality education-Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.	✓	✓	✓	✓	
Objective E: Education to workforce alignment- Deliver relevant education that meets the needs of Idaho and the region.	✓		✓	✓	
Goal 2: Innovation and economic development Objective A: Workforce readiness- Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓		✓	
Objective B: Innovation and creativity - Increase creation and development of new ideas and solutions that benefit society.			✓	✓	

Boise State University Strategic Plan: *Focus on Effectiveness Update to OSBE May 2017*

Goal 3: Effective and efficient educational system					
Objective A: Data-informed decision making- Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.				✓	✓
Objective B: Quality teaching workforce- Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.	✓			✓	✓
Objective C: Alignment and coordination- Facilitate and promote the articulation and transfer of students throughout the education pipeline.	✓	✓		✓	
Objective D: Productivity and efficiency- Apply the principles of program prioritization for resource allocation and reallocation.	✓			✓	✓
Objective E: Advocacy and communication- Educate the public and their elected representatives by advocating the value and impact of the educational system.			✓	✓	

Boise State University Strategic Plan: *Focus on Effectiveness Update to OSBE May 2017*

Mapping of	Boise State University	y's Strategic Plan onto t	he Complete Coll	ege Idaho Plan	
Boise State Strategic Goals→ →	Goal 1: Create a signature, high-quality	Goal 2: Facilitate the timely attainment of	Goal 3: Gain distinction as a doctoral research	Goal 4: Align university programs and activities with	Goal 5: Transform our operations to serve the
↓Complete College Idaho	education experience for all students	educational goals of our diverse student population.	university	community needs.	contemporary mission of the university.
Strategic Goals↓				·	
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways TRANSFORM REMEDIATION		✓			
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite, Emporium, or Accelerated		✓			
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS Strengthen Collaborations Between				√	
Education and Business/Industry Partners College Access Network				· ·	
STEM Education			✓	✓	

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Boise State University Strategic Plan: Focus on Effectiveness

Update to OSBE May 2017



Doug Ooley, CISSP

Chief Information Security Officer/Director
IT Governance, Risk, Compliance and Cybersecurity
Office of Information Technology - Boise State University

NIST Cybersecurity Framework and Critical Security Controls 1-5 Adoption

For the past 5 years, the Office of Information Technology (OIT) has utilized the Educause Security Maturity matrix as our security framework to identify, measure and mitigate security risks associated with Higher Education information technology. Over the last 5 years OIT has been able to improve the Educause Security Maturity Index from 1.75 to 2.56 with the long term goal of raising Boise State's Index to 3.0 or better. We feel to move beyond our current Index to an Index of 3.0 would require additional resources (software, hardware, and staff).

When Executive Order 2017-02 was published as a State of Idaho directive the Office of Information Technology proceeded with adopting the NIST Cybersecurity Framework in lieu of our existing Educause framework and began implementing Critical Security Controls 1-5 across the University's critical network infrastructure systems.

Progress to Date:

- An initial Prioritize and Scope (Gap) analysis was completed in April 2017 for Critical Security Controls 1-5 against all network systems, critical or otherwise.
- The initial Gap analysis is currently under review to Orient (correlate) our existing cybersecurity program based on the Educause Security Maturity Framework to the methodology and rigor of the NIST Cybersecurity Framework.

Planned Activities thru FY2018:

- Once the initial Gap analysis has been fully reviewed and agreed upon, a Current Profile for Critical Security Controls 1-5 will be created and used as the baseline for monitoring program improvements and measuring maturity going forward.
- The agreed upon Current Profile will be sent to the State as a matter of record by June 30, 2017 in accordance with EO 2017-02.
- Identified gaps in technology will be reviewed and developed in collaboration with State agencies to create a statewide purchasing plan to reduce costs. Additional funding will be necessary to effectively close the gaps.
- Non-technology related deficiencies in policy, procedures, standards and reporting for Critical Security Controls 1-5 will be created or updated where practical.

Note: Adopting and implementing the Critical Security Controls 1-5 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.



Idaho State University Strategic Plan: 2018-2022

Focusing on Idaho's Future:

discoverOPPORTUNITY

Idaho State University Strategic Plan: 2018-2022

Idaho State University Strategic Plan 2018-2022

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Vision

ISU will be the university of choice for tomorrow's leaders, creatively connecting ideas, communities, and opportunities.

Goal 1

Grow Enrollment

<u>Objective</u>: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.*

Performance Measures:

1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
2,375		2,496	2,252	2,702

Benchmark: Increase by 20% by FY18-22 the number of new full-time certificate and undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,252) enrollment numbers. * full-time certificate and undergraduate and full and part-time graduate degree-seeking students

1.1 Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
1,794	2,012	1,710	1,614	1,905

Idaho State University Strategic Plan: 2018-2022

Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,614) enrollment numbers.

1.2 Increase Graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
581	636	596	638	698

Benchmark: Increase new degree- seeking graduate student enrollment by 4% per year from FY 17 (638) enrollment numbers.

SBOE Aligned Measures:

Cost per weighted credit hour to deliver undergraduate education.

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
\$308	\$324	\$343	Not Avail.	< \$340.63

Completion of undergraduate certificates (1 year or greater) and degrees per \$100,000 of education and related spending.

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
1.29	1.19	1.17	Not Avail.	≥ 1.7 or more

Number of students enrolled in ISU's Early College Program

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
2,111	2,232	2,435	Not Avail.	2,344

Total number of credits earned in ISU's Early College Program

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
12,746	13,855	16,439	Not Avail.	18,746

Goal 2

Strengthen Retention

Objective: Improve undergraduate student retention rates by 5% by 2022.

Idaho State University Strategic Plan: 2018-2022

Performance Measures:

2. Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22.

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
73%	72%	69%	Not	74%
			Avail.	

Benchmark Definition: A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (68%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures:

Retention rate of degree seeking first-time students

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
71.34%	71.52%	69.18%	Not Avail.	80%

Retention rate of degree seeking new transfer degree-seeking students

				<u> </u>
FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
77.20%	76.49%	72.91%	Not Avail.	85%

Total degree production (undergraduate)

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
1,741	1,685	1,798	Not Avail.	1,769

Total degree production (graduate)

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
620	598	612	Not Avail.	628

Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate).

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
1,676	1,631	1,697	Not	1,713
(20%)	(20%)	(21%)	Avail.	

Idaho State University Strategic Plan: 2018-2022

Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (graduate).

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	
615	590	600	Not	620
(33%)	(31%)	(32%)	Avail.	

Goal 3

Promote ISU's Identity

<u>Objective</u>: Over the next five years, promote ISU's unique identity by ##% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.

Performance Measures:

3.1 Using a community survey, measure the increase by ##% in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
Not	Not	Not	Not	##*
Avail.	Avail.	Avail.	Avail.	

Benchmark: Increase the understanding of ISU's mission and community contributions by #% using 2017 survey data. *this is a new indicator and is not currently measured until the end of FY17.

3.2 Promote the public's knowledge of ISU through owned and earned media FY 18-22.

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not	14.349b	18.375b	Not	20.213b
Avail.			Avail.	

Benchmark: The annual number of ISU owned and earned media metrics based on FY 16 data (18.375 billion (b)) (followers, engagements, circulation views and news media coverage) will increase by 10% in five years.

Goal 4:

Strengthen Communication, Transparency, and Inclusion

<u>Objective:</u> Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.

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Idaho State University Strategic Plan: 2018-2022

Performance Measures:

4.1 ISU achieves 60% of each of its strategic objectives at the end of the AY 2020 assessment period.

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not	Not	Not	Not	60%
Avail.	Avail.	Avail.	Avail.	

Benchmark Definition: The completion of ISU's strategic goals using the objectives' AY 2020 data as a benchmark. *this is a new indicator and is not currently measured until the end of FY18.

4.2 Internal, formal communication events between the ISU's leadership and the University Community AYs 18-20.

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
Not	Not	Not	Not	TBD*
Avail.	Avail.	Avail.	Avail.	

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY 17 data as a baseline. *this is a new indicator and is not currently measured until the end of AY 17.

4.3 Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 18-20

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
Not	Not	Not	Not	TBD*
Avail.	Avail.	Avail.	Avail.	

Benchmark: Using data collected from meetings in 2018, measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 18-20. *this is a new indicator and is not currently measured until the end of FY18.

Goal 5

Enhance Community Partnerships

<u>Objective</u>: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

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Idaho State University Strategic Plan: 2018-2022

Performance Measures:

5.1 The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/community relationships that resolve issues within ISU's service regions and statewide program responsibilities AYs 18-22.

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
Not	Not	Not	Not	TBD*
Avail.	Avail.	Avail.	Avail.	

Benchmark: The number of new activities that ISU employees and students participate in that produce an increase of new relationships over a five-year period FYs 18-22.*this is a new indicator and is not currently measured until the end of FY 18.

5.2 The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.

FY	FY	FY	FY	Benchmark
2014	2015	2016	2017	2022
Not	Not	0	0	19
Avail.	Avail.			
				1

Benchmark: Based on input from ISU's Deans and the Vice President of the Kasiska Division of Health Sciences; provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22.

5.3 The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not	Not	Not	233	1,131
Avail.	Avail.	Avail.		

Benchmark: Increase the number of new community partnerships that result in internships and clinical positions by a total of 1,131 over a five-year period (FYs 18-22) using FY17's numbers.

Key External Factors

Funding

Many of Idaho State University strategic goals and objectives assume on going and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has

Idaho State University Strategic Plan: 2018-2022

occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The required reallocation of staff resources and time and effort to comply directives related to creation of the Student Longitudinal Data System; the revision of general education and remedial education; the common core standards; Smarter Balance Assessment; Complete College America/Idaho; the 60% Goal; zero-based budgeting; performance-based funding, and the additional financial and institutional research reporting requirements.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, continues to refine the revised 2010 standards and associated 7-year review cycle. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, therefore can greatly influence both education policy, and extramurally funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general, the

Idaho State University Strategic Plan: 2018-2022

perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

Achieving State Board of Education Goals

Achieving State Board of Education goals is a priority for ISU, but the University's leadership believes one of the Board's goals is beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. While, the expansion of competitive graduate programs at the Meridian Health Sciences Center and the Idaho Falls Polytechnic Center can help to produce positive impacts, ISU's current retention rate is 68%, a more realistic five-year goal is 74%. The University will continue to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- As the local economy improves, fewer students will re-enroll in higher education choosing instead to take positions in the workforce that require less education.
- Assessments of first-generation, low-income ISU students indicate that for those who choose to leave the University, the number-one reason is due to inadequate funding. Students report that paying bills often becomes a priority over attending class or studying. This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many freshmen at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU is focusing on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.
 - New student retention efforts at ISU being implemented, for example, academic coaches, will take time to make an impact on the overall retention rate.
 - Beginning in Fall 2016, ISU began using the Assessment and Learning in Knowledge Spaces (ALEKS) placement exam as its newest and primary assessment tool for placing students into mathematics classes. It is believed that this new placement exam will do a better job of placing students in the correct math courses, thus improving student retention but the effects will take time to evaluate.
- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
 - The Bengal Bridge initiative is expanding each summer, so this program will also take time to impact the overall retention rate.

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Evaluation Process

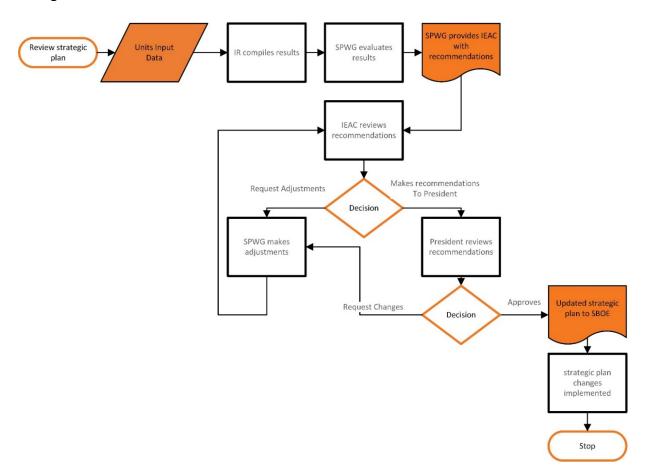
Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results. Institutional Research has created a web-based application that annually reports each objective's improvement based on its benchmark and allows leadership, staff and faculty to view the level of progress achieved. The Strategic Planning Working Group (SPWG), a team of faculty, staff, students, and community constituents, will meet annually in January to evaluate three factors affecting the progress of each objective.

- 1. If the objective is falling short or exceeding expectations, the SPWG will re-examine the established benchmark to ensure it is realistic and achievable
- 2. Evaluate the objective's resourcing levels and its prioritization
- 3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPWG's original intent for that objective.

Upon completion of its analysis, the SPWG will forward its recommendations for consideration to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee. The IEAC will review the SPWG's report and can either request additional information from the SPWG or make its recommendations for changes to the plan to the President. Upon presidential approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval.

Idaho State University Strategic Plan: 2018-2022

Strategic Evaluation Process.



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Appendix 1

	S	tate Board of	Education Goal	Appendix 1
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Idaho State University				
GOAL 1: Grow Enrollment				
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.	✓		✓	✓
GOAL 2: Strengthen Retention				
Objective: Improve undergraduate student retention rates by 5% by 2022.	✓		√	✓
GOAL 3: Promote ISU's Identity				
Objective: Over the next five years, promote ISU's unique identity by ##% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.	√	√	✓	√
GOAL 4: Strengthen Communication, Transparency and Inclusion				
Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.	✓		√	✓
GOAL 5: Enhance Community Partnerships				
Objective: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.	√	√	√	√

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Appendix 2

Idaho State University Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
√		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

	,	
Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
July 1, 2018	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
July 1, 2018		✓

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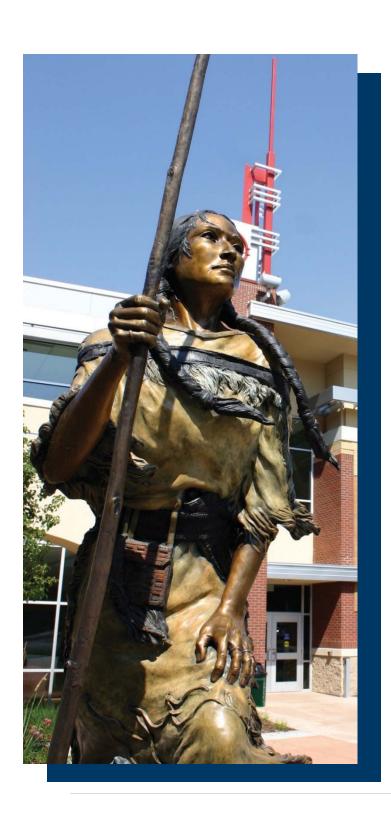
All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress Under Review	
✓		

LEWIS-CLARK STATE COLLEGE



STRATEGIC PLAN FY 2018-2022



Connecting Learning to Life

STRATEGIC PLAN FY 2018-2022



May 19, 2017

MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

VISION STATEMENT

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho
 by rigorously managing program costs, student fees, housing, textbook and lab costs, and
 financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use
 of student- centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

GOAL 1

Sustain and enhance excellence in teaching and learning.

<u>Objective A:</u> Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

Performance Measures:

I. Assessment submission.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
98%	100%	100%	100%	100% (ongoing)

Benchmark: All units of the college will submit their annual assessment documents that reflect genuine analysis and accurate reporting. [Rationale: institutional expectation of 100% participation]

II. First-time licensing/certification exam pass rates

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NCLEX RN 95% (National Average=84%)	NCLEX RN 89% (National Average=83%)	NCLEX RN 94% (National Average=86%)	N/A ⁵	Meet or Exceed National Average (ongoing)
NCLEX PN 75% (National Average=85%)	NCLEX PN 100% (National Average=82%)	NCLEX PN 95% (National Average=83%)	N/A ⁵	Meet or Exceed National Average (ongoing)
ARRT 100% (National Average=89%)	ARRT 100% (National Average=88%)	ARRT 90% (National Average=87%)	N/A ⁵	Meet or Exceed National Average (ongoing)

Benchmark: Meet or exceed national average [Rationale: aligned with peer institutions; accommodates fluctuations in and change to the national tests]

III. Percentage of responding LCSC graduates with positive placement

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
95%	92%	95%	N/A ⁵	100% (FY19)

Benchmark: 95% of responding LCSC graduates will have positive placement [Rationale: high emphasis placed on securing employment or continuing on to graduate school upon completion of degree or credentials; allows for those who may delay employment for family or other reasons]

IV. Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
83%	68%	60%	N/A⁵	90% (FY19)

Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90% [Rationale: aspiration goal that projects high standards held for Teacher Preparation candidates] Note: Given the changes made to the PRAXIS II exam, we are considering adjusting this benchmark to a more realistic one for our institution. PRAXIS II scores have gone down statewide. A thorough review of general education coursework at LCSC was undertaken in early 2017 to ensure stronger alignment of the curriculum with PRAXIS testing; enhanced emphasis on advising students to complete the PRAXIS after all general education coursework has been completed, and in some cases several inprogram courses, has also been implemented.

V. Median number of credits earned at completion of certificate or degree program

			<u> </u>	
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Associate 94	Associate 109	Associate 114	N/A ⁵	69 (FY20)
Bachelor 148	Bachelor 146	Bachelor 146	N/A ⁵	138 (FY20)

Benchmark: Associate – 69 (SBOE Benchmark) Bachelor – 138 (SBOE Benchmark) [Rationale: supports timely degree completion]

Objective B: Ensure the General Education Core achieves it's expected learning outcomes.

Performance Measures:

I. ETS Proficiency Profile critical thinking construct¹

		0		
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
88 th			N/A ⁵	90 th (FY18)

Benchmark: LCSC will score at the 90th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct. [Rationale: demonstrates high standard and is consistent with similar institutions] *Note: ETS Proficiency testing takes place every three years. We will update this measure with FY2017 results following test administration in spring 2017.*

<u>Objective C:</u> Optimize technology-based course delivery, resources, and support services for student, faculty, and staff.

Performance Measures:

I. Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8,726	8,780	9,586	N/A ⁵	10,000 (FY20)

Benchmark: 10,000 [Rationale: high demand for online courses in our rural area]

Objective D: Maximize direct faculty and student interactions inside and outside the classroom.

Performance Measures:

I. Student-to-faculty ratio

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
16:1	16:1	14 to 1	N/A ⁵	16 to 1 (ongoing)

Benchmark: LCSC will maintain a 16 to 1 student-to-faculty ratio [Rationale: low student to faculty ratio allows for strong learning environments and promotes student success]

II. Number of students participating in undergraduate research.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
284	352	338	N/A ⁵	400 (FY20)

Benchmark: 400 [Rationale: undergraduate research experience in select areas enhances student learning and prepares them for future employment or graduate opportunities]

Objective E: Recruit and retain a highly qualified and diverse faculty and staff.

Performance Measures:

I. Classified Staff (State of Idaho Classified Staff Pay Schedule)²

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
81.2%	84.4%	86%	N/A ⁵	100% of Policy (ongoing)

Benchmark: Classified Staff pay will be 100% of State of Idaho Policy [Rationale: Represents the market average per Idaho Code. Chosen to attract and retain qualified and dedicated employees.]

II. Instructional Personnel (Integrated Postsecondary Education Data System (IPEDS), Human Resources Report)³

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
89%	87%	87%	N/A ⁵	100% of Average of Peer Institutions all Academic Rank (ongoing)

Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS [Rationale: Higher salaries in comparison to our peer institutions means decreased faculty turnover.]

Objective F: Provide a safe, healthy, and positive environment for teaching and learning.

Performance Measures:

I. ADA Compliance

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	0	0	N/A ⁵	Zero ADA- related discrepancies
				(ongoing)

Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved) [Rationale: provides annual update, which provides the institution with the most current standards for measurement.]

II. Wellness Programs

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12	12	14	N/A ⁵	Provide info and updates to employees 10 times each (ongoing)

Benchmark: Provide information and updates to all College employees on wellness activities at least 10 times each Fiscal Year [Rationale: provides employees with information supporting this objective regularly throughout the academic year.]

GOAL 2

Optimize student enrollment and promote student success.

Objective A: Marketing efforts will focus on clearly identified populations of prospective students.

Performance Measures:

I. High school students participating in concurrent enrollment programs (headcount and total credit hours)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1,959/7,963	1,750/8,071	837/4,779	N/A ⁵	1,500/8,000 (FY22)

Benchmark: Annual Enrollment – 1,000 Annual Total Credit Hours – 5,000 [Rationale: based on our regional high school population and teacher credentials]

II. Scholarship dollars awarded per student FTE

FY14 (2013-2	014) FY15 (2	2014-2015) FY16	(2015-2016)	FY17 (2016-2017)	Benchmark
2,142	2	2,260	3,061	N/A ⁵	1,950 (New benchmark to be identified for FY18)

Benchmark: \$1,950 [Rationale: review of our retention/attrition data point to financial need as the biggest reason students do not persist]

Objective B: Retain and graduate a diverse student body.

Performance Measures:

I. Total degree production and headcount (undergraduate)*

	, ,			
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
739/675	771/713	914/775	N/A ⁵	800 (New benchmark to be identified for FY18)

Benchmark: 800 [Rationale: stretch goal based on SBOE's 60% goal]

II. Unduplicated headcount of graduates and percentage of graduates to total unduplicated headcount (split by undergraduate/graduate).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				700/12% (New
675/12%	713/15%	795/16%	N/A⁵	benchmark to
				be identified for
				FY18)

Benchmark: 700; 12% [Rationale: based on SBOE 60% goal]

III. Unduplicated headcount of graduates over rolling 3-year average degree-seeking FTE (split by undergraduate/graduate).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
675/2,756	713/2,973	795/2,901	N/A⁵	25% (New benchmark to
25%	24%	27%		be identified for FY18)

Benchmark: 25% [Rationale: based on SBOE 60% goal]

IV. Total full-time new and transfer degree seeking students that are retained or graduate the following year (exclude death, military service, and mission) (split by new and transfer students).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
New Freshmen 167/280 60%	New Freshmen 304/474 64%	New Freshmen 283/491 56%	N/A⁵	70% (FY20)
New Transfer 141/200 71%	New Transfer 141/202 70%	New Transfer 161/238 68%		70% (FY20)

Benchmark: 70% (SBOE measure) [Rationale: reflects a more global selection of students and is also a stretch goal given the significant number of first-generation students serve by LCSC]

V. First-year/full-time cohort retention rate

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
61%	61%	58%	N/A ⁵	60% (New benchmark to be identified for FY18)

Benchmark: 60% [Rationale: reflects the cohort measure by IPEDS]

VI. The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				24 (New
25	26	33	N/A⁵	benchmark to
				be identified for
				FY18)

8 | Page

Benchmark: 24 [Rationale: derived based on analysis of student demographics first –generation students) and job-out rates]

VII. First-year/full-time cohort 150% graduation rate

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
27%	27%	30%	N/A ⁵	35% (FY22)

Benchmark: 35% [Rationale: reflects cohort measured by IPEDS]

Objective C: Maximize student satisfaction and engagement

Performance Measures:

I. National Survey of Student Engagement (NSSE)⁴

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
89%			N/A ⁵	90% LCSC
0370			IV/A	Students
				Satisfied (FY20)

Benchmark: 90% of LCSC students will be satisfied [Rationale: selected by comparing response rates to annual surveys and the desire to promote confidence and satisfaction among students who select LCSC]

GOAL 3

Strengthen and expand collaborative relationships and partnerships.

Objective A: Increase volunteer, internship, and career placement opportunities.

Performance Measures:

I. Number of students participating in internships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
655	743	779	N/A ⁵	800 (FY19)

Benchmark: 800 [Rationale: Internships prepare students for future employment; student demand is increasing]

<u>Objective B:</u> Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

Performance Measures:

I. Number of adults (duplicated) enrolled in workforce training programs

	• • •		<u> </u>	
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3,533	3,471	2,887	N/A ⁵	4,000 (FY20)

Benchmark: 4,000 [Rationale: goal is to meet the retraining needs of a growing set of local industries]

Objective C: Increase cooperation and engagement of alumni for the advancement of the college.

Performance Measures:

I. Number of Alumni Association members

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark

13,904	16,009	17,115	N/A ⁵	20,000 (FY20)
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Benchmark: 15,000 [Rationale: aspirational goal]

<u>Objective D:</u> Advance the college with community members, business leaders, political leaders, and current and future donors.

Performance Measures:

I. Number of students participating in internships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
655	743	779	N/A ⁵	800 (FY19)

Benchmark: 800 [Rationale: Internships prepare students for future employment; student demand is increasing]

GOAL 4

Leverage resources to maximize institutional strength and efficiency

<u>Objective A:</u> Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Performance Measures:

I. Cost per credit hour – Financials divided by total weighted academic credit hours from the EWA report and unweighted professional-technical hours from the PSR1 (new calculation)*

	<u> </u>			<u>'</u>
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
294	296	310	N/A ⁵	400*

Benchmark: \$400 *(*Preliminary, reflects the SBOE strategic plan benchmark*) {Rationale: as indicated reflects the SBOE benchmark.]

<u>Objective B:</u> Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

Performance Measures:

I. Efficiency – Graduates (of at least 1-year or more) and degree completions per \$100,000 of financials*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1.4	1.5	1.6	N/A ⁵	2

Benchmark: 2 [Rationale: SBOE system-wide goal]

<u>Objective C:</u> Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

Performance Measures:

I. Annual campus master plan updated

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Yes	Yes	Yes	N/A ⁵	Yes (Ongoing)

Benchmark: Yes. [Rationale: Annual Campus Master Planning assures assessment and prioritization of key facility's needs.]

II. Address campus needs using institutional resources and funding from the Permanent Building Fund through the creation of DPW projects.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$2.368M	\$821,000	\$6,068,000	\$340,000	\$500,000 (ongoing)
1				(ongoing)

Benchmark: \$500,000 [Rationale: This demonstrates continued identification of key institutional needs related to the creation and maintenance of LCSC facilities.] *Note: Living-Learning Center was approved for the design phase in FY 2017, but the project is being reprioritized to accommodate the Career-Technical Education Building. The Living-Learning Center would have added \$1.346M to the FY 17 total.]*

<u>Objective D:</u> Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place

Performance Measures:

I. Continuous acquisition and replacement of equipment, instruments, machinery, and technology funded by institution

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$8,731,618	\$9,008,889	\$7,798,956	N/A⁵	Increase by \$500,000 per year (ongoing)

Benchmark: \$500,000 increase per year. [Rationale: Reflects increases in assets through replacement.] *Note: in FY 16, \$1.7M of graphic software was eliminated.*

Objective E: Identify and secure public and private funding to support strategic plan priorities.

Performance Measures:

I. Institutional funding from competitive grants

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$3.0M	\$2.5M	\$2.5M	N/A ⁵	\$2M (New benchmark to be identified for FY18)

Benchmark: \$2.0M [Rationale: demonstrates the capacity to general external and private funding.]

II. LCSC Consolidated Financial Index (CFI)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
6.6	5.57	5.37	N/A ⁵	3.0 (ongoing)

Benchmark: 3.0 [Rationale: CFI is a standard unit of evaluating an institution's financial health and is recommended for use by the National Association of College and University Business Officers]

* Indicates SBOE System-wide performance measures Notes:

- 1. ETS Proficiency Profile is administered every 3 years. LCSC Mean Critical Thinking score for 2014 was 114.55 which places us in the 88 percentile and means that 88% of institutions who used this exam had a mean score lower than LC per the ETS Proficiency Profile Comparative Data. Results from spring 2017 not yet available.
- 2. These values represent the percentage of individuals in this class who are making 90% of policy.
- 3. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.
- 4. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years. Spring 2017 results not yet available
- 5. Reflects data elements available after June 30 or after audited financials are available.

Key External Factors

Academic Year 2015-2016 Data: Student headcount for the fall semester was 3,924 and the full-time equivalent enrollment was 2,822. The college employed 175 faculty, 96 adjunct faculty, 157 professional staff, and 133 classified staff.

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree by 2020. The following factors will affect LCSC's output:

LCSC is essentially an open-access institution—reducing admission standards likely would not generate significant numbers of new students. As LCSC reaches out to encourage college participation by underserved segments in Idaho's population, the average level of college-preparedness of the student body is likely to decrease, and the level of support needed for students is likely to increase.

The current demographic trends in Idaho foretell growth in the number of secondary students, with significant growth in the Hispanic population. Thus, output of the K-12 pipeline may lead to an increase in enrollment at LCSC, perhaps to begin during the five-year planning window and the recent award of a new CAMP grant will undoubtedly increase the number of Hispanic students at LCSC. Taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation LCSC may otherwise be able to increase the number of high school graduates who elect to enroll.

Currently, unemployment in Idaho is low. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the five-year planning horizon. In fact, improving employment rates in Idaho have reduced the applicant pool in PTE programs as workers enter or re-enter the work force as the effects of the recession have eased.

Infrastructure: In general, currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC's share of the State Board of Education's 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five-year planning window, the college, if necessary, could increase faculty and staff office space and student housing. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate to 6% per

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year, the main campus student population would increase 50 percent by 2020—a level which, with good planning, could be accommodated by the current physical infrastructure.

However, this is not the case for many of LCSC's Technical and Industrial programs. Many of the programs have waiting lists and all of the programs are in demand from local industrial companies. Current T&I buildings on the Normal Hill campus cannot accommodate anticipated increases. The College wishes to provide a new modern building that will house all of its Technical & Industrial CTE programs with room for expansion and the flexibility to adjust training programs directed at the regional employers' needs. A proposed new building will provide the needed lab, classroom and office space required to meet anticipated demand. In addition, the building configuration will provide room for expansion and growth as a Regional Career Technical Education Center. This opportunity is being presented as a joint effort with the Lewiston School District as they propose a new high school and Career Technical Education Center that will be adjacent to property owned by the College and the City on Warner Avenue in the Lewiston Orchards.

Also, unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC's Coeur d'Alene operations. The joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus has been funded. The new facility could be opened toward the end of the current five-year planning window. Infrastructure at the other LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

Deferred maintenance needs over the course of the five-year planning window are estimated at roughly over \$15 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC's strategy for five-year planning window is to focus on upgrades of existing facilities; however, because the available student housing units are currently at maximum capacity the feasibility of building and new student resident hall is being proposed.

Classroom capacity is sufficient to sustain current and projected enrollment levels for brick-and-mortar classes. Increased enrollment will necessitate scheduling adjustments that spread classes throughout day, evening, and weekend hours. Utility costs of extended class hours would increase marginally, but overall efficiency of facility operations would increase with the reduction of slack hours.

Recent efforts have increased the number of classroom seats and modernized classrooms and labs. Nevertheless, continued efforts are needed to modernize the classroom and lab infrastructure (teaching technology, lighting, furniture, acoustical treatments, and flooring).

On-campus and neighborhood parking is adequate to sustain employee and student operations. The college has acquired property on the perimeter of the Normal Hill campus to accommodate additional parking (or facility construction) when needed. Parking options for LCSC's downtown facilities are more limited and cooperation with the city and local merchants will be needed if main street operations continue to expand.

Recent office space modernization efforts need to continue over the five-year planning window. In the event of growth of faculty and staff beyond current levels, additional office space could be provided

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through conversion of rental housing units and/or conversion of older residential hall space into modern offices.

A major vulnerability continues to be the lack of redundant capabilities for heating and cooling of major buildings—almost every major structure is dependent upon a single source of HVAC. The main campus needs a loop to interconnect multiple facilities and provide a backup in the event of single-point failure. Use of energy-saving incentive dollars and cooperative projects with external entities could help fund these improvements.

Personnel: While the current physical infrastructure of LCSC (with the exception of the T&I facilities and the Coeur d'Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up against faculty-student ratio limits imposed by specialized accreditation agencies and could not significantly expand without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Based on peak hiring periods over the past decade, funding an expansion spread over the next five years is technically feasible, but would require careful planning and coordination.

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (15:1, and 8:1, respectively) may not be at a maximum level; the course delivery mode, however, is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

Economy and the Political Climate: Many factors and trends will have a major impact on LCSC strategies to achieve its goals and objectives over the five-year planning window.

Funding for higher education has been used as a rainy day reserve to support other state operations, most notably K-12, during economic downturns. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education, but progress has been made.

Over the past 3 years, the state has provided funding to cover some maintenance of current operation costs (replacement of capital items and employee salaries) and has funded LCSC line-item budget requests to support increased enrollment, including LCSC's Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Increases in employee compensation has been funded during the past 2 years - half of the cost of those increases were transferred by state policymakers to student tuition.

There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school; however, there has been no support for funding directed to higher education for this purpose. The dual impacts of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now nearly equal to the general fund appropriation. Notwithstanding the facts that reduced state support has necessitated tuition increases to sustain higher education operations and that Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

Students in Idaho and across the nation have become more dependent upon federal financial aid to pay for college, and increased student debt load and default rates have caused consternation among policymakers. Federal funding available for higher education has been reduced in some cases and new policy restrictions aimed at curbing operations of for-profit higher education enterprises have inflicted collateral damage on public college operations.

Population growth within LCSC's local operating area, Region II, has been flat. The highest growth rates in the state have been focused in southern Idaho and the northern panhandle. LCSC is increasingly reliant on a statewide market.

Implications for Lewis-Clark State College: The College cannot depend upon major infusions of state-appropriated dollars to fund growth and new initiatives during the next five years. The primary sources of funding for strategic initiatives will be reallocation of current funds and utilization of student tuition and fee dollars. The primary engine for funding growth is increased tuition from students as a result of increased enrollment (higher accessions, increased retention) with tuition rate increases likely to be restricted by policymakers.

LCSC needs to continue to build its grassroots support within the region and throughout the state to increase awareness of its unique strengths and its support of the values of Idaho's citizens. Strong support of students, parents, alumni, community members, and businesses is essential to undergird the tangible support provided to LCSC by Idaho policymakers.

Evaluation Process

LCSC's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, as well as the fact that the college's current strategic plan is near the end of its utility, a complete review of the goals and objectives is planned for Academic Year 2017-2018. A representative committee will be formed to examine the efficacy of the college's current strategic plan and to develop as needed new strategies and objectives to guide the work of the college.

	State Board of Education Goals				
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	
Institution/Agency					
Goals and Objectives					
GOAL 1: SUSTAIN AND ENHANCE EXCELLENCE IN TEACHING AND LEARNING					
Objective A: Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.	✓	✓	√	✓	
Objective B: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.	✓	✓		✓	
Objective C: Optimize technology-based course delivery, resources, and support services for student, faculty, and staff	✓	✓		✓	
Objective D: Maximize direct faculty and student interactions inside and outside the classroom.	✓			✓	
Objective E: Recruit and retain a highly qualified and diverse faculty and staff.	✓	✓		✓	
Objective F: Provide a safe, healthy, and positive environment for teaching and learning.	✓	✓		✓	
GOAL 2: OPTIMIZE STUDENT ENROLLMENT AND PROMOTE STUDENT SUCCESS					
Objective A: Marketing efforts will focus on clearly identified populations of prospective students	✓	✓	✓	✓	
Objective B: Retain and graduate a diverse student body.	✓	✓	✓	✓	

		JUNE 15, 2017		
Objective C: Maximize student satisfaction and engagement.	✓	✓	✓	✓
GOAL 3: STRENGTHEN AND EXPAND COLLABORATIVE RELATIONSHIPS AND PARTNERSHIPS				
Objective A: Increase volunteer, internship, and career placement opportunities	✓		✓	✓
Objective B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.	✓	✓		✓
Objective C: Increase cooperation and engagement of alumni for the advancement of the college.		✓	✓	✓
Objective D: Advance the college with community members, business leaders, political leaders, and current and future donors.		✓		✓
GOAL 4: LEVERAGE RESOURCES TO MAXIMIZE INSTITUTIONAL STRENGTH AND EFFICIENCY				
Objective A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.	✓	✓	✓	√
Objective B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.		✓	✓	✓
Objective C: Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.	✓	✓	✓	✓

Objective D: Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.	✓	✓	√	✓
Objective E: Identify and secure public and private funding to support strategic plan priorities.		✓	✓	✓

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Appendix 2

Initiatives or Progress

GOAL 1

Sustain and enhance excellence in teaching and learning

Objective A

<u>Progress:</u> All instructional programs continue to engage in annual assessments, and when applicable, in ongoing work related to specialized accreditation. New academic and career-technical majors, minors and certificates have been identified for inclusion in the SBOE's 5-year plan – the focus of the new majors is building on existing programming to create new opportunities for students – this keeps the curriculum fresh and makes wise uses of resources. Dual credit numbers have greatly expanded over the past year and the move to Academic Programs has ensured stronger communication between the staff and instructional faculty. A new model for summer school was piloted in 2016 with some success. Refinements have been made for 2017 and a thorough assessment of summer programming will be undertaken in the fall. The Career & Technical Advisory committees continue to meet regularly and a number of curricular changes have been implemented based on committee input.

Objective B

<u>Progress:</u> LCSC's General Education core is in full alignment with the State Board of Education's Policy III.N. Faculty and the Dean of Academic Programs continue to serve on the statewide General Education Committee and on discipline groups. General Education assessment is in progress at the course level and General Education capstone instructors participated in faculty development based on assessment results. The ETS Proficiency Profile, to be administered spring 2017, will provide a broader view of student learning in the General Education program.

Objective C

<u>Progress:</u> LCSC has had a successful year using the Blackboard LMS managed hosting and outsourced Help Desk features. e-Learning Services provides basic operational tutorials for first-time online instructors and guides faculty in the use of Quality Matters principles and practices. The Teaching-Learning Center hosted numerous events focused on pedagogy and best practices, including internal discussion groups and presentations by regional experts. The Dean for Academic Programs continues to provide course development stipends in support of the new Interdisciplinary degree options and other high demand programs. Ongoing enhancements include focus on ADA accessibility in online course delivery.

Objective D

<u>Progress:</u> Our practice of having the Dean for Academic Programs work with central advising staff to determine the appropriate number of needed course sections continues to work well. Particular attention is paid to providing meaningful options for students in their first year and in general education areas. Through recent Complete College Idaho appropriations, reliance on adjunct instruction has been reduced in general education areas, and additional course sections have been added to select programs such as Social Work and Business. Students continue to engage with faculty in out-of-the-classroom activities, including the Center for Arts and History events, presentations and competitions at regional conferences, the Research Symposium in Lewiston and Coeur d'Alene, INBRE poster sessions and conference events, campus presentations, clubs and on-campus competitions, and field trips.

Objective E

<u>Progress:</u> The College continues its focus on faculty/staff compensation that aligns with peer institutions. In FY17, a state 3% change in employee compensation was distributed. Additional institutional dollars were combined with a Complete College Idaho appropriation to address the most notable salary gaps and to support the second of three incremental increases to promotion raises.

In 2016, the college moved away from per head payment schedule for summer session where faculty often teach for very low wages, and summer pay was aligned with the adjunct pay schedule. Each year the modest balance of Faculty Development funds, plus additional funds from the Office of the Provost, are distributed by a faculty peer committee (Faculty Affairs) in support of faculty research, professional presentations, or conference attendance. Higher Education Research Council (HERC) fund successfully have been used to incentivize faculty and staff to submit external grant applications. Stipended faculty development opportunities are available through the Teaching-Learning Center and online course development is supported through Academic Programs.

In January 2017, the President formed a campus committee to review the faculty/staff recruitment process and to make recommendations about non-salary incentives and changes in the campus interview experience to entice more qualified candidates to accept positions at the college.

Objective F

Progress: In 2015 a totally renovated Silverthorne Theater was opened. This renovation was predicated on providing a fully accessible facility, including in the main theater, entrances, and greenrooms. During the summer of 2016, phase two of the ADA improvements to the interior sidewalk system were completed. The project will continue to remove deteriorated brick walkways and replace with concrete. Designated sidewalk improvements and handicapped curb cuts will also be installed at that time. Additionally, an ad-hoc committee was formed to address ADA issues and concerns and to make recommendations to the college administration for needed improvements to campus and facilities. The committee is made up of students, staff and faculty and is directed by the Director of Student Counseling and Disability Support Services and works in close coordination with the Campus Safety Committee. Finally, in the fall of 2015, design work started on a major multi-phased project to restore one of the older buildings on campus, Spalding Hall. The top priorities for the restoration are to improve accessibility and life safety by providing fire sprinklers throughout, create a third means of egress, upgrade existing building entrances so they meet ADA and fire code standards, upgrade mechanical and electrical systems and remove asbestos. The first phase of construction started this spring.

GOAL 2 Optimize student enrollment and promote student success

Objective A

<u>Progress:</u> Progress continues on this objective. The college's recruitment staff has expanded to include a bilingual (in Spanish) recruiter who is tasked with outreach targeted in Idaho high schools with substantial Hispanic student populations. In addition, the college won a federal CAMP grant, which funds recruitment and retention of students who come from migrant farm working families. A new agreement with the Community Colleges of Spokane is in development with a goal of increasing non-resident transfer enrollment and the current articulation agreements in place with the College of Western Idaho, College of Southern Idaho, and North Idaho College are being reviewed and updated to reflect curricular changes at LCSC as well as the community colleges. Fall 2016 saw the college hosting two visiting scholars from Baicheng Normal University in China. The visiting scholars represented a gesture from the Chinese university at LCSC to initiate a partnership and articulation agreement, which are in development.

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Objective B

<u>Progress:</u> A 3-credit student success course, ID 140, was approved by the faculty senate and has been taught for 4 semesters. The retention rates for the students required to take the class have shown to be slightly above the retention rate for the general population but, due to concerns about the sustainability of the course (e.g., financial, faculty) and concerns from academic leadership about the academic rigor the course, it has been discontinued effective Fall 2016. In its place, the college will expand its orientation program to include instruction for all new-entering, full-time, degree-seeking students throughout their initial semester. The courses that will be used are SD 107 and SD 307will be used to plan for the approach the college will take to First-Year Experience and general student success strategies. Additional data produced by Institutional Research and Effectiveness at the request of the Vice President for Student Affairs provides a statistical profile of the LCSC students who are most at risk of attrition. These data will also be used to identify a more focused audience for the student success class.

The college will continue the implementation of a centralized advising model to serve incoming freshmen and implement an advising assessment tool that students will complete during the course registration process. Student Affairs will develop pre-admission programs, including financial literacy, to help prospective students and their families prepare for college.

Data collected about LCSC's student recruitment and retention produced a profile of those students who are most likely to enroll and remain at Lewis-Clark State College. These data have been used in the development of "campaigns" aimed at target populations of new students. The campaigns consist of specific correspondence and outreach conducted by advising staff to students in specific cohorts (e.g., students who receives institutional scholarships). The campaigns will be launched starting with the Fall 2017 semester.

LCSC will continue to leverage the Center for Teaching and Learning to support and share improvements in teaching, assessment, and curriculum development.

The Teaching-Learning Center has been fully functional for one year, with a full-time LCSC Professor serving as Director. Over the past year, the TLC has facilitated faculty development and weekly discussion events related to experiential and active learning, online teaching, and writing and research across campus. The TLC has also hosted invited regional speakers to discuss equity in the classroom and tools for student engagement. Four faculty learning communities which have included teachers from the local school district, have developed and implemented strategies for enhancing student success in the classroom. These faculty have presented their work at the annual Research Symposium and through other modes of communication. Teachers from the local school district are also currently collaborating with LC faculty on integration of high impact practices into K-12 science classrooms.

Objective C

<u>Progress:</u> The College has established a student survey schedule. In cooperation with Institutional Research and Effectiveness, Student Affairs staff will develop a new survey to be issued to LCSC students in late April of 2016 in order to continue to assess students' satisfaction with services, programs, and extra-curricular activities. In addition, the college issues a survey to freshmen shortly after they have begun their courses in order to determine their concerns and interests. LCSC also participates in the American College Health Association's National College Health Assessment, which provides data about student's concerns, as well as the National Survey of Student Engagement (NSSE). These data are being

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used to shape the content of the student success programming referenced in the first update for Objective 2B.

GOAL 3

Strengthen and expand collaborative relationships and partnerships

Objective A

<u>Progress:</u> Many students participate in internships as a required component of their educational programs. Hiring an Internship Coordinator continues to be a goal of Academic Affairs. In fall 2015, the Work Scholars program was introduced. This program pairs eligible students with an on or off campus work experience, which includes mentoring and active advisement by the supervisor and Program Director. A total of 20 spaces are available, with more industry supported slots in progress. Service Learning continues in many campus courses and is required of Work Scholars. The Teaching-Learning Center is developing a campus wide Service Learning plan.

Objective B

<u>Progress:</u> LCSC Faculty are actively engaged in partnerships with K-12 community school partners through the Center for Teaching and Learning (integration of next generation science standards) and the grant funded regional math center. Faculty are involved in a number of research initiatives that benefit the region (e.g., through EPSCOR: nitrate levels in Hells Canyon, health of Tammany Creek in Hells Canyon, and monitoring water and air quality in the Lewiston-Clarkston Valley). For the first time this past year, LCSC received HERC monies to support additional undergraduate research projects and the attendance of students at the Idaho Conference on Undergraduate Research. Additionally, the annual Research Symposium provides a forum for the dissemination of student and faculty research, and continues to be a successful event on the campus as well as at the Coeur d'Alene Center.

LCSC's Workforce Training Center collaborates with regional partners to provide entry level, upgrade, and industry-specific professional technical and safety training to meet individual and business/industry needs, including Idaho State employees throughout Region II. Job related training (pre-employment or job skill upgrade) includes, but not limited to: apprenticeship(s), custom/contract, and short-term, industry specific training.

The Technical & Industrial programs work closely with their advisory committees and business partners to assess and ensure currency and relevancy of curriculum and training. Through input from local industry, two programs were developed this year. Through recent legislative efforts, program expansion has been supported in a key area.

Objective C

<u>Progress:</u> The LCSC Alumni Association continues to broaden and deepen constituent engagement with the College by developing more meaningful relationships with Lewis-Clark State's alumni, friends, and students. More alumni are participating in the Alumni Mentor Program and engaging with current students, volunteering for alumni committees and programs, and attending local and regional events. We have four active alumni chapters and an international group so that alumni can connect with each other throughout the world. The LCSCAA also works to extend the reach of the College by highlighting our exceptional alumni in publications and social media. LCSCAA volunteers also assist the Office of New Student Recruitment at college fairs and at student welcome events.

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Objective D

<u>Progress:</u> To more fully engage with the campus community, the LCSC Foundation Board of Directors continues to invite community and campus leaders to give presentations and tours during Board meetings. This provides the Board with opportunities to learn about funding needs, program goals, and collaboration and volunteer opportunities. This interaction has provided the Foundation Board with a better understanding on how donations and community engagement can enhance campus life for students, staff and faculty at LCSC. The Foundation hosts annual events such as the Scholarship Luncheon and President's Circle which allow key stakeholders to engage with scholarship recipients and learn about institutional goals and objectives. Advancement continues to recruit business leaders to participate on the Alumni Association Board of Directors and Foundation Board of Directors.

The Foundation Board has approved a portion of the organizational budget for marketing efforts to better educate the community on the function of the Foundation and ways to get involved. The LCSC Foundation and its Board actively participate in: Rotary, Kiwanis, LCV Chamber of Commerce, Women's Connection, Governmental Affairs Council, Clearwater Estate Council, Nez Perce County Democrats, Nez Perce County Republicans, and a variety of Governor appointed Commissions.

LCSC will continue to strengthen its relationship to the local community through promotion of the National Association of Intercollegiate Athletics Champions of Character student-athlete program.

GOAL 4

Objective A

<u>Progress:</u> In 2016, the college updated the Unit Action Plan (UAP) document with a new Resource Request Form (RRF), providing a clearer and simpler link between assessment and budget requests. The office of Institutional Research and Effectiveness webpage clearly listed each of the requests made through the unit action plans, and the finalized budget was publicized. The President has formed a Presidential Guidance group to explore measures of program performance for instructional and non-instructional programs.

Objective B

<u>Progress:</u> Student Affairs combined admission functions with recruitment functions during the Fall 2016 semester to form a new and focused Admissions Office (previously admissions was combined with the Registrar's Office). The reorganization was conducted in an effort to streamline process of inquiries and applicants and to put ownerships of the processing under one administrative unit. This has resulted in more efficient use of the Recruit and Colleague databases, which are used to manage correspondence and data for prospective students and applicants.

Objective C

<u>Progress:</u> In FY 2016 an energy audit was performed by Ameresco, providing a baseline for understanding the institution's current needs and prioritizing new energy systems in the years ahead. Further, a Capital Replacement Plan for the Student Union Building was designed and implemented. Both the Vice President for Finance and Physical Plant Director announced their departures in 2016, but maintenance needs continued to be addressed.

Objective D

<u>Progress:</u> LCSC created an inventory of IT enterprise capital equipment, including all network and infrastructure hardware. A lifecycle calculation used the value of these assets and a depreciation schedule

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based on the useful life spans of the various equipment categories. The lifecycle calculation led to a capital replacement request submitted to the Legislature for the FY 2015 and FY 2016 state budgets. The college received \$810,700 in FY 2016 to be used for equipment replacement, with funds being dedicated to central technology equipment, scientific instrumentation, and software. A second allocation of \$839,300 in FY 2017 was used for the same purpose. The College was successful in allocating its funds for the standing reserve, to be used for unplanned contingencies for central technology systems and classroom technology. A capital equipment replacement funding mechanism within the Student Union Building operating budget addresses planned or emergency replacement of high-cost equipment used by dining services, as well as replacement of equipment and furniture in public areas of the building.

The Student Union Building finalized a capital replacement plan in April 2016. The plan outlines both facility and equipment needs for the Student Union, Williams Conference Center, and food service operations. An extensive inventory was completed in the spring. An analysis of the current age, useful life, and anticipated replacement date was calculated for each facility and equipment need. The final plan outlines current replacement costs, future replacement values, and an annual deposit per item necessary to ensure replacement funds are available. The capital replacement plan is included/considered in the FY17 and future SUB budgets. In FY17 the plan contributed to the replacement of carpets on the upper level of the Student Union, an air conditioning chiller, espresso machine, mini-cooler, and freezer door and the installation of an exhaust hood. FY18 anticipates replacing a mini-cooler, grinder, and an awning.

Objective E

Progress: LCSC's total General Education and Professional-Technical budget increased from FY 2015 to FY 2016 by nearly \$2.8 million to \$37,017,256, and shows an encouraging trend of support from the State of Idaho compared to recent years. The Grants Office was reorganized in 2014 to combine all grant preaward and post-award activities within a single shop. Training of new grant writers and unit supervisors continues. In 2015, an incentive program was implemented that provided a series of rewards for writing and successfully obtaining grant funds. At the end of FY 2015, the college had over 64 active grants worth over \$5.2 million. As of December 30, 2015 the college had active grants worth more than \$5.5 million. In College Advancement the LCSC Foundation's total assets reached an all-time high of over \$7.8M at the end of calendar year 2015.

Addendum: Cyber Security

National Institute of Standards and Technology (NIST) Cybersecurity Framework Governor Otter's Executive Order 2017-02 calls for:

All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LCSC to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15th Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

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Governor Otter's Executive Order 2017-02 calls for "agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LCSC's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LCSC on October 19th.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order.
- On February 2nd Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
 - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
 - Each agency would document its self-discovery in a data repository provided by the state.
 - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
 - At the end of the self-assessment process, agencies would collaborate on cybersecurity product selection that will aid in managing the first five CIS controls
 - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- At this writing, Lewis-Clark State College has attended the state meetings on February 2 and 22; March 8 and 22; April 5 and 19; and May 3 and 17.
- Using CompuNet's gap analysis, combined with further scrutiny under the state's leadership, Lewis-Clark State College has documented its self-assessment in the Office of the CIO's digital information repository.
- Lewis-Clark State College's administration has committed the college to purchase suitable hardware and implement appropriate processes that combine to minimize cyber-related risks revealed by the college's self-assessment. The timing of any procurements and policy changes will meet Governor Otter's deadline in his executive order 2017-02.

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5/17/17



2017-2021 STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

5/17/17

GOAL 1: COMMUNITY SUCCESS

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the social fabric in the communities we serve

<u>Performance Measures:</u> This objective is under development

Benchmark: TBD (To be established in 2017)

Objective B: Cultivate economic partnerships across the communities we serve

<u>Performance Measures:</u> This objective is under development

Benchmark: TBD (To be established in 2017)

Objective C: Meet the workforce needs of the communities we serve

Performance Measures:

I. Total Duplicated Headcount of Workforce Training Completers (Source: State Workforce Training Report)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
3,368	3,137	4,319	9,768	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry 1 (by 2018)

II. Headcount of Career Technical Education Completers (Source: Voluntary Framework of Accountability)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
584	489	493	470	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry 1 (by 2018)

III. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
86.1%	93.4%	97.2%	92.6%	Maintain placement at or above the average for the previous four years (92.3%)

Benchmark: Maintain placement at or above the average for the previous four years (92.3%) 2 (by 2018)

5/17/17

GOAL 2: STUDENT SUCCESS

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

Objective A: Foster participation in post-secondary education

Performance Measures:

I. Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
12,042	11,747	10,686	10,912	2% increase

Benchmark: 2% increase 3 (by 2018)

II. Annual Institutional FTE Enrollment (Source: PSR 1 Annual Enrollment Report)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
4,934.83	4,468.17	4,153.70	3,956.55	Reverse trend of post-recession declining enrollment

Benchmark: Reverse trend of post-recession declining enrollment 4 (by 2018)

III. Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

Statewide Performance Measure

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
14,218 credits	12,171 credits	16,331 credits	18,155 credits	Manage expected enrollment increases by increasing institutional dual credit infrastructure
2,774 headcount	2,486 headcount	3,178 headcount	3,942 headcount	

Benchmark: Manage expected enrollment increases by increasing institutional dual credit infrastructure 5 (by 2018)

IV. Tuition and Fees (Source: College of Southern Idaho)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
\$110	\$110	\$115	\$120	Maintain tuition at or below other Idaho Community Colleges

Benchmark: Maintain tuition at or below other Idaho Community Colleges 6 (by 2018)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

I. Student Satisfaction Rate with Educational Experience (Source: Community College Survey of Student Engagement)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
91%	90%	87%	90%	90%

Benchmark: 90% 7 (by 2018)

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Objective C: Support student progress toward achievement of educational goals

Performance Measures:

 Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)
 Statewide Performance Measure

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
57%	56%	56%	57%	
(574/1,005)	(574/1,020)	(441/783)	(382/672)	
Fall 2011	Fall 2012	Fall 2013	Fall 2014	60%
Cohort	Cohort	Cohort	Cohort	

Benchmark: 60% 8 (by 2018)

II. Percentage of first-time, degree seeking students retained from fall to spring (Source: Voluntary Framework of Accountability)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	75.6%	72.5%	74.2%	
	(1,167/1,543)	(1,006/1,388)	(864/1,164)	760/
	Fall 2011	Fall 2012	Fall 2013	76%
	Cohort	Cohort	Cohort	

Benchmark: 76% 9 (by 2018)

III. Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE) Statewide Performance Measure

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
28.3%	22.9%	25.1%	30.0%	31%
(1,100/3,983)	(963/4,211)	(970/3,860)	(1,035/3,454)	

Benchmark: 31% 10 (by 2018)

IV. Remediation Success—Math: Percentage of students who were referred to developmental math and successfully completed any college level course work in math (Source: Voluntary Framework of Accountability)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
	41.5%	42.1%	52.0%	
N/A	334/805	319/757	519/998	55%
	(Fall 2007 Cohort)	(Fall 2008 Cohort)	(Fall 2009 Cohort)	

Benchmark: 55% 11 (by 2018)

V. Remediation Success—English: Percentage of students who were referred to developmental English and successfully completed any college level course work in English (Source: Voluntary Framework of Accountability)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
	38.1%	44.5%	55.3%	
N/A	145/381	171/384	208/376	58%
	(Fall 2007 Cohort)	(Fall 2008 Cohort)	(Fall 2009 Cohort)	

Benchmark: 58% 11 (by 2018)

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VI. Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: Voluntary Framework of Accountability)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
	46.3%	33.5%	58.3%	
N/A	646/1394	324/968	813/1395	47.5%
	(Fall 2011 Cohort)	(Fall 2012 Cohort)	(Fall 2013 Cohort)	

Benchmark: 58% 12 (by 2018)

VII. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) Required Statewide Performance Measure

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
19%	18%	19%	20%	
(200/1,062)	(186/1,011)	(180/966)	(191/976)	21%
Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	

Benchmark: 21% ₁₃ (by 2018)

VIII. Percent of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled (Source: Voluntary Framework of Accountability)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
	60%	57.9%	60.4%	
NA	638/1,060	525/906	842/1,395	62%
	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	

Benchmark: 60% 14 (by 2018)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures: This objective is under development

Benchmark: TBD (To be established in 2017)

Objective E: Offer opportunities for student engagement that go beyond the classroom

<u>Performance Measures:</u> This objective is under development

Benchmark: TBD (To be established in 2017)

5/17/17

GOAL 3: INSTITUTIONAL STABILITY

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

Objective A: Provide employees with a work environment that values employee success and satisfaction

<u>Performance Measures:</u> This objective is under development

Benchmark: TBD (To be established in 2017)

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

Performance Measures:

I. Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual weighted credit hours (Sources: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus CTE credits weighted at 1.0)
Statewide Performance Measure

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	\$ 277.30 (\$50,266,494/	\$262.36 (\$44,004,146/	\$306.37 (\$48,285,971/	Less than \$300
	181,270)	167,724)	157,609)	•

Benchmark: \$300 15 (by 2018)

II. Unduplicated headcount of all undergraduate degrees and certificates divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions. (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C) Statewide Performance Measure

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	1.916 (963/\$502.66)	2.204 (970/\$440.04)	2.143 (1,035/\$482.86)	2.3

Benchmark: 2.3 16 (by 2018)

III. Total Yearly Dollar Amounts Generated Through External Grants (Source: College of Southern Idaho)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
\$3,832,100	\$3,608,174	\$4,446,965	\$3,566,397	\$4 million

Benchmark: \$4 million 17 (by 2018)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I. Total Dollar Amount Awarded to Students by the CSI Foundation

FY13 (20	12-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
\$1.3 m	nillion	\$1.71 million	\$1.78 million	\$1.76 million	\$1.9 million

Benchmark: \$1.9 million 19 (by 2018)

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<u>Objective D</u>: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: This objective is under development

Benchmark: TBD (To be established in 2017)

Objective E: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment

<u>Performance Measures:</u> This objective is under development

Benchmark: TBD (To be established in 2017)

<u>Objective F</u>: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes

Performance Measures: This objective is under development

Benchmark: TBD (To be established in 2017)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been show to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the College's Strategic Planning Steering Committee and by College administration. The College reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

¹CSI is working with industry to determine an appropriate measure of the training needs in the region. This need will fluctuate from year to year along with the economy of the area.

²This benchmark has been established based upon an average of the past four years of placement. While the benchmark is below the current placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark.

³ Matching the FY 2016 2% increase would put enrollment on a positive trend after several years of declines.

⁴ As has been the case with college enrollment across the nation, CSI enrollment has been declining. Rather than setting a benchmark for growth, the College's current goal is to reverse this trend of declining enrollment. Once that goal has been achieved, a growth benchmark will be established.

⁵The CSI Office of Dual Credit is working to acknowledge growth opportunities in this area while not outpacing institutional infrastructure.

⁶This benchmark has been established to ensure that tuition aligns with peer institutions in the state.

⁷ Ninety percent is a reasonable target considering that comparison schools have averaged 83%-84% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent") Source Note: The *Community College Survey of Student Engagement* (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey during the spring semester each year. In this metric, "comparison schools" consists of all other schools participating in the CCSSE during that term. Traditionally, approximately 700 schools participate in a given term.

5/17/17

⁸The 60% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

⁹ The 76% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1, Objective C of the Idaho State Board of Education Strategic Plan. To add additional context to this measure, the College of Western Idaho earned a 57.5% on this metric while North Idaho College earned a 77.5% during FY 2016. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

¹⁰ The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

¹¹ The benchmark has been established as a stretch benchmark in light of several initiatives the college continues to refine in order to decrease the amount of time students spend in remediation and to increase their success in college-level courses. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

¹² This is a new metric and the first three years of data show significant fluctuations in student progress. The current benchmark is an average of the first three years. After one more year of data, a stretch benchmark will be set in light of several college initiatives targeted at decreasing time to completion and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

¹³ The 21% benchmark has been established in light of the recent positive trend in this area, several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

¹⁴ The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

¹⁵ This benchmark is aligned with Goal 4, Objective C in the Idaho State Board of Education Strategic Plan and is currently well below the target of \$320 per undergraduate weighted student credit hour. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for other years compared to previous reports.

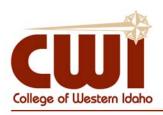
¹⁶ This benchmark is aligned with Goal 4, Objective C in the Idaho State Board of Education Strategic Plan and is currently well above the State Board target of 1.7 graduates per \$100,000. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for other years compared to previous reports.

¹⁷The \$4 million benchmark has been established as an annual target, recognizing that grant opportunities fluctuate annually.

¹⁸This benchmark recognizes a target appropriation set annually by the College of Southern Idaho Foundation.

		State Board of E	ducation Goals	
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
College of Southern Idaho Goals and Objectives				
GOAL 1: Community Success				
Objective A: Strengthen the social fabric in the communities we serve	✓	✓		
Objective B: Cultivate economic partnerships across the communities we serve		✓		
Objective C: Meet the workforce needs of the communities we serve	✓	✓		
GOAL 2: Student Success				
Objective A: Foster participation in post-secondary education	✓			
Objective B: Reinforce a commitment to instructional excellence				✓
Objective C: Support student progress toward achievement of educational goals	✓			✓
Objective D: Provide evidence of achievement of student learning outcomes	✓	✓	✓	
Objective E: Offer opportunities for student engagement that go beyond the classroom	✓			
GOAL 3: Institutional Stability				
Objective A: Provide employees with a work environment that values employee success and satisfaction				1
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission				✓
Objective C: Maintain a strong relationship with the CSI Foundation	✓			
Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities				1
Objective E: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment			✓	
Objective F: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes				·

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Updated May, 2017

College of Western Idaho Strategic Plan 2018 – 2022

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

Mail Stop 1000 P.O. Box 3010 Nampa, Idaho 83653 phone 208.562.2246 fax 208.562.3538 www.cwidaho.cc

GOAL 1: Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion.

Performance Measures:

I. Maintain student completion of the individual courses in which they enroll.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
80%	82%	74%	80%	>80%

Benchmark: Course Completion rates will exceed 80% by 2022

II. Increase percentage of students completing the program of study in which they enrolled

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Fall Cohort 2010	Fall Cohort 2011	Fall Cohort 2012	Fall Cohort 2013	19.6%
10%	9%	11%	13%	

Benchmark: Completion Rate within 150% of program/major requirements will meet or exceed the Community College national average of 19.6% by 2022

III. Increase percent of credit students who persist from term to term

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
69%	68%	67%	68%	>70%

Benchmark: Term to Term persistence rates will meet or exceed 70% by 2022

Objective B: Providing Support Services that Improve Student Success.

Performance Measures:

I. Improve or maintain Gap score on Student Satisfaction Survey related to support services (Library, Tutoring, Advising)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
0.95 (0%)	0.84 (-12%)	0.69 (-18%)	0.67 (-3%)	0.65

Benchmark: *Maintain or exceed Gap score*

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities.

Performance Measures:

Measure Under Development: Increase percentage of BSE students who transition to credit or WD programs

FY14 (2013	3-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
					TBD

Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark

II. Measure Under Development: Increase percent of CWI Dual Credit students who transition to CWI programs after high school graduation.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase the number of Dual Credit students who transition to CWI to be determined

III. Increase percent of degree-seeking students who are successful in GEM math and English courses within their first 30 credits

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
17%	14%	18%	18%	TBD

Benchmark: Increase success rate of GEM Math and English completion within first 30 credits by 2022

IV. Measure Under Development: Improve percentage of AA or AS degree-seeking students who enroll at a four-year institution

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: *Increase credit transfer to four-year institutions by 2022*

V. Measure Under Development: Develop transfer agreements (2 plus 2, 3 plus 1, etc.)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase transfer agreements by 2022

Objective D: Mirror the Diverse Communities CWI serves in CWI's student body.

Performance Measures:

Sustain or improve student representation to align with the colleges service area

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
36%	33%	33%	32%	>=30%
56%	57%	56%	57%	>=57%

Benchmark: By 2022 CWI will sustain or increase its current proportion of:

30% non-white students 57% female students

Objective E: Foster a respectful community by being a model for organizational diversity.

Performance Measures:

I. Improve the gap score on the Student Satisfaction Survey

1 3			- /	
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
0.39 (0%)	0.38 (-3%)	0.33 (-13%)	0.26 (-21%)	<=0.26

Benchmark: By 2022 CWI will maintain or lower the Gap scores of questions related to safety and well-being (Questions: 12, 13 and 20).

GOAL 2: Instructional Excellence

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I. Measure Under Development: Increase Completion rates for students participating in innovative programming

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Completion rates will be increased by 2022.

Objective B: Expanding Instructional Resources and Development.

Performance Measures:

I. Measure Under Development: Increase number of respondents who agree or strongly agree that they have adequate opportunities for professional development to improve their skills

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase average score for full-time and adjunct faculty who agree/strongly agree on bi-annual Employee Survey

II. Measure Under Development: Increase Percentage of faculty who teach in an identified innovative instructional Model

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase percentage of faculty who teach in an innovative model by 2022

GOAL 3: Community Connections

CWI will bring the College into the communities it serves in meaningful ways by providing a variety of educational and enrichment programs including partnerships for economic development and general community connections.

Objective A: Promoting Partnerships and Learning that lead to Career Opportunities.

Performance Measures:

I. Measure Under Development: Increase participation levels in internal and external events

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark

II. Measure Under Development: Increase the number of scholarships from external stakeholders

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase external scholarships by 2022

III. Measure Under Development: Develop a sustainable process for tracking and measuring student employment after degree or program completion

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark (SLDS, Idaho Department of Labor, follow up survey, etc.)

Objective B: Contributing to Economic Development through Customized Programs and Training.

Performance Measures:

I. Measure Under Development: Increase the number custom/contract/facility Workforce Development courses delivered by CWI

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase Workforce Development courses delivered by 2022

II. Measure Under Development: Increase the number of service learning and apprenticeships offered by CWI

- ,,, , -				
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase opportunities by 2022

Objective C: Actively Engaging with the Community as Educational Leaders and as an Expertise Resource.

Performance Measures:

I. Measure Under Development: Increase community connections through speakers series and campus sponsored events

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark

<u>Objective D:</u> Developing Campus Environments and Facilities that Support Community Engagement and Interaction.

Performance Measures:

I. Measure Under Development: Increase use of CWI industry labs and specialized classrooms and equipment through business and industry partnerships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Develop and implement a program and tracking; use the results of the first measurement cycle to establish a benchmark

GOAL 4: Organizational Stewardship

CWI finds strength through its people and viability in its operations and infrastructure; therefore, the College will continually evaluate its organizational and financial health to ensure sustainability.

Objective A: Investing in Owned Facilities.

Performance Measures:

I. Measure Under Development: Increase CWI Owned Space

F	Y14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
					TBD

Benchmark: Increase Owned Space as a % of CWI Gross Square Footage (GSF)

Objective B: Demonstrating Efficiency in Infrastructure, Program Distribution, and Space Utilization.

Performance Measures:

I. Measure Under Development: Maintain net assignable square footage (NASF)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: NASF at or below defined guidelines

GOAL 5: Inclusive Excellence

CWI will embrace the strengths created through diversity and will adopt and promote inclusiveness in its practices.

Objective A: Attracting and Retaining Appropriate Staffing Resources.

Performance Measures:

I. Measure Under Development: Maintain or decrease voluntary turnover percentage of full time employees

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: By 2022 maintain or decrease voluntary turnover percentage of full time employees

II. Measure Under Development: Increase number of programs that have full time faculty at the sustainable/quality target

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: CWI will achieve a sustainable target level by 2022

Objective B: Foster a respectful community by being a model for organizational diversity.

Performance Measures:

I. Measure Under Development: Implement specific question(s) on future Employee Satisfaction Survey to evaluate organizational diversity

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: CWI will implement diversity specific questions in the FA17 Employee Survey and use those results to establish a target for 2022

Key External Factors

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Over a quarter of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.) Achieving parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
- Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education.

Evaluation Process

The College of Western Idaho recently completed its Comprehensive Strategic Plan for 2018 through 2022 and is in the process of evaluating key components for evaluation, including metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the life cycle of the necessary processes and the impact to our students. Where processes are maintained in a data base, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature.

Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.

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FY 2018-2022 Strategic Plan

MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

 Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by Voluntary Framework of Accountability (VFA).

2013	2014	2015	2016	Benchmark
66.6% (Fall 06	68.1% (Fall 07	65.7% (Fall 08	64.5% (Fall 09	70%
Credential-	Credential-	Credential-	Credential-	
Seeking Cohort	Seeking Cohort	Seeking Cohort	Seeking Cohort	
thru summer 12)	thru summer 13)	thru summer 14)	thru summer 15)	

Benchmark: 70% ¹ (by FY2022)

II. Percentage of NIC Dual Credit students that matriculate at NIC or at another postsecondary institution

2013	2014	2015	2016	Benchmark
Prior method is	59% (N=500)	54% (N=630)	63% (N=709)	65%
not comparable,	High School	High School	High School	
no data	Grad Year 2014	Grad Year 2015	Grad Year 2016	
available.				

Benchmark: 65%² (by FY2022)

III. Degree Production – Degree and certificate production and headcount of recipients (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
1,083 awards /	998 awards /	965 awards /	1,081 awards /	>=1.2k awards /
1,038 headcount	930 headcount	898 headcount	969 headcount	>=1k headcount
for 12-13	for 13-14	for 14-15	for 15-16	

Benchmark: >=1.2k awards / >=1k headcount ³ (by 2022)

IV. Degree Production - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE (System-Wide Performance Measure)

		•		
2013	2014	2015	2016	Benchmark
24.3%	22.8%	23.5%	28.4%	30%
(1,038/4,277)	(930/4,069)	(898/3,818)	(969/3,407)	
for 12-13	for 13-14	for 14-15	for 15-16	

Benchmark: 30% 4 (by 2022)

<u>Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.</u>

Performance Measures

I. Percentage of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers

2013	2014	2015	2016	Benchmark
			New (under	TBD
			development)	

Benchmark: New measure, benchmark currently under development ⁵

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population

2013	2014	2015	2016	Benchmark
83.1%	83.5% (792/948)	84.4% (708/839)	80.9% (648/801)	84%
(900/1083)	Fall 13 to Spr 14	Fall 14 to Spr 15	Fall 15 to Spr 16	
Fall 12 to Spr 13				

Benchmark: 84% ⁶ (by 2020)

II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDs (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
55% (456/832)	55% (418/754)	58% (377/655)	52% (323/625)	63%
Fall 12 cohort	Fall 13 cohort	Fall 14 cohort	Fall 15 cohort	

Benchmark: 63% ⁷ (by 2020)

III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS

2013	2014	2015	2016	Benchmark
37% (112/299)	35% (102/295)	39% (112/289)	33% (98/296)	45%
Fall 12 cohort	Fall 13 cohort	Fall 14 cohort	Fall 15 cohort	

Benchmark: 45% 8 (by 2020)

IV. Retention Rate – New transfer in, degree-seeking student retention rates (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
59% (122/208)	52% (80/155)	57% (86/152)	47% (54/116)	65%
Fall 12 cohort	Fall 13 cohort	Fall 14 cohort	Fall 15 cohort	

Benchmark: 65% ⁹ (by 2022)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population.

2013	2014	2015	2016	Benchmark
3.9% for 12-13	3.6% for 13-14	3.3% for 14-15	3.2% for 15-16	3.6%
(8,329/215,416)	(7,772/217,551)	(7,368/221,398)	(7,103/225,007)	

Benchmark: 3.6% 10 (by 2022)

II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population.

2013	2014	2015	2016	Benchmark
2.1% for 12-13	2.2% for 13-14	2.1% for 14-15	2.2% for 15-16	3.0%
(4,421/215,416)	(4,807/217,551)	(4,625/221,398)	(4,989/225,007)	

Benchmark: 3.0% ¹¹ (by 2022)

III. Remediation - Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks. (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
67.8% (360/531)	66.5% (323/486)	58.6% (315/538)	58.3% (302/518)	No benchmark
for 12-13	for 13-14	for 14-15	for 15-16	set

Benchmark: No benchmark set at the postsecondary level 12

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Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

I. Percentage of instructional programs that respond annually to program review recommendations and document program changes/improvements

2013	2014	2015	2016	Benchmark
			New (under	TBD
			development)	

Benchmark: New measure, benchmark currently under development 13

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment goals met over 3-year plan

2013	2014	2015	2016	Benchmark
70% for 12-13	72% for 13-14	Not assessed,	81% for 15-16	>= 80%
		resources		
		allocated to		
		another initiative		

Benchmark: at least 80% ¹⁴ (by FY 2020)

II. Full-time to Part-time faculty ratio

2013	2014	2015	2016	Benchmark
0.7:1.0	0.8:1.0	0.8:1.0	0.8:1.0	0.8:1.0
164 FT & 228 PT	164 FT & 204 PT	163 FT & 194 PT	161 FT & 207 PT	

Benchmark: no less than 0.8:1.0 ¹⁵ (by FY 2020)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. NIC is responsive to faculty and staff professional development needs as measured by funding

2013	2014	2015	2016	Benchmark
	Prior method is	\$78k in current	\$78k in current	>= \$78k
	not comparable,	funding	funding	
	no data			
	available.			

Benchmark: No less than \$78k 16 (by FY 2022)

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

I. Percentage of student evaluations of community education courses with a satisfaction rating of above average

2013	2014	2015	2016	Benchmark
No data	93% for 13-14	94% for 14-15	98% for 15-16	85% benchmark
available	(186/200)	(237/250)	(253/256)	has been met,
for 12-13				new benchmark
				is currently
				under
				development

Benchmark: 85% benchmark has been met, new benchmark is currently under development 17

<u>Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.</u> *Performance Measures:*

I. Licensure Pass Rates

2013	2014	2015	2016	Benchmark
77%	81%	98%	99%	85%

Benchmark: 85% ¹⁸ (by FY 2022)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

I. Annual number and percentage increase of Dual Credit annual credit hours in the high schools

2013	2014	2015	2016	Benchmark
2,028 for 12-13	2,399 for 13-14	2,969 for 14-15	3,639 for 15-16	5% annual
(73.6% increase)	(18.29%	(23.76%	(22.57%	increase
	increase)	increase)	increase)	benchmark has
				been met, new
				benchmark is
				currently under
				development

Benchmark: 5% annual increase benchmark has been met, new benchmark is currently under development ¹⁹

II. Dual Credit annual credit hours as percentage of total credits (System-Wide Performance Measures)

2013	2014	2015	2016	Benchmark
7% (10,039)	8% (9,884)	9% (9,922)	11% (12,213)	14%
for 12-13	for 13-14	for 14-15	for 15-16	

Benchmark: 14% ²⁰ (by 2022)

III. Dual Credit unduplicated Annual Headcount and percentage of total (System-Wide Performance Measures)

2013	2014	2015	2016	Benchmark
888 (11% of	921 (12% of	993 (13% of	1,165 (16% of	18%
total) for 12-13	total) for 13-14	total) for 14-15	total) for 15-16	

Benchmark: 18% ²¹ (by 2022)

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours

2013	2014	2015	2016	Benchmark
24.7%	25.1%	24.3%	23.9%	25% of total
(15,051/61,055)	(14,183/56,498)	(12,738/52,428)	(11,971/50,048)	student
Fall 13	Fall 14	Fall 15	Fall 16	population

Benchmark: 25% of total student population is achieved ²² (by 2022)

II. Dual Credit annual credit hours taught via distance delivery and percentage annual increase

2013	2014	2015	2016	Benchmark
3,460 for 12-13	3,407 for 13-14	2,822 for 14-15	3,145 for 15-16	Increase by 5%
(15.8% increase)	(1.53%	(17.17%	(11.45%	annually
	decrease)	decrease)	increase)	

Benchmark: Increase by 5% annually ²³ (by 2022)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations

2013	2014	2015	2016	Benchmark
81.3% White	80.9% White	80.1% White	78.2% White	Maintain a
9.2% Other	9.5% Other	14.2% Other	10.6% Other	diverse, or more
9.5% Unknown	9.6% Unknown	5.7% Unknown	11.2% Unknown	diverse
(12-13)	(13-14)	(14-15)	(15-16)	population than
				the population
				within NIC's
				service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region ²⁴ (by 2022)

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Implement Green Dot at NIC. (Green Dot is a bystander-based prevention program designed to increase positive bystander behavior, change social norms, and reduce sexual and other forms of interpersonal violence perpetration and victimization.)

2013	2014	2015	2016	Benchmark
			New (under	TBD
			development)	

Benchmark: New measure, benchmark currently under development ²⁵

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

 Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds (Community College Survey of Student Engagement - CCSSE)

2013	2014	2015	2016	Benchmark
41.7%	37.7%	39.6%	Survey now being	Increase by 2%
Spring 13	Spring 14	Spring 15	administered on	annually until
			a two-year	the national
			rotation; no data	average is met
			available	or exceeded

Benchmark: Increase by 2% annually until the national average is met or exceeded ²⁶ (by 2022)

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Dollars secured through the Development Department via private donations and grants

2013	2014	2015	2016	Benchmark
\$3.1 million for	\$5.2 million for	\$8.2 million for	\$3.7 million for	\$2 million
12-13	13-14	14-15	15-16	benchmark has
				been met, new
				benchmark is
				currently under
				development

Benchmark: \$2 million benchmark has been met, new benchmark is currently under development ²⁷

II. Percentage of computers replaced within rotation window according to college-wide replacement schedule

2013	2014	2015	2016	Benchmark
	Prior method is	ERS-A: 93.98%	ERS-A: 93.81%	100%
	not comparable,	and ERS-B:	and ERS-B:	
	no data	98.85% for	96.71% for	
	available.	14-15	15-16	

Benchmark: 100% ²⁸ (by 2020)

III. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions

2013	2014	2015	2016	Benchmark
\$2,846 with rank	\$2,974 with rank	\$3,022 with rank	\$3,214 with rank	Rank in the
of 22.7%	of 22.7%	of 22.7%	of 22.7%	lowest 40%
for 12-13	for 13-14	for 14-15	for 15-16	against IPEDS
				comparator
				institutions

Benchmark: Rank in the lowest 40% against IPEDS comparator institutions ²⁹ (by 2020)

IV. Undergraduate cost per credit (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
\$249.92	\$270.79	\$302.49	\$314.86	\$320
for 11-12	for 12-13	for 13-14	for 14-15	

Benchmark: \$320 30 (by 2020)

V. Graduates per \$100k – Graduates per \$100,000 of education and related spending by institutions as defined by IPEDS (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
2.26 for 11-12	2.28 for 12-13	2.04 for 13-14	2.06 for 14-15	3.00

Benchmark: 3.00 ³¹ (by 2022)

<u>Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.</u> *This objective is currently under review.*

<u>Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.</u> *Performance Measures*

I. Percentage saved of utility dollars due to efficiency measures and energy upgrades

٠.	research go dated or damely designed and to district the design and district the design and district the design and desig					
	2013	2014	2015	2016	Benchmark	
			Prior method is	12.9% decrease	-14%	
			not comparable,	in utilities		
			no data	expenditures		
			available.	over 7 years		
				(thru FY16)		

Benchmark: -14% 32

KEY EXTERNAL FACTORS

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
 - The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
 - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
 - Is the data we are collecting providing information related to goal attainment?
 - Is additional data needed to better understand goal attainment?
 - Do the objectives need revision to reach goal attainment?
 - There were no substantial changes made to the goals and objectives in the past academic year.

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¹ Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 63.7% and 67.7%. This measure is a stretch benchmark and is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. Note: This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year.

² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentage is calculated using the number of students with a given high school graduation year as the N. Initiatives are in place to continue that upward trend.

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and IPEDS data from comparator institutions which shows an average (mean) between 1,074 and 1,208 for number of awards, and an average (mean) between 947 and 1,039 for number of distinct awardees. Note: Includes all degrees and certificates awarded as reported to IPEDS.

⁴ Benchmark is set based on data from comparator institutions in Idaho which ranges between 18.7% and 30%. NIC is currently trending upward for this measure.

⁵ New measure, benchmark currently under development.

⁶ Benchmark is set based on an analysis of historical trends combined with the review of similar measures. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.

⁷ Benchmark is set based on IPEDS data from comparator institutions which shows an average (mean) between 56% and 58% for this measure. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.

- Benchmark is set based on IPEDS data from comparator institutions which shows an average (mean) between 38% and 39% for this measure. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.
- ⁹ Benchmark is set based on an analysis of historical trends combined with the review of similar measures. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.
- ¹⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Service Area population numbers are based on United States Census Bureau estimates.
- ¹¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Service Area population numbers are based on United States Census Bureau estimates.
- ¹² No benchmark set at the postsecondary level. It should be noted that the State benchmark for this measure is < 55%. Note: Includes only those students that have a valid placement test score, includes both degree-seeking and non-degree-seeking students a majority of those without scores are non-degree-seeking students and Dual Credit students are not included.
- ¹³ New measure, benchmark currently under development.
- ¹⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.
- ¹⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year.
- ¹⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Includes central fund and professional improvement plan (PIP) funds.
- ¹⁷ Benchmark has been met, new benchmark is currently under development.
- ¹⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Benchmark will stay at 85% because of the variability over the years. Note: Includes Practical Nursing, Registered Nursing, Medical Assistant, Pharmacy Technology, Radiography Technology, Physical Therapist Assistant, and Law Enforcement.
- ¹⁹ Benchmark has been met, new benchmark is currently under development. NIC continues to see explosive growth in dual credit in the high schools.
- ²⁰ Benchmark is set based on an analysis of historical trends and efforts related to future growth. This measure continues to have an upward trend.
- ²¹ Benchmark is set based on an analysis of historical trends and efforts related to future growth. This measure continues to show an upward trend.
- ²² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC is experiencing a downward trend in this measure, although slight. Note: Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites.

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- ²³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure was showing a downward trend but has increased and is part of the efforts related to the Dual Credit students.
- ²⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: NIC Service Region comparison = 90.7% White, 7.2% Other, and 2.2% Unknown. Source = U.S. Census Bureau, 2011-2015 American Community Survey 5-Year estimates.
- ²⁵ New measure, benchmark currently under development.
- ²⁶ Benchmark is based on CCSSE comparator institutions which average closer to 53%. This is a stretch benchmark. Note: The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.
- ²⁷ Benchmark has been met, new benchmark is currently under development.
- ²⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: ERS-A = Administrative Computers; ERS-B = Lab Computers. 2015-16 Rotation: ERS-A and ERS-B, 48-months; Prior years: ERS-A, 42-months, ERS-B, 48-months.
- ²⁹ Benchmark is set based on IPEDS data from comparator institutions. NIC consistently ranks in the lowest 40% against those comparators institutions.
- ³⁰ Benchmark is set based on data from comparator institutions in Idaho which ranges between \$258 and \$300 for this measure. Projected financials/student credit hours are also taken into consideration. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Credits are weighted.
- ³¹ Benchmark is set based on IPEDS data from comparator institutions which ranges between 2.04 and 2.14 for this measure. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated.
- ³² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

Appendix 2

Appendix 2		State Board of E	ducation Goals	
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Institution/Agency Goals and Objectives				
GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life				
Objective A: Provide innovative, progressive, and student-centered programs and services.				✓
Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.	✓			
Objective C: Promote programs and services to enhance access and successful student transitions.				✓
GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes				
Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.				✓
Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.	✓			
Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.	✓			
Objective D: Recognize and expand faculty and staff scholarship through professional development.				✓

PPGA

GOAL 3: COMMUNITY ENGAGEMENT -Collaborative				
partnerships with businesses, organizations, community				
members, and educational institutions to identify and				
address changing educational needs				
Objective A: Advance and nurture relationships				
throughout our service region to enhance the lives of the		✓		
citizens and students we serve.				
Objective B: Demonstrate commitment to the				
economic/business development of the region.		•		
Objective C: Promote North Idaho College in the	./			
communities we serve.	•			
Objective D: Enhance community access to college	1			
facilities.	V			
GOAL 4: DIVERSITY - A learning environment that				
celebrates the uniqueness of all individuals and				
encourages cultural competency				
Objective A: Foster a culture of inclusion.	\checkmark			
Objective B: Promote a safe and respectful environment.	✓			
Objective C: Develop culturally competent faculty, staff and	/			
students.	✓			
GOAL 5: STEWARDSHIP - Economic and environmental				
sustainability through leadership, awareness, and				
responsiveness to changing community resources				
Objective A: Exhibit trustworthy stewardship of resources.				✓
Objective B: Demonstrate commitment to an inclusive and				
integrated planning environment.			✓	
Objective C: Explore, adopt, and promote initiatives that help				
sustain the environment.		V		

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University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN 2018-2023

MISSION STATEMENT

The University of Idaho, College of Agricultural and Life Sciences fulfills the intent and purpose of the only land-grant University in the state that serves the agricultural/food-industry, people and communities of Idaho and our nation:

- Through identification of critical needs and development of creative solutions,
- Through the discovery, application, and dissemination of science-based knowledge,
- By preparing individuals through agricultural, food and family consumer education and research to become leaders and contributing members of society

VISION STATEMENT

Through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho, we will be the recognized as the state-wide leader and innovator in meeting current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems.

GOAL 1

Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

<u>Objective A:</u> Build collaborations that increase scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Performance Measures:

I. Increases in sponsored research expenditures and scholarly/creative works derived from collaborative Federal and Corporate partnerships.

Baseline data/Actuals:

FY14 (2013	-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$15,647,	292	\$16,535,798	\$16,843,795	\$28,770,264	\$34,353,200

Benchmark: \$34,353,200 in research expenditures grant dollars by 2023.

II. Increase of undergraduate and graduate students engaged and employed on sponsored projects

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12%	12.36%	13.60%	14.00%	16.72%

Benchmark: 16.72% of our undergraduate and graduate students will be paid from sponsored projects by 2023.

III. Increase the number of Advanced/Graduate degrees in the area of Agricultural and Life Sciences

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
-	45	46.80	49.14	53.73

Benchmark: 53.73 Advanced/Graduate degrees will be awarded in the area of Agricultural and Life Sciences by 2023.

GOAL 2

Engage: Outreach that inspires innovation and culture

Objective A: Increase the number of individuals/families benefiting from U of I Outreach Extension Programs

Performance Measures:

I. Increase the number of direct educational and programmatic University of Idaho Extension Contacts

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
375,350	358,662	338,261	348,409	403,901

Benchmark: 403,901 Direct Contacts will be made from the U of I Extension Programs by 2023.

Objective B: Increase the number of youth participating in University of Idaho 4-H Youth Development programming

Performance Measures:

Increase the number of youth participating in U of I 4-H Youth Development Programming

	<u>,, , , , , , , , , , , , , , , , , , ,</u>	<u>, , , , , , , , , , , , , , , , , , , </u>		<u> </u>
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
56,546	55,742	54,786	56,430	67,380

Benchmark: 67,380 youth participating in the U of I Youth Development Programing by 2023.

Objective C: Increase the number of publications from University of Idaho Extension

Performance Measures:

Increase Peer Reviewed and Professional Scientific Publications from University of Idaho Extension

				<u>, , , </u>
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
-	-	88	91	102

Benchmark: 102 University of Idaho Extension Peer Reviewed and Professional Scientific Publications will be published by 2023.

Objective D: Increase the educational and research web traffic accessed from the University of Idaho Extension network

Performance Measures:

I. Increase educational and research web traffic and views of U of I Extension Content

ii increase educational and research web traffic and views of o of reaction content						
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark		
-	-	499,574	514,561	562,275		

Benchmark: 562,275 web visits will be trafficked to the University of Idaho Extension websites by 2023

Key External Factors

JUNE 15, 2017

- Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.
- Change in the public's trust in research based education.
- Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.
- Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.

Evaluation Process

In conjunction with the Federal Agricultural Research and Extension Services (ARES) funding, the evaluation process for this strategic plan is documented through the Plan of Work identified by the USDA and a peer review panel of best practices in research and extension across all land grant institutions. The measurements used are of those that correlate with the National and State Agenda for the agricultural, family consumerism, research and education of our citizenry.

Appendix 1 (Optional)

Appendix 1

	State Board of Education Goals				Appendix 1
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	Goal 5:
Institution/Agency					
Goals and Objectives					
GOAL 1: Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.					
Objective A: Build collaborations that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.	√	✓	√	✓	
GOAL 2: Engage: Outreach that inspires innovation and culture					
Objective A: Increase the number of individuals/families benefiting from U of I Outreach Extension Programs	✓	✓	✓		
Objective B: Increase the number of youth participating in University of Idaho 4-H Youth Development programming	✓		✓	✓	
Objective C: Increase the number of publications from University of Idaho Extension	✓	✓	✓	✓	
Objective D: Increase the educational and research web traffic accessed from the University of Idaho Extension network	√	✓	✓	✓	



University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN 2018-2022

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and nongovernmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

AUTHORITY and SCOPE

The Forest Utilization Research (FUR) program is authorized by Idaho Statute to enhance the value and understanding of vital natural resources and associated industry sectors via the Policy Analysis Group, Rangeland Center, Experimental Forest and Forest and Seedling Nursery through research, education and outreach to legislators, industry and the Idaho citizenry.

GOAL 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.

<u>**Objective A:**</u> Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.

Performance Measures:

I. Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.

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Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
35 participants	61 participants	46 participants	46 participants	20% growth

Benchmark: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.¹ (BY FY2023)

II. Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	New Measure	26 courses	23 courses	15% growth

Benchmark: Number of courses using FUR funded projects, facilities or equipment during instruction.² (BY FY2023)

<u>Objective B:</u> Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

Performance Measures:

I. An accounting of products (e.g., research reports, economic analysis, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
46 products	39 products	43 products	31 products	15% growth

Benchmark: *Numbers and types of products and services delivered and stakeholders serviced.*³ (BY FY2023)

II. An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
15 referred	14 referred	15 referred	13 referred	25% growth
articles	articles	articles	articles	

Benchmark: Number of courses using FUR funded projects, facilities or equipment during instruction.⁴ (BY FY2023)

GOAL 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

<u>Objective A:</u> Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.

Performance Measures:

PPGA

TAB 3 Page 165

I. Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies and resulting documentable impact; Private businesses and resulting documentable impact; and Private landowners and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			New measure	1,250 total
				participants

Benchmark: Number of external participants served.⁵ (BY FY2023)

GOAL 3: Financial Efficiency and Return on Investment (ROI)

Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)

<u>**Objective A:**</u> Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.

Performance Measures:

 New funding sources from external granting agencies, private and public partnerships and other funding groups.

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		New Measure	13 new projects	25% growth

Benchmark: *Number of new research projects per year.* ⁶ (BY FY2023)

Key External Factors

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region's ecosystem services and products.

Evaluation Process

Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest and Research Nursery to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.

Appendix 1 (Optional)

PPGA

Matrix to identify address to SBOE K-20 Education Strategic Plan

TAB 3 Page 166

¹ Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

² Based on College and program goals to enhance coordination of course offerings and research.

³ Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

⁴ Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

⁵ New measure based on UI and college strategic goal to increase involvement and communication with external stakeholders. Benchmark established from internal analysis of recent year participants served.

⁶ Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

Appendix 1

		State Bo	oard of Education	Goals	Appendix 1
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	Goal 5:
Institution/Agency					
Goals and Objectives					
GOAL 1: SCHOLARSHIP and CREATIVITY Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and					
Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship	✓		√	√	
Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.	✓	✓	✓		
GOAL 2: OUTREACH and ENGAGEMENT Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.					
Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.				✓	
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)					

		,	,	
Objective A: Leveraging state funds to secure				
additional financial resources to increase impact on	\checkmark	\checkmark		
products, services and deliverables.	,	•		
				1

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Appendix 2

Initiatives or Progress



FY2018-2022 Strategic Plan

MISSION STATEMENT

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental, academic, and private sector alliances. The Idaho Geological Survey provides timely and meaningful information to the public, industry, academia, and legislative decision makers by conducting geologic mapping, geohazard assessments that focus on earthquakes and landslides, mineral and energy resource assessments, groundwater and hydrology research, and educational and outreach opportunities. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The Idaho Geological Survey is also engaged in the collection and compilation of data and information pertaining to abandoned and inactive mines in the state, earth science education, and a newly added focus of petroleum geology assessments. As Idaho grows, demand is increasing for geologic and geospatial information related to population growth, energy-mineral and water-resource development, landslide hazards, and earthquake monitoring.

VISION STATEMENT

The Idaho Geological Survey vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through service and outreach, research, and education.

AUTHORITY

Idaho Code provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations, establish cooperative projects, and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

GOAL 1: Service and Outreach

Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).

Objective A: Develop and publish survey documents -

1 | Page

Initiate and develop research initiatives and publish geological maps, technical reports, and data sets.

Performance Measures:

I. Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources (999 Publications, Maps, and Reports cumulative).

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
32	27	39		39

Benchmark: The number and scope of published reports will be equal to or greater than the number of publications from the preceding year.¹

<u>Objective B: Build and deliver website products</u> - Create and deliver Idaho Geological Survey products and publications to the general public, state and federal agencies, and cooperators in an efficient and timely manner. Products include GIS data sets, reports, map publications, and web map applications.

Performance Measures:

I. Number of website products used or downloaded (For FY16 there were 398,400 visitors to the Idaho Geological Survey website).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
132,454	157,540	185,635		191,709

Benchmark: The number of website products used or downloaded will be equal to or greater than the preceding year.¹

Objective C: Sustain Idaho State Documents Depository Program and Georef Catalog (International) - Deliver all Idaho Geological Survey products and publications to the Idaho Commission for Libraries for cataloging and distribution to special document collections in state university libraries and deliver digital copies of all products and publications to GeoRef for entry in their international catalog of geologic literature.

Performance Measures:

I. Percentage total of Survey documents available through these programs (~ 99%).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
~99%	~99%	~99%	~99%	100%

Benchmark: 100%²

<u>Objective D: Sustain voluntary compliance</u> - Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measures:

I. Number of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho (589 maps cumulative have been uploaded).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: 100% of all geologic maps that are published at the Idaho Geological Survey each year will be uploaded to this website.²

GOAL 2: Research

Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.

<u>Objective A: Sustain and enhance geological mapping</u> - Sustain and enhance geological mapping and study areas of particular interest that have economic potential and geohazard concerns.

Performance Measures:

I. Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
36.6	36.9	37.4		37.8

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping. Re-evaluate geologic resources in Idaho that may have economic potential and identify and rank geologic hazards throughout the state.³

<u>Objective B: Sustain and build external research funding</u> – Sustain existing state and federal funding sources to maintain research objectives for the Idaho Geological Survey. Develop new sources of funding from private entities such as oil and gas, mining, and geothermal energy companies that are exploring and developing geologic resources in Idaho.

Performance Measures:

I. Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector.

	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	\$371,023	\$382,101	\$498,034		\$457,794

Benchmark: The number of externally funded grant and contract dollars compared to five year average.³

GOAL 3: Education

Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

<u>Objective A: Provide earth science education</u> - Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

Number of educational programs provided to public and private schools and the public at large.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
20	9	19		≥ 19

Benchmark: The number of educational and public presentations will be equal to or greater than the previous year.⁴

Key External Factors

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is partially subject to federal funding, and there is increasing state competition for federal programs. Because most federal programs require a state match, the capability to secure these grants is dependent on state funds and the number of full time equivalent employees.

Emerging natural gas and condensate infrastructure and production in southwestern Idaho will necessitate new research tools and personnel at the Survey to maintain research capabilities and to provide pertinent information to the public and the Idaho legislature. Economic and research partnerships with the oil and gas industry have been secured during the past year.

New partnerships are also being sought through universities, state and federal agencies, and natural resource industries.

Demand for services and products:

Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past six years, Idaho Geological Survey has experienced an 82% increase in the number of downloaded products from the Survey's website. The number of visitors to the Idaho Geological Survey website has increased by 87% over the same six year time frame. State population growth and requirements for geologic and geospatial information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the Idaho Geological Survey:

Provide critical mass for primary customer services in southern and central Idaho through consolidation of personnel and technical resources at the Idaho Water Center in Boise. Appointment of new geological staff and support personnel to the Boise office of Idaho Geological Survey will permit a more responsive agency in southern and central Idaho and better coordination with other state agencies at the state's capitol.

Provide high quality petroleum assessments and geologic services to evaluate regions of existing oil and gas production and investigate other perspective areas in Idaho that have potential for developing hydrocarbon resources.

A multi-agency legislative request for one-time funding to build a permanent facility in the Boise metro region to house exploration drill cores and well cuttings. The purpose of the facility is to capture hundreds of millions of dollars of valuable and perishable subsurface information through the storage of geologic samples associated with oil and gas, mineral, geothermal, and groundwater exploration activities. Ongoing funding for building maintenance, utilities, and one warehouse technician to catalogue and maintain the samples for public and industry research and viewing is necessary. A legislative request for a small percentage (~0.25%) of the proceeds from oil and gas severance taxes could be a potential source of ongoing funding to address the building maintenance and salary and benefits for the warehouse technician.

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Progressive development of personnel and agency resources to build a full-time geologic hazards program stationed in the Boise office of the Idaho Geological Survey that will coordinate with the Idaho Department of Emergency Management and focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, and dams.

Increase the number and scope of digital web applications for the Survey's digital maps, datasets, and geologic information to accommodate smart phone and tablet technologies for the public. Currently 40% of all downloads from the agency website is to personal electronic devices.

Evaluation Process

An annual review of existing benchmarks and goals is necessary to ensure that Idaho Geological Survey is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information for public dissemination. Research opportunities will be continually explored and collaborations with new funding partners, especially in the private sector, will be embraced. New technologies and data capture techniques will be continually evaluated on an annual basis to ensure Idaho Geological Survey is providing its data and publication resources in a user-friendly format that is easily accessible to the public. Ongoing review of regulatory and legal compliance obligations to state, federal, and private funding partners is a necessary requirement to maintain the research capabilities of the Idaho Geological Survey.

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¹ These benchmarks are set based on existing resources and projected increases for this area. No additional resources were projected at the time of setting this benchmark, therefore a minimal increase would indicate growth in this area and increase efficiencies.

² This benchmark is based on current levels of performance and maintaining the current high level.

³ This benchmark is dependent in part on the ability to receive external grants to broaden areas not already covered. Due to the increasingly competitive nature of external grant funding it is determined that a simple increase of areas covered was a more meaningful measure than a set number of projects.

⁴ This benchmark is based on existing resources (including staff time) to provide presentations and developing educational partnerships to provide new venues for additional presentation above and beyond the current partnerships with public schools and postsecondary institutions.

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University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program STRATEGIC PLAN 2018 - 2023

MISSION STATEMENT

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

VISION STATEMENT

To improve the health and productivity of Idaho's food-producing livestock

GOAL 1

Increase our educational impact

Objective A:

Provide greater access to educational opportunities to meet the evolving needs of society.

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Performance Measures:

I. Offer elective rotations in food animal medicine for experiential learning opportunities

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
67	71	54	75	65

Benchmark: Offer 65 one month student rotations (or equivalent) by 2023

II. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP).

		,	1	<u>'</u>
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
•	-	12	12	15

Benchmark: Offer spots for 12 students annually by FY2023

III. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
60%	44%	64%	66%	79%

Benchmark: Over each 4-year period, at least 7 Idaho resident graduates (65%) become licensed to practice veterinary medicine in Idaho annually by FY2023

Key External Factors

Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

Evaluation Process

The evaluation process for the WIMU program is based on the contractual language of the Washington-Idaho-Montana-Utah Reginal Agreement to fund the education of Veterinary Sciences to ensure the vitality of the Veterinary Services necessary to the economies of each state.

Appendix 1 (Optional)
N/A

Appendix 1

		State Bo	oard of Education	Goals	Appendix 1
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	Goal 5:
Institution/Agency					
Goals and Objectives					
GOAL 1: Increase our educational impact					
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.	✓	✓	✓	√	

Appendix 2

Initiatives or Progress



WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan 2018-2022

WWAMI is Idaho's medical school, and is under the leadership and institutional mission of the University of Idaho, in partnership with the University of Washington School of Medicine (UWSOM). In August 2015, we began the new 2015 WWAMI medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based "Colleges" training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho. Over the past four years, the Idaho State Legislature appropriated funding to continue the support for 5 more first-year medical students in the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions. In addition, the State of Idaho appropriated funding for 5 additional traditional WWAMI students, expanding the Idaho class size to 40 medical students starting in fall 2016.

As the medical education contract program for the State of Idaho with the University of Washington, the UI-WWAMI Medical Program supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

The University of Washington School of Medicine is dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region and as a national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the health care needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

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The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

GOAL 1

A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A:

Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

Performance Measures:

The number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
158	157	141	164	5:1

Benchmark: National ratio of state applicants to medical school per state-supported seats.¹
The benchmark is the national ratio of state applicants to medical school to the number of state supported positions. The ratio of applicants in Idaho to the number of available positions was 4.07:1; the national ratio of in-state applicants to available positions is 16:1.

https://www.aamc.org/download/321442/data/factstablea1.pdf

Objective B:

Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

Performance Measure:

Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
51%	50%	51%	51%	41%

Benchmark: target rate – national average or better.² The benchmark is 41%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51% (296/586).

GOAL 2

CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.

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Objective A:

Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

Performance Measure:

WWAMI faculty funding from competitive federally funded grants.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$1.4M	\$2.3M	\$4.4M	\$1M	\$1.4M

Benchmark: \$1.4M³ The benchmark for this objective is \$1.4M annually, through 2023. In FY17, WWAMI-affiliated faculty at UI successfully brought in \$1M of research funding into Idaho from agencies such as the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In addition, WWAMI has had a long standing relationship with the Idaho INBRE Program, where each year our medical students apply for summer research fellowships. INBRE received a \$16.3 million renewal grant from NIH in 2013.

Objective B:

Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

Performance Measures:

Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Internally set benchmark as measure of program quality - 100% ⁴ The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity.

Objective C:

Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

Performance Measure:

Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	91%

Benchmark: U.S. medical student pass rates, Steps 1 & 2^5 The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U.S. medical student pass rates.

GOAL 3

EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A:

Increase medical student early interest in rural and primary care practice in Idaho.

Performance Measure:

The number of WWAMI rural summer training placements in Idaho each year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
21	26	23	22	20

Benchmark: 20 rural training placements following first year of medical education ⁶ The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 22 students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.

Objective B:

Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

Performance Measure:

The number of WWAMI medical students completing at least one clerkship in Idaho each year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
30	34	36	24	20

Benchmark: 20 clerkship students each year ⁷ The benchmark is 20 clerkship students per year that complete at least one clerkship in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Twelve third-year students and twelve fourth-year students participated in the Idaho Track during the 2015-2016 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2015-16, a total of 105 UWSOM students completed one or more clinical rotations in Idaho. Those 105 medical students completed a total of 231 individual clinical rotations in Idaho.

Objective C:

Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

Performance Measure:

Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
65%	64%	47%	59%	50%

Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year ⁸ The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in the state (primary care, psychiatry, general surgery, and OB/GYN specialties).

Objective D:

Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

Performance Measure:

Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
75%	72%	75%	75%	60%

Benchmark: target ratio – 60% The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 75% (440/586).

Objective E:

PPGA

Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

Performance Measure:

Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
67%	72%	70%	70%	50%

Benchmark: 50% ¹⁰ The benchmark for this objective is 50%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY17, 70% of the State appropriations were spent in Idaho.

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

TAB 3 Page 186

New Medical School Curriculum: The University of Washington School of Medicine engaged in a major review and revision of the medical school curriculum which has impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are on the University of Idaho campus for up to four terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support the programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state all four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple health profession training programs, such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The proposed introduction of a for-profit medical school in Idaho adding up to 300 additional clerkship students needing clinical training, would create significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process

A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls through the University of Idaho, which follows the Executive Order from the State Board of Idaho, https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf

¹Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

² Based on national set standards. 41% is the national average of students that return to their native state to practice medicine

³ Based on available resources for pursuing external grants and increased competitive nature of federal awards.

⁴ Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity.

⁵ Based on national standards

⁶ Based on state needs and available resources

⁷ Based on analysis of areas of increase need in Idaho

⁸ Based on national standards for workforce specialties

⁹Based on national standards for program return rates

¹⁰Based on available Idaho resources

Appendix 1

				_	Appendix 1
		State Boar	d of Education Go	als	
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL	Goal 5
Institution/Agency					
Goals and Objectives					
GOAL 1: A WELL EDUCATED CITIZENRY Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.	✓	√	✓		
Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.	✓		✓	✓	
Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.	✓			✓	
GOAL 2: CRITICAL THINKING AND INNOVATION WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.	√	✓			
Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.	✓	✓		✓	
Objective B: Innovation and Creativity - Educate medical students who will contribute creative and innovative ideas to enhance health and society.	✓	✓			

	3014L 13, 2017				
Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.	✓			✓	
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.	✓		✓		
Objective A: Increase medical student early interest in rural and primary care practice in Idaho.		√		✓	
Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.					
Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.				✓	
Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.		✓		✓	
Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.	✓	✓		✓	

Appendix 2

Initiatives or Progress

ISU Department of Family Medicine Strategic Plan 2017-2022

MISSION STATEMENT

Idaho State University Family Medicine Residency is committed to interdisciplinary, evidence-based care and service to our patients and community, university-based education of residents & students, and recruitment of physicians for the State of Idaho.

VISION STATEMENT

Idaho State University Family Medicine Residency (ISU FMR) envisions a clinically rich residency program; graduating courteous, competent, rural physicians.

GOAL 1

Access – Recruitment of physicians for Idaho

<u>Objective A:</u> Ensure national reputation and online national exposure to maintain a high number of high caliber applicants to ISU Family Medicine Residency.

Performance Measures:

High application rate and interview rate.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		709 applications	825 applications	>200 applications
77 interviews	69 interviews	78 interviews	90 interviews	>70 interviews

Benchmark: Applicant rate should be above 200 and interview rate should be 10 times the number of resident positions, or above 70 applicants per year.

<u>Objective B:</u> Match successfully each year through the Electronic Residency Application System.

Performance Measures:

Successful match each March.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7	7	7	7	7

Benchmark: Initial 100% fill rate for 7 slots, 0% SOAP

Objective C: Structure the program so that 50% of graduates practice in Idaho.

Performance Measures:

Percent of graduates practicing in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2 of 7	6 of 7	3 of 7	5 of 7	≥50%

Benchmark: at least a 50% rate of graduates practice in Idaho

<u>Objective D:</u> Train and encourage residents to settle and serve in rural and underserved locations.

Performance Measures:

Percent of graduates practicing in rural and underserved areas.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
60% rural	59% rural	58% rural	58% rural	≥75%
74% underserved	82% underserved	82% underserved	80% underserved	

Benchmark: 75% of graduates practice in rural or underserved areas

GOAL 2

Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.

Objective A: Prepare and ensure the residents are educated to become board certified in family medicine.

Performance Measures:

Number of residents who take the American Board of Family Medicine exam within one year of training.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7	7	7	7	7

Benchmark: 95% of residents take the ABFM exam within one year.

Objective B: Achieve a high board examination pass rate.

Performance Measures:

Board examinations passed.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	90%

Benchmark: 90% of graduates passed the ABFM exam in the last five years.

Objective C: Achieve high resident quality improvement rate.

Performance Measures:

Number of quality improvement projects.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7	7	7	7	≥90%

Benchmark: 90% of residents will complete a quality improvement project in PGY2 or PGY3.

Objective D: Achieve a high scholarly activity rate.

Performance Measures:

Scholarly department output.

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
30	31	26	9	

Benchmark: Number of scholarly activities publications & presentations.

GOAL 3

Efficiency – Improve long-term financial viability of the department/residency program.

<u>Objective A:</u> Maintain the best operational and financial structure to maximize funding streams and clinical revenues.

Performance Measures:

Maintain the new access point for Health West Pocatello Family Medicine.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Complete	Complete	Complete	Complete	Complete

Benchmark: Complete and maintain affiliation agreement.

<u>Objective B:</u> Transition residency program through change in ownership and administration of Portneuf Medical Center

Performance Measures:

Level of support from PMC for ISU Family Medicine

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Complete	Complete	Complete	Complete	Complete

Benchmark: Complete affiliation agreement with negotiated and maintained financial and programmatic support

Objective C: Maintained GME reimbursement

Performance Measures:

GME dollars reimbursed through cost reports

·				
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$2.4M	\$2.5M	\$2.6M	\$2.7M	\$2.6 M
18.6 FTE	19.1 FTE	18.5	18.5	18.5 / 21 FTE

Benchmark: Maximize GME reimbursement per FTE

Objective D: Additional funding streams

Performance Measures:

Identify and maintain additional funding streams

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3	3	4	3	≥2 per year

Benchmark: Awarded two new grants per year.

Key External Factors

1. Access – Recruitment of physicians for Idaho.

- a. Number of applicants depends upon the pool of medical students choosing family medicine.
- b. Number of applicants who match in the program is dependent on multiple factors including geographic ties and choice.
- c. Number of residents settling in rural locations and in Idaho is dependent on freedom from other commitments such as loan repayment, military service, and service obligations to other states.

Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.

- a. Board examination pass rates are set nationally.
- b. For quality projects, we are dependent on the efficiency of data base retrieval systems.
- c. For medical research projects, we are dependent on external funding opportunities that vary nationally over time.

3. Efficiency-Improve the Long-term financial viability of the department/residency program.

- a. Health West Board decisions.
- b. Parent Legacy corporate decisions regarding PMC.
- c. National decisions regarding payment for graduate medical education.

Evaluation Process

ISU Family Medicine utilizes yearly department Strategic planning and holds monthly Program Evaluation Committee Meetings to help establish and revise the goals and objectives of the residency.

Appendix 1

Idaho State University Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

· · · · ·			
Complete	In Progress	Under Review	
	- 0	,	
		✓	

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

Family Medicine Residency of Idaho, Inc.



FY 2018 – 2022 Strategic Plan

MISSION STATEMENT

Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas. Serve the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment.

VISION STATEMENT

To improve the health care for Idaho and beyond by producing outstanding family medicine physician leaders for their communities.

GOAL 1: Family Medicine Workforce

To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.

1.1. Core Program – Boise

- 1.1.1. Maintain resident class size of 11-11-11
 - 1.1.1.1. Raymond (11-5-5)
 - 1.1.1.2. Fort (0-2-2)
 - 1.1.1.3. Emerald (0-2-2)
 - 1.1.1.4. Meridian (0-2-2)

1.2. Rural Training Tracks

- 1.2.1.1. Caldwell (3-3-3)
- 1.2.1.2. Magic Valley (2-2-2)

1.3. Fellowships

- 1.3.1.1. Sports Medicine (1)
- 1.3.1.2. HIV Primary Care (1)
- 1.3.1.3. Geriatrics (1)
- 1.3.1.4. OB (1)

1.4 Core Program – Nampa

1.4.1 Will look to open new Family Medicine Residency Program in Nampa on July 1, 2019 with resident class size of 6 per class (6-6-6)

<u>Objective A:</u> To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

I. FMRI will track how many students match annually for residency training in family medicine at FMRI.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
16/16 = 100%	16/16= 100%	16/16= 100%	16/16= 100%	100%

Benchmark: One hundred percent of all resident positions and over 50 percent of all fellow positions matched per year. This measure reflects the national standard of excellence in residency accreditation and capacity within the fellowships.

<u>Objective B:</u> To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.

Performance Measures:

II. FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	>95%

Benchmark: FMRI will attain a 95 percent ABFM board certification pass rate of all family physicians and fellows per year from the program. This is a measure commensurate with the accreditation standard for family medicine residency programs.

<u>Objective C:</u> To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.

Performance Measures:

III. FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
47%	43%	47%	56%	>50%

Benchmark: 50 percent retention rate of graduates to practice in Idaho. This measure reflects an outstanding benchmark well above the state median for retention of physicians retained from GME.

<u>Objective D:</u> To produce as many family physicians as possible to practice in rural or underserved Idaho. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of both rural and underserved Idaho, education reflective of the needs and opportunities in rural and underserved practices in Idaho, and dedicated role models in guiding graduates in making practice locations decisions to care for rural and underserved populations of

patients. The curriculum intentionally involves direct care of rural and underserved populations throughout the course of residency training.

Performance Measures:

IV. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	4-2015) FY16 (2015-2016) FY17 (2016-201		Benchmark
43%	50%	75%	75% 100%	

Benchmark: 40 percent of graduates staying in Idaho will be practicing in rural or underserved Idaho. This measure demonstrates an exceptional commitment of the program and its graduates to serving rural and underserved populations in particular.

<u>Objective E:</u> To begin a new family medicine residency program in Nampa, Idaho with 6 family medicine residents per class.

Performance Measures:

V. To have the first class of 6 family medicine residents start on July 1, 2019.

		, , , ,		, .	
FY14 (2013-2014)		FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	N/A	N/A	N/A	N/A	100%

Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service

Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

- 2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), Level III Patient Centered Medical Home (PCMH) recognition.
- 2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).
- 2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen's and other local pharmacy collaborations.

<u>Objective A:</u> To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.

Performance Measures:

I. All FMRI clinics where resident continuity clinics reside will maintain Level III PCMH's and we will apply for NCQA recognition for our other two clinics.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100% NCQA designation as a Level III PCMH at all FMRI clinics where resident continuity clinics reside. NCQA recognition is the national standard for PCMH recognition.

<u>Objective B:</u> All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.

Performance Measures:

II. All FMRI clinics using Meaningful Use EMR criteria.

		<u> </u>			
FY14 (2013-2014) FY15		FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	100%	100%	100%	100%	100%

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

<u>Objective C:</u> Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.

Performance Measures:

III. Maintain 340b pharmacy services, with expanded access for our patients via extended pharmacy hours and the Walgreen's pharmacy collaboration

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark Available	
Not Available	Available	Available	Available		

Benchmark: 340b pharmacy available for all FMRI patients, with expanded access for our patients via extended hours and the Walgreen's and other pharmacy collaboration.

GOAL 3: Education

To provide an outstanding family medicine training program to prepare future family medicine physicians.

- 3.1All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
- 3.2 All FMRI programs maintain integrated patient care curriculum and didactics.
- 3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.
- 3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.
- 3.5 FMRI demonstrates mastery of the New Accreditation System (NAS) of the ACMGE.

Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as a integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.

Performance Measures:

I. A. Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates.

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B. Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100% 100%		>95%
94%	96%	97.2% 98%		>50%

Benchmark:

- A. At least 95 percent of all program graduates become ABFM Board certified.
- B. FMRI program performance above the national average (>50 percent) on an annual National In-Training Exam. This is a national standard and interval measure of trainee success in mastery in Family Medicine.

<u>Objective B:</u> FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

II. FMRI will track its accreditation status and potential citations.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark	
100% 100%		100%	100%	100%	

Benchmark: Maintain 100 percent full and unrestricted ACGME program accreditation for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

<u>Objective C:</u> FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:

III. FMRI will track its NAS CCC, APE, AIR and CLER goals.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N/A	100%	100%	100%	100%

Benchmark: Maintain 100 percent monitoring for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

GOAL 4: Faculty

FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.

- 4.1 Continued expansion of faculty.
- 4.2 Continue to provide faculty development fellowship opportunities at the University of Washington.

<u>Objective A:</u> Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

Performance Measures:

I. Hire sufficient number of family medicine faculty.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Less than	Less than	Less than	Less than	Sufficient
sufficient	sufficient	sufficient	sufficient	

Benchmark: Sufficient numbers of family medicine faculty hired. This measure is based on projected need in consideration of availability of future resources.

Performance Measures:

II. One faculty member per year at the UW Faculty Development Fellowship.

FY14 (2013-2014)		FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	One	One	One	One	One

Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.

<u>Objective A:</u> To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

III. Maintain 35 rural site training locations

	<u> </u>			
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N/A	31	34	34	35
			With active PLA's;	
			In process of	
			developing Driggs	
			for 35	

Benchmark: Maintain 35 sites. This measurement is based upon standing agreements with resident rotation sites.

Key External Factors

- 1. <u>Funding</u>: The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. For fiscal 2017, approximately 55% of revenues were generated through patient services (including pharmacy), 25% were derived from grants and other sources, and 20% came from contributions (excluding in-kind contributions for facility usage and donated supplies). Contributions include Medicare GME dollars and other amounts passed through from the area hospitals, as well as funding from the State Board of Education. Grant revenue is comprised primarily of federal or state-administered grants, notably a Consolidated Health Center grant, Teaching Health Center grant, and grants specific to HIV, TB and refugee programs administered by the FMRI.
- 2. Teaching Health Center (THC) Grant Funding: The FMRI received grant funding through the THC-GME program of the Affordable Care Act (ACA) in fiscal 2012 to fund six residents annually in family medicine training. This expansion increased the overall FMRI class size by two residents per class (total of six in the program representing the three classes). At this time, it is believed this funding will continue through fiscal 2017 due to the passage of the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA). Award amounts will be dependent on the unused funds from the previous program years but are expected to be similar to fiscal 2016 awards. This funding is expected to stop on September 2017.
- 3. <u>Hospital Support</u>: FMRI requires contributions from both Saint Alphonsus and St. Luke's Health Systems in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The Hospitals have become progressively strapped financially and have not increased payment for the last 5 years.
- 4. Medicaid/Medicare: FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center (FQHC) designation model for Medicaid and Medicare patients. This increased reimbursement funding is critical to the financial bottom line of the Residency. Medicaid and Medicare should continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. The new Presidents administration may have a disastrous impact on Medicaid.
- 5. Federally Qualified Health Center (FQHC) and Teaching Health Center Designations: FMRI must maintain its FQHC and Teaching Health Center designations and advocate for continued medical cost reimbursement. In late October 2013, FMRI became a Section 330 New Access Point grantee with the addition of the Kuna clinic and Meridian Schools clinic and the expansion of the Meridian clinic. Currently, all six of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal 2016 funding. FMRI will look to add two additional FQHC sites in FY 2018.
- 6. <u>Legislation/Rules</u>: The Idaho State Legislature's support of FMRI's request for state funding is critical to the ongoing success of FMRI as it provides essential financial resources for the FMRI's continued residency training program. The total funding FMRI received from the state in FY 2016 was \$1,529,700. This was increased for FY 2018 to \$3,029,700 to provide for the new

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Family Medicine Residency in Nampa as well as the FMRI's four fellowship programs and a new Rural Training Track in the future.

7. <u>Governor's Support</u>: Governor C.L. "Butch" Otter continued his strong support for FMRI and graduate medical education training by recommending an increase in funding for graduate medical education training in general and FMRI funding in particular as noted above.

Evaluation Process

A clear, specific and measurable methodology of setting goals around workforce education, patient care, faculty and rural outreach will be used. This will help both the FMRI and SBOE stay on a clear path for success with the FMRI program.

Appendix 1

		Family N	/ledicine Re	sidency G	oals
	Goal 1: Family Medicine Workforce	Goal 2: Patient Care / Delivery / Service	Goal 3: Education	Goal 4: Faculty	Goal5: Rural Outreach
Institution/Agency					
Goals and Objectives					
GOAL 1: Family Medicine Workforce To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post – graduation from residency.					
Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.	~	>	~		
Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.	~		~		~
Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	~	~			~
Objective D: To produce as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	~				•
GOAL 2: Patient Care Delivery Service Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		>	✓		

	JUNE 15, 2017				
Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.		✓	✓		
Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.		✓			
GOAL 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.					
Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as an integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation. Objective B: FMRI will maintain full accreditation with Accreditation			•		
Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.			✓		
Objective C: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.			•		
GOAL 4: Faculty FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.					
Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.			✓	~	

GOAL 5: Rural Outreach			
The three pillars of FMRI's rural outreach are to provide education to			
students, residents and rural providers, to provide service and advocacy for			
rural communities and foster relationships that will help create and maintain			
the workforce for rural Idaho.			
Objective A: To maintain 35 rural site training locations in Idaho. This goal is			
met though growing partnerships with communities resulting in		✓	
development of additional rotations in rural Idaho.	•	•	•

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IDAHO SMALL BUSINESS DEVELOPMENT STRATEGIC PLAN 2018 – 2022

EMPOWERING BUSINESS SUCCESS

MISSION STATEMENT

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

VISION STATEMENT

Idaho SBDC clients are recognized as consistently outperforming their peers.

GOAL 1 - Maximum Client Impact

Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

I. Percent of hours with clients with recorded impact

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
49%	54%	52%	50%	70%

Benchmark: 70%¹ (by 2022)

II. Capital raised by clients in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$24.3	\$31.6	\$33.9	\$36.1	\$40.6

Benchmark: \$40.6 million² (by FY 2022)

III. Client sales growth in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$33.7	\$47.1	\$52.0	\$42.5	\$56.6

Benchmark: \$56.6 million³ (by FY 2022)

IV. Jobs created by clients

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
429	708	871	663	900

Benchmark: 900⁴ (by FY 2022)

<u>Objective B:</u> Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measures:

Per cent of cross-network consulting hours (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				10%

Benchmark: 10%⁵ (by FY 2022)

GOAL 2 – Strong Brand Recognition

Increase brand recognition with stakeholders and the target market.

<u>Objective A:</u> Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.

Performance Measures:

I. Yearly marketing plan created and distributed

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				completion

Benchmark: 6 (by FY 2022)

II. # of training hours

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,390	11,231	11,793	14,337	14,944

Benchmark: 14,944⁷ (by FY 2022)

Objective B: Create and implement a brand awareness survey.

Performance Measures:

I. Baseline awareness being established

-					
	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
					TBD

Benchmark: established in FY18⁸ (by FY 2022)

GOAL 3 – Increase Resources

Increase funding and consulting hours to create economic impact through increased client performance.

Objective A: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measures:

I. % client referrals from partners

	· · , · · · · · ·			
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: TBD⁹ (by FY 2022)

<u>Objective B:</u> Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.

Performance Measures:

II. Amount of funding

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				\$100,000

Benchmark: \$100,000¹⁰ (by FY 2020)

GOAL 4 – Organizational Excellence

Ensure the right people, processes and tools are available to deliver effective and efficient services.

Objective A: Implement professional development certification on Global Classroom.

Performance Measures:

I. % of employees meeting certification and recertification requirements

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				100%

Benchmark: 100%¹¹ (by FY 2018)

II. Return on Investment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
4:1	2:1	5:1	9:1	7:1

Benchmark: 6:1 average over rolling 5 years¹² (by FY 2020)

III. Overall customer satisfaction rating (source of data being changed)

		<u> </u>	<u> </u>	
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				4.6

Benchmark: 4.6¹³ (yearly)

Objective B: Deliver monthly internal trainings to increase expertise and share best practices.

Performance Measures:

I. Rating of consultant skill adequacy (new metric)

		/ 1 · · · · /		
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				4.6

Benchmark: 4.6¹⁴ (yearly)

Key External Factors

The Idaho SBDC is part of a national network providing on-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs. The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus

• Operations Focus

The Idaho SBDC also achieved accreditation of its technology commercialization program – one of 15 SBDC's out of 63 networks – in 2014 and continues to offer technology commercialization assistance to entrepreneurs, existing companies, and colleges/universities. Maintaining this accreditation is a continuing focus.

Evaluation Process

Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho's institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from a three key stakeholders are considered on a yearly basis and incorporated into the Idaho SBDC's strategic plan. Strategic planning is an on-going process with a yearly planning session conducted in an all-staff meeting in the Spring each year and progress tracked through a Fall all-staff meeting and two other conference calls. Performance metrics are required by SBA and also the accreditation process. A statewide Advisory Council composed of small businesses and stakeholder representatives meets four times per year and contributes to the strategic plan.

Progress on many of the performance measures versus goals are located on a dashboard in the Idaho SBDC's client management system so that all staff understand the expectations and progress. Goals are reviewed at least twice a year during a monthly video conference with regional directors and program managers. Measures that are not part of the dashboard are calculated and reported to the State Board of Education.

¹ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact – 20% increase in hours with impact clients in 5 years.

² Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

³ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

⁴ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

⁵ Mechanism to measure is being developed.

⁶ Completing of marketing plan and yearly marketing calendar

⁷ Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.

⁸A process is being developed to set a baseline. A goal will be set in FY19.

⁹ Benchmark is being set by adjusting the list of partners and making the field mandatory. Baseline will be set in FY19 and benchmark projected.

¹⁰ Benchmark was set by calculating the demand for Phase 0 funding and for support of a half-time person in north Idaho and a half-time person in east Idaho.

¹¹ All employees should be certified within 6 month of start date and obtain 1 hour of certification for each hour worked/week (40 hours of yearly professional development for a full-time person).

¹² Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.

¹³ Based historical data and is a combination of the average of the overall satisfaction from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

¹⁴ Based historical data and is a combination of the average of the skills assessment from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

Appendix 1

		State Bo	oard of Education	Goals	Appendix
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	Goal 5:
Institution/Agency					
Goals and Objectives					
Focus consulting time on clients with the highest potential for creating economic impact.					
Objective A: Develop long-term relationships with potential and existing growth and impact clients.	✓	✓	✓		
Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.	✓	✓			
GOAL 2: STRONG BRAND RECOGNITION Increase brand recognition with stakeholders and the target market.					
Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.		✓	✓		
Objective B: Create and implement a brand awareness survey.		✓			
GOAL 3: INCREASE RESOURCES Increase funding and other resources to serve Idaho's small businesses and create economic impact.					
Objective A: Bring additional resources to clients through partnerships, students, and volunteers.		√			

	, -		
Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.	✓		
GOAL 4: ORGANIZATIONAL EXCELLENCE			
Ensure the right people, processes and tools			
are available to deliver effective and efficient			
services.			
Objective A: Implement professional development certification on Global Classroom.	✓	√	
Objective B: Deliver monthly internal trainings to increase expertise and share best practices.	✓	✓	

Idaho Dental Education Program

STRATEGIC PLAN 2018 - 2022

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

VISION STATEMENT

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures:

Contract for 4-year dental education for at least 8 Idaho residents

-	1					
	2013	2014	2015	2016	Benchmark	
	Yes	Yes	Yes	Yes	Yes	

Benchmark: Contract in place with Creighton University School of Dentistry or another accredited dental school.

II. Number of students in the program per year

2013	2014	2015	2016	Benchmark
8	8	8	8	10

Benchmark: Increase the number of students in the program each year to 10.

<u>Objective B: Quality education</u> – Deliver quality teaching to foster the development of students within the program.

Performance Measures:

First time pass rate of National Dental Boards Part I

2013	2014	2015	2016	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

II. First time pass rate of National Dental Boards Part II

2013	2014	2015	2016	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

III. First time pass rate of Clinical Board Exam

2013	2014	2015	2016	Benchmark
8	8	8	8	10

Benchmark: Pass rate will meet or exceed 85% on clinical board exam necessary for licensure in Idaho.

Goal 2: Maintain some control over the rising cost of dental education

<u>Objective A: Idaho Value</u> - Provide the State of Idaho with a competitive value in educating Idaho dentists.

Performance Measures:

State cost per student

2013	2014	2015	2016	Benchmark
34%	34%	33%	33%	<50%

Benchmark: Idaho cost per student will be <50% of the national average cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

<u>Objective B: Participant Value</u> - Provide program participants with a competitive value in obtaining a dental degree

I. Student Loan Debt

2013	2014	2015	2016	Benchmark
		73.5%	66.7%	<80%

Benchmark: Student loan debt for IDEP participants bill be <80% of the national average.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective A: Availibility - Help meet the needs for dentists in all geographic regions of the state.

Performance Measures:

I. Geographic acceptance of students into the program

2013	2014	2015	2016	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Students from each of 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

II. Return rate

2013	2014	2015	2016	Benchmark
60%	50%	60%	67%	>50%

Benchmark: Greater than 50% of program graduates return to Idaho.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

<u>Objective A: Quality Care</u> - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:

I. Continuing Dental Education (CDE)

2013	2014	2015	2016	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II. Remediation of Idaho dentists

2013	2014	2015	2016	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Key External Factors

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to be an area of concern (for 2016 it was \$201,871). This amount of debt may limit graduates ability to return to Idaho initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Evaluation Process

The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.

Appendix 1

Idaho State University Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
Complete	III F I Ugi Coo	Officer Neview
July 1, 2018	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
July 1, 2018	✓	

Develop employee education and training plans and submit such plans within 90 days

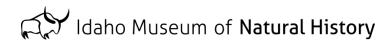
Complete	In Progress	Under Review
July 1, 2018		✓

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		



FY2018-2022 Strategic Plan

MISSION STATEMENT

The Idaho Museum of Natural History actively nurtures an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets and displays natural and cultural objects for Idaho residents, visitors and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices.

VISION STATEMENT

Building Idaho's future, informed by our past.

GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT

<u>Objective A: Participation</u> – Increase museum participation over the next five years.

Performance Measures:

I. Number of people visiting exhibits at museum

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
9,147	6,448	7,958	8,000*	>16,000

Benchmark: 60% increase (>16,000) by FY2022

II. Number of people attending museum events and programs

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
No data	No data	No data	2,860*	>3,600

Benchmark: 20% increase (>3,600) by FY2022

III. Digital media reach(social media and websites)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
No data	179,058	674,482	607,787*	>1 million

Benchmark: 60% increase (>1 million) by FY2022

IV. Number e-newsletter subscribers

F	Y14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N	o data	No data	390	499*	>1,000

Benchmark: 100% increase (>1,000) by FY2022

V. Attendance at museums renting IMNH exhibits

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
No data	500,000	137,000	105,000	>100,000

Benchmark: Maintain or exceed an annual audience of 100,000 by an external venue

^{*}As of May 18, 2017

VI. Number of memberships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
24	19	16	18*	>100

Benchmark: Change by 555% (>100) in FY2018, reevaluate at end of FY2018

<u>Objective B: Community Sponsorships and Giving</u> – Increase investment by community through corporate sponsorship and public donations.

Performance Measures:

I. Corporate sponsorships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$15,000	\$0	\$3,750	\$15,400	>\$30,800

Benchmark: Change by 100% (>\$30,800) in FY2018, reevaluate at end of FY2018

II. Public giving

<u> </u>				
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	n/a	\$5,200	\$13,422	>\$26,000

Benchmark: Change by 100% (>\$26,000) in FY2018, reevaluate at end of FY2018

GOAL 2: RESEARCH CAPACITY AND TRAINING

The Museum increases basic and applied knowledge through study of its collections, and increases research capacity by making these collections available to others.

<u>Objective A: Student Opportunity</u> – Increase the number of opportunities for students to gain career skills in marketing, graphic design, business operations, teaching, and research.

Performance Measures:

I. Number of student internships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	41	58	48*	>40

Benchmark: Maintain or exceed 40

II. Number of students conducting research

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	n/a	n/a	9	30

Benchmark: 300% increase (>30) by FY2022

<u>Objective B: Synergy and Collaboration</u> – Increase productivity of research through partnerships with ISU faculty expertise.

Performance Measures:

I. Number and percent of ISU faculty with collaborations at museum

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11 (2%)	10 (2%)	10 (2%)	12 (2%)	>18 (3%)

Benchmark: 50% increase (>18) by FY2022

^{*}As of May 18, 2017

II. Number of new digital collections in partnership with Idaho institutions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8,755	4,978	5,457	2,547*	>2,500

Benchmark: Maintain or exceed 2,500

III. Total amount of research expenditures

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
(\$121,580,993)	17.4%	2.8%		>20% increase
	(\$142,771,851)	(\$146,699,825)		

Benchmark: 20%⁷ increase (by 2023)

IV. Percentage of students participating in internships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3.5%	3.4%			>30%

Benchmark: 30%⁷ (by 2023)

V. Percentage of undergraduate students participating in undergraduate research (ISU)

		<u>-</u>		
FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	41%	45%		>30%

Benchmark: 30%⁷ (by 2023)

GOAL 3: SUPPORT K-12 EDUCATION

The Museum will provide leadership and expertise to communities at local, state and national levels through partnership, collaboration.

<u>Objective A: Accessibility</u> – Increase the quantity of student interaction through the museum's unique informal education program.

Performance Measures:

I. Amount of sponsored travel funding for K-12 student visitation to museum

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		\$500	\$2,000	>\$6,100

Benchmark: 300% increase (>\$6,100) by FY2022

II. Number of students attending museum for School Group programming

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		1,998	869*	>3,300

Benchmark: 400% increase (>3,300) by FY2019

III. Number of K-12 age public ("Child" from 4-17 years old) visiting exhibits at museum

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		2,913	2,048*	>4,000

Benchmark: 60% increase (>4,000) by FY2022

GOAL 4: CREATE NEW MUSEUM BUILDING

The Museum maintains facilities and policies to preserve, expand, and make accessible collections for future generations.

Objectives for this goal are currently under development.

Key External Factors

Funding

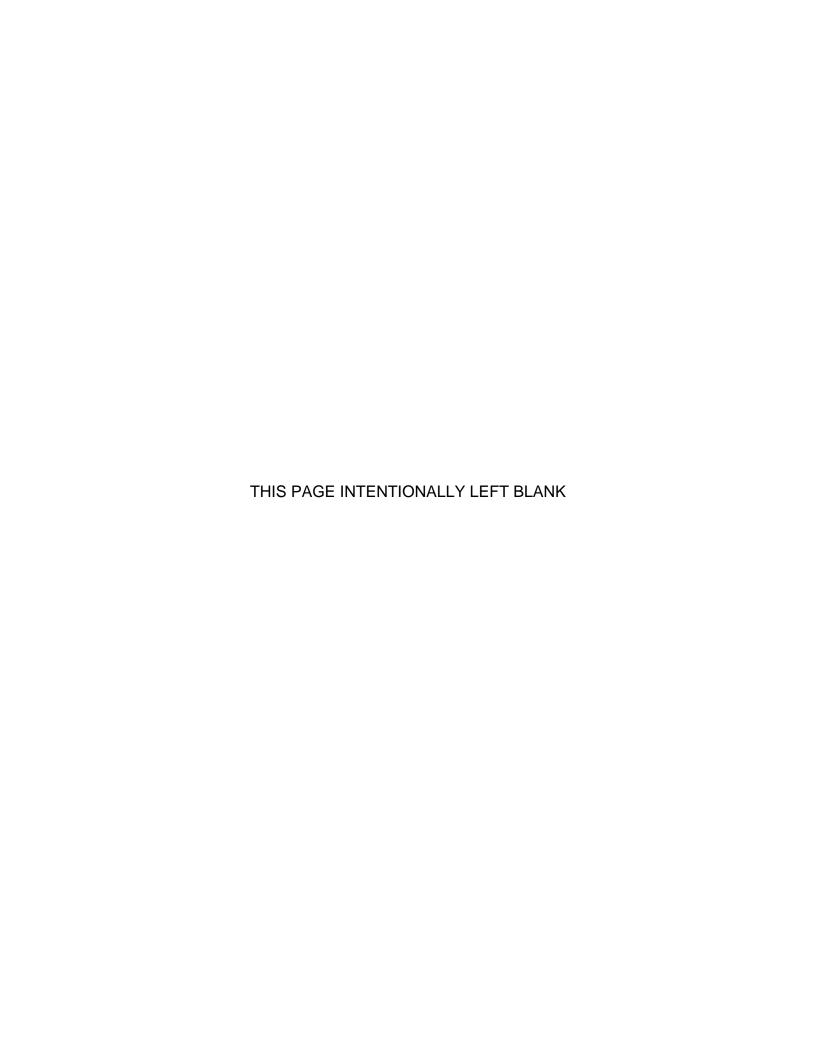
Many of IMNH strategic goals and objectives assume on going and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for IMNH efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Evaluation Process

In May of each year, museum staff will evaluate benchmarks and current numbers for fiscal year. Success and issues will be evaluated and benchmarks will be updated if needed. An advisory board composed of community members will be created in FY2018 and strategic planning will become one of their tasks in future years.

Appendix 1

	S	State Board of	Education Goal	S
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Idaho Museum of				
Natural History				
GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT				
Objective: Participation	✓		✓	
Objective: Community Sponsorships and Giving				✓
GOAL 2: RESEARCH CAPACITY AND TRAINING				
Objective: Student Opportunity	\checkmark	✓	✓	✓
Objective: Synergy and Collaboration	✓	✓		✓
GOAL 3: SUPPORT K-12 EDUCATION				
Objective: Accessibility	√		√	√
GOAL 4: CREATE NEW MUSEUM BUILDING				
Objective: currently under development	$\overline{\hspace{1cm}}$	√	√	✓



Appendix 2

Idaho State University Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
		✓

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review	
✓			

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review	
✓			

TechHelp Strategic Plan 2017 – 2021

MISSION STATEMENT

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2021:

- 80 manufacturers reporting \$100,000,000 economic impact
- 180 jobs created
- >\$20,000 and <\$50,000 Net Income

VISION STATEMENT

TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.

"Our identity is shaped by our results."

GOAL 1

Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

<u>Objective A</u>: Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.

Performance Measure:

I. Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects

FY14 (2013-2014)	FY15 (2014-	FY16 (2015-2016)	FY17 (2016-	Benchmark
	2015)		2017) Q1-Q4	
\$163,426,070	\$34,142,000	\$182,258,168	\$33,022,678	\$100,000,000/180
277 New Jobs	154 New Jobs	340 New Jobs	100 New Jobs	New Jobs

Benchmark: Reported cumulative annual impacts improve by five percent over the prior year achieving \$100,000,000 and 180 new jobs annual reported impact by 2021ⁱ.

Objective B: Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.

Performance Measure:

 Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			Q1-Q3	
N/A	N/A	N/A	17 Small	15 Small
N/A	N/A	N/A	39 Rural	20 Rural
N/A	N/A	N/A	4 Start-Up	10 Start-up
N/A	N/A	N/A	25 Other	35 Other

Benchmark: Number of clients served by category exceeds MEP goal as follows by 2021ⁱⁱ:

15 Small,

20 Rural,

20 Start-up,

35 Other

Objective C: Ensure manufacturing clients are satisfied with services.

Performance Measure:

I. Customer satisfaction reported on MEP survey

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8 out of 10	10 out of 10	9 out of 10	9 out of 10	8 out of 10

Benchmark: Customer satisfaction score is consistently > 8 out of 10ⁱⁱⁱ

Goal 2

Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

Objective A: Increase the number of client projects and events.

<u>Performance Measure</u>:

I. State dollars expended per project/event

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$867	\$1,769	\$1,139	\$774	> Prior year's
				total

Benchmark: Dollars per project/event expended is less than prior year's total^{iv}

Objective B: Offer services to numerous Idaho manufacturers.

Performance Measure:

I. Number of impacted clients per \$ Million federal investment as reported on MEP sCOREcard^v

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
48 Clients	45 Clients	56 Clients	69 Clients	80 Clients
Surveyed	Surveyed	Surveyed	Surveyed	Surveyed

Benchmark: Number of clients served exceeds federal minimum with a goal of 80 clients surveyed (i.e.,110 clients per \$ Million) by 2021^{vi}

Goal 3

Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives A: Increase total client fees received for services.

Performance Measure:

I. Gross and Net revenue from client projects

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$728,284	\$668,217	\$615,117	\$593,940	\$1,200,000 gross annually
\$334,798	\$354,763	\$454,672	\$409,175	\$700,000 net annually

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving \$1,200,000 gross and \$700,000 net annually be 2021^{vii}

Objectives B: Increase external funding to support operations and client services.

Performance Measure:

I. Total dollars of non-client funding (e.g. grants) for operations and client services.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$785,000	\$825,000	\$910,236	\$885,236	\$1,300,000

Benchmark: Total dollars of non-client funding for operations and client services exceed the prior year's total achieving \$1,300,000 by 2021^{viii}.

Key External Factors

I. State Funding:

Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

II. Federal Funding:

The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

III. Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

Evaluation Process

The TechHelp Advisory Board convenes its membership, which is made up of representatives from leaders of manufacturing companies, professional services companies, and Idaho's three universities, to review and recommend changes to the center's planning, client services and strategic plan. Recommendations are presented to the Advisory Board and the Executive Director for consideration. Additionally, as part of the NIST MEP cooperative agreement, the Advisory Board reviews and considers inputs that affect its strategic plan. Plan changes may be brought to the Advisory Board or TechHelp leadership and staff during the year. Review and re-approval occurs annually and considers progress towards performance measure goals, which are formally reviewed quarterly.

Performance towards meeting the set benchmarks is reviewed and discussed quarterly at both TechHelp staff meetings and at Advisory Board Meetings. The Advisory Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained strategic pan.

¹ This benchmark is based on current and projected resources and established best practices based on those resources.

ⁱⁱ This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.

iii This benchmark is based on analysis of customer survey feedback for types of services offered.

^{iv} This benchmark is based on analysis of available resources, types of services and program investment.

^v Methodology using a balanced scorecard.

vi This benchmark is based on federal requirements and projections of federal investment.

vii This benchmark is based on existing average performance levels and a 5% annual increase.

viii This benchmark is based on existing average performance levels and a 5% annual increase.

SUBJECT

Data Management Council Policies and Procedures

REFERENCE

August 2011 Board approved the Data Management

Council Bylaws.

February 2015 Board approved changes to the Data

Management Council policies.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O. Section 33-133(3)(b), Idaho Code

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of the Educational Analytics System of Idaho (EASI) and oversees the creation, maintenance and usage of this P-20 and Workforce system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education (OSBE), public postsecondary institutions, a registrar, State Department of Education, school districts, Career & Technical Education, and the Idaho Department of Labor.

EASI consists of three separate and distinct databases housed and managed by the State Department of Education, the Office of the State Board of Education, and the Idaho Department of Labor.

Section 33-133(3)(b) requires the State Board of Education (Board) to publish and make available policies and procedures to comply with the federal family education rights and privacy act (FERPA) and other relevant privacy laws. The current Council policies and procedures approved by the Board require all data requests to be submitted to the Council. The Council is proposing changing the minimum cell size masking requirement from fewer than 10 to fewer than five (5) and two exemptions to that policy.

IMPACT

Reducing the minimum cell size required for masking from fewer than 10 to fewer than five will result in the ability for the OSBE and the State Department of Education to release data that was previously masked. There are many instances where data regarding school performance cannot be shared due to the current data masking policy because many of our schools are small enough that presenting data in multiple categories may result in a situation where one or more categories will contain fewer than 10 students and therefore must be masked. This change is recommended by the Data Management Council as a way to provide more data while still protecting the identities of students. EASI data where the cell

size is fewer than five or within four from 100% shall be masked unless approval is granted from the Council or is part of the proposed exemptions.

The first proposed exemption applies only to aggregate data and includes enrollment information. Under this proposed change, a report could be released indicating there are, for example, three Hispanic students in a particular grade. If enrollment data are combined with student outcome data, such as proficiency on a test, normal masking rules would apply and this particular example could not be publicly released.

The second proposed exemption applies only to aggregate data and includes test participation information. Under this proposed change, a report could be released indicating that four students from a particular school took an AP exam. If the test participation data are combined with outcome data, such as the scores on the AP exams, normal masking rules would apply and this particular example could not be publicly released. This information provides context for test data and can be used to help explain large changes in test results if the participation rates are low.

ATTACHMENTS

Attachment 1 – Proposed policy

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The current policy does not allow the release of data points for many of the small rural schools where numbers often are fewer than 10. The proposed changes will allow for increased transparency while maintaining the requirement for aggregate data to protect privacy. Aggregate enrollment information is currently released publicly by the U.S. Department of Education. The proposed exemption allows the state to release data that are already being released at the national level.

Staff recommends approval.

BOARD ACTION

I	move	to	approve	the	Data	Management	Council	policies	and	procedures	as
S	submitte	ed	in attachr	nent	: 1.						

Moved by	Seconded by	Carried Yes	No
•	,		

IDAHO STATE BOARD OF EDUCATION DATA MANAGEMENT COUNCIL POLICIES AND PROCEDURES

Scope

The Idaho State Board of Education (Board) is constitutionally and statutorily charged with supervising public education in Idaho, K-20. The Board recognizes the need to measure how well our public schools are preparing children for higher education and how well higher education is preparing Idaho's future workforce. For this purpose, the Statewide Longitudinal Data System (SLDS) was created. The SLDS was created as a means to evaluate and improve the process by which a student progresses through Idaho's educational system. The SLDS allows the Board to detect strengths or weaknesses in Idaho's educational system by identifying trends in groups of students over time. These trends can then be used to analyze the public and higher education systems in order to improve efficiency, effectiveness, and accountability.

The SLDS will maintain a longitudinal record of students from preschool through all levels of the education system (elementary, middle and high schools, and higher education) and into the workforce. This system is a partnership of separate and unique source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, and the State Department of Labor wage record systems. The agreements between these separate groups allows for user-initiated matching of the data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all Personally Identifiable Information (PII) that is collected into the SLDS is protected in accordance with federal and state law. Public reports generated from data within the SLDS do not identify individual students.

The Idaho Data Management Council (Council) is an oversight and controlling body of the SLDS, comprised of representatives approved by the Board from Idaho's public postsecondary institutions, the State Department of Education, the Department of Labor, Professional-Technical Education, Idaho public schools, and Board staff. The Council provides direction and makes recommendations to the Board on policies and procedures for the development and usage of the system, and reports back to the Board as needed on the progress made on issues that require Board consideration. The policies governing the Council and the SLDS are reviewed and approved by the Board of Education.

This policy defines the security of data contained in all parts of the SLDS. The definitions and policies described below are designed to protect the confidentiality of Personally Identifiable Information (PII) contained within Idaho's SLDS.

¹ Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133.

Definitions

Participating Agency – Participating agencies consist of the Idaho State Board of Education, the Idaho State Department of Education, Idaho Professional-Technical Education, Idaho public institutions of higher education, and the Idaho Department of Labor.

Education Records - Information directly related to a student, and recorded in any medium maintained by an educational agency or institution or a person acting for such agency or institution.

Personally Identifiable Information (PII) – Includes: a student's name; the name of a student's family; the student's address; a social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.²

Disclose or Disclosure is the access to, or to release, transfer, or otherwise communication of PII to any party, by any means.³

Data Breach is the unauthorized acquisition of PII.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Aggregate Data is data collected or reported at a group, cohort or institutional level and does not contain Personally Identifiable Information (PII).

Data Access Levels are the four data access levels as defined by the Data Management Council as shown below:

Level 1 - Restricted-Use Data – Student-level data that includes PII. Level 1 data requires specific procedures to protect confidentiality.

Level 2 - Restricted-Use Data — Student-level data where all PII has been removed. Merging Level 1 data with Level 2 data would result in a file that is defined as Level 1.

Level 3 - Restricted-Use Data – Aggregate data created from Level 2 data. Data at this level contains no PII. Data at this level can be manipulated to view the data relative to a variety of data elements in compliance with data restrictions.

Level 4 - Public-Use Data — Aggregate or summarized data created from Level 1, Level 2 or Level 3 data that contains no PII and is provided in a format that cannot

² Idaho Code Title 33, Section 133

³ Family Educational Rights and Privacy Act, 34 CFR Part 99

be manipulated to reveal restricted data elements. Level 4 data may be publicly released.

Data Standards and Quality

- 1. The Council shall maintain a dictionary of student data fields collected for inclusion within the SLDS. The dictionary shall include definitions of the data fields and explanations of the purposes for collecting the data (Data Dictionary). The Data Dictionary shall be available to the public via the Board of Education website: www.boardofed.idaho.gov. The Data Dictionary shall be reviewed annually by the Council, as required by Idaho Code, Section 33-133(3) (a). The annual review will ensure that no data is collected into the SLDS other than as set forth in the Data Dictionary. The annual review will include a determination of whether new data elements should be included into the SLDS. Any proposed changes to the Data Dictionary are subject to prior approval by the Board. Any Board approved changes made to the Data Dictionary shall be submitted to the Idaho State Legislature and the Idaho Governor annually for review and approval in accordance with Idaho law.
- 2. The Data Management Council is responsible for the accuracy and quality of the data contained in the SLDS. The Data Management Council shall conduct an annual review of the data contained in the SLDS to ensure that data collected is in accordance with the definitions in the Data Dictionary.
- 3. The Council shall recommend to the Board minimum cell size for public reports to prevent identification of individuals. The Board will set the cell size restrictions as required by Idaho Code, 33-133(1)(b).

Access and Security

- The SLDS data shall be housed on a secure server, as defined through a Memorandum of Understanding (MOU) between the Office of the State Board of Education (OSBE) and the State Department of Education (SDE). All hardware, software, and network infrastructure shall be secured by a firewall from unauthorized external access, require individual user accounts, and be password protected to control internal access.
- 2. Periodic tests shall be run to ensure that technical safeguards remain effective. Documentation of the dates of tests run shall be maintained at OSBE.
- 3. Access to the K-12 and postsecondary SLDS shall be limited to those employees of OSBE and SDE who require access to perform their assigned duties. An annual review of existing access shall be performed by the Council.
- 4. Access to the SLDS shall require the use of a password. Passwords shall be unique to the assigned employee and shall not be shared.

- 5. Data uploaded to and downloaded from the SLDS shall be done using secure methods to protect the data from a Data Breach or Unauthorized Data Disclosure.
- Requests for SLDS data that do not require linking data across participating agencies and meet Level 4 Data Access Level specifications may be fulfilled by the agency that governs the requested data, pursuant to section 33-133, Idaho Code.
- 7. Requests for SLDS data that require linking data across participating agencies or fall within Levels 1, 2, or 3 Data Access Level specifications must be submitted to the Council using the "Data Request Form" and if required the "Acknowledgement of Confidentiality Requirements" publicly available on the OSBE website. Data requests for non-Level 4 data by non-participating state agencies require the completion of an MOU. Data requests for non-Level 4 data external to state agencies require completion of a Memorandum of Agreement (MOA) and "Acknowledgement of Confidentiality Requirements". Approving applicable SLDS data requests will be the responsibility of the Council or its designee. Approved requests will be processed in accordance with applicable state and federal law.
- 8. Requests for SLDS student-level data by the original custodian of those data may be fulfilled by the participating agency collecting the requested data.
- The Council will determine that human subjects research requirements are met and approved by an Institutional Review Board (IRB) and any certificates of approval are submitted to OSBE before approval of the research request.
- 10. The Council will verify that the annual IRB review is completed.
- 11. The Council is charged with evaluating requests for SLDS data, determining whether access to data is allowed under federal and state law, and ensuring that when access to data is allowed, data is provided at the Data Access Level that is most protective of privacy while still meeting the stated purpose for the request. The Council shall not approve a Data Access Level that provides greater detail than what is necessary to fulfill the data request.
- 12. In compliance with FERPA guidelines, the Council shall maintain a record detailing all requests for data from the SLDS and including:⁴
 - a. The date of the request and the date of the response
 - b. A description of the data requested
 - c. The data provided in response to the request, if any
 - d. If PII was included in the data provided, the statutory authorization for providing it shall be recorded and a copy of the executed agreement governing the security, use and destruction of the PII shall be maintained in the Board offices.
- 13. Any request by a student or their parent for individual student records shall be redirected to the original custodian of the data.

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⁴ 20 U.S.C. 1232g(b)(4); 20 U.S.C. 1232g(j)(4)

- 14. Any release of data approved by the Council will include in the MOA or MOU details on limitations of use of the data, including length of time the data can be used, and procedures for destroying the data when use is complete.
- 15. Publicly released reports shall contain only aggregate data and not contain PII.
- 16.PII will not be disclosed unless in compliance with the limited circumstances allowed by state and federal law.⁵
- 17. If the disclosure of PII is allowed under federal or state law under an exception requiring a written agreement to document the use, security and destruction of the data; data shall not be disclosed prior to the execution of the agreement.
- 18. PII shall not be stored on unencrypted portable devices or laptops.
- 19. Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of five, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of fewer than five students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.
- 20. Aggregated enrollment data with no student outcomes is exempt from the cell size masking policy. This can include the school, grade level, gender, and race/ethnicity. Normal masking rules apply when any other identifying or educational outcome information is included.
- 21. Aggregate assessment participation data is exempt from the cell size masking policy when aggregated to the school, grade, and/or test. The exempt exams are the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Advanced Placement (AP), Preliminary Scholastic Aptitude Test (PSAT), American College Testing (ACT), and the Scholastic Aptitude Test (SAT). Normal masking rules apply when any other identifying or education outcome information is included.

Change Management and Prioritization

- 1. The Council shall review proposed enhancements to the SLDS and shall set priorities for the development of those enhancements.
- 2. The Council shall recommend any proposed enhancements to the SLDS to the Board, including changes to the governing policies and procedures which may affect access and security policies.

⁵ Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133

3. The Council shall review and approve or deny any proposed changes to existing functionality or data definitions of the SLDS.

Training and Communication

- 1. The Council shall oversee the training of SLDS users to ensure consistency in procedures and adherence to access and security policies.
- 2. The Council shall review and approve specific training plans established by OSBE, SDE, and the Idaho Department of Labor, for properly securing SLDS data.
- 3. Training shall include building an understanding of federal and state privacy laws which protect the rights of students and compliance with IRB requirements.
- 4. The Council shall establish a webpage on the Board's website to provide the public with information pertinent to the SLDS.

SUBJECT

College and Career Readiness Competencies

REFERENCE

April 2017 The Board reviewed and discussed the College and

Career Readiness Competencies and requested the

addition of "Knowledge of Core Subjects."

May 2017 The Board discussed incorporated the College and

Career Readiness Competencies into administrative

rule once approved.

BACKGROUND/DISCUSSION

The Board was presented with draft College and Career Readiness Competencies developed by a cross section of representatives for consideration. The approval of college and career readiness competencies will help to align expectation across systems, including: public education (K-20), labor, and commerce.

A formal definition may be used to inform policy and specific strategies and actions that will ensure students are well positioned to succeed after high school.

IMPACT

Utilization of a common definition and competencies for college and career readiness would help state agencies, institutions and public schools align efforts, expectations and outcomes.

ATTACHMENTS

Attachment 1 – College and Career Readiness Competencies

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the April 2017 Board meeting, staff were asked to add academic skills as a competency. This additional competency can be found under the title of "Knowledge of Core Subjects." No other changes were made between the competencies presented to the Board at the April 2017 meeting and those provided in Attachment 1.

At the May 2017 Board Retreat as part of the discussion on system-wide strategies, the Board discussed incorporating college and career readiness competencies as a minimum standard for students in the public school (K-12) system. Once approved, staff will bring back to the Board for consideration the incorporation of the standards into administrative rule. At the time, the Board will have an additional opportunity to consider the competencies and make additional changes.

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I move to approve the	College and Caree	r Readiness	Competencies a	as submitted
n Attachment 1				

Moved by	Seconded by	Carried Yes	No
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College and Career Readiness¹

<u>Purpose</u>: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

<u>Definition</u>: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.
- Critical Thinking/Creative Problem Solving: Exercise sound reasoning to analyze
 issues, make decisions, identify problems and use good judgment to implement
 solutions and overcome problems. The individual is able to obtain, interpret, and use
 knowledge, facts, and data in this process, and may demonstrate originality and
 inventiveness.
- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.
- Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.
- Digital Literacy: Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.

¹ The definition and most of the competencies were drawn heavily from the National Association of Colleges and Employers' "Definition of Career Readiness and Competencies" (http://www.naceweb.org/knowledge/career-readiness-competencies.aspx).

- Leadership: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.
- Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.
- Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.
- Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.²

² Council for Economic Education, *National Standards for Financial Literacy*.

COLLEGE OF EASTERN IDAHO

SUBJECT

Trustee Zones

REFERENCE

June 2016

Board approved trustee zones for College of Southern Idaho, College of Western Idaho, and North Idaho College.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2104A and 33-2106, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-2104A, Idaho Code, each community college district must be divided into five trustee zones. Each trustee position on the community college board is designated to a zone. Trustees must reside within the trustee zone they are designated in, however, all eligible electors residing within the community college district may vote for candidates in each and every zone.

Section 33-2104A, Idaho Code requires the trustee zones be established by the State Board of Education in a similar manner to the requirements for the Board to set school district trustee zones.

These include:

- The zones must be as nearly equal in population as practicable.
- If the community college district is situated within two or more counties, and any one of the counties has sufficient population to warrant at least one zone, then the boundaries of a trustee zone shall be located wholly within the boundaries of such county.
- The proposals to define or redefine the boundaries must include:
 - a legal description of each proposed trustee zone;
 - a map of the district showing how each proposed trustee zone would appear; and
 - o the approximate population each zone would have.

Legislative history for section 33-2104A, Idaho code, specifies that the same process for zoning and rezoning currently prescribed for school districts should be used by the State Board of Education. In addition to the zoning and rezoning for expansion provisions language is included that parallels the school district zoning requirements, requiring that each district submit a proposal for rezoning to the State Board of Education following the decennial census.

IMPACT

Approval of the trustee zones will allow the Board to then consider applicants for the Board of Trustees for the new community college.

ATTACHMENTS

Attachment 1 – Trustee Zone 1 Legal Description	Page 3
Attachment 2 – Trustee Zone 2 Legal Description	Page 4
Attachment 3 – Trustee Zone 3 Legal Description	Page 5
Attachment 4 – Trustee Zone 4 Legal Description	Page 6
Attachment 5 – Trustee Zone 5 Legal Description	Page 9
Attachment 6 – Trustee Zone Map	Page 12

STAFF COMMENTS AND RECOMMENDATIONS

In alignment with the school district zoning requirements and population variance standard set by the Board, legal descriptions are certified by an individual qualified to write property legal descriptions, the populations have a less than five percent variance, and where practicable existing boundary lines, such as census blocks, city boundaries, county boundaries, roads, geographical boundaries or other types of boundaries would be used.

The populations for each zone in the attached proposal are:

Zone 1 – 22,888 Zone 2 – 21,387 Zone 3 – 21,567

Zone 4 – 22,587

Zone 5 - 21,660

A more detailed map may be accessed at: http://bonneville.maps.arcgis.com/apps/webappviewer/index.html?id=a5ddbacb8 3ab4e7d95d00e6e6fca3323

The submitted zones meet the statutory requirements. Staff recommends approval.

BOARD ACTION

I move to approve the community college district trustee zone boundaries for the College of Eastern Idaho as submitted in Attachments 1 through 5.

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Moved by	/ Seconded by	Carried Yes	s No
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Trustee Zone 1

Commencing at the northwest corner of Bonneville County, Idaho, common to Jefferson County, Idaho, and Bingham County, Idaho, being the northwest corner of Township 3 North, Range 34 East, B.M., the **True Point of Beginning.**

- 1) Thence, easterly, along the north line of said Bonneville County, being coincident with the north line of said Township 3 North Range 34 East, Township 3 North Range 35 East, Township 3 North Range 36 East, and Township 3 North Range 37 East, to the Thread of the Snake River.
- 2) Thence, following the thread of the Snake River, in a southerly direction, to a point of intersection with the County Line common to Bonneville and Bingham Counties, being a point on the section line common to Sections 15 and 16, Township 1 North Range 37 East.
- 3) Thence, north, along said Bonneville/Bingham County Line, to the Section Corner common to Sections 9, 10, 15, & 16 of said Township 1 North Range 37 East.
- 4) Thence, west, along said Bonneville/Bingham County Line, following the south section lines of Sections 9, 8, and 7 of said Township 1 North Range 37 East.
- 5) Thence, continuing west, along said Bonneville/Bingham County Line, following the south section lines of Sections 12, 11, 10, 9, 8, and 7 of said Township 1 North Range 36 East.
- 6) Thence, continuing west, along said Bonneville/Bingham County Line, following the south section lines of Sections 12, 11, 10, 9, 8, and 7 of said Township 1 North Range 35 East.
- 7) Thence, continuing west, along said Bonneville/Bingham County Line, following the south section lines of Sections 12, 11, 10, 9, 8, and 7 of said Township 1 North Range 34 East.
- 8) Thence, north, along said Bonneville/Bingham County Line, following the west line of Township 1 North 34 East, Township 2 North Range 34 East, and Township 3 North Range 34 East, to the **Point of Beginning.**

Trustee Zone 2

Commencing at the most southwesterly corner of Bonneville County, Idaho, common with Bingham County, Idaho, being the southwest corner of Section 15, Township 1 North, Range 37 East, B.M., the **True Point of Beginning.**

- 1) Thence, north, along the County Line common to Bonneville and Bingham Counties, being the west section line of said Section 15, to a point of intersection with the Thread of the Snake River.
- 2) Thence, departing said County Line, following the thread of the Snake River, in a northerly direction, to a point of intersection with the approximate centerline of Idaho State Highway 20.
- 3) Thence, departing said Thread, northeasterly, generally along the centerline of Idaho State Highway 20, to a line that intersects a westerly extension of the centerline of West Anderson Street.
- 4) Thence, easterly, along said extension and West Anderson Street, to the intersection with East Anderson Street.
- 5) Thence, continuing easterly, along East Anderson Street to the intersection of North Yellowstone Highway (Idaho Highway 26) and East Lincoln Road.
- 6) Thence, continuing easterly, along East Lincoln Road to the intersection of North Woodruff Avenue.
- 7) Thence, southerly, along North Woodruff Avenue, to the intersection of Kearney Street.
- 8) Thence, westerly, along Kearney Street, to the intersection of Kelsey Avenue.
- 9) Thence, southerly, along Kelsey Avenue to the intersection of Garfield Street.
- 10) Thence west, along Garfield Street, to a point of intersection with the section line common to Sections 16 & 17, Township 2 North, Range 38 East, B.M.
- 11) Thence, south, along said section line, to the section corner common to Sections 16, 17, 20, & 21, Township 2 North, Range 38 East, B.M., said point lies generally on the centerline of 1st Street.
- 12) Thence, westerly, along 1st Street to the intersection of Northgate Mile/North Yellowstone Highway.
- 13) Thence, southwesterly, along Northgate Mile/North Yellowstone Highway to the intersection of South Boulevard.
- 14) The, south along South Boulevard, to the intersection of East 17th Street.
- 15) Thence, west, along East 17th Street to the intersection of South Holmes Avenue.
- 16) Thence, southerly, along South Holmes Avenue, to the intersection of East Sunnyside Avenue.
- 17) Thence, continuing southerly, along South Holmes Avenue, turning with a curve to the right, westerly into East 73rd Street.
- 18) Thence, westerly, along East 73rd Street, turning with a curve to the left into South 1st East.
- 19) Thence, southerly, along South 1st East Street, to the intersection of West 97th Street.
- 20) Thence, west along West 97th Street, to the **Point of Beginning**.

Trustee Zone 3

Commencing at the intersection of East Sunnyside and South Holmes Avenue, being the section corner common to Sections 29, 30, 31, & 32, Township 2 North, Range 38 East, B.M., the **True Point of Beginning.**

- 1) Thence, easterly, along East Sunnyside Road, to the intersection of Western Avenue.
- 2) Thence, northerly, along Western Avenue, to the intersection of Rawson Street.
- 3) Thence, westerly, along Rawson Street to the intersection of Hillam Drive.
- 4) Thence, northerly, along Hillam Drive, to the intersection of Teton Street.
- 5) Thence, westerly, along Teton Street, to the intersection of Avocet Drive.
- 6) Thence, northerly, along Avocet Drive, to the intersection of East 17th Street.
- 7) Thence, easterly, along East 17th Street, to the intersection of South Ammon Road.
- 8) Thence, northerly, along South Ammon Road, to the intersection of Jason Drive.
- 9) Thence, easterly, along Jason Drive, to the intersection of South Adams Lane.
- 10) Thence, southeasterly, along South Adams lane, to a point of intersection with the north line of Briarwood # 6 Subdivision.
- 11) Thence, easterly along said north line, to a point of intersection the centerline of the Eastern Idaho Rail bed, being the west line of the City of Ammon.
- 12) Thence, northerly along said rail bed and west line of the City of Ammon, to a point of intersection with 1st Street.
- 13) Thence, westerly, along 1st Street, to the intersection of North 25th East (Hitt Road).
- 14) Thence, northerly, along North 25th East (Hitt Road) to the intersection of East Lincoln Road.
- 15) Thence, westerly, along East Lincoln Road, to the intersection of North Woodruff Avenue.
- 16) Thence, southerly, along North Woodruff Avenue, to the intersection of Kearney Street.
- 17) Thence, westerly, along Kearney Street, to the intersection of Kelsey Avenue.
- 18) Thence, southerly, along Kelsey Avenue to the intersection of Garfield Street.
- 19) Thence west, along Garfield Street, to a point of intersection with the section line common to Sections 16 & 17, Township 2 North, Range 38 East, B.M.
- 20) Thence, south, along said section line, to the section corner common to Sections 16, 17, 20, & 21, Township 2 North, Range 38 East, B.M., said point lies generally on the centerline of 1st Street.
- 21) Thence, westerly, along 1st Street to the intersection of Northgate Mile/North Yellowstone Highway.
- 22) Thence, southwesterly, along Northgate Mile/North Yellowstone Highway to the intersection of South Boulevard.
- 23) The, south along South Boulevard, to the intersection of East 17th Street.
- 24) Thence, east, along East 17th Street to the intersection of South Holmes Avenue.
- 25) Thence, southerly, along South Holmes Avenue, to the intersection of East Sunnyside Avenue, being the **Point of Beginning.**

Trustee Zone 4

Commencing at the intersection of the approximate centerline of State Highway 20 and the Thread of the Snake River, the **True Point of Beginning.**

- 1) Thence, following the thread of the Snake River, in a northerly direction, to a point of intersection with the section line common to Sections 24 & 25, Township 3 North, Range 37 East, and B.M.
- 2) Thence east, along the section line common to said Sections 24 & 25, to the section corner common to Sections 24 & 25 Township 3 North Range 37 East, B.M. and Sections 19 & 30, Township 3 North, Range 38 East, B.M.
- 3) Thence, continuing east, along the section line common to Sections 19 & 30 Township 3 North, Range 38 East, B.M. to the section corner common to Sections 19, 20, 29 & 30, Township 3 North Range 38 East, B.M.
- 4) Thence, continuing east, along the section line common to Sections 20 & 29 Township 3 North, Range 38 East, B.M., following East 81st North, to the section corner common to Sections 20, 21, 28, & 29, at the intersection of East 81st North and North 15th East.
- 5) Thence, south, along the section line common to Sections 28 & 29, following North 15th East, to the section corner common to Sections 28, 29, 32, & 33, Township 3 North, Range 38 East, B.M., at the intersection of North 15th East and East 65th North.
- 6) Thence, east, along the section line common to Sections 28 & 33, Township 3 North, Range 38 East, B.M., to the section corner common to Sections 27, 28, 33 & 34, at the intersection of East 65th North and North 25th East.
- 7) Thence, south, along the section line common to Sections 33 & 34, Township 3 North, Range 38 East, B.M., to the section corner common to Sections 33 & 34, Township 3 North, Range 38 East, B.M. and Sections 3 & 4, Township 2 North, Range 38 East, B.M., at the intersection of North 25th East and East 49th North.
- 8) Thence, east, along the township line common to Section 34, Township 3 North, Range 38 East, B.M. and Section 3, Township 2 North, Range 38 East, B.M., to the section corner common to Sections 2 & 3, Township 2 North, Range 38 East, B.M. and Sections 34 & 35 Township 3 North, Range 38 East, B.M., at the intersection of East 49th North and North Ammon Road.
- 9) Thence, south, along the section line common to Sections 2 & 3, Township 2 North, Range 38 East, B.M., to the section corner common to Sections 2, 3, 10, & 11, Township 2 North, Range 38 East, B.M., at the intersection of North Ammon Road and East Iona Road.
- 10) Thence, west, along the section line common to Section 3 & 10, Township 2 North, Range 38 East, B.M., following East Iona Road, to the intersection of Sego Lily Drive.
- 11) Thence south along Sego Lily Drive to the intersection of Pinnacle Drive.
- 12) Thence west along Pinnacle Drive to the intersection of North Wildflower Drive.
- 13) Thence south along North Wildflower Drive to the intersection of Skyview Drive.
- 14) Thence west along Skyview Drive to the intersection of Tegan Drive.
- 15) Thence south along Tegan Drive to the intersection of East Larson Drive.
- 16) Thence west along East Larson Drive to the west line of Summit Park # 8, located in the NE1/4 Section 10, Township 2 North Range 38 East, B.M.
- 17) Thence south along the west line of Summit Park # 8, to the north line of the Eastern Idaho Railroad Inc. right-of-way.
- 18) Thence easterly, along the north line of said right-of-way, to the intersection of North Ammon Road.
- 19) Thence continuing easterly along said north line of railroad right-of-way, to the intersection of North 45th East.

- 20) Thence, north, along the section line common to Section 2 & 11, Township 2 North Range 38 East, B.M., following North 45 East, to the intersection of East Iona Road.
- 21) Thence, east, along East Iona Road to the intersection of 1st Street.
- 22) Thence, south, along 1st Street to the intersection of Scorsby Street.
- 23) Thence, easterly, along Scorsby Street to the intersection of North Main Street.
- 24) Thence, continuing easterly, along Scorsby Avenue to the intersection of North 55th East, with said intersection lying on the Range line common to Section 7, Township 2 North, Range 39 East and Section 12, Township 2 North, Range 38 East, B.M.
- 25) Thence, south, along the range line common to Township 2 North, Range 39 East and Township 2 North, Range 38 East, B.M., following North 55th East, to the section corner common to Sections 13 & 24 Township 2 North, Range 38 East and Sections 18 & 19, Township 2 North, Range 39 East, B.M.
- 26) Thence, west, along the section line common to Sections 13 & 24 Township 2 North, Range 38 East, following 1st Street, to the intersection of South 52nd East.
- 27) Thence, south, along South 52nd East, following a projected line to the south to intersect East 21st S.
- 28) Thence, west, along East 21st S, to the north-south, longitudinal mid-section line of Section 25, Township 2 North, Range 38 East, B.M.
- 29) Thence, south, along said longitudinal section line, through Section 25, to the intersection of East Sunnyside Lane.
- 30) Thence, westerly, along East Sunnyside Lane, to the intersection of South Ammon Road.
- 31) Thence, southerly, along South Ammon Road, to the intersection of East 49th South.
- 32) Thence, westerly, approximately 1375 feet more or less to a canal.
- 33) Thence, northerly, running along said canal.
- 34) Thence, turning westerly, running along said canal approximately.
- 35) Thence, turning northerly, along said canal, and running to a point of intersection on East Sunnyside
- 36) Thence, easterly, along East Sunnyside Road, to the intersection of Western Avenue.
- 37) Thence, northerly, along Western Avenue, to the intersection of Rawson Street.
- 38) Thence, westerly, along Rawson Street to the intersection of Hillam Drive.
- 39) Thence, northerly, along Hillam Drive, to the intersection of Teton Street.
- 40) Thence, westerly, along Teton Street, to the intersection of Avocet Drive.
- 41) Thence, northerly, along Avocet Drive, to the intersection of East 17th Street.
- 42) Thence, easterly, along East 17th Street, to the intersection of South Ammon Road.
- 43) Thence, northerly, along South Ammon Road, to the intersection of Jason Drive.
- 44) Thence, easterly, along Jason Drive, to the intersection of South Adams Lane.
- 45) Thence, southeasterly, along South Adams lane, to a point of intersection with the north line of Briarwood # 6 Subdivision.
- 46) Thence, easterly along said north line, to a point of intersection the centerline of the Eastern Idaho Rail bed, being the west line of the City of Ammon.
- 47) Thence, northerly along said rail bed and west line of the City of Ammon, to a point of intersection with 1st Street.
- 48) Thence, westerly, along 1st Street, to the intersection of North 25th East (Hitt Road).
- 49) Thence, northerly, along North 25th East (Hitt Road) to the intersection of East Lincoln Road.
- 50) Thence, westerly, along East Lincoln Road, to the intersection of North Yellowstone Highway, Route 26.
- 51) Thence, continuing westerly, from where East Lincoln Road turns into East Anderson Street, along East Anderson Street, to West Anderson Street.

- 52) Thence, continuing westerly, along West Anderson Street, then following a line extending west from West Anderson Street to a point of intersection of the approximate centerline of Idaho State Highway 20.
- 53) Thence, southwesterly, along said approximate centerline to the Thread of the Snake River being the **Point of Beginning.**

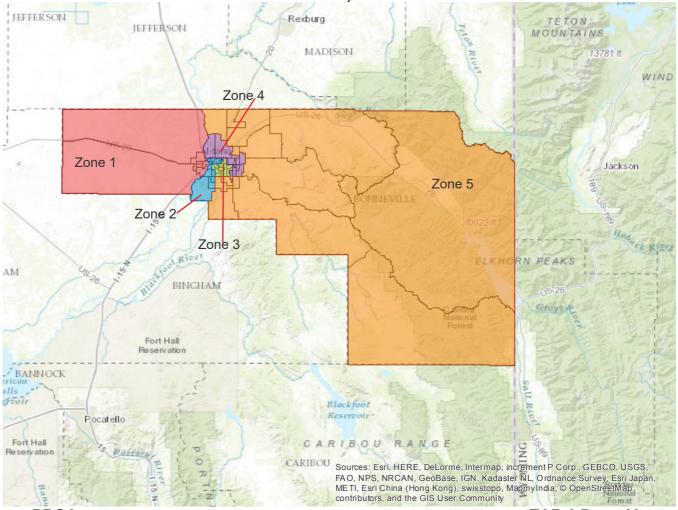
Trustee Zone 5

Commencing at a corner common to Bonneville County and Jefferson County, Idaho, at the Northwest corner of Section 1, Township 3 North, Range 37 East, Boise Meridian, the **True Point of Beginning**.

- 1) Thence easterly along the North boundary of Bonneville County, Idaho being common with the north line of Township 3 North, Ranges 37, 38, 39, 40, and 41 East to the Northeast Corner of Section 1, Township 3 North, Range 41 East B.M.;
- 2) Thence southerly along the North boundary of Bonneville County, being coincident with the east line of Section 1, Township 3 North Range 41 East to the Northwest corner of Section 6, Township 3 North, Range 42 East B.M.;
- 3) Thence easterly along the North boundary of Bonneville County, Idaho being common with the north line of Township 3 North, Ranges 42, 43, and a portion of 44 East to a point of intersection with Bonneville County and Teton County Idaho as well as the North line of Section 3, Township 3 North, Range 44 East B.M.;
- 4) Thence southeasterly along the line common to Bonneville County and Teton County, Idaho to a point of intersection with the East line of the Idaho Border, being located in Section 16, Township 2 North, Range 46 East B.M.;
- 5) Thence southerly along the East line of the Idaho Border, being common with the East line of Bonneville County, to a point of intersection with the South boundary of Bonneville County and the North line of Caribou County, Idaho, being located in Section 34, Township 4 South, Range 46 East B.M.:
- 6) Thence westerly along the south boundary of Bonneville County, being common with the South line of Township 4 South, Ranges 46 and 45 East to the Southwest corner of Section 31, Township 4 South, Range 45 East B.M.;
- 7) Thence northerly along the West line of Section 31 to the Southeast corner of Section 36, Township 4 South, Range 44 East B.M.;
- 8) Thence westerly along the south boundary of Bonneville County, being common with the South line of Township 4 South, Ranges 42, 43 and 44 East B.M. to the Southwest corner of Section 31, Township 4 South, Range 42 East B.M.; to the intersection of the Bingham, Bonneville and Caribou County lines;
- 9) Thence northerly along the westerly boundary of Bonneville County, being the common line between ranges 41 and 42 East B.M., to the Northwest corner of Section 6, Township 2 South, Range 42 East B.M.;
- 10) Thence westerly along the south boundary of Bonneville County, being common with the south line of Township 1 South, Ranges 40 and 41 East B.M., to the Southwest corner of Section 31, Township 1 South, Range 40 East B.M.;
- 11) Thence northerly along the westerly boundary of Bonneville County, being common with the west line of Township 1 South, Ranges 39 and 40 East B.M., to the Northwest corner of Section 6, Township 1 South, Range 40 East B.M.;
- 12) Thence westerly along the south boundary of Bonneville County, being common with the south line of Township 1 North, Ranges 38 and 39 East B.M. to the Southwest corner of Section 31, Township 1 North, Range 38 East B.M.;
- 13) Thence northerly along the west boundary of Bonneville county, also being the common line between Township 1 North, Ranges 37 and 38 East B.M., to the Norwest corner of Section 19, Township 1 North, Range 38 East B.M.;
- 14) Thence easterly along the north line of Section 19, Township 1 North, Range 37 East B.M. to the intersection of South 1st Street;

- 15) Thence northeasterly following along South 1st Street, East 73rd Street and South Holmes to a point of intersection with East Sunnyside Road, point being common with the Northwest corner of Section 32, Township 2 North, Range 38 East B.M.;
- 16) Thence easterly along East Sunnyside Road to the intersection of a canal, being located just west of the intersection of South Stonegate Drive and East Sunnyside Road in Section 34, Township 2 North, Range 38 East B.M.;
- 17) Thence following along the canal in a general south and easterly direction to a point of intersection with East 49th Street, being common with the South line of Section 34, Township 2 North, Range 38 East B.M.;
- 18) Thence easterly along East 49th Street to the intersection of South Ammon Road, being common with the Southeast corner of Section 34, Township 2 North, Range 34 East B.M.;
- 19) Thence northerly along South Ammon Road to a point of intersection with East Sunnyside Road, being common with the Northeast corner of Section 34, Township 2 North, Range 38 East B.M.;
- 20) Thence easterly along East Sunnyside Road to an extension of the longitudinal centerline of Section 25, Township 2 North, Range 38 East B.M.;
- 21) Thence northerly along the longitudinal centerline to a point of intersection with East 21 Street, being located in Section 25, Township 2 North, Range 38 East B.M.;
- 22) Thence easterly along East 21st Street to a point of intersection with South 52nd Street, being located in Section 25, Township 2 North, Range 38 East B.M.;
- 23) Thence northerly along South 52nd Street to a point of intersection with East 1st Street, said point being located on the south line of Section 13, Township 2 North, Range 38 East B.M.;
- 24) Thence easterly along East 1st Street being common with the South line of Section 13, Township 2 North, Range 38 East B.M. to the Southeast corner of said Section 13, also being a point of intersection with North 55th Street;
- 25) Thence northerly along North 55th Street, being common with the east lines of Section 13 and part of Section 12, Township 2 North, Range 38 East B.M., to a point of intersection with East Scoresby Avenue;
- 26) Thence westerly along East Scoresby Avenue to a point of intersection with North Olsen Road;
- 27) Thence northerly along North Olsen Road to a point of intersection with East Owens Avenue;
- 28) Thence westerly along East Owens Avenue, also being known as East Iona Road, to a point of intersection with North 45th Street, being located on the East line of Section 2, Township 2 North, Range 38 East B.M.;
- 29) Thence southerly along the section line common to Section 2 & 11, Township 2 North Range 38 East, B.M., following North 45th Street to the intersection with the Eastern Idaho Railroad Inc.;
- 30) Thence continuing westerly along said railroad to a point of intersection with the West boundary of Summit Park No. 8, located in the NE1/4 Section 10, Township 2 North Range 38 East, B.M.;
- 31) Thence northerly along said West boundary of said Summit Park No. 8 to a point of intersection with East Larson Drive;
- 32) Thence easterly along East Larson Drive to a point of intersection with North Tegan Drive;
- 33) Thence northerly along North Tegan Drive to a point of intersection with East Skyview Drive;
- 34) Thence easterly along East Skyview Drive to a point of intersection with North Wildflower Drive;
- 35) Thence northerly along North Wildflower Drive to a point of intersection with East Pinnacle Drive;
- 36) Thence easterly along East Pinnacle Drive to a point of intersection with North Sego Lily Drive;
- 37) Thence northerly along North Sego Lily Drive to a point of intersection with East Iona Road;
- 38) Thence easterly along East Iona Road, being common with the line between Sections Section 3 and 10, Township 2 North, Range 38 East, B.M., to a point of intersection with North Ammon Road, also being the Southeast corner of Section 3, common to Sections 2, 3, 10, & 11, Township 2 North, Range 38 East, B.M.;

- 39) Thence northerly along North Ammon Road along the section line common to Sections 2 & 3, Township 2 North, Range 38 East, B.M. to a point of intersection with East 49th Street, also being the Northeast Corner of said Section 3;
- 40) Thence westerly along East 49th Street, common with the north line of Section 3, Township 2 North, Range 38 East, B.M. to a point of intersection with North 25th Street, also being the Northwest corner of said Section 3;
- 41) Thence northerly along North 25th Street, being common with the line to Sections 33 & 34, Township 3 North, Range 38 East, B.M., to the Northeast corner of said Section 33, being the intersection of North 25th Street and East 65th North;
- 42) Thence westerly along East 65th North being common with the north line of Section 33, Township 3 North, Range 38 East, B.M., to the Northwest corner of said Section 33, being a point of intersection with East 65th North and North 15th Street;
- 43) Thence northerly along the section line common to Sections 28 & 29, following North 15th East, to the section corner common to Sections 20, 21, 28, & 29,, Township 3 North, Range 38 East, B.M., at the intersection of North 15th East and East 81st North;
- 44) Thence westerly along East 81st North, being common with the north line of Sections 29 and 30, Township 3 North, Range 38 East, and extending westerly to a point of intersection with the thread of the Snake River;
- 45) Thence northerly along the thread of the Snake river to a point of intersection with the Jefferson and Bonneville County line, being located on the north line of Section 2, Township 3 North, Range 37 East, B.M.,
- 46) Thence easterly along the boundary between Jefferson and Bonneville County Idaho to the Northwest corner of Section 1, Township 3 North, Range 37 East, B.M., to the **Point of Beginning.**



SUBJECT

Instructional/Pupil Service Staff Evaluation Review for the 2015-2016 Academic Year – Final Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1004B(14).

BACKGROUND/DISCUSSION

Effective July 1, 2015, Idaho Code § 33-1004B(14), specifically requires a review of a sample of teacher evaluations, conducted annually:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each evaluation component as outlined in administrative rule and the rating given for each component.
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

Starting in fiscal year 2017 this review was conducted by the Office of the State Board of Education. This review looked at instructional staff evaluations conducted in 2015-2016 school year. The evaluation review was conducted in two parts. The first portion of the annual review, *Phase One*, was completed on February 10, 2017. This phase focused on the requirements called out in IDAPA 08.02.02.120, and whether the review was conducted with fidelity to the state framework.

The Office of the State Board of Education staff randomly selected approximately 200 administrators who were active in the 2015- 2016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district uploaded at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. All materials had identifying information redacted prior to disseminate to the reviewers. Timeline for the process was as follows:

- OSBE informed districts of randomly chosen administrators and requested a list of all the teachers and pupil service staff that the selected administrator evaluated during the 2015-2016 school year.
- OSBE staff randomly selected at least two teachers and one pupil service staff person, reviewed by each administrator.
- Prior to January 12, 2017, OSBE staff informed districts of the randomly selected staff members and requested the following documents be submitted for each, via a secure portal, no later than January 26, 2017:
 - o Observations used to inform the staff members' summative evaluation

- Completed, summative annual evaluation to include the professional practice portion as well as the student achievement section
- On February 9-10, 2017, twenty education leaders, certified for proficiency in the state evaluation system, met at the Office of the State Board of Education.
 The team reviewed evaluations for compliance with Code and Rule and supplied comments and recommendations at the end of the two-day session.

The second part of the review, *Phase Two*, was conducted from March 7 through March 23, 2017. From the administrators/evaluations selected in *Phase One*, approximately 10% were subject for a more in-depth review focused on district evaluation practices. Reviewers examined the evidence and artifacts used to determine the ratings assigned to each educator, by component. Information on district implementation of the evaluation system was also documented. Reviewers solicited feedback from administrators regarding the process to better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations.

The purpose of Phase Two was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, requisite district policy was reviewed for alignment with administrative rule, and district leaders were interviewed to better understand implementation practices.

The attached report provides the findings and recommendations from the FY2017 evaluation review process.

IMPACT

Annual evaluation reviews allow state policy makers to verify that the state framework is being implemented with fidelity and to judge the effectiveness of using the evaluation framework in conjunction with student outcomes (measurable student achievement) for determining movement on the Career Ladder. The Board may also use the information in directing changes in our teacher preparation programs to address areas of improvement for both administrators as well as instructional and pupil services staff.

ATTACHMENTS

Attachment 1 – FY17 Evaluation Review Process Provided to Districts	Page 5
Attachment 2 – FY17 Evaluation Review – FAQ's	Page 6
Attachment 3 – FY17 Instructional Staff Evaluation Review	_
Report of Findings	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Recommendations include revision of IDAPA 08.02.02.120 to clarify evaluation requirements. Clear guidelines for support and training for administrators are represented in these recommendations, and will further shape the fidelity and usefulness of educator evaluations going forward.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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CERTIFICATED STAFF EVALUATION REVIEW PROCESS: 2015-2016 SCHOOL YEAR

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations shall be conducted annually. Effective July 1, 2015, the legislation specifically requires the following:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each evaluation component as outlined in administrative rule and the rating given for each component.
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independentlyreviewed.

The review was conducted in two parts. The first portion of the annual review, *Phase One*, focused on the requirements called out in IDAPA 08.02.02.120, and whether or not the review was conducted with fidelity to the state framework as required by state law. The Office of the State Board of Education (OSBE) randomly selected approximately 200 administrators who were active in the 2015-016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district will be required to upload to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. This part of the review process was completed prior to February 15, 2017, and the aggregate data will be presented to the legislature, State Board of Education, and deans of Idaho's educator preparation programs. The process is as follows:

- OSBE will inform districts of the administrators randomly chosen and request a list of all the teachers and pupil service staff that the randomly selected administrator evaluated during the 2015-2016 schoolyear. This list will be due back to OSBE not later than January 9, 2017.
- OSBE will randomly select at least two teachers and one pupil service staff person, as applicable, per administrator.
- On or before January 12, 2017, OSBE will inform districts of the randomly selected staff members and request the following documents be submitted for each, via a secure portal, no later than January 26,2017:
 - Observations used to inform the staff members' summative evaluation
 - Completed, summative annual evaluation to include the professional practice portion as well as the student achievementsection

The second part of the review, *Phase Two*, will be focused as a formative assessment of evaluation policy and implementation consistent with IDAPA 08.02.02.120. To better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations, this portion of the process will require onsite visits to randomly selected districts.

Of the evaluations reviewed in *Phase One*, approximately 10% of those will be subject to more in-depth focus on district evaluation practices. Reviewers will examine the evidence and artifacts that were used to determine the ratings assigned to each educator, by component, as well as document information on district implementation of the evaluation system. Reviewers will also solicit feedback from administrators regarding the process. The goal of the onsite reviews is to produce data that will ultimately assist stakeholders in further understanding the practices that shape and support teacher evaluation, as well provide targeted information to state agencies and universities to better prepare and support teachers and administrators in the state of Idaho. Districts will be notified of selection for an onsite review no later than January 31, 2017.

For further information, please contact Christina Linder at (208) 332-1593 or christina.linder@osbe.idaho.gov

2015-16 EVALUATION REVIEW Frequently Asked Questions

Q: What if my district does not use the Danielson Framework, but instead another State Department of Education-approved instrument?

A: Though a district may have an approved instrument other than the Danielson Framework, the data from that instrument must be aligned to Idaho's model which requires reporting instructional practice according to a minimum of four domains consisting of 22 components. If for some reason your district does not report the 22 components as part of the summative evaluation, please include the documents that were submitted to the Idaho State Department of Education providing evidence of alignment.

Alignment is typically shown through a crosswalk showing how each of the district's evaluation components align to each of the Danielson components within the four domains of practice.

Q: What if my district does not retain notes and evidence of the two observations that are required by IDAPA to be documented?

A: Pursuant to Idaho Code § 33-518, "Each personnel file shall contain any and all material relevant to the evaluation of the employee." It is therefore expected that supporting documents and/or records from staff observations would be kept on file for a reasonable period of time. If this is not the case, please include a copy of your district's policy specifically related to the destruction of evaluation evidence. Also include the dates the observations took place, even if evidence of observations cannot be submitted.

Q: Will a copy of district evaluation policy and Individualized Professional Learning Plans (IPLP) be included in the 2015-16 review?

A: The focus of Phase One is on compliance, related to the required elements of professional practice and student achievement that inform a summative evaluation. Phase Two of the review – onsite visits – will broaden in scope. Reviewers will be collecting information on district policy, the use of evaluation data, training needs, IPLP implementation, and other issues related to evaluation found in Administrative Rule.

While districts are not specifically required to implement IPLPs as part of their evaluation policies, pursuant to Idaho Code §33-1201(a), not doing so will prevent teachers on the *Residency rung* of the Career Ladder from being advanced to the *Professional rung*. Likewise, without an IPLPs on file that documents a teacher's growth over three years of professional learning, teachers will not be eligible for Master Teacher Premiums pursuant to Idaho Code and §33-1004I.

Q: Who will conduct these reviews?

A: Reviewers are being recruited from across the state from a pool of trained evaluators spanning the K-20 education system. They will review both instructional staff evaluations and pupil service evaluations. Each will sign a confidentiality agreement, and to further ensure privacy and control bias, identifying information will be redacted from all materials submitted for review.

Q: Will my district get the results this year?

A: Absolutely. While the Phase One is driven by statute related to the Career Ladder, the goal of the entire review is to identify strong practices in evaluation across the state, as well as opportunities for improvement to better support educators.

PPGA Tab 7 Page 6

REPORT TO THE IDAHO STATE BOARD OF EDUCATION

FY2017 EVALUATION REVIEW OF CERTIFICATED EDUCATORS

INTRODUCTION

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations must be conducted annually. Effective July 1, 2015, the statute specifically requires the following:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The FY2017 evaluation review reviewed evaluations conducted in 2015-2016. The review was designed to be conducted in two parts. The first portion of the annual review, Phase One, focused on the requirements called out in IDAPA 08.02.02.120, and whether or not evaluations meet the fidelity of the state framework which requires an assessment of all 22 components specified in administrative rule. The second part of the review, Phase Two, was completed on March 23, 2017, and focused on district evaluation policy and fidelity of implementation consistent with all areas of IDAPA 08.02.02.120.

Second phase reviews were conducted on-site to gather information on overall implementation of evaluations, and include a review of: (i) the evidence used in scoring teacher evaluations; (ii) documentation of teaching observations; (iii) progress in documenting teacher's individual professional learning plans; (iv) demonstration of growth in student achievement; and (v) proof of professional practice as shown through parent or student input, or a portfolio of professional work.

The following is a report on the findings of the FY2017 Evaluation Review of Certificated Educators.

Background

Prior to discussing the review process and preliminary findings, it is critical to understand the context around each district's understanding of the requirements for conducting evaluations of certificated staff:

- **Spring 2010** The statewide evaluation framework was established in Administrative Code, including the domains and components of the Danielson Framework.
- **Spring/Summer 2014** Districts submit evaluation plans for approval to the State Department of Education (Department) in order to ensure compliance with Idaho Administrative Rule 08.02.02.120.
- Fall 2014 The Department returns plans to the districts with feedback.
- **Spring/Summer 2015** Districts submit revised evaluation plans for approval.

- Fall 2015 The Department returns plans to districts, with suggested revisions. The form indicates that changes should be implemented for the 2015-16 school year. However, all plans were designated as either "Approved" (14 evaluation plans) or "Approved with Reservations" (143 evaluation plans). It was noted that the remaining five (5) school districts did not submit any plans at all.
- Fall 2015 Simultaneous to districts receiving approved plans, the Department communicated to district superintendents at their regional meetings that they would not dictate what was contained within the plans. Therefore, if a plan was submitted, it would be approved.
- Fall 2015-Spring 2016 The Department did not request any further plan review, and no further guidance or communication regarding evaluation policies was provided for districts designated as "approved with reservations."
- Early Spring 2016 Idaho Legislature assigns oversight of the review process to the Office of the State Board of Education.

Being mindful that each district leader was operating on his/her best interpretation of "compliance" amidst widespread confusion about the evaluation process is essential to balancing the findings in this report; the purpose of which is to aid districts in fully understanding and achieving complete compliance, as well as conducting accurate, growth producing evaluations.

METHODS

Phase One of the Evaluation Review

The Office of the State Board of Education (OSBE) staff randomly selected 180 administrators who conducted evaluations in the 2015-2016 school year (approximately 20% of all current Idaho administrators) of which 178 were still active in Idaho. For each administrator chosen, the district was required to upload to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-2016 for both teachers and pupil service staff (approximately 3% of all instructional staff, and 4% of all pupil service staff). All evaluation materials were redacted of identifying information to ensure confidentiality.

Phase Two of the Evaluation Review

The Office of the State Board of Education (OSBE) staff randomly selected seventeen districts from the 77 districts included in Phase One for further policy review. From each of these districts, up to three administrators were also randomly selected from those who had already participated in Phase One. Each administrator taking part in the second phase of the evaluation review (n = 25) was instructed to choose at least two instructional staff evaluations (additional to those reviewed previously and representing a range of performances) for on-site review. Table 1 provides the timeline for data collection and review in both Phase One and Phase Two.

Table 1. Timeline

State Board of Education – FY2017 Evaluation Review Timeline Overview and Update					
DATE	DESCRIPTION				
12/16/16	First draft of Notice – "Certificated Staff Evaluation Review Process" sent to major stakeholders for feedback. Received feedback by 12/30/16				
12/30/16	Sent out revised "Certificated Staff Evaluation Review Process" and "Evaluation Review FAQs" to all Superintendents and Stakeholders				
12/30/16	PHASE ONE - Sent out notification to all Superintendents of randomly selected administrators notifying them which administrators were chosen for evaluation review. See "mail merge email", "Guidance", and "Data Collection"				
1/13/17	Districts returned to OSBE lists of all certificated staff evaluated by chosen administrators.				
(Date extended	Three staff including pupil service personnel were randomly selected, and districts were				
due to inclement	notified to begin collecting evaluation materials for upload to be completed no later than				
weather)	January 26, 2016. See "sample return email" and "Cover Page"				
1/17/17	Email with specific instructions for upload sent to all districts. See "email", "Fillable Cover Page", "Evaluation Survey" and "Instructions for Upload to Secure Server"				
1/26/16	All evaluation materials and completed surveys downloaded and prepared for review and data collection				
1/31/2016	Notifications sent to seventeen additional districts that they had been randomly selected for further review in Phase Two of the evaluation review process				
	Eighteen education leaders, certified for proficiency in the state evaluation system, reviewed				
2/9-2/10/2017	evaluations for compliance with Code and Rule				
3/7-3/23/2017	Phase Two reviews conducted on-site in sixteen of seventeen randomly selected districts (one				
, , ,	could not be reached due to closed roads) and representing all six regions. Board staff and				
	volunteer reviewers from Phase One conducted the reviews. Data was collected on-site, and				
	survey links were distributed to selected administrators and their teachers				
4/3-4/4/2017	Reconvened Phase One reviewers to analyze and discuss data and anecdotal information				
, - , ,	collected throughout the review process, and to assist in developing recommendations				

Data Sources

For Phase One of the evaluation review, Board staff collected approximately 550 files containing evaluations conducted on certificated staff through the method described above. The sample of administrators chosen for review represents the distribution of school administrators across the state of Idaho, illustrated in Table 2. In addition to collecting three evaluations per administrator, each administrator was required to fill out a survey designed to gauge individual perception of preparedness in conducting evaluations, and level of desire for additional training in areas related to accurate, growth-producing evaluations. Included among the appendices is a full list of districts involved in the review, with districts selected for Phase Two visits denoted in bold font (Appendix A). A copy of the Evaluation Feedback Survey administered during the first phase of the review is also included (Appendix B).

Additional staff evaluations were collected in Phase Two to increase the sample size of evaluations reviewed for compliance to 600. The key purpose of the on-site visits was to record qualitative data, as supplied by district office personnel and administrators, regarding implementation of - and fidelity to - the state framework for evaluation. In addition to reviewers' notes, feedback was captured in a series of surveys administered to district leaders, administrators from Phase Two, and the teachers evaluated by those administrators. Completion of surveys was mandatory for district leaders and administrators. Teacher response was entirely voluntary. Surveys are included in this report as Appendix C, Appendix D, and Appendix E, respectively.

Table 2. Random sample percentages

	Number of Administrators by Region	% of State Total	Administrators Chosen for Review	% of Sample Total
Virtual (0)	5	1%	0	0%
Region 1	103	11%	21	12%
Region 2	66	7%	13	7%
Region 3	368	41%	73	41%
Region 4	138	15%	28	16%
Region 5	77	9%	16	9%
Region 6	145	16%	29	16%
n =	897		n=180	

Review process

A team of 18 experienced educators from across Idaho participated in Phase One of the review, including current superintendents, district leaders, principals, faculty from educator preparation programs, and a representative of the Department. A list of reviewers, with information on their current positions and educational experience, is included as Appendix F. The criteria for reviewing the evaluation documents was drawn directly from IDAPA 08.02.02.120 and Idaho Code § 33-1004B(14) for both instructional personnel and pupil service personnel, as applicable.

The purpose of Phase One, was for each reviewer to assess administrator compliance in conducting evaluations in the following areas: completeness in assigning a score for each of the 22 components of the state framework; reported dates of two documented observations; compliance in using at least one other district-selected measure to inform professional practice; and reported measure(s) of student achievement. A graphic of the content and rationale for each aspect reviewed in this part of the process is included as Appendix G.

For Phase Two, on-site visits, a volunteer subset of the 18 member team responsible for conducting the reviews participated. The purpose of Phase Two was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, requisite district policy was reviewed for alignment with administrative rule, and district leaders were interviewed to better understand implementation practices. A graphic of the content and rationale for each aspect of the evaluation process reviewed in Phase Two is included as Appendix H.

Reliability of Reviewers

To ensure accuracy and reliability among raters, all reviewers participating in Phase One were chosen based upon their current knowledge and use of the state's evaluation framework. They were additionally vetted for evidence of passing the state's only validated evaluator proficiency measure – known to early adopters as Teachscape.* The team then participated in a three-hour training session reviewing the criteria, discussing state requirements, and participating in calibration activities. Five evaluations were randomly chosen for review, first independently and then as a team. Training included clarifying conversations about current requirements, and opportunities throughout the two-day review to recalibrate, both in small group and full group discussions, as anomalies arose.

Because of their heightened understanding of evaluation requirements developed in Phase One of the review process, volunteers from this team also conducted on-site visits in Phase Two.

Data Analysis

Data presented here regarding compliance in evaluation practice consists of the total number, percentages, and distributions of compliant elements required in certificated staff evaluations as submitted by district administrators. These elements include components of the state framework for evaluation, dates of documented observations, measures of professional practice and student achievement.

Data from the Evaluation Feedback Survey (Appendix B) provides an overview of the perceptions of the selected administrators related to their preparedness in conducting evaluations and their desire for additional training.

Data from surveys completed by Phase Two administrators and the teachers they evaluated (Appendices D and E) is included for the purpose of exploring administrator and teacher understanding of district policy, and perceptions on evaluation as a means for professional growth. Data from the District Evaluation Policy Feedback survey provides both quantitative and qualitative data on district understanding and implementation of current requirements.

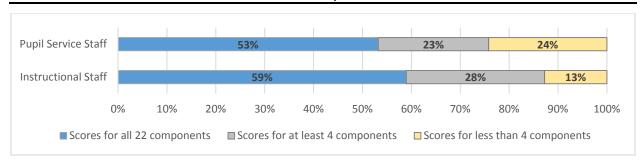
FINDINGS

The findings presented here are based upon the criteria for completing evaluations of certificated personnel called out in IDAPA 08.02.02.120 to determine compliance with state mandate. These include 1) Use of the state framework which is comprised of 22 components across four domains of practice, 2) two documented observations, 3) district-selected measures of performance, and 4) measures of student performance.

*The Teachscape method of providing training and proof of proficiency in evaluation was purchased by Frontline in 2015.

Data specific to Idaho's framework for evaluation:

Figure 1. Evaluations in which all 22 components of the framework were rated, evaluations in which at least four components (representing each of the four domains) of the framework were rated, and evaluations in which three or fewer components of the framework were rated (n=600)



Not infrequently, districts were very purposeful in rating fewer than 22 components, for example, differentiating between new teachers and veteran teachers. In some cases, evaluations consisted of only four ratings – one summative rating for each of the four domains of practice. Evaluations that included fewer than three components (37%), and therefore did not represent scores by domain, were also found to be noncompliant in multiple other areas.

Figure 2. Proficiency ratings across the 22 components - Instructional Staff (n = 534)

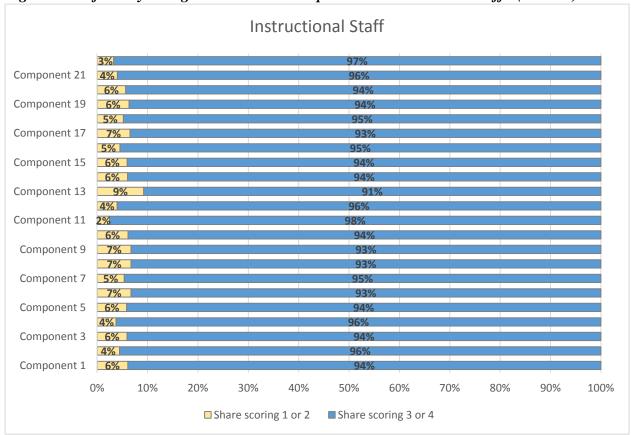
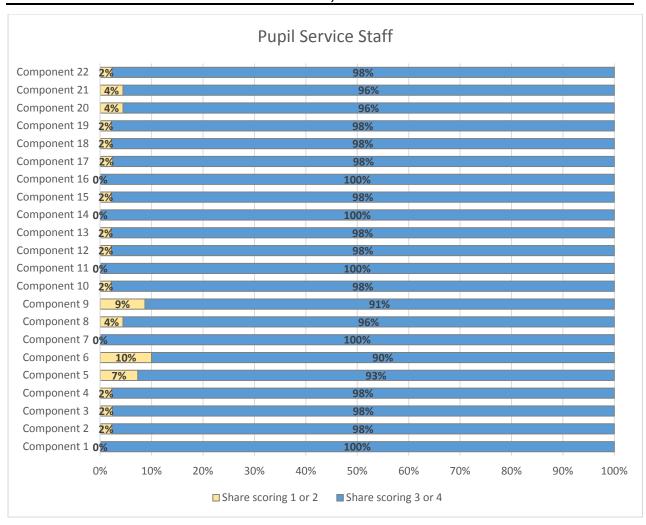
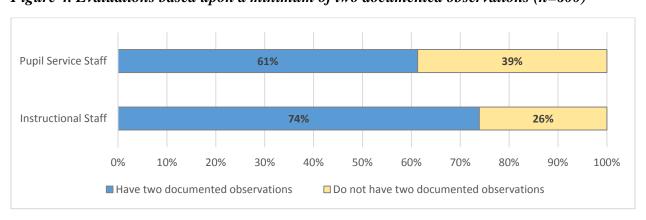


Figure 3. Proficiency ratings across the 22 components - Pupil Service Staff (n = 66)



Data specific to IDAPA requirement - Two documented observations:

Figure 4. Evaluations based upon a minimum of two documented observations (n=600)



Data specific to IDAPA requirement - Measures of teacher performance:

Figure 5. Evaluations including at least one district selected measure of performance (n=600)

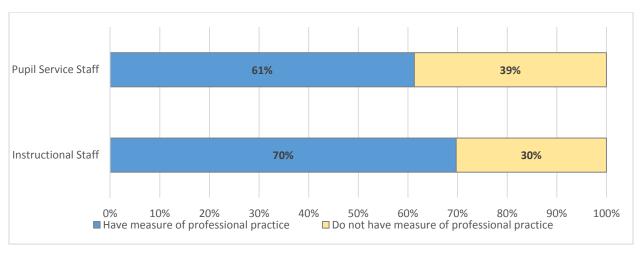
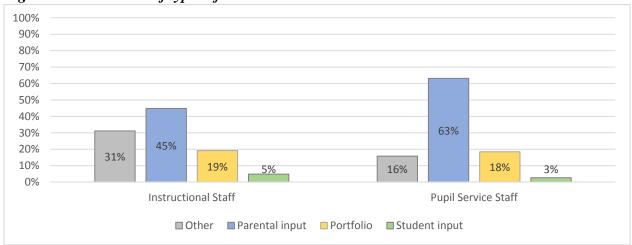


Figure 6. Distribution of types of measures



Data specific to IDAPA requirement - Measures of student performance:

Figure 7. Evaluations including at least one measure of student performance (n=600)

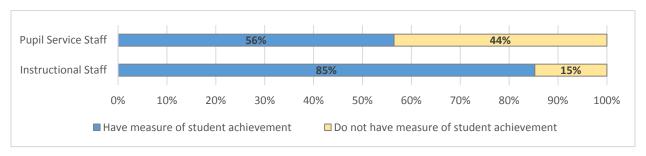
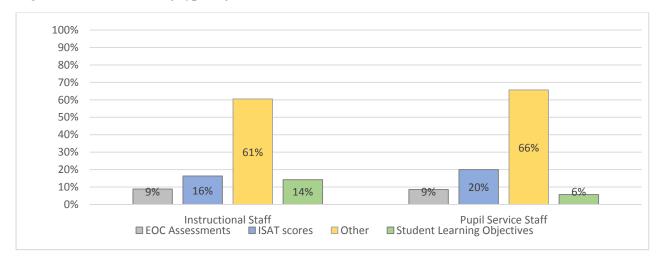
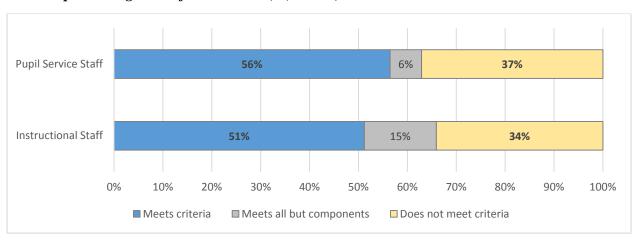


Figure 8. Distribution of types of measures



Overall compliance - Evaluations meeting all IDAPA requirements:

Figure 9. Evaluations meeting all areas of compliance required by the state, and those meeting all areas of compliance EXCEPT the inclusion of all 22 components, (but not less than four scores representing each of the domains) (n=600)



Until it is clarified as to whether each component must be recorded, or just considered in the summative evaluation, it would not be unreasonable to consider the sum of both sets of evaluations as being compliant, resulting in 61% of pupil service evaluations and 66% of evaluations meeting state requirements.

Critical to fully understanding this data however, is the additional information gleaned from comments and onsite reviews. Although evaluations of pupil service staff appear to be compliant, administrators and superintendents overwhelmingly expressed concern about the relevance of the evaluation instrument and a need for greater clarity in understanding what constitutes an effective, growth-producing evaluation. Considering the wide variety of pupil service providers across the state, and the very different roles they serve in districts, alignment to

the 22 components of the state's framework was not always possible, or best practice. These concerns are reflected in the Recommendations section of this report.

Data specific to professional learning opportunities:

Phase One Survey Results

Of the 178 administrators chosen for review, 92% responded to the Phase One Evaluation Feedback Survey. Their geographic distribution indicates a representative sample, and the findings above identify areas for targeted professional development based upon discrepancies in various areas of compliance. Administrators overwhelmingly reported a desire for professional learning opportunities in the following areas:

- 51.47% Agree or Strongly Agree that they would like additional support/training in understanding code/rule around conducting evaluations
- 60.47% indicated desire for more support and training in the Framework for Teaching, even though 80% of administrators surveyed passed the Teachscape Proficiency training and test and expressed confidence in their evaluation skills
- 60.25% Agree or Strongly Agree that they would like additional support/training in using evidence of teacher performance to accurately evaluate teachers
- 61.73% Agree or Strongly Agree that they would like additional support/training in facilitating professional conversations about teacher practice that stem from observation/evaluation

Phase Two Survey Results

Related to the above findings, a small subset of these administrators (n=25), and the teachers whom they evaluated in the 2015-16 school year (n=208), were surveyed in Phase Two to elicit a more detailed look at some of the Phase One questions, and others developed to explore professional learning opportunities. Because the sample size for this section of the review is so small, it does not provide reliable data on which to make recommendations. However, it is included because it represents the pilot implemented as a precursor to survey data that will be collected widely for the FY2018 Evaluation Review, and the results provide interesting questions for further research.

• When asked if they were confident in their ability to recognize/interpret evidence (administrators) or provide evidence (teachers) to support an accurate evaluation of each of the 22 components based upon the rubric, 96% of administrators indicated a level of confidence, while only 77% of teachers indicated confidence in their ability to provide the necessary evidence.

- When asked about the practice of collecting evidence to support evaluations, 96% of administrators reported they regularly collected evidence, while just 79% of their teachers also agreed that evidence was being regularly collected.
- When asked if professional conversations about teacher practice regularly resulted from observation/evaluation, 96% of administrators reported that they regularly engaged in these conversations, while just 73% of their teachers also agreed that professional conversations were taking place.
- When teachers were asked about opportunities to receive feedback on their professional practice, 60% reported they would like more.
- When administrators were asked about opportunities to receive feedback on their evaluation practice, 96% of administrators reported they would like feedback from their superintendent, a mentor, and/or their staff.
- Administrators and their teachers were asked if summative evaluations completed in 2015-16 accurately reflected overall teaching performance and impact on student achievement. Of the 83% of administrators who believed their evaluations to be accurate, 73% of their teachers agreed with them.

Data specific to the implementation of evaluation within districts:

District leaders were interviewed using the District Policy Feedback Survey as the guide for discussions around alignment of district policy with state requirements. Most of the districts visited used the same boilerplate evaluation policy language crafted verbatim from rule, acquired through the Idaho School Boards Association. In many cases, while the district's practical application reflected the spirit of administrative rule, evaluation practice did not always resemble the letter of the law. The data from District Policy Feedback Surveys document variations in the way the state framework is being interpreted across districts. It is important to note that, during interviews or through open-ended survey questions, most district leaders were able to provide context and rationale in support of the variations. Some of the findings around purposeful variations are reflected in the Recommendations section of this report.

Data on Documented Observations

Because effective teacher practice is the cornerstone of student achievement, and documentation of teacher practice through observation is the cornerstone of the state's evaluation model, specific attention was given to understanding the characteristics of the "two documented observations" required in administrative rule. Results reveal that district policy was not always understood or implemented by administrators. Likewise, administrators and their teachers were not always in agreement about the expectations for documented observations conducted in their buildings.

Figure 10. Share of characteristics of documented observations reported in district policies (n = 16)

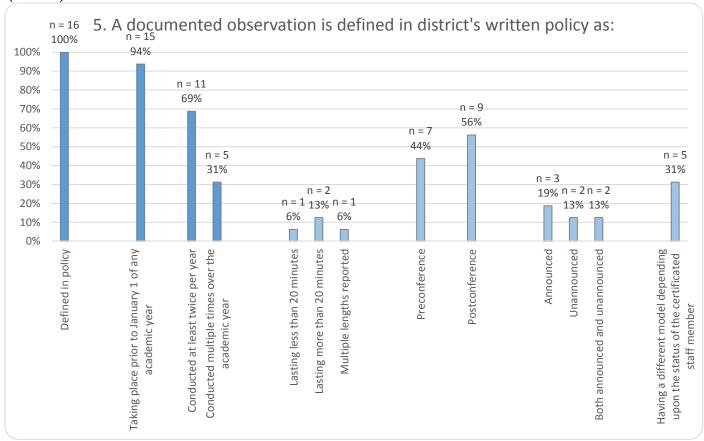


Figure 11. Share of administrators in agreement with their district's description of documented observations (n = 24)

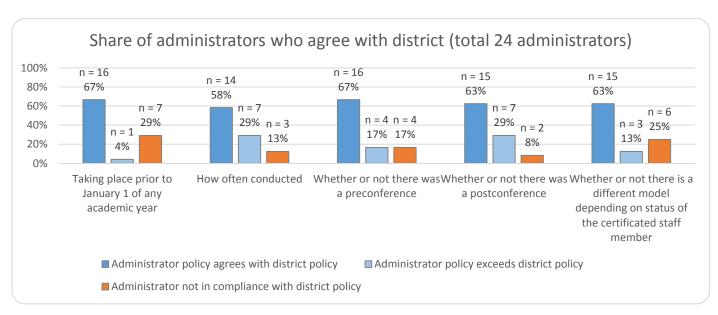
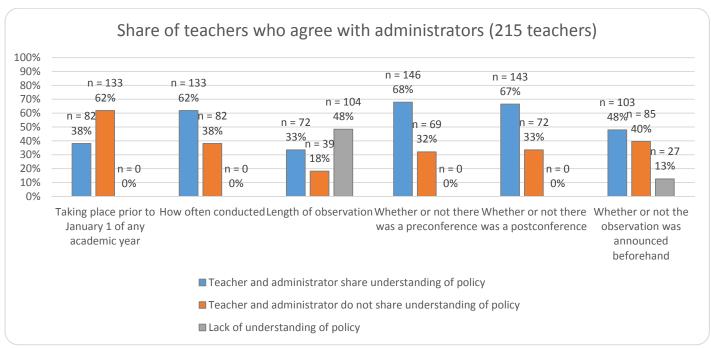


Figure 12. Share of teachers who agree with their administrator's description of documented observations



The gray bar, *Lack of understanding of policy*, represents either partial agreement between teachers and administrators, or characteristics of documented observations that were indicated by one group, but left blank by the other.

The results from this small sample may indicate that communication between district leaders and administrators around evaluation policy could be shored up. Regarding communication between building administrators and their teachers, it is possible that these results are not indicative of a lack of communication but rather that teachers do not feel the need to know details.

Data on Compliance Regarding Efficacy of Evaluations

Of all areas outlined in evaluation rule, those directly related to professional development for administrators related to conducting efficacious evaluations, and a system for monitoring evaluations, are most often omitted from district written policies. Though 76% of districts reference having a plan for collecting and using data gathered from evaluations to inform individual professional development, the other areas of evaluation rule that support the efficacy of this practice are mostly ignored in district policies:

- Only 29% of districts have a plan for funding the ongoing evaluation training and professional development for principals IDAPA 08.02.02.120.05(1)
- Only 53% of districts have a plan for the ongoing training for principals on evaluation tools and processes IDAPA 08.02.02.120.05(k)
- Only 59% of districts include a method for monitoring the evaluation system- IDAPA 08.02.02.120.05(j)

Another key finding from Phase Two District Policy Feedback Survey results (and conversations with district personnel) is the lack of clarity in the area of evaluation of pupil service staff. Both administrators and district leaders reported frustration with the instruments available to appropriately document professional practice of pupil service staff. When asked if they would be interested in learning from other districts' best practices in evaluating pupil service staff, 75% of the districts surveyed reported they would benefit from such an opportunity. This finding is also addressed in the form of a recommendation.

Finally, it is important to reiterate that the sample size from which these findings are derived is too small to generalize. However, in the upcoming FY2018 Evaluation Review, these surveys will be replicated and administered to all randomly selected administrators and their teachers.

RECOMMENDATIONS AND CONCLUSION

In light of all of the data collected for the FY2018 Evaluation Review, there is overwhelming confirmation of district administrators' efforts to accurately evaluate teachers in Idaho.

Through the process of auditing 600 certificated staff evaluations, reviewers found wide discrepancy regarding how evaluations were organized, and what evidence was required to support evaluation scores. However, attempts to provide accurate and comprehensive evaluations were clearly demonstrated. In an effort to do a thorough and professional job of evaluation, as well as align with district initiatives, many schools/districts have created additional components. In some cases, districts have minimized the number of components for new teachers. This has complicated the process and, in some circumstances, resulted in the omission of specific state requirements. In other words, in striving to go above and beyond, some districts will appear noncompliant with overall expectations, yet the opposite intent is true; they are earnestly trying to honor the process and ensure evaluations are meaningful for teachers. In light of the apparent discrepancies surrounding aspects of the evaluation process, the need to clarify requirements in administrative rule, and the desire to more fully support districts in evaluation policy implementation, the following are recommended:

Recommendations

1. Amend IDAPA 08.02.02.120 to clarify discrepancies with Idaho Code as identified during the review process.

Rationale: This year's evaluation review of 2015-2016 practices provides baseline data for future reviews. This process clarified an array of misunderstandings and/or miscommunications around evaluation requirements. There is clear disparity between the expectations of Idaho Code §33-1004B, (which states that all 22 components must be *reviewed* within a summative evaluation), and IDAPA 08.02.02.120, (which indicates all components must be *observed* but does not specify each is required as part of the summative evaluation). Because Idaho Code requires a *review of each component* it can be inferred that each must be scored. However, because neither code nor rule are

explicit, many districts have interpreted rule to mean all components must be considered but not necessarily recorded in providing a summative score for each of the four domains.

2. Amend IDAPA 08.02.02.120 to define evaluation standards for pupil service staff evaluations that are based upon each group's national professional standards. Rationale: There is a clear need for greater clarity in rule regarding evaluation of pupil service staff. No consistency exists in these measures across the state. In many cases, measures are all but completely absent. Danielson does not have a framework, and of the ones that exist, pupil service rubrics have not received focused review and/or revision. As with instructional staff, it is recommended that pupil service staff are evaluated across the continuum of their career according to the national standards by which they were initially prepared.

3. Provide additional guidance and training to administrators on implementing evaluation policy requirements.

Rationale: Reviewers and administrators recommended that a process, similar to the one exercised in this evaluation review, be delivered to districts; not only to assist them in achieving compliance, but also to provide a means to guide districts beyond compliance and into continuous improvement of instructional practices and measures of student achievement

Another recommendation was to provide a checklist of evaluation requirements, an evaluation template, and exemplars of evaluation practice. The majority of districts received feedback from the State Department of Education that their evaluation plans were "approved with reservations", and superintendents have reported that they are still unclear about what is actually required.

- 4. Provide additional training to administrators on conducting meaningful, growth-centered evaluations. Administrators widely reported they found great value in the calibration effect of continued attendance at the SDE's Danielson Training workshops. They also valued the opportunity to work with experts and peers in practicing evaluating evidence, as well as learning to conduct critical conversations about teacher practice. Administrators also expressed the desire to receive targeted training in assessment literacy and developing Individualized Professional Learning Plans in conjunction with staff and grounded in evaluation evidence, currently not included in the Danielson trainings.
- 5. Create an Evaluation Clearinghouse to provide relevant, current resources for district use.

Rationale: Leaders across districts embraced the idea of creating a "clearinghouse" for sharing best practices in all aspects of evaluation; observation, teacher professional practice, and student achievement measures; particularly useful for districts struggling with both process and resources.

6. Explore the possibility of implementing a statewide electronic evaluation management system.

Rationale: Consistency in reporting and the opportunity to lighten the time burden on administrators was a common recommendation. Some districts have implemented evaluation management systems, but most cannot afford it. A statewide evaluation management system would not only ensure consistency and equality, but would additionally support certificated staff in documenting growth along the Career Ladder.

7. Create a coalition of representatives from each Idaho administrator preparation program for consistency in administrator preparation and professional learning. Rationale: In light of the success Idaho educator preparation programs have experienced through their coalition efforts focusing on teacher prep, particularly the development of

the Common Summative Assessment, administrator preparation programs could accomplish similar consistencies in preparing and supporting administrators.

Responsibilities of the administrator coalition could include:

- o Gathering, developing, and vetting Clearinghouse resources
- o Developing a Common Summative Assessment
- Collaborative development of recertification course required in code and rule for administrator
- 8. Amend IDAPA 08.02.02.120 to define competencies required for administrator recertification evaluation credits.

Rationale: Feedback from administrators throughout the review process specifically informed areas in which administrators are seeking training and ongoing support:

- o Understanding Professional Practice in Idaho Evaluation
 - Gathering accurate evidence and artifacts
 - Understanding and using the Framework rubric with fidelity
 - Proof of calibration and interrater reliability
 - Ability to provide effective feedback for teacher growth
 - Understanding and advising teachers on the IPLP and portfolio development
- o Understanding Student Achievement/Growth in Idaho Evaluation
 - Understanding how student growth measures impact summative evaluation
 - Proficiency in assessment literacy

Conclusion

Due to the absence of compliance feedback for the last two years, the same district protocols found to be deficient in the FY2017 review process were also being used in the 2016-2017 school year. Therefore, while next year's evaluation review may not represent growth in evaluation, it must be emphasized that the lack of growth will not be due to apathy. Feedback and clarification on requirements generated by this review came forward late into the school year, and districts will need 2017-2018 to implement corrective action.

Additionally, much has been made of the large number of proficient ratings as illustrated in *Figure 2*. Reviewers and districts personnel alike felt it necessary to make clear that the high percentage of proficient ratings does not reflect a disregard for accuracy in evaluations. Rather, the make up of the State Framework is such that a score of "1" indicates a teacher is doing harm. District leaders are exiting these teachers prior to the completion of a full school year, and do not report those evaluations. Also, as component ratings are aggregated and averaged into a summative score, a "3" may be reported, but does not reflect the nuances that a rating scale with a smaller grain size may be able to capture.

In conclusion, in the vast majority of districts, leaders are striving to improve evaluation processes for their districts and within their buildings. The overarching message that came from the FY2017 Evaluation Review was the need for consistency and support from the state level. Another common strand was the desire to ensure that evaluation processes emphasize professional growth and continuous improvement alongside accountability. The above recommendations represent the need for clarity, resources, and training support that can make a measurable difference in the consistency and reliability of evaluations.

The FY2018 Evaluation Review is already underway, and methods used in the FY2017 Review will be replicated with slight modifications. All comments provided on surveys and through recorded interviews during the FY2017 Review will be thoroughly analyzed using rigorous qualitative research methods. This qualitative data, and all data collected in the upcoming review, will be included in the FY2018 Evaluation Review. Completion of that report is scheduled for December 2017, and will inform more specific recommendations related to future district training, individualized professional learning opportunities, and statewide policy clarification.

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Appendix A. Districts included in the evaluation review

District	District Number	Number of Administrators
BOISE INDEPENDENT DISTRICT	1	16
JOINT SCHOOL DISTRICT NO. 2	2	20
KUNA JOINT DISTRICT	3	2
COUNCIL DISTRICT	13	2
MARSH VALLEY JOINT DISTRICT	21	2
POCATELLO DISTRICT	25	7
BEAR LAKE COUNTY DISTRICT	33	1
ST MARIES JOINT DISTRICT (Phase Two cancelled-weather)	41	1
PLUMMER-WORLEY JOINT DISTRICT	44	1
SNAKE RIVER DISTRICT	52	1
BLACKFOOT DISTRICT	55	3
FIRTH DISTRICT	59	1
SHELLEY JOINT DISTRICT	60	1
BLAINE COUNTY DISTRICT	61	2
BASIN SCHOOL DISTRICT	72	1
WEST BONNER COUNTY DISTRICT	83	1
LAKE PEND OREILLE SCHOOL DISTRICT	84	2
IDAHO FALLS DISTRICT	91	6
BONNEVILLE JOINT DISTRICT	93	4
BOUNDARY COUNTY DISTRICT	101	2
NAMPA SCHOOL DISTRICT	131	9
CALDWELL DISTRICT	132	1
WILDER DISTRICT	133	1
MIDDLETON DISTRICT	134	2
PARMA DISTRICT	137	1
VALLIVUE SCHOOL DISTRICT	139	4
GRACE JOINT DISTRICT	148	1
CASSIA COUNTY JOINT DISTRICT	151	4
OROFINO JOINT DISTRICT	171	2
GLENNS FERRY JOINT DISTRICT	192	1
MOUNTAIN HOME DISTRICT	193	2
PRESTON JOINT DISTRICT	201	2
FREMONT COUNTY JOINT DISTRICT	215	1
EMMETT INDEPENDENT DIST	221	1
GOODING JOINT DISTRICT	231	1
WENDELL DISTRICT	232	1
HAGERMAN JOINT DISTRICT	233	1
SALMON RIVER JOINT SCHOOL DIST	243	1
MOUNTAIN VIEW SCHOOL DISTRICT	244	1

JEFFERSON COUNTY JT DISTRICT	251	2
WEST JEFFERSON DISTRICT	253	1
JEROME JOINT DISTRICT	261	2
VALLEY DISTRICT	262	1
COEUR D'ALENE DISTRICT	271	6
LAKELAND DISTRICT	272	3
POST FALLS DISTRICT	273	3
MOSCOW DISTRICT	281	2
GENESEE JOINT DISTRICT	282	1
KENDRICK JOINT DISTRICT	283	1
SALMON DISTRICT	291	1
SOUTH LEMHI DISTRICT	292	1
HIGHLAND JOINT DISTRICT	305	1
SHOSHONE JOINT DISTRICT	312	1
MADISON DISTRICT	321	4
SUGAR-SALEM JOINT DISTRICT	322	1
MINIDOKA COUNTY JOINT DISTRICT	331	3
LEWISTON INDEPENDENT DISTRICT	340	2
LAPWAI DISTRICT	341	2
BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	365	1
PAYETTE JOINT DISTRICT	371	2
NEW PLYMOUTH DISTRICT	372	1
FRUITLAND DISTRICT	373	1
KELLOGG JOINT DISTRICT	391	2
TETON COUNTY DISTRICT	410	2
TWIN FALLS DISTRICT	411	6
FILER DISTRICT	413	2
HANSEN DISTRICT	415	1
MURTAUGH JOINT DISTRICT	418	1
CASCADE DISTRICT*	422	1
WEISER DISTRICT	431	1
COMPASS PUBLIC CHARTER SCHOOL, INC.	455	2
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	477	1
HERITAGE ACADEMY DISTRICT	479	1
CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	555	1
MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOOL, INC.	785	1
SANDPOINT CHARTER SCHOOL INC.	487	1
MULLAN SCHOOL DISTRICT *	392	1

Bold Font - Indicates districts randomly chosen for further review in Phase Two

^{*} No evaluations received from district – No evaluations on file and administrator no longer employed.

APPENDIX B. Evaluation Feedback Survey - Phase One Evaluation Review

Evalution Feedback Survey
THE STATE BOARD OF EDUCATION REQUESTS YOUR HELP IN PROVIDING FEEDBACK REGARDING THE STATE EVALUATION SYSTEM. THE PURPOSE OF GATHERING THIS INFORMATION IS TO BETTER SERVE OUR ADMINISTRATORS ACROSS THE STATE. YOUR CANDID FEEDBACK AND COMMENTS ARE GREATLY APPRECIATED. UNLESS YOU HAVE BEEN CHOSEN FOR EVALUATION REVIEW, NO IDENTIFYING INFORMATION IS REQUIRED.
FOR EACH STATEMENT BELOW, PLEASE SELECT AN OPTION FROM THE DROP DOWN BOX: STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE
THANK YOU FOR YOUR TIME AND PARTNERSHIP.
1. NAME: (Optional UNLESS you have been chosen for review)
2. EDUID: (Optional UNLESS you have been chosen for review)
3. DISTRICT (Optional UNLESS you have been chosen for review):
4. REGION:
\bigcirc 2
○ ○ 3
○ 4
<u> </u>
6

5. ROLE:
Superintendent
Principal
Assistant Principal
6. YEARS SINCE INITIAL CERTIFICATION AS AN ADMINISTRATOR:
<u> </u>
4-6
7-10
11 or more
7. I HAVE PROOF OF PROFICIENCY IN EVALUATION BASED UPON THE TEACHSCAPE ASSESSMENT:
YES
○ NO
8. YEARS SERVING AS AN ACTIVE ADMINISTRATOR:
<u> </u>
4-6
<u></u>
11 or more
9. YEARS SERVING AS AN ACTIVE ADMINISTRATOR IN MY CURRENT DISTRICT:
<u> </u>
4-6
7-10
11 or more

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Other	
nents:	
Ipon completion of my administrator preparation program, I believe I was well-trained in teacher uation using the state's adopted system, the Framework for Teaching:	
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am familiar with the structure of the Framework for Teaching, all four domains of teaching onsibility and the 22 components that describe those domains: e describe types of training:	
have peers I can go to for assistance who are familiar with the Framework for Teaching, all four ains of teaching responsibility and the 22 components that describe those domains:	
would like additional support/training in this area:	
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Please describe types of trai	ning:
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17. I regularly collect ev	vidence to support my evaluations:
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21. I bollovo triat ovaldati	The distriction of the control of th
Comments:	
22. I am able to ensure th	nat my teachers access professional development opportunities that are directly
connected to evaluation:	acting todalists docood protocolorial dovelopment opportunities that are directly
Comments:	
	at is required of me in conducting evaluations based upon Idaho Code and
Administrative Rule:	
Comments:	
24. I would like additional	support/training in this area:
Comments:	

Is there anything you would like to add?	

Phase 2: District Evaluation Policy Feedback
1. District Number
2. Region
2
<u></u>
4
5
6
3. Primary role of person completing this form
Superintendent
Human Resource Staff
Other District Leader
Reviewer
Evaluation Model and Measures informing Summative Evaluation - Professional Practice for INSTRUCTIONAL STAFF. Check only those boxes that are specifically called out in district's written policy regarding :

4. Included in district's written policy:
(Select all that apply)
Two (2) documented observations conducted annually
Documentation of ratings for all 22 components of the state framework (if aligned to state framework, evidence of mapping is required)
Student Input
Parent Input
Portfolio
5. A documented observation is defined in district's written policy as:
(Select all that apply)
Taking place prior to January 1 of any academic year
Taking place once per year
Conducted more than once, and at least twice per year
Conducted multiple times over the academic year
Lasting less than 20 minutes
Lasting more than 20 minutes
Including a preconference
Including a post conference
Announced in advance
Unannounced/walkthrough
Having a different model depending upon the status of the certificated staff member
Not defined in policy
6. If district evaluation model varies from state framework in any of the prescribed components, please document variance here:
7. Indicate how 67% of professional practice is calculated in summative evaluation, please document evidence here:

3. Comments pertaining to evaluation policy of Professional Practice for Instructional Staff:
9. My district would benefit from training and/or learning from other districts' best practices in evaluation
policy -Professional Practice for Instructional Staff:
Other (please specify)
Evaluation Model and Measures informing Summative Evaluation -
Professional Practice for NON-INSTRUCTIONAL/PUPIL
PERSONNEL SERVICE PROVIDERS.
Check only those boxes that are specifically called out in district's writter
policy regarding:
10. Included in district's written policy:
(Select all that apply)
Two (2) documented observations conducted annually
Documentation of ratings for all 22 components of the state framework (if aligned to state framework, evidence of mapping is
required)
Student Input
Parent Input
Portfolio
11. If district evaluation model varies from state framework in any of the prescribed components, please
document variance here:

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15. Student achievement measures included in district's written policy: (Select all that apply)
ISAT (e.g. Smarter Balanced Assessment)
Student Learning Objectives (includes pre and post assessments)
Formative assessments
Teacher-constructed assessments of student growth
Pre and Post Tests
Performance-based assessments
Idaho Reading Indicator
PSAT/SAT
District-adopted assessment
End of Course exams
ACT
Advanced Placement Exams
International Baccalaureate
☐ ISAT Science
Professional-Technical Exams
16. Indicate how 33% of student achievement is calculated in summative evaluation, please document evidence here:
17. Comments pertaining to evaluation policy on Student Achievement for Instructional Staff:
18. Comments, if any, pertaining to evaluation policy on Student Achievement/Growth for Non-Instructional/Pupil Personnel Service Providers:

General Evaluation Policy – Participants, Procedures, and Professional Learning O. District's written evaluation policy includes provisions for frequency and differentiation in evaluation dertificated employees as follows:	luating all
Professional Learning 20. District's written evaluation policy includes provisions for frequency and differentiation in evaluation to evaluate the entificated employees as follows: Select all that apply) All certificated staff receive a summative evaluation annually, conducted by an administrator	luating all
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	elf
Only a designated portion of certificated staff receive a summative evaluation annually	
Evaluations are differentiated for nonrenewable contract personnel vs. renewable contract personnel	
Dther/Comments	
Salety Commonto	

21. District's written evaluation policy includes:
(Select all that apply)
Statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions
Statements that identify the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance
Requirement that administrators conducting evaluations have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance
A description of the sources of data used in conducting certificated personnel evaluations
A description of the procedure used in the conduct of certificated personnel evaluations
A rating system with four (4) rankings used to differentiate performance of teachers and pupil personnel certificate holders
A rating system with three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders
A method by which certificated personnel are informed of the results of evaluation
A description of the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change
A description of the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations
A description of the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action
A description of how permanent records will be retained/maintained for each certificated personnel evaluation in the employee's personnel file
A description of the method used to monitor and evaluate the district's personnel evaluation system
A plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process
A plan for funding ongoing training and professional development for administrators in evaluation.

	rning opportunities: elect all that apply)
	Defines a plan for collecting and using data gathered from the evaluation tool that informs individual professional development
	Includes an annual evaluation conference
	Includes feedback on instructional practice related to all 22 components of the state framework for teaching
	Includes goal setting for the following year
	Includes a discussion of relevant measures of professional practice and growth for the following year
	Includes a discussion of relevant measure of students' achievement for the following year
	Aggregate data is used as part of the district and individual schools Needs Assessment in determining professional development offerings throughout the district
	Individualized professional learning plan is required of all certificated staff based upon evaluation data
	Individualized professional learning plan is required of selected certificated staff based upon evaluation data
	Other/Comments:
	Other REVIEWER COMMENTS on Policy Alignment:
	Other REVIEWER COMMENTS on Policy Alignment:
	WHAT EVALUATION TRAINING, IF ANY, HAS THE DISTRICT REQUIRED OF ADMINISTRATORS? S THE DISTRICT PROVIDED ANY OF THIS TRAINING?:
HA	WHAT EVALUATION TRAINING, IF ANY, HAS THE DISTRICT REQUIRED OF ADMINISTRATORS?

8. HOW IS YOUR DISTRICT'S EVALUATION POLICY IMPROVING STUDENT ACHIEVEMENT AND ROWTH?: 9. My district would benefit from training and/or learning from other districts' best practices in overall valuation policy: Output		TEACHERS?:		
9. My district would benefit from training and/or learning from other districts' best practices in overall valuation policy:				
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	Phase Two Administrator Evalution Feedback Survey			
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	OUR TIME AND PAI	RTNERSHIP.		
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3. The evaluations Loor	npleted last year accurately reflected my staff's overall t	teaching performance and
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14. I would most often characterize "documented observation" in my district as:
(Select all that apply)
Taking place prior to January 1 of any academic year
Once per year
Conducted at least twice per year
Conducted multiple times over the academic year
Lasting less than 20 minutes
Lasting more than 20 minutes
Lasting no less than a full class period
Including a preconference
Including a post conference
Announced in advance
Unannounced/Walkthrough
Having a different model depending upon the status of the certificated staff member
Comments:
15. I would most often characterize a year-end "evaluation" in my district as:
(select all that apply)
Including a conference
Including feedback on my practice related to all 22 components of the state framework for teaching
Including goal setting for the following year
Including a discussion of relevant measures of my professional practice and growth
Including a discussion of relevant measures of my students' achievement and areas for growth
Comments

Teachers- Evaluation Feedback Survey
THE STATE BOARD OF EDUCATION REQUESTS YOUR HELP IN PROVIDING FEEDBACK REGARDING THE STATE EVALUATION SYSTEM. THE PURPOSE OF GATHERING THIS INFORMATION IS TO BETTER SERVE OUR EDUCATORS ACROSS THE STATE. YOUR CANDID FEEDBACK AND COMMENTS ARE GREATLY APPRECIATED. NO IDENTIFYING INFORMATION IS REQUIRED.
FOR EACH STATEMENT BELOW, PLEASE SELECT AN OPTION FROM THE DROP DOWN BOX: STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE
THANK YOU FOR YOUR TIME AND PARTNERSHIP.
1. NAME: (Optional)
2. DISTRICT (Optional):
3. REGION:
○ 2○ 3
 3 4
↓↓5
○ 6
4. ROLE:
TEACHER
PUPIL SERVICE PROVIDER
INSTRUCTIONAL COACH/MENTOR TEACHER

5. YEARS SERVING	AS CERTIFICATED PERSONNEL:
LESS THAN FOUR	YEARS
BETWEEN FOUR A	ND SEVEN YEARS
BETWEEN SEVEN	AND TEN YEARS
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Please describe types of 8. I have peers I can four domains of teach Comments: 9. My district has pro	go to for assistance who are familiar with the Danielson Framework for Teaching, all ning responsibility and the 22 components that describe those domains:

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lease describe types of training	ng:
2. My district has provid	led support/training in this area:
comments:	
omments.	
3. I would like additiona	I support/training in this area:
comments:	
4. My administrator regu	ularly collects evidence of my practice to support my evaluations:
comments:	

	result in professional <i>conversations</i> and <i>reflection</i> about my practice:
Comments:	
16 My administrator	requierly engages main prefereignal convergations about my practice that atom from
observations/evalua	regularly engages me in professional conversations about my practice that stem from
observations/evalua	uion:
17. I would like more	opportunities to receive feedback on my professional practice:
Comments:	
18. I believe that eva	aluation should be directly connected to professional development opportunities:
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Com	ments:
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	ect all that apply)
	Taking place prior to January 1 of any academic year
	Once per year
	Conducted at least twice per year
	Conducted multiple times over the academic year
	Lasting less than 20 minutes
	Lasting more than 20 minutes
	Lasting no less than a full class period
	Including a preconference
	Including a post conference
	Announced to me in advance
	Unannounced/Walkthrough
	Comments:

Including a conference				
Including feedback on my	practice related to all 22 com	ponents of the state frame	work for teaching	
Including goal setting for th	ne following year			
Including a discussion of re	elevant measures of my profe	essional practice and growth	1	
Including a discussion of re	elevant measures of my stude	ents' achievement and area	s for growth	
mments				

Appendix C. Review team bios

Khristie Bair

Ms. Bair is employed as an elementary principal in the West Ada School District at Hillsdale Elementary School. She has been involved in education for the past 23 years and is currently enrolled through Northwest Nazarene University as a doctoral student in Educational Leadership.

Teresa Burgess

Ms. Burgess is employed as the Coordinator of the Title II-A: Improving Effective Instruction program for the Idaho State Department of Education. She has 19 years of education experience in Idaho, serving in her current position at the Department for the past five years. Teresa passed the Teachscape Proficiency assessment in July 2015. She continues to coordinates and attend workshops across the state for educators based on the Danielson Framework for Teaching.

Dr. Kelly Cross, Ed.D.

Dr. Cross is a Clinical Associate Professor in the College of Education at Boise State University. She is also Program Coordinator for the Educational Leadership Program and Associate Director of the Center for School Improvement and Policy Studies at Boise State University. Dr. Cross is the Principal Investigator of the Idaho Special Education Support and Technical Assistance (SESTA) Project for the state of Idaho. Prior to her position with Boise State University, she worked for 18 years with the Independent School District of Boise as a teacher and school administrator. Dr. Cross is trained in the Danielson Framework, completed the Teachscape Proficiency Assessment, and teaches the Danielson Framework to graduate students aspiring to become school leaders. She earned her Doctorate in Curriculum and Instruction from Boise State University, and her Specialist Degree in Educational Leadership from the University of Idaho.

Dr. Heidi Curtis

Dr. Curtis is the Chair of Graduate Education at Northwest Nazarene University. She was formerly a teacher and principal in Idaho public schools for 20 years before starting at the university.

Dr. Ann Farris

Dr. Farris has been in public education for 27 years, working as an elementary and secondary teacher as well as Federal Programs Administrator. She currently serves as the Boise Area Director for the Boise School District, overseeing 14 schools. She also works with District-wide curriculum and instruction, strategic planning, and facilities. Dr. Farris earned her B.A. from Arizona State University and M.A. and Ed.D. from Boise State University.

Dr. Andrew Grover

Dr. Grover is currently the superintendent of the Melba School District and has over 18 years of education experience in Idaho.

Randy Jensen

Mr. Jensen currently serves as the Principal at William Thomas Middle School. This is his 32nd year in education and 28th year as principal. He currently serves on the Board of Directors of the National Association of Secondary School Principals, the Idaho Digital Learning Academy and the Idaho Middle Level Association. He has worked on several state and national level committees. Randy has also worked closely with Idaho State University on several teacher preparation and teacher evaluation projects. He was the recipient of the 2016 Association for Middle Level Education National Distinguished Educator and the 2005 National Principal of the Year.

Dale Layne

Mr. Layne taught elementary school in the Nampa School District for 9 years, before moving to the Jerome School District as an elementary principal in 1991. He served as an elementary principal for 17 years. Currently, Dale is in his 8th year as Superintendent of the Jerome School District. He holds a B.A. Degree in Elementary Education from Northwest Nazarene University, a M.A. Degree from Boise State University in Curriculum and Instruction, and an Ed.S Degree from the University of Idaho in School Leadership.

Barbara Leeds

Ms. Leeds is a retired Assistant Superintendent from the West Ada school District. She worked in education for 38 years serving students as a classroom teacher, assistant principal, curriculum coordinator, secondary/K-12 director, and HR Director. She was instrumental in the adoption of the Danielson Framework in WASD and the implementation of required professional development as the district transitioned from the Meridian evaluation model to Danielson. She currently works as an education consultant for districts experiencing complex personnel issues and has been hired by University of Idaho to develop a course for administrative training in the Danielson model.

Greg Lowe

Mr. Lowe is the current superintendent of the Wendell School District #232. He has been serving as superintendent for thirteen years. Before that, Greg was a building principal for eleven years. He began his career in Idaho public education as a classroom teacher. His fifteen years of classroom experience was extremely rewarding and prepared him for his leadership roles as principal and superintendent. Greg earned his B.A. from University of Utah and Administration and Ed. S degree at Idaho State University.

Dr. Laural Nelson

Dr. Nelson has been an Idaho educator for 27 years. She holds a Doctorate degree in Education Leadership from Idaho State University. Dr. Nelson has worked as a teacher, principal and superintendent at Valley School District in Hazelton, Idaho for 20 years. She is currently employed by Idaho Digital Learning Academy and is the Director of District Services and Supervision.

Brad Patzer, M.S., M.Ed., Ed.S,

Mr. Patzer has been in the field of education since the fall of 1988. During his career, Brad has taught at every grade level in both public and private schools. Brad is a former math and social studies teacher with extensive background working with alternative schools and online learning. He has served on the Professional Standards Commission for the state of Idaho, and on several other state level committees. Brad is a recipient of the 2004 National Milken Educator Award and presently serves as Regional Coordinator and Supervision Manager for Idaho Digital Learning Academy.

John Pearce

Mr. Pearce graduated from the College of Education at Idaho State University with a BSE in Chemistry & Mathematics. John earned his Masters of Education in Administration and Supervision from the University of Arkansas at Little Rock. He has served in secondary-level administration for the past 18 years and currently serves as the Principal of Wood River High School in the Blaine County School District.

Bob Ranells

Dr. Ranells is currently the superintendent of the Wallace School District and has over 35 years of education experience.

Lisa Sexton

Ms. Sexton has spent the past 26 years as a public educator in the Lakeland Jt. School District. Lisa has taught several grades at the elementary level. She has been an assistant principal, a principal, and is currently the Assistant Superintendent in the Lakeland Jt. School District. She has had the opportunity to serve on several state committees and was the President of the Idaho Association of Elementary School Principals. Lisa participated in the Danielson Train the Trainer training and provides ongoing professional development for the teachers in her district. For the past several years Lisa has been asked to provide instruction in the Danielson Framework to Lewis Clark State College PACE program students.

Gavlen Smyer

Dr. Smyer graduated from an Idaho high school and began his teaching career in Smithfield, Utah before having the opportunity to return to his hometown in the Gem State. Dr. Smyer has been an Idaho educator for 38 years serving as a teacher, building principal, assistant superintendent, and superintendent in the Cassia School District. Dr. Smyer completed his doctoral work in Educational Leadership through the University of Idaho and has served as superintendent for the past 10 years. Cassia school district was an early adopter of the Charlotte Danielson model. Dr. Smyer is Idaho's IASA 2017 Superintendent of the Year.

Jennifer Snow

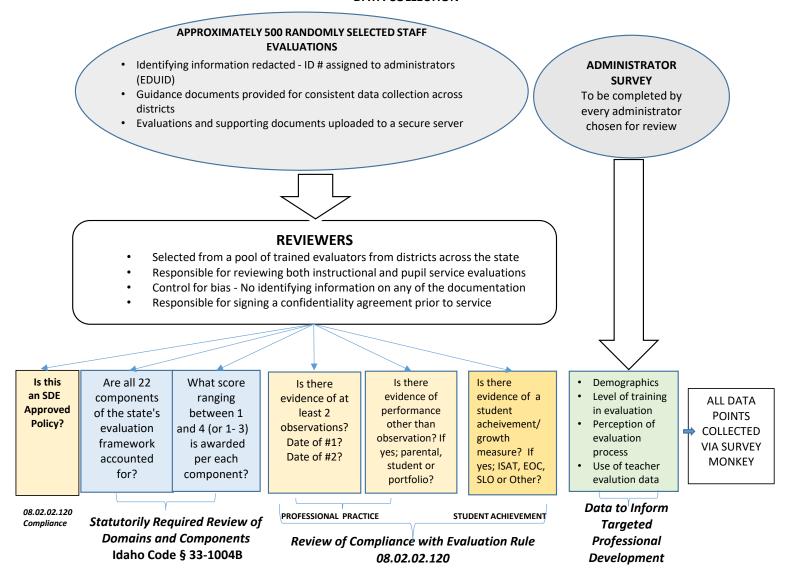
Dr. Jennifer Snow currently serves as the Associate Dean for Teacher Education for Boise State University's College of Education. She has been working in teacher education for more than 17 years and has worked with Idaho educators since 2003. Her doctorate is in curriculum and supervision from The Pennsylvania State University. Dr. Snow serves on the Idaho Association for Colleges of Teacher Education and the Idaho Coalition for Educator Preparation. She has been involved with Charlotte Danielson Framework for Teaching since 1999 and works with preservice teachers and their practicing mentor teachers on the formative development and evaluation of professional practice.

Diane Stinger

Ms. Stinger is a retired educator who taught in the classroom for 35 years. Diane currently works for Idaho State University as a University Clinical Educator supervising student interns. Additionally, she teaches an online course to cooperating teachers.

APPENDIX D. Data Collection Graphic-P1

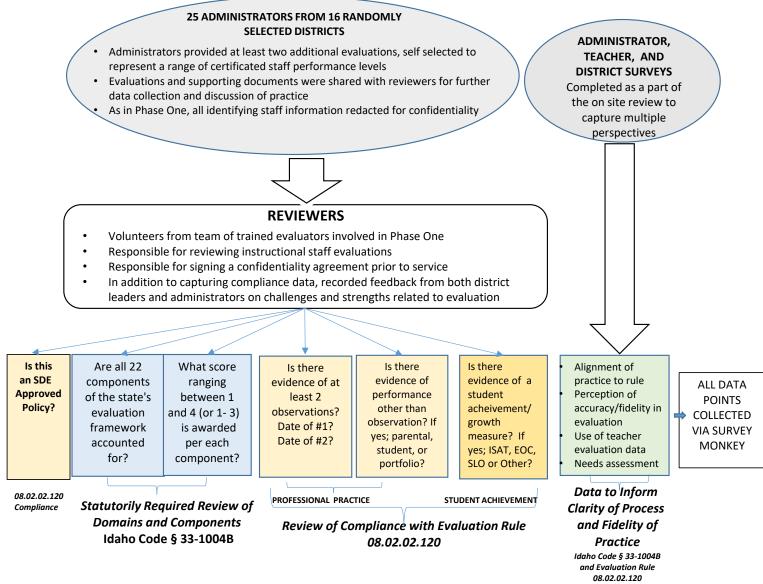
2015-2016 EVALUATION REVIEW - PHASE ONE DATA COLLECTION



12-28-16

APPENDIX ZZ. Data Collection Graphic - P2

2015-2016 EVALUATION REVIEW - PHASE TWO ONSITE REVEW DATA COLLECTION



2-24-17

BOISE STATE UNIVERSITY/UNIVERSITY OF IDAHO

SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – First Reading

REFERENCE

April 2011 The Board approved additions to Board Policy I.J. to make permanent the conditions under which the Board

can approve the sale or consumption of alcohol in conjunction with NCAA football games (Section 2.c). Prior to this policy change, the institutions were bringing requests for exceptions to Board Policy I.J. annually to allow for the consumption of alcohol in suite

areas and at pregame corporate events.

June 2015 The Board approved alcohol service in conjunction with

NCAA football pre-game events in compliance with

Board Policy I.J.

September 3, 2015 The Board approved a waiver of the written invitation

requirement of Board Policy I.J. and requested Boise State University and University of Idaho to establish secure areas for pregame events for ticket holders with structured alcohol service as a pilot. Minors were restricted from the alcohol service area and the institutions were required to report back on the pilot at

the October 2015 Board Meeting

October 2015 Board approved extending the pilot approved at the

September 3, 2015 Board meeting to home football games during the 2015-2016 football season. Each institution reported there were no incidences. The Board denied the request from Boise State University

to expand alcohol service to Basketball Games.

June 2016 The Board denied the requests from the universities to

waive the written invitation requirement of Board Policy I.J. and to establish secure areas for pregame events for ticket holders with structured alcohol service for the

2016 football season.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services With Regard to the Private Sector Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions. Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND/DISCUSSION

For the past eleven seasons, the Board has approved the allowance of alcohol service and consumption prior to and during home football games in conjunction with the terms and guidelines outlined in Policy I.J., Section 2.c. For one season, 2015, the Board approved expanded alcohol service at controlled pregame events for all ticket holders. Prior to this, the universities had only sought to plan pregame events for sponsors to entertain clients, in alignment with conditions outlined in Policy I.J.

The proposed policy revisions:

- Designate certain venues where alcohol service at campus events to include certain NCAA athletic events under the same conditions as has been provided in Board policy. The CEO could then approve the plan and issue a permit in those limited facilities as happens with other campus events where alcohol is served. The Board would receive an annual report instead of being required to consider annual permission.
- Add the ability for a CEO to permit a designated pregame event for valid ticket holders under conditions prescribed in Board policy.
- Remove the word "written" in various places to avoid confusion over whether email or digital transmissions are allowed

Outside of athletic events, the change will also update prior requirements to have a defined seating area where alcohol beverages may be possessed and consumed at entertainment events. This section of policy is problematic with concerts, performances and similar events and for their promoters as it is difficult to set aside a section of seating for patrons consuming only non-alcoholic beverages – or vice versa.

IMPACT

Approval will alleviate the annual Board approval process for certain types of alcohol service on campuses and instead prescribe certain venues and conditions in policy that allow CEOs to permit alcohol services in conjunction with athletic events.

ATTACHMENTS

Attachment 1 – proposed policy revisions, Section I.J.

STAFF COMMENTS AND RECOMMENDATIONS

In response to the desire from various Board members to limit the requests for waivers of the Board's policies Boise State University and the University of Idaho are jointly proposing amendments to the Board's policy regarding the service of alcohol in institution facilities or on institution properties (Board Policy I.J.). Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or

distribution of alcohol in common spaces of State facilities, and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy I.J. currently allows the presidents of the institutions to approve permits for the service of alcohol for events on campus (under specified conditions that are not in conjunction with student athletics events). Alcohol service may be allowed with prior Board approval in conjunction with NCAA football pregame events. Alcohol service in conjunction with any other student athletic event is prohibited.

The proposed amendments remove some of the current provisions of policy allowing CEO's to permit alcohol service at "permitted events." The proposed policy revisions:

- 1. eliminates the requirement that a written personal invitation is required,
- 2. eliminates the requirement that the institutions immediately report the permits,
- 3. eliminates the requirement that the institutions report the issued permits to the Board at a Board meeting, and
- 4. eliminates language requiring areas where alcoholic beverages are consumed to be clearly marked and separated from other areas and that additional space be provided outside of the areas where alcohol is possessed and consumed to accommodate those that do not wish to be present where alcohol is being consumed.

Additional language is added authorizing the CEO to issue Alcohol Beverage Permits that meet or exceed existing requirements.

The proposed amendment to the policy regarding the sale or consumption of alcohol in conjunction with NCAA football games would expand permission to allow alcohol service at all NCAA athletic events and then confine the service to specific venues listed in the policy. Approval of such events will require the submittal of a plan to the CEO who is then authorized to approve the events on an annual basis. Only the approval of additional venues will be brought to the Board for consideration. Youth may be present as long as they are under the direct supervision on an adult. Individuals who have purchased admission or their ticketed guests may attend; a written personal invitation will not be required. A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported.

Four venues at Boise State University, one venue and Idaho State University and two venues at the University of Idaho are identified as approved locations.

In addition to the amendments proposed by the universities the attached draft

includes an increase in the per instance liability limits from \$500,000 to \$1,000,000. This amendment would bring the policy in compliance with the minimum liability required by Risk Management for permitted events.

On page 10 of Attachment 1, 2.c.ii. Pre-game events, references patrons who hold tickets to "the football game," if the expansion of alcohol service is to all NCAA athletic events as indicated in subsection 2.c, this appears to conflict with the previous addition.

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	approve first Attachment 1.		changes	to Board	policy	section	I.J.	as
Moved by	Seco	nded by	C	Carried Ye	s	No		

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector

April 2011August 2017

- I. Use of Institutional Facilities and Services
 - a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
 - b. Priority and guidelines for use of institutional services and facilities is as follows:
 - i. Institutionally sponsored programs and projects.
 - ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - iii. Local, state, or federally sponsored programs and projects.
 - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.
- 2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities
 - a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures.

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Immediately uUpon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.
 - i. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre- determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must

each be set forth in the Alcohol Beverage Permit and in the application therefore.

- ii. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event.
 - Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
- iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- iv. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received an written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
- v. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area where alcohol is served, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
- vi. Except as provided for in c. below, Nno student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or

anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

- vii. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal—written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.
- viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.
- ix. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- x. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- xi. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage -limits sufficient to meet the needs of the institution, but in no

case less than \$1,5000,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.

- xii. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.
- xiii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.
- c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described belowmay be permitted with prior Board approval. Alcohol service at pre-game events and in-suite areas are limited to the locations listed below only, no other locations are allowed. Each year an institution that wishes to seek Board approval permit such sale and service must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting, for the ensuing football season. The proposal must include prepare a plan that detaileds the descriptions and drawings of the areas where events which will include alcohol service will occur. The Board CEO will review the proposal plan and may issue the permit as long as the following criteria are metunder the following criteria and, upon such review, may also apply further criteria and restrictions in its discretion. An institution's proposal shall be subject to the following minimum conditions:

i. Approved Locations:

- 1) Boise State University:
 - Caven-Williams Sports Complex (Pre-game football)
 - Allen Noble Hall of Fame Gallery (Pre-game football)
 - Stueckle Sky Center (In-suite football)
 - Double R Ranch Club Room Taco Bell Arena (In-suite/Club room basketball)
- 2) Idaho State University:
 - Exterior of Holt Arena east end area adjacent to the Sports Medicine Center (Pre-game football)
- 3) University of Idaho:
 - Lighthouse Center/Bud and June Ford Club Room (In-suite/Club

Room football and basketball)

President's/Corporate Tents – activities field north end (Pre-game football)

<u>Institutions may bring to the Board requests to seek approval to add new</u> or renovated facilities to the approved locations list.

ii. Pre-game events

- 1) The event must be conducted during pre-game only, no more than three- hours in duration, ending at kick-off.
 - 1)2) For pre-game events held in institution stadium suite areas, eonly patrons who hold tickets to the football game seats in the area shall be allowed into the area during games event.
- 3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued.
- 4) -A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, nNo one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event unless such youth are accompanied by and are, at all times, under the supervision and control of an attendee of legal drinking age. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area

iii. In--Suites/Club Rooms

- The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult patrons and guests who have received a personal written invitation purchased admission and their ticketed guests, and must not be open to access by the general public.
- 2) For events held in institution stadium suite areas aAdult patrons may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such adult patrons.
- 3. For events held in institution stadium suite areas, tThe sale of alcohol must begin no sooner than three hours prior to kick offthe start of the athletic contest and must end at the start of the 4th quarter seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

- iv. All events. All events, pre-game and in-suite, must meet the following requirements.
 - All ticket holders Companies involved in the to the event must be sent
 a letter communication outlining the location and Board alcohol policy.
 The communication letter must state the minimum drinking age in Idaho
 is 21 and that at no time is should such companies allow any underage
 drinking and/or serving of alcohol to visibly intoxicated persons allowed.
 - 2) Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
 - 3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
 - 4) Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.
 - 5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
 - 6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,5000,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds.

and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

- 7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported. after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.
- d. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football bowl games post season athletic competition shall be permitted only with Board approval under the same conditions ii. through xivii., as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.
- e. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.
- <u>3f.</u> Alcohol-making or -distributing companies shall not be allowed to advertise goods or services, nor be the named or advertised sponsor of <u>events</u> on campus grounds or in any institutional facilities.

BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Pre-game Request – Stueckle Sky Center

REFERENCE

June 2013	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2013 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2014 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2014	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2014 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2015 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2015	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl.
June 2016	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2016 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game for home football

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions. Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

games and the Famous Idaho Potato Bowl.

BACKGROUND/DISCUSSION

For the past eleven football seasons, the Board has granted permission under Policy I.J. to allow service of alcohol on campus in conjunction with Bronco home football games and the Famous Idaho Potato Bowl. Boise State University requests Board approval to provide alcohol service in the Stueckle Sky Center prior to each home football game for 2017 season, potential conference championship game, Famous Idaho Potato Bowl Game, and 2018 spring game as outlined below.

Stueckle Sky Center

Prior to approval of construction of the skybox suites, the Board granted approval for the University to represent that alcohol service would be available in the skyboxes. Based on that approval, the leases with patrons for the suites, club seats and loge seats were all created with the understanding that alcohol service would be available during games in this area of the stadium only. However, such alcohol service is clearly known to be at the sole discretion of the Board.

The University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Center on the west side of the stadium. In this secure area, Boise State will allow patrons to purchase food and beverages, both non-alcoholic and alcoholic.

The University will provide all control measures and follow all requirements of Board policy regarding alcohol service. As with the previous years, the University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the University will conduct the pre-game activities under the following conditions:

- The Sky Center is enclosed and totally separate from the general seating areas; alcohol service will only be available to patrons with tickets in the Sky Center.
- There is no access from the general seating area into the Sky Center.
 Further, only patrons who hold tickets to seats in the Sky Center will be allowed into the Sky Center during games.
- 3. Service will begin no sooner than three hours prior to kick off and will end at start of the 4th quarter.
- 4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
- 5. Security personnel will be located throughout the Sky Center area on each of the four floors monitoring all alcohol policies and patron behavior.
- 6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
- 7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- 8. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- 9. The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of \$2,000,000, and to make sure the proper permits and licenses are obtained.
- 10. No alcohol making or distributing companies may be allowed to sponsor the activities.

11. Boise State University will implement further measures to assure underage drinking does not take place in the Sky Center as shown on the attachment. A list of those measures defining how the Sky Center is monitored and secured is attached. This security plan was provided to the Board at the Board's request with regard to the 2011 season.

Boise State University utilizes campus security, along with the Boise City Police and other law enforcement and civilian officials, to control and manage the service of alcohol. Even during sold out games, no serious issues or concerns have been reported since alcohol service began in 2005. Boise State will have the same or an enhanced security plan that has been in place for the past ten seasons for the coming season.

IMPACT

Approval will allow Boise State University to continue the practice of serving alcohol in restricted areas during home football games.

ATTACHMENT

Attachment 1 – Security Plan – Stueckle Sky Center

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted ruing the pre-game only and not last more than three hours, ending at kick-off.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

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I move to approve the request by Boise State University to allow alcohol service in
Stueckle Sky Center during the 2017 home football season, Famous Idaho Potato
Bowl, the 2018 spring game, and if applicable, the conference championship game
in full compliance with Board policy section I.J.

Moved by _	Seconded by	_ Carried Yes _	No
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Boise State University 2016 Football Season – Albertsons Stadium Security Plan and Alcohol Report Stueckle Sky Center

The following report addresses security for alcohol service at Boise State Football games in the Stueckle Sky Center. Security plans for the Sky Center are as follows and will be conducted at each home game for the 2017 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There have been no serious incidents regarding the service of alcohol during the 2005 through 2016 season.

As with previous years, Boise State University will provide all the control measures and follow all requirements of the Board policy regarding alcohol service. Also, the university will conduct the activities with the following staff and security in the building on game day.

Staffing Plan

The following staffing will be implemented. The staff will be instructed that controlling the prevention of underage drinking of alcohol and/or overindulgence of alcohol is high priority.

- Crowd manager Supervisor Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor Assist Crowd Management Supervisor in supervision of patron services staff in the SSC

North Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out then will move to the Loge level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

South Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out then will move to the Club level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

Level 3 – Loge Level

- Crowd Manager at the N. stairs stadium to loge level Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties
- N. Elevator lobby Crowd Manager Monitors Patrons who enter the Loge Level bar, assists in monitoring alcohol sales at the bar.
- Club Room Bar Crowd Manager Monitors alcohol sales at the bar. Patron services duties.
- South stairs stadium to loge level Crowd Manager. Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties.
- Crowd Manager to rove throughout the loge level—Patron services duties, monitors alcohol sales in bar and seating area.

<u>Level 4 – Club Level</u>

- Club Room Crowd Manager Monitors the alcohol sales at the bar. Patron Services Duties
- South Stairwell Crowd Manager Monitors movement of SSC patrons between the Suite and club level.
- Hallway Crowd Manager Rove throughout the hall way. Patron services duties, monitors alcohol sales at kiosk.
- Club Lounge Crowd Manager Monitors alcohol sales in bar area and patron services duties
- North Stairwell Crowd Manager -- Monitors movement of SSC patrons between the Suite and club level.
- Club Area Crowd Manager Monitors back row of club seating area to ensure the isle remains clear. Patron services duties.
- West Stairs Crowd Manager between 4th and 5th floor-- Monitors movement of SSC patrons between the Suite and club level.
- Crowd Manager to rove between lounge and hallway—Patron services duties and assists in monitoring alcohol sales at bar and kiosk.

Level 5—Suite Level

- Club Room Bar Crowd Manager Monitors the alcohol sales at the bar and Patron Services Duties
- South Hallway Crowd Manager Patron services duties and rove hall to monitor patrons in the suites.
- North End of Hallway Crowd Manager Patron services duties and rove hall to monitor patrons in the suites.

Level 6—Press Level

- Club Room Bar Crowd Manager Monitors the alcohol sales at the bar and Patron Services Duties
- South End Hallway Crowd Manager Patron services duties and rove hall to monitor patron in the suites.

 North End Hallway Crowd Manager - Patron services duties. Rove hall to monitor patron in the suites.

Policies

- SSC is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
- There is no access from the general seating area into SSC. Only patrons who hold tickets to seats in the SSC will be allowed into the Sky Center during games.
- The sale of alcohol will begin no sooner than three hours prior to kick off and will end at the start of the 4th quarter.
- Security personnel will not allow patrons to exit or enter the area with any food or beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of \$2,000,000, and to make sure the proper permits and licenses are obtained.
- No alcohol making or distributing companies may be allowed to sponsor the activities.
- Each suite in the SSC shall have a sign displayed prominently with the following statement:

Laminated info sheet included in all suites placed on refrigerator.

Boise State University has received permission from the State Board of Education to serve alcohol in the Stueckle Sky Center. To continue to provide this service, we will need your help and cooperation.

- Please drink responsibly.
- The University will enforce a zero tolerance policy on alcohol abuse and underage drinking that could result in removal from the Sky Center and revocation of game tickets.
- Underage drinking is against the law and is not allowed anywhere in the Stueckle Sky Center.
- Please keep all items away from open windows. Items dropped or thrown from the suites could seriously injure fans seated below.
- Ticket must be displayed on a lanyard at all times. If you do not have a lanyard, let an usher know so one can be provided.
- Service of alcoholic beverages will cease at the completion of the third quarter.
- Alcoholic beverages are not allowed in the elevators.
- Patrons are not allowed to enter or exit the Stueckle Sky Center with any food or beverage.

"It is a privilege for us to serve alcohol in the Stueckle Sky Center"
Have a great Game Day, GO BRONCOS!

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IDAHO STATE UNIVERSITY

SUBJECT

Request for Pre-game Alcohol Service Request

REFERENCE

June 2014 Board approved a request to establish secure areas for pre-

game activities that serve alcohol for the 2014 football

season.

June 2015 Board approved a request to establish secure areas for pre-

game activities that serve alcohol for the 2015 football

season

June 2016 Board approved a request to establish secure areas for pre-

game activities that serve alcohol for the 2016 football

season

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector Idaho Administrative Code, IDAPA 08.01.08 – 100, Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions. Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND / DISCUSSION

Board policy allows service of alcohol on campus in conjunction with pre-game home football game events with prior Board approval and under specific condition outlined in Board Policy I.J. During the 2007 through 2016 football seasons, Idaho State University followed models established by the University of Idaho and Boise State University for staging similar events.

In accordance with approval granted by the State Board for the 2016 football season, Idaho State University reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. Idaho State University is continuing to work with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

Idaho State University requests Board approval to establish a secure area on the east side of Holt Arena, prior to each home Bengal football game, for the purpose of allowing corporate partners, Bengal Foundation, Football Alumni Team members and invited guests the opportunity to gather with clients, friends, and guests for the 2017 home football games. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non-

alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider and the University's official food service provider. Idaho State University will provide control measures and follow all requirements of Board policy regarding alcohol service. The University will conduct the pre-game activities under the following conditions:

- 1. A secured area surrounded by a fence to control access to and from the area.
- 2. Three-hour duration, ending at kick-off.
- 3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
- 4. A color-coded wrist band or pass admission system will identify attendees and invited guests. No one under legal drinking age will be admitted.
- 5. All corporate partners involved in the pre-game location will be sent a letter outlining pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow underage drinking and/or serving of alcohol to visibly intoxicated persons.
- 6. One entry/exit point, which will be manned by security personnel.
- 7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
- 8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
- 9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
- 10. The area is for sponsors to entertain clients/guests for the Fall 2017 home football games, including sales and service of alcohol.
- 11. A review of the 2016 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

IMPACT

If the Board does not approve the alcohol waiver request, Idaho State University will not be able to include the sale of alcohol on campus at home football games during the 2017 season.

ATTACHMENTS

Attachment 1 - Map of Designated Area

Page 5

- a. Holt Arena Full Aerial View
- b. Sports Med Center Proposed Control Area

Attachment 2-Detail of Booth and Service Areas-West Side of Holt Arena Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic

beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted during the pregame only and not last more than three hours, ending at kick-off.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

BOARD ACTION

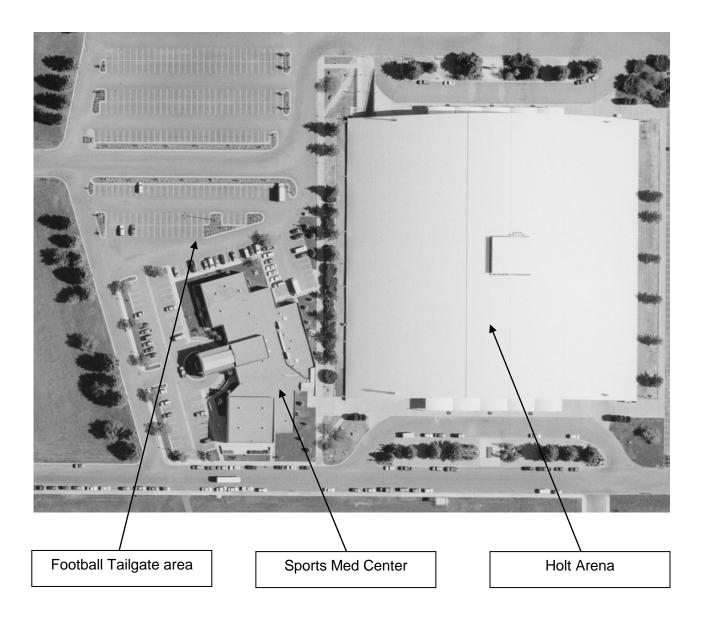
I move to approve the request by Idaho State University to establish secure areas as specified in Attachment 1 and 2 for the purpose of allowing alcohol service during pre-game activities under all of the conditions outlined in Board policy I.J. subsection 2.c. for the 2017 football season.

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Moved by	Seconded by	1	Carried Yes	No

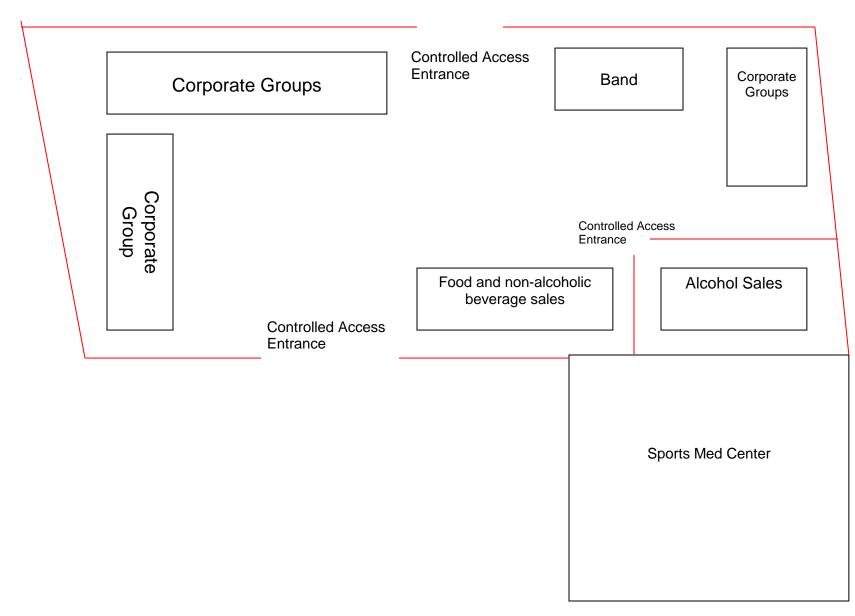
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IDAHO STATE UNIVERSITY

Aerial View of Holt Arena and Sports Med Center



Idaho State University Football Pre-Game Tailgate



PPGA

UNIVERSITY OF IDAHO

SUBJECT

The University of Idaho requests Board approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2017 football season and 2018 Spring Game.

REFERENCE

2004-2014	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season.
June 18, 2015	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2015 football season.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games in the Vandal Fan Zone on a pilot basis with a report to the Board the following October.
October 21, 2015	Board voted to extend the approval of expanded alcohol service in the Vandal Fan Zone during home football games for the 2015-16 season.
June 16, 2016	Board voted to end the expanded alcohol service in the Vandal Fan Zone and approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2016 football season, 2017 Spring Game, post-season bowl game and if applicable conference championship game.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J - Use of Institutional Facilities and Services With Regard to the Private Sector Idaho Administrative Code, IDAPA 08.01.08 - 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions. Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games. The University of Idaho has consistently made and had such requests approved by the Board and has a history of having no serious issues or concerns related to service of alcohol at pre-game activities.

The UI seeks approval from the Board to continue its prior practice whereby in a secure area, patrons may purchase food and beverages (non alcoholic and alcoholic) from Sodexo, the university's official food service provider, as part of home football pre-game activities. The university will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game events under the conditions set out in Board policy I.J.2.

As per Board/Regents policy I.J.2.c.iii.(1) a color-coded wrist band system will serve to identify all authorized attendees and guests, with a separate wrist band clearly identifying those of drinking age. Underage children will not be allowed into the alcohol service area.

The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

In managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The Student Activities Field, north end, will be the location for the secure area where food and beverage service (including alcoholic beverages) will take place. Within the secure area there will be space for the President's Circle Pre-Game Function, and for Corporate Tents, including the university's athletic marketing agent (Learfield). These functions provide an opportunity for corporate sponsors to reward employees and say "thank you" to valued customers by hosting private functions. This area is located on the east side of the ASUI-Kibbie Dome. The south end of this field will be available for the University to host visiting team institutions pursuant to all applicable Board and Institution policies.

Service of alcohol at the President's Pre-game Function and the Corporate Events will be through tents creating a controlled area for monitoring attendance and consumption, with service limited to the tents and no alcohol allowed to leave the tents. This layout allows the institution to control all events permitted for pre-game service of alcohol.

No serious issues or concerns related to service of alcohol at pre-game activities were experienced in the 2016 football season

IMPACT

Again there have been no serious incidences regarding the pre-game service of alcohol through the 2016 football season and the 2017 spring practice football game where service has been approved. The University of Idaho creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-

game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

ATTACHMENTS

Attachment 1 – Maps and Drawings of Service Areas

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted ruing the pregame only and not last more than three hours, ending at kick-off.

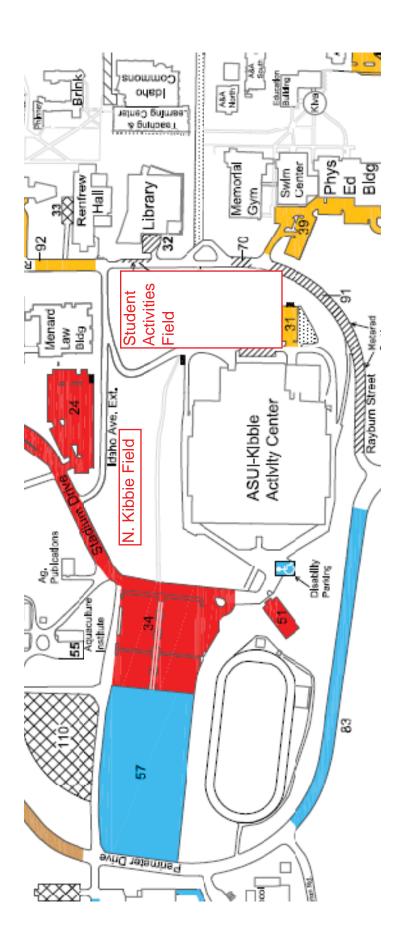
Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

BOARD ACTION

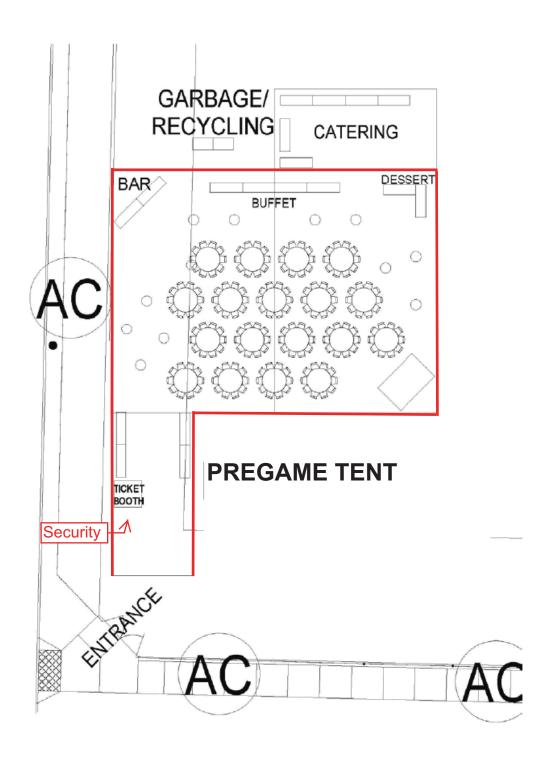
I move to approve the request by the University of Idaho to establish a secure area under in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2017 football season and the spring 2018 football scrimmage, with a post-season report brought back to the Board.

Moved by	Seconded by	Carried Yes	No

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2015 Vandal Pre-game Activities Map



UNIVERSITY OF IDAHO

SUBJECT

Request for approval of sale of alcohol - Litehouse Center/Bud and June Ford Club Room (Center).

REFERENCE

April 21, 2011 Board approval of revisions to SBOE/Regents Policy

I.J. relating to service of alcohol at institution events

and within institution stadium suite areas.

June 23, 2011 Board approved the request by UI to authorize alcohol

service during the 2011 football season in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J.

subsection 2.c.

June 21, 2012 through

June 15, 2016 Board approved the request by UI to authorize alcohol

service during the football season and during the ensuing spring football scrimmage each year, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J.

subsection 2.c.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector Idaho Administrative Code, IDAPA 08.01.08 – 100, Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions. Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games. The University of Idaho seeks permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2017 football season as well as for the 2018 Spring Football Scrimmage Game for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). The university will follow all requirements of Board policy I.J.2. regarding alcohol service in conjunction with home football games.

 The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center.

- There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games.
- All entry points to Center Suites and the Center Clubroom area (identified in the attached drawings) will be staffed with trained security personnel.
- In addition, Security Personnel will be located within the Center to monitor activities within the suites and clubroom
- The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo's provision of food and nonalcoholic beverages.
- The university and center patrons will abide by all terms and conditions of the Board policy and any other conditions place by the Board. Violation of Board policy of additional conditions by Center Patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

No serious issues or concerns related to service of alcohol at the Center were experienced in the 2012 through 2016 football seasons.

IMPACT

Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games. Again there have been no serious incidences regarding the pre-game service of alcohol through the 2016 seasons and 2016 spring scrimmage game where service has been approved. The University of Idaho continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

ATTACHMENTS

Attachment 1 – Maps and Drawings of the Center

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted ruing the pregame only and not last more than three hours, ending at kick-off. For events held in institution stadium suite areas, only patrons who hold tickets to seats in the area are allowed entrance, the sale of alcohol may not begin prior to three (3) hour before kick-off and must end at the start of the 4th quarter, adult patrons may be accompanied by youth if the youth is under adult supervision at all times.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

BOARD ACTION

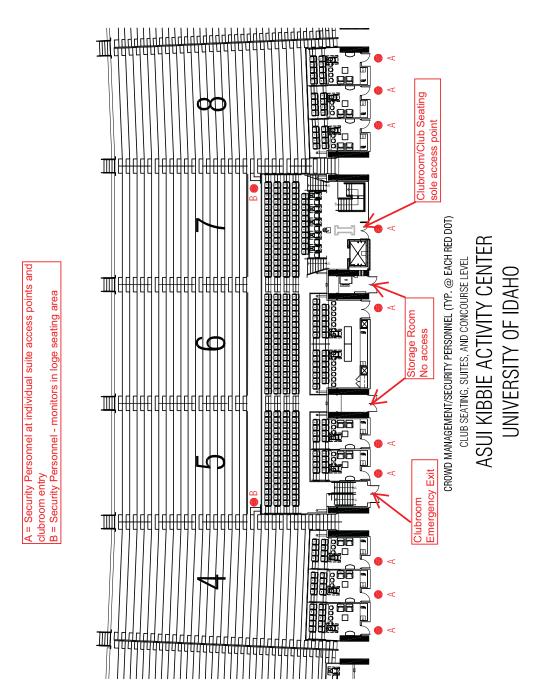
I move to approve the request by the University of Idaho to allow alcohol service during the 2017 football season and during the spring 2018 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under all of the conditions outlined in Board Policy I.J. subsection 2.

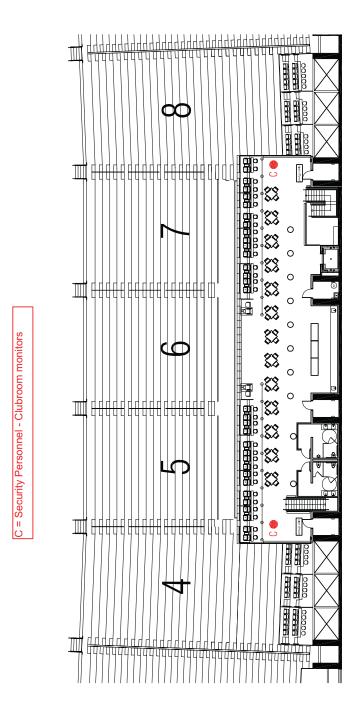
Moved by	/ Seconded b	y Carried `	Yes No
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ASUI KIBBIE ACTIVITY CENTEF UNIVERSITY OF IDAHO





CLUB ROM LEVEL ASUI KIBBIE ACTIVITY CENTER UNIVERSITY OF IDAHO

CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

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SUBJECT

Idaho Public Television (IPTV) Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Ron Pisaneschi, General Manager of the Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – IPTV Annual Agency Review PowerPoint Presentation Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Annual Agency Overview

June 15, 2017

Ron Pisaneschi, General Manager

Today's Presentation

- Overview of Content and Services
- Budget
- Statewide Delivery Systems
- Challenges

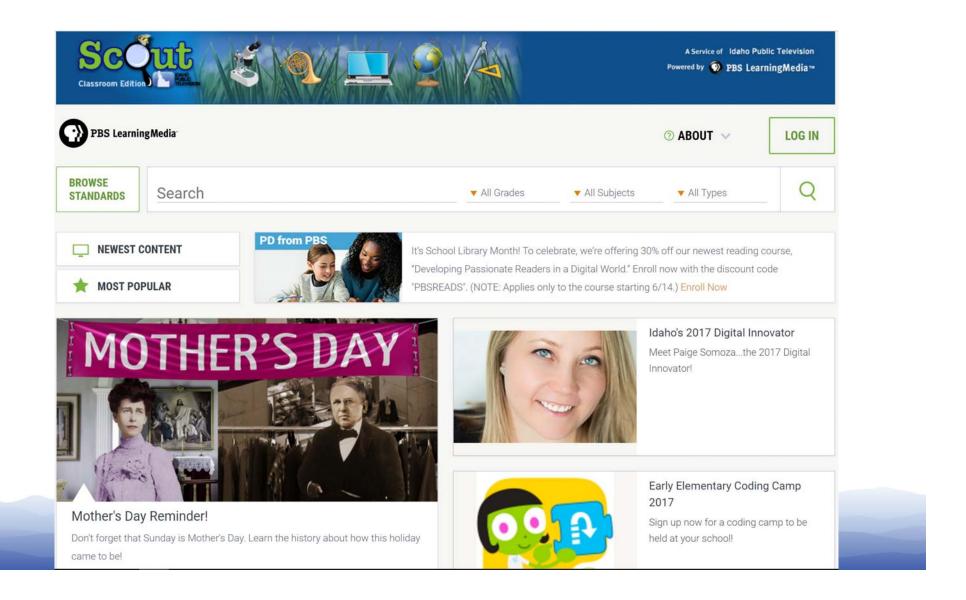
New Educational Initiatives

- PBS Teacher Ambassador Grant
- STEM & Literacy Outreach Initiative
- Screenings & New 24 x 7 PBS Kids Channel
- OSERS Project
- EPSCoR Update
- Journey To College Update
- Local Productions

TCP Video

PBS Teacher Ambassador Project

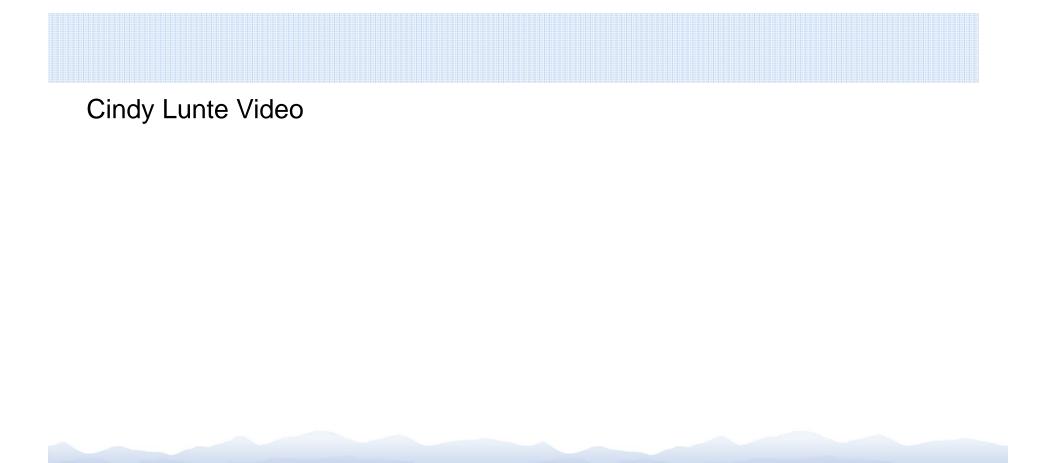
- \$350,000 Grant from Anne Ray Trust
- Hired Burley Teacher Kari Wardle
- Training on Using Digital Media & Technology
 Effectively in the Classroom
- Buhl, Wendell, & Gooding
- Needs Assessment
- PBS Learning Media 120,000+ Resources



Paige Samosa Video

STEM & Literacy Outreach Initiative

- Funding from CPB, PBS, Union Pacific, Walmart, Jeker Foundation, & STEM Action Center
- Travelling Trunks
- Libraries & After School Network
- Aps & PBS PlayPads for Kids to Use
- Scratch Junior Coding Camps
- Training for Parents & Caregivers Progress
 Tracker



Screenings & New 24 x 7 PBS Kids Channel

- Teachers Use PBS Content More Than Any Other Source
- PBS Kids Content Delivers Results
- Parents Trust PBS More Than Any Other Media Brand



New Channel - Broadcast & Live Streaming



OSERS

- National Comprehensive Center To Improve Literacy for Students with Disabilities at U of Oregon
- \$250,00 Grants Over 5 Years
- Stream Workshops & Produce Teacher Training Videos
- Working with Lee Pesky Learning Center
- First Event October 2017
- Included in PBS Teacherline

EPSCoR

- Fourth Year of IdahoPTV's Inclusion in Partnership
- 2017 Portneuf River Project ISU Researchers
- Next Impact of Loss of Farmland on Environment & Water Quality
- Broadcast & Online as Idaho Science Journal Shorts
- Planning Next Grant Request to National Science Foundation

Idaho Science Journal Video of MILES Project

Journey To Education

- Journey To College
- Journey To Career
- Journey To Opportunity
- Discussing Future Plans
- Revisit Student Document Impact on Their Lives
- Video & Social Media Emphasis



Consistently #1 most-watched PBS station, per capita

Source: Feb. 2012-2016, TRAC Media, Total Ratings

Valued Services to All Idahoans

460,000+ People View Per Week On-Air

- More Children & Ethnically Diverse Than Commercial Stations
- #2 in U.S. for Broadcast Only Households
- More than 5,000 Online Viewers of Local Productions Each Month

Source: Feb. 2016, Nielsen Media

Online Access via Desktop & Mobile



iOS & Android Apps; Roku, Chromecast, AppleTV Channels

Broadcast vs. Online

Video Viewing Is Still Mostly on Television



Television
31 Hours per Week



4.5 Hours per Week

Source: November 2016 Nielsen Company

Local Productions

















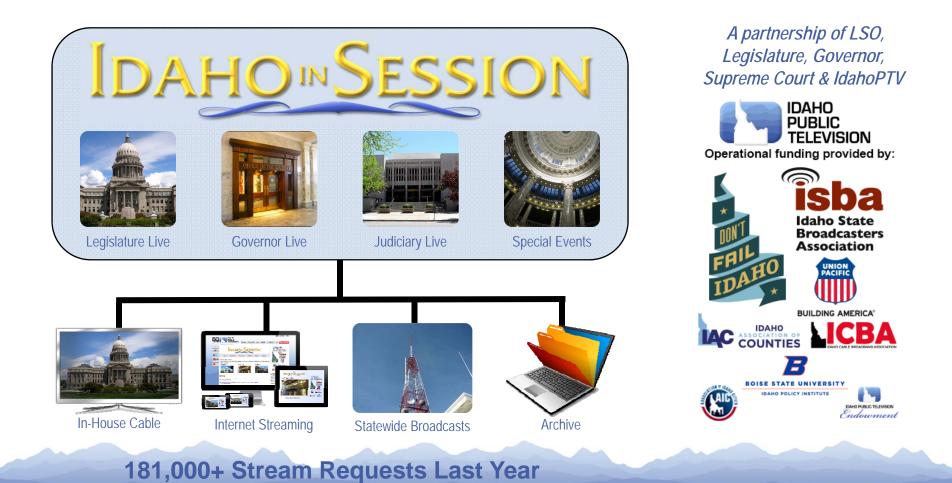








Science Trek Video





Outdoor Idaho Video

Award Winning Productions

72 International, National & Regional Awards





Joan Cartan-Hansen Idaho Public Television "Science Trek: Bats -White Nose Syndrome

Private Giving Exceeds Peers

- Higher Percentage of Donors Per Capita
 - 1.1% versus .5%
- Higher Average Gift Amount
 - \$114 versus \$62

National Programming









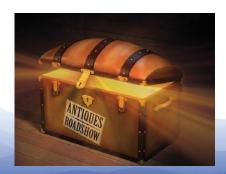
















A FILM BY KEN BURNS & LYNN NOVICK

Fall 2017





Vietnam War Video

Appropriated Funding FY 2018 \$ 9,633,100*

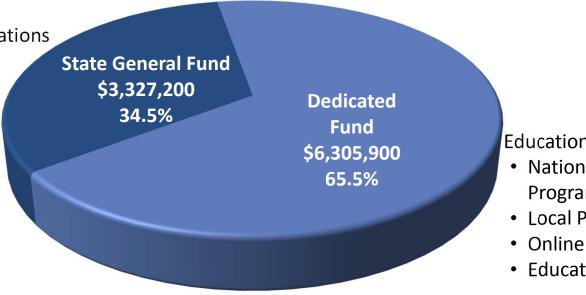
Statewide Delivery System

 Deliver content to nearly every Idaho household

Support education

Emergency communications

• Deliver government (Idaho in Session)



Educational Content

- National and Regional Programming
- Local Program Creation
- Online Resources
- Educational Outreach

^{*} Includes One-Time Capital: General - \$1,006,500 and Dedicated - \$396,000

Peer Group Comparison

STATE	FY17 STATE FUNDS	\$/PERSON
Alabama	\$8,407,250	\$1.73
Arkansas	\$9,038,533	\$3.05
Georgia	\$15,158,097	\$1.50
Iowa	\$9,090,846	\$2.93
Kentucky	\$14,073,200	\$3.24
Louisiana	\$5,132,436	\$1.13
Maryland	\$8,198,000	\$1.42

STATE	FY17 STATE FUNDS	\$/PERSON
Mississippi	\$6,800,000	\$2.27
Nebraska	\$10,329,068	\$5.49
Oklahoma	\$3,153,548	\$0.84
South Carolina	\$7,639,083	\$1.65
South Dakota	\$4,052,806	\$4.75
Wisconsin	\$6,569,740	\$1.16
West Virginia	\$4,703,785	\$2.54

 14 State Average
 \$7,691,233
 \$2.37

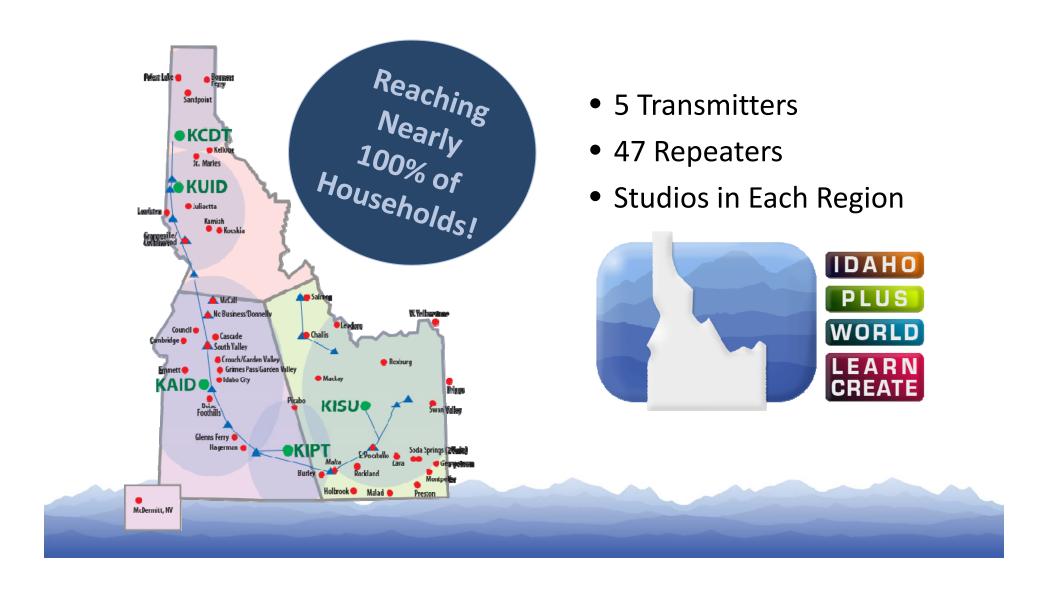
 Idaho
 \$3,022,100
 \$1.83

Operational Funding Outlook

- Congressional Funding to CPB Flat or Shrinking
- Already Outperform Peers in Private
 Fundraising Limited Growth Projected
- Only 13 of 64 FTE Funded With State Funds –
 CEC Costs Come Out of Operations

FY2019 Line Item Requests

- Fund Shift from Dedicated to General Fund for Engineering & Fiscal Positions
- New Engineering Position to Address Impact of FCC Spectrum Auction
- New Educational Outreach Position to Enhance Efforts Statewide



Equipment Funding

Critical Equipment & Infrastructure Concerns

- \$23 Million in State Assets
- \$18 Million (81.2%) Is Depreciated
- Federal Grant Programs Eliminated
- Significant Deferral of Asset Replacement

Spectrum Auction/Repacking

Congress Authorized the FCC to Take Back TV Spectrum & Auction to Broadband Providers

- Auction Closed in April
- Channels 38-51 Sold Including KCDT Ch. 45
- Repacking All Broadcasters Into Channels 2-36
 From 2017-2020

Spectrum Auction/Repacking

FCC Will Find New Channels & Pay Costs of Channel Changes for Transmitters but Not Translators

- Coeur d'Alene Transmitter on Channel 45
 Will Have to Move by January 2020 Equipment
 Funded by Auction Proceeds but not Staffing
- Detailed Plan & Budget Due to FCC by July 12, 2017

PPGA

Spectrum Auction/Repacking

New Translator Frequencies Not Guaranteed – Transmitter Moves Can Bump Translators

- 14 of our 47 Translators Will Be forced to Find New Channels
- Can't Ask for New Channels till Early 2018
- May Not Be Enough Channels to Go Around
- Cost \$100,000 +

PPGA

Q&A

DEPARTMENT OF EDUCATION

SUBJECT

Draft Every Student Succeeds Act State Consolidated Plan

REFERENCE

December 2015 The Board was updated on the status of the Every

Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new

Federal Consolidated State Plan.

August 2016 Board received recommendations from the

Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal

accountability.

November 28, 2016 Board approved pending rule creating the new

statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gather by staff

through public forums held around the state.

April 2016 Board received an update on the work of the Board's

Teacher Pipeline Workgroup and preliminary recommendation for developing and supporting

effective teachers in Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

Idaho Administrative Code, IDAPA 08.02.02 – Section 111, Assessment in the Public Schools; IDAPA 08.02.02 – Section 112, Accountability

BACKGROUND/DISCUSSION

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaced the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind (NCLB) expired in 2014.

Pursuant to the new Act, all states must submit state plans indicating how the State will implement the various Elementary Secondary Education Act (as amended) Titles. States may submit the plans as a Consolidated State Plan. The plan(s)

must be submitted to the U.S. Department of Education in order to receive federal funding under the various education titles. The State Department of Education is committed to developing a plan that reflects the priorities and needs of the students and educators of Idaho.

Idaho's Consolidated State Plan describes how the state will use its allocated federal funds to support districts and schools serving disadvantaged children, including how the State will help improve Idaho's lowest performing schools. The State receives approximately \$82 million in federal support tied to ESSA, requirements. Idaho's plan, if approved by the U.S. Department of Education, would take effect in the 2017-18 school year.

The State Department of Education is bringing the draft consolidated plan to the State Board of Education for discussion. A more finalized version of the plan will be brought forward at a later date for Board approval.

If, after a state plan has been submitted to the US Department of Education (USDOE) and approved, the state wishes to alter aspects of the plan, the state may revise the plan and resubmit to the USDOE.

The timeline for the drafting of Idaho's Consolidated Plan is as follows:

- November 1, 2016: First draft released after the formation of 13 workgroups that included individuals serving diverse roles in schools and the community
- November 16, 2016: Second draft released after collecting feedback on the first draft through 5 in-person feedback forums and online comment submissions
- January 13, 2017: Third draft released after incorporating comments from the Planning, Policy, and Government Affairs subcommittee of the State Board of Education and comments submitted jointly by the Idaho School Boards Association, Idaho Education Association, and Idaho Association of School Administrators
- April 28, 2017: Fourth draft released after adapting the plan to USDOE's new template and progress on data modeling for reporting and goal setting
- June 15, 2017: Fifth draft presented to the State Board of Education after feedback from the Accountability Oversight Committee
- June July 2017: Additional feedback will be collected from membership of the Idaho School Boards Association, Idaho Education Association, and Idaho Association of School Administrators, as well as the Accountability Oversight Committee and other entities seeking additional input, including the public
- August 10, 2017: Sixth draft of the plan will be presented to the State Board of Education for final approval
- September 14, 2017: Final plan will be submitted to USDOE after signatures from Superintendent of Public Instruction Sherri Ybarra, State Board of Education President Emma Atchley, and Governor C.L. "Butch" Otter

IMPACT

Idaho's consolidated plan must be approved by USDOE in order for Idaho to receive approximately \$82 million from the federal government to support public K-12 education.

ATTACHMENTS

Attachment 1 – Accountability Oversight Committee Feedback	Page 5
Attachment 2 – Board Staff Feedback on Technical Corrections	Page 7
Attachment 3 - Draft Every Student Succeeds Act	_
Consolidated State Plan	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and the only agency authorized to negotiate with the federal government on matters concerning education. As the SEA, the State Board of Education must approve, and is ultimately responsible for the implementation of the Consolidated State Plan. The Board has historically delegated the implementation of many of the federal program requirements to the State Department of Education as they pertain to the elementary and secondary public school system.

The Consolidated State Plan includes assurances of the State of Idaho on:

- Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)
- Education of Migratory Children (Title I, Part C)
- Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)
- Supporting Effective Instruction (Title II, Part A) this section historically has been referred to as Supporting Effective Teachers
- English Language Acquisition, Language Enhancement, and Academic Achievement (Title III, Part A)
- Student Support and Academic Enrichment Grants (Title IV, Part A)
- 21st Century Community Learning Centers (Title IV, Part B)
- Rural and Low-Income School Program (Title V, Part B, Subpart2)
- McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (Title VII, Subpart B)

Plan development and submittal requirements include:

- consultation in a timely and meaningful manner with Governor (or appropriate officials from the Governor's Office), and
- provide the Governor with 30 day prior to the SEA submitting the plan for signature.

For each component of the Consolidated State Plan (academic assessment; accountability, support, and improvement for schools; supporting excellent educators; and supporting all students), the state must conduct outreach to and

solicit input from stakeholders during the design and development of the State's plan to implement the programs included in the plan. In addition to the Governor's Office, required stakeholders include: members of the State Legislature, local education agencies, representatives of Indian Tribes, educators and organizations representing educators, parents and family, community-based and civil rights organizations, higher education institutions, employers, and the public.

ESSA includes an additional focus on reducing achievement gaps in our underserved populations (Hispanic and American Indian), attracting and retaining effective Science, Technology, Engineering and Math (STEM) teachers, and career technical education.

The new state accountability system was approved by the Board in 2016 and accepted by the Legislature during the 2017 legislative session. The system was designed to meet state accountability needs as well as the federal accountability requirements. All public schools, school districts and charter schools are subject to the assessment and accountability requirements specified in IDAPA 08.02.03.111 and 112. If the Board approves a divergent accountability system through the Consolidated State Plan, those schools subject to the requirements in the plan would have to meet the requirements in the administrative rule and the plan. Additional requirements for the Board to approve in the state accountability system include: if and how any of the accountability measures will be weighted and combined to identify low and high performing schools, interim and long term targets for our schools and districts to meet, what happens to school who have been identified as low performing, how long these schools have to improve, and what happens to the schools should they not improve within the specified time frame.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

STATE BOARD OF EDUCATION ACCOUNTABILITY OVERSIGHT COMMITTEE Feedback Regarding Idaho's Draft Consolidated State Plan

Members:

Jackie Thomason, Chair	Member (7/1/15 - 6/30/17)	Former Chief Academic Officer, West Ada District
Linda Clark	Member (Ex-officio)	Member, State Board of Education
Debbie Critchfield	Member (Ex-officio)	Member, State Board of Education
Pete Koehler	Member (Ex-officio)	Deputy Superintendent, State Department of Education
Julian Duffey	Member (5/19/16 - 6/30/18)	Special Education Director, Bonneville Joint District
John Goedde	Member (7/1/15 - 6/30/17)	Former State Senator and Former School Board Trustee, Coeur d'Alene District
Rob Sauer	Member (5/19/16 - 6/30/18)	Superintendent, Homedale School District
Roger Stewart	Member (6/1/16 - 6/30/18)	Professor, College of Education, Boise State University
Alison Henken	Staff Support	K-12 Accountability & Projects Manager, Office of the State Board of Education

Introduction

In August 2016, the Accountability Oversight Committee (Committee) presented a recommended framework for a new K-12 school accountability system to the Board. The Committee's framework was then used to draft a proposed administrative rule, which was revised after public comment and was confirmed by the legislature during the 2017 Legislative Session.

The Accountability Oversight Committee has continued its work by providing regular feedback to the State Department of Education (SDE) on drafts of Idaho's revised Consolidated State Plan, particularly the sections related to assessment, accountability, and identifying and supporting schools in need of improvement. The Committee has provided feedback and recommendations to State Department of Education staff at four Committee meetings:

- October 14, 2016: Feedback on initial ideas (prior to release of Draft 1 on November 1, 2016)
- November 10, 2016: Feedback on November 1, 2016 Draft
- January 13, 2017: Feedback on November 13, 2017 Draft
- May 8, 2017: Feedback on April 27, 2017 Draft

Feedback

The Accountability Oversight Committee has provided substantial feedback to the SDE on the drafts of the Consolidated State Plan. The majority of this feedback has been incorporated into more recent drafts and will not be outlined in this report. The Committee has also participated in several presentations and discussions regarding proposals included in the Consolidated State Plan regarding the use of accountability data. The Committee has expressed support for the proposed process for doing meaningful differentiation of schools through a data dashboard and using data from specific indicators to identify schools for support and improvement.

The following items reflect areas of feedback that the Committee has provided to the SDE that have not yet been addressed through revisions to the Draft Consolidated State Plan:

Section of Current Plan	Feedback Provided	Feedback
A.4.iii	5/8/17	Committee recommended revising the process and calculation used to establish the state's long-term goals. While the Committee believes in setting high standards for the districts and schools, members expressed concerns that the proposed calculation results in some goals that would be unattainable during the proposed timeline (particularly those for English learners and students with disabilities). Committee recommended the SDE examine the possibility of using a process to set the state's long-term goals for each indicator based on a review of Idaho's performance data and aligned to the rate of improvement previously made by schools or districts who are in the 75 th percentile for that indicator.
A.4.vi.a	11/10/16; 1/13/17	Committee approved a motion to formally recommend that all schools, rather than just Title I schools, be included in the process to identify schools for support and improvement.
A.4.vi.a	1/13/17	With the proposal to identify schools for Comprehensive Support and Improvement every 3 years (rather than annually), the Committee expressed interest in establishing a system to issue warnings to schools if their performance in a given year would have qualified them for support and improvement if that had been a qualifying year.
A.4.vi.b	1/13/17	Committee expressed support for a presented idea to propose that alternative high schools be identified for Comprehensive Support and Improvement based on a five-year extended graduation rate of less than 67%, rather than the four-year cohort graduation rate (which will be used for general high schools).
A.4.viii.c	1/13/17	Committee provided feedback that they felt the support and requirements for schools who fail to improve within 3 years of being identified for Comprehensive Support and Improvement needed to be more structured and substantial than the language in the current draft. The committee recommended that the process include an audit to determine the school's level of implementation of a specific list of key research-based practices (use of high quality curriculum, RTI process, professional learning committees, etc.) and direct support from the state related to the any of those practices where the school can improve.

Feedback on Consolidated State Plan, May 17 Draft

Section #	Page #	Section Topic	Feedback
		General	Voice of the plan is specific to SDE and SDE's plan rather than the State of Idaho's plan. Many initiatives will not be able to be implemented without the cooperation of the educational system or Board of Education action.
Title I			
A.2	8	Eighth Grade Math Exception	The response provided is unnecessary and not pertinent to the question asked. We should mark "No," but there is no need for additional information.
A.3.i	9	Native Language Assessments	The statement at the end of this section, "All assessments for accountability are provided in Spanish as well as English" is not accurate (we provide language/translation support, but we do not administer the ISAT ELA test fully in Spanish). Additionally, it is not a necessary response to the question presented for sub-section i. The response provided in A.3.ii. is accurate and appropriate, so this sentence in A.3.i. should be deleted.
A.3.iv	10		No response was provided to the question.
A.4.ii.c	12	Minimum N-Size	No response was provided to the question presented (there should be). The Board's Data Management Council has set the current N size to less than 10, the Board will considering a change to an N size of less than 5 at the June 2016 Board meeting.
A.4.iii.a and A.4.iii.b	13-15	Establishment of Long-Term Goals (Academic & Graduation)	The long-term goals for some sub-groups may be problematic. Specifically, the goals for Students with disabilities and English learners may be too aggressive and could create educator frustration with the state (Example: 6.9% proficient to 53.5% proficient in 6 years is not doable for EL students).
A.4.iii.c	16	Establishment of Long-Term Goals (English Language Proficiency)	The document says that the goals will be calculated by June 30, 2017. That timeline does not feel appropriate, since it does not give adequate opportunity for the Board or public to provide feedback (that would be after the Plan is out for a 30 day public comment period). The Board is required to set the long term goals (IDAPA 08.02.03), the Board is not being requested to consider goals at the June 2017 Board meeting.
A.4.iv.a	17-18	Indicators	There is a reference missing in 01. School Category b. High Schools – it says "as defined in Subsection" with no reference. Also, there is a font change where the indicators from rule were copied and pasted in. The Indicators have been set in administrative rule, and rather than referencing generically "multiple measures" the actual measures should be listed.
A.4.iv.a	19	Indicators /	In A.4.iv.a (page 19), the italicized sub-section "Based on long-term goals" directs the reader to
and A.4.v		Meaningful Differentiation /	see the annual meaningful differentiation of schools methodology to understand how the long- terms goals are incorporated (which is required per ESSA). However, in reviewing the Annual Meaningful Differentiation section (A.4.v) AND the Identification of Schools section (A.4.vi), there

and		Identification of	does not appear to be clear information about how the long-terms goals are incorporated into
A.4.vi		Schools	our process of differentiation and/or identification.
A.4.iv.a	20-21	Indicators	The descriptions of Academic Growth state that it will be measured by the difference in performance for the current year (i.e. percent proficient) and either the performance in the prior year OR the performance "two years in the past." However, it never clarifies how those 2 years of previous data will be used. Perhaps it will either be a comparison of current year to prior year OR a comparison of current year to the AVERAGE of the prior 2 years? IDAPA 08.02.03 requires growth toward proficiency be based on a trajectory model approved by the State Board of Education.
A.4.iv.d	21	Progress in Achieving English Language Proficiency	The calculation will be determined by June 30, 2017. See comment to Section A.4.iii.c.
A.4.iv.e	21	School Quality or Student Success Indicator(s)	This says that Idaho plans to move to a statewide school climate survey as its school quality indicator (for the purposes of school identification). IDAPA 08.02.03 sets out school quality measures by school category. These include Students in grad 8 enrolled in pre-algebra or higher, state satisfaction and engagement survey administered to parents, students, and teachers, communication with parents on student achievement for school serving students in K through grade 8. At the high school level the school quality measures are college and career readiness, state satisfaction survey, students in grade 9 enrolled in algebra I or higher, communication with parents on student achievement. At the alternative school the school quality measures are credit recovery and accumulation, college and career readiness, state satisfaction and engagement survey, and communication with parents on student achievement.
A.4.v.a.	22	Annual Meaningful Differentiation	The plan indicates only the minimum federally required measures will be used. Educators across the state have indicated they want to be held accountable based on multiple measures that give a broader picture of what the school did and not just the minimum federally required measures. Additionally, the school quality measure is already identified in IDAPA 08.02.02 but is not identified in the plan.
A.4.vi.	25-26	Identification of Schools	On page 26 (Step 6), it is clear that the intention is to only identify schools if they are Title I. Past practice has been to include all schools. IDAPA 08.02.03 accountability requirements covers all schools, including the school identification process (Idaho would have to ensure that the bottom 5% of Title one schools are identified per federal law). This would mean slightly more than 5% of school would be identified each year since Administrative Code, covers all schools.

A.4.vi.b	26	Identification of Schools- Comprehensive Support and Improvement Schools	The plan is proposing to identify for Comprehensive Support and Improvement every 3 years. It should be clear whether the State will determine identification based on a graduation rate of less than 67% using the 4-year cohort graduation rate for the identification year (only) OR a three-year average of the 4-year cohort graduation rate for the school (for the 3 years since the last identification). Identification every 3 years would allow for schools to be low performing for 3 years prior to identification and it would not allow schools that have shown significant improvement in the first year to no longer be identified until year 3. The indicators identified in the plan do not include all of the accountability measures and then averages all of the scores. This does not allow for any weighting of the measures and disregards measures identified as "accountability" measures in IDAPA 08.02.03. The Plan indicates School Quality measure is yet to be identified, but IDAPA 08.02.03 already identifies the school quality measures.
A.4.vii	28-29	Annual Measurement of Achievement	With regard to incorporating 95% participation, the plan quotes the section of rule that says that if a school fails to have 95% participation it "automatically identifies the school as not having achieved measurable progress in ISAT proficiency." However, it is not clear here what that will mean relative to the proposed accountability system. Does it mean they will be considered not meeting interim progress for that year for proficiency? Would it potentially impact the school's identification status (or likelihood to get identified)? Since it's not clear how long-term goals or measurements of interim progress are incorporated into our system of meaningful differentiation and/or school identification, the impact/consequence here is unclear. If they are identified in part based on participation and the next year they meet the target do they have to wait three years before they are identified again.
A.4.viii.a	29	Continued Support for School and LEA Improvement – Exit Criteria	This section asks the State to set exit criteria. The Plan states that "If a comprehensive school meets the outcomes criteria defined in its improvement plan and would not be identified in the lowest performing 5% of schools, the LEA may opt to exit." This could allow a school to be in the bottom 6% and if they meet criteria they have set, to exit There needs to be a clear, consistent expectation of the improvement a school needs to make to exit, whether they are identified for being in the bottom 5% or for having a graduation rate under 67% (that is not even mentioned in this section and should be). Additionally, later in the document (Section A.4.viii.c on page 30), there is a reference to "ISDE's exit criteria." The State Board has set the state exit criteria in the past. IDAPA 08.02.03 specifies the State Board of Education will set all accountability measures and timelines for schools who fail to meet annual measurable progress, this would include state exit criteria.

A.4.viii.a and A.4.viii.e	29 & 37	Exiting & Funding	Section A.4.viii.a says that if a school exits, the "school would not be eligible for school improvement funding." Section A.4.viii.e in the last paragraph of the Comprehensive needs assessment and action plan section provides that "The school will be considered exited, but funding may continue for the length of the grant to make sure the improvement efforts can be continued." These provisions appear contradictory.
A.4.viii.b	30	Exit Criteria – Targeted Support	Exiting schools from Targeted Support and Improvement with no other criteria except that they no longer fall into the bottom 5% for that subgroup means that a school could move to the bottom 6% and get exited, which would make them at high-risk for being identified again and going back and forth rather than receiving the kind of support they need to actually improve.
A.4.viii.c	30	More Rigorous Interventions	This section needs more development (the AOC gave similar feedback). This basically says another needs assessment will be done, but there is no clarity on what the possible actions of the state could be relative to providing substantial support to the LEA and school in making improvements. Additionally, it says the Comprehensive and Integrated Field Review (CIFR) team will be composed of SDE staff and regional educators. What about other education experts and/or higher ed? The language on who the CIFR team members will be could be a little broader so that the teams can be carefully selected to do a rigorous and thorough review of the school based on specific expertise.
A.4.viii.d	31	Resource Allocation Review	The statement that particular attention will be given to LEAs with 50% or more schools identified for comprehensive support and improvement is setting a really high bar for extra attention, since identification for comprehensive support and improvement is based on the bottom 5% of schools and/or less than 67% graduation rate. What are the chances of many (if any?) districts having more than 50% of their schools qualify? Should we be concerned if more than a third (33%) of a district qualifies? If we used more than a third, a rural district with 3 schools (elementary, middle/jr, and high school) wouldn't necessarily be flagged as an LEA if one of their schools was identified.
A.4.viii.a and Multiple		STAT	The State Technical Assistance Team (STAT) is mentioned several places in the document. However, in the place where the STAT is initially introduced in A.4.viii.a, there is very little information about what the STAT is, who will be a part of the STAT, or what their role is in supporting school improvement. That comes later (mostly on pages 35-36), but there are numerous references to the STAT in between.
A.4.viii.e	36	Core Team	The Core Team is referenced (related to the STAT being responsible for convening them), but there is no explanation of who the Core Team is or what their role is (anywhere in the document).
A.4.viii.e	33-40	Technical Assistance /	This section reflects the systems and supports that the SDE/state currently has in place. Based on that, this section likely will not change much before this plan is submitted. There appears to be no

		Support Provided to	evaluation of the effectiveness of some of the technical assistance and supports that are in place.
		Identified Schools	The Board could consider directing Board staff and SDE staff, with substantial involvement from
			stakeholder groups and districts/schools (especially those that have worked through the
			improvement process) to take a close look at the technical assistance/support services being
			provided, their effectiveness and cost to determine the ways we could improve our system to be
			more strategic, efficient, and results-driven.
A.6	43-46	School Transitions	This section lacks specifics about what the State is doing. And if there are places where we're not
			doing enough, there isn't clear language about what we're doing to address the gap (in planning,
			setting new strategies, etc.). The question presented specifically asks us to address the support
			we're providing to help students transition from MS to HS and to reduce dropouts. That question
			is not addressed in either the MS or HS sub-section of the Plan. Additionally, the HS sub-section is
			very brief and doesn't touch on a number of initiatives we already have in place to encourage and
			support the transition to postsecondary. On pg 45, there is a section about English Learners that
			provides info about general EL support but doesn't address how we help ELs through academic
5.4.1			transitions.
B.1.i	47	Supporting Needs	In Section B.1, we are supposed to address how the state and LEAs are ensuring the needs of
		of Migratory	migrant students are met (including preschool and those who have dropped out). In sub-section
		Children	B.1.i, we are supposed to address the full range of services available for migratory children. Our
			response only indicates that the state provides ongoing training. It does not provide information
B.1.ii	47	Supporting Needs	about services provided to students either due to support from the state or from LEAs. There is a lack of detail regarding the info requested. This says we do joint planning but does not
D.1.II	47	of Migratory	indicate how/the processes we use for joint planning.
		Children	indicate now/the processes we use for joint planning.
B.1.iv	47-48	Supporting Needs	The intro before the table indicates that required "strategies" are bolded. Only one strategy, 3.2,
		of Migratory	is bolded. However, while this is a math strategy, there is a very similar ELA strategy that is not
		Children	bolded
C.1	53	Transitions	The first sentences states that we will establish procedures to ensure timely re-enrollment of
		Between	students from juvenile justice into secondary schools or re-entry programs. However, there is no
		Correctional	other information about the process we will use to establish these procedures or by when we
		Facilities and Local	intend to have them developed and implemented. Overall, this section uses a lot of future tense
		Programs	("will"), making it unclear whether these are practices that are already in place and will be
			continuing or if they are practices/procedures that still need to be established and implemented.

C.2	54	Program Objectives and Outcomes	This section is confusing for the reader in its use of "Goal" "Objective" and "Outcome". The measureable outcomes are listed as objectives in the table, but not above it. For instance, in the outline of the Objectives before the table, the Outcome listed for Objective #2 seems more associated with Objective #1. In the table Goal #1 has an Objectives that align more to Objective #1 and Outcome #2 above. Additionally, in the table, it feels like some of the Goals / Objectives / Performance Measures need to be split up, so that they are more specific and more clearly aligned.
A.1	57	Use of Funds	 Support for Teachers: Recruit and Retain: Grow Your Own – Plan does not take into consideration the work completed by the Board's K-12 Teacher Pipeline Workgroup. Plan includes a means to work with IHEs to certify paraprofessionals. This would need to be coordinated through the State Board due to potential program changes/creating new programs. Plan includes efforts to recruit teaching candidates as early as high school by offering dual-credit education classes. The plan does not give any detail to address the current shortage of qualified dual-credit teachers, and the link between university general education requirements and education focused credits. Unless these courses specifically fulfill general education requirements (as opposed to just being interesting education courses to spark interest) it may be difficult to align graduation credits/certification requirements. An early Grow Your Own program (2006) involving universities partnering to provide coursework for special education paraprofessionals was not sustainable due to a lack of ongoing coordination. The plan does not appear to include the systemic approach necessary to maintain the program.
	57		Retain: Mentorship and Coaching - Detail is limited regarding what is trying to be accomplished here, other than "support" teachers. It seems important that this work would be integrally tied to teacher evaluation measures, Individualized Professional Learning Plans, and should target outcomes that correlate directly to increased student growth. Recommendations of the Educator Pipeline Committee in this area are being considered for implementation by the Board this year. The description does not indicate coordination with these efforts. Idaho has already developed Mentor Standards, and over the last 10 years many pockets of trained mentors and excellent resources have developed, though they are scattered throughout the state. The plan should be intentional in being consistent with previous efforts to maximize the outcomes.

	58		Support for the Idaho Instructional Framework - Could be amended to include the findings from the 2015-16 evaluation review, particularly to emphasize professional learning that was requested by administrators related to the instructional framework. This section also provides an opportunity to introduce Idaho's career ladder into this document. The section, for the purposes of describing Idaho's system for addressing educator effectiveness, does not include the state's focus on the continuum of professional growth that begins in pre-service (with the Common Summative Assessment) and supports teacher learning (IPLP) from the "residency" novice teaching phase through to Master Teacher designation.
A.2.	58	Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	This section references the teacher pipeline issues REL was contracted to explore, but does not tie it to the Idaho Superintendent's Network as it was in the earlier drafts. The Superintendents Network is listed in the proposed programs for supporting educators table.
A.3.	59	System of Certification and Licensing	Language reflects the old certification system and does not reflect the current certification requirements that have been effective since March 2017.
	60		Clinical Requirements – The statement "There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations" is not entirely accurate. Idaho operates on a CAEP partnership agreement, attending to diversity in placements is a focus of each educator preparation program (EPP). Programs are purposeful in trying to get candidates into diverse settings, and they collect this data and produce it during reviews. Finding diverse placements is important to EPPs, they regularly collect this data for review, and is an item that gets voluntarily called out as an opportunity for ongoing improvement.
	60		Alternative Routes to Certification - The Idaho definition of an alternate route is "a teacher of record working toward full certification" and needs to be clearly defined in this document. The federal definition is broader. Additionally, certificates/endorsements can be gained through both ABCTE and TFA (including an alternate route through a traditional program), which the Feds consider an alternative route to certification. Teachers can be prepared through a non-traditional program outside of the "emergency" provision. Districts may hire them as a matter of choice, not because they have to prove an emergency. This section does not describe the full picture of alternative routes to certification as they exists in Idaho.
	62		Pupil Personnel and Administrator Certification Standards - The description of these standards is confusing and does not capture the current rigor. These standards are not independent standards – they are included alongside, and are very similar to, the preparation standards for instructional

		personnel; they are just not grounded on Core Teaching Standards. Each of these programs goes
		through the exact same review process, though their performance standards are generally based
		upon current national standards supported through each group's professional organization.
	63	Current Work Regarding Certification of Educators - This section is outdated and inaccurate. The
		work of the Teacher Certification group was completed in fall 2016, resulting in rule change
		adopted in 2016 by the Board and accepted by the legislature during the 2017 legislative session
		(effective March 2017). Certification changes that are now official are not reflected in this
		document (see above). Regarding flexibility in certification, this discussion has now been taken
		up by the Educator Pipeline Work Group convened by the Board. The group has been meeting
		since February 2017.
A.6.	64	The plan states: "Idaho will not use Title II-A funds for the improvement of Teacher Preparation
		programs. Title II-A is focused on the needs of educators in rural, high-poverty, and high-minority
		schools."
		In earlier sections of the document there are references to working with higher education
		preparation programs to create new routes to teaching, these statements conflict with the
		statement above. There is clearly an intention to use dollars in the preparation of teachers.
		Additionally, this section is designed to support improvements identified by the SEA. Through
		both the Pipeline work and the Evaluation Review, many areas have been identified as critical to
		better preparing and supporting both teachers and administrators (induction, revised educator
		preparation courses, and ongoing training in assessment literacy to name a few). This section
		should be revised to better define (and perhaps better conceptualize the use of) funds for
		preparation and other focus areas identified. Idaho has used state level funds in this area to
		improve teacher preparation programs and the need has not diminished. Once example is the
		The state of the s
		proposed inclusion of college and career readiness student competencies that will need to be
		integrated into the teacher preparation programs.

Idaho Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

Fifth Draft (5.17.2017)

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- September 18, 2017.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

<u>For Further Information</u>: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures			
SEA Contact (Name and Position):	Telephone:		
Mailing Address:	Email Address:		
Idaho Department of Education PO Box 83720 Boise ID 83720			
By signing this document, I assure that: To the best of my knowledge and belief, all information and data The SEA will submit a comprehensive set of assurances at a date including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the and 8501 regarding the participation of private school children ar	and time established by the Secretary, requirements of ESEA sections 1117		
Authorized SEA Representative (Printed Name)	Telephone:		
Superintendent Sherri Ybarra	208.332.6815		
Signature of Authorized SEA Representative	Date:		
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:		
Signature of Governor	Date:		

Programs Included in the Consolidated State Plan

<u>Instructions</u>: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

consolidated State plan in a single submission.
☑ Check this box if the SEA has included <u>all</u> of the following programs in its consolidated State plan.
or
If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:
☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
☐ Title I, Part C: Education of Migratory Children
☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
☐ Title II, Part A: Supporting Effective Instruction
☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
☐ Title IV, Part A: Student Support and Academic Enrichment Grants
☐ Title IV, Part B: 21st Century Community Learning Centers
☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

- 1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)²
- 2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

□ Yes ⊠ No

Idaho encourages LEAs to provide advanced opportunities in math during middle school. In Idaho, "advanced opportunities" are defined as options for students to individualize their high school learning plan to get a jump-start on their future. These options include dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs. However, the state does not have statewide EOC assessments. LEAs have the option of creating their own districtwide assessments.

- ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 - 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 - 3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

participation in	assessments under se	ection 1111(c)(4	4)(E) of the
ESEA			

□ Yes

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.
N/A

- 3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):
 - i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Idaho's CSPR data for SY 14-15 shows the following language spoken by our English Learners:

Language	# of EL Students	
Spanish	10,741	
Arabic	354	
Somali	159	
Swahili	143	
Nepali	142	

Spanish is the dominant language used other than English in our state.

In Idaho, the only other language that is spoken at a "significant extent in the participating student population" is Spanish. All assessments for accountability are provided in Spanish as well as English.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Idaho administers the Idaho Standards Achievement Test (ISAT) developed by Smarter Balanced in grades 3–8 and 10. The state follows the guidelines set forth by Smarter Balanced related to translation, including translated test directions in a students' native language. Currently, Idaho's ISAT offers translated test directions available in 14 languages. In addition supports for English Learners include stacked translation in Spanish and translation glossaries in an additional 7 languages.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

N/A

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
 - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort
- 4. <u>Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d))</u>:
 - i. Subgroups (ESEA section 1111(c)(2)):
 - a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Within Idaho's accountability system, all required historically underperforming subgroups are included in both federal reporting as well as comprehensive and targeted school identifications:

Economically disadvantaged are students with a free or reduced-price lunch status. English learners are those who have not yet tested as English proficient. Minority subgroups will be disaggregated for American Indian or Alaskan Native; Asian; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino. Students with disabilities are all students that meet criteria outlined in Idaho's eligibility evaluation. This is further described in the Idaho Special Education Manual at http://www.sde.idaho.gov/sped/sped-manual/

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners) used in the Statewide accountability system.

N/A

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

ii.

	☐ Yes ☑ No
d.	If applicable, choose one of the following options for recently arrived English learners in the State: ☑ Applying the exception under ESEA section 1111(b)(3)(A)(i); or ☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.
	ISDE and the Title III English Learner workgroup prefers option 3, however the workgroup would prefer not to make decisions about exceptions for recently arrived English Learners because of the limited ACCESS 2.0 data. March 2016 was the first year of administering the ACCESS 2.0 assessment. However, in October 2016 WIDA released new English language proficiency cut scores for use with the March 2017 ACCESS 2.0 administration. Therefore, Idaho only has 1 year of scores from the March 2017 administration that are aligned to revised English language proficiency cut scores.
Mi	nimum N-Size (ESEA section $1111(c)(3)(A)$):
a.	Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.
	The minimum number of students required for a given group to be included in the school identification accountability system is $N >= 25$. This minimum number is required for the "all students" group as well as subgroups listed in Section A(4)(1)(a).
b.	Describe how the minimum number of students is statistically sound.
	Using statewide testing data from the two most recent years, ISDE

confirmed that using 25 for the minimum number of students required to be included in the accountability system provided reliable indicators of school performance at the indicator level. Additionally, throughout the design process, options for data aggregation were chosen that maximized the number of students represented in school accountability performance. For example, at the indicator-school level, the statewide accountability system will aggregate at least two, and up to three, years of data (the maximum allowable) to determine student achievement for

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the purposes of school identification.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.
- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

The State of Idaho places a high value on preserving the privacy of students and safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133. As part of this protection, the statute permits the release of student data in aggregate. It requires that "the minimum number of students shall be determined by the state board of education." To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC. Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of 10, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 10 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Idaho ensures that no single student is identifiable either through reporting (cases where the minimum cell size < 10 is not shown) or in Title I school identification processes.

Performance of student groups that are too small to be included in the

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

Title I school identification will still be reported on the state website so long as the cell size includes 10 or more students. Enrollment numbers and percentages will be displayed so long as there is at least one student within the subgroup.

- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
 - a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
 - 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

The long-term goals for Idaho are based on the state's vision for educating all students and a thorough review of the two years of ISAT data. The goals follow the state's projected trajectory similar to the goals in the ESEA waiver. Idaho wants to ensure that LEAs and schools are focused on goals that are both ambitious and achievable. Idaho's long-term goals seek to reduce the percentage of all non-proficient students by half over six years. The long-term goals are set for the State, districts, and schools and are based on achievement from the previous school year.

Calculation:

Long-term Goal (Growth goal for 6 years) = Previous Year % Proficient/Advanced + (100 - % Proficient/Advanced in Previous Year)*X*50%

Interim Progress Goal (Growth goal for each year) = Growth goal for 6 years /6

Baseline and long-term goals:

Baseline and long-term goals for academic achievement

Student group	Reading/	Reading/	Mathematics:	Mathematics:	
	Language Arts:	Language Arts:	Baseline Data	Long-term Goal	
	Baseline Data	Long-term Goal	and Year		
	and Year				
Goal: Reduce the percentage of all non-proficient students by half over six years. The baseline					
year is 2016.	year is 2016.				
All students	53.0	76.5	41.6	70.8	
Economically	40.6	70.3	30.3	65.1	
disadvantaged					

⁴ As of May 2017, ISDE has administered the ISAT two times.

Student group	Reading/	Reading/	Mathematics:	Mathematics:
	Language Arts:	Language Arts:	Baseline Data	Long-term Goal
	Baseline Data	Long-term Goal	and Year	
	and Year			
Goal: Reduce the po	ercentage of all non	-proficient students	by half over six yea	ars. The baseline
year is 2016.				
students				
Students with	15.0	57.5	15.2	57.6
disabilities				
English learners	6.9	53.5	7.1	53.5
Minority students	37.4	68.7	25.8	62.9
(non-white)*				

^{*} Data for the minority subgroup will be further disaggregated for the purpose of report card reporting. for American Indian or Alaskan Native; Asian; ; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

See Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

The long-term goals reduce the percentage of non-proficient students by half over a period six years. For schools with subgroups with varying levels of achievement, the goal to reduce the percentage of non-proficient students in this way requires *faster growth* for student groups that are farther behind. In this way, goal-setting aims to reduce the achievement gap between proficient and non-proficient students in the State.

- b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))
 - 1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho's long-term goals seek to reduce the percent of nongraduating students by half over six years. The long-term goals are set for the state, districts, and schools and are based on graduation rates from the previous school year.

Calculation:

Long-term Goal (Growth goal for 6 years) = Previous Year % Graduating + $(100 - \% \text{ Graduating in Previous Year}) \times 50\%$

Interim Progress Goal (Growth goal for each year) = Growth goal for 6 years /6

Baseline and long-term goals for the four year adjusted cohort graduation rate

Student group	Baseline (Data and Year)	Long-term Goal (Data and		
		Year)		
Goal: Reduce the percentage of all non-graduating students by half over six years. The baseline year is 2016.				
All students	78.9	89.5		
Economically disadvantaged students	72.0	86.0		
Students with disabilities	58.4	79.2		
English learners	72.3	86.1		
Minority students*	72.3	86.1		

^{*} Data for the minority subgroup will be further disaggregated for the purpose of report card reporting. for American Indian or Alaskan Native; Asian; ; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The long term goals for the extended graduation rate will be developed after Idaho establishes the reporting necessary to calculate extended cohort graduation rate.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

See Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, by reducing the number of non-graduating students

by half over six years, student groups with lower rates of graduating students will be required to increase number of graduates at a faster rate in order to meet the state's goals.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

Idaho establishes a student's English language proficiency level using WIDA's ACCESS Placement Test (W-APT). The student's results on this screener determine the level of English language proficiency. The date of the screener provides a baseline to track this information over time..

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

Idaho will use the 2017 Access 2.0 data to develop long term goals as required by the U.S. Department of Education. These goals will be calculated by June 30, 2017.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

As with long-term goals, Idaho use the 2017 Access 2.0 data to develop long term goals as required by the U.S. Department of Education. These goals will be calculated by June 30, 2017.

iv. Indicators (ESEA section 1111(c)(4)(B))

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Idaho's Accountability Framework was approved by the Legislature in 2017 and includes the full range of Idaho's structure for ensuring students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. The

indicators that will be publicly reported in our online dashboard reflect Idaho's state values and will further empower educators and families to make good decisions about their children.

School district, charter school district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state Accountability Framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education.

01. School Category.

- **a.** Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
- **b.** High Schools, not designated as alternative high schools, as defined in Subsection
- **c.** Alternative High Schools

02. Academic Measures by School Category.

- **a.** K-8:
- i. Idaho Standards Achievement Tests (ISAT) Proficiency.
- ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
- iii. ISAT proficiency gap closure.
- iv. Idaho statewide reading assessment proficiency.
- v. English Learners achieving English language proficiency.
- vi. English Learners achieving English language growth toward proficiency.
- **b.** High School:
- i. ISAT proficiency.
- ii. ISAT proficiency gap closure.
- iii. English Learners achieving English language proficiency.
- iv. English Learners achieving English language growth toward proficiency.
- v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

- vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
- **c.** Alternative High School:
- i. ISAT proficiency.
- ii. English learners achieving English language proficiency.
- iii. English learners achieving English language growth towards proficiency.
- iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
- v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

03. School Quality Measures by School Category.

- **a.** K-8
- i. Students in grade 8 enrolled in pre-algebra or higher.
- ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
- iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

b. High School:

- i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
- ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
- iii. Students in grade 9 enrolled in algebra I or higher.
- iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- **c.** Alternative High School:
- i. Credit recovery and accumulation.
- ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

- iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
- iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

School identification is just one part of Idaho's Accountability Framework. The purpose of Title I school identification as described in the following sections is to guarantee that schools with the most need receive support from ISDE. Therefore, the elements of Idaho's school identification model that are specifically chosen for this purpose are also intentionally aligned with the supports and interventions provided by ISDE. Further, it is critical for school identification calculations to be transparent and clear so that all stakeholders understand why a school is or is not designated to receive support.

Used for all schools in state: The academic achievement indicators in this section are used for all schools in the state according to the school categories as outlined in Idaho's Accountability Framework.

Same calculation for all schools: The same calculation is used for all schools in the state for the academic achievement indicator. This is further described in the process of annual meaningful differentiation methods later in this section.

Validity and reliability: Achievement indicators are calculated using statewide test scores in Mathematics and English Language Arts. The ISAT has met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

Based on long-term goals: Please see annual meaningful differentiation of schools methodology for how long-term goals are incorporated into the school identification.

Proficiency on statewide reading/language arts and mathematics assessments: The achievement indicator is based on the percentage of proficient students on these tests. Please see annual meaningful differentiation of schools methodology for further explanation.

95% participation: Please see annual meaningful differentiation of schools methodology for how participation in testing is incorporated into the school accountability system.

Academic achievement indicators

Indicator	Measure	Description	
Academic Achievement	Idaho Student Achievement Test	These measures represent the proficiency on	
	(ISAT) 3–8 Mathematics	statewide mathematics and ELA/Literacy tests. In	
	ISAT 3–8 English Language arts	the school identification system, academic	
	(ELA)/Literacy	achievement is the current year percentage of	

Indicator	Measure	Description	
	ISAT High School Mathematics	students scoring proficient or above within a	
	ISAT High School ELA/Literacy	school.	
Academic Growth	Idaho Student Achievement Test	Academic progress on the ISAT will be measured	
	(ISAT) 3–8 Mathematics	by the difference in percentage of student scoring	
	ISAT 3–8 English Language arts	proficient or above in the current year of testing	
	(ELA)/Literacy	and either the percent proficient in the prior year	
	ISAT High School Mathematics	(for schools with only two years of data), or the	
	ISAT High School ELA/Literacy	percent proficient two years in the past (for	
		schools with three years of data or more).	

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic Indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic Indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Idaho's Other Academic Indicator is Academic Growth as defined in the table above.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a Statedefined alternate diploma under ESEA section 8101(23) and (25).

Please see the methodology for the annual meaningful differentiation of schools methodology later in this section for further explanation. Idaho uses the four-year adjusted cohort graduation rate for the graduation indicator.

Graduation rate indicators

Indicator	Measure	Description	
Graduation Rate	The four-year cohort graduation	The percent of students graduating using the fou	
	rate	year graduation cohort rate calculation within a	

Indicator	Measure	Description
		school reported ⁵ in the current school year.
Graduation Rate Growth	The four-year cohort graduation	The difference between the percent of students
	rate	reported graduating in the current year and the
		prior year (for schools with only two years of
		data), or the percent reporting graduating two
		years in the past (for schools with three years of
		data or more).

d. <u>Progress in Achieving English Language Proficiency (ELP) Indicator</u>. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

The state has defined the English Language Proficiency as 5.0 composite proficiency level with 4.0 or higher on listening, speaking, reading, and writing. Idaho will use data from the 2017 Access 2.0 administration to define the progress for achieving English Language Proficiency. This calculation will be determined by June 30, 2017.

School Quality indicator

Indicator	School Category	Measure
	K-8	Students in grade 8 enrolled in pre-
		algebra or higher.
	High School	College and career readiness as
School Quality or Student Success		determined by students participating
School Quality of Student Success		in advanced opportunities.
	Alternative High School	College and career readiness as
		determined by students participating
		in advanced opportunities.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Idaho will use the indicators outlined in the Accountability Framework for which data is available. Idaho plans to move to a statewide school climate survey as its school quality indicator. The survey used will

⁵ Graduation rate lags by one school year.

developed in collaboration with the State Board of Education and Idaho's education stakeholders. The State Department will determine a process by which the survey will be piloted and implemented into school identification.

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Idaho will meaningfully differentiate all schools annually using the state's report card, which will show school progress on the indicators listed in section A(iv) of this plan. A subset of these indicators will then be used every three years to determine schools for comprehensive support and improvement, and each year to determine schools for and targeted support and improvement, as required by law.

Idaho's philosophy is to create a system of annual meaningful differentiation that allows ISDE to identify schools for improvement only if they are both the lowest performing in the state and not improving. To lay the foundation for this approach, the system for annual meaningful differentiation will allow schools to be recognized for either achievement, growth in achievement, or both. Using the methodology in this plan, ISDE avoids two common challenges associated with school accountability:

Growth Ceiling Issue: Within Idaho's previous star rating system, it was possible for very high-performing schools to receive low ratings due to lack of growth, despite there being little room available for progress.

Low Baseline Issue: Previously, even if schools were growing at a fast rate, they could receive poor ratings due to low baseline performance.

This system will incorporate achievement and growth for the five federally required indicators:

- Mathematics (statewide test)
- English Language Arts/Literacy (statewide test)
- Graduation Rate
- English Language Proficiency
- School Quality

ISDE will group schools by K-8, high school, and alternative schools. In Idaho rule, alternative schools are defined as, "Alternative secondary programs are those that provide special instructional courses

and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours."

Stakeholder feedback on school category approach was positive. Feedback also included a proposal to group schools using concentration of low-income students; however, ISDE will use the K-8, high school, and alternative school groupings because Title I school identification itself applies only to schools with a high concentration of low-income students.

The steps below describe how hypothetical School X's performance results in annual meaningful differentiation in Idaho's school report card. Additionally, the report card will note whether a school has been identified for improvement or not identified.

Step 1: For the first indicator, identify *Achievement* and *Growth* for School X.

Schoo	ΙX	math	peri	formance
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Prior year(s) Proficient/Advanced	Current year Proficient/Advanced
55%	75%

Achievement is the percentage of students proficient or advanced.

School X's math achievement is 75.

Growth is the difference between the percent proficient or above in either the prior year (for schools with only two years of data) or two years in the past (for schools with three years of data or more). School X's math *Growth* is 75 minus 55, or 20.

Step 2: Determine rank of *Achievement* and *Growth* relative to all other public schools in the state.

	Achievement	Rank
School P	99	1
School F	98	2
School AA	96	3

School S	94	4
	•	•
	•	•
School X	75	197
	•	•
	•	•
School G	32	378

School X's math *Achievement* was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

There are 181 schools with lower *Achievement* than School X and 196 that have higher *Achievement* than School X.

	Growth	Rank
School T	22	1
School X	20	2
School C	12	3
School L	11	4
	•	•
	•	•
	•	•
School P	0	378

School X's math *Growth* was higher than all schools but one in the state, ranking second in *Growth*.

There are 376 schools with lower *Growth* than School X.

Step 3: Calculate percentile for *Achievement* and *Growth*.

The percentile is a simple calculation: divide the number of schools below School X by the total number of public schools in the state. This number is then multiplied by 100. This calculation reveals the percent of schools in the state that fall below School X in *Achievement* and *Growth*.

Achievement percentile	
Number of schools below School X (161)	* 100 = 48
Total number of schools (378)	100 – 40

48 percent of schools in the state fall below School X in *Achievement*.

Growth p	ercentile		

Number of schools below School X (376)

Total number of schools (378)

* 100 = 99

99 percent of schools in the state fall below School X in *Growth*.

The results of these percentile calculations will be displayed in the school report card, allowing viewers to see both achievement and growth for each indicator at each school.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

When identifying comprehensive and targeted support and improvement schools as described below, ISDE will apply equal weights to any of the indicators used. Using this methodology, academic indicators will receive 80 percent weighting for high schools and alternative schools (4 of the 5 indicators used in School X's indicator scores above) and 75 percent weighting for K–8 for schools (3 of the 4 required indicators). Stakeholder feedback indicated a desire to avoid assigning artificial weights to each indicator because the weights may appear arbitrary.

c. If the State uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

N/A

- vi. Identification of Schools (ESEA section 1111(c)(4)(D))
 - a. <u>Comprehensive Support and Improvement Schools</u>. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Idaho will identify schools in 2017 and every three years thereafter.

Using the percentile calculations described in section A(v)(a) of this plan as the foundation, ISDE will use additional, simple calculations to identify the lowest-performing 5% of schools for comprehensive support and improvement.

Step 4: The value for each indicator defaults to the higher of *Achievement* or *Growth*.

In the example in section A(v)(a), because 99 is higher than 48, 99 will represent the score for School X's math indicator. 48 will *not* be used to determine whether the school will receive comprehensive support.

Step 5: Repeat for all indicators, and take the average.

School X's inc	dicator results				
Math	English Language Arts	Graduation Rate	EL Proficiency	School Quality	Average
99	Higher of either Growth or Achievement percentile	Higher of either <i>Growth</i> or <i>Achievement</i> percentile	Higher of either <i>Growth</i> or <i>Achievement</i> percentile	To be Determined (see Section A(iv)(e))	Average of all indicator scores

- *Step 6:* Repeat for all Title I schools in the state and rank schools from highest to lowest.
- *Step 7:* Choose the bottom 5 percent as comprehensive schools within the K-8, high school, and alternative school categories.
- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2017, Idaho will identify all public high schools in the state with graduation rates less than 67% as comprehensive support and improvement schools every three years. Graduation rates will be reported annually.

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a Statedetermined number of years.

ISDE will identify comprehensive support and improvement schools with historically low-performing subgroups after the first year of identification of comprehensive schools.

d. <u>Year of Identification</u>. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Idaho will begin identifying comprehensive support and improvement schools for the 2017-18 school year and every three years thereafter.

e. <u>Targeted Support and Improvement</u>. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))

The methodology for identifying targeted support and improvement schools will mirror that of identifying comprehensive support and improvement schools. In addition to percentile calculations for the all students group described in Section A(v)(a), percentiles will be calculated for each historically underperforming student group. The lowest performing five percent of schools for each student group will be used to determine targeted support and intervention schools using the same procedure described in Section A(vi)(a). In the event that a school is identified as both a targeted and comprehensive school, that school will receive only the comprehensive designation and count toward the number of schools in the state identified as a comprehensive support and improvement school.

The definitions of the historically underperforming student groups that will be used to determine targeted support and intervention schools are:

- 1. Economically disadvantaged are students with a free or reducedprice lunch status.
- 2. English learners are those who have not yet tested as English proficient.

- 3. Minority students include American Indian or Alaskan Native; Asian; ; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino
- 4. Students with disabilities are all students that meet criteria outlined in Idaho's eligibility evaluation. This is further described in the Idaho Special Education Manual.

Each targeted support and improvement school will be required to develop and implement an improvement plan approved by the LEA.

If a targeted support and improvement school does not show any improvement for three consecutive years in reducing the achievement gap for its identified subgroup, the ISDE will notify the LEA that the school is moving into the comprehensive support and improvement identification for historically low-performing subgroup.

f. Additional Targeted Support. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2)(C)-(D))

Idaho will identify the lowest performing 5% of schools for economically disadvantaged, students with disabilities, English learners, and each minority student group historically underperforming subgroups on an annual basis as described above. Each year, Idaho will re-run the methodology.

g. <u>Additional Statewide Categories of Schools</u>. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

N/A

vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95% student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Idaho understands that in order to provide a fair and accurate picture of school success, and to help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the state must ensure high participation in statewide assessments.

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e)), "failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups

automatically identifies the school as not having achieved measurable progress in ISAT proficiency."

Additionally, "If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation."

Should a school or LEA not meet the 95% participation minimum standard, the local school board will be notified by ISDE that the school or district has failed to meet the minimum standard of reporting and that this will be reflected on the state report card.

All schools must develop a parent outreach plan to ensure high participation in statewide assessments. However, if a school has at least 95% participation in any year, the school will not be required to submit a parent outreach plan for the following year.

Parent outreach materials and other resources are available on the <u>ISDE's</u> website.

- viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))
 - a. Exit Criteria for Comprehensive Support and Improvement Schools.

 Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

If a comprehensive school meets the outcomes criteria defined in its improvement plan during the first or second year of identification and would not be identified in the lowest performing 5% of schools, the LEA may opt to exit that school. In this case, the school would not be eligible for school improvement funding.

Comprehensive support and improvement schools will be identified every three years. The first year of a comprehensive school's identification will be a planning year. The planning year will include a comprehensive needs assessment and development of a school improvement plan, as required by ESSA. The LEA may choose to implement its own comprehensive needs assessment for the school or the LEA may opt to ask the state to conduct the school's needs assessment. After the needs assessment, the planning year will also include completion of a school improvement plan, which will also identify resource inequities. The plan is first approved by the LEA and then submitted to the ISDE.

The LEA will oversee the implementation of the school's improvement plan for the next two years (years 2 and 3), with support from ISDE where appropriate, unless the school exits comprehensive designation

earlier. LEA and school leadership will participate in regular State Technical Assistant Team (STAT) discussions where all of the school's stakeholders, including ISDE staff, are involved in the school's success. This group will meet regularly to track progress, discuss data, and identify needs and resources. Idaho is committed to supporting comprehensive support and improvement schools with all possible resources.

b. Exit Criteria for Schools Receiving Additional Targeted Support.

Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Each year, if a targeted school is not re-identified in the subsequent identification process, it will exit targeted designation.

The State Technical Assistance Team (STAT) will annually evaluate and redirect resources for these schools as needed. More rigorous support may include participation in Idaho Building Capacity, Idaho Principals Network, increased use of Math and ELA coaches, etc. If the targeted designation continues at the end of the three year cycle, the school will be designated as a comprehensive support and improvement school.

c. <u>More Rigorous Interventions</u>. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

If a school identified for comprehensive support and improvement fails to meet ISDE's exit criteria after three years, ISDE will require a stateled Comprehensive and Integrated Field Review (CIFR), to take place during the fall following the third year of identification. The CIFR team will be created by ISDE, not the LEA of the identified school. The purpose of the CIFR team is to determine existing capacity within the LEA and offer specific recommendations to the LEA and ISDE.

The CIFR team will comprise both ISDE staff and representatives from LEAs and schools in the region with similar demographics but higher levels of student achievement. ISDE will seek nominations from the Idaho Association of School Administrators, Idaho School Board Association, Idaho Association of Special Education Directors, and the Idaho Education Association. ISDE will also request applications from LEAs and high-achieving schools.

The CIFR will collect evidence of practices associated with substantial school improvement. The team will observe a stratified sample of

teachers, including teachers of special populations, using a standard protocol. The standard observation protocol will include a subset of the indicators that align with the state's current teacher evaluation system. The CIFR process will also include focus groups with teachers, parents, students, and noncertified staff (e.g., food service, custodians, and paraprofessionals). Interviews will be conducted with the administrators of the school. All data will then be analyzed to describe the practices of the system and possible areas of improvement.

CIFRs are conducted to maintain a balance of positive support and mutual accountability and to help determine further state supports and interventions. Recommendations will tie back to the school and LEA improvement plans and processes. The inclusion of representatives from within the region is essential. It is the desire of ISDE to continue ongoing discussion and collaboration between LEAs at the local level. ISDE will ensure connections to programs, technical assistance, and training opportunities that match the needs of the school at the state level.

The results of the review will determine what recommendations the CIFR the team, in collaboration with the LEA, will pursue.

d. <u>Resource Allocation Review</u>. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The STAT will meet regularly with leadership from each LEA and its school in comprehensive or targeted support and improvement. LEA and school leadership are part of the STAT for that comprehensive or targeted school. Particular attention will be given to those LEAs with 50% or more schools identified as comprehensive support and improvement or targeted support and improvement. As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. Resource inequities may be identified through interviews, a fiscal review, and a root cause analysis of each school's achievement needs to help plan supports and interventions for improving practices.

Following the comprehensive needs assessment, the LEA will work with stakeholders to develop a comprehensive support and improvement plan for the school to improve student outcomes. The plan will include measurable objectives linked to the school's prioritized needs, and will address any resource inequities.

After the resource inequities are determined, the STAT will identify and prioritize the resources needed that will align with achievement proficiency gaps. In addition to reviewing the funds granted to each LEA, other areas will also be reviewed. This includes how the funds

are spent and whether expenditures align with comprehensive/targeted support and improvement plan activities.

ISDE has access to a wide variety of resources, including funding, expertise, math and ELA coaches, leadership training, and assessment development. The allocation of these resources will first be applied to those comprehensive and targeted schools, especially the LEAs that have more than 50% of schools identified for comprehensive or targeted support.

e. <u>Technical Assistance</u>. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho is committed to a robust statewide system of support. It is designed to pair local issues with local solutions and draws from a variety of resources and programs to build the capacity of schools and LEAs for continuous and sustainability improvement. The statewide system of support is managed and coordinated by the STAT. This team is responsible for overseeing all school improvement grants for targeted and comprehensive schools. The STAT works with LEAs and the Idaho Capacity Builders to ensure that improvement plans are evidence-based and managed for high performance.

Plan implementation and management support may be provided by the STAT if specifically requested by the LEA or school. The assistance may be in the form of conducting a comprehensive needs assessment, drafting a comprehensive plan, defining evidenced-based interventions, defining key indicators to measure and monitor, conducting periodic data collection, evaluating the data, and making necessary corrections in the interventions.

As shown in the table below, the statewide system of support includes a breadth of strategies and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of particular groups of students. This could include drawing on the English Leaner Program to support EL students or providing extended learning time to help accelerate learning for specific groups of students. All funded activities and programs are evaluated regularly for evidence of effective implementation and to assess the degree to which services and activities are evidence-based. Programs draw on guidance from the U.S. Department of Education's What Works Clearinghouse and expertise from the Northwest Comprehensive Center and Regional Education Lab Northwest. The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA.

State-led school improvement activities are funded through the state administrative set-aside for 1003(a) funds. Services are provided directly to schools identified for improvement, when requested by the LEA as an optional part of the 1003(a) funding formula.

Strategies used in the Idaho statewide system of support

Strategy	Activity	Provider/program	Funding source
Managing comprehensive and targeted school improvement	Diagnostic evaluation/needs assessment to determine key challenges and root causes Comprehensive school improvement and leadership coaching	ISDE or approved vendor Idaho Capacity Builders or approved vendor	Title I-A School improvement funds
Improving leadership effectiveness	Leadership coaching	Idaho Building Capacity Network	School improvement funds
	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds Title II-A
	Mentoring and support for superintendents	Idaho Superintendents Network	School improvement grant
Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment, and research-based instructional improvement	Approved vendors; state regional mathematics or ELA specialists	School improvement funds and State funds
	Content Standards/ literacy coaching Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices.	Idaho Coaching Network, ELA/Literacy Idaho Coaching Network/ELA/Literacy Coaches, Idaho Math Centers	State funds State funds
	Educator evaluation training	ISDE Educator	State funds

Strategy	Activity	Provider/program	Funding source
	and coaching	Effectiveness Coordinator	
	Training to the school or LEA	ISDE	State and federal
	regarding the Smarter		funds
	Balanced Consortium		
	Assessments		
Supporting English	Technical assistance with ELL	Idaho English Learner	State and federal
learners	program design	Program	funds
	Training on WIDA standards	Idaho English Learner	State and federal
	and technical assistance on	Program	funds
	aligning WIDA standards with		
	RTI practices		
Multi-tiered Systems	Response to Intervention	Special Education	State funds,
of Support and	training and coaching	Division	Special education
special education			funds (SPDG)
•		Idaho Center on	
	Training on intensive	Disabilities and Human	Special Education
	interventions, assessments and	Development	funds
	strategies related to special	The state of the s	
Extended learning	education Technical assistance on how	ISDE or external vendor	Title IV
time	to redesign the school day	ISDE of external vehicor	Title IV
time	using extended learning and/or		
	other opportunities (e.g., 21st		
	Century Community Learning		
	Centers)		
Family and	Technical assistance in the	ISDE- Family	State funds
•	inclusion of families and the	Engagement Coordinator	State fullus
community		Eligagement Coordinator	
engagement	community in the school		
	improvement planning and		
	implementation process		
	Access to and support with the		
	Family Engagement Tool		
	(FET)	1000	
Fiscal management	Technical assistance on the	ISDE	State funds
	alignment of state funds (e.g.,		
	technology funds, advanced		
	opportunities) and the policies		
	necessary to ensure their		
	success		

The following describes each of these strategies and activities in greater detail:

Management of Comprehensive and Targeted School Improvement

LEAs and schools need guidance and support in conducting needs assessments, prioritizing goals and needs, and developing improvement plans that are actionable and effective. ISDE partners with local and regional organizations to provide this assistance.

Comprehensive needs assessment and action plan: As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions. Improvement areas will be prioritized based on the information collected. This information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the School Improvement Coordinator will provide the information and resources.

Action plans from the diagnostic evaluation will address the why, who, what, when, and resource allocation for making improvement changes. A vision for the school will be developed and the school's strategic direction—setting short-term (one year) and long-term (3–5 years) goals—will be identified. An important component of the plan will include external stakeholder involvement in the development process and during the implementation of the plan. External stakeholders will include, at a minimum, the principal and other school leaders, teachers, and parents. The LEA will address in the plan how it will monitor and oversee the plan's implementation, as well as how the effectiveness of the plan will be evaluated. Title I-A school improvement funds may be used to fund a comprehensive needs assessment if the LEA chooses to use an external provider. Additionally, grant funds will be available for all schools identified as comprehensive support and improvement for the purpose of implementing system changes, strategies, and interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include the deputy superintendent of academic performance, community relations officer, federal programs

director, associate deputy of federal programs, director of special education, director of Title III, director of curriculum and instruction, director of assessment, and school improvement coordinator. Depending upon the needs of the schools identified for comprehensive or targeted assistance, other specialists will be asked to provide input.

The STAT will meet no less frequently than once per quarter. Meetings will be either in person, web-based, or a combination (depending on where team members are located) with LEA and school leaders. The state school improvement coordinator will develop the agenda with input from STAT member stakeholders and will facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. Data from each of the stakeholders will be provided to the STAT members ahead of the meeting time. The purpose of the meeting will be to review progress from the last meeting and identify action plan supports and next steps for the following meeting. All stakeholder members are mutually responsible for the improvement of the school.

Given that the STAT will have members who are part of ISDE's executive team, ISDE will have an internal system of control with regular feedback provided to the superintendent and cabinet. The STAT members will also be responsible for continuing to convene regular meetings of the Core Team. ISDE, the STAT, and the Core Team will have access to technical assistance from external providers and will reach out to staff from other state education agencies to brainstorm challenges.

The community relations officer will provide regular updates and seek input from the various stakeholder groups such as the Regional Superintendents, Idaho Association of School Administrators, Idaho Education Association, Idaho School Boards Association, Idaho Business for Education, as well as the Idaho State Board of Education (SBOE) and the Idaho Legislature. Individual directors and coordinators (e.g., Title I, Indian Education, Migrant, McKinney-Vento, Title IV-A, Title III, Migrant) will include ESSA updates and seek input at all stakeholder meetings.

The Idaho School Boards Association and Idaho Association of School Administrators, which represent local education leaders, will be a particularly important thought partner to ISDE and LEAs in order to ensure improved outcomes. A goal of ISDE is mutual accountability.

The STAT will use the LEA and school improvement plans as a component of analysis of school progress. This team will work with LEAs to examine school data in an iterative process that includes an initial benchmark of student achievement levels, delivery of the prescribed intervention, a second assessment of progress, continued intervention, and a third assessment of progress.

If the monitoring of data demonstrates *no improvement in student progress* toward desired outcome(s) after two cycles within one year of the initial grant, the STAT, in collaboration with the LEA, should determine modification to the intervention(s) or a redefinition of the intervention. The new or modified intervention should be implemented and the monitoring process should begin again.

If the school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of progress, student data, and scaffolded support. The school will be considered exited, but funding may continue for the length of the grant to make sure the improvement efforts can be continued.

Idaho Building Capacity Project: Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide system of support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive or targeted support will receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or LEA system. Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and the University of Idaho.

Improving Leadership Effectiveness

The statewide system of support includes several activities aimed at increasing the effectiveness of LEA and school leadership. The following activities draw on the strengths and assets of Idaho's educators while providing focused support to leaders of schools identified for comprehensive or targeted support and improvement.

Idaho Principals Network (IPN): The IPN brings school principals together in a professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness

of the instructional core. For example, the network has worked on improving classroom observations, building turnaround leadership competencies, and instructional rounds. For schools in comprehensive and targeted designation, the IPN provides coaching and support unique to the leadership needs of each principal.

Idaho Superintendents Network (ISN): The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of LEA leaders in improving outcomes for all students by focusing on the quality of instruction. The network comprises committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. The superintendents support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their LEAs. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. Areas of support provided by the ISN include transforming district central offices for learning improvements, using data to improve teacher effectiveness and instruction, and creating strong stakeholder relationships.

The Idaho Principal Mentoring Project (IPMP): The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide new to position principals multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction.

Aligning Curriculum and Improving Instruction

Professional development and technical assistance from state regional content specialists: Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. In partnership with Idaho State University, the regional mathematics centers provide support to K–12 teachers, schools, and LEAs. The centers work directly with schools

and teachers to create individualized support plans, including in-class feedback and modeling of lessons, schoolwide workshops, and guidance on creating professional learning communities. The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

Educator effectiveness coordinator: Educator effectiveness is a program that provides LEAs with standards, tools, resources, and support to increase teacher and principal effectiveness and consequently increase student achievement. The educator effectiveness coordinator integrates educator effectiveness policies and resources within Idaho's statewide system of support. Schools identified for comprehensive or targeted support and improvement may utilize the educator effectiveness program for the following: integrating observation and evaluation into continuous school and LEA improvement; technical assistance and professional development on effective instructional strategies and interventions; and creating school and LEA improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

Supporting English Learner Students

Schools identified for comprehensive or targeted support and improvement may serve disproportionately high percentages of EL students compared with other schools in the state. ISDE is part of the WIDA Consortium and provides:

Technical assistance with EL program design and implementation: The Idaho English Learner Program assists school districts with federal and state requirements of ELs. Program staff works with LEAs to create, implement, and maintain language development programs that provide equitable learning opportunities for ELs. The Idaho EL and Title III Program also provides support for all Idaho educators of EL students through professional learning opportunities that are intentionally designed based on evidence about student and teacher needs.

Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices: The Idaho State EL and Title III Program partners with the WIDA consortium to provide training and technical assistance in implementing the WIDA standards and assessments for English language development and in using data to design and manage instruction and support for EL students.

Extended Learning Time

Adjusting dosage and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. ISDE will encourage LEAs to assess school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs will be encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. Additionally, LEAs will be encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

Family and Community Engagement

ISDE believes family and community engagement is essential for student success and for creating effective, quality schools. LEAs and schools are expected to include family and community engagement strategies in their improvement plans. ISDE provides the following resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

Family and community engagement coordinator: ISDE has built a system to engage parents within the improvement process as well. The family and community engagement coordinator identifies, plans, and implements methods that would support LEA leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Family engagement tool: Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. As described on the FET website (www.families-schools.org/FETindex.htm), the tool provides: a structured process for school teams working to strengthen family engagement through the school improvement plan; rubrics for improving LEA and school family engagement policies, the home-school compact, and other policies connected to family engagement; documentation of the school's work for the LEA and state; and a reservoir of family engagement resource for use by the school.

Fiscal Management

Idaho's Public School Finance Department provides technical support to LEAs. Finance department staff also prepares reports about

revenues, expenditures, budgets, attendance and enrollment, staffing, and school property taxes with information provided by LEAs. For LEAs seeking support on fiscal management and budgetary issues, the State Assistance Team will help coordinate support from the finance department.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

N/A

5. <u>Disproportionate Rates of Access to Educators</u> (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.⁶

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

The first step in this effort was to verify with LEAs that they were experiencing shortages. ISDE again collaborated with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multigrade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, "We are one teacher away from losing several programs." LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

These findings have led ISDE to make *recruitment and retention of effective educators* a cornerstone of both school improvement (using state funds, supplemented by Title I-A

⁶ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

school improvement funds) as well as Effective Educators (Title II-A set-aside funds). The goal is to support educators at every level of the system.

Information on rates at which low-income and minority students are taught by inexperienced, unqualified, and/or out-of-field teachers is published on the ISDE website at http://www.sde.idaho.gov/topics/ed-equity/index.html

Additionally, data are reviewed during monitoring visits to determine if low-income and minority students are taught at higher rates than other students by out-of-field or inexperienced teachers. These data are discussed with LEA leadership. When data suggest a disproportionately higher rate of low-income and minority students taught by out-of-field and/or inexperienced teachers, the LEA develops and submits an action plan to the ISDE with a timeline and an action plan for change.

• <u>School Conditions</u> (*ESEA section 1111(g)(1)(C)*): Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Existing state supports will be leveraged to increase the impact of Title IV-A funds. After multiple years of stakeholder organizing and working with the Idaho Legislature, a law was passed during the 2015 session that increased the requirements of LEAs to address bullying and harassment including: ongoing professional development for all staff at the school building level, the expectation that all staff intervene when bullying/harassment occurs, the implementation of a graduated series of consequence for policy violators, and annual reporting of bullying incidents to ISDE

The Idaho Legislature has also appropriated \$4 million ongoing in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for learning, improve school climate, implement special programs, and explore alternatives to suspension and expulsion. In an effort to maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference*. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing bullying/harassment and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, ISDE won a Garret Lee Smith grant focused on youth suicide prevention from the Substance Abuse and Mental Health Services Administration and implemented Sources of Strength (an evidence-based youth suicide prevention program) in select schools from 2014 through 2016. The grant closed on September 30, 2016, and partially as a result of this effort, the Idaho Legislature established the state's first Office of Suicide Prevention in the Department of Health and Welfare with an appropriation of \$1 million and four new full-time staff positions to continue implementing the Sources of

Strength program in schools. This program has demonstrated efficacy not only in preventing suicide but also a wide range of risk behaviors, as it focuses on developing internal strengths such as grit, resilience, hope, and connectedness.

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment. The following programs and strategies already have a presence and existing supports in Idaho, and ISDE will encourage LEAs to use Title IV-A funds for these purposes if local data merits the need:

ISDE will also access—and encourage LEAs to access—the expertise of the regional Equity Assistance Center funded by the U.S. Department of Education to promote greater understanding of equity and to ensure equal access to educational opportunities for all students, regardless of race, ethnicity, gender, or national origin.

Strategies for addressing behavior, discipline, and bullying/harassment

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring 2017	Title IV-A
Support LEAs with existing initiatives:	Ongoing	Title IV-A
 Positive Behavior Interventions and Supports (schoolwide, 		
systemic approach to improved culture and supports based on		
data)		
Restorative justice practices		
 Mentoring programs such as Big Brothers, Big Sisters 		
 Alternatives to suspension/expulsion (special programs) 		
 Sources of Strength (secondary level) 		
Good Behavior Game (primary level)		
Suicide Prevention Gatekeeper Training		
Youth Mental Health First Aid (mental health awareness)		
Mental Health assessment and referral		
Crisis response/de-escalation training for school staff		
School nurse position with accompanying student health room		
Wellness programs (Coordinated School Health)		
Multi-tiered systems of support		
 Development of risk/threat assessment protocols and policies 		
Parenting programs such as Nurturing Parenting		
Child sexual abuse prevention initiatives such as Stewards of		
Children		

6. School Transitions (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The ISDE was deliberate in including a wide range of stakeholders in informing this consolidated state plan, in particular, the Title IV part A section includes feedback from representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty, drop-out prevention, children of military families, disability rights,

Native American advocacy, neglected youth, migratory families and English learners. *Increasing Opportunities and Outcomes for College and Career Idaho* has a single State Board of Education that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning⁷ across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.⁸

Transition to School Idaho does not currently offer state-sponsored prekindergarten, although some LEAs use their Title I and local funds to support this effort. Transitions from prekindergarten to kindergarten are clearly articulated in the *State Special Education Manual*⁹ for students with disabilities. This guidance also addresses student progress through the grade continuum.

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as "at risk" must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately \$2 million to \$9.3 million.

Middle Level Idaho recognizes that decisions about college and career are often made prior to high school. To this end, the *Middle-Level Credit System* was instituted in May 2007 with the purpose of improving rigor, relevance, and relationships in the middle grades; identifying pockets of success throughout Idaho to develop best practices for all middle schools; and ensuring every Idaho student is prepared to be successful in high school and beyond. The Middle-Level Credit System focuses on five key areas: student accountability, middle-level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. This system provides the flexibility for LEAs to meet the unique needs of their students while maintaining quality and rigor.

High School ISDE supervises K–12 education and has identified priorities that are aligned with the vision of SBOE. The first goal of ISDE's plan is ensure that all Idaho students persevere in life and are ready for college and careers. ¹⁰ Every high school student is required to take a set of required courses, and every junior has the opportunity to take a nationally recognized college admission assessment, currently the Scholastic Aptitude Test, which is paid for by the state.

⁷ https://boardofed.idaho.gov/policies/documents/strategic_plan

⁸ https://nextsteps.idaho.gov/

⁹ https://www.sde.idaho.gov/sped/shared/2016-Special-Education-Manual.pdf

http://www.sde.idaho.gov/topics/legislative/files/SDE-Strategic-Plan-Summary.pdf

Alternative Schools. Idaho's alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools specifically work with students who are transitioning from elementary to middle/junior high and middle/junior high to high school in order to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring instruction to students' individual needs. Students are provided the opportunity to attend summer school in order to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and psychologists.

ISDE provides specific support for alternative schools, in addition to what is provided to traditional secondary schools. In order to provide specialized instruction and additional supports, alternative schools are provided more funding per student than a traditional secondary school. Alternative schools are also reimbursed for the cost of providing summer school. Alternative schools are invited to participate in the *Idaho Prevention and Support Conference* and are encouraged to participate in a strand of workshops specifically focused on alternative school best practices and needs. They have also been specifically targeted to participate in programs that provide innovative instructional practices, such as the *Idaho Mastery Education Network*.

ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

Students with Disabilities The ISDE Special Education Department works collaboratively with LEAs, agencies, and parents to ensure students with disabilities receive quality, meaningful, and needed services. The department has program coordinators for dispute resolution, funding, program monitoring, results-driven accountability, special populations, secondary transition, and data management. The

department also works collaboratively with the Special Education Support and Technical Assistance (SESTA) project through Boise State University. SESTA provides statewide professional development, training, and support to LEA leaders, teachers, and paraprofessionals who support students with disabilities.

Next Steps Despite the significant steps taken to create purposeful alignment from preschool to college, the state recognizes the need for additional supports at critical transitions, such as elementary to middle school and middle school to high school. During the 2017–18 school year a task force comprising LEA leaders with transition plans in place, SBOE staff, and ISDE program coordinators will be convened to provide guidance to all LEAs, schools, and families on creating systems of support for students.

B. Title I, Part C: Education of Migratory Children

- 1. <u>Supporting Needs of Migratory Children</u> (*ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

State Comprehensive Needs Assessment Process: As part of the continuous improvement cycle, Idaho has just completed a new Comprehensive Needs Assessment (CNA) based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the base of the Service Deliver Plan (SDP) and its measurable program objectives.

District Comprehensive Needs Assessment Process and Toolkit ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho District Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. LEAs are

provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

- i. The state provides ongoing training for LEA migrant staff on the supplement/supplant provisions and helps LEAs to determine the services available to migrant students and how migrant funds can supplement those services.
- ii. The state models the collaboration on joint planning of Title IC and Title III. We encourage LEAs to coordinate parent outreach, parent involvement activities, and afterschool programming. For example, LEAs are encouraged to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority for those programs and that those programs meet migrant students' needs.
- iii. After identifying the needs of migrant students, migrant staff also assesses the availability of non-migrant programming to meet those needs and use migrant funds to provide supplement programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant districts have implemented a variety of preschool programs to meet the school readiness needs of our migrant children.
- iv. This section outlines how Idaho's Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that the strategies and MPOs in bolded typeface in the chart below are required of all projects, whereas the strategies and MPOs in regular typeface are optional. This determination is made by the SEA staff in order to accommodate funded Local Operating Agencies (LOAs) that serve very few students through mainly providing non-instructional support services.

School Readiness			
Key Strategies	Measurable Program Outcomes (MPOs)		
1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.		
1.2) Provide migrant funded site-based preschool	1.2) By the end of program year 2017-2018, 90% of		
services to migrant children ages 3-5 (e.g., during	students attending at least 40 hours of migrant preschool		
the regular school day, as an evening program, or	will show a gain on a pre/post-test of school readiness		
as part of a summer school program).	skills.		
1.3) Participate in the activities of the Preschool	1.3) By the end of program year 2017-2018, 30% of all		

Initiative Consortium Incentive Grants (CIG) and	identified migrant-eligible preschool-aged children will
share materials, strategies, and resources with	be served.
migrant families.	
English Langu	age Arts Achievement
Key Strategies	Measurable Program Outcomes (MPOs)
2.1) Provide resources through migrant funds to	2.1) By the end of program year 2017-2018, 80% of
promote early literacy (e.g., extended day	migrant K-2 students will receive resources to promote
kindergarten, backpacks and school supplies,	early literacy as measured by resource distribution logs.
family literacy nights and opportunities, individual	
libraries, migrant summer school, expeditionary	
opportunities, tutoring, after school programs).	
2.2 Use highly qualified staff to provide	2.2a) By the end of program year 2017-2018, 80% of
supplemental ELA extended school services	migrant students who participate in an extended school
aligned with state standards and proficiencies	service taught by highly qualified migrant staff will show
(e.g., summer school for ELA, IDLA-advancement,	gains of at least 20% or grade level proficiency on a
Plato, dual enrollment, community colleges,	pre/post assessment of grade-level ELA skills for students
academies offered by Institutes of Higher	in grades 3-12.
Education (IHEs), Portable Assisted Study	2.21) Posther and of a
Sequence (PASS), after school tutoring, home-	2.2b) By the end of program year 2017-2018, 80% of
based instruction).	migrant students who participate in an extended school
	service taught by highly qualified migrant staff will earn
	at least one secondary English credit for students in
2.3) Provide opportunities for migrant staff to	grades 7-12. 2.3) By the end of program year 2017-2018, 80% of
attend district, regional, state, and/or national	teachers participating in migrant-sponsored ELA
level ELA professional development (e.g., migrant	professional development will report on a survey that
funds are used to send staff to PD events).	they successfully applied the research-based
rands are used to send stan to 1 b events).	instructional strategies on supplemental literacy
	instruction.
2.4) Provide ongoing (year-round) access and	2.4) By the end of program year 2017-2018, 80% of
training on specific resources (e.g., school	migrant parents attending parent involvement activities
supplies, educational materials, books and	(one-on-one or in groups) will report on a pre/post
multicultural literature) needed by migrant	survey that the resources they received have increased
parents and students.	their ability to provide ELA academic support at home.
	tics Achievement
Key Strategies	Measurable Program Outcomes (MPOs)
3.1) Provide resources through migrant funds to	3.1) By the end of program year 2017-2018, 80% of
promote early numeracy (e.g., extended day	migrant K-2 students will receive resources to promote
kindergarten, backpacks and school supplies,	early numeracy as measured by resource distribution
family math nights and opportunities,	logs.
mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring,	
after school programs).	
3.2) Use highly qualified staff to provide	3.2a) By the end of program year 2017-2018, 80% of
supplemental math extended school services	migrant students who participate in an extended school
aligned with state standards and proficiencies	service taught by highly qualified migrant staff will
(e.g., summer school for math, IDLA-	show gains of at least 20% or grade level proficiency on
advancement, Plato, dual enrollment,	a pre/post assessment of grade-level math skills for
community colleges, Idaho National Lab, math	students in grades 3-12.

camps, academies offered by IHEs).	
camps, academics cherca by mizs,	3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12.
3.3) Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).	3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.
3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).	3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.
3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.	
High Sci	hool Graduation
Key Strategies	Measurable Program Outcomes (MPOs)
4.1) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation.	4.1) By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system.
4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).	4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).
4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).	
4.3) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students toward grade promotion and	4.3) By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant
graduation for 7 th – 12 th grades.	student promotion and graduation.

4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).

4.4) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.

Non-instructional Support Services			
Key Strategies	Measurable Program Outcomes (MPOs)		
5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).	5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.		
5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extracurricular activities, parenting classes, parent literacy workshops, instructional home visits).	5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.		
5.3) Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.		
5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.		

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

ISDE continues to participate in the Migrant Student Information Exchange (MSIX) Data Quality Initiative and is continuing to improve the quality of data reported to MSIX. Ensuring that accurate and complete records are being uploaded to MSIX allows liaisons everywhere to access up-to-date information on students' academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migrant students. As part of its consolidated plan, each LEA is now asked to "Describe the LEA's coordination efforts with other agencies, including the timely transfer of student records." As part of this question LEAs must describe "How does the LEA ensure that students who move are served right away in their new LEA (i.e., MSIX, phone calls)?" Acceptable responses must include both MSIX notifications and direct communications with receiving LEAs. For migrant children who move within Idaho, the receiving LEA can access the student's record, including immunizations and health alerts, through the Idaho Migrant Student Information System (MSIS). LEAs are encouraged to use MSIX to receive more information on course history and move history.

Migrant funds are to be used for programs that result in high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. Programs are to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards.

3. <u>Use of Funds</u> (*ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Title I, Part C Funds are used for implementing the strategies identified in our service delivery plan in order to meet the measureable performance outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth. The state's comprehensive needs assessment completed in 16-17 outlines concerns and proposed solutions. The service delivery plan responded to the concerns and incorporated proposed solutions to create strategies and measurable performance outcomes to address these needs.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The ISDE assures that it will establish procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program. Procedures will be written based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible.

All Title I, Part D, Subpart 1 programs (State agency programs) will annually identify in the Consolidated Federal and State Grant Application (CFSGA) application transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. The application sent to State-run facilities will require an itemized budget indicating that 15 to 30 percent of the grant will go toward transition related services. Also required will be a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting students' transition. In addition, Subpart 2 programs (local agencies' programs) will be required to provide transitional services (although no specific funding percentage is outlined in the law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. In the fall of 2017, ISDE will have best practices and tools on the state web site for youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Upon a student's entry into the Neglected, Delinquent or At-Risk facility, the staff will work with the youth's family members and the local educational agency that most recently provided services to the student (if applicable). This process will include ensuring that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the facility and LEA in order to facilitate the transition of such children and youth between the LEA and the correctional facility. The facility will consult with the LEA for a period jointly determined necessary by the facility and LEA upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

2. <u>Program Objectives and Outcomes</u> (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Objective 1: Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in reading and math. *Outcome:* Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

Objective 2: Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation. *Outcome:* Each Title I, Part D program will pre and posttest each student using a standards-based test to determine academic growth during the student's placement in the academic program.

Objective 3: Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. *Outcome*: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

Objective 4: Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs. *Outcome*: Title I, Part D programs will annually report on the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.

Goals	Objectives	Performance measures
Goal 1: All students will have the opportunity to reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	Over the next six years, students will show at least a 5% increase in pre-posttest reading scores among long-term students served Over the next six years, students will show at least a 5% increase in pre-posttest math scores among long-term students served	Consolidated State Performance Report (CSPR) Transition data and services Number of students who earned high school course credits, enrolled in GED program, earned GED, and obtained high school diploma Number of students who accepted/enrolled in postsecondary education, enrolled in job training, and obtained employment
		Pretests/posttests for long-term

Conlo	Objections	D
Goals	Objectives	Performance measures
		students (reading/math)
		GPRAMA-Data Results
		High school course credits; high
		school diploma or GED
		Improvement in reading and math
Goal 2: Provide neglected	Over the next six years,	Using the annual evaluation
or delinquent children and	increase number of students	created by the State, feedback
youth with services to enable them to transition	who enrolled in school after	from local and state Neglected or
successfully from	exit by 5%	Delinquent institutions
institutionalization to further		
schooling or employment	Over the next six years,	
	increase number of students earning high school course	
Percentage of youth who	credits by 5%	
complete secondary school		
or equivalency requirements		
and obtain employment		
after leaving the		
correctional facility (Subpart 1)		
(Subpart 1)		
Percentage of students who		
enrolled in school after exit		
(Subpart 2)		
Percentage of students		
earning high school course		
credits (Subpart 2)		
Goal 3: Prevent at-risk	Over the next six years,	Using the annual evaluation
youth from dropping out of	increase number of students	created by the State, feedback
school as well as to provide	who graduate from high	from local and state Neglected or
dropouts and children and	school by 5%	Delinquent institutions
youth returning from correctional facilities or		
institutions for neglected or		
delinquent children and		
youth, with a support		
system to ensure their		
continued education		
Data will show a consistent		
increase of students who:		

Goals	Objectives	Performance measures
Graduate from high school		
each year with a regular		
diploma. (Subpart 2)		

D. Title II, Part A: Supporting Effective Instruction

1. <u>Use of Funds</u> (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Support for New Leaders: Idaho Principal Mentoring Project The Idaho Principal Mentoring Project (IPMP) is a new program designed for early career principals. The project is voluntary and will provide another level of support to those entering a leadership position. While participation is voluntary, in schools eligible for comprehensive or targeted support it will be an expectation that their leadership takes advantage of the program. While IBC is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentorship to new leaders. The mentors are highly distinguished principals or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular highperformance phone calls. Each mentor/mentee team will create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

Support for Teachers: Recruit and Retain Recruit: Grow Your Own Idaho is experiencing teacher shortages in all areas of the state and most especially in rural areas. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators ISDE will use Title II-A funds to develop two programs. The first will help local agencies develop Grow Your Own programs. Grow Your Own programs will include active recruitment of current classified staff (paraprofessionals) into the teaching profession who have strong ties to the community and demonstrated ability to provide high-quality assistance to struggling students. Title II-A funds will be used by ISDE to create model programs between LEAs and institutes of higher education to provide virtual coursework to paraprofessionals interested in pursuing their certification. Outreach to high school students is another element of the Grow Your Own program. Idaho currently provides financial support for concurrent high school and college credit, but no courses are offered in education. In partnership with public universities, Idaho Digital Leaning Academy, and LEAs, undergraduate courses in education will be offered to secondary students. ISDE is researching scholarship possibilities for students who are willing to teach in high-need areas for a designated amount of time after completing the program.

Retain: Mentorship and Coaching Due to the rural nature of the state, many schools in greatest need of mentorship and coaching are located far from population centers. While university- and state-supported opportunities exist for ongoing support and professional development, access is an issue. The state will use part of the Title II-A state funds to recruit and train mentors within those LEAs with schools identified for comprehensive and targeted support. The goal of the mentors will be to build on the knowledge and skills

of teachers within their area, provide mentorship and coaching to new teachers, and create a community of practice within their LEA.

Support for School Libraries Title II-A funds will be used to partner with the Idaho Commission for Libraries to expand the annual Idaho School Libraries professional development. In schools where full-time school librarians are properly trained and supported, students achieve at significantly higher levels than students in schools with no full-time librarian (see: School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries).

Support for the Idaho Instructional Framework Title II-A funds will be used to support training and deepen understanding of Idaho's Instructional Framework through in-person workshops delivered around the state. A new approach under the flexibility of ESSA will be to deliver more of this training directly to LEAs in rural parts of the state. Workshop topics may include but will not be limited to the following:

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction
- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching
- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

When teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, observers, evaluators, teacher leaders, superintendents, human resource administrators, specialists, and other school leaders are all trained in the state's instructional framework, it means they are all speaking the same language, which can have a much greater impact on teacher growth and ultimately on student achievement.

2. <u>Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools</u> (*ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it

did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

ISDE again partnered with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, "We are one teacher away from losing several programs." LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

Proposed programs for supporting educators

Strategy	Timeline	Funding sources
Idaho Building Capacity Network	July 2017 to September 2022	Title I: School improvement
Idaho Superintendents Network	July 2017 to September 2022	Title I: School improvement
Idaho Principals Network	July 2017 to September 2022	Title I: School improvement
Idaho Principal Mentoring Project	July 2017 to September 2022	Title II-A
Grow Your Own	July 2017 to September 2022	Title II-A
Mentorship and Coaching	July 2017 to September 2022	Title II-A
School Libraries	July 2017 to September 2022	Title II-A
Instructional Framework	July 2017 to September 2022	Title II-A

3. <u>System of Certification and Licensing</u> (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

Educator certification in the state of Idaho is a clearly defined within the Idaho Code (IDAPA). This code puts forth rigorous expectations for teachers, principals, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. The IDAPA ensures that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes of certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. The IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. In addition, the certification process is reviewed annually by the Idaho Professional Standards Commission in an effort to continuously maintain rigor and improve upon current practice. Specifics within the IDAPA detailing specific requirements for educator certification are described in the following paragraphs:

A Standard Elementary Certificate requires: A minimum of 24 semester credit hours, or 36 quarter credit hours, in the philosophical, psychological, and methodological

foundations and in the professional subject matter of elementary education, which shall include at least 6 semester credit hours, or 9 quarter credit hours, in developmental reading and its application to the content area. [IDAPA 08.02.02 (18)]

An Early Childhood/Early Childhood Special Education Blended Certificate requires: A minimum of 30 semester credit hours, or 45 quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade 3 in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and application of technologies.

A Standard Secondary Certificate requires: A minimum of 20 semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three semester credit hours or four quarter credit hours of reading in the content area. [IDAPA <u>08.02.02.020</u>]

Clinical Requirements The Idaho Administrative Code articulates clinical requirements for teacher candidates. There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations. For elementary education, at least six semester credit hours, or nine quarter credit hours, of elementary student teaching or two years of satisfactory experience as a teacher in grades K-8. [IDAPA 08.02.02.018] For Early Childhood/Early Childhood Special Education, the required 30 semester credit hours, or 45 quarter credit hours, shall include not less than six semester credit hours, or nine quarter credit hours, of early childhood student teaching. [IDPAPA 08.02.02.019] For secondary education, the required credit hours must also include at least six semester credit hours, or nine quarter credit hours, of secondary student teaching or two years of satisfactory experience as a teacher in grades six through twelve. Preparation in at least two fields of secondary teaching include the following: 1) a first teaching field of at least 30 semester credit hours, or 45 quarter credit hours; 2) a second teaching field of at least 20 semester credit hours, or 30 quarter credit hours. Preparation of not less than 45 semester credit hours, or 67 quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. [IDAPA 08.02.02.020]

Administrator Certification requires at least 30 semester credit hours, or 45 quarter credit hours of graduate study in school administration. The program must include the competencies of the Idaho Foundation Standards for School Administrators.

Alternative Routes to Certification When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative certification. An alternative certification in this area is valid for up to three years and is nonrenewable. Prior to application, a candidate must hold a Bachelor's degree and a valid Idaho teacher certificate without full endorsement in the content area of need. The LEA must provide supportive information attesting to the ability of the candidate to fill the position.

Alternative Route Preparation Programs Teacher to New Certification/Endorsement: Candidates will work toward completion of the alternative route preparation program through a participating college/university and the employing LEA. Candidates must complete a minimum of nine semester credits annually to be eligible for extension of up to a total of three years. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. Additionally, the alternative authorization allows teachers to use the National Board Certification process to gain an endorsement in a corresponding subject area or by obtaining a graduate degree in a content specific area.

Two pathways are also available to some teachers, depending upon endorsement(s) already held. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of certification in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. This pathway requires the successful completion of a one-year state-approved mentoring component. Pathway 2 – Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the certification. This pathway requires the successful completion of a one-year state-approved mentoring component and passing a final pedagogy assessment.

Alternative Certification: Content Specialist: The purpose of this alternative certification is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in an LEA with an identified need for teachers in that area. Alternative certification in this area is valid for three years and is not renewable. Prior to application, a candidate must hold a bachelor's degree. The candidate shall meet enrollment qualifications of the alternative route preparation program. Upon entry a consortium comprised of a designee from the college/university to be attended, a representative from the LEA, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. Prior to entering the classroom, the candidate must complete 8 to 16 weeks of accelerated study in education pedagogy.

Content Knowledge, Pedagogy, and Performance As per <u>IDAPA 08.02.02 Rules</u> <u>Governing Uniformity</u>, all certification and endorsement areas require the candidate to demonstrate content knowledge, pedagogy, and performance. The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.

Teacher Standards All Idaho teacher preparation programs are guided by the *Idaho Core Teacher Standards* (see Table 5.1). These standards provide guidelines for what all Idaho teachers must know and be able to do.

Foundation and Enhancement Standards Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a

certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the standard. In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Pupil Personnel and Administrator Certification Standards There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes. These include School Administrators, School Counselors, School Nurses, School Psychologists, School Social Workers: Because of the unique role of these professionals, their standards are independent of the Idaho Content Teaching Standards but are still written in the same performance-based format: Knowledge and Performances.

Idaho content teaching Standards

Ctondond	Ctandand	Ctandard description	
Standard	Standard	Standard description	
category	number and title		
The Learner	Standard 1:	The teacher understands how learners grow and develop	
		The teacher understands how learners grow and develop,	
and Learning	Learner	recognizing that patterns of learning and development vary	
	Development.	individually within and across the cognitive, linguistic, social,	
		emotional, and physical areas, and designs and implements	
	a 1 10	developmentally appropriate and challenging learning experiences.	
	Standard 2:	The teacher uses understanding of individual differences and	
	Learning	diverse cultures and communities to ensure inclusive learning	
	Differences.	environments that enable each learner to meet high standards.	
	Standard 3:	The teacher works with others to create environments that support	
	Learning	individual and collaborative learning, and that encourage positive	
	Environments.	social interaction, active engagement in learning, and self-	
		motivation.	
Content	Standard 4:	The teacher understands the central concepts, tools of inquiry, and	
Knowledge	Content	structures of the discipline(s) he or she teaches and creates learning	
	Knowledge.	experiences that make the discipline accessible and meaningful for	
		learners to assure mastery of the content.	
	Standard 5:	The teacher understands how to connect concepts and use differing	
	Application of	perspectives to engage learners in critical thinking, creativity, and	
	Content	collaborative problem solving related to authentic local and global	
		issues.	
Instructional	Standard 6:	The teacher understands and uses multiple methods of assessment to	
Practice	Assessment.	engage learners in their own growth, to monitor learner progress,	
		and to guide the teacher's and learner's decision making.	
	Standard 7:	The teacher plans instruction that supports every student in meeting	
	Planning for	rigorous learning goals by drawing upon knowledge of content	
	Instruction	areas, curriculum, cross-disciplinary skills, and pedagogy, as well as	
		knowledge of learners and the community context.	
	Standard 8:	The teacher understands and uses a variety of instructional	
	Instructional	strategies to encourage learners to develop deep understanding of	
	Strategies.	content areas and their connections, and to build skills to apply	

Standard	Standard	Standard description
category	number and	
	title	
		knowledge in meaningful ways.
Professional	Standard 9:	The teacher engages in ongoing professional learning and uses
Responsibility	Professional	evidence to continually evaluate his/her practice, particularly the
	Learning and	effects of his/her choices and actions on others (learners, families,
	Ethical	other professionals, and the community), and adapts practice to
	Practice.	meet the needs of each learner.
	Standard 10:	The teacher seeks appropriate leadership roles and opportunities to
	Leadership and	take responsibility for student learning, to collaborate with learners,
	Collaboration.	families, colleagues, other school professionals, and community
		members to ensure learner growth, and to advance the profession.

Current Work Regarding Certification of Educators

The Professional Standards Commission (PSC) annually reviews 20 percent of the preparation standards to align with national standards and best practices. This process allows Idaho to keep up to date with standards and best practices. In addition, the Office of the State Board of Education has convened a Teacher Certification Workgroup to look at the current certification requirements. The purpose of the workgroup is to maintain high standards to assure that all students have access to highly effective, learner-ready teachers and other LEA staff to ensure academic achievement for all students. The identified areas of focus for the workgroup are:

- To bring current certification practices in alignment with Idaho statute and administrative code. In those areas where current practice is best practice, amend administrative code to align with practice. Areas where current practice is not aligned with state law:
 - Individuals teaching outside of grade ranges authorized by certificate (certificate limits the grade level range individuals can teach, regardless of the endorsement).
 - Active certificates with attached endorsements that are not authorized in IDAPA.
 - O Positions reported as pupil service staff for which no corresponding endorsement exists (e.g. physical therapist).
- To review alternate routes to certification. (Are they adequate? Do they provide flexibility when standard certificated candidates are not available while still assuring qualified individuals are in classrooms that are capable of advancing student learning?)
- To review the mechanism for individuals with specialized skills (or from industry) to teach one or two classes (this could be under the supervision of a certificated individual).
- 4. <u>Improving Skills of Educators</u> (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Title II-A is focused on the needs of educators in high-poverty and high-minority schools. LEAs are required to assure that they are coordinating professional develop to ensure that their teachers, principals, and other school leaders have skills to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

5. <u>Data and Consultation</u> (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

Meaningful consultation was conducted with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, and consult with stakeholders regularly on how to best improve the activities to meet the purpose of this program. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Idaho will not use Title II-A funds for the improvement of Teacher Preparation programs. Title II-A is focused on the needs of educators in rural, high-poverty, and high-minority schools.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Idaho has always implemented standardized procedures for identifying and exiting EL students. ISDE is working with the EL workgroup to revise the state's procedures for entrance and exiting students from EL services to comply with revisions to the law.

Entrance Procedures: Idaho's EL workgroup has created a statewide home language survey that all Idaho LEAs will use to identify potential English learners. The workgroup has created a HLS "Decision to Assess Matrix" to assist districts and schools with guidance on whether or not to proceed with administering the English language proficiency screener. If a student meets the criteria for screening, the LEA will proceed with the screener. The students' score will determine whether or not the student has qualified to receive English Language Development (ELD) services. As indicated in the law, LEAs will have 30 days to complete this process and to notify parents of placement in ELD services within 14 days or 30 days, depending on time of enrollment. The EL workgroup is also working on a statewide process for identifying students whose parents may have indicated "English Only" on their Home Language Survey but who have exhibited characteristics of second language learners. In addition, the workgroup is developing a statewide process to remove the EL designation if a student was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form which includes an option to waive ELD services.

Exit Procedures: When students score proficient on the English language proficiency assessment, LEA staff members redesignate students to "exited year 1" status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year. In other words, LEAs must use the results from the spring ACCESS 2.0 assessment to update students' EL status in their school information system and inform parents before the end of the school year. ACCESS 2.0 data is available for LEA use the first week in May. LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand. As in years past, Idaho will continue to use the same criteria under Title III for Title I reporting and accountability.

- 2. <u>SEA Support for English Learner Progress</u> (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.

ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state

academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

- 3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:
 - i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.
 - i. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. ISDE disseminates funds to LEAs and other eligible entities as outlined in the law. LEAs are responsible for meeting the requirements of the Federal programs, and the Idaho State Department of Education is charged with verifying that grantees comply with these federal requirements and are held accountable for using resources wisely. More importantly, it is ISDE's intent to provide leadership and guidance to LEAs through technical assistance and relationship building for the purpose of helping LEAs achieve high-quality implementation of educational programs to increase student achievement in Idaho.

Review of Risk Posed by Applicants *Risk Factors from ESEA*In determining the list of LEAs to be monitored, there are several considerations:

1. The basic list of LEAs considered to be monitored for the upcoming year come from the Ongoing LEA List Master, which identifies the year each LEA was last monitored based on a cycle;

- 2. Each program identifies risk factors for this list of LEAs identified for the upcoming school year and ranks the LEAs based on these risk factors:
- 3. Additional LEAs may be added based on information the team knows about a LEA that may include serious challenges or chronic compliance issues;
- 4. If one program identifies a LEA to be monitored, then that LEA is monitored for all its Federal programs (there may be some exceptions);
- 5. Annually, approximately 35 LEAs are identified to be monitored;
- 6. Additional LEAs beyond the top 35 are moved to the following year on the ongoing LEA list Master sheet.

Risk factors may include the following:

- 1. State assessment performance data;
- 2. Date the last time the LEA was monitored;
- 3. Number of findings
- 4. Type of findings, i.e. programmatic, fiscal, policy, repeat findings
- 5. Results of previous findings were all findings satisfied and visit closed
- 6. Personnel turnover new or inexperienced Federal Programs Director; new Superintendent;
- 7. Audit Findings missing audits or no single audit; type of findings;
- 8. Significant and/or regular carryover balances;
- 9. Other "high-risk" factors identified by the program coordinators.

Technical assistance for Title III programs is provided in the following manners:

- 1. Phone, email, and site visits
- 2. The EL website http://sde.idaho.gov/el-migrant/el/index.html
- 3. District visits SDE federal programs monitoring, technical assistance, and district invitations for assistance
- 4. Webinars

The factors that influence when districts and schools will be visited are listed below (not in any particular order):

- 1. Coordination with Title I-A, Title I-C, Title II, and Title V program reviews.
- 2. District requests for program evaluation.
- 3. School improvement designation
- 4. Annual Measurable Achievement Objectives (AMAOs) and/or Adequate Yearly Progress (AYP). (This will be updated once we finalized our accountability plan.
- 5. Sudden and/or significant increase in number of Limited English Proficient students.
- 6. Formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education Office for Civil Rights

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The State will support LEAs in providing equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education. Existing state supports will be leveraged to increase the impact of Title IV-A funds on strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a wellrounded education that includes professional development for teachers, instructional coaches and mastery education funded by state dollars. Because of the limitations of Title IV-A funds available for state-level activities, which is estimated at \$97,000, the ISDE will focus on areas of greatest need to support LEAs. The ISDE provides support for LEAs utilizing state funds for students earning advanced opportunities in the form of training and technical assistance around program parameters, advising and 4 year learning plan creation. Title IV-A funds will be used to expand these efforts by increasing the frequency of local trainings hosted by the ISDE around college and career advising and expanding the audience attending an annual conference focused on Advanced Opportunities. Title IV-A funds will also be used to convene and facilitate collaboration meetings between Idaho postsecondary institutions and the ISDE to streamline the process of dual credit registration and clarify how dual credits transfer from one institution to another. Regarding supporting safe and healthy students, Title IV-A funds will increase existing efforts to equip LEAs with best practices around crisis intervention, school violence prevention, suicide prevention and alternatives to suspensions and expulsions. Federal funds will be used to increase participation in an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference*. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing cyberbullying, digital citizenship, suicide prevention, bullying/harassment, and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, state-level activities include regional and local trainings focused on the prevention of risk behaviors identified by LEA data; Title IV-A funds will enable increased frequency of these activities. Title IV-A state funds will also support ISDE staff in providing technical assistance for LEAs in the creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

Strategy	Timeline	Funding sources
Advanced opportunities in secondary	Statewide conference in early fall (annual),	Title IV-A State
schools – Advising training to LEAs	regional trainings ongoing	Administrative Funds

Strategy	Timeline	Funding sources
Collaboration between ISDE and dual	Three formal gatherings per year/ongoing	Title IV-A State
credit providers		Administrative Funds
Student Readiness Symposiums	May 15 - May 30, 2018	Title IV-A State
		Administrative Funds &
		State funds
Idaho Prevention and Support	Annually- April	Title IV-A State
Conference		Administrative Funds &
		State Funds
LEA Title IV-A plan development	Annually	Title IV-A State
and application assistance workshops		Administrative Funds
Compliance monitoring and technical	Ongoing	Title IV-A State
assistance to LEAs		Administrative Funds
Local trainings around preventing	Ongoing / as requested	Title IV-A State
suicide, bullying and the promotion		Administrative Funds
of healthy school climates		

2. <u>Awarding Subgrants</u> (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The ISDE established an estimate for each LEA based on the prior year Title 1 part A allocation and a hold harmless amount of \$10,000. As such, the calculations for LEA awards are a combination of \$10,000 and a proportional amount based on Title 1 part A.

G. Title IV, Part B: 21st Century Community Learning Centers

1. <u>Use of Funds</u> (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

ISDE will use Title IV, part B, to support those LEAs and Community Based Organizations (CBOs) that are targeting students from schools that are in need of further support and improvement. Title IV, part B, provides subgrants for LEAs and CBOs to provide academic enrichment activities for students during non-school hours to help boost and maintain learning that occurs during the school day. Furthermore, 21st Century Community Learning Centers implement Idaho Content Standards in academic enrichment in order to complement the regular academic program and help students succeed in Math and ELA. Title IV, part B, funds are also used to support services for pre-kindergarten children (21st Century Community Learning Centers Non-Regulatory Guidance, 2003, p.27), which provides LEAs "options and opportunities for students to attend pre-kindergarten" as outlined in Strategy 1.2 of the Idaho State Department of Education Strategic Plan Summary.

2. <u>Awarding Subgrants</u> (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

ISDE's priorities used to award subgrants are based on those outlined in in Sec. 4203(a)(3), which states that "State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvements activities under section 1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students." Furthermore, Title IV, part B, will prioritize its awards according to those applications that meet ISDE's strategic plan, "all Idaho students persevere in life and are ready for college and careers." Therefore, Title IV, part B, will also prioritize funds to those with the greatest needs based on factors such as challenges identified in school improvement plans (Sec. 1111(d)), including students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models (Sec. 4204(i)(1)(A)(II)).

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The majority (113 of 153) of Idaho's LEAs and schools meet the state's definition of rural. The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs http://www.sde.idaho.gov/federal-programs/rural/index.html. The plan was created in consultation with LEAs. The process for grant applications includes the CFSGA online reporting system for LEAs to submit an application that includes budget, selected activates for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year. Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school. Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards. Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs. Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibly at annual regional meeting.

2. <u>Technical Assistance</u> (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The state coordinator collaborates with Title I, Title II, Title III, and family and community coordinators; the charter school coordinator; and 21st Century Learning Center division to ensure program alignment and access to resources as well as in-person training at least twice per year with LEA technical assistance as needed. In addition, Idaho rural LEAs have the opportunity to be part of Northwest Rural Innovation and Student Engagement (NW RISE), a multi-state project that creates learning communities among schools in the rural northwest. Educators from Alaska, Idaho, Oregon, and Washington participate in NW RISE.

The project is part of the Northwest Comprehensive Center and includes two face-to-face meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account through Schoology. In addition, consultation and technical assistance is provided through the state's system of support which includes both on-site support through projects like Idaho Building Capacity, Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through the Idaho Superintendents Network and Idaho Principals Network.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B)) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

All LEAs are required to have a board-approved homeless policy that describes how the LEA will implement the following: definitions, identification, school selection, enrollment, transportation, services, disputes, free meals, eligibility for Title I services, training, coordination, and preschool. To assist in the identification of children and youth without housing, public notice of the education rights of homeless children and youth are to be disseminated and posted where such children and youth receive services. ISDE provides free brochures and posters. The state coordinator and Local Liaison contact information is listed on each poster to provide technical assistance regarding enrollment, identification, and other issues affecting students in homeless situations. Liaisons are also provided from the National Center for Homeless Education toll-free help line. ISDE requires a Student Residency Questionnaire in which the nighttime living status of every student is assessed by enrollment documentation. This living status form is disseminated twice per year. Each LEA has an identified liaison responsible for conducting the assessment and verification of homeless children and youth. Once the liaison verifies eligibility of the child or youth they are reported in the LEA student management system that uploads to the Idaho System for Educational Excellence (ISEE) K-12 longitudinal data management system. Samples are available at http://www.sde.idaho.gov/federalprograms/homeless/index.html

2. <u>Dispute Resolution</u> (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website (www.sde.idaho.gov/federal-programs/homeless/index.html). All LEAs must have a dispute resolution policy that aligns with the state policy. This requirement is checked during federal program monitoring visits, and LEAs submit assurances when they submit their Consolidated Federal and State Grant Application (CFSGA). All LEAs must have a written notice of decision, also part of our monitoring process. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

ISDE provides staff development to Homeless Liaisons, including: provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and

strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others. All liaisons are required to attend an annual face to face meeting for up-to-date training on McKinney-Vento and Homeless Education. Webinars and trainings are offered by the state and the National Center for Homeless Education throughout the year. Local designated liaisons are required to have annual training for all staff including transportation, nutrition, custodial, and secretarial on their roll and specific needs of homeless children and youth. Idaho is beginning a partnership with Edify who has developed an online training and professional development model for the credentialing of Homeless Education Liaisons. The model consists of Beginning, Intermediate and Advanced levels of specific topics, units, and lessons. Liaisons who pass assessments for each level's lessons receive a certificate of achievement. This technology will allow the State Coordinator to assess Liaison learning outcomes in real time to target technical assistance and resources.

- 4. Access to Services (722(g)(1)(F)) of the McKinney-Vento Act): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
 - 1. Public preschool programs: ISDE's Student Residency Questionnaire (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless youth and youth separated from the public schools, such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.
 - 2. Equal Access to Appropriate Secondary Education and Support Services ISDE coordinator includes training with LEA liaisons pertaining to the critical element of identification of youth who are separated from public schools with equal access, without barriers to full or partial credit.

Training and resources are being developed for school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.

- 3. Eligible Children and Youth Do Not Face Barriers Every effort is made by all Homeless Liaisons and the State Coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate is extracurricular activities. ISDE is actively coordinating and collaborating with state athletic associations to ensure access and opportunity for students.
- 5. <u>Strategies to Address Other Problems</u> (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by
 - i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or
 - v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. LEAs are required to set aside a minimum of a quarter of 1 percent of the Title I allocation for homeless students. This can be used for all the above, as needed. For all subgrants and beginning in 2016–2017, a needs assessment must be completed for the set-aside. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance about how to remove barriers to school access throughout the state in its resource documents, trainings, and articles for publication. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. The State Coordinator is working in partnership with the Idaho Volunteer Lawyers Program to assist liaisons and youth across the state with issues and barriers that cannot be resolved at the local level. LEA's requiring uniforms must provide these items to enrolled homeless or foster youth. Also MV Homeless Education Grant funds and homeless set aside funds can used to provide necessary clothing for school dress codes or school activities.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The State Coordinator provides training and technical assistance to LEA Liaisons and staff on all provisions of the law including those related to fees, fines, and absences. The ISDE and all LEAs must have a current homeless education policy that removes barriers including those due to enrollment and retention due to outstanding fees or fines, or absences. This is monitored at the LEA level though the federal program monitoring process.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The ISDE coordinator works with LEA liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. A new indicator has been added to the 17-18 monitoring tool to address how youth will receive assistance from counselors to prepare and improve the readiness for college. It is a requirement and an expectation from the ISDE that counselors/liaisons will inform unaccompanied homeless youth of their status as independent students under section 480 of the Higher Education Act of 1965, and that they may obtain assistance from the liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid. SDE training will be offered to counselors as well as training in collaboration with Higher Education program staff.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

ELA	Baseline	Interim Progress				Long-Term	
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	53.0%	56.9%	60.8%	64.7%	68.6%	72.6%	76.5%
Economically disadvantaged students	40.6%	45.6%	50.5%	55.5%	60.4%	65.4%	70.3%
Children with disabilities	15.0%	22.1%	29.2%	36.2%	43.3%	50.4%	57.5%
English learners	6.9%	14.6%	22.4%	30.1%	37.9%	45.7%	53.5%
Minority students (non-white)	37.4%	42.6%	47.8%	53.0%	58.2%	63.5%	68.7%

Math	Baseline	Interim Progress					Long-Term
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	41.6%	46.5%	51.4%	56.2%	61.1%	66.0%	70.8%
Economically disadvantaged students	30.3%	36.1%	41.9%	47.7%	53.5%	59.3%	65.1%
Children with disabilities	15.2%	22.3%	29.4%	36.4%	43.5%	50.6%	57.6%
English learners	7.1%	14.8%	22.6%	30.3%	38.1%	45.8%	53.5%
Minority students (non-white)	25.8%	32.0%	38.2%	44.4%	50.5%	56.7%	62.9%

B. Graduation Rates

Graduation	Baseline	Interim Progress				Long-Term	
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	78.9%	80.7%	82.4%	84.2%	85.9%	87.7%	89.5%
Economically disadvantaged students	72.0%	74.3%	76.7%	79.0%	81.3%	83.7%	86.0%
Children with disabilities	58.4%	61.9%	65.3%	68.8%	72.3%	75.7%	79.2%
English learners	72.3%	74.6%	76.9%	79.2%	81.5%	83.8%	86.1%
Minority students (non-white)	72.3%	74.6%	76.9%	79.2%	81.5%	83.8%	86.1%

C. Progress in Achieving English Language Proficiency

Using data from the 2017 administration of the ACESS 2.0 assessment, this table will be populated by June 30, 2017.

Appendix B: GEPA 427 Statement

Information Regarding Equitable Access to and Participation in the Programs included in the Idaho Consolidated State Plan

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities. For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to the following; developing and administering a pre-participation survey to all potential participants in order to identify special accommodation needs (i.e., wheelchair access, assistive technology, transportation assistance); holding program related sessions/activities in Americans with Disabilities Act (ADA) accessible and compliant facilities; printing materials in multiple languages, when appropriate; offering multi-lingual services for participants and others as needed and appropriate; responsiveness to cultural differences; fostering a positive school climate through restorative practices; conducting outreach efforts and target marketing to those not likely to participate; making program materials available in braille or via audiotapes, when appropriate; providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations; using technologies to convey content of program materials; using materials that include strategies for addressing the needs of all participants; preprogram gender and cultural awareness training for participants; development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; use of transportation services that include handicapped accommodations; transportation vouchers or other forms of assistance, on an as needed basis, to members (including teachers, students, and families) who must use public transportation to attend program activities.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 15, 2017

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.P. STUDENTS/I.T TITLE IX – FIRST READING	Motion to Approve
2	BOARD POLICY III.Q. ADMISSIONS STANDARDS – SECOND READING	Motion to Approve
3	UNIVERSITY OF IDAHO – MASTERS OF NATURAL RESOURCES – NEW OPTION IN ENVIRONMENTAL EDUCATION AND SCIENCE COMMUNICATION	Motion to Approve
4	POSTSECONDARY CREDIT TRANSFER AND ARTICULATION UPDATE	Information Item

IRSA i

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 15, 2017

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IRSA ii

SUBJECT

Board Policy III.P Student and I.T. Title IXI- First Reading

REFERENCE

April 2016 The Board approved the first reading of Board Policy

I.T. Title IX and a second reading of III.P Students.

June 2016 The Board approved the second reading of Board

Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting.

December 2016 Board considered first reading of proposed changes to

Board Policies I.T. and III.P.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.T. and III.P.

Education Amendments of 1972, 10 USC §1681Title IX, CFR §106.1

BACKGROUND/DISCUSSION

Board Policy III.P.18

Existing Board Policy III.P.18 provides "[a] current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution." The first reading of the revised policy III.P.18 in December was intended to limit student complaints or grievances involving an institution's code of student conduct to those claims pertaining to an allegation that:

- 1. An institution had committed a procedural error that resulted in an unjust application of the code of student conduct, or
- 2. The institution had failed to consider relevant evidence that could significantly impact the outcome of the case, or
- 3. The sanction imposed was substantially disproportionate to the findings.

The impetus in December for the revision of Policy III.P.18 was that the Board had received several appeals from students of cases involving sexual misconduct. In those cases, the appealing students had already appealed the decisions multiple times to several different bodies within the institution. Board staff was concerned that an additional appeal to the Board further delayed resolution of a matter which had been previously appealed to multiple bodies within the institution's internal governance structure. Additionally, institutions had raised concerns that if the

Board was to hear appeals of matters involving sexual misconduct, the Board would need to receive training pertaining to Title IX. At the December 2016 meeting, Boise State University offered the opinion that III.P.18 did not provide students with an avenue of appeal to the Board in matters where the institution had taken action against a student. This interpretation of Policy III.P.18 is inconsistent with that of Board staff and Board Counsel.

The attached revision to Board Policy III.P.18 clarifies that students are allowed to request Board review of any final institutional decision regarding a student's attendance at the institution, except that for matters involving a violation of an institution's code of student conduct, the matter will only be heard if the basis for the request is that the institution "substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony." The language in quotes mirrors the requirements imposed on institutions regarding the creation of student codes of conduct under Policy III.P.12 which provides: "[e]ach institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense."

Board Policy III.P.12

The attached policy revisions also include a revision to Board Policy III.P.12 which would require that an institution's code of conduct also provide students with "an opportunity to appeal any disciplinary action." Institutions have been asked to be available at this meeting to provide the Board with additional information regarding their existing appeals frameworks under their student codes of conduct, if Board members have questions. Currently Board Policy III.P.12 requires that amendment to an institution's statement of student rights and code of conduct requires review and approval by the institution's chief executive officer. The Board may want to consider requiring institutional amendments to statements of student rights and codes of conduct be reviewed and approved by the Board, if the Board is concerned that future revisions might diminish existing student protections.

Board Policy I.T.

The attached policy revisions also include a revision to Policy I.T. to clarify that in cases involving allegations of sexual misconduct, an institution must provide both the complainant and respondent with an opportunity to review the institution's investigation report and an opportunity to provide a written response within a reasonable amount of time.

IMPACT

The proposed policy amendments will clarify that students may request Board review of any final institution action except that matters involving student misconduct will only be heard if there is an allegation that an institution failed to comply with the requirements for its review process. Institutions will ensure reasonable timeframes are provided for complainants and respondents to review and respond to a Title IX investigation report.

ATTACHMENTS

Attachment 1 – Board Policy, III.P Students.	Page 3
Attachment 2 – Board Policy, I.T. Title IX	Page 13
Attachment 3 – Boise State University –	_
Appeals Procedures/Student Code of Conduct	Page 17
Attachment 4 – Idaho State University –	_
Appeals Procedures/Student Code of Conduct	Page 25
Attachment 5 – Lewis-Clark State College –	
Appeals Procedures/Student Code of Conduct	Page 29
Attachment 6 – University of Idaho –	
Appeals Procedures/Student Code of Conduct	Page 33

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the first reading of the proposed policy amendments.

Prior to consideration of the proposed policy amendments each of the institutions will provide a brief summary of their procedures and status on implementation of Board Policy I.T. Title IX.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.P. Students and I.T. Title IX as submitted in Attachments 1 and 2.

Moved by	/ Seconded by	Carried `	Yes N	0
,				

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Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. STUDENTS

April 2016 August 2017

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

- a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
- b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
- c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
- d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
- e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;
- b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or
- c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (See also "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to:

(a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

a. Undergraduate Student

For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

Student Body Officers and Appointees

For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when

carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a "full-time" graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

a. Transfer of Delinquent National Direct Student Loans. (See Section V, Subsection P)

b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

Establishment

Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

b. Refund of Fees

Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense, and an opportunity to appeal any disciplinary action. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Students are responsible for making arrangements for coverage of their medical needs while enrolled in a post-secondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and among the local communities within which institutions conduct operations.

16. Student Health Insurance

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution, at the discretion of its chief executive officer, may provide the opportunity for students to purchase health insurance through an institution-offered

plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) should comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the chief executive officer's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance

Each institution, at the discretion of its chief executive officer, may require all or specified groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, etc.) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees

Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial aid considerations

Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

17. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the

student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).

b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, mealplans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

18. Student Complaints/Grievances.

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances:

- a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's student's attendance at the institution, except as set forth under paragraph (c). The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- b.c. Requests for review of mMatters involving a violation of an institution's code of student conduct will may only be reviewed by the Board if the basis for the request for review is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.
- A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions

issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

- d.e. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.
- e.f. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.
- f.g. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances.

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Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: T. Title IX

June 2016 August 2017

 This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "Institutions").

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment.

Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

This Policy is intended to supplement, not duplicate, Title IX guidance from the federal Department of Education's Office of Civil Rights ("OCR") for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence. Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies.

Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from OCR. Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution's policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving alleged violations of Title IX.

3. Notification of institution Title IX policy and resources.

Notification of institution Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily

accessible links to all applicable institution policies as well as a clear and succinct direction regarding:

- reporting Title IX violations
- accommodations and services available for complainants
- the investigation and hearing process, including appeal rights, and all applicable time frames
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

4. Title IX Coordinators.

Each institution shall designate a Title IX Coordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination, which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement accommodations during an investigation so that the complainant does not suffer additional effects of the sexual discrimination or violence.

Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

5. Education of Students and Training to Prevent Sexual Violence.

Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

6. Education of parties receiving or adjudicating Title IX complaints.

All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment and sexual violence shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment and sexual violence, and the institution's responsibilities for responding to reports of sexual harassment and sexual violence. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, including sexual violence and gender-based harassment, (and are not required by law to maintain the confidentiality of the disclosure, such as

licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

Fact finders and decision makers involving resolution of Title IX violations shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

7. Investigation and resolution of Title IX violations

An institution shall take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some come cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.

Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. Once an institution has completed its investigation report, both the complainant and the respondent shall be given an opportunity to review the report and to provide a written response to it within a reasonable amount of time. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.

8. Disciplinary Actions

If a student is found to have violated an institution's Title IX policy, disciplinary action shall be imposed in accordance with the institution's student code of conduct. If the student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.

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BOISE STATE UNIVERSITY 1065 INVESTIGATION PROCEDURES

The Director of Title IX Compliance ("Director"), who is housed within the Office of Institutional Compliance and Ethics, has the primary responsibility for investigating reports of discrimination and harassment under Boise State Policy 1065 (Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking, http://policy.boisestate.edu/governance-legal/sexual-harassment-dating-violence/). The Director is the gatekeeper for determining when complaints merit formal investigation and when it is appropriate to end a pending investigation and/or refer a complaint to another appropriate office.

RECEIPT OF COMPLAINT

When the Director becomes aware of a specific incident or course of conduct that may constitute a violation of Policy 1065, through a direct complaint or otherwise, the Director will conduct an initial inquiry and determine if the University must initiate an investigation generally within **seven (7) calendar days**. When necessary to protect the parties or the broader university community, the Director may implement interim measures such as no contact orders, work or class schedule changes, exclusion, temporary employment action, etc. The Director will work with the appropriate departments implement interim measures as necessary.

ACKNOWLEDGEMENT OF COMPLAINT AND ASSIGNMENT OF INVESTIGATOR

When the Director is put on notice, the following occur as part of the investigation process:

- 1. The Director will acknowledge receipt of the complaint and notify the person affected by the alleged misconduct ("Reporting Party") in writing, which may be via official university email, when a formal investigation is warranted and assigned an investigator, generally within seven (7) calendar days.
- 2. The investigator will gather additional information about the incident and determine the likelihood of the allegations.

CLOSING CASES PRE FINDING

If the Director determines that no formal investigation is required, the Director will provide the reasons for this determination in writing. When applicable, the Director will provide a notification of referral to the Reporting Party and/or the person who must respond to the Reporting Party's allegations ("Responding Party").

INVESTIGATION

The Director or investigator will, within ten (10) calendar days of notice of a complaint:

- 1. Provide Reporting Party and Responding Party with a list of rights that apply during the investigation process. A copy of this document is available from the Director.
- Provide Responding Party with written notice of the investigation, including any charges
 that apply (Policy 1065 violation, Student Code of Conduct violation, etc.). In some
 cases, charges may be amended, dropped, or added during the investigation process.
 Responding Party and Reporting Party will simultaneously receive written notice of any
 change(s) in charge.

At a minimum, investigations will include:

- Informational interviews with Reporting Party and Responding Party (if known), to the
 extent they are willing to be interviewed. During these interviews, each party will have
 the opportunity to provide a statement regarding the incident, a list of witnesses, and any
 other relevant information. The investigator assigned to the case will thoroughly
 document each informational interview; interviews may be audio recorded.
- Informational interviews with relevant witnesses, if any.
- Review of any physical documentation of the incident, including but not limited to, screenshots, audio and visual recordings, text message logs, emails, phone logs, social media postings, etc.
- Generally, information gathering should be completed within thirty (30) calendar days
 of notice of a complaint.

Once the information gathering is complete, the investigator will prepare an information summary. Personally identifying information will be redacted from this information summary unless it is pertinent to the investigation. Both Reporting Party and Responding Party will be given an opportunity to review the information summary and Reporting Party and Responding Party may ask questions and provide feedback on the information summary. Reporting Party and Responding Party will have **two (2) calendar days** to prepare a written response to the investigation summary. It is within the discretion of the investigator and Director to determine if further information gathering is warranted and/or if the information summary should be modified based on the feedback of Reporting Party and Responding Party.

Once the investigation is complete, the investigator will prepare a full investigation report ("report"). The report will include an overview of the complaint, a review of all relevant information gathered (including the information summary), Responding Party's and Reporting Party's written response(s) to the information summary (if any), and a finding regarding violation of any relevant university policies. If the finding indicates a violation of university policy, the investigator will also include recommended employment and/or disciplinary action(s).

INVESTIGATION FINDINGS AND RECOMMENDATIONS

The investigator will forward the report to the Director for review and approval. Once the report has been reviewed and approved by the Director, it will be forwarded to the Office of the Dean of Students with recommendations for appropriate disciplinary action(s). Upon final approval of the report, a notice of findings will be sent simultaneously to both Reporting Party and Responding Party, along with information regarding the student disciplinary process outlined in the following paragraphs (if applicable).

If processed through the student conduct system:

If recommendations for disciplinary action(s) are processed by the Office of the Dean of Students, the Associate Dean of Students in charge of non-academic student conduct or their designee will meet with both Reporting Party and Responding Party separately to review the recommended disciplinary actions and provide information regarding the student conduct process. Each party may provide the Associate Dean of Students or their designee with a statement articulating information not in the report, they feel is relevant to the case, including whether they agree or disagree with the proposed disciplinary action(s).

The conduct body* will review relevant documentation, including the report, and Reporting Party's and Responding Party's statements, if any. The conduct body may choose to implement the recommended disciplinary action(s) or impose modified or alternative

disciplinary actions. If modified or alternative disciplinary actions are imposed, the conduct body shall thoroughly document the specific reasons for the adjustments and send a copy of the reasoning to the Director. A letter including final sanctions shall be delivered to Responding Party (and Reporting Party as appropriate pursuant to FERPA and/or other relevant laws). This letter may be sent via email and will include information regarding the appeals process.

Both Reporting Party and Responding Party may appeal the sanctions imposed by the conduct body under the appeals policy (which includes the grounds and timelines for appeals) contained in the Student Code of Conduct.

Although the University strives to complete all investigations, issue a report, and implement student disciplinary actions within **sixty (60) calendar days** of receipt of notice, occasionally more time may be needed to complete an investigation and associated processes. If additional time is necessary, Reporting Party and Responding Party will be notified in writing.

FINALITY OF PROCESS

This process is the only process the University will use for investigation of complaints of sexual harassment, discrimination on the basis of sex, sexual misconduct, domestic and dating abuse and violence, and stalking pursuant to Policy 1065. The findings and associated student disciplinary actions based on this process, including all associated appeals and statutory rights outlined in university policies and this document, are final and will not be further addressed through the student conduct process, departmental administration, or human resource processes. Information obtained in university proceedings may be shared with local law enforcement, external governing bodies (i.e. the US Department of Education Office of Civil Rights and/or the Idaho Human Rights Commission), and/or any judicial body with a properly issued subpoena.

^{*} Throughout this document, the term conduct body means any person or persons authorized by the Vice President for Student Affairs or his/her designee to determine whether a student has violated the Student Code of Conduct and to determine appropriate sanctions for the violation. This can be a single individual, such as a hearing officer (individual faculty or staff member), or a group of people, such as a conduct board or appellate board.

Boise State University Student Code of Conduct Process

(for matters not covered by University Policy 1065 - sexual misconduct, relationship abuse, and stalking)

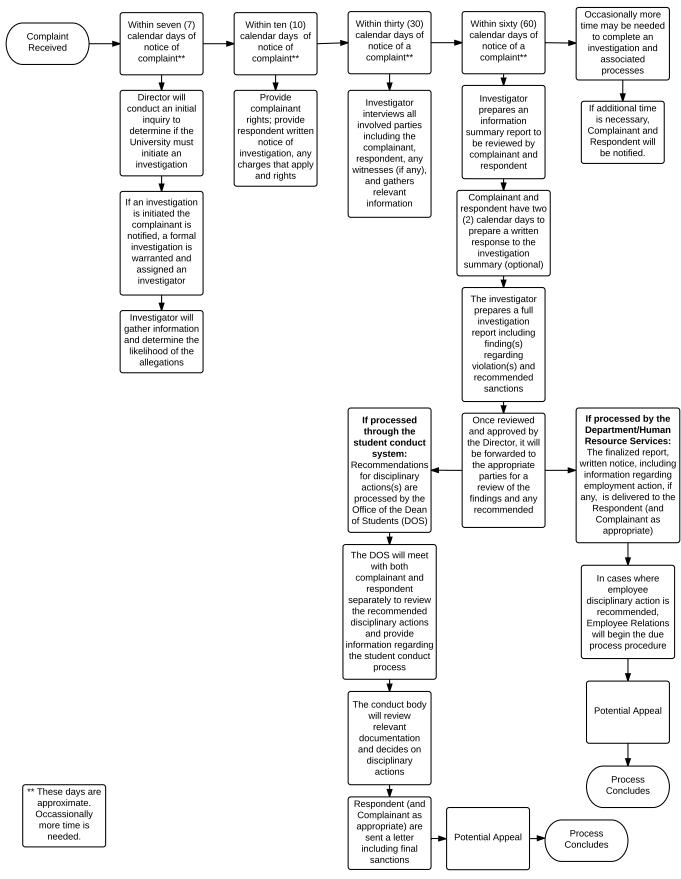
- Office of the Dean of Students receives a report regarding alleged violation of Student Code of Conduct.
- The allegations are reviewed by the Student Conduct Administrator for merit based on the information available at that time.
 - a. If the information available, taken at face value, indicates a violation of the Code of Conduct did not occur, the matter is closed without further action.
 - b. If the information available, taken at face value, indicates a violation of the Code of Conduct may have occurred, the accused student is sent a letter asking them to meet with a hearing officer to discuss charges involved with the alleged violation.
- 3) If the accused student does not attend the meeting, the hearing officer makes determination of responsible or not responsible based off all information available at that time.
- 4) If the accused student attends the meeting, the hearing officer provides the student an opportunity to discuss incident. The student can choose to accept or not accept responsibility for the charges at that time.
 - a. If the student accepts responsibility the student may express a preference for an administrative or Conduct Board hearing to determine sanctions.1
 - b. If the student does not accept responsibility, an administrative or board hearing is scheduled.
- 5) If the Student Conduct Administrator processes the matter Administratively, the Conduct Administrator makes a finding on whether it is more likely or not the alleged conduct occurred and if that behavior constituted a violation of the Student Code of Conduct.
 - a. If the Conduct Administrator finds the accused not responsible, the matter is closed.
 - b. If the Conduct Administrator finds the accused responsible the Administrator applies
 - c. A notice of outcome is sent to the involved parties within 10 days of the Administrative hearing.
 - d. If no appeal filed, within 10 calendar days, case closed and findings are in place.
- 6) If the Student Conduct Administrator processes the matter via a Conduct Board Hearing, the Office of the Dean of students notifies both parties of charges, along with the date, time and place of the hearing, no later than 10 days in advance of the hearing.
 - a. The involved students may submit relevant information such as witness lists, witness statements, response documents and the like, to the Student Conduct Administrator up to five days before the hearing.
 - i. Only Witnesses that can provide new evidence regarding the charges will be allowed to testify at a hearing. Character witnesses, or witnesses providing the same information are not permitted to testify in the hearing.
 - ii. If a witness cannot be at the hearing, that witness's testimony may be provided to the Conduct Board in a written and signed statement.
 - b. The Student Conduct Administrator provides each student a hearing package, including witness lists and statements, complaint and response thereto, and any other information submitted to the Student Conduct Administrator, and a hearing checklist (procedural document) no later than 72 hours prior to the hearing.

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¹ The Student Conduct Administrator is the decision maker regarding when an Administrative or Board Hearing is most appropriate. If the charged conduct violation could potentially lead to suspension or expulsion, a Conduct Board hearing is always scheduled. Also, if the number or severity of the charged violation(s) indicate an ongoing risk to campus, the Conduct Administrator will schedule a Board hearing.

- Student is provided an opportunity to write a statement to the Conduct Board.
 Statements are turned into the Office of the Dean of Students 5 calendar days before hearing.
- d. Student will be notified of outcome no later than 10 business days after the hearing takes place.
- e. The Conduct Hearing is held before a Board of 5, with at least three present to constitute a quorum. In all cases, the Board will include a student and a faculty member.
 - i. The parties may each be assisted by an advisor of their choosing. This advisor may not participate directly in the hearing.
 - ii. If one of the parties does not appear, the hearing proceeds and the Board may hear and conclude the matter based on the information available at the time.
 - iii. All materials provided to the parties must be immediately returned to the Student Conduct Administrator at the conclusion of the hearing.
- 7) The Conduct Board determines by simple majority vote if the Respondent violated the Student Code of Conduct. Decisions will be delivered to the parties in writing no later than 10 days after the hearing. Decision notices include findings, and if relevant, sanctions.
- 8) Students have a right to appeal the findings and sanctions imposed in both Administrative and Conduct Board hearings on a limited basis. Appeals must be submitted in writing within 10 days of the date of the decision letter.
 - a. A Student Conduct Administrator reviews the appeal to determine if it clearly establishes that an incident leading to a right of appeal occurred.
 - If so, an Appellate Board meets in closed session (no parties present) to review all case related documents.
 - ii. The Appellate Board made a determination on if the appeal has merit based on a preponderance of the evidence.
 - iii. If the Appellate Board determines the appeal has merit, the Appellate Board makes a recommendation to the Vice President for Student Affairs.
 - iv. The VP of Student Affairs, carries out the Appellate Board's recommendation unless the recommendation is significantly different from University precedent for similar appeals.
- 9) Parties are notified in writing of the appeal outcome. Decisions made through the appellate process are final and cannot be further appealed.

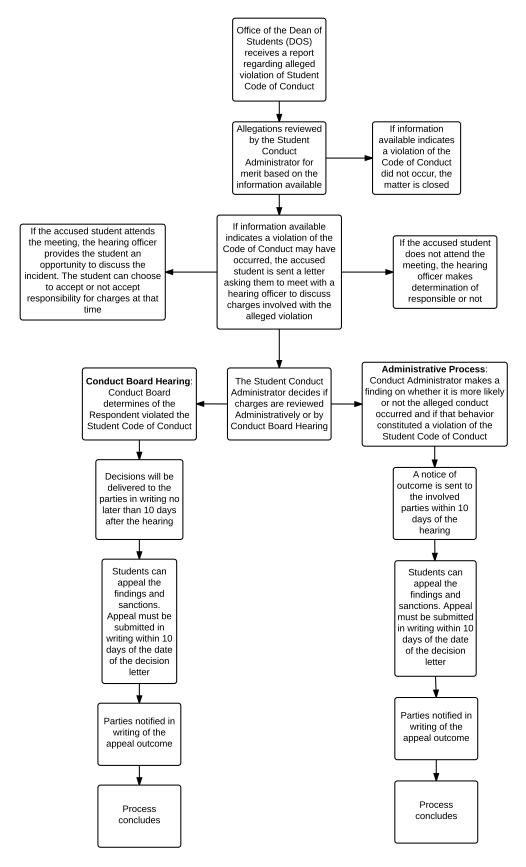
Policy 1065 Flow Chart



IRSA

Boise State University Student Code of Conduct Process

(for matters not covered by University Policy 1065)



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MEMORANDUM PRIVILEGED AND CONFIDENTIAL

TO: Jenifer Marcus, Deputy Attorney General, State Board of Education FROM: Joanne Hirase-Stacey, General Counsel/Chief Compliance Officer

DATE: 17, March 2017

SUBJECT: Idaho State University Appeals Processes

Jenifer,

Idaho State University has two policies that address student appeals: Policy #4000 Academic Integrity and Dishonesty Policy for Undergraduate Students, and Policy #5000 Student Conduct Code.

Under Policy #4000, a student can appeal the following penalties imposed by the instructor for academic dishonesty, to the dean of the college that offered the course: a) resubmission of work, b) grade reduction, or c) failing the course. The student has fifteen (15) business days after receiving, in writing, the instructor's determination regarding academic dishonesty and the penalty. The dean will set a date for a hearing, which will include the instructor, student, department chair for the department in which the student is a major, the department chair of the college in which the student is a major, and if applicable, the dean of the college in which the student is a major. Within five (5) days after the hearing, the dean must issue, in writing, a final determination finding the student responsible or not responsible based on a preponderance of the evidence. This appeal is the final level of appeal.

Significant infractions of academic dishonesty in which the student could face suspension or expulsion rests with the Academic Dishonesty Board. There are seven (7) voting members of the Board: a faculty member who serves as the Chair, the Associated Students of ISU (ASISU) Vice President who is Vice Chair, three (3) members of the faculty chosen from a pool by the Chair, and two (2) students chosen from a pool by the Vice Chair. A date for a formal hearing is set by the Chair, and after the hearing, the Board must vote to: a) suspend, b) expel, or c) do nothing. If it is determined that the student should be suspended, the Board must also vote on the length of the suspension. There is no appeal process after the Board's final determination.

The Equal Opportunity, Affirmative Action and Diversity Office is responsible for investigating all Title IX complaints, including student complaints in violation of Policy #5000. The Director of EO/AA and Diversity serves as ISU's Title IX Officer. When the EO/AA Office receives a complaint, the Title IX Officer assigns two trained Title IX investigators to conduct a fair and impartial investigation by collecting and reviewing relevant evidence about the incident. The investigators interview all parties, other witnesses, police reports, public safety reports, text or social media messages, camera footage and any other available information. The Title IX investigators draft a written report that is submitted to the Title IX

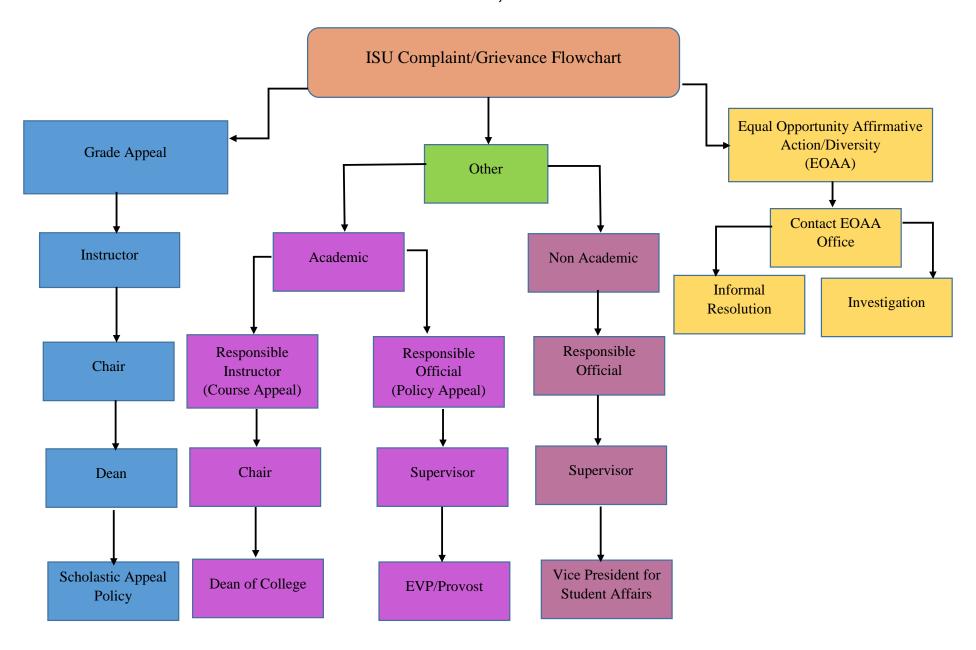
Officer. If a student is found to have violated ISU's Policy #5000, the Title IX Officer forwards the investigative report and any other information gathered to the Director of Student Conduct for adjudication through an Administrative Resolution Meeting or a Student Conduct Board Hearing.

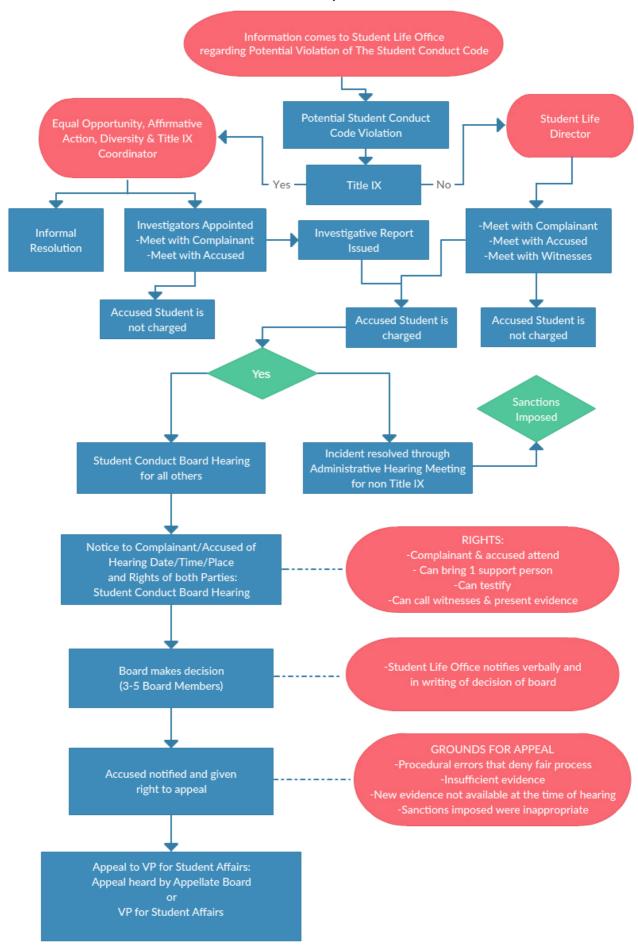
The Office for Student Affairs handles violations of Policy #5000. When the Director of Student Life, who is also the Conduct Administrator, receives a report of misconduct, he/she determines if there has been a violation of the Student Conduct Code by reviewing reports and statements, and then investigates to obtain additional information. If during an investigation the student admits to misconduct, or if a reasonable person could conclude that the student has engaged in misconduct based on written reports and statements, the student will be notified and will be asked to participate in an Administrative Resolution Meeting with the Conduct Administrator. If the student does not respond to the notice within three (3) business days or fails to attend the meeting, the Conduct Administrator may make a determination of responsibility or no responsibility. If the Conduct Administrator finds the student responsible and/or the student disagrees, the case will be referred to a Student Conduct Board hearing.

The Student Conduct Board consists of faculty, staff, and students who volunteer to become trained adjudicators. The Conduct Board will have no less than three (3) and no more than five (5) members. At the hearing, each party may present evidence, including witnesses. Either party may have legal counsel present during the hearing, not to represent their party or participate, other than to advise their party. The hearing will take place even if one or both parties do not appear. The Conduct Administrator may verbally notify the complainant and respondent of the outcome of the hearing within forty-eight (48) hours after a final decision is made. Written notification must be sent within five (5) business days.

The decision of and/or sanctions imposed by the Conduct Board may be appealed, in writing, by the respondent within five (5) business days of receipt of the decision. In the case of sexual misconduct, relationship violence, or stalking, the complainant also has the opportunity to appeal. Either the Vice President for Student Affairs or a three- (3) person board will hear the appeal, at the Vice President's discretion. The appellant (and in cases of sexual misconduct, both parties) will meet with the Vice President or appeals board, and a review of the record will occur. An appeal of the decision may be granted for the following reasons: a) to determine if the Conduct Board conducted the hearing in a fair manner and followed applicable procedures; b) to determine if the decision was based on substantial information; c) to determine if the sanctions were appropriate for the violation; or d) to consider new information unknown and unavailable during the investigation or prior to the Conduct Board hearing. The Vice President or appeals board may reverse a decision, remand for a new hearing, or change the sanctions. The decision will be issued within five (5) business days after the conclusion of the appeals process. This is the final appeal available at the university.

Please let me know if you need any other information or clarification on any of these processes.







LCSC Student Formal Complaint Process

(Includes adjudication, appeal, and Title IX process)

Below is an outline of LCSC's formal process when a report of an alleged violation is received by a responsible employee or college official. Some allegations may be handled informally on a case by case basis. When the process becomes different for general complaints versus a Title IX complaint, the deviation is indicated with purple lettering.

- A report of an alleged violation of the Student Code of Conduct, LCSC policy, or criminal violation is received by a responsible employee. The responsible employee will inform the appropriate office or college official of the alleged violation. Typically the Office of the Vice President for Student Affairs (VPSA) will delegate investigative responsibilities to Residence Life, Security, Title IX, or another office depending upon the specific circumstances.
 - a. The student will receive a notice of alleged violation from the Office of VPSA, stating the allegation and potential violation, outlining any interim measures imposed (if any), and requesting a meeting with the VPSA or delegate to gather information regarding the allegation.
 - In Title IX matters, the accused student may chose not to participate in the process, however the process will proceed and conclude with or without the accused student's participation.
- 2. The VPSA or delegate (investigator) will conduct an investigation to determine if the allegations rise to the level of a violation of the Student Code of Conduct, LCSC policy, or other violation using a preponderance of the evidence standard.
 - i. In Title IX matters, the investigation will include interviews with the alleged victim (complainant), the accused (respondent), and any relevant witnesses either party may provide, as well as collecting any relevant documentation (security footage, text messages, photos, etc.).
 - The complainant may chose not to have an investigation performed.
 Title IX investigators will respect the complainant's wishes if there is not
 a compelling reason of safety or mandatory reporting to law
 enforcement (use of a weapon or assault of a minor). The investigators
 will document such requests and reasons.
 - b. The investigator will inform the VP of Student Affairs and/or Dean of Students of the findings and submit a report or referral and/or recommendations.
 - i. In all Title IX matters, the Title IX Coordinator will submit the report and recommendations directly to the Office of VPSA.

- 3. The Dean of Students or the VPSA will meet with the accused student to discuss the outcome of the investigation and proposed sanctions for the accused student's violation.
 - a. The student may agree to the proposed sanction and complete the necessary requirements.
 - b. In a Title IX matter, the VPSA will also meet with the complainant to discuss the outcome of the investigation and the proposed sanctions for the respondent's violation.
 - c. If the accused student does not agree with the proposed sanction they may appeal the decision to the Student Hearing Board.
 - i. In a Title IX matter, the complainant or the respondent may appeal the outcome and/or proposed sanction(s) of the VPSA to the Student Hearing Board.
 - 1. If no party appeals the outcome or proposed sanctions the VPSA's decision stands.
 - d. If the student does not deliver a timely written request for a hearing, the determination and sanction shall become final and the student shall have no further right to an appeal or hearing.
- 4. If a student appeals the adjudicating officer's decision on a disciplinary matter, they must submit their request for appeal in writing to the Office of VPSA within seven (7) days of receiving the notice of outcome and the decision.
 - a. The Office of VPSA will notify the chair of the Student Hearing Board (Board) of the request for appeal.
 - b. The Board will convene to determine if any bias exists among its members, and shall set a date for the hearing within thirty (30) days of the request for appeal, unless the Board finds that a reasonable extension of time is necessary and is agreed upon by all main parties.
- 5. At the Hearing, the Board will review all submitted documentation and hear any testimony presented by the VPSA and the appealing student (appellant).
 - a. The VPSA will present the basis upon which his/her decision was made along with any other evidence he/she deems necessary to support that decision.
 - b. The appellant may testify and present evidence and witnesses, hear and question adverse witnesses, have all evidence presented in the appellant's presence, and shall not be forced to testify against him/herself and their refusal cannot be used as evidence against them.
 - i. The appellant may request an appeal and review by the Board, but may chose not to participate in the hearing.
 - ii. In Title IX matters, if the appellant is the respondent, the respondent may not question the victim if the victim choses to testify, and may not violate any other protection found in the Statement of the Rights of the Alleged Victim of an Assault.
 - iii. In Title IX matters, the respondent is also afforded the protections found in the Statement of a Student Accused of Committing Sexual Misconduct.
 - c. The appellant may not be represented by an attorney, unless the alleged violation is connected with a separate criminal action against the student. The attorney will be at the appellant's expense and will not be permitted to participate in the hearing, other than counseling with their client.

- d. The Board will review all, and only the evidence presented during the hearing and shall determine if the adjudicating officer's determination is supported by substantial and competent evidence, and shall reverse or modify the determination if the Board finds that the original decision was not supported by substantial and competent evidence.
- e. The Board will issue its written decision within thirty (30) days to the Office of VPSA and the appellant.
 - i. In Title IX matters, the Board will also issue the decision to the complainant as afforded in the victim's Statement of Rights.
- f. The College President may review the Board's decision to ensure compliance with legal and federal mandates and may alter the decision.
- 6. The student has the right to appeal the Board's decision in writing to the College President within seven (7) calendar days after the date the party receives the Board's decision. If the student does not make a timely request for appeal, the Board's decision becomes final and the student has no further right to appeal.
 - a. If the student appeals the Board's decision to the President, the President's Office will inform the other party of the request for review by the President. The other party will have the seven (7) days to respond in writing and submit evidence for the review.
 - b. The President will review both parties' documentation and may choose to meet with the student.
 - c. The President shall affirm, reverse, or modify the decision of the Board or sanction assessed, provided that the President shall not increase the sanctions beyond that which was recommended by the VPSA in the first instance.
 - i. The President may also return the case to the Board for further hearing upon such issues as the President may designate.
 - d. The President will issue his/her written decision to both parties.
 - i. In Title IX matters, the written decision will also be given to the victim as afforded in the victim's Statement of Rights.
- 7. The student has the right to appeal the President's decision to the State Board of Education when, if in such manner as the State Board of Education determines that such appeal shall be heard and according to requirements outlined in Policy III.P, Section 18.
 - a. If no such appeal is made, or does not meet the requirements set by the SBOE, the President's decision until the SBOE completes their review.

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University of Idaho

MEMORANDUM

March 17, 2017

To:

Jenifer Marcus, Deputy Attorney General

From: James E. M. Craig, Deputy General Counsel

Re: Summary of the University of Idaho's Student Code of Conduct Process

Per your request, below is a summary of the University of Idaho's process for

investigating and adjudicating allegations of violations of the UI's Student Code of Conduct.

The UI is currently reviewing this process, and there are likely to be substantial changes made to

the process within the next year or so. However, this fairly summarizes the current process. The

Office of General Counsel

Administration Bldg 127 875 Perimeter Drive MS 3158 Moscow ID 83844–3158

> Phone: 208-885-6125 Fax: 208-885-8931 counsel@uidaho.edu

last page includes a flow chart showing the process.

The preamble to the University of Idaho Student Code of Conduct states that the "university disciplinary system is part of the educational process of students focusing on behavior within a community. Sanctions are imposed for violations to the Student Code of Conduct to teach students how to be better and more responsible members of a community.

Sanctions also serve to protect the UI community." University of Idaho Faculty Staff Handbook (FSH) 2300. Worded slightly differently, but with the same message, FSH 2400 A states that the "purpose of the Student Code of Conduct is to educate students about their civic and social responsibilities as members of the University community. The primary focus of the disciplinary process is on educational and corrective outcomes; however, sanctions such as suspension or expulsion from the University may be necessary to uphold community standards and to protect the campus community." Enrollment at the UI is voluntary, and by voluntarily enrolling at the UI, "students voluntarily accept responsibility for compliance with all university policies...."

FSH 2100 A.

When it is alleged that a student has violated the Code, the Office of the Dean of Students (DOS) conducts an investigation. FSH 2400 C-1. DOS may interview witnesses, including the respondent. FSH 2400 C-1(b). If DOS determines that the allegation is credible, DOS must provide written notice of the allegation to the respondent that includes, among other things, the alleged misconduct, a statement of the respondent's rights under the Code, and a date and time, scheduled for no sooner than two days after the notice is sent by email, for the respondent to meet with a representative of DOS. FSH 2400 C-1(c). At this meeting with DOS, the "student is given the opportunity to give his/her account of the incident leading to the allegations(s)." FSH 2400 C-1(d). The student can have an advisor, which may be an attorney, present with him at this meeting, and can also provide to DOS names and contact information "of individuals who have personal knowledge of the incident or circumstances pertaining to the allegation(s)." *Id*.

DOS may continue the investigation after the meeting with the respondent. Depending on the nature of the case, the respondent may have the opportunity to review the draft investigation report prior to its conclusion. In Title IX cases, the Office of Civil Rights and Investigations (OCRI) has recently begun to allow the complainant and respondent to view a preliminary draft of the report, without any credibility findings or conclusions, to allow the complainant and the respondent to comment on the investigation.

After the investigation is concluded, DOS "shall make a finding as to whether the alleged violation occurred by a preponderance of the evidence." FSH 2400 C-1(e). If DOS determines that it is more likely than not that the respondent violated the Code, DOS "shall determine the appropriate sanction(s) and provide the student with written notice of the determination, the factual basis for the determination, [and] any sanction(s)." FSH 2400 C-1(e). However, the

RSA ary of the University of Idaho's Student Code of Conduct Process - 2 TAB 1 Page 34

¹ Most of the investigations, including all Title IX investigations, are now done in the University of Idaho's Office of Civil Rights and Investigations, which is independent from the DOS.

determination made by DOS is of no effect unless the respondent agrees with the DOS determination and the proposed sanctions.

If the respondent agrees with the determination and the sanctions, the DOS determination is final and the sanctions go into effect immediately. FSH 2400 C-1(e)(1). If the respondent does not agree with the DOS determination or the sanctions proposed by DOS, the respondent has the right to seek a hearing before the Student Disciplinary Review Board (SDRB). FSH 2400 C-1(e)(2). If the DOS determines that the appropriate sanction does not include suspension, expulsion, or withholding or revoking a degree, and if the respondent submits a proper request for review, the SDRB can either review the DOS determination and sanctions through written submissions from the parties, or the SDRB can hold a hearing where the parties can submit additional information and ask witnesses to provide information. FSH 2400 C-2. For cases that do not involve suspension, expulsion, or withholding or revoking a degree, the SDRB hearing is a limited review of the DOS investigation and findings. FSH 2400 C-2(b). The SDRB decision in these cases is the final institutional decision, and any sanctions imposed go into effect immediately. FSH 2400 C-5(b).

If the DOS determines that the appropriate sanction includes suspension, expulsion, or withholding or revoking a degree, and if the respondent does not agree with the DOS determination and sanctions proposed by DOS, the SDRB must hold a hearing. FSH 2400 C-1(e)(2)(ii) and FSH 2400 C-3. The SDRB will "schedule the hearing to occur no later than 10 days after being notified by DOS of the need for a hearing.... The 10 days can be extended under compelling circumstances." 2 FSH 2400 C-3(d).

² FSH 2400 A-1(b) defines the term "days" as "days when the university is open for business, not including Saturday, Sunday, and University holidays. Time deadlines may be extended during breaks, University holidays, and for extenuating circumstances (e.g., non-Moscow locations) at the Dean of Students' discretion."

The "purpose of a SDRB hearing is to determine whether, by a preponderance of the evidence," the respondent violated the Code. FSH 2400 C-4. At this hearing, DOS has the burden of showing by a preponderance of the evidence that the respondent violated the Code, the respondent is presumed not to have violated the Code, and the respondent has no obligation to present any information. FSH 2400 C-4(j); C-5(3)(i). The respondent has the right to have an advisor present, has the right to refuse to speak as a witness, and has the right to present witnesses and information. FSH 2400 C-4. Additionally, any written information presented by the parties must be given to the SDRB and the other parties no later than noon the day before the hearing. FSH 2400 C-3(e).

The SDRB is a University committee consisting of faculty, staff, and students. Each SDRB panel is made up of a panel of three members of the SDRB, at least one of which must be a faculty member, and the other two may be faculty, staff, or students. FSH 1640.93. The members of each panel for each hearing are selected by the chair of the SDRB from all members of the SDRB. FSH 1640.93; 2400 C-3(b).

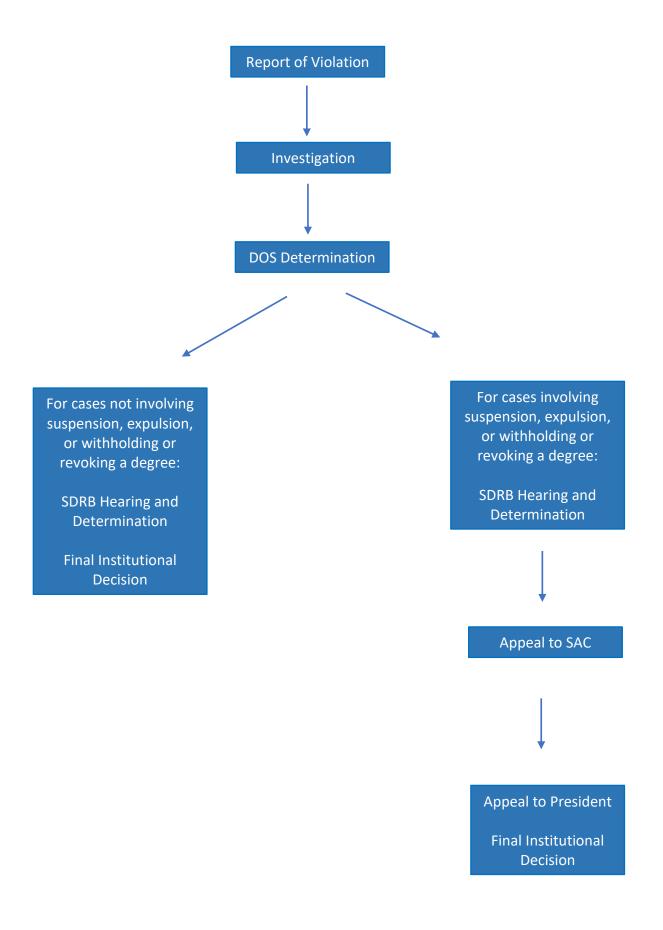
During the hearing, all parties are allowed to make opening statements, present witnesses, question witnesses presented by other parties, and make closing remarks. FSH 2400 C-4(k). If the hearing involves allegations of sexual harassment or gender-based harassment, and the complainant is a witness, the respondent must first submit the questions to the SDRB chair, who then asks any relevant questions. FSH 2400 C-4(k)(5)(ii). After the hearing, the SDRB must issue a written decision within three days. FSH 2400 C-5(a). The decision must be based on a majority vote of the SDRB, and must "state whether the DOS conclusion that by a preponderance of the evidence ... the student violated the Code is supported by the information, materials, and witnesses presented at the SDRB hearing," and "identify the facts, conduct, or

circumstances it has found to support its conclusion." FSH 2400 C-5. If the SDRB finds that the preponderance of the evidence does show that the respondent violated the Code, and if the sanction includes suspension, expulsion, or the withholding or revoking of a degree, the student can appeal the SDRB decision to the Student Appeal Committee. FSH 2400 C-5(c). If the student chooses to appeal, the sanctions do not yet go into effect.

Appeals to the SAC must be submitted in writing and delivered to DOS no later than three days after the student is provided notice of the SDRB panel determination. There are limited grounds upon which the student may appeal the SDRB decision to the SAC. FSH 2400 C-6(b).

Similar to the SDRB, the SAC is made up of faculty members, staff, and students, and a subcommittee of three SAC members, at least one of which must be a faculty member, is appointed to hear each appeal. FSH 2400 C-6(c); FSH 1640.83. The SAC subcommittee's decision must be based on majority vote, and must state its conclusion. If the SAC upholds the SDRB decision and sanctions, the "sanctions are effective immediately as of the original date of the SDRB panel determination." FSH C-7(c).

After the SAC issues its decision, a further appeal can be made to the President no later than three days after notice of the SAC decision is provided to the student. FSH 2400 C-8. The President can decline to hear the appeal. FSH 2400 C-8(c). The President is not bound by the same grounds for appeal that governs the SAC's review, and "has complete discretion whether to engage in any review of the [SAC] subcommittee's decision, including what materials to consider and from whom." FSH 2400 C-8. The President's decision is the final institutional decision.



SUBJECT

Board Policy III.Q, Admissions Standards – Second Reading

REFERENCE

June 2007 Board approved the first reading of amendments to

Board Policy III.Q.

August 2007 Board approved the second reading of

amendments to Board Policy III.Q.

December 2013 Board approved the first reading of amendments to

Board Policy III.Q.

February 2014 Board approved the second reading of

amendments to Board Policy III.Q.

April 2017 Board approved the first reading of amendments to

Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admissions Standards

BACKGROUND / DISCUSSION

Proposed amendments to Board Policy III.Q. Admission Standards include removing the course placement section, which is now its own policy, under Board Policy III.O. Other amendments include adding the Direct Admissions program; updating policy terms and titles; clarifying language providing institutional discretion regarding students admitted on provisional status; and general language updates to remove dated references.

IMPACT

Approval of the Policy amendments will bring Board Policy III.Q. into alignment with the creation of Board Policy III.O. and incorporates the Direct Admissions process.

ATTACHMENTS

Attachment 1 – Board Policy III.Q, Admissions Standards – 2nd Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading of this policy. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1.

Moved by	Seconded by	Carried Yes	No
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Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: Q. Admission Standards

June 2017 December 2016

1. Coverage

Boise State University, College of Western Idaho, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined when established in policy by their local boards of trustees.

2. Purposes

The purposes of the admission policies are to:

- a. Promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. Inform students of the academic and applied technologytechnical degree expectations of postsecondary-level work;
- c. Improve the quality of academic and applied technologytechnical degree preparation for postsecondary programs;
- d. Enhance student access to academic and applied technologytechnical degree programs; and
- e. Admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies

The college and universities must, with prior Board approval, establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission

Students attending an Idaho public school may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Admission awarded through the program is contingent upon verified level

of achievement in high school curriculum and performance on a college entrance exam, and, successful completion of state high school graduation requirements.

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work An applicant who is not admitted under the State Board's Direct Admission Program must complete each of the minimum requirements listed below. (International students and those seeking postsecondary career technical studies are exempt.)

- a. Submit scores received on the ACT (American College Test) (ACT) or SAT (Scholastic Aptitude Test) (SAT) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements; and
- b. Graduate from an accredited high school and complete the courses below with a minimum 2.00 cumulative grade point average. Applicants who graduate from high school in-prior to 1989 or later will be subject to the admission standards at the time of their graduation.

Admissions Standards Core

Subject Area	Minimum Requirement	Select from These Subject Areas
English Secondary Language Arts and Communication	8 credits	Composition, Literature, Oral Communication
Math <u>ematics</u>	6 credits	A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.
		Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards.
		Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10 th , 11 th , and 12 th grade.
Social ScienceStud	5 credits	American Government (state and local), Geography, U.S. History, and World History.
<u>ies</u>		Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Educationaligns to the state content standards), Psychology, and Sociology.
Natural Science	6 credits	Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of

	T	
		two (2) credits may be derived from vocational career technical science courses jointly approved by the State Department of Education and the State Division of Career Technical Education when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).
		Must have laboratory science experience in at least two (2) credits.
		A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages) Foreign Language	2 credits	Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation aligned to the state arts and humanities content standards), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.
		Foreign-World Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement
Other College	3 credits	Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.
Preparation		Studio/Performing Arts (art, dance, drama, and music).
		Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).
		State Division of Career technical education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.

c. Placement in entry-level college courses will be determined according to the following criteria.

Placement Scores for English

Class	ACT English	SAT English	AP Exam	COMPASS
	Score	Score		Score
English 90	<17	>200	NA	0 - 67
English 101	18-24	>450	NA	68 - 94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95 -99
Credit English 101 and English 102	>31	>700	5	

Placement Scores for Math

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45
Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

NOTES:

If athe high school the student graduated from does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/Foreign-World Languages) may not count in another category.

- 5. Academic College and University Conditional Provisional Admission
 - a. It is the Board's intent that a<u>A</u> student seeking conditional <u>provisional</u> admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.
 - <u>i. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test)scores must be submitted prior to enrollment. Effective fall semester 1989.</u>
 - <u>b.ii.</u> Effective fall semester 1989, aA degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may <u>be asked to petitionseek provisional admission by petitioning</u> the institutional <u>admission</u> director <u>for admissions.</u>:
 - i. A high school gGraduated from an accredited secondary school who but has not completed the Board's Admission Standards Ceore set forth above and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.;
 - ii. Students who <u>Did not graduate from an non-accredited secondary schools, including or was home schooled studentss must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is</u>

seeking admission. In addition, the student must have and has an acceptable performance on one (1) of the following two (2) testing indicators: (a) either the GED (General Educational Development) Test; or (b) another standardized diagnostic test accepted by the institutions such as the ACT COMPASS, ASSET, or CPT.

iii. Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.

- A student seeking provisional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement, one (1) of which must be the ACT or SAT. ACT or SAT scores must be submitted prior to enrollment.
- c. If <u>provisionally</u> admitted, <u>the a student must will enroll</u> with <u>conditional provisional</u> standing and is subject to the institutional grade retention/<u>probation/dismissal</u> policies; <u>excepting that aA provisionally admitted student with conditional provisional standing</u> may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate-level credits, twelve (12) of which must be in four (4) different subject areas of the general education requirements of courses the institution the student is attending. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

6. Advanced Opportunities Students

Those sSecondary students who wish to participate in the Advanced Opportunities outlined in Board Policy Section III.Y. Advanced Opportunities, must follow the procedures outlined in Board Policy III.Y.

7. Transfer Admission

- a. Effective fall semester 1989, aA degree-seeking student with who, since after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable baccalaureate academic college-level credit from another a regionally accredited college or university and with a minimum cumulative GPA of 2.00 or higher may be admitted.
- <u>b.</u> A student not meeting <u>this-the</u> requirement <u>in section 7.a, above</u>, may petition the institutional <u>admissions</u> director <u>of admissions</u> to <u>be admitted</u>. If admitted, the student must enroll on probation <u>status</u>, meet all conditions imposed by the

institutional admissions committee, and complete the first semester with a minimum 2.00 GPA-or higher, or may be dismissed.

The community colleges work cooperatively with the college and universities to ensure that transfer students have remedied any high school deficiencies, which may have prevented them from entering four-year institutions directly from high school.

8. Compliance and Periodic Evaluation

The Board will establish a mechanism for:

a. monitoring institutional compliance with the admission standards;

conducting and reporting periodic analyses of the impact, problems, and benefits of the admission standards; and

providing information as necessary and appropriate from the college and universities to the secondary schools and community colleges on the academic performance of former students.

98. Career Technical Education Admissions

a. Admission Standards

Regular or Conditional Provisional admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to Workforce Development or, Short-term Training programs, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs. Career technical programs employ program admission processes in addition to institutional program admission.

b. Placement Tests

Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

c. Idaho Technical College System

The career technical programs are offered at the following locations:

Region I	Coeur d'Alene, North Idaho College
Region II	Lewiston, Lewis-Clark State College
Region III	Nampa, College of Western Idaho
Region IV	Twin Falls, College of Southern Idaho
Region V	Pocatello, Idaho State University

Region VI Idaho Falls, Eastern Idaho Technical College

d. PurposesStudent Advising

- i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.
- ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.
- iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.
- iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

e. Career technical Technical Regular Admission

Students desiring *Regular Admission* to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

- i. Standards for students who graduate from high school graduates of in 1997 and thereafteror earlier
 - 1) High School diploma with a minimum 2.0 GPA¹; and,
 - 2) Placement examination² (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT

IRSA TAB 2 Page 9

¹An institution may choose to substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

²If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.

COMPASS sScores may also be used to determine placement eligibility for specific career technical programs.); and,

- 3) Satisfactory completion of high school coursework that includes at least the following:
 - a) Mathematics -- 4 credits (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. (After 1998, ILess rigorous mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review math, and remedial math, shall not be counted.)
 - b) Natural Science -- 4 credits (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).
 - c) <u>English Secondary Language Arts and Communication</u> -- 8 credits. Applied English in the Workplace may be counted for English credit.
 - d) Other -- Career technical courses, including courses eligible for dual creditpostsecondary credits earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. (High School Work Release time not connected to the school-based curriculum will not be considered.)
- ii. Standards for others Seeking Regular Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire *Regular Admission* to the technical colleges must complete a:

- 1) High School diploma with a minimum 2.0 GPA; or
- 2) General Educational Development (GED) certificate3; and

IRSA TAB 2 Page 10

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³Certain institutions allow individuals who do not have a high school diploma or GED to be admitted if they can demonstrate the necessary ability to succeed in a technical program through appropriate tests or experiences determined by the institution.

 Placement examination (CPT, ACT, COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS sScores may also be used to determine admission eligibility for specific career technical programs.)

<u>409</u>. Career Technical <u>Conditional Provisional Admission</u>

Students who do not meet all the requirements for regular admission may apply to a technical program under conditional provisional admission. Provisionally admitted Students who are conditionally admitted must successfully complete appropriate remedial, general and/or technical education coursework related to the career technical program for which regular admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional Conditional Admission must complete have a:

- a. High School diploma or GED certificate³; and
- b. Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS sScores may also be used to determine placement eligibility for specific career technical programs.)

11. Career Technical Early Admission

High school career technical dual credit students may also be admitted as non-degree seeking students. Placement exams are not required for regular or conditional admission until the student has completed the 12th grade.

4210. Career Technical Placement Criteria: Procedures for placement into specific career technical programs

In addition to the requirements for admission to a technical program, students need to be aware that sSpecific career technical programs may require different levels of academic competency in English, science and mathematics and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- a. Each technical program establishes sSpecific program requirements (including placement exam scores) established by the technical program that must be met before students can enroll in those programs. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills. and
- b. Students should provide evidence of a career plan. (It is best if this plan is

developed throughout high school prior to seeking admission to a technical college.)

c.b. <u>Technical colleges employ fF</u>ormal procedures and definitions for program admission <u>employed by the technical college</u>. Program admission requirements and procedures are clearly defined and published for each program.

UNIVERSITY OF IDAHO

SUBJECT

Master of Natural Resources, Environmental Education and Science Communication Option – Self-Support

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G and Section V.R.3.b.v, Self-Support Academic Program Fees

BACKGROUND/DISCUSSION

The University of Idaho (UI), College of Natural Resources began offering the Master of Natural Resources (M.N.R.) degree program in 1997. This degree program is an interdisciplinary course-based graduate program designed for midand executive level professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental object of the graduate program is to integrate and scale various perspectives – ecological, the human dimension, planning, policy and law, and practical tools — into a system view of natural resources. This professional degree is accessible to students of diverse academic backgrounds and helps graduates develop necessary credentials and skills for the effective management of natural resources through options within the graduate program major.

In 2014-15, the College of Natural Resources sought approval to create two options within this major: (1) Integrated Natural Resources Option and (2) Fire Ecology and Management Option. The differentiation of the curriculum was necessary given natural resources issues that continue to dominate the ecology and economic landscape. This degree program (M.N.R.) has an on-line presence and upon approval in 2014-15 was reported to the Northwest Commission on Colleges and Universities as having the ability to deliver greater than 50% of the curriculum via distance technology. These two existing options are also delivered on the Moscow campus and regular tuition and fees are collected from students.

The evolution of degrees and courses is critical to meet the needs of modern graduates and stakeholders. The UI/CNR is proposing the addition of a third option (3) Environmental Education and Science Communication. This option consists of a McCall based curriculum designed to provide an immersive, hands-on experience for students wishing to advance to a career in environmental education, placed-based education, and science communication. Students will engage in a comprehensive suite of practical, classroom-based and field-based coursework in various outreach settings at the McCall Outdoor Science School (MOSS). This option provides education, training, and experience at the post baccalaureate level, which is highly desirable in many occupations.

Enrollment in the option, Environmental Education and Science Communication will be cohort based at MOSS. This option within the MNR major will not be provided via distance education. The curriculum for this option will be strategically delivered and when applicable, complement graduate certificate work, ensuring timely completion of a graduate degree. Timely completion is directly addressed to creating accessibility to advanced degree programs and the continuing dialogue on the cost of education. An immersive cohort based program in McCall extends access to high demand programs, in fields with immediate job placement, and delivers a quality advanced degree, collectively leading to an increased overall return on investment for students. This approach for program delivery assures that no new personnel are required for program delivery; however offering the option at the MOSS location does require the request for a self-support program fee.

IMPACT

Expenses include faculty and staff salaries to deliver and administer the program, student travel for field trips and professional conferences, background checks, field equipment and supplies for courses and teaching, and infrastructure maintenance and repairs as well as institutional overhead assessed at the University of Idaho standard internal charge rate of 10% of gross revenue. The requested self-support program fee of \$19,805 per student will cover these program expenses.

ATTACHMENTS

Attachment 1 – Proposal

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STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.Z, the UI has statewide program responsibility for Natural Resource concentrations in: Forestry, Renewable Materials, Wildlife Resources, Fishery Resources, Natural Resource Conservation, Rangeland Ecology & Management, Fire Ecology & Management at the M.S., M.N.R., Ph.D levels. The proposed Environmental Education and Science option is not listed in the UI's plan. Currently, new academic program components such as options are not required in Five-Year Plans.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 11, 2017 and was presented to the Instruction, Research, and Student Affairs (IRSA) committee on June 1, 2017 and to the Business Affairs and Human Resources Committee on June 2, 2017.

The proposed self-support academic program fee for this option conforms to the requirement in Board Policy V.R.3.b.v that the program "be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services, and features as full-time, tuition-paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online."

Board policy V.R.3.b.v also stipulates that no appropriated funds may be used for self-support programs; that self-support program fees be tracked and accounted for separately from all other institutional programs; that self-support program fee revenues cover all direct, indirect, and (within three years) initial start-up costs; and that the institution carry out a review of each self-support program every three years to ensure that all direct and indirect costs are being covered by self-support program revenues. The university's budget analysis (Attachment 1) indicates the program would be financially feasible, and the market will ultimately determine if the program is viable under a self-support funding mode.

Staff recommends approval.

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I move to approve the request by the University of Idaho to create a new Environmental Education and Science Communication option within the Master of Natural Resources at the University of Idaho, McCall Outdoor Science School, in McCall, Idaho and to establish a self-support fee of \$19,805 per student.

Moved by Seconded by Carried Yes No	econded by Carried Yes No
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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS JUNE 15, 20 stiputional Tracking No.

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	April 19, 2017
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Natural Resources
Name of Department(s) or Area(s):	Natural Resources and Society

Program Identification for Proposed	l New	or Mod	ified Program:						
Program Title:	Ма	sters of	Natural Resources e Communication	– New	Optio	on in Er	nvironr	ment	al Education
Degree:	MN	R	Degree Designation		Und	lergradu	ate	×	Graduate
Indicate if Online Program:		Yes			x	No			
CIP code (consult IR /Registrar):	31.	0601							
Proposed Starting Date:	Su	mmer 20)17						
Geographical Delivery:	Loc	cation(s)	McCall (MOSS)		Reg	gion(s)	III		
Indicate (X) if the program is/has:	x	Self-Su	pport			Profess	sional F	ee	
Indicate (X) if the program is:		Regiona	al Responsibility			Statew	ide Res	spons	sibility
New Degree Program Undergraduate/Graduate Certificate Expansion of Existing Program College Dean (Institution) Program	1 -	25/17	more) No	ew Off- ther (i.e	Camp e., Cor r Res	earch (uctiona ogram/ Instituti	On; a	aborative
Graduate Dean or other official (Institution; as applicable) FVP/Chief Fiscal Officer (Institution	-21	Date -17 Date	Academic Chief Academic		_			, os	BE Date
Provost/VP for Instruction (Institution) President	on) /[2 Date	SBOE/Exe	cutive	Direc	ctor App	oroval		Date
									0

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. <u>All</u> questions must be answered.

Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

We propose to create a new option within the existing Masters of Natural Resources (MNR) graduate degree program. This option is in the area of Environmental Education and Science Communication. The McCall-based curriculum and overall graduate program will form a strong professional, terminal degree in the field of environmental education and science communication. This option in the degree program will be cohort based, requiring a selfsupport program fee. Of special importance is that this proposed MNR option will complement and extend the highly successful current McCall-based graduate certificate program (through which graduate students teach STEM topics to ~3000 Idaho K-12 students per year) to offer an immersive, hands-on experience for individuals wishing to advance to a career in teaching, place-based education, public relations, and science communication. Students enrolled in this MNR option will engage in a comprehensive suite of practical, classroom-based and fieldbased coursework in various outreach settings. With the creation of this option, we intend to have three option areas within the MNR degree program: 1) Integrated Natural Resources; 2) Fire Ecology and Management; and 3) Environmental Education and Science Communication. This major and degree program has been previously reported as traditional and available online to the Idaho State Board of Education and NWCCU. It is also reported to NWCCU for geographical delivery in region III. Option 3 will be cohort-based and will only be available via traditional, face to face delivery and by attendance at the McCall Outdoor Science School, located on the McCall Field Campus managed by the UI College of Natural Resources.

2. Need for the Program. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

<u>Student needs:</u> Based on our speaking with and recruiting approximately 100 prospective graduate students per year to our existing self-support graduate certificate program by the same name (Certificate in Environmental Education and Science Communication), we have learned that there is significant market demand for such an option for students who wish to receive a Master's degree in this same topic area. The creation of this option reflects the needs and interests of many prospective students and fits workforce needs as described below.

Regional and statewide needs: The existing MOSS graduate certificate program has a tremendous "ripple effect" throughout the state because as part of this program, graduate students teach approximately 3,000 Idaho K-12 students in immersive, hands-on science, technology, engineering, and math (STEM) topics. To date, over 30,000 Idaho youth have received STEM education through this program. The proposed MNR degree option will extend the reach of the MOSS program throughout the region and state, because it will require graduate students to deepen their mastery in STEM education and communication by teaching

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additional Idaho students in STEM topics beyond those required by the current graduate certificate program.

a. Workforce need: Provide verification of state workforce needs that will be met by this program. Include <u>State</u> and <u>National Department of Labor</u> research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

- 1. Public Relations Specialists (Idaho DOL demand rating: High)
- 2. Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (Idaho DOL demand rating: High)
- 3. Self-Enrichment Education Teachers (Idaho DOL demand rating: High)
- 4. Environmental Scientists and Specialists, Including Health (Idaho DOL demand rating: Average)

	State DOL data	Federal DOL data	Other
Local (Service Area)	n/a	n/a	
State	Job 1: 29 openings /yr		
	Job 2: 50 openings/yr		
	Job 3: 46 openings/yr		
	Job 4: 24 openings/yr		
Nation		Job 1: 14,900 openings projected from 2014-2024 (6.2% increase)	
		Job 2: 23,800 openings projected from 2014-2024 (6.9% increase)	
		Job 3: 53,500 openings projected from 2014-2024 (15.4% increase)	
		Job 4: 10,200 openings projected from 2014-2024 (10.7% increase)	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

All DOL figures reported above were accessed via the Idaho and Federal Departments of Labor online databases in April, 2017. In addition to the four occupations listed above,

the proposed degree program can be augmented with some additional coursework to allow graduates to fill positions as middle school and secondary school teachers, both rated as high demand occupations by the Idaho DOL.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

Because this proposed MNR option will directly relate to and extend the current self-support UI-MOSS Graduate Certificate program by the same name, we expect that the source of students will be very similar to the current Certificate program. Students enter that program holding a Bachelor's degree in the following fields: Biological Sciences (~30%), Physical Sciences (~15%), Environmental Science (~15%), Education (~15%), Arts and Humanities (~20%), and Other (~5%). The geographic source of students in that program is ~30% students from Idaho, and ~70% students from outside Idaho, with relatively higher proportions of out-of-state students coming from New England, the upper Midwest, and the Pacific Northwest.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will act to stimulate the state economy in two ways. First, it will produce graduates who are highly qualified to fill job openings in the fields described above, which are each in high demand within the state of Idaho. Second, this proposed program will further raise the level of STEM education available to K-12 students in the State of Idaho by providing additional learning opportunities that extend beyond the current graduate certificate program. Research has shown that K-12 students taught by our MOSS graduate students not only come away from the program with a deeper knowledge of the scientific process and STEM content, but also identify themselves as being scientists themselves, a critical step in students persisting in STEM disciplines throughout their schooling and going on to pursue STEM careers.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The proposed MNR option will (1) produce graduates who will have receive professional training in hands-on, STEM teaching and communication contexts throughout central Idaho. These students interact with community members (school administrators, teachers, and chaperones who bring their K-12 students to MOSS programs led by the graduate students as part of their training), providing many cultural and societal benefits that relate to life-long learning. In addition, the proposed MNR option will (2) increase our ability to serve Idaho K-12 students from across the state during the summer months, including audiences from rural and/or socioeconomically depressed locations.

e. If Associate's degree, transferability:

N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other instate or bordering state colleges/universities.

The University of Idaho has state-wide responsibility for the delivery of Natural Resource educational programs. There are no other similar programs offered by other Idaho public institutions.

Institution Name	Degree name and Level	Program Name and brief description if warranted
(None)		

Institution Name	Degree name and Level	Program Name and brief description if warranted
Southern Oregon University	Master of Science in Environmental Education	
Western Washington University	Master of Education	In partnership with North Cascades Institute, a non-profit private outdoor educational organization.
University of Washington	Masters in Education	In partnership with Islandwood, a non-profit private outdoor educational organization.
University of Wyoming	Masters in Education or Environmental Science	In partnership with Teton Science Schools, a non-profit private outdoor educational organization.

4. Justification for Duplication with another institution listed above. (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

N/A

5. Describe how this request supports the institution's vision and/or strategic plan.

The request supports the University of Idaho's strategic plan in multiple meaningful ways. First, as part of Goal 1 of the strategic plan, the University plans to produce more graduate students receiving terminal degrees. This proposed program will directly contribute ~20 terminal graduate degrees (i.e. through increased enrollment in the MNR program) annually. Second, the program will fuel Goal 2 of the strategic plan by enhancing our land-grant outreach mission across the state. Third, the program will be leveraged to increase the Go-on rate (Goal 3 of strategic plan) in the state of Idaho, because graduate students enrolled in this MNR option will teach more than 3,000 Idaho youth annually. We are implementing new strategies to track the Go-on rates of K-12 students who experience MOSS programming through a separate but related initiative called "Step 1: MOSS, Step 2: Moscow".

6. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

We have developed a comprehensive suite of assessment tools for this MNR program option to be carried out annually, as described below in this document. This program option-specific assessment will be placed in the context of larger internal and external reviews of all three option areas comprising the entire MNR program. In addition, faculty, staff that direct this program will be evaluated annually in the context of the quality of program delivery. These activities will be coordinated with overarching accreditation processes carried out by our broader institutional accrediting body (NWCCU).

7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix B.

N/A

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will t	his	progra	m le	ead	to	certificatio	n'
Yes		No_	_x_				

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.

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Yes	No	Χ	

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five year plan. When did consideration of and planning for the new program begin?

This is the creation of a new program component within an existing master's degree program (i.e. Masters of Natural Resources, or MNR). The proposal form is being completed to accompany the request for a self-support program fee to support delivery of the program at the McCall Outdoor Science School (MOSS) location at the McCall Field Campus of the University of Idaho-College of Natural Resources. The planning for this request began late in the 2015-16 academic year.

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

If the new expanded program is delayed, an opportunity will be lost to stay competitive in our industry. Many of our competitors are non-profit organizations that have formal arrangements with universities to provide college credit for the courses offered. The fact that we are a University of Idaho program means we can offer a similar service more quickly, efficiently and at lower cost to students. Based on our 14-year track record with the certificate program we are proposing to expand, we risk losing our current pipeline of students to programs in the surrounding states of Washington, Oregon and Wyoming. We are the only program in the state of Idaho offering this program. With early consideration, we will be able to maintain our internationally recognized track record of excellence, the current and future pipeline of students requesting entrance to the program, and keep pace with what our competitors are offering in bordering states and in other locations throughout the industry.

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The program is an extension of existing outreach and engagement at the UI-CNR McCall Outdoor Science School that reaches thousands of Idahoans annually. Adding this option will therefore expand the UI statewide land-grant and natural resource missions to enable more summer programming at MOSS, carried out through the service learning activities of McCall-based graduate students in summer. (The current graduate certificate program occurs only during the academic year). Graduates of this program will be well suited to enhance workforce development due to their expertise in STEM education and communication.

ii. Explain if the proposed program is reliant on external funding (grants, donations)

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with a deadline for acceptance of funding.

N/A

iii. Is there a contractual obligation or partnership opportunity to justify the program?No.

iv. Is the program request or program change in response to accreditation requirements or recommendations?

No.

No.

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	32
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	32

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

This is a cohort-based, residential program where all students take the same coursework in coordinated teams. The program requires (1) the compilation of a professional portfolio, which will be a collection of "signature assignments" completed throughout the degree program, (2) three teaching practicum experiences, whereby graduate students teach K-12 students in place-based STEM and receive regular feedback and critiques through observations by faculty and staff, and (3) research credits that will lead to the completion of a case study project that will serve as a summative assessment in the program.

- 11. Program Intended Learning Outcomes and Connection to Curriculum.
 - **a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be

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able to do, and value or appreciate as a result of completing the program.

- 1. Students will develop a basic understanding of local ecology and phenology.
- 2. Students will demonstrate an understanding of the process of science as conducted in multiple epistemological frameworks.
- 3. Students will be able to appreciate and communicate the complexity of systems.
- 4. Students will demonstrate empathy and appreciation for diverse perspectives.
- 5. Students will exhibit tolerance for adversity and uncertainty.
- 6. Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction.
- 7. Students will be able to lead in a variety of situations.
- 8. Students will demonstrate that they can care for the emotional, mental, physical needs of a group.
- 9. Students will be able to creatively address complex problems.
- 10. Students will use effective written and oral communication.
- 11. Students will be able to use scholarly literature in a variety of practical contexts.

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Each course culminates with a "signature assignment". These signature assignments will be gathered into a professional portfolio to be presented at the end of the program. These assignments include an ecology research project, a phenology project, a curriculum design project, an educational research project, a science communication project, a leadership project, teaching observations, group debriefs and reflective journals. Additionally, students will create a capstone case study to explore how environmental education and science communication address complex environmental issues.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

We conduct annual reviews to assess our program. These findings are used to modify courses, add or drop courses and modify assessment processes. We will compile results from each course to track student progress throughout the year and make adjustments as needed. The program is designed to be a one-year, cohort-based professional degree where all students take the same courses. Results of courses will be compiled throughout the year and reported on each year for the cohort finishing the prior academic year.

c. Measures used. What direct and indirect measures will be used to assess student learning?

Direct measures: End of course projects and exams, "signature assignments", portfolio reflection, case study products. Indirect measures: Observations of graduate students teaching K12 students, leading their peers as program host, journal reflections. Rubrics are used to score the ecology exam, ecology project, curriculum design, educational research, phenology project, and science communication project. A

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qualitative feedback form is used to provide graduate students with feedback from teaching and program hosting observations.

d. Timing and frequency. When will assessment activities occur and at what frequency?

Assessment occurs as part of each course. Additionally, we conduct annual "exit" interviews with students, a capstone presentation and portfolio presentation. Teaching observations take place once each semester. The entirety of the program will take place in one academic year and student progress will be assessed each semester and at the end of the program, allowing us to report on outcomes annually.

Enrollments and Graduates

13. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers									
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)				
rige	FY2013	FY2014	FY2015	FY2016 (most recent)	FY20 13	FY2014	FY2015	FY2016 (most recent)	
BSU									
ISU									
UI	16* 10**	14* 9**	20* 9**	25* 10**	16* 16**	13* 9**	20* 10**	25* 10**	
LCSC									

^{*} These numbers above represent the current graduate certificate program by the same name as the proposed new MNR option.

^{**}These numbers above represent all MNR program areas at the University of Idaho.

14. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Propos	sed Prog	ram: Pro	jected E	nrollme	nts and (Graduat	es First F	ive Years	5		
Progra Educa		e: Maste	rs of Nat	ural Res	ources: S	Science	Commun	ication 8	Environ	mental	
Proje	cted Fall		eadcoun gram					al Number of Graduates Fro Program			
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
20	20	22	22	24	25	20	20	22	22	24	25

15. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program has capacity for 25 students annually (both the option and certificate). This is based on current faculty, staff and facility capacity. Recruitment for the current graduate certificate program occurs year-round. We will use this same model for recruiting for the new MNR option. We place ads on relevant list serves and graduate program recruiting pages, place ads with professional associations, email past student referees, email our faculty and staff networks, and place online search engine advertising. Enrollment and graduation projections are based on past enrollment and graduation numbers in the highly successful certificate program by the same name started in 2003. We expect a similar number of students will choose the proposed MNR program and that a smaller number will select the existing certificate program given the proposed option will result in a Masters degree. The certificate program has 240 alumni to date.

16. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The minimum number of students for the program to continue is 20 annually. This is based on a financial analysis of costs to deliver the program including administrative and faculty salaries including fringe, contract services, goods and services, travel, equipment, facility costs and indirect costs estimated to be \$392,106 annually.

Administrative Salaries	Faculty Salaries	Contract Services	Goods &	Travel	Equipment	Facility	Indirect
			Services				
\$93,506	\$203,054	\$5,000	\$5,500	\$20,000	\$2,000	\$27,400	\$35,646
						TOTAL	\$392,106

We expect to reach minimum enrollment in year one by leveraging our current

certificate program, and maximum enrollment in year six.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The proposed program will be offered from start to completion at the University of Idaho McCall Field Campus. The campus is approximately 14 acres and contains 20 buildings. There are 4 large dedicated classroom spaces, one with capacity for 60 students and three with capacity for 30 students each. The campus has a wide variety of scientific instruments and data collection devices used for both teaching and research. There are several desktop computers available for data analysis and geospatial data display. These resources are used to support the 24 graduate students currently in residence.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The proposed program will keep the use of physical resources the same during the academic year, but increase use of these resources into the summer by adding summer course requirements to the current graduate certificate program.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional equipment, space or laboratory instruments will need to be obtained to support the proposed program because we will increase use during the summer months, a time that we currently have the capacity to support more programs.

18. Library resources

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Current library resources are adequate for the proposed program. The net number of students in residence will be the same so there will be no impact on existing programs. Library resources are available online so can easily be accessed from the McCall Field Campus.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources will be required to ensure successful completion of the

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program.

19. Personnel resources

- a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
 - 1.45 FTE in administrative support will be needed to support the program from recruitment to enrollment. 2.25 FTE in faculty support will be needed to support the program from teaching to advising. No additional sections of existing courses will be needed and no additional instructional capacity will be needed.
- **b.** Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
 - The McCall Field Campus employs 3.5 faculty and eight staff. These resources support the current cohort of 24 graduate students on campus. These resources will continue to support the 20-24 graduate students expected to participate in the program.
- **c. Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?
 - There will be no net increase of students so there will not be an increase use of existing personnel resources by the proposed program.
- **d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No new personnel will need to be hired to support the proposed program.

20. Revenue Sources

a) Reallocation of funds: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There will be no reallocation of existing state appropriated funds.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

c) Non-ongoing sources:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The proposed program will charge a self-support academic program fee. The program will lead to a Masters of Natural Resources after meeting the requirements of a specific set of courses. The program is offered off-campus so participants do not access the same activities, services and features as full-time, tuition paying students. The self-support program fee revenue will cover all direct and indirect costs of the program. The fees will be segregated, tracked and accounted for separately from all other programs of the University. Since the proposed program is an expansion of an existing program, no start-up costs are being requested. Subsequent increases in the program fee will be first approved by the Board. The program will be reviewed every three years to ensure no appropriated funds are supporting the program. Students that take courses outside of the program fee will pay regular tuition for those courses.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

This program will be offered from start to completion at the McCall Field Campus and we therefore are requesting to assess students a self-support fee for this program. Expenses include faculty and staff salaries to deliver and administer the program, student travel for field trip sand professional conferences, conducting

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background checks, field equipment and supplies for courses and teaching, maintenance and repairs of field campus infrastructure and improvements, and the University of Idaho G & A assessed at 10%. To offset these expenses, a self-support program fee will be collected in the amount of \$19,805 per student (please see budget table).

- **21.** Using the <u>budget template</u> provided by the Office of the State Board of Education, provide the following information:
 - Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
 - Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - · Second and third year estimates should be in constant dollars.
 - Amounts should reconcile subsequent pages where budget explanations are provided.
 - If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
 - Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- · Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

I. I LANNED STODENT ENNOLLMEN		Y 18	F	Y 19	FY	20	FY	21
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	27.5	20	27.5	20	27.5	20	27.5	20
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	27.5	20	27.5	20	27.5	20	27.5	20
II. REVENUE	_		_		_		-	
	F	Y 18	F'	Y 19	FY	20	FY	21
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	t \$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Institution Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3. Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New Tuition Revenues from Increased Enrollments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Student Fees	\$ 396,100.00	\$ -	\$ 396,100.00	\$ -	\$ 396,100.00	\$ -	\$ 396,100.00	\$ -
6. Other (i.e., Gifts)	\$ -	\$	\$ -	\$	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 396,100.00	\$ -	\$ 396,100.00	\$ -	\$ 396,100.00	\$ -	\$ 396,100.00	\$ -

Ongoing is defined as ongoing operating budget for the program which will become part of the base. One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	F	Y 18	F	Y <u>19</u>	F	Y <u>20</u>	F	21
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	\$ -	\$ -	\$	\$ -	\$ -	\$ -	\$ -	\$ -
2. Faculty	\$ 154,580.00	\$	\$ 154,580.00	\$ -	\$ 154,580.00	\$ -	\$ 154,580.00	\$ -
3. Adjunct Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Graduate/Undergrad Assistants	\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
5. Research Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Directors/Administrators	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Administrative Support Personnel	\$ 66,363.00	\$ -	\$ 66,363.00	\$ -	\$ 66,363.00	\$ -	\$ 66,363.00	\$ -
8. Fringe Benefits	\$ 75,617.00	\$ -	\$ 75,617.00	\$ -	\$ 75,617.00	\$ -	\$ 75,617.00	\$ -
9. Other:	<u> </u>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel and Costs	\$ 296,560.00	\$ -	\$ 296,560.00	\$ -	\$ 296,560.00	\$ -	\$ 296,560.00	\$ -
	F	Y <u>18</u>	F	Y <u>19</u>	F	Y <u>20</u>	FY	<u> 21 </u>
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -
2. Professional Services	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -
3. Other Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Communications	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Materials and Supplies	\$ 7,500.00	\$ -	\$ 7,500.00	\$ -	\$ 7,500.00	\$ -	\$ 7,500.00	\$ -
6. Rentals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Materials & Goods for Manufacture & Resale IRSA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ Draft-No	o v^{\$}mber 6, 201 5 Page 29 age 2

8. Miscellaneous	\$ 39,610.00	\$ -	\$ 39,610.00	\$ -	\$ 39,610.00	\$ -	\$ 39,610.00	\$ -
Total Operating Expenditures	\$ 72,110.00	\$ -	\$ 72,110.00	\$ -	\$ 72,110.00	\$ -	\$ 72,110.00	\$ -
	F	18	FY	<u> 19</u>	FY	<u>20</u>	FY	21
C. Capital Outlay	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
D. Capital Facilities	FY On-going	One-time	FY On-going	One-time	FY On-going	One-time	FY On-going	One-time
Construction or Major Renovation	\$ - 	\$ - 	\$ - 	\$ - 	\$ - 	\$ -	\$ -	\$ -
E. Other Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Utilites								
Maintenance & Repairs	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Costs	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -
TOTAL EXPENDITURES:	\$ 396,070.00	<u> </u>	\$ 396,070.00	\$ -	\$ 396,070.00	\$ -	\$ 396,070.00	\$ -
Net Income (Deficit)	\$ 30.00	\$ -	\$ 30.00		\$ 30.00		\$ 30.00	

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

	ETE 1 14 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	FTE calculated using 12 credit hrs/semester (24 credits/yr) as one FTE. Students will take 33 credits anually. 33/24 x 20 students = 27.5 FTE
	Annual program fee is \$19,805/student for 33 credit MNR
	Travel - field trips or professional conference attendance
	Professional services - background checks
III.B.2.	Materials and supplies - field equipment and supplies for courses and teaching
	Miscellaneous - University of Idaho G & A assessed at 10%
III.B.8.	Maintenance & Repairs - field campus infrastructure maintenance and improvements

SUBJECT

Update on Postsecondary Credit Transfer and Articulation.

REFERENCE

Dec. 2014 Board received update on transfer portal

implementation.

June 2015 Board approved second reading of amendments to

Board Policy III.V Statewide Articulation and Transfer

amended

February 2017 Board approved second reading of amendments to

Board Policy III.N. General Education updated

APPLICABLE STATUTE, RULE, OR POLICY

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

Section 33-107(6) and 33-2102, Idaho Code

BACKGROUND/DISCUSSION

The implementation of the web portal in 2014 as well as the creation of the General Education Matriculation (GEM) curriculum policy were designed, in part, to help address issues regarding transfer and articulation across the state. Though these items appear to be operationalized, consistency and accuracy of delivery have been questioned within various forums including Board committees, legislative groups, and workgroups associated with the Governor's Higher Education Task Force. Furthermore, these discussions have given rise to exploring how a more seamless approach to mobility between institutions can be accomplished, as well as a more effective understanding as to how credits are to be applied upon student transfer.

IMPACT

This is an information item with no immediate impact, intended to inform the Board on the development of action items by Board staff and the institutions to address credit transfer issues in a timely manner (or as allowed by academic calendar).

STAFF COMMENTS AND RECOMMENDATIONS

To respond to issues concerning transferability of academic courses across public postsecondary institutions, a diverse range of items are being explored by the Board office to improve transparency and alignment. This includes:

 Reviewing accuracy and consistency of results reported in the course transfer website, which encompasses the delivery of course equivalency and General Education Matriculation (GEM) designation. This includes ensuring transparency for reflecting the information needed for students and advisors to understand how courses articulate for institution and GEM requirements;

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- 2) Exploring strategies to improve the articulation and administration of lower-level GEM curriculum. This includes revisiting the role of state general education committee and the annual convening of discipline-specific groups. Additional items will include reconsidering the alignment of common courses and potentially course numbering methods (such as lower-level general education courses), and;
- 3) Researching improvements in existing institutional processes and online tools that can help students achieve a better understanding of how coursework applies to degree progress prior to transferring. This may include specific items such as those that can assist with course substitution or replacement processes, as well as degree audit functions. Such improvements can lead to providing advanced notification of how transfer coursework may or may not be applied towards degree requirements at the receiving institution, and, help better inform students of the steps they need to take to seek recourse for curriculum that does not transfer.

Summarily, there is an array of methods involving technology, curriculum, and processes that can help address issues of access that have continuously been raised by the Board, elected officials, and workgroups within the Governor's Higher Education Task Force. In light of the protracted concerns associated with this issues, and the sense of urgency to address these concerns, this matter will remain as a standing item on the agenda for the Council for Academic Affairs and Programs until solutions are developed. Updates on progress with these items will be shared with the Instruction, Research, and Student Affairs Committee until recommendations are developed for Board consideration.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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TAB	DESCRIPTION	ACTION
1	CHIEF EXECUTIVE OFFICER EMPLOYMENT AGREEMENTS/TERMS	Motion to approve

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SUBJECT

Chief Executive Officer Salaries

REFERENCE

May 2017

The Idaho State Board of Education (Board) completed performance evaluations and approved salaries for its Chief Executive Officers

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.c.

BACKGROUND/DISCUSSION

The Board's Executive Director has completed annual performance evaluations for the administrator of the Division of Career Technical Education, the administrator of the Division of Vocational Rehabilitation, and the general manager of Idaho Public Television. Salary recommendations for these positions are based on the evaluations and the individual agencies' Division of Financial Management-approved compensation plans.

Agency heads' salaries are entered into the state payroll system based on the equivalent hourly amount. Presidents' salaries are based on an annual amount. Once approved by the Board, the presidents' salaries will be brought back to the Board as contract amendments, along with any additional contract provisions the Board may amend. Consideration of salary changes at this time will allow for any approved changes to be entered into the state payroll system prior to the start of the payroll fiscal year.

IMPACT

Approval of updated salaries will allow staff to enter the salaries into the state payroll system.

STAFF COMMENTS AND RECOMMENDATIONS

The President's contracts will be brought to the Board for consideration at the regular August 2017 Board meeting.

BOARD ACTION I move to approve an hourly rate of \$_____ (annual salary of \$_____) for Matt Freeman as Executive Director of the State Board of Education, effective June 18, 2017. Moved by _____ Seconded by _____ Carried Yes ____ No ____

AND			
	an hourly rate of \$s S Administrator of the E 2017.		
Moved by	Seconded by	Carried Yes	No
AND			
	an hourly rate of \$ General Manager of Idah		
Moved by	Seconded by	Carried Yes	No
AND			
	an hourly rate on Administrator of the Diversity 2017.		
Moved by	Seconded by	Carried Yes	No
AND			
	an annual salary for Dr. the amount of \$		
Moved by	Seconded by	Carried Yes	No

I move to approve an annual salary for Dr. Art Vailas, as President of Idaho State University, in the amount of \$______, effective June 18, 2017. Moved by ______ Seconded by ______ Carried Yes _____ No ____ AND I move to approve an annual salary for Dr. Chuck Staben, as President of the University of Idaho, in the amount of \$_____, effective June 18, 2017. Moved by ______ Seconded by ______ Carried Yes _____ No ____ AND I move to approve an annual salary for Dr. Tony Fernandez as President of Lewis-

Clark State College in the amount of \$_____, effective June 18, 2017.

Moved by _____ Seconded by ____ Carried Yes ____ No ____

BAHR – SECTION I TAB 1 Page 3

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TAB	DESCRIPTION	ACTION
1	FY 2018 OPERATING BUDGETS	Motion to approve
2	FY 2019 LINE ITEMS	Motion to approve
	IDAHO STATE UNIVERSITY	
3	First Amendment to the Joint Operations and Maintenance Agreement between Idaho State University and West Ada School District	Motion to approve
	IDAHO STATE UNIVERSITY	
4	Temporary Parking Memorandum of Agreement between West Ada School District and Idaho State University	Motion to approve
5	UNIVERSITY OF IDAHO	
Э	Disposal of Real Property – Twin Larch, Latah County	Motion to approve
6	UNIVERSITY OF IDAHO New Program Fee – Greek Life	Motion to approve
	LEWIS-CLARK STATE COLLEGE	
7	Career Technical Education Center Project – Planning and Design	Motion to approve

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SUBJECT

Approval of FY 2018 Appropriated Funds Operating Budgets

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.F.b.v.; V.B.3.b.ii., 4.b., 5.c, 6.b.

BACKGROUND/DISCUSSION

Pursuant to Board policy V.B., each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other.

For the appropriated funds operating budget, Board policy V.B.3.b.ii provides as follows: "each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director, for review and formal approval before the beginning of the fiscal year." The appropriated operating budgets have been developed based on appropriations passed by the Legislature during the 2017 session.

For the college and universities' non-appropriated operating budgets, Board policy V.B. requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are submitted to the Board office and are available upon request.

Operating budgets are presented in two formats: budgets for agencies, health education programs, and special programs contain a <u>summary</u> (displayed by program, by source of revenue, and by expenditure classification) and a <u>budget overview</u> that briefly describes the program and changes from the previous fiscal year. All sources of revenues are included (i.e. General Funds, federal funds, miscellaneous revenue, and any other fund source).

For the college and universities, postsecondary career technical education and agricultural research and extension, supplemental information is provided including personnel costs summarized by type of position. The college and universities' reports only contain information about appropriated funds, which include state General Funds, endowment funds, and appropriated student fees.

IMPACT

Approval of the budgets establishes agency and institutional fiscal spending plans for FY 2018, and allows the agencies and institutions to continue operations from FY 2017 into FY 2018.

ATTACHMENTS

Attachment 1 – FY18 Operating Budgets Index

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Budgets were developed according to legislative intent and/or Board guidelines. There was funding for a 3% ongoing Change in Employee Compensation (CEC) in FY 2018. Representatives from the institutions will be available to answer specific questions.

Page 32 presents a system-wide summation of personnel costs by institution, by classification and also includes the number of new positions added at each institution. Board policy requires prior Board approval for the following positions:

- Salaries for new appointments to dean, associate/assistant dean, vice president and equivalent positions above the College and University Professional Association for Human Resources (CUPA-HR) median rate for such positions.
- Any position at a level of vice-president (or equivalent) and above, regardless of funding source. (II.B.3.a.)
- The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary. (II.B.3.b.)
- The employment agreement of any head coach or athletic director (at the institutions only) longer than three years, or for a total annual compensation amount of \$200,000 or higher, and all amendments thereto. (II.B.3.c.)
- Non-classified employee contracts (other than for athletic directors or coaches) over one year. (II.F.b.v.)

All other hiring authority has been expressly delegated to the presidents. Therefore, Board review of the operating budgets is the only time the Board sees the number of new positions added year-over-year.

For informational purposes only, the list of FY 2018 maintenance (Alteration and Repair) projects recommended by the Permanent Building Fund Advisory Council is included starting at page 41.

BOARD ACTION

I move to approve the FY 2018 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachment 1.

Moved by Seconded by Carried Yes No					
	Moved by	Seconded by	Carried Yes	No	

BAHR - SECTION II

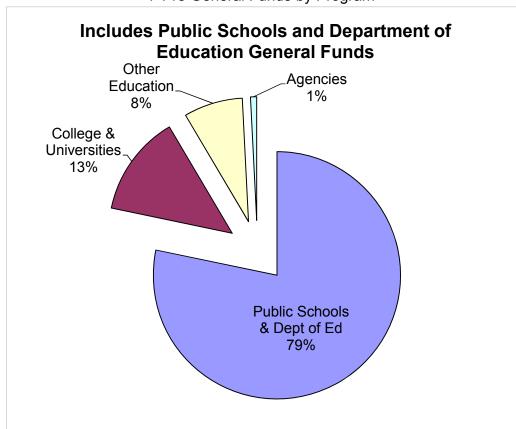
FY18 AGENCIES & INSTITUTIONS OPERATING BUDGETS INDEX

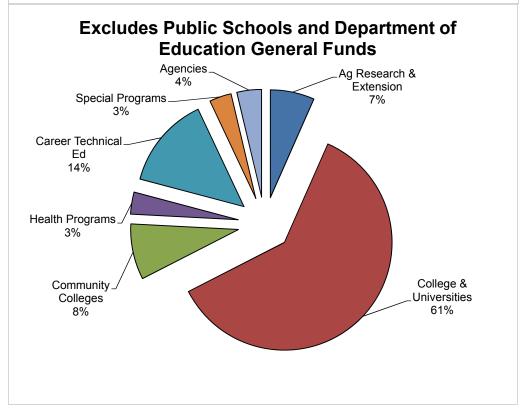
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State Board of Education

FY18 General Funds by Program





OFFICE OF THE STATE BOARD OF EDUCATION

FY 2018 Operating Budget

1		FY 2017 BUDGET	FY 2018 BUDGET	PERCENT of CHANGE
	ost Center:			
3	Office of the State Board of Education			
4	Management Services	2,242,600	4,143,600	84.77%
5	Charter School Commission	498,100	568,300	14.09%
6	Academic Services	1,038,200	776,800	-25.18%
7	Research Services	760,700	755,600	-0.67%
8	Fiscal Services	488,800	532,200	8.88%
9	Scholarship Programs	15,183,500	16,476,500	8.52%
10	System Wide Needs	902,600	905,300	0.30%
11	Total Programs	21,114,500	24,158,300	14.42%
12 Bv F u	nd Source:			
13	General Fund - OSBE	3,330,500	5,364,400	61.07%
14	General Fund - Charter Commission	146,500	220,500	50.51%
15	General Fund - Scholarships	11,729,200	11,729,700	0.00%
16	Federal Funds	883,500	526,400	-40.42%
17	Federal Funds - GEARUP	1,724,400	3,124,400	81.19%
18	Miscellaneous Revenue	200,000	201,100	0.55%
19	Miscellaneous Charter Authorizer Fees	351,600	347,800	-1.08%
19	Miscellaneous - Opportunity Fund	729,900	622,400	-14.73%
20	Systemwide Needs	1,000,000	1,000,000	0.00%
20	Indirect Cost Recovery Fund	902,600	905,300	0.30%
21	Total Funds	116,300	116,300	0.00%
22 By Ex	penditure Classification:			
23	Personnel Costs	2,898,900	3,080,500	6.26%
24	Operating Expenditures	2,675,700	3,485,500	30.26%
25	Capital Outlay	20,400	3,000	N/A
26	Trustee/Benefit Payments	15,519,500	17,589,300	13.34%
27	Lump Sum	0	0	N/A
28	Total Expenditures	21,114,500	24,158,300	14.42%
29 Full T	ime Positions	30.10	32.60	8.31%

30 Budget Overview

³¹ The Office of the State Board of Education received a 3% ongoing CEC as well as benefit increases,

³² replacement capital, offset slightly by removal of prior year 27th payroll. OSBE recieved funding for 1 FTP

and \$100k for a College/Career Advisor, 1 FTP and \$88k for a Research-Communications Specialist, \$71k

³⁴ in one-time funds for a Graduate Medical Education Plan, \$1m for Administrator Training on Teacher

₃₅ Evaluations, and .5 FTP and \$31k for a Technical Records Specialist. The Charter Commission received

^{\$71}k for Charter School Renewal Process. The increase in Management Services is primarily due to the

College/Career Advisor, Administrator Training. The decrease in Academic Services is due to elimination of

the College Access Challenge Grant. Scholarships increased for the 2nd cohort of GEARUP scholarships.

IDAHO PUBLIC TELEVISION FY 2018 Operating Budget

	_	FY 2017 BUDGET	FY 2018 BUDGET	PERCENT of CHANGE
1	By Program:			
2	Delivery System and Administration:			
3	Technical Services	2,525,110	2,597,750	2.88%
4	Administration	1,398,310	1,416,860	1.33%
5	Educational Content:			
6	Programming Acquisitions	1,669,500	1,731,930	3.74%
7	IdahoPTV Productions	1,454,550	1,519,730	4.48%
8	Special Productions/Projects (2)	415,500	441,500	6.26%
9	Communications (3)	764,860	802,450	4.91%
10	Development	1,066,770	1,122,880	5.26%
11	Total Programs	9,294,600	9,633,100	3.64%
12	-			
13	By Fund Source:			
14	General Fund - PC/OE	2,186,300	2,320,700	6.15%
15	General Fund - Capital (One-Time)	835,800	1,006,500	20.42%
16	Federal Funds	0	0	
17	Local Funds	5,857,000	5,864,400	0.53%
18	Special Productions/Projects	415,500	441,500	3.75%
19	Total Funds	9,294,600	9,633,100	3.64%
20	=			
21	By Expenditure Classification:			
22	Personnel Costs (1)	4,551,400	4,720,100	3.71%
23	Operating Expenditures:	, ,	, ,	
24	Communication & Programming	1,507,480	1,514,570	0.47%
25	Employee Development & Travel	226,080	222,880	(1.42%)
26	Professional, Admin & Other Service	456,210	455,580	(0.14%)
27	Supplies, R&M Services	431,640	413,110	(4.29%)
28	Utilities and Gas (5)	183,900	190,400	3.53%
29	Leases and Rentals	520,020	520,900	0.17%
30	Miscellaneous	212,070	193,060	(8.96%)
31	Total Operating Expenditures	3,537,400	3,510,500	(0.76%)
32	Capital Outlay (4)	1,205,800	1,402,500	16.31%
33	Total Expenditures	9,294,600	9,633,100	3.64%
34				
35	FTP Count (3)	64.48	65.48	1.55%

37 Notes:

36

³⁸ FY 2017 budget per SB1370; FY 2018 budget per SB1138

^{39 (1)} Appropriations for a 3% CEC that increased personnel costs throughout the budget.

^{40 (2)} Seeking additional donations to support IdahoPTV special productions and projects.

^{41 (3)} Added educational position and expanded outreach.

^{42 (4)} Increased level of general fund capital replacement appropriation.

^{43 (5)} Anticipated increase in utility and gas costs.

DIVISION OF VOCATIONAL REHABILITATION

FY 2018 Operating Budget

4			FY 2017 BUDGET	FY 2018 BUDGET	PERCENT of CHANGE
1 2 By D i	rogram:	-			
_	ogram: Vocational Rehabilitation		23,368,900	23,532,600	0.70%
3		[4]		4,423,400	5.14%
4	Comm. Supp. Employ. Work Svcs. (CSE)	[1]	4,207,200	4,423,400 219,900	5.14% 1.90%
5	Council for the Deaf & Hard of Hearing	[2]	215,800	219,900	1.90%
6 7	Total Programs	-	27,791,900	28,175,900	1.38%
•	10ta. 1 10g. a0	=			1.0070
8 By Fu	und Source:				
9	General Fund	[1]	8,336,100	8,589,000	3.03%
10	Federal Funds		17,408,900	17,536,200	0.73%
11	Miscellaneous Revenue		965,400	969,200	0.39%
12	Dedicated Funds		1,081,500	1,081,500	0.00%
13	Total Funds	_	27,791,900	28,175,900	1.38%
		-			
14 By E x	cpenditure Classification:				
15	Personnel Costs		10,742,600	10,806,900	0.60%
16	Operating Expenditures				
17	Communications		282,500	282,500	0.00%
18	Employee Dev./Memberships		67,000	67,000	0.00%
19	Professional & General Services		632,200	632,200	0.00%
20	Travel		108,400	108,400	0.00%
21	Supplies & Insurance	[3]	128,800	130,800	1.55%
22	Rents	[4]	491,700	500,700	1.83%
23	Other	_	22,600	22,600	0.00%
24	Total Operating Expenditures		1,733,200	1,744,200	0.63%
25	Capital Outlay	[5]	67,600	162,000	139.64%
26	Trustee/Benefit Payments	[1]	15,248,500	15,462,800	1.41%
27	Total Expenditures	=	27,791,900	28,175,900	1.38%
28 Full Time Positions Budget Overview			152.50	152.50	0.00%

FY18 Funded with SB1156

- [1] Line-item request for EES provider rate increase
- 30 [2] line-item request for authority to spend donation revenue
- 31 [3] Cyber-Security insurance
 - [4] Inflationary costs for building leases
- ³³ [5] Voip phone systems, computers, monitors, routers, video conferencing systems

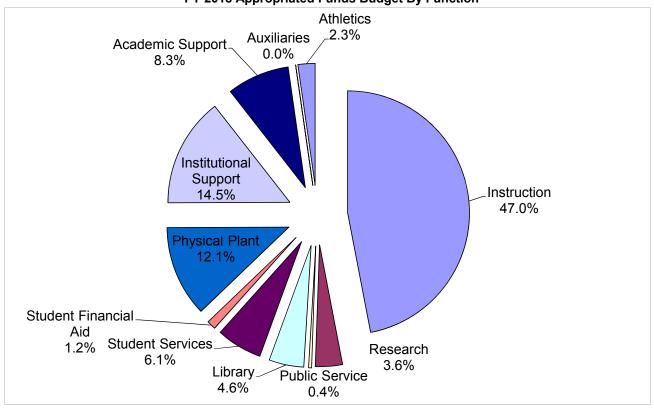
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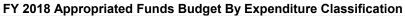
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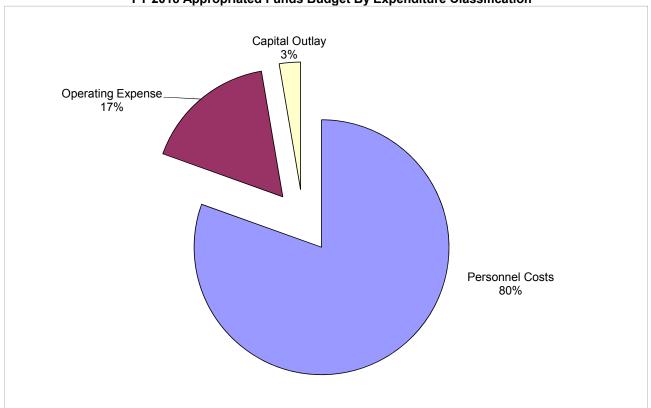
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COLLEGE & UNIVERSITIES

FY 2018 Appropriated Funds Budget By Function







COLLEGE & UNIVERSITIES SUMMARY

Budget Distribution by Activity and Expense Class July 1, 2017 - June 30, 2018 Appropriated Funds

		FY2017 Origina	ıl Budget	FY2018 Origina	ıl Budget	Changes from		
		Amount	% of Total	Amount	% of Total	Amount	% Chge	
	nue by Source							
	State General Account - ongoing	\$265,110,500	48.58%	\$280,272,000	50.53%	\$15,161,500	5.72%	
	State General Account - one time	9,371,700	1.72%	1,715,400	0.31%	(7,656,300)	-81.70%	
	State Endowments	15,840,000	2.90%	15,840,000	2.86%	0	0.00%	
	/lillennium Fund/Economic Recovery	1,686,100	0.31%	0	0.00%	(1,686,100)	-100.00%	
	Student Tuition and Fees	253,759,200	46.50%	256,838,200	46.31%	3,079,000	1.21%	
6 T	otal Operating Revenues	\$545,767,500	100.00%	\$554,665,600	100.00%	\$8,898,100	1.63%	
Expe	nses							
•	By Function:							
7	Instruction	\$249,564,789	46.54%	\$260,274,787	46.96%	\$10,709,999	4.29%	
8	Research	17,192,977	3.21%	19,955,644	3.60%	2,762,667	16.07%	
9	Public Service	1,832,971	0.34%	2,194,973	0.40%	362,002	19.75%	
10	Library	25,417,326	4.74%	25,579,509	4.61%	162,183	0.64%	
11	Student Services	32,567,424	6.07%	33,751,599	6.09%	1,184,175	3.64%	
12	Student Financial Aid	13,834,893	2.58%	6,565,682	1.18%	(7,269,211)	-52.54%	
13	Physical Plant	65,704,387	12.25%	67,053,745	12.10%	1,349,358	2.05%	
14	Institutional Support	72,190,420	13.46%	80,437,976	14.51%	8,247,557	11.42%	
15	Academic Support	45,780,810	8.54%	45,902,892	8.28%	122,082	0.27%	
16	Auxiliaries	11,400	0.00%	11,400	0.00%	0	0.00%	
17	Athletics	12,154,653	2.27%	12,556,322	2.27%	401,669	3.30%	
.,	- Tunedos	12,104,000	2.21 70	12,000,022	<u> </u>	401,000	0.0070	
18 T	otal Bdgt by Function	\$536,252,049	100.00%	\$554,284,529	100.00%	\$18,032,480	3.36%	
19 E	By Expense Class:							
20	Personnel Costs:							
21	Salaries:							
22	Faculty	\$151,041,039	28.17%	\$157,733,513	28.46%	\$6,692,474	4.43%	
23	Executive/Admin	20,051,095	3.74%	20,467,050	3.69%	415,955	2.07%	
24	Managerial/Prof	71,243,163	13.29%	77,781,556	14.03%	6,538,393	9.18%	
25	Classified	46,684,647	8.71%	51,123,775	9.22%	4,439,128	9.51%	
26	Grad Assist	10,594,376	1.98%	10,822,417	1.95%	228,041	2.15%	
27	Irregular Help	9,983,984	1.86%	11,346,014	2.05%	1,362,030	13.64%	
28	Total Salaries	\$309,598,304	57.73%	\$329,274,325	59.41%	\$19,676,021	6.36%	
29	Personnel Benefits	115,175,492	21.48%	116,779,391	21.07%	1,603,899	1.39%	
30	Total Pers Costs	\$424,773,796	79.21%	\$446,053,716	80.47%	\$21,279,920	5.01%	
31	Operating Expense:							
32	Travel	1,688,002	0.31%	1,633,474	0.29%	(54,528)	-3.23%	
33	Utilities	15,120,446	2.82%	14,315,279	2.58%	(805,167)	-5.33%	
34	Insurance	3,055,994	0.57%	3,118,640	0.56%	62,646	2.05%	
35	Other Oper. Exp	75,440,798	14.07%	74,292,194	13.40%	(1,148,604)	-1.52%	
36	Total Oper. Exp	\$95,305,240	17.77%	\$93,359,587	16.84%	(\$1,945,653)	-2.04%	
	•	, , ,				(, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,		
37	Capital Outlay:			0.65.1-5.			a=	
38	Depart Equipment	3,656,704	0.68%	2,284,726	0.41%	(1,371,978)	-37.52%	
39	Library Acquisitions	12,516,309	2.33%	12,586,500	2.27%	70,191	0.56%	
40	Total Cap Outlay	\$16,173,013	3.02%	\$14,871,226	2.68%	(\$1,301,787)	-8.05%	
41 T	ot Bdgt by Exp Class	\$536,252,049	100.00%	\$554,284,529	100.00%	\$18,032,480	3.36%	
40	One time 27th Dayrell (CE)	¢10 007 700		60		(\$10.007.700)		
42	One-time 27th Payroll (GF)	\$10,997,700		\$0 £1 560 400		(\$10,997,700)		
43	One-time Capital Outlay	\$1,865,600		\$1,560,400		(\$305,200)		
44	One-time Other	\$1,686,100		\$155,000		(\$1,531,100)		
45 A	Activity Total	\$550,801,449		\$555,999,929		\$5,198,480	0.94%	
46 T	OTAL FTE POSITIONS	4,511.37		4,666.89		155.52	3.45%	
47 ISU Budget Deficit - reserve funds		(5,033,949)		(1,334,329)				

BOISE STATE UNIVERSITY FY2018 BUDGET OVERVIEW Appropriated Funds

2018 State Budget Overview

FY 2017 Base Operating Budget (excl. one-time)	\$185,501,500
Adjustments to Base from State Funds Personnel Benefits (Health Insurance Costs) Risk Management / Controller's Fees CEC-3% and Increase Min. to 70% of Policy Enrollment Workload Adjustment Economic and Workforce Development Occupancy Costs Cybersecurity Insurance	649,100 18,600 1,907,700 1,114,400 2,088,800 425,100 <u>121,500</u>
NET INCREASE IN BASE STATE FUNDING	\$6,325,200
Increases from Student Tuition and Fees	\$7,252,300
One-time Funds	\$0
FY 2018 Operating Budget	<u>\$199,079,000</u>

Boise State's FY 2018 base operating budget of \$199,079,000 is a \$13.6 million increase over the previous year's base funding. About half of the new funding will come from student tuition and fees. The State general account funding comprises 48% of the proposed FY18 operating budget and totals \$96,212,000. Student tuition and fees comprise 52% of the proposed FY18 operating budget for a total of \$102,866,700.

Following are highlights of the FY 2018 appropriated operating budget.

- Health insurance costs continue to increase. The employer costs will be covered
 with partial funding from the State and the remaining from student tuition and
 fees. Total fringe benefit costs are estimated to increase more than \$1.3 million.
- Salary Adjustments State funding will partially cover a 3% CEC with student tuition and fees covering the remaining. The total cost to the appropriated budget is \$3.8 million.
- Enrollment Workload Adjustment State general funding will provide \$1,114,400 to Boise State University to fund enrollment growth.

- Economic and Workforce Development \$1,114,400 in state general funding will support several initiatives in the College of Innovation and Design including expansion of the COOP program, expansion of the Venture College Program which focuses on entrepreneurial skill development, expansion of Bridge to Career programming to equip students with fluency of professional skills and industry awareness and launching the Boise State X employer education program to expand degree completion options for working students with employer support. These funds will also be utilized to develop a new PhD program in computing with specializations in computer science, cybersecurity, and computational science and engineering.
- Occupancy Costs \$425,100 was provided to support occupancy costs for the City Center Plaza / Computer Science condominium as well as the Vivarium which opened in July of 2015.
- Cybersecurity Insurance Risk Management in the Department of Administration is acquiring \$25 million of cybersecurity liability insurance for state government. For FY18, Risk Management will charge Boise State \$121,500 to help cover the cost of this statewide policy. State general funding is provided to cover this charge.

BAHR - SECTION II TAB 1 Page 12

BOISE STATE UNIVERSITY

Budget Distribution by Activity and Expense Class July 1, 2017 - June 30, 2018 Appropriated Funds

		FY2017 Origin	al Budget	FY2018 Origina	al Budget		Changes from Prior Year		
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge		
	nue by Source								
	tate General Account - ongoing	\$89,887,100	47.00%	\$96,212,300	48.33%	\$6,325,200	7.04%		
	state General Account - one time	3,081,000	1.61%		0.00%	(3,081,000)	-100.00%		
	tate Endowments		0.00%		0.00%	0	0.00%		
	fillennium Fund/Economic Recovery		0.00%		0.00%	0	0.00%		
	tudent Tuition and Fees	98,269,600	51.39%	102,866,700	51.67%	4,597,100	4.68%		
6 T	otal Operating Revenues	\$191,237,700	100.00%	\$199,079,000	100.00%	\$7,841,300	4.10%		
Exper									
	By Function:	#04 000 70 E	E4 070/	¢102 co2 co1	E2 000/	CO 754 046	0.220/		
7 8	Instruction	\$94,928,735	51.07% 2.70%	\$103,683,581	52.08% 2.64%	\$8,754,846	9.22%		
9	Research Public Service	5,017,658 1,492,989	0.80%	5,263,258 1,711,247	0.86%	245,600 218,258	4.89% 14.62%		
10 11	Library	7,771,935	4.18%	7,940,944	3.99%	169,009	2.17% 12.37%		
12	Student Services	11,135,356	5.99%	12,513,131	6.29%	1,377,775	0.00%		
	Student Financial Aid	10 216 270	0.00%	10 245 210	0.00%	1 020 041			
13	Physical Plant	18,316,278	9.85%	19,345,319	9.72% 13.47%	1,029,041	5.62%		
14 15	Institutional Support Academic Support	26,021,602	14.00%	26,806,639	9.42%	785,037	3.02% 2.99%		
15 16	Academic Support Auxiliaries	18,218,347	9.80%	18,762,681		544,334			
17		2.072.400	0.00%	2.052.200	0.00%	0 79,100	0.00%		
17	Athletics	2,973,100	1.60%	3,052,200	1.53%	79,100	2.66%		
18 T	otal Bdgt by Function	\$185,876,000	100.00%	\$199,079,000	100.00%	\$13,203,000	7.10%		
10 6	By Expense Class:								
20	Personnel Costs:								
21	Salaries:								
22	Faculty	\$55,533,115	29.88%	\$59,069,222	29.67%	\$3,536,107	6.37%		
23	Executive/Admin	7,081,530	3.81%	7,294,267	3.66%	212,737	3.00%		
24	Managerial/Prof	31,136,459	16.75%	33,092,600	16.62%	1,956,141	6.28%		
25	Classified	11,202,478	6.03%	11,685,826	5.87%	483,348	4.31%		
26	Grad Assist	4,590,081	2.47%	4,888,758	2.46%	298,677	6.51%		
27		3,373,160	1.81%	4,779,785	2.40%	1,406,625	41.70%		
28	Irregular Help Total Salaries	\$112,916,823	60.75%	\$120,810,458	60.68%	\$7,893,635	6.99%		
29	Personnel Benefits	43,271,532	23.28%	45,895,595	23.05%	2,624,063	6.06%		
30	Total Pers Costs	\$156,188,355	84.03%	\$166,706,053	83.74%	\$10,517,698	6.73%		
31	Operating Expense:								
32	Travel	\$575,793	0.31%	\$0	0.00%	(575,793)	-100.00%		
33	Utilities	3,852,406	2.07%	3,852,406	1.94%	0	0.00%		
34	Insurance	888,606	0.48%	849,789	0.43%	(38,817)	-4.37%		
35	Other Oper. Exp	20,438,243	11.00%	23,753,498	11.93%	3,315,255	16.22%		
36	Total Oper. Exp	\$25,755,048	13.86%	\$28,455,693	14.29%	\$2,700,645	10.49%		
37	Capital Outlay:								
38	Depart Equipment	\$950,901	0.51%	\$772,467	0.39%	(178,434)	-18.76%		
39	Library Acquisitions	2,981,696	1.60%	3,144,787	1.58%	163,091	5.47%		
40	Total Cap Outlay	\$3,932,597	2.12%	\$3,917,254	1.97%	(\$15,343)	-0.39%		
41 T	ot Bdgt by Exp Class	\$185,876,000	100.00%	\$199,079,000	100.00%	\$13,203,000	7.10%		
42	One-time 27th Payroll (GF)	\$4,721,700		\$0		(\$4,721,700)			
43	One-time Capital Outlay	\$640,000		\$0		(\$640,000)			
44	One-time Other	\$0		\$0		\$0 \$0			
45 A	activity Total	\$191,237,700		\$199,079,000		\$7,841,300	4.10%		
	=								
40 I	OTAL FTE POSITIONS	1,620.01		1,644.52		24.51	1.51%		

BOISE STATE UNIVERSITY

Summary of Salary Changes for FY2018 by Employee Group

			Existin	g Positions					Position A	Adjustments	-	Total	
	FY2017	FY2017		Salary Adji			FY2018				FY2018	FY2018	
Institution/Agency by Group	FTE	Salary Base	Promotion	Perf/Exp/Merit	Equity	Total	Salary Base	% Incr	FTE	Salary	FTE	Salary Base	_% change
General Education (Approp Only)													
Faculty													
Professor	169.65	\$16,100,584	\$131,100		\$46,500	\$637,686	\$16,738,270	4.0%	11.99	\$537,238	181.64	\$17,275,508	
Associate Professor	189.90	\$14,138,564	\$181,500	\$423,600	\$39,000	\$644,100	\$14,782,664	4.6%	16.69	\$1,052,726	206.59	\$15,835,390	12.0%
Assistant Professor	202.26	\$13,679,984	\$3,000	\$333,300	\$24,100	\$360,400	\$14,040,384	2.6%	-29.54	(\$1,751,005)	172.72	\$12,289,379	-10.2%
Instr/Lect	134.25	\$6,146,837	\$11,000	\$175,705	\$3,200	\$189,905	\$6,336,742	3.1%	2.99	\$332,203	137.24	\$6,668,945	8.5%
Part-Time Instructor	0.00	\$5,467,146	. ,	. ,	. ,	\$0	\$5,467,146	0.0%		\$1,532,854	0.00	\$7.000.000	28.0%
Total Faculty	696.06	\$55,533,115	\$326,600	\$1,392,691	\$112,800	\$1,832,091	\$57,365,206	3.3%	2.13	\$1,704,016	698.19	\$59,069,222	
Executive/Administrative	43.53	\$7,081,530	\$21,300		\$0	\$176,200	\$7,257,730	2.5%	0.41	\$36,537	43.94	\$7,294,267	3.0%
Managerial/Professional	528.53	\$31,136,459	\$64,700		\$243,700	\$974,100	\$32,110,559	3.1%	14.53	\$982,041	543.06	\$33,092,600	
Classified	351.90	\$11,202,478	\$11,400		\$18,200	\$257,900	\$11,460,378	2.3%	7.44	\$225,448	359.34	\$11,685,826	
Student/Teaching Assistant	0.00	\$4,590,081	Ψ11,400	\$0	Ψ10,200	\$0	\$4,590,081	0.0%	0.00	\$298,677	0.00	\$4,888,758	
Irregular Help	0.00	\$3,373,160		\$0 \$0		\$0 \$0	\$3,373,160	0.0%	0.00	\$1,406,625	0.00	\$4,779,785	
Total		\$112,916,823	\$424.000	•	\$374,700	\$3.240.291	\$116,157,114	2.9%	24.51	\$4,653,344	1,644.52	\$120,810,458	
i otai =	1,620.01	\$112,916,823	\$424,000	\$2,441,591	\$374,700	\$3,240,291	\$116,157,114	2.9%	24.51	\$4,653,344	1,644.52	\$120,810,458	7.0%
Idaho Small Business Developmer	nt Contor												
Faculty	it Center												
Professor						\$0	\$0	0.0%					
Associate Professor							\$0 \$0	0.0%					
Assistant Professor						\$0 \$0	\$0 \$0	0.0%					
Instr/Lect						\$0		0.0%					
Part-Time Instructor						\$0 ©0	\$0 \$0	0.0%					
		\$0	\$0	\$0	\$0	\$0	\$0	0.0%					_
Total Faculty _ Executive/Administrative		⊅ ∪	Φ0	Φ0	Φ0	\$0	\$0						_
Managerial/Professional	0.59	\$31,554		\$4,025		\$0 \$4,025	\$0 \$25,570	0.0% 0.0%	1.28	\$94,304	4.07	£400.000	•
Classified	0.59	\$31,33 4		\$4,025	\$0		\$35,579	0.0%	1.20	\$94,304	1.87	\$129,883)
						\$0	\$0						
Student/Teaching Assistant		0004 400				\$0	\$0	0.0%		070.005	0.00	0000 444	_
Irregular Help	0.50	\$321,480	Φ0	Φ0	Φ0		\$321,480	0.0%	4.00	\$76,965	0.00	\$398,445	
Total _	0.59	\$353,034	\$0	\$0	\$0	\$0	\$357,059	0.0%	1.28	\$171,269	1.87	\$528,328	<u>5</u>
TechHelp													
Faculty													
Professor						\$0	\$0	0.0%					
Associate Professor						\$0 \$0	\$0 \$0	0.0%					
Assistant Professor								0.0%					
Instr/Lect						\$0 ©0	\$0						
						\$0	\$0	0.0%					
Part-Time Instructor						\$0	\$0	0.0%					_
Total Faculty			\$0	\$0	\$0	\$0	\$0	0.0%					_
Executive/Administrative	0.05	647 400		#4.004		\$0 \$4.084	\$0 \$34,583	0.0%	4 70	£400.004	4.00	6444.004	2
Managerial/Professional Classified	0.25	\$17,498		\$4,084		\$4,084	\$21,582	23.3%	1.73	\$120,301	1.98	\$141,883	5
							\$0	0.0%					
Student/Teaching Assistant		#70.000				**	\$0	0.0%		A70 000		•	_
Irregular Help	0.05	\$73,902	\$0	\$0	\$0	\$0 \$0	\$73,902 \$95,484	0.0%	1.73	-\$73,902	1.98	\$(\$141,883	
Total =	0.25	\$91,400	\$0	\$0	\$0	\$0	 Ф95,484	0.0%	1./3	\$46,399	1.98	\$141,88¢	2

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IDAHO STATE UNIVERSITY FY2018 BUDGET OVERVIEW Appropriated Funds

In this budget cycle, Idaho State University utilized the Institutional Effectiveness and Assessment Council (IEAC) to facilitate key budget discussions, deliberations, and recommendations. The IEAC Steering Committee serves in an advisory role, reporting to the President. The IEAC is chaired by the Executive Vice President and Provost and is comprised of representatives across campus representing administration, faculty, staff, and students.

The Board approved 3.0% undergraduate resident tuition and fee increase reflected in this budget is ISU's second lowest increase in twenty-nine years.

The FY2018 General Education operating budget totaling \$145,564,500 represents an decrease of -3.05% over FY2017. State General appropriations increased by \$1,096,400 in both permanent and one-time funding, representing a 1.44% increase. State Endowment appropriations remain unchanged from their FY2017 funding levels. Budgeted revenue generated by student tuition is estimated to decrease by -\$1,975,800, or -3.01%, primarily due to a decline in international student enrollment. Through state appropriations, institutional reallocations and adjustments, student tuition and fee revenue, and reserves, funding will be provided for personnel benefit cost increases, library inflation, facility occupancy costs, planning and design of the Center for Education Innovation in partnership with the College of Southern Idaho, the Idaho Falls Polytechnic Initiative, and the 3% Change in Employee Compensation.

The FY2018 budget has a deficit of approximately -\$1,334,300 representing 2.10% of estimated student tuition and fee revenue. In order to remain competitive and be sensitive to parents and students concerns regarding the cost of tuition, the institution's proposed and approved 3.0% undergraduate resident tuition and fee increase will not be sufficient to cover funding for institutional priorities when combined with enrollment challenges. As a result, Idaho State will fund this budget deficit from reserves. The University plans to recover this deficit and balance the budget through enrollment growth and resource reprioritization prior to or during FY2019. Monitoring of the deficit and its recovery will occur through mechanisms such as use of the quarterly financial measurement system and monthly area reviews with University Business Officers.

At the encouragement of the Legislature, ISU will continue to invest in its employees. The compensation plan for FY2018 includes a performance increase with a 3% merit pool to provide faster salary advancement for higher performers in accordance with guidance from DFM and DHR. Classified minimum salaries will continue to be maintained at 75% of Policy in the State's FY2018 pay structure. The classified minimum hourly rate for benefitted positions will be raised to \$10.12, which is 3% above the federal poverty rate for a family of three. Further, limited equity adjustments will be provided for employees to address compensation issues based on race, gender, and ethnicity.

Idaho State has continued its restraint on student tuition and fee increases while making investments, reallocating resources to support growth, and creating incentives to increase enrollment. The institution will continue to maintain and enhance student support, actively develop and grow sponsored research, address key infrastructure and deferred maintenance needs, focus on compensation equity, and maintain affordability for students. A temporary use of reserves will be used to aid in the dynamic rebalancing of our financial posture, which is essential for improving student opportunities and increasing access to a high-quality education.

IDAHO STATE UNIVERSITY

Budget Distribution by Activity and Expense Class July 1, 2017 - June 30, 2018 Appropriated Funds

		FY2017 Origina	al Budget	al Budget	Changes from Budget Prior Year			
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge	
Reve	enue by Source							
1.5	State General Account - ongoing	\$72,576,000	50.01%	\$76,411,300	52.98%	\$3,835,300	5.28%	
2 5	State General Account - one time	2,217,900	1.53%	639,000	0.44%	(1,578,900)	-71.19%	
	State Endowments	3,609,600	2.49%	3,609,600	2.50%	0	0.00%	
	Millennium Fund/Economic Recovery	1,160,000	0.80%	0	0.00%	(1,160,000)	-100.00%	
	Student Tuition and Fees	65,546,100	45.17%	63,570,300	44.08%	(1,975,800)	-3.01%	
6 1	otal Operating Revenues	\$145,109,600	100.00%	\$144,230,200	100.00%	(\$879,400)	-0.61%	
-	enses							
	By Function:		10 100/		10.000/	4.00.400	0.000/	
7	Instruction	\$67,585,167	46.43%	\$68,008,299	46.93%	\$423,132	0.63%	
8	Research	5,762,992	3.96%	5,318,179	3.67%	(444,813)	-7.72%	
9	Public Service	0	0.00%	0	0.00%	0	0.00%	
10	Library	6,119,184	4.20%	6,061,271	4.18%	(57,913)	-0.95%	
11	Student Services	7,806,457	5.36%	7,930,086	5.47%	123,629	1.58%	
12	Student Financial Aid	5,444,993	3.74%	5,449,738	3.76%	4,745	0.09%	
13	Physical Plant	19,555,995	13.44%	20,232,802	13.96%	676,807	3.46%	
14	Institutional Support	17,077,500	11.73%	15,735,521	10.86%	(1,341,979)	-7.86%	
15 16	Academic Support	12,361,361	8.49%	12,246,333	8.45%	(115,028)	-0.93%	
16 17	Auxiliaries	0	0.00%	0	0.00%	102.200	0.00% 2.66%	
17	Athletics _	3,841,100	2.64%	3,943,300	2.72%	102,200	2.00%	
18 1	otal Bdgt by Function	\$145,554,749	100.00%	\$144,925,529	100.00%	(\$629,220)	-0.43%	
19 F	By Expense Class:							
20	Personnel Costs:							
21	Salaries:							
22	Faculty	\$38,171,820	26.23%	\$38,653,063	26.67%	\$481,243	1.26%	
23	Executive/Admin	5,322,066	3.66%	5,298,471	3.66%	(23,595)	-0.44%	
24	Managerial/Prof	18,193,972	12.50%	18,547,069	12.80%	353,097	1.94%	
25	Classified	12,856,084	8.83%	12,714,385	8.77%	(141,699)	-1.10%	
26	Grad Assist	2,451,630	1.68%	2,525,325	1.74%	73,695	3.01%	
27	Irregular Help	5,112,107	3.51%	4,529,555	3.13%	(582,552)	-11.40%	
28	Total Salaries	\$82,107,679	56.41%	\$82,267,868	56.77%	\$160,189	0.20%	
29	Personnel Benefits	31,386,878	21.56%	32,289,393	22.28%	902,515	2.88%	
30	Total Pers Costs	\$113,494,557	77.97%	\$114,557,261	79.05%	\$1,062,704	0.94%	
31	Operating Expense:							
32	Travel	\$684,369	0.47%	\$831,214	0.57%	146,845	21.46%	
33	Utilities	3,824,820	2.63%	4,021,025	2.77%	196,205	5.13%	
34	Insurance	757,989	0.52%	757,989	0.52%	0	0.00%	
35	Other Oper. Exp	21,573,635	14.82%	21,061,027	14.53%	(512,608)	-2.38%	
36	Total Oper. Exp	\$26,840,813	18.44%	\$26,671,255	18.40%	(\$169,558)	-0.63%	
37	Capital Outlay:							
38	Depart Equipment	\$2,044,221	1.40%	\$620,355	0.43%	(1,423,866)	-69.65%	
39	Library Acquisitions	3,175,158	2.18%	3,076,658	2.12%	(98,500)	-3.10%	
40	Total Cap Outlay	\$5,219,379	3.59%	\$3,697,013	2.55%	(\$1,522,366)	-29.17%	
41 T	ot Bdgt by Exp Class	\$145,554,749	100.00%	\$144,925,529	100.00%	(\$629,220)	-0.43%	
42	One-time 27th Payroll (GF)	\$3,419,800		\$0		(3,419,800)		
43	One-time Capital Outlay	\$9,000		\$484,000		475,000		
44	One-time Other	\$1,160,000		\$155,000		(1,005,000)		
45 4	Activity Total	\$150,143,549		\$145,564,529		(\$4,579,020)	-3.05%	
46 1	OTAL FTE POSITIONS	1,205.04		1,215.78		10.74	0.89%	
47 Budget Deficit - reserve funds		(\$5,033,949)		(\$1,334,329)				

IDAHO STATE UNIVERSITY

Summary of Salary Changes for FY2018 by Employee Group

					Positio	n Adjustments	Total					
•		FY2017		Sal	ary Adjustmen	FY2018				FY2018		
Institution/Agency by Group	FTE	Salary Base	Promotion	Perf/Exp	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary
General Education								<u>.</u>				
Faculty	462.31	32,710,435.50	151,772.04	794,237.75		946,009.79	33,656,445.29	2.89	30.36	1,091,786.54	492.67	\$34,748,231.83
Adjunct Faculty	0.00	5,461,384.31				0.00	5,461,384.31	0.00	0.00	-1,556,553.61	0.00	\$3,904,830.70
Executive/Administrative	34.20	5,322,065.84	5,132.61	143,756.66		148,889.27	5,470,955.11	2.80	-1.40	-172,483.65	32.80	\$5,298,471.46
Managerial/Professional	293.22	18,193,971.93		496,957.17		496,957.17	18,690,929.10	2.73	-4.98	-143,860.05	288.24	\$18,547,069.05
Classified	415.31	12,856,084.12		381,405.92		381,405.92	13,237,490.04	2.97	-13.24	-523,105.57	402.07	\$12,714,384.47
Teaching Assistant	0.00	2,451,630.24		73,695.12		73,695.12	2,525,325.36	3.01	0.00	0.00	0.00	\$2,525,325.36
Irregular Salaries	0.00	5,112,107.28				0.00	5,112,107.28	0.00	0.00	-582,552.14	0.00	\$4,529,555.14
Total	1,205.04	\$82,107,679.22	\$156,904.65	\$1,890,052.62	\$0.00	\$2,046,957.27	\$84,154,636.49	2.49	10.74	-\$1,886,768.48	1,215.78	\$82,267,868.01
Idaho Dental Education Progr												
Faculty	2.00	120,369.60	6,011.20	1,934.40		7,945.60	128,315.20	6.60	0.00	0.00	2.00	\$128,315.20
Adjunct Faculty	0.00	57,131.97				0.00	57,131.97	0.00	0.00	3,391.84	0.00	\$60,523.81
Executive/Administrative	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00	\$0.00
Managerial/Professional	1.25	109,672.01		3,202.47		3,202.47	112,874.48	2.92	0.00	-1,003.57	1.25	\$111,870.91
Classified	0.00	0.00				0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
Teaching Assistant	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00	\$0.00
Irregular Salaries	0.00	26,978.18				0.00	26,978.18	N/A	0.00	0.00	0.00	\$26,978.18
Total	3.25	\$314,151.76	\$6,011.20	\$5,136.87	\$0.00	\$11,148.07	\$325,299.83	3.55	0.00	\$2,388.27	3.25	\$327,688.10
Idaho Museum of Natural Hist	ory											
Faculty	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00	\$0.00
Adjunct Faculty	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00	\$0.00
Executive/Administrative	0.50	56,285.62	5,184.19	2.320.35		7,504.54	63,790.16	13.33	0.00	0.00	0.50	\$63,790.16
Managerial/Professional	5.21	213,113.94	,	5,583.64		5,583.64	218,697.58	2.62	1.00	65,499.20	6.21	\$284,196.78
Classified	1.21	40,073.28		1,324.00		1,324.00	41,397.28	3.30	0.00	0.00	1.21	\$41,397.28
Teaching Assistant	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00	\$0.00
Irregular Salaries	0.00	31,462.30				0.00	31,462.30	N/A	0.00	-10,436.31	0.00	\$21,025.99
Total	6.92	\$340,935.14	\$5,184.19	\$9,227.99	\$0.00	\$14,412.18	\$355,347.32	4.23	1.00	\$55,062.89	7.92	\$410,410.21
•												
Family Practice Residency												
Faculty	0.38	75,367.48		2,266.73		2,266.73	77,634.21	3.01	0.00	0.00	0.38	\$77,634.21
Adjunct Faculty	0.00	2,958.57		_,		0.00	2,958.57		0.00	9,691.63	0.00	\$12,650.20
Executive/Administrative	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00	\$0.00
Managerial/Professional	3.42	401,365.50		9,678.27		9,678.27	411,043.77	2.41	1.00	189,366.08	4.42	\$600,409.85
Classified	2.00	66,060.80		2,433.60		2,433.60	68,494.40	3.68	0.00	0.00	2.00	\$68,494.40
Teaching Assistant	0.00	0.00		,		0.00	0.00	N/A	0.00	0.00	0.00	\$0.00
Irregular Salaries	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00	\$0.00
Total	5.80	\$545,752.35	\$0.00	\$14,378.60	\$0.00	\$14,378.60	\$560,130.95	2.63	1.00	\$199,057.71	6.80	\$759,188.66

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UNIVERSITY OF IDAHO FY2018 BUDGET OVERVIEW Appropriated Funds

The FY2018 General Education operating budget totals \$175,900,000 with \$175,165,000 in permanent base funding and \$735,000 in one-time funding. Key base funding from the state includes:

- Salary Increases (CEC): \$1,975,800
 - This amount covers approximately 60% of the CEC cost for the university's Education and General budget leaving \$1.3M to be covered from other sources, primarily student tuition.
- Benefit Increases: \$194,000
 - This amount covers approximately 60% of the estimated benefit costs for the Education and General budget leaving \$0.1m to be covered from other sources, primarily student tuition.
- Library Investment: \$582,000 (includes \$450,000 one-time)
 - This new appropriation represents 30% of the total Library request of \$1,926,700. These funds will be used to fund two key positions as well as non-standard library inflation and new journal titles.
- Phase II Computer Science in Coeur D'Alene: \$715,100 (includes \$285,000 one-time)
 - This new appropriation is the second appropriation for this initiative and will be used to fund the fourth year in Coeur d'Alene for students completing an associates degree in computer science from North Idaho College.
- Occupancy Funding: \$1,049,100
 - This amount covers occupancy costs for the Aquaculture Research Institute Lab and the Integrated Research and Innovation Center as well as several smaller facilities.

Overall the base state general fund appropriation for the University of Idaho is increasing from \$86,863,800 in FY2017 to \$90,696,100 in FY2018, an increase of 4.4%.

The Board approved an overall undergraduate resident student tuition and fee increase of 3.5% or \$256 per academic year. The student leadership once again provided key support for the operating budget, in this case by limiting the student activity fee increase for the coming year to 2.9% or \$32.18 per academic year. These increases focused both on maintenance of current operations including Change in Employee Compensation (CEC) and benefit rate changes and investment in programs and services including Undergraduate Research Office, Offices of Multicultural Affairs, Diversity Center, Media Administration, Alternative Service Breaks, Athletic Training Services, Intercollegiate Athletics, LGBTQA, Native American Center, Student Athlete Support Services and Women's Center. Student leadership also supported a 31.9% or \$40 per academic year increase to the technology fee. This was the first increase to this fee in several years and will be used to fund increased bandwidth needs, increase the scope of the wireless network, address security challenges and fund inflation on software provided in student computing labs. These relatively small increases to the activity and technology fees allowed the majority of the student tuition and fee increase to go to tuition, which is the primary source of

flexible dollars to meet the institution's key operating budget needs. There was no increase to the facility fee for FY18.

The Board approved professional fee increases for the Colleges of Law and Art and Architecture as well as program fee increases for the Executive MBA and MOSS Environmental Education Graduate programs. These increases will enable these programs to sustain quality and further invest in student success.

The University continues to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. Within the General Education budget a primary focus continued to be the implementation of our new market based compensation system which is a critical need for the university as we try to compete for the best faculty and staff on the behalf of our students. The first phase of implementation for staff was included in the FY2018 CEC process and the university has identified base funding within the FY2018 budget to make further progress towards full implementation for both staff and faculty. In addition, we used increased state funding combined with tuition revenue to help cover the increased costs of providing medical benefits to our employees, and to meet obligated cost increases for utilities and contracts.

We believe the budget you see here will provide a sound base from which to grow an effective and efficient institution that can continue to meet its key roles in education, research and outreach.

UNIVERSITY OF IDAHO

Budget Distribution by Activity and Expense Class July 1, 2017 - June 30, 2018 Appropriated Funds

		FY2017 Origina	al Budget	FY2018 Origin	al Budget	Changes from Prior Year		
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge	
Reve	nue by Source							
1 5	State General Account - ongoing	\$86,863,800	49.75%	\$90,696,100	51.56%	\$3,832,300	4.41%	
2 5	State General Account - one time	2,793,500	1.60%	735,000	0.42%	(2,058,500)	-73.69%	
3 5	State Endowments	10,099,200	5.78%	10,099,200	5.74%	0	0.00%	
4 N	Millennium Fund/Economic Recover	398,400	0.23%		0.00%	(398,400)	-100.00%	
	Student Tuition and Fees	74,443,500	42.64%	74,369,700	42.28%	(73,800)	-0.10%	
6 1	otal Operating Revenues	\$174,598,400	100.00%	\$175,900,000	100.00%	\$1,301,600	0.75%	
Expe								
	By Function:	074 005 000	44.500/	070.004.450	44.400/	0710 100	4.050/	
7	Instruction	\$71,285,663	41.59%	\$72,034,153	41.12%	\$748,490	1.05%	
8	Research	6,260,298	3.65%	9,216,196	5.26%	2,955,898	47.22%	
9	Public Service	642	0.00%	181,626	0.10%	180,984	28190.65%	
10	Library	10,163,922	5.93%	10,208,012	5.83%	44,090	0.43%	
11	Student Services	10,443,053	6.09%	9,954,196	5.68%	(488,857)	-4.68%	
12	Student Financial Aid	7,849,900	4.58%	575,944	0.33%	(7,273,956)	-92.66%	
13	Physical Plant	24,678,922	14.40%	24,235,758	13.84%	(443,164)	-1.80%	
14	Institutional Support	24,105,198	14.06%	32,345,602	18.47%	8,240,404	34.19%	
15	Academic Support	12,456,552	7.27%	12,061,513	6.89%	(395,039)	-3.17%	
16	Auxiliaries	4.400.050	0.00%	4.050.000	0.00%	0	0.00%	
17	Athletics	4,162,350	2.43%	4,352,000	2.48%	189,650	4.56%	
18 1	otal Bdgt by Function	\$171,406,500	100.00%	\$175,165,000	100.00%	\$3,758,500	2.19%	
10 F	By Expense Class:							
20	Personnel Costs:							
21	Salaries:							
22	Faculty	\$47,837,514	27.91%	\$50,145,288	28.63%	\$2,307,774	4.82%	
23	Executive/Admin	6,217,158	3.63%	6,413,079	3.66%	195,921	3.15%	
24	Managerial/Prof	17,246,687	10.06%	21,168,487	12.08%	3,921,800	22.74%	
25	Classified	19,651,161	11.46%	23,707,837	13.53%	4,056,676	20.64%	
26	Grad Assist	3,552,665	2.07%	3,408,334	1.95%	(144,331)	-4.06%	
27	Irregular Help	1,039,317	0.61%	1,536,774	0.88%	497,457	47.86%	
28	Total Salaries	\$95,544,502	55.74%	\$106,379,799	60.73%	\$10,835,297	11.34%	
29	Personnel Benefits	32,253,482	18.82%	29,766,303	16.99%	(2,487,179)	-7.71%	
30	Total Pers Costs	\$127,797,984	74.56%	\$136,146,102	77.72%	\$8,348,118	6.53%	
31	Operating Expense:							
32	Travel	\$427,840	0.25%	\$802,260	0.46%	374,420	87.51%	
33	Utilities & Debt Service	6,555,220	3.82%	5,553,848	3.17%	(1,001,372)	-15.28%	
34	Insurance	1.207.199	0.70%	1,308,662	0.75%	101,463	8.40%	
35	Other Oper. Exp	28,851,220	16.83%	24,551,169	14.02%	(4,300,051)	-14.90%	
36	Total Oper. Exp	\$37,041,479	21.61%	\$32,215,939	18.39%	(\$4,825,540)	-13.03%	
37	Capital Outlay:							
38	Depart Equipment	\$570,582	0.33%	\$800,904	0.46%	230,322	40.37%	
39	Library Acquisitions	5,996,455	3.50%	6,002,055	3.43%	5,600	0.09%	
40	Total Cap Outlay	\$6,567,037	3.83%	\$6,802,959	3.88%	\$235,922	3.59%	
41 T	ot Bdgt by Exp Class	\$171,406,500	100.00%	\$175,165,000	100.00%	\$3,758,500	2.19%	
42	One-time 27th Payroll (GF)	\$2,428,200		\$0		(\$2,428,200)		
43	One-time Capital Outlay	\$365,300		\$735,000		\$369,700		
44	One-time Other	\$398,400		\$0		(\$398,400)		
45 /	Activity Total	\$174,598,400		\$175,900,000		\$1,301,600	0.75%	
	OTAL FTE POSITIONS	1,330.80		1,445.34		114.54		
40 I	OTAL FIE FUSITIONS	1,330.00		1,440.34		114.54	8.61%	

UNIVERSITY OF IDAHO

Summary of Salary Changes for FY2018 by Employee Group

_	FY2017	' Budget Book		Annual Salary Process								r Changes and on Adjustments	FY2018 Budget Book			
•		FY2017				Salary A	djust	ments		FY2018						
							-	Across the		<u>-</u> '						
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit	E	quity/Other		Board	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary	% Incr
General Education (U1)																_
Faculty																
Professor	150.81	\$14,953,647.00	\$ -	\$ 335,581.04	\$	-	\$	-	\$ 335,581.04	\$15,289,228.04	2.24%	3.24	\$ 332,545.96	154.05	\$ 15,621,774.00	4.47%
Associate Professor	153.32	11,925,511.00	107,129.56	276,870.74		-		-	384,000.30	12,309,511.30	3.22%	10.80	858,927.70	164.12	13,168,439.00	10.42%
Assistant Professor	119.60	8,173,809.00	130,391.80	210,316.73		-		-	340,708.53	8,514,517.53	4.17%	(1.18)	(152,693.53)	118.42	8,361,824.00	2.30%
Other	120.08	12,784,547.00	2,511.60	514,888.04		-		-	517,399.64	13,301,946.64	4.05%	3.84	(308,695.64)	123.92	12,993,251.00	1.63%
Total Faculty	543.81	\$47,837,514.00	\$ 240,032.96	\$1,337,656.55	\$	-	\$	-	\$1,577,689.51	\$49,415,203.51	3.30%	16.70	\$ 730,084.49	560.51	\$ 50,145,288.00	4.82%
Executive/Administrative	37.56	6,217,158.00	-	161,908.08		-		-	161,908.08	6,379,066.08	2.60%	(0.74)	34,012.92	36.82	6,413,079.00	3.15%
Managerial/Professional	251.71	17,246,687.00	-	690,904.13		-		-	690,904.13	17,937,591.13	4.01%	39.54	3,230,895.87	291.25	21,168,487.00	22.74%
Classified	497.72	19,651,161.00	-	730,981.75		-		-	730,981.75	20,382,142.75	3.72%	59.04	3,325,694.25	556.76	23,707,837.00	20.64%
Teaching Assistant	-	3,552,665.00	-	-		-		-	-	3,552,665.00	0.00%	-	(144,331.00)	-	3,408,334.00	-4.06%
Irregular Help	-	1,039,317.00	-	-		-		-	-	1,039,317.00	0.00%	-	497,457.00	-	1,536,774.00	47.86%
Total	1,330.80	\$95,544,502.00	\$ 240,032.96	\$2,921,450.51	\$	-	\$	-	\$3,161,483.47	\$98,705,985.47	3.31%	114.54	\$ 7,673,813.53	1,445.34	\$ 106,379,799.00	11.34%

BAHR - SECTION II TAB 1 Page 22

LEWIS-CLARK STATE COLLEGE FY2018 BUDGET OVERVIEW Appropriated Funds

LCSC's FY2018 General Education budget of \$35,456,400 represents a 6.1% increase over the FY17 ongoing budget base. The legislature provided an additional \$1.51 million in General Fund support, a portion of which (\$341,400) is for one-time capital outlay. The remaining ongoing General Funds will help cover increased employee salary and benefit costs, expansion of the College's Health Professions Education (\$255,500) and College Work Scholars (\$271,400) programs, and \$67,100 for a Veteran's Services Coordinator. General Fund monies provided approximately half of the Legislature's adopted 3% CEC increase and health insurance bump. One-time replacement capital outlay funding will be used to address critical technological and equipment needs across campus in FY18.

A portion of the CEC increase and increased employee benefit costs will again be borne by LCSC students. The College's 3.5% increase in resident tuition and fees was approved by the State Board of Education in April 2017. The revenue generated from this increase will be used to fund the CEC and benefit costs stipulated by the legislature, as well as fund faculty promotions. FY18 tuition revenues are budgeted at the same level provided for in the legislative appropriation (\$16,031,500). The College's Normal School Endowment distribution will remain flat for the coming fiscal at \$2,131,200. LCSC's Career & Technical Education (C.T.E.) allocation for FY2018 (\$4,888,400) provides funding for salary and benefit increases, as well as one-time funds totaling \$181,400, which will be used to address critical equipment needs in the CTE program.

The total revenue sources outlined above (General Fund, Student Fees, Normal School Endowment, and C.T.E. allocated funding) finance LCSC's FY2018 Total General Education and Career-Technical Education budget of \$40,344,800. The ensuing schedules speak to the General Education program only, and do not include Career-Technical Education.

LCSC's General Education personnel structure will increase slightly in FY2018, to a total of 361.25 FTP. Our legislative appropriation included funding for 4 new positions (three for Health Professions Education Expansion and a Veteran's Coordinator). In addition, the legislature's funded expansion of the Work Scholars program will more than double the student participation rate in this program (from 20 to 45), but necessitates the addition of another position to support the program.

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LEWIS-CLARK STATE COLLEGE

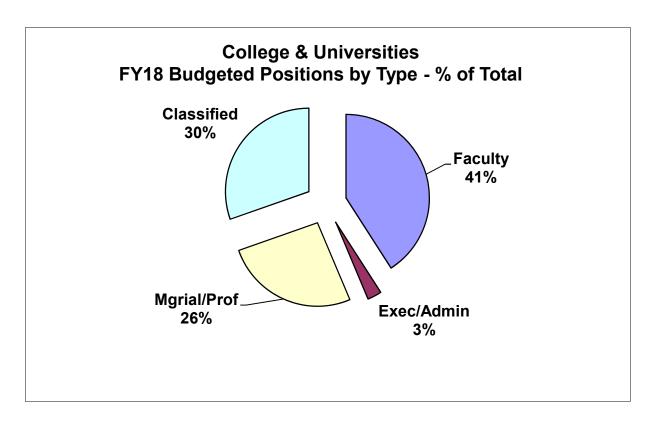
Budget Distribution by Activity and Expense Class July 1, 2017 - June 30, 2018 Appropriated Funds

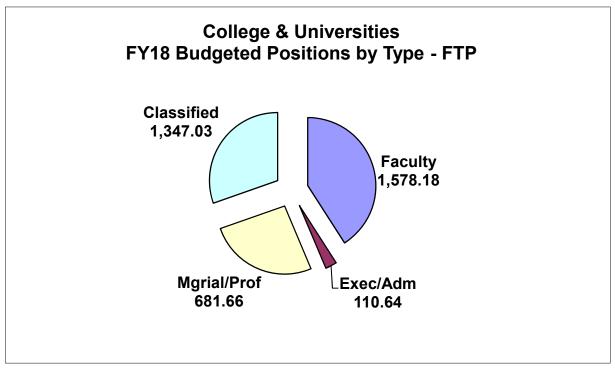
		FY2017 Origin	al Budget	FY2018 Original Budget		Changes from Prior Year	
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge
	nue by Source						
	State General Account - ongoing	\$15,783,600	45.33%	\$16,952,300	47.81%	\$1,168,700	7.40%
	State General Account - one time	1,279,300	3.67%	341,400	0.96%	(937,900)	-73.31%
	State Endowments	2,131,200	6.12%	2,131,200	6.01%	0	0.00%
	Millennium Fund/Economic Recovery	127,700	0.37%		0.00%	(127,700)	-100.00%
	Student Tuition and Fees	15,500,000	44.51%	16,031,500	45.21%	531,500	3.43%
6 1	otal Operating Revenues	\$34,821,800	100.00%	\$35,456,400	100.00%	\$634,600	1.82%
Expe							
	By Function:	045 705 004	47.400/	040 540 754	47.400/	6700 504	4.070/
7	Instruction	\$15,765,224	47.18%	\$16,548,754	47.13%	\$783,531	4.97%
8	Research	152,029	0.45%	158,011	0.45%	5,982	3.93%
9	Public Service	339,340	1.02%	302,100	0.86%	(37,240)	-10.97%
10	Library	1,362,285	4.08%	1,369,282	3.90%	6,997	0.51%
11	Student Services	3,182,558	9.52%	3,354,186	9.55%	171,628	5.39%
12	Student Financial Aid	540,000	1.62%	540,000	1.54%	0	0.00%
13	Physical Plant	3,153,192	9.44%	3,239,866	9.23%	86,674	2.75%
14	Institutional Support	4,986,120	14.92%	5,550,214	15.81%	564,095	11.31%
15	Academic Support	2,744,550	8.21%	2,832,365	8.07%	87,815	3.20%
16	Auxiliaries	11,400	0.03%	11,400	0.03%	0	0.00%
17	Athletics _	1,178,103	3.53%	1,208,822	3.44%	30,719	2.61%
18 1	otal Bdgt by Function	\$33,414,800	100.00%	\$35,115,000	100.00%	\$1,700,200	5.09%
10 F	By Expense Class:						
20	Personnel Costs:						
21	Salaries:						
22	Faculty	\$9,498,590	28.43%	\$9,865,940	28.10%	\$367,350	3.87%
23	Executive/Admin	1,430,341	4.28%	1,461,233	4.16%	30,892	2.16%
24	Managerial/Prof	4,666,045	13.96%	4,973,400	14.16%	307,355	6.59%
25	Classified	2,974,924	8.90%	3,015,727	8.59%	40,803	1.37%
26	Grad Assist	2,014,024	0.00%	0,010,727	0.00%	0	0.00%
27	Irregular Help	459,400	1.37%	499,900	1.42%	40,500	8.82%
28	Total Salaries	\$19,029,300	56.95%	\$19,816,200	56.43%	\$786,900	4.14%
29	Personnel Benefits	8,263,600	24.73%	8,828,100	25.14%	564,500	6.83%
30	Total Pers Costs	\$27,292,900	81.68%	\$28,644,300	81.57%	\$1,351,400	4.95%
31	Operating Expense:						
32	Travel	\$0	0.00%	\$0	0.00%	0	0.00%
33	Utilities	888.000	2.66%	888,000	2.53%	0	0.00%
34	Insurance	202,200	0.61%	202.200	0.58%	0	0.00%
35	Other Oper. Exp	4,577,700	13.70%	4,926,500	14.03%	348,800	7.62%
36	Total Oper. Exp	\$5,667,900	16.96%	\$6,016,700	17.13%	\$348,800	6.15%
37	Capital Outlay:						
38	Depart Equipment	\$91,000	0.27%	\$91,000	0.26%	0	0.00%
39	Library Acquisitions	363,000	1.09%	363,000	1.03%	0	0.00%
40	Total Cap Outlay	\$454,000	1.36%	\$454,000	1.29%	\$0	0.00%
41 1	ot Bdgt by Exp Class	\$33,414,800	100.00%	\$35,115,000	100.00%	\$1,700,200	5.09%
42	One-time 27th Payroll (GF)	\$428,000		\$0		(428,000)	
43	One-time Capital Outlay	\$851,300		\$341,400		(509,900)	
44	One-time Other	\$127,700		\$0		(127,700)	
45 /	Activity Total	\$34,821,800		\$35,456,400		\$634,600	1.82%
46 1	= OTAL FTE POSITIONS	355.52		361.25		5.73	1.61%

LEWIS-CLARK STATE COLLEGE

Summary of Salary Changes for FY2018 by Employee Group

				Existing Positions				Positio	n Adjustments		Total
•		FY2017		Salary Adju	stments	FY2018					FY2018
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit (CEC)	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary Base
General Education											
Faculty											
Professor	37.00	2,546,422	28,500	71,471	99,971	2,646,393	3.93	1.00	99,745	38.00	2,746,138
Associate Professor	37.00	2,154,785	36,000	58,464	94,464	2,249,249	4.38	(1.00)	(103,737)	36.00	2,145,512
Assistant Professor	48.50	2,435,925		46,820	46,820	2,482,745	1.92	1.00	66,779	49.50	2,549,524
Instr/Lect	25.52	1,174,458		33,950	33,950	1,208,408	2.89	1.07	29,358	26.59	1,237,766
Part-Time Instructor	0.00	1,187,000			0	1,187,000	0.00	0.00	0	0.00	1,187,000
Total Faculty	148.02	9,498,590	64,500	210,705	275,205	9,773,795	2.90	2.07	92,145	150.09	9,865,940
Executive/Administrative	13.90	1,430,341		44,489	44,489	1,474,830	3.11	0.00	(13,597)	13.90	1,461,233
Managerial/Professional	94.54	4,666,045		146,079	146,079	4,812,124	3.13	3.40	161,276	97.94	4,973,400
Classified	99.06	2,974,924		87,590	87,590	3,062,514	2.94	0.26	(46,787)	99.32	3,015,727
Irregular Help	0.00	459,400			0	459,400	0.00	0.00	40,500	0.00	499,900
Total	355.52	19,029,300	64,500	488,863	553,363	19,582,663	2.91	5.73	233,537	361.25	19,816,200
•											





COLLEGE & UNIVERSITIES Operating Budget Personnel Costs Summary July 1, 2017 - June 30, 2018

			FY2017 C	Original Budget			FY2018 C	Original Budget	
Classi	fication	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
BOISE	STATE UNIVERSITY								
1 F	aculty	666.66	\$55,533,115	\$20,337,221	\$75,870,336	696.06	\$59,069,222	\$21,372,886	\$80,442,108
	xecutive/Administrative	43.19	7,081,530	\$2,039,757	9,121,287	43.53	7,294,267	\$2,138,510	9,432,777
3 M	lanagerial/Professional	497.27	31,136,459	\$13,095,046	44,231,505	528.53	33,092,600	\$14,038,652	47,131,252
4 C	lassified	354.28	11,202,478	\$7,211,126	18,413,604	351.90	11,685,826	\$7,122,343	18,808,169
	regular Help		3,373,160	404,779	3,777,939		4,779,785	\$1,027,654	5,807,439
	Fraduate Assistants		4,590,081	183,603	4,773,684	-	4,888,758	195,550	5,084,308
	TOTAL	1,561.40	\$112,916,823		\$156,188,355	1,620.02	\$120,810,458	\$45,895,595	\$166,706,053
8				Number of New	Positions	58.62			
9									
10									
	O STATE UNIVERSITY	400.04	000 171 000	• 40 000 000		400.07	***		
	aculty	462.31	\$38,171,820	\$ 13,988,860	\$52,160,680	492.67	\$38,653,063		\$53,088,266
	xecutive/Administrative	34.20	5,322,066	1,511,156	6,833,222	32.80	5,298,471	1,527,773	6,826,244
	lanagerial/Professional	292.22	18,193,972	7,384,451	25,578,423	288.24	18,547,069	7,676,628	26,223,697
	lassified	416.31	12,856,084	8,084,674	20,940,758	402.07	12,714,385		20,959,802
	regular Help		5,112,107	404,939	5,517,046		4,529,555	389,977	4,919,532
	Graduate Assistants	4.005.04	2,451,630	12,798	2,464,428	1.015.70	2,525,325	14,395	2,539,720
	TOTAL	1,205.04	\$82,107,679	. , ,	\$113,494,557	1,215.78	\$82,267,868	\$32,289,393	\$114,557,261
19				Number of New	Positions	10.74			
20									
21	EDOLTY OF IDALIO								
	ERSITY OF IDAHO	543.81	C47 027 E44	£44 077 474	¢60.744.00E	ECO E1	CEO 14E 200	£40.007.604	¢62 422 022
	aculty		\$47,837,514	\$14,877,471	\$62,714,985	560.51	\$50,145,288	\$12,987,634	\$63,132,922
	xecutive/Administrative lanagerial/Professional	37.56 251.71	6,217,158	2,136,827	8,353,985	36.82	6,413,079	1,816,109	8,229,188 28.111.752
	lanagenal/Prolessional	497.72	17,246,687 19,651,161	7,053,898	24,300,585 27,688,482	291.25 556.76	21,168,487 23,707,837	6,943,265 7,776,170	31,484,007
	regular Help	497.72	, ,	8,037,321 76,908	1,116,225	550.76	1,536,774	161,328	1,698,102
	Fraduate Assistants		1,039,317 3,552,665	71,057	3,623,722		3,408,334	81,797	3,490,131
	TOTAL	1,330.80	\$95,544,502		\$127,797,984	1,445.34	\$106,379,799	\$29,766,303	\$136,146,102
30	IOIAL .	1,330.00	\$35,544,50Z	Number of New		114.54	\$100,379,799	φ29,700,303	\$130,140,102
31				number of new	FUSILIONS	114.54			
32									
	S CLARK STATE COLLEGE	:							
	aculty	148.02	\$9,498,590	\$3,724,785	\$13,223,375	150.09	\$9,865,940	\$3,991,320	\$13,857,260
	xecutive/Administrative	13.90	1,430,341	467,790	1,898,131	13.90	1,461,233	485,880	1,947,113
	lanagerial/Professional	94.54	4,666,045	2,155,346	6,821,391	97.94	4,973,400	2,339,379	7,312,779
	lassified	99.06	2,974,924	1,875,804	4,850,728	99.32	3,015,727	1,971,940	4,987,667
	regular Help	00.00	459,400	39,875	499,275	00.02	499,900	39,581	539,481
	Graduate Assistants		0	0	0		0	,	0
	TOTAL	355.52	\$19,029,300	\$8,263,600	\$27,292,900	361.25	\$19,816,200	\$8,828,100	\$28,644,300
41	=			Number of New	Positions	5.73			<u> </u>
42									
43									
44 TOTA	L COLLEGE & UNIVERSITI	ES							
	aculty		\$151,041,039	\$52,928,337	\$203,969,376	1,899.33	\$157,733,513	\$52,787,043	\$210,520,556
46 E	xec/Ádmin	128.85	20,051,095	6,155,530	26,206,625	127.05	20,467,050	5,968,272	26,435,322
47 M	lgrial/Prof	1,135.74	71,243,163	29,688,741	100,931,904	1,205.96	77,781,556	30,997,924	108,779,480
48 C	lassified	1,367.37	46,684,647	25,208,925	71,893,572	1,410.05	51,123,775	25,115,870	76,239,645
49 In	regular Help	0.00	9,983,984	926,501	10,910,485	0.00	11,346,014	1,618,540	12,964,554
	Graduate Assistants	0.00	10,594,376	267,458	10,861,834	0.00	10,822,417	291,742	11,114,159
51	TOTAL	4,452.76	\$309,598,304	\$115,175,492	\$424,773,796	4,642.39	\$329,274,325	\$116,779,391	\$446,053,716
52	•			Number of New	Positions	189.63			

IDAHO CAREER TECHNICAL EDUCATION FY2018 BUDGET OVERVIEW Appropriated Funds

Funds are appropriated to Idaho Career Technical Education for career and technical education programs and services. The State Board of Education approved the allocation of the appropriation for postsecondary career and technical education at its April 19-20, 2017 meeting. Idaho Career Technical Education requests approval of the FY2018 Operating Budget for the Postsecondary Career Technical Education System.

The allocation and reallocation of funds for the FY2018 Postsecondary Career Technical Education System is based on the Strategic Plan for Career Technical Education in Idaho, as well as Board and Legislative Intent.

The FY2018 postsecondary budget reflects an overall increase in the budget of \$3,230,700 or 4.52%. The increase includes \$1.8 million in funds for capacity expansion of 11 specific programs at the six Postsecondary technical colleges; \$240,500 in one-time funding to purchase replacement equipment at the 6 technical colleges; \$64,600 in one-time funding to add a human resources position at Eastern Idaho Technical College as well as \$1,026,300 to fund a 3% CEC.

The following schedules are provided for review:

Operating Budget Distribution by Activity and Expense Standard Class
Operating Budget Personnel Costs Summary
Page 34
Page 35

Postsecondary Career Technical Education System

Operating Budget Distribution by Activity and Expense Standard Class

4							
5			J	uly 1, 2017 - J	une 30, 201	8	
6							
7					_	Change	
8		Original	Percent	Original	Percent	from	Percent
9		FY2017	of Total	FY2018	of Total	Prior Year	Change
10	By Activity:						
11			0= 4404		00.400/		10.000/
12	Instruction	37,735,772	95.44%	44,133,963	96.13%	6,398,191	16.96%
13	Plant Maintenance & Operations	1,037,528	2.62%	963,516	2.10%	(74,012)	-7.13%
14	One-Time Funds	765,800	1.94%	815,500	1.78%	49,700	6.49%
15	T. 1.0	00 500 400	400 000/	45.040.070	400.000/	0.070.070	10.100/
16	Total Operating Budget	39,539,100	100.00%	45,912,979	100.00%	6,373,879	16.12%
17							
18	TOTAL BURGET	20 520 400	400.000/	45.040.070	400.000/	0.070.070	40.400/
19	TOTAL BUDGET	39,539,100	100.00%	45,912,979	100.00%	6,373,879	16.12%
20							
21	5 5 6 1 10						
22	By Expense Standard Class:						
23	D 10 1						
24	Personnel Costs:	45 407 000	00 000/	47 700 405	00.070/	0.540.000	10.500/
25	Faculty	15,197,823	39.20%	17,708,125	39.27%	2,510,302	16.52%
26	Executive/Administrative	949,735	2.45%	1,090,635	2.42%	140,900	14.84%
27	Managerial/Professional	3,577,171	9.23%	3,451,597	7.65%	(125,574)	-3.51%
28	Classified	4,018,380	10.36%	4,989,726	11.06%	971,346	24.17%
29	Irregular Help	997,829	2.57%	1,057,492	2.34%	59,663	5.98%
30 31	Total Salaries	24 740 020	63.81%	20 207 576	62.75%	2 556 620	14.38%
32	Personnel Benefits	24,740,938		28,297,576		3,556,638	
33	Personner benefits	10,242,011	26.42%	12,296,354	27.27%	2,054,343	20.06%
34	Total Personnel Costs	34,982,949	90.22%	40,593,930	90.01%	5,610,980	16.04%
35	Total T ersonner costs	04,302,343	30.22 /0	+0,090,900	30.0170	3,010,300	10.04 /0
36							
37	Operating Expenses:	3,790,352	9.78%	4,503,550	9.99%	713,198	18.82%
38	Operating Expenses.	0,700,002	3.7070	4,000,000	3.3370	7 10,100	10.02 /0
39							
40	Capital Outlay:	0	0.00%	0	0.00%	0	0.00%
41	Capital Callay.		0.0070				0.0070
42							
43	Total On-Going Operating Budget	38,773,301	100.00%	45,097,480	100.00%	6,324,178	16.31%
44	ream on oung opening ranger						
45	One-Time Personnel Costs	0		0		0	
46	One-Time Operating Expenses	0		0		0	
47	One-Time Capital Outlay	765,800		815,500		49,700	
48	Total One-Time Funds	765,800		815,500	•	49,700	
49					•	-,	
50							
51	TOTAL BUDGET	39,539,101	100.00%	45,912,980	100.00%	6,373,878	16.12%
52							
53	Total Full Time Positions (FTP)	491.83		535.39		43.56	8.86%
					:		

Postsecondary Career Technical Education System Operating Budget Personnel Costs Summary

4	July 1, 2016 - June 30, 2018								
5 6 7			FY 2017 O	perating Bud	FY 2018 Operating Budget				
8	Classification	FTP	<u>Salaries</u>	Benefits	<u>Total</u>	<u>FTP</u>	<u>Salaries</u>	Benefits	<u>Total</u>
9 10 11	Faculty	296.15	15,197,823	6,232,309	21,430,132	326.65	17,708,126	7,612,959	25,321,084
12 13	Exec/Admin	9.58	949,734	304,948	1,254,682	10.28	1,090,636	357,896	1,448,531
14 15	Manage/Prof	64.46	3,577,171	1,441,202	5,018,373	56.70	3,451,598	1,417,637	4,869,236
16 17	Classified	121.64	4,018,380	2,140,257	6,158,637	141.76	4,989,725	2,779,353	7,769,079
18	Irreg Help	0.00	997,829	123,294	1,121,123	0.00	1,057,492	128,508	1,186,000
19 20	TOTAL	491.83	24,740,937	10,242,010	34,982,947	535.39	28,297,577	12,296,353	40,593,930

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University of Idaho FY2018 Budget Overview Agricultural Research and Extension Service

In FY2018 the Agricultural Research and Extension Service (ARES) Appropriation received a \$351,000 onetime capital outlay replacement item as well as a \$500,000 ongoing line item for lab renovations and housing to address the needs of the ARES aging infrastructure and facilities improvements.

In support of the ARES strategic goals of increasing number of grant awards received each year and increasing the number of individuals/families benefiting from Outreach Programs, the increased Capital Outlay (CO) support will ensure that the College of Agricultural and Life Sciences will be able to increase efficiencies and best practice in infrastructures that mirror industry standards.

With the support of the ARES Appropriation, the University of Idaho's College of Agricultural and Life Sciences will continue to serve the needs of the citizens and stakeholders of Idaho.

UNIVERSITY OF IDAHO AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2018 AGRICULTURAL RESEARCH AND EXTENSION SYSTEM

1	FUNDS AVAILABLE	FTE	AMOUNT
2 3 4 5	FY2017 Operating Budget Base Adjustments: Reappropriation Adjustments: Appropriation Adjustment	297.01	\$ 30,540,700
6 7	Adjustments: Remove One-Time		(818,000)
	Adjustments: FTP Additions Adjustments: FTP Adjustment FY2017 Adjusted Budget Base	(15.00) 	\$ 29,722,700
	Additional Funding for FY2017		
14	<u>-</u>		\$ -
15 16 17 18	Total Funding Reduction Total Funds Available for FY2017	282.01	\$ (818,000) \$ 29,722,700
19			
20 21	ALLOCATION OF FUNDS		
22			
	FY2018 Adjusted Budget Base	282.01	\$ 29,722,700
24 25 26 27 28 29 30	MCO Increases/Decreases to Budget Base Operating Expense Inflationary Adjustments Benefit Costs Change in Employee Compensation		\$ 351,000 \$ - 100,100 613,500
31	Total MCO Increases/Decreases	-	\$ 1,064,600
32 33 34	Enhancements to Budget Base Lab Renovations and Housing		\$ 500,000
35 36	Sheep Research Station Total Enhancements		\$ 500,000
37	Total Elinanoomonto		Ψ 000,000
38	Total Increases		\$ 1,564,600
39 40	FY2018 Operating Budget	282.01	\$ 31,287,300

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2017 - June 30, 2018

	FY2017 Operating Budget				FY2018 Operating Budget			
Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
Faculty	173.94	\$14,698,986	\$2,696,528	\$17,395,514	156.38	\$12,750,862	\$3,302,473	\$16,053,335
Executive/Administrative	2.86	472,377	\$134,523	606,900	3.45	616,015	\$159,548	775,563
Managerial/Professional	31.94	1,868,978	\$731,519	2,600,497	29.35	1,951,649	\$640,140	2,591,789
Classified	88.27	3,731,859	\$1,699,154	5,431,013	92.83	3,851,366	\$1,263,249	5,114,615
Irregular Help		387,719	58,158	445,876		1,511,243	195,196	1,706,439
Graduate Assistants		269,605	2,695	272,300		401,940	4,019	405,959
TOTAL	297.01	\$21,429,523	\$5,322,577	\$26,752,100	282.01	\$21,083,075	\$5,564,625	\$26,647,700

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HEALTH EDUCATION PROGRAMS

FY 2018 Operating Budget

1		FY 2017 BUDGET	FY 2018 BUDGET	PERCENT of CHANGE
2 By	Program:			
3	WI Veterinary Education	2,088,400	2,076,100	-0.59%
4	WWAMI Medical Education	4,876,100	5,303,400	8.76%
5	Idaho Dental Education Program	1,827,800	1,811,600	-0.89%
6	University of Utah Medical Education	1,466,200	1,576,000	7.49%
7	Family Medicine Residencies	3,174,900	4,440,900	39.88%
8	Boise Internal Medicine Residency	240,000	540,000	125.00%
9	Psychiatry Residency	157,800	157,800	0.00%
10	Total Programs	13,831,200	15,905,800	15.00%
-	Fund Source: General Fund	12 514 000	15 504 200	1E 200/
12		13,514,000	15,594,200	15.39%
13	Student Fee Revenue	317,200	311,600	-1.77%
14	Total Funds	13,831,200	15,905,800	15.00%
15 By	Expenditure Classification:			
16	Personnel Costs	2,889,000	3,132,500	8.43%
17	Operating Expenditures	1,891,200	1,922,400	1.65%
18	Capital Outlay	63,900	244,000	281.85%
19	Trustee & Benefits	8,987,100	10,606,900	18.02%
20	Lump Sum	0	0	0.00%
21	Total Expenditures	13,831,200	15,905,800	15.00%
22 Fu	II Time Position	24.8	25.8	4.03%

23 Budget Overview

The FY 2018 budget for Health Education Programs reflects a 4.03% increase including contract inflation totaling \$233.8k, removal of FY 2017 27th payroll of \$86k, 3% ongoing CEC of \$75k, one-time replacement items of \$24k, and benefit cost increases of \$10k. WWAMI received \$214.8k in one-time general funds to purchase clinical equipment. University of Utah program received \$86k for two additional Idaho seats in the second year classes of FY18, FY19 and FY20 or 10 students per year, for a total of 40 Idaho seats. Family Medicine Residency recieved 1 FTP and \$1.25m for Graduate Medical Education Funding for residency programs throughout Idaho. Boise Interanl Medicine received \$300k to expand by three residents per year.

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SPECIAL PROGRAMS

FY 2018 Operating Budget

1		FY 2017 BUDGET	FY 2018 BUDGET	PERCENT of CHANGE
2 By	Program:			
3	Forest Utilization Research	1,268,400	1,347,100	6.20%
4	Geological Survey	1,123,300	1,080,400	-3.82%
5	Scholarships and Grants:			
6	Idaho Promise Scholarship - A	19,500	3,000	-84.62%
7	Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
8	Teachers/Nurses Loan Forgiveness	40,000	0	0.00%
9	Armed Forces/Public Safety Officers	280,000	180,000	-35.71%
10	Scholarships Program Manager	65,900	66,400	0.76%
11	Opportunity Scholarship	10,137,800	10,294,300	1.54%
12	Postsecondary Credit Scholarship	1,000,000	1,000,000	0.00%
13	GEARUP Scholarship	1,724,400	3,124,400	81.19%
14	Total Scholarships and Grants	14,453,600	15,854,100	9.69%
15	Museum of Natural History	532,700	625,400	17.40%
16	Small Business Development Centers	610,100	613,100	0.49%
17	TechHelp	166,400	166,500	0.06%
18	Total Programs	18,154,500	19,686,600	8.44%
19 By	Fund Source:			
20	General Fund	15,430,100	15,562,200	0.86%
21	Miscellaneous Funds	1,000,000	1,000,000	0.00%
22	Federal Funds	1,724,400	3,124,400	81.19%
23	Total Funds	18,154,500	19,686,600	8.44%
24 By	Expenditure Classification:			
25	Personnel Costs	3,501,200	3,599,700	2.81%
26	Operating Expenditures	215,100	218,100	1.39%
27	Capital Outlay	70,300	100,900	43.53%
28	Trustee/Benefit or Lump Sum Payments	14,367,900	15,767,900	9.74%
29	Total Expenditures	18,154,500	19,686,600	8.44%
30 Full	Time Position	42.13	43.13	2.37%

Budget Overview

The FY 2018 budget for Special Programs reflects a 2.4% increase including removal of the FY 2017 27th payroll, a 3% CEC, and health benefit increases. Forest Utilization Research also received \$81k for one-time replacement capital. Revisions to the allocation of sholarships under Scholarships and Grants were made to reflect current practices and the GEARUP scholarship increase of \$1.4m is due to the additional second phase of scholarships. Museum of Natural History received 1 FTP and \$93k for a Development Officer.

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FY 2018 Alteration and Repair Projects PBFAC Recommendation

CSI			
	18-090	LED Upgrade, Walkway Lights	246,000
	18-091	Campus Loop Water Isolation Valves	62,000
	18-092	Canyon Entryway Replacement	204,000
CWI			
	18-460	Heat Pump Replacement, CYNC	450,000
EITC			
	18-130	•	42,000
	18-131	•	80,000
	18-132	-	50,000
	18-133	Light Diesel Program Remodel, Phase 1	160,000
LCSC			
		Upgrade HVAC, Sam Glenn Complex (AF = \$50,000)	200,000
	18-151		110,000
	18-152	Replace Roof, Meriwether-Lewis Hall (AF=\$50,000)	200,000
NIC	40.4-0	0 (10) 10 11 12 13 14 15 15 15 15 15 15 15	4=0.000
DOLL	18-170	Construct Permanent Parking Lot, Educational Corridor	450,000
BSU	10 100	Denovations Multi-Durnous Dide Classes 404	200,000
	18-190		500,000
	18-191	•	400,000
		Chemical Storage Room, Science Building	500,000
		Access Control Replacement, Phase 1	250,000
	18-195	Roof Replacement Grant Annex & Yanke Center CID expansion and Stack relocation, Albertsons Library	300,000
		ADA Upgrades, Education Building Restrooms	300,000
ISU	10-131	ADA Opgrades, Education building Nestrooms	300,000
100	18-220	Second Floor Restrooms, Ventilation and Controls, Heatlh	220,000
	18-221		285,000
		Replace Arts & Letters College Offices, Frazier Hall	785,000
	18-223		380,000
	18-224	•	490,000
	18-225		220,000
UI			
	18-250	TLC Carpet Replacement in Corridors	263,000
	18-251	7th Street Pedestrian Improvements	460,000
	18-252	Replace Roof, Renfrew Hall	460,000
	18-253	Line Street Steam Tunnel Lid Repair and Replacement	378,000
	18-254	Central Chilled Water System Improvements	370,000
	18-255	Ag Science Entry (Supplemental, DPW 15-256)	367,000
	18-256	Expansiion	2,400,000
	18-258	School of Music	130,400

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AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2019 Line Item Budget Requests

REFERENCE

April 2017

Board approved guidance to the 4-year institutions regarding submission of line item requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1. Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

As discussed at its April 2017 meeting, the State Board of Education (Board) directed the college and universities to limit Fiscal Year 2019 budget line item requests to those which will measurably support implementation of the Board's strategic plan. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2018 total General Fund appropriation. Any requests for occupancy costs will not count towards the two line item limit or the 5% cap.

Subsequently, the Board will approve the final budget request at the August 2017 meeting. Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2017.

The line items represent the unique needs of the institutions and agencies and statewide needs. Following review, the Board may prioritize the line items for the institutions. The line items are summarized separately, one summary for the college and universities and one for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

IMPACT

Once the Board has provided guidance on priority, category, dollar limit, etc., Board staff will work with the Business Affairs and Human Resources (BAHR) Committee, DFM and the agencies/institutions to prepare line items to be approved at the August Board meeting.

ATTACHMENTS

ATT 1 - Line Items Summary: College & Universities	Page 3
ATT 2 - Line Items Summary: Community Colleges and Agencies	•
ATT 3 - Occupancy Costs	Page 7
ATT 4 - Individual Line Items	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Staff asked the institutions to provide as much detail as possible for their line item requests to be submitted for the June Board meeting.

In the past few years, best practices were further enhanced in terms of information needed in order for DFM and LSO analysts to conduct their own analysis in support of policymakers:

- Write-ups need a strong problem statement supported with data and strong solution statement supported with outcome data.
- Where applicable, include projected Return on Investments (ROIs) for new programs or program expansion (i.e. where funding for a program has been provided in the past).
- Requests should be scalable and prioritized.
- Address the influence of program prioritization on the request. Did the institution consider reallocating funding for this line-item?
- Describe how the request advances the Board's 60% Educational Attainment Goal or the Board's Complete College Idaho Plan (if applicable).

Per the Board's guidance, 5% of the College & Universities' FY 2018 total General Fund appropriation equates to the following:

BSU: \$4,810,600 ISU: \$3,852,500 UI: \$4,571,600 LCSC: \$864,700

BOARD ACTION

I move to direct the Business Affairs and Human Resources Committee to review the FY 2019 budget line items as listed on the Line Items Summary at Tab 2 pages 3-6, and to bring recommendations back to Board for its consideration at the regular August 2017 Board meeting.

Moved by	Seconded by	Carried Yes	No
ivioved by	Occorraca by	Carried 1 co	110

STATE BOARD OF EDUCATION

FY 2019 Line Items - College and Universities

			FY 2018 Total		Institution Specific		% of FY 2018
	By Institution/Agency	Page	Appropriation	Priority	Initiatives	Total	Approp.
1	System-wide Needs		5,065,800				
2	Outcomes Based Funding	9		1		0	0.0%
3	Idaho Regional Optical Network (IRON)	11		2	800,000	800,000	15.8%
4	Boise State University		96,212,300			5,865,900	6.1%
5	Public Service Initiative	13		1	2,172,800		5.0%
6	Career Readiness & Graduate Production	19		2	2,601,300		Excl. Occ. Cost
7	Occupancy Costs	7		3	1,091,800		
8	Idaho State University		77,050,300			5,165,900	4.9%
9	Expand Health Sciences/Workforce Needs	25		1	3,375,100	0	
10	Idaho Falls Polytech Initiative	37		2	432,100	0	
11	Occupancy Costs	7		3	1,358,700	0	
12	University of Idaho		91,431,100			2,328,400	2.5%
13	Ph. II: Library Investment: Achieve R1 Carnegie Cl	41		1	1,808,600	0	
14	Student Success & Support	47		2	453,500	0	
15	Occupancy Costs	7		3	66,300	0	
16	Lewis-Clark State College		17,293,700			838,700	4.8%
17	Access and Completion	55		1	548,700	0	
18	Retention and Compliance	59		2	290,000	0	
		_	\$ 287,053,200		\$ 14,998,900	\$ 14,198,900	
19							
20	Percentage of FY18 Appropriation		4.9%				

STATE BOARD OF EDUCATION FY 2019 Line Items - Community Colleges and Agencies

_ <u>F</u>	Priority	By Institution/Agency	FY 2018 Appropriation	Page	Priority	FY 2019 Request	Comments
1 Ca	areer Tecl	hnical Education	65,372,000			4,045,100	
2		State Leadership & Technical Asst.	2,822,700			516,000	
3		CTE Middle School Quality Program		63	1	207,300	
4		Horizontal Alignment		85	7	178,000	
5		Online courses		87	8	70,000	
6		Reorganization Error Correction		91	10	60,700	
7		General Programs	14,220,600			375,000	
8		Secondary Added Cost Funding		61	2	375,000	
9		Post-secondary Programs	46,511,900			2,229,100	
10		Postsecondary capacity expansion		69	3	2,100,900	
11		EITC Financial Officer Position		75	4	128,200	
12		Dedicated Programs	625,000			925,000	
13		CTE Secondary Incentive Funding		63	2	700,000	
14		Centers for New Direction (CND)		79	5	200,000	
15		Agriculture Start- up grant		83	6	25,000	
16		Related Services	1,191,800			0	
17		Standards alignments (HVAC & Plumbing)		89	9	0 Ot	ther Funds: \$82,000
18 Co	ommunity	Colleges	39,400,900			4,798,500	
19		College of Southern Idaho	14,105,800			1,051,800	
20		IT Personnel and Software Platforms		93	1	784,700	
21		Weekend College		99	2	199,600	
22		CEI Initiative		105	4	67,500	
23		North Idaho College	12,725,100			1,159,600	
24		Pathfinders Program		109	1	367,600	
25		NIC/UI Computer Science Program		113	2	313,700	
26		Idaho Summer Completion Initiative		117	3	302,000	
27		First Year Experience		121	4	176,300	
28		College of Western Idaho	12,570,000			2,587,100	
29		Balance Funding		125	1	2,000,000	
30		Accreditation Requirements		129	2	587,100	
31 Ag	gricultural	Research/Extension	31,263,300	135	1	3,000,000 AF	RES Nuclear Seed Potato Facility

STATE BOARD OF EDUCATION FY 2019 Line Items - Community Colleges and Agencies

Priority	By Institution/Agency	FY 2018 Appropriation	Page	Priority	FY 2019 Request	Comments
Health Ed	ucation Programs	15,594,200			6,312,200	
3	W-I Veterinary Education	1,976,100				ne Items
4	WWAMI Medical Education	5,303,400	139	1	860,600 18 mo	onth Curriculum
5	IDEP	1,600,000			,	
3	Univ. of Utah Med. Ed.	1,576,000			167,600	
7		,,	145	1		seats, year three
3			149	2		rn Idaho Psychiatry Program
9	Family Medicine Residencies	4,440,900			2,924,000	
)	Idaho State University FMR	1,350,900			, , , , , , , , , , , , , , , , , , , ,	
1	Family Medicine Residency of Idaho (Boise)	1,530,000				
2	, , , , , , , , , , , , , , , , , , , ,	,,	149	1	1.444.000 Increa	se FMRI per resident \$30k-\$60k
3			149	2		ise ISU FM per resident \$35k-\$60k
4	Kootenai Health FMR	560,000	149	1		ise per resident
5	Graduate Medical Education Funding	1,000,000			,	
3	Magic Valley FM Residency Rural Track	,,,,,,,,,	149	2	345.000 Directo	or, Coordinator, 4 FM residents
7	Pharmacy Residency		149	3		or, Coordinator, 1 resident
3	Boise Internal Medicine Residency	540,000	149	1		use per resident
9	Psychiatry Residency	157,800			265,000	
)	·,· · · · · · · · · · · · · · · · · · ·	,,,,,,,	149	1		ise per resident
1			149	2		otherapy Director
2	Eastern Idaho Regional Medical Center				1,505,000	
3	Internal Medicine Resident Program		149	1		or, Coordinator, 10 IM residents
4	Family Medicine		149	2		or, Coordinator, 6 FM residents
5	Emergency Medicine		149	3	105,000 Directo	
3	General Surgery		149	4	105,000 Directo	
7	WICHE Mental Health Program Psych Interns		149	1		can Psychological Assoc. accreditation
8 Special Pr	Ţ,	15,562,200			880,200	
9	Forest Utilization Research	1,347,100			325,300	
)	Wood Utilization in Comm. Building Faculty	,- ,	157	1	140,300	
1	Grazing impacts on Idaho Rangelands		161	2	185,000	
2	Geological Survey	1,080,400	165		,	gical Publication Editor and Support Sta
3	Scholarships and Grants	11,729,700			0	3
4	Museum of Natural History	625,400	171	1	95,100 Digital	l Outreach
5	Small Bus. Development Centers	613,100	177	1		ess Development
3	TechHelp	166,500	181	1		ess Development
	rd of Education	5,584,900			0	
3	Office of the State Board of Education	5,364,400				
9	Charter School Commission	220,500				
	olic Television	3,327,200			539,200	
1	Personnel Sustainability	-,, 0	187	1	357,200	
2	FCC Engineering Requirements		189	2	91,000	
3	Educational Outreach		193	3	91,000	

STATE BOARD OF EDUCATION FY 2019 Line Items - Community Colleges and Agencies

		FY 2018			FY 2019	
Priority	By Institution/Agency	Appropriation	Page	Priority	Request	Comments
74 Vocationa	l Rehabilitation	8,589,000			357,500	
75	Vocational Rehabilitation	3,948,700			250,000	
76	Additional Grant and Match Funds		197	1	250,000	
77	Cost Reimbursement and Ticket to Work Program		201	2	Dedi	cated Funds: \$61,700
78	Extended Employment Services	4,423,400				
79	Council for the Deaf/Hard of Hearing	216,900	205	3	107,500 Com	munity Outreach
80	Total	\$ 184,693,700	-	-	\$ 19,932,700	

STATE BOARD OF EDUCATION

FY 2019 Budget Request

Colleges & Universities Calculation of Occupancy Costs

_						Caicuia	tion of C	ccupano	cy Costs							
		Projected Date		Gross	Non-Aux.	(1)	(2) Custodia		T-1-1	(3) Utility	(4) Maintenand	e Costs	(5)	Total	% qtrs	Revised
1 <u>Ir</u>	stitution/Project	of Occupancy	Education	Sq Footage	Sq Footage	FTE	Sal & Ben	Supplies	Total	Estimate	Repl Value 0	Jost@1.5%	Other	Occ Cost	used in FY18	FY18
2 3 R	OISE STATE UNIVERSITY															
4	New Fine Arts Building	June-19	100%	97,621	97,621	3.75	141,100	9,800	150,900	170,800	42,000,000	630,000	108,800	1,060,500	100%	1,060,500
5	University Drive Annex Building (demolished)	March-14				-1.74	-60,700	-4,500	-65,200	-79,000	-5,900,000	-88,500	(39,500)	-272,200	100%	(272,200)
6	Campus Planning and Facilities Building*	January-18		-		0.07	2,600	200	2,800	3,300	1,500,000	22,500	2,700	31,300	100%	31,300
7	* Pending SBOE approval to proceed with design	•			-	2.08	83,000	5,500	88,500	95,100	, , , , , , , , , , , , , , , , , , , ,	564,000	72,000	819,600		819,600
8	3	,					,	-,	,				,	,		
9 I E	AHO STATE UNIVERSITY															
10	S&T (RISE) Building	July-18	100%	210,000	210,000	8.08	304,200	21,000	325,200	367,500	31,920,000	478,800	187,200	1,358,700	100%	1,358,700
11																
12					<u>-</u>	8.08	304,200	21,000	325,200	367,500		478,800	187,200	1,358,700		1,358,700
13																
14 U	NIVERSITY OF IDAHO															
15	Aquaculture Research Institute Lab	January-18	100%	7,500	7,500	0.29	10,900	800	11,700	13,100	2,350,000	35,300	7,700	67,800	100%	67,800
16	Less FY17 funds received					-0.29	(11,000)	(800)	(11,800)	(13,100)		(24,000)	(7,100)	(56,000)		(56,000)
17	University House	July-18	100%	6,740	6,740	0.26	9,800	700	10,500	11,800	1,750,000	26,300	6,600	55,200	100%	55,200
18	Less FY18 funds received					-0.13	(5,000)	(400)	(5,400)	(5,900)		(13,200)	(3,300)	(27,800)		(27,800)
19	Food Research - ADA access/life safety	July-18				0.02	800	100	900	1,000	437,800	6,600	800	9,300	100%	9,300
20	AgSci Bldg - new lobby/ADA access *	January-18	100%	2,433	2,433	0.09	3,400	200	3,600	4,300	800,000	12,000	2,500	22,400	100%	22,400
21	Less FY18 funds received				_	-0.04	(1,400)	(100)	(1,500)	(1,500)		(4,900)	(900)	(8,800)		(8,800)
22						0.21	7,500	500	8,000	9,700		38,100	6,300	62,100		62,100
23																
24																
25																
26																
27																
28																

(3)

(4)

30 (1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided. Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.

Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category

(excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings. Salary CU: \$19,845.00 CC: \$18,900.00 Benefits (5) Other: IT Maintenance FICA SSDI salary to \$110,100 6.2000% x salary Security 1.4500% x salary General Safety Research & Scientific Safety Costs Unemployment Insurance 0.1500% x salary Total Life Insurance 0.6750% x salary Retirement: PERSI 11.3200% x salary ISU LCSC CSI NIC BSU UI

Workmans Comp 0.87% 0.64% 0.82% 4.81% 4.50% 4.35% x salary 0.6500% x salary Sick Leave **Human Resources** 0.554% 0.554% 0.554% 0.554% 0.554% 0.554% 20.4450% per position 21.7485% 21.8685% 21.6385% 21.8185% 25.8085% 25.4985% 25.3485% \$13,460.00 Health Insurance

46 Supplies 0.10 47

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0.5000 GSF 2.3100 Too High - Used 1/3 CWI 0.7700 GSF Landscape Greenscape 0.0003 CRV

Annual utility costs will be projected at \$1.75 per sq ft

0.0005 CRV Insurance Costs Total 0.00080 CRV

Building maintenance funds will be based on 1.5% of the construction cost

1.5000 GSF

0.2200 GSF

0.0900 GSF

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AGENCY: College and UniversitiesAgency No.: 510 FY 2019 Request

FUNCTION: Systemwide Needs Function No.: 01 Page 1 of 3 Pages Original Submission X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01 Title: Outcomes-Based Funding (OBF) Priority Ranking 1 of 2										
DESCRIPTION	General	Dedicated	Federal	Other	Total					
FULL TIME POSITIONS (FTP)	0.00				0.0					
PERSONNEL COSTS:										
1. Salaries	0				0					
2. Benefits	0				0					
3. Group Position Funding										
TOTAL PERSONNEL COSTS:	0				0					
OPERATING EXPENDITURES by										
summary object:										
TOTAL OPERATING										
EXPENDITURES:										
CAPITAL OUTLAY by summary object:										
1. PC and workstation	0				0					
TOTAL CAPITAL OUTLAY:	0				0					
T/B PAYMENTS:										
LUMP SUM:										
GRAND TOTAL	0				0					

The Governor's Higher Education Task Force is meeting over the summer and may result in recommendations related to funding the college and universities and the community colleges. This line item is a placeholder for those recommendations.

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AGENCY: College and Universities Agency No.: 510 FY 2019 Request

FUNCTION: Systemwide Needs Function No.: 01 Page 1 of 1 Pages
Original Submission X or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.02 Idaho Regional Optical Network A: Decision Unit No: 12.02 Title: (IRON) Maintenance of Operations Priority Ranking							
	(11101)						
DESCRIPTION	General	Dedicated	Federal	Other	Total		
FULL TIME POSITIONS (FTP)	0				0		
PERSONNEL COSTS:							
1. Salaries							
2. Benefits							
3. Group Position Funding							
TOTAL PERSONNEL COSTS:							
OPERATING EXPENDITURES by summary object: Maintenance of infrastructure and high Speed connectivity	\$800,000				\$800,000		
TOTAL OPERATING EXPENDITURES:	\$800,000				\$800,000		
CAPITAL OUTLAY by summary object:	\$355,300				4000,000		
TOTAL CAPITAL OUTLAY:							
T/B PAYMENTS:							
LUMP SUM:							
GRAND TOTAL	\$800,000				\$800,000		

Description:

The Idaho State Board of Education recommends \$800,000 of ongoing state funding for maintenance and operations of the Idaho Regional Optical Network's (IRON) enhanced infrastructure and high speed connectivity for Idaho state universities. This collaborative effort between the State, IRON, and Idaho National Laboratory (INL) to enhance the current 10G network to 100G will result in an educational environment that does not exist any where in the nation. The enhancements will ensure that the state universities have direct access to INL's growing high performance computing environment for research as well as the multidisciplinary educational opportunities for the cybersecurity of our nation's critical infrastructure. The state universities committed to a collective increase of 200 joint appointments, interns, and faculty by 2025 driven by IRON and INL's enhanced capabilities. INL and IRON are investing

the necessary capital for the implementation of these network enhancements, the requested maintenance and operation will ensure the sustainability of this enhanced bandwidth.

AGENCY: College and Universities Agency No.: 512 FY 2019 Request

FUNCTION: Boise State University

Function No.: 01

Page 1 of 6 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No.

A: Decision Unit No: 12.01	Title: Public	Service Initiativ	/e	Priority Ranking 1 of 2		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	10.66				10.66	
PERSONNEL COSTS:						
1. Salaries	\$1,235,100				\$1,235,100	
2. Benefits	456,100				456,100	
3. Group Position Funding	293,300				293,300	
TOTAL PERSONNEL COSTS:	\$1,984,500				\$1,984,500	
OPERATING EXPENDITURES by summary object:						
1. Travel	\$25,000				\$25,000	
2. Operating	163,300				163,300	
TOTAL OPERATING EXPENDITURES: CAPITAL OUTLAY by summary object:	\$188,300				\$188,300	
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	\$2,172,800				\$2,172,800	

Supports institution/agency and Board strategic plans:

Support for the SBOE Strategic Plan FY2017-2021:

- ⇒ Goal 1. A Well Educated Citizenry
 - o Objective C: Higher Level of Educational Attainment
 - Performance Measures
 - % of Idahoans who have a college degree
 - % of new full time degree seeking students who return for the second year
 - % of graduates at bachelors and graduate degree levels
 - o Objective D: Quality Education
 - o Objective E: Education to Workforce Alignment
 - Performance Measures
 - Ratio of non-STEM to STEM degrees

- Number of graduates in high demand fields
- ⇒ Goal 2. Innovation & Economic Development
 - Objective A: Workforce Readiness
 - Performance Measures
 - % of graduates employed 1 and 3 years after graduation
 - % of students participating in internships
 - % of students participating in undergraduate research
 - Objective B: Innovation & Creativity increase creation and development of new ideas and solutions that benefit society

Support for BSU's Strategic Plan: Focus on Effectiveness 2017-2021

- ⇒ Goal 1: Create a signature, high-quality educational experience for all students
 - Objectives:
 - Provide bountiful opportunities within and across disciplines for experiential learning
 - Cultivate intellectual community among students and faculty
 - Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education
 - Invest in faculty development and an engaging environment for learning

Performance Measures:

NSSE benchmark of student perception of quality of educational experience. The funding of this request will have substantial impact on our students' educational experience and their ability to think critically and tackle problems innovatively. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies

Number of students in internships and research

- ⇒ Goal 2: Facilitate the timely attainment of education goals of our diverse student population
 - o Objectives:
 - Bring classes to students using advanced technologies and multiple delivery formats
 - Connect students with university services that address individual needs
 - Performance Measures:
 - Number of degree graduates
 - o Freshman Retention Rate
 - Six-vear graduation rate
 - o eCampus

- ⇒ Goal 3: Gain distinction as doctoral research university
 - Objectives
 - Recruit, retain and support highly qualified faculty, staff and students from diverse backgrounds
 - Identify and invest in select areas of excellence with the greatest potential for economic, societal and cultural benefit
 - Design systems to support and reward interdisciplinary collaboration
 - Performance Measures:
 - Number of doctoral graduates
 - Number of peer reviewed publications
 - Citations of publications by Boise State authors over a five year span
 - Total research and development expenditures
- ⇒ Goal 4: Align university programs and activities with community needs
 - Objectives:
 - Include community impact in the creation and assessment of university programs and activities
 - Leverage expertise and knowledge within the community to develop mutually beneficial partnerships
 - Increase student recruitment, retention and graduation in STEM disciplines
 - Performance measure:
 - Number of graduates in high demand disciplines
 - Number of STEM graduates

Description:

The School of Public Service was founded in 2015 to inspire and equip students to be innovative, principled, and effective public service leaders, promote meaningful community engagement and civil discourse, and serve as an objective and unbiased resource for citizens and decision-makers in Idaho. The School was designed to ensure that Idaho students, businesses, and taxpayers get the most value out of their investments in higher education by refocusing faculty attention on applied scholarship and teaching that transcends narrow disciplinary boundaries.

Future leaders in public service, whether they are employed within the private, non-profit, or public sectors, require interdisciplinary knowledge and a combination of well-developed hard and soft skills. Graduates from the School of Public Service at Boise State are "systems leaders" well versed in leadership, management, quantitative reasoning, systems thinking, analytics, communications, and ethics in addition to their particular substantive major. To that end, the School of Public Service has eliminated institutional silos by replacing outdated departmental structures with an integrated School, developed new interdisciplinary academic programs in Global Studies, Urban Studies and Community Development, and Environmental Studies that draw from faculty across the University, explicitly integrated skills development into the curriculum

through a new School-wide "core curriculum", and promoted high impact educational practices, including experiential learning programs, that enhance student success on campus and preparation for careers.

Additionally, the School of Public Service facilitates applied research and serves Idaho communities searching for innovative solutions to the seemingly intractable challenges they face. The School revised its tenure and promotion guidelines to emphasize applied research and public engagement. And the School has embraced and reinvigorated the University's historical commitment to public service research by involving faculty and students, from the undergraduate level through the new Ph.D. program, to work in concert with state and local agencies, non-profit organizations and the private sector around issues of workforce, transportation, and economic development through the newly launched Idaho Policy Institute. The Policy Institute is itself a public-private partnership.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

First, funding will be used to enhance student learning at the undergraduate and graduate levels. The integration of new faculty lines will facilitate the implementation of new interdisciplinary academic programs and improve retention and graduation rates for students pursuing careers in public service at the undergraduate level while opening new functional tracks for students pursuing the Ph.D. In addition, funding will support student participation in experiential programs that directly enhance skill development and will increase opportunities for undergraduate and graduate students to engage in applied research projects.

Second, line item funding will directly enable positive community outcomes throughout the State of Idaho. Funding for Boise State's Idaho Policy Institute directly supports nonpartisan and rigorous applied research and evaluation studies for use by state and local decision makers, professional training and technical assistance to state and local entities, and seminars, colloquia, and public events convened to promote constructive dialogue and thoughtful deliberation on public issues in Idaho. The Institute conducts public policy and demographic research, publishes economic forecasts and economic impact studies, undertakes rigorous and unbiased public opinion survey research, and offers dispute resolution resources and leadership development and technical assistance to localities throughout Idaho. Each new faculty position created through this appropriation will simultaneously serve interdisciplinary academic programs, and build the School's capacity for applied research.

Additionally, funding will help grow on-line undergraduate and graduate certificate programs in Geographic Information Systems (GIS) that prepare students for emerging careers while supporting research collaborations with state and local entities involving mapping and spatial analysis projects. Finally, funding will grow the capacity of the Center for Idaho History and Politics. The Center has been redesigned to implement

internship and experiential programs across the school, and support high quality University-community engagements including the Politics for Lunch series.

- 2. What resources are necessary to implement this request?
 - Eight faculty positions including positions in Applied Economics, Demography, Global Trade, Public Finance, Health Policy, Energy Policy, and Fiscal Policy that serve new interdisciplinary programs and support applied research initiatives;
 - Five administrative leadership positions serving the Idaho Policy Institute, the Center for Idaho History and Politics, the Public Service Leadership Initiative, the School of Public Service Survey Research Initiative, and the Frank Church Institute in global affairs;
 - Twelve graduate research assistantships in professional masters and Ph.D. programs that support applied research projects across the School;
 - Two research faculty positions at the Idaho Policy Institute in economic development and economic forecasting;
 - Two positions one clinical faculty and one administrative to support the new Geographic Information Systems program and related applied research projects;
 - One clinical faculty position supporting student internships and experiential learning programs across the School of Public Service, and
 - Ten faculty research fellowships for faculty across Idaho institutions of higher education to participate in applied research projects administered through the Idaho Policy Institute.
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
 - All requested funds are ongoing.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request serves students at Boise State University by increasing the teaching capacity of new undergraduate interdisciplinary programs, professional masters programs, and the Ph.D. in Public Policy and Administration. Moreover, it serves students by growing skills and experiential programs that effectively prepare students for the workforce. In addition, this request serves communities throughout Idaho and all Idahoans that benefit from rigorous, non-partisan applied research. Without additional funding, the Idaho Policy Institute will be constrained in its ability to serve entities throughout the state and while students will continue to have opportunities to study in traditional academic disciplines, they will likely be less well prepared for emerging careers in the private, public, and non-profit sectors.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Boise State University Agency No.: 512 FY 2019 Request

FUNCTION: Instruction, Public

Service Function No.: 01 Page 1 of 6 Pages ACTIVITY: Expanded Academic and Original Submission X or

Public Service Programs Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Career Readiness and graduate Title: production			Priority Ranking 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	17.00				17.00
PERSONNEL COSTS:					
1. Salaries	\$1,857,200				\$1,857,200
2. Benefits	\$744,100				\$744,100
3. Group Position Funding	\$0				\$0
TOTAL PERSONNEL COSTS:	\$2,601,300				\$2,601,300
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Operating					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$2,601,300				\$2,601,300

Support for the SBOE Strategic Plan FY2017-2021

GOAL 1: A WELL EDUCATED CITIZENRY

Objective C: Higher Level of Educational Attainment

Performance Measures

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)
- Percent of full-time first-time freshman graduating within 150% of time (2yr and 4yr).

Goal 2. Innovation & Economic Development Objective A: Workforce Readiness

Performance Measures

- % of students participating in internships
- % of students participating in undergraduate research

Objective C: Economic Growth

Performance Measures

• Percentage of graduates employed in Idaho 1 and 3 years after graduation

Objective D: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Support for BSU's Strategic Plan: Focus on Effectiveness 2017-2021

Goal 1: Create a signature, high-quality educational experience for all students.

- Provide bountiful opportunities within and across disciplines for experiential learning.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Key Performance Measures:

- NSSE benchmark of student perception of quality of educational experience
- NSSE % of students participating in research and internships

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

- Identify and remove barriers to graduation.
- Bring classes to students using advanced technologies and multiple delivery formats.
- Design and implement innovative policies and processes that facilitate student success.
- Connect students with university services that address their individual needs.
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success.

Key Performance Measures:

- Number of degree graduates
- Retention
- 6-year graduation rate
- Success and progress rate
- NSSE student rating of administrative offices

Goal 4: Align university programs and activities with community needs.

- Include community impact in the creation and assessment of university programs and activities.
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Collaborate with external partners to increase idaho students' readiness for and enrollment in higher education.
- Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Key Performance Measures:

- Number of graduates with high impact on Idaho's college completion rate
- Number of graduates in high demand disciplines
- Students participating in Courses with Service Learning Component

Description:

Boise State University is requesting funding to develop a more coordinated model of career advising services to support the student body. Early and ongoing career exploration and planning is essential to the college experience today. Students require guidance and support to articulate their skills, talents and interests and connect those to a career path. Expanding the services to students in their major and college is a best practice. The College of Business & Economics (COBE) has served as a pilot for this model and is seeing an uptick in student engagement as a result. The approach in COBE goes beyond career services and also focuses on growing student enrollment, retention and graduation. This request also includes funding to further support this work in the College of Business & Economics, specifically related to growth and student credit hour (SCH) production in the past and going forward.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

In FY17, COBE operated an \$11.3 million appropriated budget, which included 48 tenure/tenure track (T/TT) faculty. This request is essential for COBE to effectively manage a rapidly growing student population with positive outcome trends. Over the past five years:

- COBE graduates increased 15%, while the average length of their academic careers declined by 18%.
- Those graduates generated a corresponding 15% increase in SCH, surpassing 60,000 regular term SCH in FY17 for the first time ever - 60,671 total SCH to 5,674 unique students.

These trends are likely to continue and potentially increase.

- First-time freshmen declaring business majors grew 16% from 389 (Fall 2013) to 450 (Fall 2016), and their retention after one year has improved by nearly 10%, from 64% to 70%.
- In FY16, 75% of the graduating population that began at Boise State finished in six or fewer years.

The College is not properly resourced to sustain the continuing needs of this larger population, nor the imminent arrival of larger freshman classes who are increasingly retained and graduated. New sections of courses can only be staffed by adjunct faculty, who are an essential resource to the college but unable fulfill all instructional requirements. Additionally, faculty sabbaticals, retirements, attrition, separation, or other leaves often can only be backfilled with adjunct faculty, provided skills can be located. Many upper division courses can only be delivered in either the fall or the spring terms, because resourcing is not available to duplicate offerings despite demand.

COBE students are in very high demand by Idaho employers. Each semester, COBE students support nearly 600 businesses. Much of this support has led directly to career opportunities for COBE students, while all of them enable COBE students to practice and polish the business skills they learn in the classroom. Idaho businesses depend upon COBE to maintain, replenish, enhance, and grow the Idaho labor market.

COBE's Academic and Career Advising Office is responsible for marshalling this growing student population through the academic process, into career planning, and finally into placement with those employers. COBE students now meet each semester to update degree plans, identify internships, update resumes, and find opportunities. Using the COBE academic and career advising office as a model for campus, this proposal also seeks to strengthen and embed career services in the academic college structure across the university. This model intentionally connects classroom learning, academic advising and support, and career counseling. Further, it establishes Student Success Teams in each college to integrate academic and career components to better prepare students for the transition from college to career. Funding will add career specialists to each college to provide direct student contact in the form of one-on-one career counseling/advising, job search advising, workshops/classroom presentations, and career courses.

Funding will also support central career services positions to counsel and support undecided or at-risk students and special populations; develop career content for Student Success Teams, specialized career courses, web resources, and individual students and faculty; internship program management and employer and faculty support; employer relations management including employer connections and partnerships, BroncoJobs, event management, and on-campus recruiting; and university-wide and college-specific marketing and social media content.

2. What resources are necessary to implement this request?

Career Services – new career specialists

College of Arts and Sciences (3)

- College of Business & Economics (1)
- College of Education (1)
- College of Engineering (1)
- College of Health Sciences (1)
- School of Public Service (1)
- Graduate College (1)
- Honors College (1)
- Central Career Development Manager (partial salary for existing position)
- Career Content Expert (partial salary for existing position)
- Instructional Designer/eLearning (1)
- Career Development Training Specialist (1)
- Career Course Manager (1)
- Employer Relations Events Coordinator (1)
- Employer Relations Systems Coordinator (1)
- Internship Program Faculty Liaison (1)
- Marketing Specialist (1)
- Career Data Specialist (1)

New Faculty:

Accounting

1 additional faculty position

Economics

• 1 additional faculty position

Finance

2 additional faculty positions

Management

• 3 additional faculty positions

Marketing

1 additional faculty position

IT/SCM

- 1 additional faculty position
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is focused on ongoing funding to support new positions in these areas, which will support the existing and growing student population at Boise State University.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Overall, this request directly serves students and graduates. Employers, community based organizations and the State of Idaho's economy are also positively impacted. The infrastructure described in this proposal will improve retention and graduation rates, positively impact first destination results, and improve alumni satisfaction and affinity for Boise State University.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College and UniversitiesAgency No.: 510 FY 2019 Request

FUNCTION: Idaho State University

Function No.: 03

Page 1 of 12 Pages
Original Submission X or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title Expand Health Sciences and : Workforce Needs Priority Ranking 1 of 2				
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	21.00				21.00
PERSONNEL COSTS:					
1. Salaries	\$1,902,400				\$1,902,400
2. Benefits	679,700				679,700
3. Group Position Funding	66,000				66,000
TOTAL PERSONNEL COSTS:	\$2,648,100				\$2,648,100
OPERATING EXPENDITURES by summary object:					
1. Travel (on-going)	\$90,000				\$90,000
2. Communications (on-going)	54,800				54,800
3. Materials/Supplies (on-going)	169,200				169,200
4. Materials/Supplies (one-time)	48,000				48,000
TOTAL OPERATING EXPENDITURES	\$362,000				\$362,000
CAPITAL OUTLAY by summary object:					
Office Furniture (one-time)	\$16,000				\$16,000
2. PC and workstation (one-time)	64,000				64,000
3. Clinic Equipment (one-time)	272,000				272,000
4. Equipment (on-going)	13,000				13,000
TOTAL CAPITAL OUTLAY:	\$365,000				\$365,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$3,375,100				\$3,375,100

Supports Institution/Agency and Board Strategic Plans:

ISU Core Theme 3: Leadership in Health Sciences

• Advances health science research and health professions education throughout the state to increase the quality of patient care, the number of practicing health care professionals, and to promote clinical and translational research.

ISU Core Theme 2: Access and Opportunity

- OT and Enhanced Pharmacy Presence in N. Idaho Expansion of this program
 provides convenience to students who live in the Treasure Valley and Northern
 Idaho.
- **Clinical Psychopharmacology** Creation of this program supports recently passed legislation in Idaho that allows psychologists to prescribe medications.

5 Year Plan submitted to the SBOE

OT - Expansion of the Occupational Therapy program to SW Idaho is part of the 5
Year Plan submitted to the SBOE. It will enable ISU to provide additional educated,
caring, and competent health professionals on the western side of Idaho.

Description

Goals of this Initiative:

- Increase degree production in high demand in health science careers
- Align research mission with current health care climate
- Improve clinic training opportunities
- Enhance visibility of health science programs, research, and outreach

OT – Three faculty positions, one staff position, group position funding, as well as one-time materials/supplies and capital startup costs are being requested to support the expansion of the Occupational Therapy (OT) program to the ISU Meridian Health Science Center (HSC). Idaho State University (ISU) is currently completing a construction project in Meridian where offices, classrooms, laboratories, and clinic space has been built/renovated to be shared by Physical Therapy (PT) and OT. Efficiencies are gained by the PT space being designed and created to be a shared space with OT. This newly created space will improve **Access and Opportunity** for students in Meridian and will meet the accreditation agencies' requirement for equivalent didactic spaces to allow synchronous learning between cohorts in Pocatello and Meridian as well as comparable clinical spaces.

Clinical Psychopharmacology – Five faculty positions, one staff position as well as ongoing materials/supplies and capital costs are being requested to support the creation of a clinical psychopharmacology program to be delivered at the HSC in Meridian. The percentage of Americans disabled by mental illness has continued to increase. Despite the continued increase in the use of medications to treat these mental disorders over the past 50 years, Clinical Psychopharmacology is not part of many core curriculums in many graduate school programs. This new provider, created by the Idaho Legislature during 2017, will receive education in the classroom as well as clinical settings. By offering this program it will improve **Access and Opportunity** for students in Idaho, and this program is not currently offered to students in Idaho. The creation of this program in Meridian allows students to capitalize on the clinical placements in the Treasure Valley without having to travel.

Health Sciences Growth – Three administrative positions, six staff positions as well as on-going materials/supplies and capital costs are being requested to support the growth of the health sciences at ISU in 5 major areas.

One, expand and improve ISU's clinics. Currently ISU operates 14 in-house clinics including medicine, dentistry, dental hygiene, audiology, speech pathology, counseling, occupational therapy, physical therapy, vestibular (balance), and wellness. Along with providing quality health care at these sites to everyone regardless of their ability to pay, the investments into these clinics produce graduates that are caring and competent professionals who are well equipped to become leaders in their professions and communities. Locating clinical training sites for students has become more and more difficult. Because of the escalating shortage of clinical training sites to accommodate the growing number of students it is necessary for ISU to focus on developing additional clinical sites and/or alternative solutions to address the training site shortages. These clinics have strong primary care capabilities that decrease health care costs overall. In order to expand its health care offerings a dedicated faculty member to focus on opportunities for growth in the number of locations, increased depth and breadth of educational experiences offered to students, and discover opportunities to offer increased or new services that are underserved in Idaho is required. This individual will champion the growth or our health care offerings throughout the state to meet its designation by the Idaho State Board of Education as "Idaho's health care university."

Two, enhance interprofessional education (IPE) at ISU and the entire state. IPE is an important step in advancing health professional education and is an effective mechanism to improve the overall quality of health care. IPE is an important pedagogical approach for preparing health professions students to provide patient care in a collaborative team environment. The appealing premise of IPE is that once health care professionals begin to work together in a collaborative manner, patient care will improve. IPE teams enhance the quality of patient care, lower costs, decrease patients' length of stay, and reduce medical errors. Although there is an abundance of evidence supporting the IPE of health professions students, there have been barriers to implementing it completely. This Director will be charged with defining IPE at ISU, developing competencies in IPE, identifying issues in implementing IPE in the various programs offered at ISU, and identifying ways to offer IPE for health professionals throughout the state. ISU has the unique distinction and ability to be able to offer IPE continuing education (CE) credits for Nursing, Pharmacy, and Medicine (including Physician Assistants). This puts ISU in a unique position to greatly enhance the IPE CE offerings for all healthcare providers throughout the state of Idaho. By advancing these opportunities within the state it not only will improve Access and Opportunity for students in Idaho, but also to all healthcare providers within the state.

Three, improve health research infrastructure and rural health outcomes and quality. Most of the efforts to improve rural health care to-date have focused on increasing quality of care by increasing access to primary, routine and emergency care. While, this has proven to be very beneficial; there are promising new approaches to delivering high-quality care in rural areas. Rural Americans are a population group that experiences significant health

disparities. They have a higher incidence of disease and disability, increased mortality rates, lower life expectancies, and higher rates of pain and suffering. As healthcare moves toward safer practices in delivering quality of care, ISU must adopt a system of evaluating quality outcomes data that either reflect the need for improvements, or showcase their best practices. This employee will promote a vision of building a culture of safety to prevent patient harm through communication, education, and development of students who are accustomed to working in patient-centered care teams. A database manager, a biostatistician, and clerical staff will assist in this endeavor.

Four, improve ISU's ability to attract rural Idaho high school students into professional health training programs offered at ISU. The health sciences at ISU have a renewed interest in the best recruitment and retention practices and programs for their students. Many of these rural students experience a variety of personal, environmental, and institutional barriers that result in a perception that they have limited or no access to college and university education. A Director tasked with widely publicizing health education opportunities to high school students, retaining current students in the health sciences, and developing strategies to increase our overall student population is necessary for further growth. These efforts will have a positive impact on the healthcare by producing even more competent practicing healthcare professionals within the state.

Five, Increase the overall marketing, promotion, and communication of the healthcare programs offered by ISU. Look for opportunities for increase collaboration or partnerships with healthcare providers in the state, building media presence and public relations throughout the state, oversees the usage and strengthening of marketing efforts within the health sciences. This person will be responsible on the execution of marketing, advertising, and promotional campaigns for the health sciences and reviewing and evaluating marketing and promotional efforts.

Dental Residency – One faculty position and on-going materials/supplies costs are being requested to support the dental sciences residency program in Meridian. The dental residency programs at ISU produces graduates with increased knowledge and clinical skills of the general dentist beyond that achieved in the pre-doctoral education. Through an integrated multidisciplinary learning environment, residents are able to increase their competence in the application of modern standards of care and practice management. This residency focuses on providing comprehensive care in a variety of clinical settings, emphasizing rural, underserved, and at risk populations. In order to maintain this residency program in Meridian due to the recent changes in partnerships with St. Alphonsus the Meridian residency program is in need of funding to cover the salary for a Dental Residency Director.

Enhanced Pharmacy Presence in N. Idaho – Two faculty positions as well as on-going materials/supplies and capital costs to grow the presence of the College of Pharmacy in Northern Idaho. There is potential for Idaho State University (ISU) to solidify its presence in Coeur d'Alene. Both Kootenai Health and Heritage Health have been in discussion with ISU in enhancing lasting partnerships in providing clinical education and outcomes and quality research.

Faculty Position 1:

Kootenai is an Idaho hospital that serves Idahoans and has long been a partner with ISU in providing clinical education and utilizing a cofounded faculty member in the Department of Pharmacy Practice as part of their patient care team. Kootenai wants to continue that partnership but would like to expand it to include an ISU faculty member at their facility focused on outcomes and quality research. Kootenai, like all health care organizations is under increasing pressure to perform on key health outcome metrics, but they lack the expertise to be able to identify and carry out appropriate research in the area. While they have patient care services covered, this quality improvement and outcomes research is an area where ISU can help. Heritage Health serves patients through a variety of outpatient clinics in North Idaho. They too, are extremely enthusiastic in outcomes and quality research. Heritage Health, like Kootenai lacks the research faculty expertise that ISU could provide.

Faculty Position 2:

Another faculty position that would be valuable in Northern Idaho is an experiential education coordinator for the 6-10 students we send to Coeur d'Alene each year. Continuity and oversight of these students and providing them with an ongoing, tangible connection to ISU is much needed. This faculty position would serve ISU students both at Kootenai and Heritage Health and would be in charge of the oversight of student activities, including onboarding, assessments, preceptor development, communication between ISU and CdA students and preceptors. Currently there is no-one in Northern Idaho performing these duties. This position could also be expanded to include clinical activities and provision of patient care services.

Performance Measure

OT - The US Bureau of Labor forecasts a substantial increase in OT positions by 2020. ISU's OT program consistently has over 60 applicants per year. 30-40 of these applicants meet the criteria to be admitted and 16 are accepted each year. By expanding this program to Meridian we will be able to increase the number of seats available by an additional 16. With the robust applicant pool we expect this program to be fully enrolled the very first year it is offered in Meridian.

Health Sciences Growth – Increase the IPE and IPE CE offerings available for all healthcare providers throughout the state of Idaho. Increase clinic productivity, number of clinical sites for residents, and grow clinical placement offerings for students. Double the extramural funding within 5 years because of the enhancement of the expertise of ISU's health sciences programs and increased external partnerships with collaborative research. The marketing efforts will grow student and faculty applicant pools, enhance outreach to high schools, improve visibility of ISU's health science educational offerings, and increase research accomplishments and services to our communities.

Clinical Psychopharmacology – By creating this program in Meridian, ISU will be able to open 8-12 seats. We will be able to start addressing the pent-up demand for qualified, trained providers within the state.

Enhanced Pharmacy Presence in N. Idaho - More students from Northern Idaho will be able to return to Northern Idaho to complete their 4th year clinical rotations. Currently we send 6-8 students due to the capacity we now have in terms of sites and types of experiences. Increasing our faculty presence will open new site and allow for more rotations, this increase will allow us to send and manage up to 12 students in the Coeur d'Alene area.

Questions:

5. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

OT – Three faculty positions, one support staff positions, and adjunct faculty are being requested. Faculty to student ratios are used in all laboratory courses to ensure the competence and safety of future graduates. Due to the specialization of faculty, multiple areas of clinical expertise are necessary onsite. In addition to the clinical areas of expertise two of the requested faculty positions will serve administrative roles including the OT Assistant Program Director and the Assistant Academic Fieldwork Coordinator. These administrative roles are required to provide management of the expanded program, provide increased support for finding and supervising part-time and full-time student clinical affiliations and practicums, and for managing occupational therapy service provision within one or more inter-professional clinics. The staff positon is required to provide clerical support for the expanded program. The adjunct faculty salaries are required to provide instruction in highly specialized areas of clinical expertise that are not represented by the full time faculty.

Clinical Psychopharmacology - Three full-time faculty positions, two part-time faculty positions, and one full-time support staff position are being requested for the creation of a Clinical Psychopharmacology program in Meridian. Clinical experiences will be provided through faculty facilitated, preceptored experiences, and other types of learning experiences. These clinical experiences will be provided throughout the Treasure Valley. Two part-time faculty position will serve administrative roles as a program director and medical director.

Health Science Growth – Three administrative positions and six staff positions are being requested to support the growth of the health sciences at ISU. An Assistant VP of Clinical Services, an Assistant VP for Research, Rural Health Outcomes & Quality, a Director of Rural Outreach Training & Interprofessional Education, a Marketing and Promotion Coordinator, a Student Recruitment Coordinator, two administrative assistant positions to support the AVPs, a database manager and an epidemiologist/biostatistician.

Dental Residency – One faculty position to sustain the dental residency program in Meridian.

Enhanced Pharmacy Presence in N. Idaho - Two full-time faculty positions. One full-time faculty position will serve in an administrative role as an experiential education coordinator

- 1. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Attached Spreadsheet of Positions

OT - Total Personnel Costs: \$473,114

Clinical Psychopharmacology - Total Personnel Costs: \$660,440

HS Growth - Total Personnel Costs: \$1,008,804

Dental Residency – Total Personnel Costs: \$178,169

Pharmacy Presence in N. Idaho - Total Personnel Costs: \$327,557

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - **OT** This Line Item Request is for new Faculty positions and support personnel. The current OT faculty members in Pocatello will continue to assist in teaching the extended cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

Clinical Psychopharmacology - This Line Item Request is for new Faculty positions and support personnel. Current faculty members in Pocatello and Meridian will assist in teaching this new program using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

HS Growth - This Line Item Request is for new professional staff positions and support personnel. Current clinical faculty members located throughout the state will work extensively with the Clinical Services AVP to enhance the clinical experiences for students and the patients/clients. The Director of Rural Outreach Training & IPE will work with the established Interprofessional Affairs Council (IAC) to identify common curricular themes and how to implement IPE in each of the varied health care programs at ISU and to develop an extensive outreach training and professional continuing education system in Idaho. Current faculty and staff members and partners throughout the state will work with the Research & Rural health Outcomes & Quality AVP to expand the research and health outcomes initiative. The director of Marketing and Promotion and the student recruitment coordinator will work with existing programs and the marketing and communications office at ISU.

Dental Residency – This Line Item Request is for a Faculty position that will also serve as the Dental Resident Director for the Meridian dental residency program. This director will work with existing dental science faculty and staff and dental residents in Meridian and Pocatello to provide a comprehensive training environment that includes a variety of clinical settings.

Enhanced Pharmacy Presence in N. Idaho - This Line Item Request is for new Faculty positions. Current faculty members and support staff located throughout the state will continue to assist in teaching the students in Northern Idaho using distance learning technology, online content, and clinics and laboratory sessions.

c. List any additional operating funds and capital items needed.

OT - A one-time request for additional operating funds and capital outlay will be required during the first year to support supplying the new offices with essential items, purchasing computers and office equipment for the new faculty and staff, and providing lab equipment/instrumentation tools to support instruction in the expanded program. On-going funding for travel, communications and materials and supplies will also be needed.

Clinical Psychopharmacology – A one-time request for capital outlay will be required for supplying the new offices with essential items, purchasing computers and office equipment. On-going funding for travel, communications, materials and supplies and capital outlay for equipment replacement will also be needed.

HS Growth – A one-time request for capital outlay will be required for supplying the new offices with essential items, purchasing computers and office equipment. On-going funding for travel, communications, materials and supplies for the office and marketing efforts, and capital outlay for equipment replacement will also be needed.

Dental Residency – An on-going request for additional operating funds will be necessary to cover travel, communications, and materials/supplies expense.

Enhanced Pharmacy Presence in N. Idaho – An on-going request for additional operating funds and capital outlay will be required to supply the new offices with essential items, purchasing computers, office equipment, providing and replacing lab equipment/instrumentation, and travel costs for the new faculty.

On-going Requests for Operating Expense:

Travel \$90,000
Communications \$54,800
Materials/Supplies \$169,200

On-going Requests for Capital Outlay:

Capital Outlay \$13,000

Total Request for On-going Operating Exp. & Capital Outlay: \$327,000

BAHR - SECTION II TAB 2 Page 32

One-Time Request for Operating Expenses:

Materials/Supplies \$48,000

One-Time Request for Capital Outlay:

Office Furniture \$16,000
PC and Workstations \$64,000
Clinic Equipment \$272,000

Total Request for One-Time Operating Exp. & Capital Outlay: \$400,000

- 2. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
 - **OT** The salaries for the four positions will be ongoing as well as the group position funding. Operating expenses for travel, supplies, communications etc. will also be ongoing. The one-time request for operating expenses and capital outlay will be needed to provide the necessary resources for the expansion.

Clinical Psychopharmacology - The salaries for the six positions will be ongoing. Operating expenses for travel, supplies, communications, etc. will also be ongoing. The one-time request for capital outlay will be used for computers and workstation equipment. An on-going capital request for equipment replacement will also be necessary.

HS Growth – The salaries for the three administrative positions and the six staff positions will be on-going as well as the travel, communications, materials/supplies, and capital. The one-time capital request is for supplying computers and workstations for the nine new positions.

Dental Residency – The salary as well as the travel, communications, and materials/supplies will be on-going.

Enhanced Pharmacy Presence in N. Idaho - The salaries for the two positions will be ongoing. Operating expenses for travel, supplies, communications, and capital outlay will also be on-going.

- 3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 - **OT** Idaho students who seek an education to become a licensed occupational therapist benefit from this request since twice the number of seats in the OT program will become available within the state. The cost of an in-state 3-year graduate program is substantially less than out-of-state or private academic institutions. Increasing the number of seats in an Idaho OT program will provide

more opportunities for Idaho residents to receive education they desire while reducing the student debt incurred through pursuing that education. Expansion of this program provides convenience to students who live in the western part of Idaho, and it allows them to capitalize on the clinical placement in the Treasure Valley without having to travel.

Clinical Psychopharmacology - Idaho students' desire for training in Clinical Psychopharmacology has grown because of the increase in people becoming disabled by mental illness and the use of medications to treat these mental disorders over the past 50 years. This along with the significant increase in the number of medications available to treat mental disorders has created a huge demand for therapists to be fully integrated members of the health care team to effectively treat clients and collaborate with other medical professionals. In order for this to occur, therapists need a working knowledge of Clinical Psychopharmacology. There are limited opportunities for students to have training in Clinical Psychopharmacology because it is not part of many core curriculums in many graduate school programs. The creation of this program in Idaho will give Idaho students the opportunity to receive this necessary knowledge.

HS Growth - Idaho students will benefit from additional educational experiences offered by clinics offering underserved services and additional clinical sites. This has the potential to increase the number of available seats within the highly sought after health science programs. Offering underserved services enhances the students experience and knowledge and will make them better health care providers. Research has shown that students who have more IPE experience and training become better health care providers.

Dental Residency – Idaho students on the western side of Idaho benefit from this dental residency program because they do not have to relocate to finish their residency. It provided convenience to students and it allows them to complete their training in the Treasure Valley without having to move or travel.

Enhanced Pharmacy Presence in N. Idaho - Idaho students will benefit from being able to return to Northern Idaho to complete their 4th year clinical rotations. With this program up to 12 students will be able to complete their 4th year clinical rotations. The students in Northern Idaho will benefit from having additional faculty oversight, coordination of rotations, and local preceptors, provision of preceptor development, oversight of the P4 seminars, and availability of different rotation experiences. These are all made possible with the addition of full-time ISU faculty at a distant site.

OT - Idaho employers seeking to hire physical therapists will benefit because the number of graduating therapists within Idaho will double within 3-4 years. There is a tremendous need for OTs in the state.

Clinical Psychopharmacology - Idaho employers seeking to hire therapists will have more opportunities to select therapists who have a working knowledge of psychopharmacology and thereby are better equipped to help their clients

understand available treatment options. There is a tremendous need for therapists with a working knowledge of psychopharmacology because of the increase in mental illness and the number of medications available to treat these illnesses. Employers will benefit because of the number of graduating therapists within rural Idaho who are better equipped to provide comprehensive treatment to clients.

HS Growth - Increasing the number of clinical sites in Idaho will allow ISU to potentially allow additional students to enroll and graduate. Clinical placements have proven to be a challenge for ISU because of the limited clinical sites available for student experience and instruction. Idaho employers seeking to hire qualified clinicians will benefit from additional students graduating. These students will be well equipped to provide quality health care. Recruiting and retaining clinicians in underserved areas is difficult and remains challenging for Idaho. Meeting the current need is difficult enough, but the demand for services is expected to grow significantly in the coming year. Having more qualified/experienced clinicians graduating will assist in meeting this demand. Idaho employers will also benefit from an extensive and comprehensive IPE and rural training program where they can receive higher levels of training and education over the course of their careers.

Dental Residency – Idaho employers benefit from having a larger pool of highly qualified and trained dentist within the Treasure Valley.

Enhanced Pharmacy Presence in N. Idaho - Two major Idaho employers that are key to healthcare in Northern Idaho will particularly benefit from this expanded partnership. By these two employers taking an academic focus of publishing findings and using outcomes data to better tailor clinical programs and services will benefit other healthcare institutions in the state, region, and nationally.

OT - Idaho residents in need of OT services will benefit because there will likely be an increased number of licensed, practicing PTs in the state within 3-4 years of expanding the program.

Clinical Psychopharmacology - Idaho residents will benefit because they will have access to therapists who are better equipped to help them and more effective at determining the proper diagnosis and ultimately the best treatment. Research shows that if therapists have knowledge of medications, communication with physicians can be enhanced, which helps to ensure the Idaho patients/clients are receiving the appropriate level of treatment.

HS Growth - Idaho residents will benefit because they will have access to clinics. With the ever increasing elderly and near-elderly population the demand for health care services will only increase. Expansion of ISU clinics in number of locations and/or the number and types of services offered will increase Idaho resident access to health care services. The availability of accessible and efficient health care in rural Idaho is substantial and a growing concern. Research show that those who obtain regular primary care receive more preventive services, are more likely to comply with their prescribed treatments, and have lower rates of illness and premature death. Increasing rural health care training and IPE opportunities will

translate into more qualified/experienced health care providers within the state. This will translate into a safe and cost-effective health care environment and will position Idaho to potentially meet its growing rural health care needs.

Dental Residency – Idaho residents benefit because they will continue to have access to dental services for under-served individuals in the community.

Enhanced Pharmacy Presence in N. Idaho - Idaho residents will benefit from more pharmacy students and faculty in Northern Idaho. These additional students and faculty will be able to participate in community outreach and educational events and activities that have already brought tangible benefits to other parts of the state. Where ever our students are, health screening and related benefits can be provided to local residents. In addition, Heritage Health in particular has a mission of serving the under-served and support of those clinics in Northern Idaho will additional pharmacy students will benefit people in terms of providing Medication Therapy Management, Immunizations and related pharmacy-provided services.

AGENCY: College and UniversitiesAgency No.: 510 FY 2019 Request

FUNCTION: Idaho State University

Function No.: 03

Page 1

of 5 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.02	Title: Idaho Falls Polytech Initiative Priority Ranking 2 of 2			ng 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	Conorai	200.00.00			10101
PERSONNEL COSTS:					
1. Salaries-Dean/Director	\$190,000				\$190,000
2. Benefits	52,100				52,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$242,100				\$242,100
OPERATING EXPENDITURES by summary object:					
1. Travel	\$40,000				\$40,000
2. Materials/Supplies	100,000				100,000
3. Marketing/Recruiting/Phone/Internet	50,000				50,000
TOTAL OPERATING EXPENDITURES:	\$190,000				\$190,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$432,100				\$432,100

Supports Institution/Agency and Board Strategic Plans:

ISU Core Theme 2: ACCESS AND OPPORTUNITY

Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder to reach their intellectual potential and achieve their educational goals.

Description

To improve Access and Opportunity for student in Idaho Falls, ISU plans to locate a multidisciplinary cluster of faculty who, in collaboration with sister institution partners, will reside in Idaho Falls with expertise in energy. As Bonneville County works toward the conversion of Eastern Idaho Technical College to a community college, ISU's current role will change from primarily lower division general education offerings to providing bachelor and graduate degrees to the Upper Snake River Valley. The university has completed a DPW construction project where just over ten thousand square feet of space has been renovated to include twenty faculty offices, two state of the art conference rooms and four state of the art classrooms as well as flexible student/faculty collaborative space. These areas have considerable ongoing operational costs associated with anticipated growth. Finally, it is expected that while meeting the educational needs of the Idaho Falls region, new specialized faculty and increased space will be a resource to the Idaho National Laboratory and will be a driving force in the attraction of new high tech energy related industries to the region.

Performance Measure

Over the past fifteen years, ISU has had an enrollment of over 2000 students/semester where approximately ¾ of the credit hour generation resulted from lower division general education courses. The goal is to maintain ISU's credit hour generation in Idaho Falls by increasing upper division and graduate offerings in order to transition from a primarily lower division curriculum to upper division and graduate. This strategic change will position ISU to accept community college transfer students as demand for bachelor and graduate programs increases resulting from community college graduates.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - Recurring Personnel funds for Dean/Director of Idaho Falls Polytech Program, Operational support funds for marketing/recruiting efforts, and the cost to support DL classrooms and testing center on an on-going basis.
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - Dean/Director-Full Time, benefit eligible. An existing dean will serve as interim until a suitable candidate is found.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

An ongoing request for additional operating funds will be required to support phone/Internet/DL costs, marketing and recruiting efforts.

On-going Request for Operating Expenses

Travel (Required Yearly Travel) \$40,000

Materials/Supplies \$100,000

Phone/Internet/DL Support \$10,000

Other Operational Ongoing Costs

(Marketing/Recruiting/Training) \$40,000

Total Request for On-going Operating

Expenses and Capital Outlay: \$190,000

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

We are requesting ongoing support for a Dean/Director Salary and operating expenses. The opportunities for increasing faculty research productivity and success in awarded grants improves with the new Polytech initiative and related specialization. However, in order to market the Polytech offerings we will need substantial budget for Marketing, Recruiting efforts and also to support growth for a testing center. Travel to the INL site for related efforts will also require financial support. Currently there is no acting Dean in Idaho Falls and ISU would like to create a position to promote the efforts of the Polytech initiative local to the I.F. campus.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

INL is one of the largest employers in Southeast Idaho, with close proximity to Idaho Falls (a prime location for the Polytechnic Institute). In order to maintain INL's status as the lead laboratory for nuclear energy, it is critical that ISU service its needs in the Science and Engineering fields and provide opportunities to expand research with talented faculty.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Polytechnic Institute-Vision Statement

A Polytechnic Institute as proposed by ISU is an overarching structure that will allow Idaho's higher education institutions, which are members of CAES (Center for Advanced Energy Studies), to locate faculty in Idaho Falls and offer certificate and degree programs either as a single institution or jointly with other member institutions. The institute is responsive to the recommendations of the LINE (Leadership in Nuclear Energy) Commission where a polytechnic institution is recommended for Idaho Falls in order to insure that INL (Idaho National Laboratory) maintains its status as DOE's (Department of Energy) lead laboratory for nuclear energy in the United States.

The faculty members located in Idaho Falls will form a cluster of multidisciplinary professors that have research interests related to energy. Naturally, it is expected that a significant number of faculty would come from science and engineering, however, liberal arts, business and education faculty will also be hired who have expertise related to energy and the environment. For example, a Political Science professor may have expertise in energy policy and/or environmental policy, or an English professor with expertise in the communication of science and engineering to the general public. Education professors with expertise in STEM (Science Technology Engineering and Math), an Economics professor with expertise in the economics of energy etc. are all expected. This cluster of faculty, with very specialized expertise, will make it possible to offer a number of programs spanning Science and Engineering, the Liberal Arts, Business and Education.

With respect to research and economic development, this talented cluster of faculty members will be uniquely qualified to seek extramural research funding from national agencies at a time when funding agencies are interested in multidisciplinary projects and research teams. The close proximity between faculty members with such varied expertise will generate unique research ideas where science and engineering concepts are blended with policy, economics, and education. In addition, competitive funding potential will be enhanced as agencies look favorably on proposals from multiple disciplines and as well as multiple institutions. Finally, the close proximity to INL will allow for research collaboration outside the academy with lab scientists as well as industry partners.

Idaho State University will be the managing institution for the Polytechnic Institute consistent with its current role for University Place, which includes CAES. An academic governance structure that handles the intricacies of multiple institutions offering degrees, both independently and collaboratively, will be developed as institutions identify programs to deliver through the overarching structure of the Polytechnic Institute. It is expected that each institution will have representation commensurate with their role, in a fashion that ensures a winning relationship for all involved, including representation from INL and potentially relevant industry.

AGENCY: College & Universities Agency No.: 510 FY 2019 Request

FUNCTION: University of Idaho Function No.: 04 Page 1 of 5 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Phase II: Library Investment in Support of Achieving R1 Carnegie Title: Classification			Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.75				5.75
PERSONNEL COSTS:					
1. Salaries	293,700				293,700
2. Benefits	139,300				139,300
3. Group Position Funding	50,000				50,000
TOTAL PERSONNEL COSTS:	483,000				483,000
OPERATING EXPENDITURES by summary object: 1. Travel for Faculty 2. Memberships 3. Travel for Memberships 4. Software Licenses 5. General Operating	4,500 67,300 30,000 4,000 3,000				4,500 67,300 30,000 4,000 3,000
TOTAL OPERATING EXPENDITURES:	108,800				108,800
CAPITAL OUTLAY by summary object: 1. PC and workstation - OT 2. Non-standard inflation - BASE 3. New journal titles - BASE 4. Monograph purchases - BASE 5. Equipment - BASE	16,800 350,000 400,000 400,000 50,000				16,800 350,000 400,000 400,000 50,000
TOTAL CAPITAL OUTLAY:	1,216,800				1,216,800
T/B PAYMENTS:					
LUMP SUM:					

Supports institution/agency and Board strategic plans:

State Board of Education Goal 2: Objective B

Increase creation and development of new ideas and solutions that benefit society.

1,808,600

University of Idaho Goal 1: Innovate Objective B

Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

GRAND TOTAL

1,808,600

Performance Measure: Become a Carnegie R1 institution

These resources are needed to support the faculty and students to build the programs and research expected by Carnegie R1 institutions.

Description:

This proposal will significantly increase the University of Idaho's capacity to support research and scholarship, student success, and outreach to the larger Idaho community. This increased capacity will enable the Library to provide essential support for the University of Idaho as it expands its research portfolio and aspires to achieve Carnegie Highest Research Activity (R1) status. This will be achieved by expanding the Library's capacity to match peer and aspirational peer institutions.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting personnel and operating expenses to enable the Library to provide a suite of services to University students and scholars that advance its research, teaching, and land-grant missions. Our original request included funding for 50% of a shared marketing and communications position. Upon further consideration, we feel resources would be better used to fully fund the salary for an institutional repository programmer. External peer reviewers note that, while the University of Idaho Library has the distinction of being the largest research library within the state, "within the larger world of research libraries, the University of Idaho Library has failed to measure up."

Specifically, the Library intends to accomplish several actions under this umbrella:

- Develop a First Year Experience instruction program (.75 FTE instructor)
- Support data management, deposit, reuse, and curation (1 FTE)
- Enable development of a robust institutional repository (1 FTE)
- Provide technical support for faculty in processing activities (1 FTE)
- Address new role of collecting and preserving institutional history (1 FTE)
- Support innovative learning with primary source materials (1 FTE)

These activities are essential components of today's leading research libraries. Additionally, this support enables the University of Idaho to further grow its outreach to statewide libraries and museums. We currently share our expertise through webinars and workshops; much more statewide outreach could be done with additional support.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - 1. Position: University archivist, Assistant Professor, \$51,500, FT/FY, tenure-track, benefit eligible, date of hire: start AY19
 - 2. Position: Institutional repository programmer, \$74,200, FT, classified, benefit eligible, date of hire: July 2018
 - 3. Position: Resident Librarian, Instructor, \$36,100, FT/AY, non-tenure track, benefit-eligible, date of hire: start AY19
 - 4. Position: Archivist for Instruction and Engagement, Assistant Professor, \$51,500, FT/FY, tenure-track, benefit eligible, date of hire: start AY19
 - 5. Position: Metadata Librarian, Assistant Professor, \$51,500, FT/FY, tenure-track, benefit eligible, date of hire: start AY19
 - 6. Position: Data services support, Library technician, \$28,900, FT, classified benefit eligible, date of hire, July 2018
 - 7. Student employment: \$50,000
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.
 - Operating funds
 - o Faculty travel: \$4,500
 - o Phones, supplies, etc.: \$3,000
 - o Software licenses: \$4,000
 - Memberships and travel (total \$97,305 base)
 - Greater Western Library Alliance, \$16,000
 - Orbis Cascade Alliance, \$35,000
 - HathiTrust, \$15,000
 - Coalition for Networked Information, \$10,000
 - Research Data Alliance, \$5,000
 - Council on Library and Information Resources, \$5,000
 - Digital Library Federation, \$5,000
 - Scholarly Publishing and Academic Resources Coalition (SPARC), \$6,305
 - Capital outlay (total \$1,200,000 base plus \$16,800 one-time)
 - o Office furniture and computers: \$16,800
 - o Non-standard periodical inflation added to base: \$350,000
 - New periodical titles added to base, \$400,000
 - Monographs added to base: \$400,000
 - o Equipment (e.g., Microfilm reader/printers, scanners): \$50,000

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3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

With the exception of the start-up capital outlay for offices and computers, all of these budget requests are on-going investments.

Investments in Special Collections staff and memberships in appropriate library organizations heightens our ability to seek and secure external funding. The Library has been increasingly active in grantsmanship and several collections offer opportunities for this activity. For example, the Library recently secured a National Endowment for the Humanities grant in partnership with the Latah County Historical Society that will result in the preservation, digitization, and dissemination of unique privately-owned regional history resources.

Additionally, robust data curation and open access institutional repository infrastructure will increase competitiveness for grants across all of the University. These are areas that many granting agencies, including the National Science Foundation, Department of Defense, and the National Endowment for the Humanities, have deemed to be crucially important. The positions in this proposal are essential to creating and maintaining this infrastructure.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is designed to serve all members of the university community (all disciplines, all types of research) It addresses student support from the beginning of a student's career until the ultimate goal of graduation, thus building graduates who are competent and competitive in today's information-rich world. It supports our researchers, adding depth to emerging disciplines and foci of the University. This proposal also provides support for the University of Idaho's land-grant mission to serve the state. The Library provides special consulting services to all Idaho libraries and shares resources with the same. This investment will provide opportunities for additional student internships and community partnerships, such as has transpired with the Latah County Historical Society, Potlatch, Nampa, and Kendrick-Juliaetta's Heritage Society.

The various activities represented in this request support the University of Idaho Library's professional obligation to participate in national dialogues about the future directions of libraries and, by extension, raises the state's profile and prestige.

If unfunded, the University of Idaho will find it difficult to support its goal of becoming a Carnegie R1 institution. If not funded, Idaho would remain as one of the very few states without an adequately funded and staffed research library and this outcome impacts the state in multiple ways; for example it would ensure that the University of Idaho Library remains adequate for many uses but well short of attaining the stature that would support both the current and aspirational needs of the University. Lack of funding would also keep the ability of the Library to perform

essential outreach to Idaho at a minimum despite demonstrated need and demand.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: College and Universities Agency No.: 510 FY 2019 Request

FUNCTION: University of Idaho Function No.: 04 Page __1_ of 8 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.02	Title: Student Success & Support		Priority Ranking 2 of 2		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.85				4.85
PERSONNEL COSTS:					
1. Salaries	\$224,400				\$224,400
2. Benefits	111,600				111,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$336,000				\$336,000
OPERATING EXPENDITURES by summary object:					
Travel for professional staff	\$19,000				\$19,000
2. General operating	30,500				30,500
3. Student Leadership Development	50,000				50,000
TOTAL OPERATING EXPENDITURES:	\$99,500				\$99,500
CAPITAL OUTLAY by summary object:					
1. PC and workstation (OT)	\$18,000				\$18,000
TOTAL CAPITAL OUTLAY:	\$18,000				\$18,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$453,500				\$453,500

Performance Measure:

- Positively impact student retention and remediation for new, transfer, and continuing students.
- Facilitate increased engagement via the NSSE High Impact Practices.

State Board of Education Goal 1: Objective D

Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

University of Idaho Goal 3: Objective C

Create an inclusive learning environment that encourages students to take an active role in their student experience.

Description:

This proposal enables the University of Idaho and Division of Student Affairs to uphold both the State Board of Education objectives and the University of Idaho strategic plan by providing essential support to University of Idaho students, resulting in improved student retention and success. This will be achieved by adding personnel in the areas of crisis management and care (two Student Support Case Managers), directly engage students in the development of critical leadership and healthy behavior skills (via an additional Assistant Greek Life Advisor and supplement program funding), and providing critical care and support for students who attend the University and are diagnosed on the autism spectrum, which is served by the Raven Scholars Program, located within the Disability Student Services office.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting personnel and operating expenses for the following:

Student Support Case Managers: Student Affairs is requesting funds for 2 case managers who would provide crisis intervention and short-term counseling/referral support for students. One position would be located within the Counseling and Testing Center (CTC), the other position would be in the Dean of Students Office. The case managers would assist with the Suicide Prevention Program, medical withdrawals, coordinate mental health assessments programs, and manage CARE team report follow-ups on students of concern (Note: The CARE team is the University's Behavior Intervention Team for individuals reported for concerning behavior from the campus community). The case managers would coordinate with community mental health providers and provide follow-up care for discharged students, impacting student retention and success.

The University has seen significant increases in students facing crisis. Students requesting medical withdrawals (primarily mental health related) rose 12% from 14-15AY to 15-16AY. At the same time, reports of concern (CARE reports) saw comparable increases. The CTC has experienced year to year increases in the number of students using mental health services: 11% for 14-15AY and 10% for 15-16AY. The CTC has experienced substantial increases in requests for emergency mental health services: 21% for 14-15AY and 7% increase for 15-16AY as well as a 43% increase in December, 2016 as compared to a year ago.

During the 2016 calendar year, the University of Idaho lost four (4) students to suicide, three (3) within a 2-month span. Since 1999, the University has lost at least 13 students to suicide, and many more have left the institution due to the inability to connect with adequate supports. Providing timely and coordinated responses to students in crisis prior to escalation is critical for retention and long term success. This geographic region has minimal community supports and case managers have specialized training in intervention that allows them to assume a central role for coordinating emergency mental health services and improve the UI's ability to meet the demands related to these high risk populations.

This proposal is requesting support for 2 positions to impact student retention. Measures of success will be known by the number of student interventions and retention rates of assisted students by semester. Lack of funding will impact student retention and increase support wait times for other students.

These positions directly support this goal by increasing the connection with campus partners to better identify students of concern prior to escalation of behavior and to coordinate campus resources following critical incidents. The positions fill the lack of sufficient support staff needed to respond to incidents of crisis in a timely way, impacting student retention efforts and provide support to current staff support efforts. Student Affairs looks to improve remediation programs that focus on early intervention and consistent support across campus. These positions play key roles in early intervention efforts, helping to identify and address concerning behavior prior to significant escalation. Students who engage in crisis level behavior have profound impacts on those around them, including friends, fellow students, faculty and staff. Many students are negatively impacted by suicide threats, attempts, completed suicides, overdoses and transports, disruptive and/or disturbing behavior. The tertiary impact of these types of critical incidents can be difficult to measure, but effective responses will determine whether some students are able to resolve the emotional trauma and remain in school. These positions are critical for supporting State Board of Education and University objectives and will positively impact the campus community and increase retention of impacted students.

Assistant Greek Life Advisor. The University is requesting funding for an additional full-time Assistant Greek Life Advisor position to assist with the ongoing care, support, and leadership development of students to create a healthy and safe learning environment. The University has an on-campus living requirement for all first year students, allowing students to live in the residence halls, a Greek chapter, or Steel House. Currently, there are 1535 students living in the residence halls, with 12 professional staff and 45 resident assistants hired to assist them when crisis and challenges arise. The professional staff to student ratio is 127:1. Taking into account the trained resident assistants, the ratio drops to 27:1 for student support. By comparison, there are 1813 students involved in Greek Life, with 1307 of them living in a Greek chapter. Currently there are only 2 positions funded full-time to support students in Greek life. One of these positions has been vacant for two years. The ratio of support in Greek Life is 654:1.

Significant institutional risk is at stake when we allow students to live in a chapter their first year but not provide them adequate support. Within the last year and a half, students involved in fraternity and sorority life have engaged in sexual assaults, suicide attempts and one completion, significant alcohol abuse, hazing, drug use and dealing (primarily marijuana and cocaine which has resulted in chapter suspensions), and alcohol and drug overdoses resulting in medical transports. Additional support is needed to better create a safe living and learning environment for students and assist first-year students with successful student leadership development to assist with student development and retention of students at the University of Idaho.

Establishing healthy living and learning environments is critical for student success. We know that students spend the majority of their time at the University outside of the classroom. As such, having safe, healthy learning environments that fosters leadership development and student safety is important for the development of the student. As previously stated, students in University Housing have an abundance of built in support to assist students should they struggle academically or emotionally. At the same time, students in Greek chapters have built in leadership, but that varies chapter by chapter. It is not uncommon for students to struggle and the University is not aware of what is occurring, due to lack of institutional resources to assist with connection of the students and leadership. Students have been transported for alcohol and drug overdoses, and often the University is not notified of this happening, unless Moscow PD reports it. If it occurs in University Housing, staff is on hand and responsive immediately. If we are going to support students living in Greek chapters as approved first-year housing, additional support to assist them will impact their health and retention in higher education.

Additional programming funds will allow the University to engage students directly in developmental leadership programming and by-stander intervention for greater student success an impact. Fully 1/3 of chapters (of the 27 housed organizations) have sophomores as their student leaders. Investing in their ability to better manage their organizations and create safer risk-averse environments leads to increased student retention and remediation. Additional staff and resources will assist in creating a robust leadership development program that instills integrity and accountability for values as part of the student developmental process in Greek life. This is lacking at the moment, which is telling from the numerous alcohol and drug violations, sexual assaults, and hazing that is occurring.

Raven Scholars Program. The Raven Scholars Program, located within the Disability Student Services Office, is a proven, award-winning pilot project that has served University of Idaho (UI) students with Autism Spectrum Disorder (ASD) since 2011. The Program develops an individualized, supported transition for ASD students by providing wraparound services to sustain their college success and improve their retention. Raven Scholars are supplied with preparation that individuals with ASD typically need in order to adapt to college; they also learn tools to overcome social deficits that may impair them in their interpersonal relationships and in their ability to self-advocate. The Program won the May Dunn Ward Innovative Program Award in 2012 for creativity in addressing

student learning. Connected with campus services and ASD-specific learning modes that help them thrive academically and socially, Raven Scholar participants are better equipped to handle the stressors of the UI experience. The Program makes UI unique by providing a platform from which ASD students become capable adults in society with an education that will enhance their ability to lead highly-functional lives. Participants are also more likely to return UI's investment in them to the State of Idaho through improved employment rates and enhanced economic participation.

The need for postsecondary ASD educational services is certain to increase due to a continued rise in the rate of ASD diagnosis, especially of high functioning individuals, who are more likely to seek a college education. In fact, the Fall 2017 semester saw the Raven Scholars Program enrollment increase 46% over last year, with 22 students enrolled. The Program has been operating under a gift budget, which will end by fall 2018. The Raven Scholars Program will not survive beyond the 2018 fiscal year without permanent funding support, and permanent standing will provide stability for Ul's ASD population. Without the program, a dramatic drop in the rate of retention will occur.

The Raven Scholars Program is a support program to Disability Support Services (DSS). The Program greatly relieves the impact on other DSS staff by providing for ASD-specific needs. Without the Program, DSS would not have the staff and resources to provide sustained contact, service coordination, and wraparound services for ASD students. The Raven Scholars Program also supports two of Ul's Strategic Plan Goals, namely, to transform and to cultivate a diverse community.

The Program improves the lives of ASD students by augmenting their academic success and their acceptance into the diversity of the UI community. Raven Scholars participants have an excellent retention rate at over 82% since the Program's founding in 2011 and 88% since 2013. Additionally, the Raven Scholars Program is key to educating on ASD to UI faculty, staff, students, and to the Moscow community.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - 1. Position: Case Manager, Counseling & Testing Center, 1 FTE, \$55,000, Exempt, Benefits Eligible, Date of Hire: Start FY19
 - 2. Position: Case Manager, Dean of Students Office, 1 FTE, \$55,000, Exempt, Benefits Eligible, Date of Hire: Start FY 19
 - 3. Position: Assistant Greek Life Advisor, 1 FTE, Classified, Benefit Eligible, \$40,000, Date of Hire Start FY19

- 4. Position: Program Coordinator, Raven Scholars Program, 1 FTE, Exempt, Benefit Eligible, \$48,000; Date of Hire: Start FY19
- 5. Position: Program Assistant, Raven Scholars Program, .85 FTE, Classified, Benefit Eligible, \$26,400, Date of Hire: Start FY19
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

Case Manager, Counseling & Testing Center

• Staff Travel: \$5,000

• Operating Expenses: \$7,500

• Capital Outlay: \$5,000

Case Manager, Dean of Students Office

• Staff Travel: \$5,000

• Operating Expenses: \$7,500

• Capital Outlay: \$5,000

Assistant Greek Life Advisor

• Staff Travel: \$5,000

• Operating Expenses: \$5,000

• Student Leadership Development: \$50,000

• Capital Outlay: \$5,000

Program Assistant, Raven Scholars Program

• Staff Travel: \$4,000

Operating Expenses: \$10,500

• Capital Outlay: \$3,000

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Raven Scholars Program. This budget request is on-going. Supplemental funding from carryover of the original trust will total approximately \$20,000 for FY 2019. The

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program also receives donations and funds raised by University Advancement; \$11,323.16 was received during 2016. Future donated funds can supplement programmatic activities such as Autism Awareness Month, social and life skills classes, peer-mentoring internships and other student engaging activities. While there are many grants for ASD research, there is a dearth of funds for behavioral, supported-transition programs like the Raven Scholars Program, especially at the postsecondary level. UI backing is critical to the survival of the Program.

<u>Assistant Greek Life Advisor</u>. This budget request is on-going. There currently is no major revenue assumptions.

<u>Case Managers.</u> This budget request is on-going. There are no major revenue assumptions.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This funding request for the Case Manager positions is designed to serve all students. The University has seen significant increases in students facing crisis. Case Managers would provide crisis intervention and short-term counseling/referral support for students. Providing timely and coordinated responses to students in crisis prior to escalation is critical for the saving of lives, retention and long term success of students. Lack of funding will impact student retention and remediation efforts and increase the risk of health and safety to our campus community.

The Assistant Greek Life Advisor position will provide a crtical support role to the campus community, in particular in the area of fraternity and sorority life. There is not enough support to help create a safe living and learning environment for students living in Greek chapters and to assist first-year students with successful student leadership development opportunities. Without additional staff, we will not have the resources needed to create a robust leadership development program that instills integrity and accountability for values as part of the student developmental process in Greek Life. This is lacking at the moment, which is telling from the numerous alcohol and drug violations, sexual assaults, and hazing that is occurring. Significant institutional and student risk is at stake.

The request for support with the Raven's Scholars Program is designed to serve University of Idaho students with Autism Spectrum Disorder (ASD) If this request is not funded, the Raven Scholars Program will not survive beyond the 2018 fiscal year. This will result in a dramatic decrease in the number of students being served, impacting the retention and go-on rates for the University and the State of Idaho for a high-risk population requiring specific care and support for success.

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AGENCY: College and UniversitiesAgency No.:511FY19 Line Item RequestFUNCTION: Lewis-Clark State CollegeFunction: No.Page 1 of 3 PagesACTIVITY:Activity No.:Original Submission

A: Decision Unit No: 12.01	Title: Acces	s and Completi	on	Priority Ranking 1 of 2		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	7.00				7.00	
PERSONNEL COSTS:						
1. Salaries	\$ 340,600				\$ 340,600	
2. Benefits	162,400				162,400	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	503,000				503,000	
OPERATING EXPENDITURES by summary object:						
Operating Expense	21,700				21,700	
TOTAL OPERATING EXPENDITURES:	21,700				21,700	
CAPITAL OUTLAY by summary object:	,				,	
PC/workstations (eight)	24,000				24,000	
TOTAL CAPITAL OUTLAY:	24,000				24,000	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	\$ 548,700				\$ 548,700	

Supports institution/agency and Board strategic plans: This request supports State Board Goal 1 (Well Educated Citizenry), Objective C (Higher Level of Educational Attainment) by providing highly qualified faculty to deliver high-demand programming and advisors to support student progression toward degree completion. It also supports Objective E (Education to Workforce Alignment) and LCSC Goal 1 (Sustain and enhance excellence in teaching and learning), Objective 1A (Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution, through the delivery of high quality programs that meet regional and statewide needs).

Performance Measures: Objective C: Percentage of Idahoans (ages 24-35) who have a college degree or certificate requiring one academic year of more of study—benchmark: 60%. Objective E: Numbers of graduates in high demand fields as defined by the Idaho Department of Labor.

Description: Lewis-Clark State College seeks funding to concurrently increase student access to higher education through high quality instruction and advising, and prepare students for a career and entry into the workforce. By integrating instructional program expansion with fortified advising and career counseling, Lewis-Clark State College's ability to contribute to the state's 60% goal will be enhanced due to projected gains in admission, retention and graduation rates.

Questions:

1. What is being requested and why?

Expanding Instructional Program Capacities: There continues to be strong interest in the Social Work major at LCSC, particularly in a delivery format that reaches a broad audience. Social workers are employed in a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, community development corporations, and private practices. Driven by the increased demand for healthcare and social services, jobs in social work are expected to increase 12% over the next decade. LCSC Social Work graduates are prepared for advanced study in programs such as the MSW offered by Boise State University. Addition of two positions allows for program expansion of up to 50 students, while maintaining compliance with the Council on Social Work Education requirement of a 25 to 1 student-to-faculty ratio. These additional faculty positions also provide opportunity to deliver portions of the program in an online format (hybrid program), to better meet the needs of distant students and working professionals.

Two additional positions are also needed for 1) instruction of "Humanistic & Artistic Ways of Knowing" courses in the General Education Core and, 2) for the Interdisciplinary major. In addition to teaching both on campus and online general education courses, one faculty member will provide advising to the growing number of students interested in the Theatre minor, and serve as a steward of the newly remodeled Silverthorne Theatre. The other faculty member will provide upper division instruction within the Interdisciplinary major. Interdisciplinary degrees have been revitalized in an effort to provide "go on" opportunities for community college AA/AS grads. Strength will come from hiring a permanent faculty member who is able to work across disciplines (e.g., Communication and Humanities areas), as the purpose of the interdisciplinary degree is to combine interest areas and gain from the synergy of more than one discipline.

Fortifying Advising and Career Counseling: Idaho Business for Education, Idaho Department of Labor, legislators, and the State Board of Education have all challenged higher education to produce students who are "career ready." To address this growing demand, the College seeks to establish an independent Career Center staffed in part through the reprioritization of current resources. By increasing career counseling and program advising staff, the College can expand opportunities for students to explore career options, evaluate their choice of academic majors (which also reduces length of time to degree), and broker more opportunities for students to pursue internships and other work experiences. Furthermore, expansion of career-oriented programming will enable the College to partner with regional school districts

as they develop and improve their career guidance and college planning programs, per recent funding from the legislature

2. What resources are necessary to implement this request? See positions listed, below, in priority order.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Faculty (SW)	51,500	1.0 FTE	Yes	July 1, 2018	9-month
Faculty (SW)	51,500	1.0 FTE	Yes	July 1, 2018	9-month
Career Counselor	42,300	1.0 FTE	Yes	July 1, 2018	12-month
Career Counselor	42,300	1.0 FTE	Yes	July 1, 2018	12-month
Faculty (Hum)	53,000	1.0 FTE	Yes	July 1, 2018	10-month
Faculty (Interdisc)	50,000	1.0 FTE	Yes	July 1, 2018	9-month
Program Advisor	25,000	0.5 FTE	Yes	July 1, 2018	12-month
Program Advisor	25,000	0.5 FTE	Yes	July 1, 2018	12-month

- a. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - The funds requested are for expansion or reorganization of existing programs. Existing operations will be positively impacted through program expansion, reduced advising loads and improved faculty-to-student ratios.
- b. List any additional operating funds and capital items needed.
 - A nominal amount of operating expense support is requested for each position, as is one-time capital outlay, to purchase and equip each with a computer workstation/office setup.
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
 - With the exception of Capital Outlay, the request is for ongoing State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In-demand programs will be expanded by the addition of four (4) faculty positions, which will sustain the upward trajectory in program enrollment and meet the demand for flexible (hybrid) programming. The Career Center and program advisor services will be available to all fee-paying students at Lewis-Clark State College. Should the faculty lines not be funded, we will seek qualified adjuncts for the general education coursework, and defer expansion of the Social Work and Interdisciplinary degree programs. Without funding of for the career counselors, the college will continue to provide limited career counseling as time and demands permit.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College and UniversitiesAgency No.:511FY19 Line Item RequestFUNCTION: Lewis-Clark State CollegeFunction: No.Page 1 of 3 PagesACTIVITY:Activity No.:Original Submission

A: Decision Unit No: 12.02	Title: Retent	ion and Compl	Priority Rank	ting 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.00
PERSONNEL COSTS:					
1. Salaries	\$ 188,300				\$ 188,300
2. Benefits	78,400				78,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	266,700				266,700
OPERATING EXPENDITURES by summary object:					
Operating Expense	14,300				14,300
TOTAL OPERATING EXPENDITURES:	14,300				14,300
CAPITAL OUTLAY by summary object:					
1. PC/workstations (three)	9,000				9,000
TOTAL CAPITAL OUTLAY:	9,000				9,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$ 290,000				\$ 290,000

Supports institution/agency and Board strategic plans: This request supports SBOE Goal 1, Objective C (Higher Level of Educational Attainment) and the superordinate goal to provide a safe and secure environment for learning. The request further supports compliance with the standards set forth by the Governor's Task Force on Cybersecurity, as well as LCSC Goal 1 (Sustain and enhance excellence in teaching and learning), Objective 1F (Provide a safe, healthy and positive environment for teaching and learning); LCSC Goal 4 (Leverage resources to maximize institutional strength and efficiency), objectives 4C (Continuously improve campus buildings, grounds, and infrastructure) and 4D, (Create a timetable for acquisition/replacement of technology).

Performance Measures: Objective C: Percent of new full-time degree-seeking students who return for second year—benchmark: 85%.

Description: This line item supports institutional compliance with mandates that impact both student retention and the retention of employees who are responsible for ensuring

institutional compliance. The ability of the College to provide access for students, as well as a safe and secure environment that allows students to thrive, depends in part on our ability to comply with a number state and federal mandates, including:

- The Higher Education Act of 2008, which requires colleges and universities receiving federal funds to post all articulation or similar transfer agreements prominently on their web pages, and to ensure that all such agreements are up-to-date and otherwise compliant with institutional and state policy;
 - Continued and expanded compliance with the Americans with Disabilities Act, which creates greater access for both current and potential students;
 - Adoption of the twenty "Critical Security Controls for Effective Cyber Defense" delineated by the Governor's Task Force on Cybersecurity;
 - The Environmental Protection Agency's Hazardous Waste Generator Improvements Rule of November 2016.

Questions:

1. What is being requested and why?

A 1.0 FTE Transfer/Articulation Coordinator is requested, which will enable the College to increase the number of formal transfer and articulations agreements it can support. In turn, this will allow the College to increase access for students who transfer from community colleges. This position will also help the College remain in compliance with the Higher Education Opportunity Act, by ensuring that all agreements are appropriately published and publicized.

Funding is also requested to provide salary competitiveness for existing counseling staff. Consistent with national trends, the demand for mental health counseling services at the College continues to grow each year. The number of students seeking counseling services has increased over 20% since FY16, and more students entering college expect counseling services, as a result of their educational experiences up through college entry. Currently, the College's counseling staff salaries lag behind the local market for counselors (including high school guidance counselors), by a margin of \$10,000--\$15,000.

A 1.0 FTE Cybersecurity Analyst is requested, to support the work of the Governor's Task Force on Cybersecurity, and to address critical security controls. As cyberattacks increase in number, the position will focus on the creation of secure systems and employee awareness on matters involving cybersecurity.

The College also seeks funding for a 1.0 FTE Environmental Health & Safety Specialist. This will position will allow us to operate in accordance with best practices regarding potentially hazardous materials, and will be responsible for the creation of institution-wide policies and protocols. The Environmental Health & Safety Specialist will go beyond ensuring compliance by helping to establish laboratory procedures that will serve as a model for students in their chosen professions.

2. What resources are necessary to implement this request? See table, below.

Title	Salary	FT/PT	Benefit Elig	Date of Hire	Term
Transfer/Artic. Coordinator	42,300	1.0 FTE	Yes	July 1, 2018	12- month
Salary CompCounselors	30,000	N/A	N/A	N/A	N/A
Cybersecurity Analyst	57,000	1.0 FTE	Yes	July 1, 2018	12- month
Environmental Hlth/Safety SpcIst	59,000	1.0 FTE	Yes	July 1, 2018	12- month

- a. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - Existing operations will be positively impacted by creating centralized recordkeeping, processes and policies to protect the institution and the various constituencies it supports. Existing employees will be freed from the responsibility of researching and determining best practices, allowing faculty, in particular, to focus on implementing compliance, rather than researching compliance. Further, establishment of best practices across the institution will elevate awareness of concerns and issues that can be more easily and quickly addressed.
- b. List any additional operating funds and capital items needed.
 - Operating funds totaling \$14,300 include basic office support/supplies, and the addition of a Cisco *Umbrella* license (\$7,800), which extends domain name/phishing protection and provides content filtering. Capital Outlay includes a computer workstation for each of the requested positions, totaling \$9,000.
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

With the exception of Capital Outlay, the request is for ongoing State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All the requested items support either existing or future students, as well as College personnel who currently engage in compliance-related activities.

If the Transfer/Articulator position is not funded, the College will be limited in the number of agreements it can support and the enrollment process (specifically, the credit evaluation process) will be delayed for those who register for classes.

If counseling staff salaries are not kept competitive, the College runs the risk of losing counseling services for students, and our ability to comply with American with Disabilities Act.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Division of Career Technical Ed Agency No.: 503 FY 2019 Request

FUNCTION: State Leadership Function No.: 01 Page ____ of __ Pages Original Submission _X or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.01	CTE M Title: Progra	iddle School Q m	Priority Ranking 1 of 10		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	\$90,500				\$90,500
2. Benefits	46,800				46,800
TOTAL PERSONNEL COSTS:	\$137,300				\$137.300
OPERATING EXPENDITURES by summary object:					
1. Various	10,000				\$10,000
TOTAL OPERATING EXPENDITURES:	\$10,000				\$10,000
CAPITAL OUTLAY by summary	Ψ10,000				Ψ10,000
object:	\$60,000				60,000
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:	0				0
GRAND TOTAL	\$207,300				\$207,300

How connected to institution/agency and Board strategic plans:

Goal 3: Effective and Efficient Educational System-

Objective C: Alignment and Coordination-:

Facilitate and promote the articulation and transfer of students throughout the education pipeline.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

There is a great need in Idaho for students and their families to have greater exposure to career opportunities. Increasing student career exploration opportunities in middle school would provide for more informed student choices on whether to participate in

secondary CTE programs and increase student readiness and effective planning for college and career.

Currently, CTE programs in Idaho start in 9th grade and help prepare students for high-skill, in demand careers. Idaho Career Technical Education is proposing legislation that would allow CTE programs to begin in 7th grade to expand opportunities for students to have greater career exploration and start CTE programs of study earlier to allow for greater skill development and career preparation for postsecondary credits, industry certifications, and apprenticeship programs.

Idaho Career Technical Education is requesting two positions that would help launch a newly developed CTE supported Middle School Career Exploration series of courses and activities that will help students begin their journey to a career earlier and more effectively.

The new Program Quality Manager position will be responsible for the delivery and management of the newly developed middle school CTE program and would work with career counselors in the middle and high schools and with our existing Directors of Secondary and Postsecondary education in the development of CTE pathways from grades 7-14.

The AA1 position will be in direct support of this new PQM position, providing administrative support as required.

2. What resources are necessary to implement this request?

- a. **List by position**. The Division is Requesting one Program Quality Manager (Paygrade O) and one Administrative Assistant 1 (Paygrade H)
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None
- c. List any additional operating funds and capital items needed.

We are requesting \$10,000 in ongoing operating expenses to cover the extensive travel required of our program quality managers as well as office related expenses. We are also requesting \$60,000 in one-time funding to repurpose existing space at ICTE including the building of new offices.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests)

The amounts for PC and OE are ongoing. The capital outlay is one-time funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Middle School and secondary students will benefit from this new program as they will have greater career exposure for improved high school and college planning.

Businesses will have access to greater skilled workforce as students entering CTE programs increase.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests, and this request will replace some of those requested in previous years.

This is a new program request.

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AGENCY: Division of Career Technical Ed Agency No.: 503 FY 2019 Request

FUNCTION: Dedicated Programs

Function No.: 04

Page ____ of __ Pages

Original Submission _X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.02	Title: CTE S	Priority Ranki	ng 2 of 10		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
Program administration - Ongoing Performance data system- One- Time					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$700,000				\$700,000
LUMP SUM:	0				0
GRAND TOTAL	\$700,000				\$700,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective D: Quality Education-

Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers and creative.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is to expand incentive-based funding for CTE secondary programs.

- 2. What resources are necessary to implement this request?
 - a. List by position. N/A
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. N/A
 - c. List any additional operating funds and capital items needed. N/A
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests).

This request is on-going.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This would expand the incentive-based funding for both high performing secondary CTE programs and those programs in need of additional support and technical assistance. This performance-based approach more clearly demonstrates the return on investment provided by career technical education and holds CTE programs more accountable for producing quality results based on established performance metrics.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests, and this request will replace some of those requested in previous years.

Last year the legislature appropriated \$300,000 for this program. This request expands on that appropriation.

Description:

In 2014 Agricultural and Natural Resources education programs established an incentive-based program for funding Agriculture and Natural Resources CTE programs. (Idaho Code 33-1629). In 2017 the Idaho Legislature funded an incentive-based for Career & Technical Education (CTE) secondary programs in the other five program areas of Business Management and Marketing, Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences. This request expands the performance based funding for these five CTE program areas.

Idaho Career & Technical Education is proposing new legislation that would codify this incentive-based performance program as one of its major initiatives to improve secondary CTE education across the state. Under the proposed legislation, the Division would provide incentive-based funding to both high performing programs and those programs in need of additional support and technical assistance. This performance-based approach would more clearly demonstrate the return on investment provided by career technical education and hold CTE programs more accountable for producing results.

AGENCY: Division of Career Technical Ed Agency No.: 503 FY 2019 Request

FUNCTION: Postsecondary Programs

Function No.: 03

Page ____ of __ Pages
Original Submission _X or

ACTIVITY: Activity No.: Revision No.

A: Decision Unit No: 12.03	Title: Postse	econdary capac	Priority Ranki	Priority Ranking 3 of 10	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	18.3				18.3
PERSONNEL COSTS:					
1. Salaries	\$1,170,300				\$1,170,300
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$1,170,300				\$1,170,300
OPERATING EXPENDITURES by summary object:					
1. Various	\$199,800				\$199,800
TOTAL OPERATING EXPENDITURES:	\$199,800				\$199,800
CAPITAL OUTLAY by summary object:					. ,
TOTAL CAPITAL OUTLAY:	\$730,800				\$730,800
T/B PAYMENTS:	0				0
LUMP SUM:	0				0
GRAND TOTAL	\$2,100,900				\$2,100,900

Supports institution/agency and Board strategic plans:

Goal 2: Innovation and Economic Development.

Objective A: Workforce Readiness:

Prepare students to efficiently and effectively enter and succeed in the workforce.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

18.3 FTE and \$2,100,900 is being requested to start or expand high wage, in-demand CTE programs at the 6 Postsecondary technical colleges in the State.

2. What resources are necessary to implement this request?

- a. **List by position.** See attached schedule.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Although these funds are for new positions in new or expanded programs, the technical colleges also undergo program prioritization each year based on the State Board of Education requirements that redirect and reallocate existing resources between programs.

c. List any additional operating funds and capital items needed.

Operating and capital needs for this effort are included in the attached schedule.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests)

This request is for on-going general funds for PC and OE. The CO request is one-time general funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

These positions helps Idaho students and Idaho employers by providing programs to fill high wage in demand jobs in Idaho.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests, and this request will replace some of those requested in previous years.

Similar line items were approved in the FY 2017 & 2018 budgets. This line item will continue the initiation of new programs or expansion of existing programs.

Overview:

The Division of Career Technical Education funds programs at the 6 Postsecondary institutions throughout the state. Years of flat funding and increased demands on Idaho students to achieve postsecondary education have resulted in long waiting lists for programs across the State and have limited Idaho employers in being able to hire qualified employees. If Idaho cannot accommodate these increased educational demands, it forces students to seek education out of State and can force employers to look out of state to hire the qualified employees. These jobs are often high wage and high demand, which benefit not only the students seeking the education but help to stimulate the economy by providing higher paying jobs and a better educated workforce.

There was \$3.8 million appropriated for this purpose in the FY 2017 appropriation, which is being used to expand program capacity at the technical colleges statewide. As a result, it is estimated that 410 Idaho additional students will be placed in specific programs to help meet workforce demands. In FY 2018 an additional \$1.8 million was appropriated to expand educational opportunities to an additional 147 students. With this line item, CTE builds on that effort and expects to help an additional 245 Idaho students prepare

for currently unfilled job openings for lack of skilled workers. This line items requests ongoing personnel and operating expenses as well as one-time capital outlay to initiate or expand 16 postsecondary CTE programs across the state. Detailed information including programs, waiting lists, career demand and amounts requested by program is attached.

Post-Secondary Program Capacity Expansion Requests Requested Amounts- FY 2019

Treducated Amounta-11 2010											
nstitution	Priority	Description	FTP	PC(\$)	OE (\$)	CO (\$)	Total Amount	Average wait list	Program graduates	Annual Capacity Expansion	Median Hourly Wage
CSI	1	Apprenticeship	1	83,000	15,000	110,000	208,000	New program	0	16	\$22.21-\$23.24
CSI	2	Paramedic	2	83,000	10,000	144,000	237,000	WL not used	15	16	16.01
cwi	1	Occupational Thearapy Assistant	2	193,180.00	27,000	0	220,180	New program	0	21	26.85
cwi	2	Unmanned aerial systems	3	100,830	12,500	12,000	125,330	New program	0	21	
CWI	3	Paralegal	4	189,550	9,900	0	199,450	New program	0	23	19.84
EITC	1	RN Nursing	1	79,829	33,284	0	113,113	150	40	20	29.31
EITC	2	Web Development Technology	1	85,895	35,204	41,788	162,887	10	20	20	18.34
ISU	1	Energy Electrical Engineering	1	85,421	10,000	60,800	156,221	9	12	16	26.77
ISU	2	Unmanned aerial systems	0	0	9,000	69,000	78,000	5	New program. None yet	16	26.77
ISU	3	Information Technology Systems	0	0	5,000	32,200	37,200	4	12	8	19.14
ISU	4	Computerized Machining Tech	0	0	0	40,000	40,000	0	6	4	19.94
ISU	5	Diesel Technology	0	o	5,000	157,000	162,000	10	9	5	\$18.89-\$19.25
LCSC	1	Graphic Communications	1	64,200	9,000	11,500	84,700	6	45	11	16.95
LCSC	2	Diesel Tech/Collision Repair	0	0	0	52,500	52,500	8	39	13	\$18.89-\$19.25
NIC	1	Dental Hygiene	1.3	128,438	7,380	0	135,818	80	10	10	35.22
NIC	2	CITE: Cybersecurity	1	76,976	11,500	0	88,476	0	25	25	40.31
			18.3	1,170,319	199,768	730,788					

\$ 2,100,875

<u>Post-Secondary Program Capacity Expansion Requests</u>

Summarized by Priority

			Cost of pro	grams by pric	ority		
Prior ity	CSI	CWI	EITC	ISU	LCSC	NIC	Total
1	208,000	220,180	113,113	156,221	84,700	135,818	\$ 918,032
2	237,000	125,330	162,887	78,000	52,500	88,476	\$ 744,193
3	-	199,450	ı	37,200	ı	-	\$ 236,650
4	1	1	1	40,000	1	-	\$ 40,000
5	1	1	1	162,000	1	-	\$ 162,000
	\$		\$		\$	\$	
	445,000	\$ 544,960	276,000	\$ 473,421	137,200	224,294	\$ 2,100,875

Program Expansion by priority (# Students)									
Prior ity	CSI	CWI	EITC	ISU	LCSC	NIC	Total		
1	16	21	20	16	11	10	94		
2	16	21	20	16	13	25	111		
3	-	23	1	8	-	-	31		
4	-	-	-	4	-	-	4		
5	-	-	-	5	-	-	5		
	32	65	40	49	24	35	245		

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AGENCY: Division of Career Technical Ed Agency No.: 503 FY 2019 Request

FUNCTION: Postsecondary

Programs Function No.: 03 Page ____ of __ Pages ACTIVITY: Eastern Idaho Technical Original Submission _X_ or

College. Activity No.: Revision No. ___

A: Decision Unit No: 12.04	Title: EITC F	inancial Office	Position	Priority Rank	ing 4 of 10
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$80,700				\$80,700
2. Benefits	30,800				30,800
TOTAL PERSONNEL COSTS:	\$111,500				\$111,500
OPERATING EXPENDITURES by summary object:					
1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary					
object:					
TOTAL CAPITAL OUTLAY:	\$16,700				\$16,700
T/B PAYMENTS:					
LUMP SUM:	0				0
GRAND TOTAL	\$128,200				\$128,200

How connected to institution/agency and Board strategic plans:

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting 1 FTE for a Finance Officer who will oversee the CTE budgeting and the expansion of grants as we seek ways to fund growth at EITC beyond State funding. This new position would also allow us to be more in-line with other similar campuses in Idaho. It is important that we provide adequate

financial services to maintain critical control over all funds that pass through Eastern Idaho Technical College

What is the agency staffing level for this activity and how much funding by source is in the base?

The agency staffing level for the EITC financial office is 5. 1 - Controller, 1 Assistant Controller, 1 Financial Technician, 2 Financial Specialists.

2. What resources are necessary to implement this request?

We need Authorization and funding to hire 1 FTE Finance Officer, Some capital outlays to provide an adequate work area.

a. List by position.

Non-classified Finance Officer

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

This would be a new position for EITC and help balance and coordinate the workload in the finance office. Increasing complexity of federal financial aid and grant reporting regulations have left the current senior level staff extended beyond their capacity. Most of our finance staff are consistently working beyond a 40 hours per week and are at max accrual of vacation because it has been extremely difficult to maintain critical control and meet required deadlines.

c. List any additional operating funds and capital items needed.

No new operating funds are needed, however addition capital funds are being requested to create an adequate working space for this new position.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The FTE is an on-going request for funding and the capital is one time

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The biggest impact is on full and part time students seeking to upgrade their technical skills for employment throughout Region 6. This office also serves a diverse group of people throughout Lemhi, Butte, Clark, Fremont, Jefferson, Madison, Teton, and Bonneville Counties by managing the finances of other education programs including; Community Education, Workforce Training, critical rural health care training, and contracted skill upgrade programs with the Idaho National Lab as well as other federal and state grant recipients.

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5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the second year for this item.

Additional notes:

Senior level finance personnel (Salaried) are all working approximately 10 hours of unpaid overtime each week and are at or near max accrual of vacation. Because of EITC's unique situation as the only standalone Technical College in the state and the fact that EITC is responsible for many of the same reporting requirements and activities that are being done by much larger numbers of staff at universities in addition to the primary responsibility to manage the finances for all CTE educational programs and personnel.

The business office has a total staff of 5 people, dramatically less than other colleges and universities. With this small of a staff, it is very difficult to maintain the required clear separation of responsibilities, manage turnover and training. Attending meetings, outside training and employee development is nearly impossible.

Examples of EITC Business Office responsibilities:

- Consolidated Financial Statements
- Point of Sale activity for the college
- Accounting Software maintenance.
- Reconciling multiple bank accounts and the account with the State's Treasury
- Billing of approximately 30 Federal, State and local grants
- AP, AR, and Purchasing management
- STARS work and processing
- Time and Effort Reporting for Grants
- Interagency Billings
- Sales Tax Reporting
- CTE Budget preparation
- Detail Budget Preparation
- Payroll processing to the General Ledger
- PCARD administration
- Position Request approval, and IPOPS approval
- INL and Radiation Safety grant billings
- Full General Ledger maintained by fund.
- Two external audits by Moss-Adams
- · Comprehensive Internal reporting for staff and faculty
- 1098 and 1099 tax reporting
- Managing data integrity between accounting and Student management software
- Financial Aid processing and payments for College

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AGENCY: Division of Career Technical Ed Agency No.: 503 FY 2019 Request

FUNCTION: Dedicated Programs

Function No.: 04

Page ____ of __ Pages
Original Submission _X_ or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.05	Title: Center	s for New Direc	ction (CND)	Priority Ranking 5 of 10	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Various	\$200,000				\$200,000
TOTAL OPERATING EXPENDITURES:	\$200,000				\$200,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:	0				0
GRAND TOTAL	\$200,000				\$200,000

How connected to institution/agency and Board strategic plans:

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Since 1982, the divorce filing fee which funds the Centers for New Directions (CNDs) has remained at \$20. These dedicated funds that support the CNDs have remained at this level for 34 years but with the reduction in divorce filings, the amount of funding for CND has steadily decreased over time. This funding decrease will result in cuts to the Centers in FY 2019.

CNDs experienced a \$200,000 decrease in 2012 when general funds that were previously appropriated for this purpose were eliminated.

The request is for an ongoing funding increase in the amount of \$200,000 for Centers for New Directions. Idaho's CND program is carried out in six regions through our technical colleges. This request represents a realistic, but meaningful budget increase that would allow all six regions to improve and sustain their program offerings.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service. None
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - The Postsecondary Director will continue to collectively work with technical college Deans on developing regional program expansion of the CNDs.
 - c. List any additional operating funds and capital items needed. None
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The entire amount is for ongoing funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The Centers are a specific CTE objective to help meet the Board's goal on Innovation and Economic Development. They are a vital, yet underfunded program that can support the ICTE's mission & strategic initiatives in a variety of ways:

- With various reauthorizations of federal Perkins funds, the specific setasides for single parents and displaced homemakers were eliminated and broadened to include special populations. CNDs expanded their focus to help prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency as required by Perkins, but with reduced funding.
- For the past three years, Idaho has not met its non-traditional student Perkins postsecondary performance measures and has been on a statewide improvement plan. Expansion of CNDs would support federal accountability measures.
- Support a high-demand, high-wage educational pipeline through recruitment and awareness of nontraditional occupations in Idaho that can lead to increased participation and completion of CTE programs.
- Address student retention and completion with secondary and postsecondary regional trainings along with ongoing web professional

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- development, like micro-messaging and counselor training that supports the reimage and value of CTE.
- Support the Governor's focus on STEM initiatives, by collaborating with the Idaho STEM Action Center and industry partners like INL on CTE STEM / nontraditional occupational activities.

Current funding levels are insufficient to effectively support and expand activities and partnerships required at the local level to help with outreach and training. The proposed funding increase will be awarded across six regions, and therefore must be substantial enough to represent a meaningful increase for each region.

Centers for New Directions (CND) is an integral component of Idaho's technical college system, authorized by state law, and supported by federal law. Each center provides assessments, personal and career counseling, goal-setting, and preemployment services to students they serve. CNDs work with individuals to help with overcoming barriers they face while working toward their goals. Centers connect students to campus, state, and community resources, such as the Department of Labor, Career Information Systems (CIS), and Vocational Rehabilitation.

Under the original Perkins Vocational Education Act of 1984, the CND program was strengthened with Perkins funds and specific set asides for single parents and displaced homemakers. However, in the latter years of Perkins reauthorizations, the specific set-asides for single parents and displaced homemakers were eliminated and the definition broadened to include special populations:

- Individuals with disabilities:
- Individuals from economically disadvantaged families, including foster children:
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- · Displaced homemakers; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

CNDs expanded their focus to help prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency as required by Perkins, but with reduced funding in FY11. Pipeline initiatives, like *CWI's STEM out into CTE!* and LCSC's *IMAGINE* are working to educate young women by allowing them to explore and experience CTE nontraditional careers. ISU's CND has begun outreach into rural school districts on Micro-messages and providing CTE STEM/NT outreach to interested HS students.

For historical perspective, Idaho's investment in CND dropped by 46% (from \$1,212,850 to \$654,051) over the course of the recession and funding has remained relatively flat at this reduced level since FY11 (FY12 \$751,497; FY13 \$651,500; FY14 \$641,108; FY15 \$654,051).

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AGENCY: Division of Career Technical Ed

Agency No.: 503

FY 2019 Request

FUNCTION: Dedicated Programs

Function No.: 04

Page ____ of __ Pages
Original Submission _X or

ACTIVITY:

Activity No.:

Revision No. ___

A: Decision Unit No: 12.06	Title: Agriculture Start- up grant			Priority Ranking 6 of 10	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary					
object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$25,000				\$25,000
LUMP SUM:	0				0
GRAND TOTAL	\$25,000				\$25,000

How connected to institution/agency and Board strategic plans:

GOAL 2: Innovation and Economic Development

Objective D: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

As the success of the current Idaho Quality Program Standards (IQPS) program increases, we are requesting ongoing funding for an additional \$25,000 to be passed through to Agriculture programs in the form of an additional start-up grant. For FY 2018, 6 new programs were approved, but ICTE will only be able to fund one of them. This additional funding would enable ICTE to fund an additional agriculture start-up program each year.

- 2. What resources are necessary to implement this request?
 - a. List by position. N/A
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None
 - c. List any additional operating funds and capital items needed. None
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests)
 - The request is for ongoing funding. As ICTE continues to support the introduction and expansion of high-quality CTE programs, ICTE anticipates that Ag programs will continue to grow statewide.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 - CTE students in districts without an existing Agriculture & Natural Resources will benefit from this funding, as it would allow the district to invest additional resources to cover program start-up costs. If the request is not funded, it may limit the ability of some districts to fully invest in the infrastructure for a robust and well-equipped program.
- 5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests, and this request will replace some of those requested in previous years.

This was not requested in prior years.

AGENCY: Division of Career Technical Ed Agency No.: 503 FY 2019 Request

FUNCTION: State Leadership Function No.: 01 Page ____ of __ Pages Original Submission _X or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.07	Title: Horizontal Alignment			Priority Ranking 7 of 10	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Various	\$178,000				\$178,000
TOTAL OPERATING EXPENDITURES:	\$178,000				\$178,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:	0				0
GRAND TOTAL	\$178,000				\$178,000

How connected to institution/agency and Board strategic plans:

Goal 3: Effective and Efficient Educational System-

Objective C: Alignment and Coordination-:

Facilitate and promote the articulation and transfer of students throughout the education pipeline.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for one-time funds of \$178,000 to align 15 programs from Secondary to Postsecondary.

2. What resources are necessary to implement this request?

- a. List by position. N/A
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None
- c. List any additional operating funds and capital items needed. None
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests)
 - This entire amount is for one-time funding.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 - This request allows CTE to continue efforts to align secondary and post-secondary CTE programs allowing Idaho students to transition directly from secondary to postsecondary programs. Not funding these efforts will hinder the progress to align the programs.
- 5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests, and this request will replace some of those requested in previous years.
 - This process is started in 2015 and received one-time funding to continue into FY 2018. We are requesting one-time funding to continue this process as indicated below.

Description:

In the 2015 legislative session, amendments to Idaho Code 33-2205 (3) and (4) outline the intent that the Division of Career Technical Education will incentivize Idaho public colleges and universities offering career & technical programs to align their foundational courses to achieve uniformity and transferability.

These initiatives were started in Fiscal Year 2015 using Division funds available for this purpose. The continuation of this project into FY 2019 will require one-time funds of \$178,000 to align 15 programs from Secondary to Postsecondary.

AGENCY: Division of Career Technical Ed Agency No.: 503 FY 2019 Request

FUNCTION: State Leadership Function No.: 01 Page ____ of __ Pages Original Submission _X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.08	Title: Online Courses			Priority Ranking 8 of 10	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Various	\$70,000				\$70,000
TOTAL OPERATING EXPENDITURES:	\$70,000				\$70,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:	0				0
GRAND TOTAL	\$70,000				\$70,000

How connected to institution/agency and Board strategic plans:

Goal 3: Effective and Efficient Educational System-

Objective C: Alignment and Coordination-:

Facilitate and promote the articulation and transfer of students throughout the education pipeline.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for one-time funds of \$70,000 for CTE Digital to create 4 online courses through the Idaho Digital Learning.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service. None
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None
- c. List any additional operating funds and capital items needed. None
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The entire amount is for one-time funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request allows ICTE to continue efforts to help develop on-line CTE classes. Over 1,000 students and 101 school districts have been served by CTE Digital. Not funding these efforts will hinder the progress to develop on-line classes.

Description:

In the 2015 legislative session, amendments to Idaho Code 33-2205 (3) and (4) outline the intent that the Division of Career Technical Education will coordinate with the Idaho Digital Learning to provide approved online career technical education courses.

These initiatives were started in Fiscal Year 2015 using Division funds available for this purpose. The continuation of this project into FY 2019 will require one-time funds of \$70,000 for CTE Digital to create 4 additional online courses through the Idaho Digital Learning.

AGENCY: Division of Career Technical Ed

Agency No.: 503

FY 2019 Request

FUNCTION: Related Services

Function No.: 05

Page ____ of __ Pages
Original Submission _X or

ACTIVITY:

Activity No.: Revision No. ___

A: Decision Unit No: 12.09	Spending Authority for standards Title: alignments (HVAC & Plumbing)			Priority Ranking 9 of 10	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Various				\$82,000	\$82,000
TOTAL OPERATING EXPENDITURES:				\$82,000	\$82,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					0
GRAND TOTAL				\$82,000	\$82,000

How connected to institution/agency and Board strategic plans:

GOAL 2: Innovation and Economic Development

The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for spending authority to accept a transfer of \$82,000 from the HVAC and Plumbing Boards, through the Division of Building Safety. The HVAC and Plumbing programs need to update industry standards and develop end of course

assessments for the respective apprenticeship programs. There is no funding in ICTE's base for these activities.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service. None
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. The Business Outreach Director and the Postsecondary Director will collectively dedicate approximately .10 FTE during FY19 or this project.
 - c. List any additional operating funds and capital items needed. None
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The entire amount is for spending authority during FY19. There is a small possibility that it could extend into FY20, based on availability of industry and faculty, but the plan is to complete the project in FY19.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request allows ICTE to update industry standards and create end of course assessments for the HVAC and Plumbing apprenticeship programs. Development of the assessments will further allow expansion of the programs into secondary schools, providing an opportunity for Idaho students to complete the first year of their apprenticeship program prior to graduating from high school. Not funding these efforts will hinder the progress to expand advanced opportunities to Idaho's high school students.

BAHR - SECTION II TAB 2 Page 90

AGENCY: Division of Career Technical Ed
FUNCTION: State Leadership/General
Programs
Function No.: 01/02
Page ____ of __ Pages
Original Submission __ or
ACTIVITY:
Activity No.: Revision No. ___

A: Decision Unit No: 12.10	Title: Reorga	anization Error	Correction	Priority Ranki	ing 10 of 10
	EDEA-0001	EDEB- 0001			
DESCRIPTION	General	General	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0	0			0
PERSONNEL COSTS:					
1. Salaries	\$47,700				\$47,700
2. Benefits	13,000				13,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$60,700				\$60,700
OPERATING EXPENDITURES by summary object:					
1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	0	(\$60,700)			(\$60,700)
LUMP SUM:	0	0			0
GRAND TOTAL	\$60,700	(\$60,700)			\$0

Supports institution/agency and Board strategic plans:

Goal 2: Innovation and Economic Development.

Objective A: Workforce Readiness:

Prepare students to efficiently and effectively enter and succeed in the workforce.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Due to an error in the FY 2018 budget the Division is requesting a net zero transfer from General fund TB to General fund PC to fund positions that are already in place since July 2016

- 2. What resources are necessary to implement this request?
 - a. **List by position**. N/A- the positions are in place.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The Division was able to use salary savings in federal funding sources to make up the difference in FY 2018.

c. List any additional operating funds and capital items needed.

N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests)

This request is on-going.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This position helps Idaho students and Idaho employers by providing programs to fill high wage in demand jobs in Idaho.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests, and this request will replace some of those requested in previous years.

A similar line items was approved in the FY 2017 budget. This line item will further new and expand programs.

Overview:

In FY 2017 ICTE did an office reorganization which transferred 6 positions to the division that were formerly paid through university contracts. The cost to move the positions was \$600,000. The reorganization was and continues to be a net zero to the State. Due to a number of complexities in adjusting PC costs for the FY 2018 budget, only \$539,300 of the \$600,000 was moved creating a funding deficit in general fund PC. ICTE was able to use salary savings in federal funds to get through FY 2018 but is requesting the transfer of the remaining 60,700 to fund the PC expenses due to the reorganization.

AGENCY: College of Southern Idaho Agency No.: 501 FY 2019 Request

FUNCTION: Community College Function No.: 02 Page ____ of __ Pages ACTIVITY: IT Personnel and Original Submission X or

Software Platforms Activity No.: Revision No.

A: Decision Unit No: 12.01	Title: IT Pers	sonnel and Softw	vare Platforms	Priority Rank	ing 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.0				5.0
PERSONNEL COSTS:					
1. Salaries	\$294,000				\$294,000
2. Benefits	128,700				128,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$422,700				\$422,700
OPERATING EXPENDITURES by summary object: 1. Assessment and analytics	, , , , , , , , , , , , , , , , , , , ,				
platform	\$130,000				\$130,000
2. PCI-compliant technology	100,000				100,000
3. On-line training platform	42,000				42,000
3. On-line tutoring service	30,000				30,000
4. Security maintenance mandate	60,000				60,000
TOTAL OPERATING EXPENDITURES:	\$362,000				\$362,000
CAPITAL OUTLAY by summary object:	. ,				. ,
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$784,700				\$784,700

Supports institution/agency and Board strategic plans:

Idaho State Board of Education Strategic Plan

Goal 1; Objective A: Access – Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Goal 1; Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

GOAL 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

Objective A: Data-informed Decision Making - Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.

College of Southern Idaho Strategic Plan

Core Theme 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

- Objective #1: Strengthen the social fabric in the communities we serve
- Objective #2: Cultivate economic partnerships across the communities we serve.
- Objective #3: Meet the workforce needs of the communities we serve

CSI Core Theme 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- Objective #1: Foster participation in post-secondary education
- Objective #2: Reinforce a commitment to instructional excellence
- Objective #3: Support student process toward achievement of educational goals

Core Theme 3: Institutional Stability

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

- Objective #1: Provide employees with a work environment that values employee success and satisfaction
- Objective #2: Ensure that the college maintains the financial resources necessary to meet its mission
- Objective #4: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities
- Objective #5: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment
- Objective #6: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes

Performance Measures:

1. Increase student fall to fall retention, graduation rates, and transfer rates by identifying which students are at risk, creating comprehensive student profiles

using aggregated data points based on activities both within and outside the classroom, connect students to their support teams electronically, promote engagement activities and track student involvement on an ongoing basis. Create a baseline and measure the impact of programs, services and interactions with students.

- Establish a baseline and decrease student payment wait times and complaints.
 Increase student payment options. Ensure PCI (Payment Card Industry) compliance, the data security standard.
- 3. Increase employee training compliance. Decrease student conduct resulting from risk-taking behavior (such as drug and alcohol use, mental wellbeing, sexual health and consent, and academic integrity).
- Increase on-line tutoring options and participation. Decrease student cost for on-line tutoring.

Description:

CSI seeks to develop a sophisticated data architecture platform and an optimized data lifecycle that enables faster insights into the value and relevance of educational and operational initiatives. This architecture will provide the means to connect disparate software systems and data types into a secure data warehouse and allow data consumption through service-oriented analytics, dashboards, and reports. In this way, CSI will be equipped to make more informed decisions that are data-driven, less reactive, and better-aligned to supporting key strategies such as student success, student engagement, and operational maturity. CSI is asking for financial support to increase their current staffing structure by four (4) full time IT professionals in the roles of data architect, business analyst, report writer, and application support analyst.

CSI would like to purchase and implement an enterprise platform which would provide analytics and insight to cultivate campus intelligence and allow for informed decision making. We would use this platform to develop deeper understandings of the student educational experience while guiding students' pathways to success. Additionally, an enterprise platform would allow the opportunity to track and document the student co-curricular experience.

CSI would also like to acquire a PCI-compliant technology allowing students flexible payment plans, multiple payment options, and easy access to their account balances. This technology would integrate into our current student management system and ultimately would assist the college by reducing administrative and personnel costs. Such a platform would also allow for campus and community receipting, billing and emarkets.

To ensure appropriate ongoing training which complies with institutional policy, and state and federal requirements, CSI would like to obtain a digital training platform for both students and employees. A training platform would allow for simplified tracking of completion and ensure up-to-date legislative compliance. For students, a training platform could provide education resulting in risk-reduction behaviors.

As Dual Credit and on-line instruction increases, so does the need for on-line tutoring access. CSI would like to subscribe to an on-line tutoring service which would

allow students 24-hour access to tutoring. Students currently have to cover the cost of on-line tutoring on their own.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CSI is seeking funding to hire four additional staff to design and develop the systems and services necessary for improving student engagement, enhancing the student experience, streamlining financial processes, and increasing academic support across the institution.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Five (5) IT Staff, Full Time, Full Benefits, Hire Date of July 1, 2018, 12-month contract.

1. Data Architect-\$89,000

Summary: Designs, creates, deploys, and manages the technology systems that serve an organization's digital information ecosystem (a.k.a., data architecture). Defines how/where data is stored, consumed, integrated, and managed by business systems that process data.

2. Business Analyst-\$51,000

Summary: Analyzes, documents, and designs business systems and processes. Standardizes workflows and defines system policies. Performs needs analysis and interprets business rules and/or requirements that help identify technical systems and solutions to drive operational maturity.

3. Report Writer-\$46,000

Summary: Collect, analyze, and prepare data for business consumption through reports and dashboards. Involved in application testing, statistical analysis, and providing end-user training on report writing software tools.

4. Application Support Analyst-\$43,000

Summary: Provides Tier II support for business applications. Responsible for installing, upgrading, and maintaining business software systems. Works with application databases and data sets, with general knowledge of operating systems and client-server networks and domains.

5. Securities Specialist - \$65,000

Per the governor's mandate, CSI would need to add an IT security specialist to the IT team.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

New IT support staff will report to the Chief Technology Officer on the main CSI campus in Twin Falls.

c. List any additional operating funds and capital items needed.

The software platforms would require operating funds, both implementation and on-going annual fees, as follows:

- Assessment and analytics platform \$130,000 annually
- PCI compliant technology \$100,000 annually
- On-line training platform for students and employees \$42,000 annually
- On-line tutoring service \$30,000 annually
- Security maintenance mandate \$60,000 annually
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request involves the ongoing annual subscription and maintenance for IT platforms. CSI will cover the cost for one-time implementation and maintenance of these software platforms.

This is also an ongoing request for salary and benefits.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All students taking classes at CSI would benefit from the systems and services developed from this request. Students are expected to gain additional flexibility in payment options and see a decrease in current payment wait times. Student risk-taking behaviors would be decreased through prevention education. Additionally, employees and the community would benefit from improved business processes and access to data insights. The institution as a whole would see a decrease in risk based on an increase in employee education and assurance of compliance with college policy and legislative requirements.

Without funding, CSI will continue to struggle with a reactive approach to decision-making. Efforts to find, collect, and present strategic data insights will remain unnecessarily burdensome, requiring extensive manual labor, and raise questions about data integrity and accuracy of information. Additionally, CSI will be hindered in its ability to meet regulatory requirements for compliance training and risk management programs and services that are necessary to provide a safe learning environment for students and employees. Also, without adequate tools and support for the growing demand for Dual Credit, online instruction, and student tutoring,

the integrity of these programs will suffer and will become far less valuable to students.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College of Southern Idaho Agency No.: 501 FY 2019 Request

FUNCTION: Community College Function No.: 02 Page ____ of __ Pages

Original Submission X or

ACTIVITY: Weekend College Activity No.: Revision No. ____

A: Decision Unit No: 12.02	Title: Weeke	end College		Priority Rankir	ng 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	\$71,000				\$71,000
2. Benefits	41,600				41,600
3. Group Position Funding	63,000				63,000
TOTAL PERSONNEL COSTS:	\$175,600				\$175,600
OPERATING EXPENDITURES by summary object:					
Operating Supplies	\$19,000				\$19,000
2. Professional Development	5,000				5,000
TOTAL OPERATING EXPENDITURES:	\$24,000				\$24,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$199,600				\$199,600

Supports institution/agency and Board strategic plans:

Idaho State Board of Education Strategic Plan

Goal 1; Objective A: Access – Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

- Goal 1; Objective B: Adult learner Re-Integration Improve the process and increase options for re-integration of adult learners, including veterans, into the education system.
- Goal 1; Objective C: Higher Level of Educational Attainment Increase successful progression through Idaho's educational system.
- Goal 1; Objective D: Quality Education Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.
- Goal 1; Objective E: Education to Workforce Alignment Deliver relevant education that meets the needs of Idaho and the region.

Goal 3; Objective B: Quality Teaching Workforce – Develop, recruit, and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

College of Southern Idaho Strategic Plan

Core Theme 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

- Objective #1: Strengthen the social fabric in the communities we serve
- Objective #2: Cultivate economic partnerships across the communities we serve.
- Objective #3: Meet the workforce needs of the communities we serve

CSI Core Theme 2: Student Success

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- Objective #1: Foster participation in post-secondary education
- Objective #3: Support student process toward achievement of educational goals

Performance Measures:

- Increase the annual unduplicated enrollment headcount for Weekend College participants by 10% each year over the next five years (Source: Internal CSI metric)
- 2. Increase fall-to-fall retention rates for Weekend College participants by 10% over the next five years as compared to fall 2017 benchmark retention rates for the general college population (Source: Internal CSI metric)
- 3. Increase graduation rates for Weekend College participants by 10% over the next five years as compared to fall 2017 benchmark graduation rates for the general college population. (Source: VFA Degree Seeking Students)

Description:

The College of Southern Idaho Weekend College is an innovative and engaging program designed to provide access for students who typically can't attend college during the day. The program enables students to complete a transfer degree or certificate within two years; enables students to complete pre-program requirements for Health Sciences and Human Services (HSHS) programs; or enables students to complete the General Education Certificate. To accommodate the unique needs of adult learners, courses are offered in a pre-formatted block schedule on Friday evenings, Saturdays, and online. Students attend courses as a cohort and benefit from learning communities in which they develop social and professional relationships with fellow students and faculty. Students

receive personalized advising through credential completion and assistance with transition to an HSHS program, a university bachelor program, or employment. Weekend College incorporates mechanisms to support retention and completion through student success strategies and learning assistance services.

This request allows CSI to develop a Weekend College program for working adults and high school students who typically cannot attend a traditional academic model. The program enables students to complete a transfer degree or certificate within two-years of enrollment. For those who seek a bachelor's degree, this program allows students to transfer seamlessly to a university program (BSU, ISU, or UI) on the CSI campus.

For the program to operate effectively, this request seeks on-going funds for two (2) full-time professionals, adjunct faculty to teach weekend courses, tutors to provide instructional support, and operating funds to support extended weekend hours.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - CSI requests two (2) FTEs for a) coordination of the Weekend College program, b) adjunct instructors and tutors to support instruction, and c) part-time office specialist, information technology support technician, and building and maintenance personnel to support infrastructure. **Total Personnel Costs:** \$175,600
 - a) In order to support and effectively operate the Weekend College program, CSI requests one (1) program coordinator to manage the program and one (1) bi-lingual academic coach to advise students through credential completion and to assist students with transfer to a HSHS program, university program, or employment. Salaries and Benefits for 2 FTE: \$112,600
 - b) In order to maintain ongoing excellence in teaching protocol and support services, CSI requests funding to hire qualified part-time instructors (\$25,000) and qualified tutors (\$8,500). **Group Funding: \$33,500**
 - c) In order to provide services during extended weekend hours, CSI requests funding for a part-time office specialist (\$8,500), a part-time Information Technology Service Technician (\$10,500), and part-time maintenance personnel (\$10,000). **Group Funding: \$29,500**
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Two (2) Weekend College Staff, Full Time, Full Benefits, Hire Date of July 1, 2018, 12-month contract.

6. Program Director: \$37,000 Summary: Designs, creates, deploys, and manages all operations and personnel for the Weekend College program. Works with internal and external

organizations to develop articulation agreements and transfer processes. Collects, reports, and presents outcomes data to internal and external constituents.

- 7. Bi-lingual Completion Coach: \$34,000 Summary: Advises students through credential completion and assists students with transition/transfer to a HSHS program, university program, or employment. Works with at-risk students to develop effective learning strategies and activities that foster retention. Works collaboratively with campus- and community-based programs and organizations regarding services available to students. Assists in the maintenance of program projects and outcomes assessment.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - Weekend College staff will be housed in the Student Success Center on the main campus and will report to the Associate Dean of Student Success (in place).
 - Part-time instructors will be trained by the college's instructional designer (in place) and will report to their respective Department Chair on the main campus.
 - Weekend College Learning Assistance personnel (tutors) will report to the Learning Assistance Coordinator (in place) on the main campus.
 - Weekend part-time Information Technology Service Technician will report to the IT Department (in place).
 - Weekend part-time Office Specialist will report to the Associate Dean of Student Success (in place).
 - Weekend Maintenance Personnel will report to the Maintenance Supervisor (in place).
- c. List any additional operating funds and capital items needed.

Operating Supplies: \$19,000

- Office Supplies: marketing, promotion, and general supplies: \$10,000 (ongoing)
- Instructional Supplies: \$8,000 (on-going)

• Software: \$1,000 (on-going)

Professional Development: \$5,000

• Staff and faculty professional development: \$5,000 (on-going)

- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
 - CSI requests on-going funds to support full-time personnel (salary and benefits), group position funding (adjunct instructors, part-time personnel, and tutors), and operational expenditures (operating supplies and professional development).
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The College of Southern Idaho Weekend College program is aimed at improving student access and completion. The program enables students, particularly working adults, to complete an associate degree in General Business, Teacher Education, or Agriculture Science or a certificate program in Career and Technical Education within two years through classes taken exclusively on Friday evenings, Saturday, and online. The program enables students to complete pre-program course requirements for programs in Health Sciences and Human Services (HSHS) or to complete the General Education Certificate. And, the program offers another option for high school students to take college courses on the CSI campus without interrupting their high school schedule.

We expect to see an increase in enrollment, student retention, degree/certificate completion, and graduation. Moreover, we expect to see an increase in the number of students transferring to university programs in General Business, Teacher Education, and Agriculture Science. These programs are offered by Boise State University, Idaho State University, and University of Idaho, respectively, on the CSI main campus. We expect to see an increase in the number of students prepared for high-need jobs in Health Sciences and Human Services and Trades and Industry.

If this request is not funded, we will continue to run pilot programs, serving small groups of students. This will refine the development of programs and course offerings, but it will not have the desired major impact on increasing student enrollment, retention, and completion rates for students who are unable to attend a traditional college schedule.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: College of Southern Idaho Agency No.: 501 FY 2019 Request

FUNCTION: Community College Function No.: 02 Page ____ of __ Pages ACTIVITY: Center for Education Original Submission _X or

Innovation (CSI) Activity No.: Revision No.

A: Decision Unit No: 12.03	Title: CEI Ini	tiative		Priority Rank	ing 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel	\$5,000				\$5,000
2. Contract services (project manager)	60,000				60,000
3. Computer and office supplies	2,500				2,500
TOTAL OPERATING EXPENDITURES:	\$67,500				\$67,500
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$67,500				\$67,500

Supports institution/agency and Board strategic plans:

CSI Core Theme 1: Community Success

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

- Objective #1: Strengthen the social fabric in the communities we serve
- Objective #3: Meet the workforce needs of the communities we serve

Core Theme 2: Student Success

- As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.
- Objective #1: Foster participation in post-secondary education
 Objective #2: Reinforce a commitment to instructional excellence

Performance Measure:

Rather than a performance measure, this is a critical success activity to be completed.

The outcome will be a programming and facilities plan for the Center for Education Innovation (attached whitepaper).

Description:

This request is a follow-up request unfunded from FY2018 intended to support the program planning, infrastructure, staffing, and facility design for the proposed Center for Education Innovation, in cooperation with Idaho State University

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
- Planning and project management to support the ongoing coordination of the Center for Education Innovation Initiative funded in part for FY2018 (ISU). No ongoing staff is included in the CSI request.
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

No personnel in this request.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
- Certainly many CSI staff will be somewhat impacted by participation in the design and planning work, but not to a significant degree. The requested funds include a project manager by contract for FY2018-2019.
 - c. List any additional operating funds and capital items needed.

No additional operating funds required for this planning phase.

- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
- This is a one-time, one-year request for planning and design coordination (was not funded in FY2018). This is a joint project with ISU for an activity on the CSI campus. See the attached whitepaper for more information.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All residents of Idaho would be served by the intent of the Center for Education Innovation.

The expectation will be significant improvement in the preparation of Idaho teachers. For more specific information see the attached whitepaper.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Office of the State Board of Education Agency No.: 501 FY 2019 Request

FUNCTION: North Idaho College Function No.: 02 Page 1 of 3 Pages

Original Submission X or

ACTIVITY: Board approved category Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: Pathfir	nders Program		Priority Rank	ing 1 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.00				4.0
PERSONNEL COSTS:					
1. Salaries	\$200,000				\$200,000
2. Benefits	90,600				90,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$290,600				\$290,600
OPERATING EXPENDITURES by summary object:					
1. Travel	\$40,000				\$40,000
2. Operating	15,000				15,000
TOTAL OPERATING EXPENDITURES:	\$55,000				\$55,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$22,000				\$22,000
TOTAL CAPITAL OUTLAY:	\$22,000				\$22,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$367,600				\$367,600

Supports institution/agency and Board strategic plans:

Goal 1, Objective 2:

Student Success: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Goal 1, Objective 3:

Student Success: Promote programs and services to enhance access and successful student transitions.

Goal 3, Objective 3:

Community Engagement: Promote North Idaho College in the communities we serve.

Performance Measures:

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
- Fall to Spring Persistence Rate, credit students.
- First-time, full-time, student retention rates.
- First-time, part-time, student retention rates.
- Increase dual credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount.
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population

Description:

Pathfinders will be located within Region 1 high schools in Benewah, Bonner, Boundary and Shoshone counties to support school's efforts to encourage students to go-on and assist students through matriculation into college and their chosen course of study. Pathfinders will place an emphasis on assisting students in developing an understanding of their skills and interests so that they can identify and pursue the correct pathway for their career goal.

Pathfinders will work with and support resources provided to students through their local high school and provided additional support to engage students in dual credit and encourage high school completion. This program is intended to provide intrusive advising within the high schools, guiding students into dual credit students and assisting with the transition into college through day-to-day engagement and relationship development with high school staff, students and their families.

Key outcomes for this program will be increased go-on rates from these counties and early identification of career choices and strengths to develop an educational plan for students that leverages dual credit and early learning opportunities to transfer into their chosen institution of higher education in the most efficient manner possible.

One of the consistent concerns of many stakeholders is that as a state we are not effectively reaching students, especially in the more remote and rural areas of the state. The academic coaches are intended to be people from the community who can credibly relay the value of higher education with their community. The other key focus of the academic coaches will be strengthening the dual credit programs in each county and assisting students and families with advising and support of degree completion.

Questions:

- 1. This request is for four FTEs to serve as Pathfinders in Region 1. One navigator would focus on each of the following counties: Benewah, Bonner, Boundary and Shoshone. Pathfinders would work directly in and with local high. Working closely with students in the high schools, the Pathfinders would promote and strengthen the dual credit offerings as well as help students see how what they are doing in High School connects to their goals and college. This is requested as general fund (base) support.
- 2. What resources are necessary to implement this request?
 - a. Pathfinders: 4 FTE Benefited. Anticipated hire date: July 1, 2018.
 - b. There will be no existing human resources that will be redirected to this new effort.
 - c. Capital requests include initial IT needs. Operating expenses of \$55,000.
- 3. This request is for on-going funding of four Pathfinder positions and associated operating expenses. One time capital expenses are for initial IT needs.
- 4. This request would potentially serve 10th through 12th grade students in Benewah, Bonner, Boundary and Shoshone Counties. The long-term return on this funding will be greater access to higher education and improved enrollment and completion rates.

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AGENCY: Office of the State Board of Education Agency No.: 501 FY 2019 Request

FUNCTION: North Idaho College Function No.: 02 Page 1 of 3 Pages

Original Submission X or

ACTIVITY: Board approved category Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: NIC/UI Computer Science Program		Priority Ranking 2 of 4		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$60,000				\$60,000
2. Benefits	24,700				24,700
TOTAL PERSONNEL COSTS:	\$84,700				\$84,700
OPERATING EXPENDITURES by summary object:	ψ0+,700				ψ04,700
Travel Supplies	\$5,000 8,000				\$5,000 8,000
TOTAL OPERATING EXPENDITURES:	\$13,000				\$13,000
CAPITAL OUTLAY by summary object: 1. PC and workstation 2. C.S. Lab and Server (20 Stations)	\$4,000 212,000				\$4,000 212,000
TOTAL CAPITAL OUTLAY:	\$216,000				\$216,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$313,700				\$313,700

Supports institution/agency and Board strategic plans:

Goal 2, Objective 1:

Educational Excellence: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Goal 2, Objective 2:

Educational Excellence: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Goal 2, Objective 3:

Educational Excellence: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Goal 1, Objective 3:

Student Success: Promote programs and services to enhance access and successful student transitions.

Performance Measures:

- Student learning outcomes assessments goals are met annually.
- Full-time to Part-time faculty ratio.
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount.
- Percentage of full-time, first time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
- Fall to Spring Persistence Rate, credit students.
- First-time, full-time, student retention rates.
- First-time, part-time, student retention rates.

Description:

Expansion of the Computer Science program at North Idaho College will build upon the initial investment made by the college to support the NIC/UI Computer Science Program in Coeur d'Alene, increasing capacity and strengthening the first two-years of the program.

The purpose of this initiative is to expand the capacity and better support the University of Idaho Computer Science program in Coeur d'Alene. This is a unique partnership program with North Idaho College providing the first two years and the University of Idaho providing the second two years, all in Coeur d'Alene.

With the program launched and underway, this request is to expand capacity and build a pipeline for the UI portion of the program as well as for local industry.

Questions:

 This request is for 1 FTE instructor in Computer Science to support the NIC/University of Idaho Computer Science program in Coeur d'Alene. This is requested as general fund (base) support.

- 2. What resources are necessary to implement this request?
 - a. Computer Science Instructors: 1 FTE Benefited. Anticipated hire date: July 1, 2018
 - b. There will be no existing human resources that will be redirected to this new effort. North Idaho College employs one instructor currently to support this program.
 - c. Capital requests include initial IT needs for the instructor and establishing a Computer Science Lab as well as operating expenses of \$13,000 include operational support and travel.
- 3. This request is for on-going funding of the Instructor position and operating expense. One-time capital expenses are for initial IT needs and office set-up.

This request would serve first and second year computer science majors in the joint NIC/UI program. The long-term return on this funding will be enhanced capacity of the Computer Science program in Coeur d'Alene and support of industry needs related to computer science in North Idaho.

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AGENCY: Office of the State Board of Education Agency No.: 501 FY 2019 Request

FUNCTION: North Idaho College Function No.: 02 Page 1 of 3 Pages

Original Submission X or

ACTIVITY: Board approved category Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Idaho Summer Completion Title: Initiative Priority Rankin			ng 3 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				1.0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits	\$52,000				\$52,000
3. Group Position Funding	250,000				250,000
TOTAL PERSONNEL COSTS:	\$302,000				\$302,000
OPERATING EXPENDITURES by summary object:					
1. Travel	0				0
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1. PC and workstation	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$302,000				\$302,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective 3:

Student Success: Promote programs and services to enhance access and successful student transitions.

Goal 2, Objective 1:

Educational Excellence: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures:

• Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.

- Fall to Spring Persistence Rate, credit students.
- First-time, full-time, student retention rates.
- First-time, part-time, student retention rates.
- Increase dual credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount.

Description:

The Idaho Summer Completion Initiative enables Idaho residents with existing credits and no degree to attend North Idaho College tuition free for the summer 2018 term for up to 6 credit hours.

The purpose of this initiative is to leverage the summer term to increase retention and completion rates and create an opportunity for former students who are missing a handful of credits to achieve degree completion.

Over the past decade North Idaho College along with many other institutions across the nation have seen a significant decline in credit taking behaviors over the summer terms. This change in credit taking behavior has had an impact on both retention and completion results. Furthermore, the reduction in summer credits has impacted the overall operating efficiency of the campus, since the campus is still operating during the summer months but with much reduced student offerings.

By encouraging students to take credits during the summer, we as an institution are better able maintain connection with our students and increase persistence of current student from spring semester to fall semester. In addition, taking even one course during the summer term reduces the overall time to completion. A tuition free summer term allows the institution a unique opportunity to reach out to students who are a few credits short completing their degree or certificate and provide access over the summer for these students to complete and graduate. The tuition free summer term also provides a great bridge for dual credit students and graduating seniors to further experience the college learning environment and gain credits further reducing their time to degree completion, regardless of where they choose to complete their post- secondary studies.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? This request is for one-time general funding. This is being requested to pilot a completion initiative focused on reaching students with some college credit, but no degree or certification. The staffing level for this request is all adjunct funding.

- 2. What resources are necessary to implement this request?
 - a. All courses will be taught by current North Idaho College accepting summer assignments on a per credit basis or by adjunct faculty accepting summer assignments on a per credit basis.
 - b. There will be no existing human resources that will be redirected to this new effort. Existing operations will be impacted to enroll and register students but can be accommodated using existing staff and systems.
 - c. There are no additional operating funds and capital items needed.
- 3. This request is a one-time funding request. This request is based on offering 100 three credit instructional sections in summer 2018 tuition free to any Idaho resident. This will serve an estimated 2,000 Idaho students (duplicated head-count). Courses offered tuition free would be delivered as face to face, via IVC, or in a hybrid modality. Courses offered completely on-line would be ineligible for this program. Students would be responsible for any lab fee/course fee and any required textbook. This would be the only out of pocket expenses to students.
- 4. This request would potentially serve all interested students across the state of Idaho. The immediate effects of this funding will be improved completion and rates at North Idaho College and a reduced time to degree for any students who take advantage of the summer completion initiative.

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AGENCY: Office of the State Board of Education Agency No.: 501 FY 2019 Request

FUNCTION: North Idaho College Function No.: 02 Page 1 of 3 Pages

Original Submission X or

ACTIVITY: Board approved category Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: First Y	ear Experience		Priority Rank	ing 4 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.0
PERSONNEL COSTS:					
1. Salaries	\$100,000				\$100,000
2. Benefits	45,300				45,300
Group Position Funding					
TOTAL PERSONNEL COSTS:	\$145,300				\$145,300
OPERATING EXPENDITURES by summary object: 3. Program Funds	\$20,000				\$20,000
TOTAL OPERATING EXPENDITURES:	\$20,000				\$20,000
CAPITAL OUTLAY by summary object: 1. PC and workstation	\$11,000				\$11,000
TOTAL CAPITAL OUTLAY:	\$11,000				\$11,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$176,300				\$176,300

Supports institution/agency and Board strategic plans:

Goal 1, Objective 2:

Student Success: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Goal 1, Objective 3:

Student Success: Promote programs and services to enhance access and successful student transitions.

Goal 3, Objective 3:

Community Engagement: Promote North Idaho College in the communities we serve.

Performance Measures:

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
- Fall to Spring Persistence Rate, credit students.
- First-time, full-time, student retention rates.
- First-time, part-time, student retention rates.
- Increase dual credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount.
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population

Description:

The First Year Experience will be a comprehensive and yearlong program that intentionally addresses the barriers and reasons that students drop out during their first year of studies. Based on local and national research, remedies that have proven to be effective will be applied to all first year students but will be particularly targeted at those most at risk. Those practices include an array of intentional and mandatory sequenced orientations, focused career and related program of study activities, proactive and intrusive advising, targeted cohort events, and academic and social early alert strategies and interventions. The First Year Experience Coordinators will provide supplemental educational experiences and coordinate existing college resources that will help students learn to navigate college processes, develop effective study skills, and successfully engage the college and community in ways that will support their timely completion of a degree or certificate.

Key outcomes for this program will be increased rates of progression, retention, student engagement, and completion.

Questions:

- 1. This request is for two FTEs to serve as First Year Experience Coordinators. This is requested as general fund (base) support.
- 2. What resources are necessary to implement this request?
 - a. FYE Coordinators: 2 FTE Benefited. Anticipated hire date: July 1, 2018.
 - b. There will be no existing human resources that will be redirected to this new effort.
 - c. Capital requests include initial IT needs. Operating expenses of \$20,000.
- 3. This request is for on-going funding of two Coordinator positions and associated operating expenses. One time capital expenses are for initial IT needs.

1.	This request would serve over 1,500 entering freshman students annually	' -

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AGENCY: Community Colleges Agency No.: 505 FY 2019 Request

FUNCTION: College of Western Idaho Function No.: 07 Page ___ of __ Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: Balanc	e Funding		Priority Ranki	ng 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object: 1. Operating Expense funding for College Operations 2. Travel	\$2,000,000				\$2,000,000
TOTAL OPERATING EXPENDITURES:	\$2,000,000				\$2,000,000
CAPITAL OUTLAY by summary object: 1.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				. , , ,
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$2,000,000				\$2,000,000

Supports institution/agency and Board strategic plans:

This request is connected to the CWI strategic plan's goals as follows:

Institutional Priority 1: Student Success;

Objective 3: CWI will provide support services that improve student success.

Objective 4: CWI will develop educational pathways and services to improve accessibility.

Institutional Priority 2: Employee Success;

Objective 1: Employees will have resources, information and other support to be successful in their roles.

Objective 2: CWI will provide employees with professional development, training and learning opportunities.

Institutional Priority 3: Fiscal Stability;

Objective 3: CWI will work to maintain and enhance its facilities and technology and actively plan for future space and technology needs.

Institutional Priority 4: Community Connections;

Objective 2: CWI engages in educational, cultural and organizational activities that enrich our community.

Objective 3: Expand CWI's community connections within its service area.

Having sufficient funding per weighted credit hour will allow CWI to achieve these objectives.

Performance Measure:

The College of Western Idaho will have the following outcomes to showcase the performance of each priority/goal with sufficient funding per Academic Credit Hour:

Student Success: Increased completion and retention rates will result if CWI develops those services that will allow students to meet their full potential while also providing pathways to move further in their education and career goals. CWI will be better able to bridge the gap to make transitioning to 4 year institutions more seamless for the students.

Employee Success: Having additional funding and training will help CWI employees be more successful in their roles and to facilitate easier access to resources for all employees, much as CWI has done for the student population.

Fiscal Stability: CWI will be better able to upgrade its facilities and technology in a proactive manner to meet the ever changing needs within the marketplace for higher skills, which in turn, makes CWI the institution that stands out from the crowd and is better equipped to handle the needs of our community. By maintaining and improving the infrastructure, CWI will be prepared for any future growth and needs of the region.

Community Connections: CWI will have the ability (staff and infrastructure) to better engage the community and participate in activities that showcase the value of an education at CWI, which reinforces the need and support for the College with our community partners, both current and potential.

Description:

Before the establishment of CWI through the voter referendum in May 2007, there was concern that because of the larger population base of a community college in Canyon and Ada Counties, that there was risk in causing unintended consequences when comparing CWI to North Idaho College (NIC) and College of Southern Idaho (CSI). All discussions around establishing a new community college always included the intent of everyone involved ensuring that the two established Idaho community colleges would not see a reduction in state funding.

In the beginning, there was not a clear avenue to request equitable funding through the EWA process. With the help of OSBE, we initially calculated the funding shortage using a headcount process. For this request we calculated CWI Balance Funding need using data from each institution's PSR-1 Annual Credit Hour Report. This request is based on 3 year Weighted Credit Hours and the Credit Hour Value for each college. Average Credit Hour Value for CSI and NICI is \$78.39 per Credit. CWI's Average Credit Hour Value is \$44.68 which is \$33.71 per Credit Hour below the other two Community Colleges. The CWI Balance Funding Need is calculated as follows:

CWI 3 Year Average Weighted Credits 177,983 X \$33.71 = \$5,999,700.

This calculation process, shows that CWI is underfunded approximately \$6 million compared to CSI and NIC. Please refer to the attached supplemental spreadsheet for details.

CWI has determined to request \$2 million for fiscal year 2019. In FY18 CWI requested \$2.9 million and received \$350,000, with the ultimate intent of requesting the unfunded amount within the next two years.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - \$ 2 million on-going funding with an ultimate goal of receiving \$6 million in total for this decision unit. CWI is requesting this funding as identified in the above description.
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - c. List any additional operating funds and capital items needed.

The funds from this request would be used for Operating Expenses at the college, primarily infrastructure (facilities, utilities, and information technology) as determined by enrollment circumstances.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All funds requested are ongoing. Comparative to the other community colleges, CWI has come to rely more on student tuition and fees for support of operations. This situation is not conducive to CWI's mission of being:

"...a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area..."

The approval of these funds will bring more balance to our revenue stream and assist CWI in continuing to meet our mission.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Existing and new students will be served with this request. If the college does not receive this funding it could impact the following:

- The ability to respond to the growth needs of business, industry and the population in Ada and Canyon counties.
- The ability to keep tuition and fees at an affordable rate.
- The ability to keep a solid foundation of permanent experienced faculty and staff.
- The ability to have anchor full time faculty in all programs offered by the College.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Community Colleges Agency No.: 505 FY 2019 Request

FUNCTION: College of Western Idaho Function No.: 07 Page ____ of __ Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.02	Title: Accred	ditation Requir	ements	Priority Rank	ing of 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	7.00				7.00
PERSONNEL COSTS:					
1. Salaries	\$373,000				\$373,000
2. Benefits	170,000				170,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$543,000				\$543,000
OPERATING EXPENDITURES by summary object: 1. Operating Expense funding for					
College Operations	\$24,500				\$24,500
2. Travel	5,600				5,600
TOTAL OPERATING EXPENDITURES:	\$30,100				\$30,100
CAPITAL OUTLAY by summary object:					
Computers and Office Equipment	\$14,000				\$14,000
TOTAL CAPITAL OUTLAY:	\$14,000				\$14,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$587,100				\$587,100

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Four (4) full time positions are being requested.

- a. Two (2) Counselors to expand the support for individual, group, and crisis intervention to students experiencing social, emotional, and vocational difficulties.
- One (1) Coordinator, Veterans Services to monitor the enrollment and retention of veterans, coordinate with outreach and recruitment activities, develop and maintain veteran services programming in collaboration with

- peers, and serve as a liaison to various offices across campus and with external and community partners.
- c. One (1) Student Success Advisor, English Language Learners to monitor the enrollment and retention of students for whom English is their second language, coordinate with Academic Affairs and Student Affairs regarding support and programming, and addresses these students' need for inclusive advising that supports the college's efforts related to the completion agenda.
- d. Three (3) Full-time Faculty: Based on economic data consulted in the College's preparation of its long-term strategic plan, STEM fields emerged as high priority. Curricular development in three areas are needed for transfer to four-year degree programs and to address industry need: Computer Science, Information Technology, and Engineering. CWI does not currently have full-time faculty in these transfer program areas; we are requesting three full-time faculty, which are required to anchor these programs.
 No current base funding.
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - 2.0 FTE, Counselors; \$44,400; FT; Benefits \$22,400; July 1, 2018; 12 month permanent position. Total for two positions: \$133,600. To support these positions we are requesting Operating Expense Funding of \$7,000 and Travel Expense Funding of \$2,800.
 - 1.0 FTE, Coordinator, Veterans Services; \$40,100; FT; Benefits \$21,500; July 1, 2018; 12 month permanent position. Total \$61,600. To support this position we are requesting Operating Expense Funding of \$3,500 and Travel Expense Funding of \$1.400.
 - 1.0 FTE, Student Success Advisor, English Language Learners; \$40,100; FT; Benefits \$21,500; July 1, 2018; 12 month permanent position. Total \$61,600. To support this position we are requesting Operating Expense Funding of \$3,500 and Travel Expense Funding of \$1,400.
 - 1.0 FTE, Computer Science Faculty: \$68,000; FT Benefits \$27,400; August 1, 2018; 9 month permanent position. Total \$95,400
 - 1.0 FTE, Information Technology Faculty: \$68,000; FT Benefits \$27,400; August 1, 2018; 9 month permanent position. Total \$95,400
 - 1.0 FTE, Engineering Faculty: \$68,000; FT Benefits \$27,400; August 1, 2018; 9 month permanent position. Total \$95,400
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Counselor: There is currently one Counselor to serve our entire student population. This individual cannot meet the student demands on that person's time, so we are looking to increase our staffing in this area. No resources will be redirected.

Coordinator, Veterans Services: There is currently one such Coordinator, but the institution cannot successfully serve the needs of our more than 700 veteran students with one FTE. No resources will be redirected.

Student Success Advisor, English Language Learners: There is currently no such person employed who provides advising to this significant and growing population of students. No resources will be redirected.

New transfer degree programs (Faculty): Current faculty in GEM areas will provide instruction for general education requirements not listed in this request.

c. List any additional operating funds and capital items needed.

Counselor (2): \$3,500 ea. in ongoing operating expense is requested to fund professional development. Due to CWI's distributed campus model and outreach efforts, \$1,400 ea. is requested to cover ongoing mileage costs. Computer and Office Equipment \$2,000 ea. Total for two positions: \$13,800.

Coordinator, Veterans Services (1): \$3,500 in ongoing operating expense is requested to fund professional development. Due to CWI's distributed campus model and outreach efforts, \$1,400 is requested to cover ongoing mileage costs. Computer and Office Equipment \$2,000. Total: \$6,900.

Student Success Advisor, English Language Learners (1): \$3,500 in ongoing operating expense is requested to fund professional development. Due to CWI's distributed campus model and outreach efforts, \$1,400 is requested to cover ongoing mileage costs. Computer and Office Equipment \$2,000. Total: \$6,900.

Computer Science Faculty: \$3,500 in ongoing operating expense is requested fund professional development. New position set-up for computer and operating expense, \$2,000. Total: \$5,500

Information Technology Faculty: \$3,500 in ongoing operating expense is requested fund professional development. New position set-up for computer and operating expense, \$2,000. Total: \$5,500

Engineering Faculty: \$3,500 in ongoing operating expense is requested fund professional development. New position set-up for computer and operating expense, \$2,000. Total: \$5,500

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

These positions will serve current and future CWI students. This request reflects the college's efforts related to improving retention and completion rates, which will have a positive impact on revenue.

All positions in this request, including operating expenses, are ongoing. No changes will be made to fee structure; no grant awards are currently being sought for these positions.

New transfer degree programs will have a direct impact on revenue generation through new student tuition.

All positions in this request, including operating expenses, are ongoing. No changes will be made to fee structure; no grant awards are currently being sought for these positions.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Counselor: These positions will serve current and future CWI students. Further, they will address the college's efforts related to retention and completion. If this request is not funded, CWI will continue to struggle with extremely long wait lists, and most students in need will not be seen by a counselor. We feel our current staffing model does not allow us to make a significant positive impact on student support beyond seeing a small portion of those in need, and even then, just referring them to community resources that are costly and not as focused.

Coordinator, Veterans Services: This position will serve current and future CWI students. Further, they will address the college's efforts related to retention and completion. If this request is not funded, we will only fall further behind if we do not provide additional support for these students. This is especially salient due to the fact that we are increasing our recruitment of veteran students and applying for Military-Friendly status.

Student Success Advisor, English Language Learners: This position will serve current and future CWI students. Further, they will address the college's efforts related to retention and completion. If this request is not funded, we will leave this group of students without the advocacy and support that they need to complete their work at the institution.

Faculty positions will serve new students who are seeking transfer degrees or job placement in computer science, information technology, and engineering. This is a population of students we are not currently serving and will positively impact efforts towards the state's 60% goal. Without funding, CWI will hold off on implementation of new programs.

If these requests are not funded, we may be under increased scrutiny relative to our accreditation status. The initial accreditation letter that was received earlier this year instructed CWI to increase access to academic advising, increase student retention and completion rates, and integrate our approach to student support services. Each of these requests aim to directly and positively impact these specific recommendations.

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AGENCY: Agricultural Research & Ext Agency No.: 514 FY 2019 Request

FUNCTION: Function No.: 02 Page _1_ of _3 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: ARES	Nuclear Seed P	otato Facility	Priority Ranki	ng 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
Nuclear Seed Potato Facility	\$3,000,000				\$3,000,000
TOTAL CAPITAL OUTLAY:	\$3,000,000				\$3,000,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$3,000,000				\$3,000,000

Supports institution/agency and Board strategic plans:

State Board of Education GOAL 2: Objective B: Innovation and Creativity

Increase creation and development of new ideas and solutions that benefit society.

University of Idaho Goal 2: Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Performance Measure: Number of active responses/programs in progress that seek to address the societal issues or collaborate with communities on research as elected by the percentage of faculty collaboration with communities as well as total economic impact assessment.

This Nuclear Seed Potato Facility will specifically allow the University of Idaho to develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues in Idaho agricultural education and research.

Description:

This proposal enables the University of Idaho's College of Agricultural and Life Sciences to provide a facility that that will address the issues of limited space, pest and pathogen containment and provides increased undergraduate employment prospects and educational opportunities for student to practice bench to greenhouse work that will meet the essential educational and research needs of students and researchers in the life cycle of crop production.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting support for the building of a Nuclear Seed Potato Facility that will allow the University of Idaho to continue its innovative research and education in the fields of potatoes, garlic, mint, hops and other crops that are vital to the production of the world food supplies. The current facility that houses the Nuclear Seed Potato Facility is limited currently to potatoes but with the increased square footage of educational and research space it would allow for the growth of this program into include other crops. The Nuclear Seed Potato Facility is also in a multi-use academic/research building that poses several challenges for the growth of the program as well as the containment of its disease free germplasm and mini-tubers for domestic and international researchers.

The staffing levels for the Nuclear Seed Potato Facility will be a re-distribution of current personnel appropriations and is not included in this request.

2. What resources are necessary to implement this request?

Attached are the detailed expenses for the construction of the Nuclear Seed Potato Facility

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The estimated project cost for this facility is \$5.6M but through joining with industry partners in fundraising \$2.6M this request to the State Board of Education is the remaining one-time request of \$3M in Capital Outlay that will support the educational and research mission of the University of Idaho.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is designed to serve the students who will be afforded more educational and scientific employment opportunities in the cropping industries, the University of Idaho crop researchers who bring improvements and innovations to the farms and tables and ultimately the citizenry of Idaho who benefit from the economic impact of the potato and other crop industries in Idaho.

If unfunded the Nuclear Seed Potato program will remained confined to its location in a multi-use building with no room for growth in teaching or research and ultimately will be unable to keep up with the demands of emerging issues in disease free crop production.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Health Education Agency No.: 515 FY 2019 Request

FUNCTION: WWAMI Function No.: 02 Page _1_ of 6_ Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No.

A: Decision Unit No: 12.01	Title: 18 Mor	nth Curriculum		Priority Ranki	ing 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.35				4.35
PERSONNEL COSTS:					
1. Salaries	\$317,000				\$317,000
2. Benefits	124,000				124,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$441,000				\$441,000
OPERATING EXPENDITURES by summary object:					
Anatomy Laboratory Facility	\$250,000				\$250,000
2. Travel	10,000				10,000
TOTAL OPERATING EXPENDITURES:	\$260,000				\$260,000
CAPITAL OUTLAY by summary object:					
4 Ten-Passenger Vehicles	\$159,600				\$159,600
TOTAL CAPITAL OUTLAY:	\$159,600				\$159,600
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$860,600				\$860,600

Supports institution/agency and Board strategic plans:

State Board of Education Goal 2: Objective B

Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

State Board of Education Goal 2: Objective C

Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

State Board of Education Goal 3: Objective C

Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

State Board of Education Goal 3: Objective E:

Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

Performance Measures:

Metrics to Measure Success:

- Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)
- Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.
- Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.
- Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for personnel costs, operating expenses (travel and anatomy facility) and capital outlay. Funds will be utilized to provide faculty and staff salary and benefits, as well as cover yearly operating expenses for the anatomy laboratory, and capital funds to cover the cost of 4 ten-passenger vehicles needed to transport students to regional clinics throughout the county and state.

The expansion of the WWAMI Medical Education program at the University of Idaho and its new 18 month curriculum has created the need for additional support personnel to effectively deliver the program in Fall 2018. The number of students has quadrupled as a result of class expansion and second year overlap in the Foundation Phase at the University of Idaho campus.

Anatomy is the foundation for which our medical students learn the language of medicine, and is the cornerstone of medical education. The Idaho WWAMI Medical Education Program is currently using the anatomy lab facility that is located at Washington State University (WSU) where an interagency agreement between the University of Idaho (UI) and WSU to use this facility is nearing an end. Therefore, it is very necessary to build a new anatomy lab at the UI that will serve as the teaching center for gross anatomy in the Idaho WWAMI program. The Idaho WWAMI Medical Education Program is joining a partnership with the Gritman Medical Center to build a state of the art anatomy lab in Moscow, Idaho. The anatomy lab will be located on the third floor of a new medical building constructed by Gritman Medical Center, and will house interactive classrooms, anatomy laboratory and office space. The UI has agreed to a lease option for this 8800 square foot space. When the anatomy facility moves to Idaho WSU will no longer be supporting the financial operations of the anatomy laboratory and the University of Idaho WWAMI Medical Education program

will be expected to cover these costs (approximately \$250,000 per year). The anatomy lab is planned to be completed and occupied by January 2018.

In addition, this innovative curriculum has a clinical component that requires students to obtain onsite training in clinics and hospitals throughout the Idaho Panhandle. Program vehicles are necessary to facilitate these educational experiences at medical facilities.

Ongoing educational support needs of the Idaho WWAMI program can be met by adding:

Base Funding:

- \$441,000 to currently budgeted base funds which will allow the WWAMI Program to fill current gaps in personnel and meet the needs of the program.
- \$250,000 per year for operating expenses for the Idaho Anatomy Laboratory at Gritman Medical Center is highly necessary in order to deliver the required anatomy courses for the medical degree.
- Travel funds to cover new associate directors and manager travel in the 5 WWAMI state region.

One-Time Funding:

• The requested \$159,600 for 4 ten-passenger vehicles is a one-time request that will fill the infrastructural requirements to deliver this curriculum.

Hiring needs of the new 18-month curriculum will be met by hiring:

- a. Anatomy Lab Manager: Supervises the technical and administrative activities associated with the preparation and disposal of cadavers; maintains departmental necropsy or gross anatomy laboratory, and maintains departmental equipment associated with the gross anatomy laboratory.
- b. Pharmacologist with expertise in pharmacology: Necessary to teach the clinical and biological aspects of pharmaceuticals and contraindications, correlating it with the basic science that is integrated throughout the medical courses.
- c. Associate Director of Curriculum: Necessary to assist in coordinating the academic aspects of the medical curriculum including quality improvements, annual assessment and accreditation. The Associate Director will facilitate evaluations and faculty development, and will provide support to faculty teaching in the new curriculum which has doubled since 2015.

- d. Associate Director of Medical research: Necessary to provide operational expertise and support for Medical Research initiatives to ensure quality of work and appropriate compliance. In addition, optimizing Medical Research team effectiveness and decision making, facilitate team building and communication. Establishes and maintains professional relationships with key investigators, researchers and academic institutions within the state related to medical research.
- e. Administrative Assistant: Necessary to assist in the additional workload duties generated by the new anatomy lab, and will accommodate the increase in medical student and faculty needs.
- f. IT technical support officer: Monitor and maintain the WWAMI computer systems, and coordinate the distant learning opportunities through the UW School of Medicine. Technician will diagnose hardware and software faults and solve technical and applications problems working with UI ITS Onsite personnel. In addition, they will be responsible in working with the UW School of Medicine Technology Center in scheduling video conferences between all 5 WWAMI states.
- g. Director of Anatomy in Medical Education: Vital to the WWAMI Medical Education Program in organizing and coordinating the new anatomy curriculum and managing all functions of the anatomy facility.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility (BE), anticipated dates of hire, and terms of service.

We are requesting 7 new permanent positions to appropriately staff and implement the new UW School of Medicine curriculum.

- 1. Position: Anatomy Lab Manager, \$60,000, 1 FT/FY, BE, date of hire: start FY18
- 2. Position: Assoc. Dir. of Curriculum., \$55,000, .50 PT/AY, BE, date of hire FY18
- 3. Position: Assoc. Dir. of Research, \$55,000, .50 PT/AY, BE, date of hire FY18
- 4. Position: Director of Anatomy, \$72,000, 1 FT/FY, BE, date of hire FY19
- 5. Position: Pharmacologist, \$15,000, .10 PT/FY, date of hire FY18
- 6. Position: IT Support Staff, \$15,000, .25 PT/FY, date of hire FY19
- 7. Position: Administrative Assistant, \$45,000, FT/FY, BE, date of hire FY19

Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing human resources will continue to operate in their current capacities, but will be relieved of the additional duties not part of their original job descriptions that

are currently burdensome. New human resources will be utilized directly for instruction in the new curriculum or for development and maintenance of the program.

- b. List any additional operating funds and capital items needed.
 - Operating funds to support the Anatomy facility. Anatomy Laboratory and Classroom space is being constructed at Gritman Medical Center's new medical building. These operating funds will allow us to teach anatomy to both first and second year students in a state of the art 8800 square foot facility which is approved by the Idaho State Board of Education.
 - Travel funds are requested to cover the additional costs of travel to meetings in Boise, Seattle and other WWAMI state events that our new associate directors and managers are required to attend.
 - Vehicles are being requested to position the UI WWAMI Medical Education Program to meet the needs of the new 18 month curriculum. In addition to personnel costs, we are asking for 4 ten-passenger vehicles. Program vehicles are necessary to facilitate a safe and educational experience. This innovative curriculum has a clinical component that requires students to obtain onsite training in clinics and hospitals throughout the Idaho Panhandle.
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for \$441,000 personnel funds, \$250,000 operating expenses for anatomy and \$10,000 travel for a total of 701,000 in base funding, plus \$159,600 in one-time funding from state general funds.

Operating funds:

Personnel: \$441,000Faculty travel: \$10,000

Lease for Anatomy Facility: \$250,000

Capital Outlay:

• Four 10-passenger vans, \$39,900 each or \$159,600 total

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The primary beneficiaries if this request is granted are the medical students and their future patients, which basically encompasses all of Idaho. The WWAMI

BAHR - SECTION II

medical education program is Idaho's state-supported medical school with the mission to train physicians to meet Idaho's healthcare needs. The Idaho WWAMI program has partnerships with hospitals and clinics throughout the state and sends WWAMI students to many rural communities with the goal of increasing interest in rural medicine and primary care. If this request is not funded, Idaho's ability to train highly competent future physicians will be limited. Without this additional line item and one-time capital outlay, the Idaho WWAMI program will likely see attrition of our highly sought-after faculty and staff and we will be limited in our ability to deliver medical anatomy.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Health Education Programs Agency No.: 515 FY 2019 Request

FUNCTION: University of Utah

Medical Education Program

Function No.:

Page 1_ of _3 Pages
Original Submission _X or

ACTIVITY: Strategic Initiative Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: Year 3	Two Additiona	l Seats	Priority Ranki	ng 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$87,600				\$87,600
LUMP SUM:					
GRAND TOTAL	\$87,600				\$87,600

Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities and economic means.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Description:

In FY17 two (2) additional positions for medical students in the University of Utah School of Medicine (UUSOM) program were appropriated increasing the incoming class of UUSOM students in the fall of 2016 to a total of ten (10). The FY17 Legislative Budget Book states the two new seats would require a funding commitment in FY18, FY19 and FY20 as students move successfully through medical school toward graduation increasing the total from 32 to 40 Idaho students. This request is for the two (2) additional positions for the third year students.

This request supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009. Specifically, recommendation #3: "Expand the total number of medical seats for Idaho sponsored students to between 60 to 90 per year (an aggregate total of 240 to 360) as soon as practicable through partnerships with WWAMI, WICHE, University of Utah, osteopathic schools and other medical schools."

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This is a request for two additional UUSOM seats in the amount of \$87,600 in Trustee & Benefits. This increase is in line with the commitment made in FY 17 to increase funding and medical students in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation.

This request would add two students in the third year classes of FY19 and FY20 or 10 students per year, for a total of 40 Idaho UUSOM students enrolled in medical school by FY20 (Fall 2019).

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 No FTE are associated with this budget.
 - Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 None.
 - List any additional operating funds and capital items needed.
 None.
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request would require ongoing General Funds.

Each year the contract price for all UUSOM seats increases by an amount which is equal to the increase in the Higher Education Cost Adjustment (HECA) index published for the most recently available preceding academic year.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

If this request is not funded, the additional two positions appropriated in FY17 would not be sustained and the number of incoming students would need to be reduced to the previous eight (8) seats

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Health Education Programs Agency No.: 515 FY 2019 Request

FUNCTION: Graduate Medical

Education Function No.: Page 1_ of _3 Pages
Original Submission _X_ or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: Gradu	ate Medical Edu	ucation	Priority Rank	ing 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary					
object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$5,239,000				\$5,239,000
LUMP SUM:					
GRAND TOTAL	\$5,239,000				\$5,239,000

Idaho State Board of Education FY 2019 Graduate Medical Education (GME) Program Requests

Purpose

The purpose of this document is to request support from the Idaho SBOE for continued expansion of GME programs for the state of Idaho. By the introduction of this request early in the SBOE Planning and Budgeting process we hope to help operationalize the SBOE's endorsed Governors Healthcare Workforce Plan that was presented to Governor Otter on December 12, 2016. The number one recommendation in that report was to grow and expand GME programs in Idaho. This plan will be a part of a ten year strategic plan that will be delivered to the SBOE in June of 2018. This particular part of the plan will focus only on the FY 2019 budget request from all currently existing GME Programs in the State of Idaho as well as all new GME programs that are anticipating starting in the FY 2019 time frame.

Background

Graduate Medical Education is extremely important to the physician workforce in Idaho. Physicians who do residency training in Idaho have a high likelihood of staying to practice in Idaho after residency training. Studies have shown that anywhere from 50%-75% of residents that train in a location will stay within 100 miles of that location compared to 41% retention rates for medical students who remain in the same state where they have attended medical school. Hence, it is important to have multiple residency programs in the state of Idaho to help train the future workforce and to retain physicians in the state. Idaho currently ranks 48th in the United States for the number of residents physicians per capita with only 6.4 resident physicians per 100,000 people. This low ratio of resident physicians to state population places Idaho at 426% below the national median of 27.3 resident physicians per 100,000. This means that Idaho does not have enough training positions within the state necessary to generate the workforce for a rapidly growing state. Additionally, 25% of Idaho physicians are over age 60 and will be retiring in the next decade. Coupled with the fact that Idaho has an increased number of medical school graduates (the State legislature has recently increased the number of Idaho medical students to 40/year in the Idaho WWAMI program and 10/year at the University of Utah. and Idaho College of Osteopathic Medicine is now in the pre-accreditation phase and will graduate 150 medical students per year starting in 2022, creates a situation in which Idaho will lose medical students trained in Idaho after graduation to residency training programs outside of Idaho unless Idaho builds the infrastructure for more GME programs now. It is thus imperative that Idaho must start to build an expansion of the GME infrastructure NOW to provide enough training opportunities to not only retain many of these students in state but to attract other top notched medical school graduates into Idaho to train and retain for Idaho's citizens future healthcare workforce needs.

FY 2019 GME Budget Request

This GME Budget request for FY 2019 will be broken down into three sections. Section one will focus on expansion that will occur in FY 2019. Section two will focus on Maintenance of Current Operations (MCO) that are vital to the sustainability of these GME programs since none of these programs have received MCO funding from the SBOE. Section three will deal with proposed capital expansion requests from the SBOE.

Section One

FY 2019 GME Expansion Requests

The following requests will be listed alphabetically by their sponsoring institution or program name.

A. <u>Eastern Idaho Regional Medical Center (EIRMC)</u>

The EIRMC plans to start two new residency programs in the state of Idaho in FY 2019. Both programs will be housed in Idaho Falls at the EIRMC.

1. <u>Internal Medicine</u>

EIRMC received Institutional Accreditation from the ACGME in May 2017 to begin sponsoring GME Programs. The first of two programs to be stood up during FY 2019 will be an internal medicine residency program with 10 residents per class. This program will also need support for an internal medicine program director and an internal medicine residency coordinator. Therefore the FY19 request will be for:

Total FY 19 Requests	\$705K
Ten IM Residents (\$60K/Resident/Year)	\$600K
IM Residency Coordinator	\$25K
IM Program Director	\$80K

2. Family Medicine

The EIRMC also plans to start a brand new Family Medicine Residency Program with 6 residents per class in FY 2019. This program will also need support for a Program Director and Residency Coordinator. Therefore the FY19 request will be for:

Total FY 19 Requests	\$465K
Six FM Residents (\$60K/Resident/Year)	\$360K
FM Residency Coordinator	\$25K
FM Program Director	\$80K

3. Emergency Medicine

The EIRMC also plans to start a brand new Emergency Medicine Residency Program with 8 residents per class for FY 2020. This program will also need Support for a Program Director and Residency Coordinator. Therefore the FY19 request will be for:

EM Program Director	\$80K
EM Residency Coordinator	\$25K
Total FY 19 Requests	\$105K

4. General Surgery

The EIRMC also plans to start a brand new General Surgery Residency Program with 3 residents per class for FY 2020. This program will also need

Support for a Program Director and Residency Coordinator. Therefore the FY19 request will be for:

GS Program Director	\$80K
GS Residency Coordinator	\$25K
Total FY 19 Requests	\$105K

B. <u>Family Medicine Residency of Idaho (FMRI)</u>

The FMRI has been in continuous operation for 42 years. The FMRI will plan to begin two new programs in the FY 2019 time frame.

1. Magic Valley Family Medicine Residency Rural Training Track

The plan in FY 2019 is to transform this two resident/year Rural Training Track with its first year in Boise and its latter two years in Twin Falls/Jerome Communities into a totally free standing program in the Magic Valley with four residents per class. This will effectively double the size of the program from its existing 6 residents (2-2-2) to 12 residents (4-4-4). Therefore the FY 2019 request will be for:

Total FY 2019 Request	\$345K
Four FM Residents (\$60K/Resident/Year)	\$240K
FM Residency Coordinator	\$25K
FM Program Director	\$80K

2. FMRI Pharmacy Residency

The FMRI will be starting up a Pharmacy Residency Program to help create more Residency Trained Pharmacists. Therefore the FY 2019 request will be for:

Total FY 2019 FMRI Pharmacy Request	\$70K
One Pharmacy Resident	\$30K
Pharmacy Admin Coordinator	\$10K
Pharmacy Program Director	\$30K

C. <u>Idaho State University (ISU) Family Medicine Residency</u>

The ISU FM Residency Program will have no new FY 2019 requests. They will have future funding requests for expansion but not until FY 2020 and beyond.

D. <u>Kootenai Clinic Family Medicine Residency Program</u>

This six family medicine resident per class is the newest FM residency in Idaho to date. It is now in its third year of operation. The Kootenai Clinic FM Residency Program will have no new FY 2019 requests. They will have future funding requests for expansion but not until FY 2020 and beyond.

E. <u>University of Utah / ISU Psychiatry Program</u>

The University of Utah in conjunction with ISU is in the process of developing a Psychiatry Program for Eastern Idaho. This would have the first year in Salt Lake City with some rotation time in Pocatello in the first year. All three of the subsequent years will be in Idaho. The Program Director funding has already been funded by the Idaho Legislature. There needs to be an additional Psychologist added in FY 2019 in preparation of the resident's arrival at \$30K. Additionally one full time Psychiatry Residency Coordinator will need to be hired in FY 2019 at our one third funding formula amount of \$25K. The first class of three per class will be recruited starting in FY 2019 with the first class in FY 2020. The newly developing program wants to rotate U of U Psychiatry residents to this site in FY 2019 to help get the rotations worked out. \$25K will help pay for this to occur and set the program up to succeed. Therefore, the University of Utah / ISU Psychiatry Program FY 2019 requests will be for:

Psychiatry Residency Coordinator U of U/ISU Psychiatry Rotations	\$25K \$25K
Total FY 19 Requests	\$80K

F. University of Washington Boise Internal Medicine Residency Program

This IM program housed at the Boise VA is the second oldest GME Program in the state with a second year track here in Boise as part of the UW IM Residency since 1977. The program became its own free standing 3-year program in 2014 with all 3 years in Boise. The sponsoring Institution for this program is the UW School of Medicine in Seattle, WA. The UW Program has 4 preliminary year interns and is in the midst of an expansion from 9 categorical residents per class (9-9-9) to 12 categorical residents per class (12-12-12). In FY19, the UW Program will have 4 preliminary interns, 12 categorical interns, and 9 categorical residents in each of the second and third year classes (16-9-9). The FY 18 SBOE funding increase of \$300K will help with this build out. Therefore the University of Washington Boise Internal Medicine Residency Program will have no new FY 2019 expansion requests. There will be additional request in the FY 2020 and FY 2021 to complete the 16-12-12 increase.

G. University of Washington Psychiatry Program

The UW-Psychiatry Program is another partnership program with the UW as the Sponsoring Institution. The first two years are spent in Seattle with the latter two years spent in Boise. This program is supported in part by the UW, Saint Alphonsus, St. Luke's and the Boise VA. The program will start a transition to have all 4 years here in Boise with 4 residents per class (4-4-4). The timeline for this will be for FY 2021. Ultimately the program will build to a 6/6/6/6 program in the future. The program for FY 2019 needs to add a Psychotherapy Director for ACGME Accreditation reasons. Therefore the FY 2019 request will be:

One Psychotherapy Director \$25K

H. WICHE Mental Health Program Psychology Internships

Every one of Idaho's 44 counties is considered a Mental Health Professions Shortage Area (HPSA). The Western Interstate Commission for Higher Education (WICHE) has

helped other western states build American Psychological Association (APA) accredited psychology internship programs. The funding of \$125K will help establish this accreditation to multiple institutions to distribute across Idaho to help develop these programs.

WICHE Mental Health Program Psychology Internships

\$125K

Section Two

FY 2019 Maintenance of Current Operations (MCO) Funding

All of the existing programs are in financial difficulties with the sustainability of their programs as they balance the educational mission they have in training the future workforce and the operational side of their mission in seeing enough patients to help keep their programs doors open.

Data on the cost of training residents shows the cost per resident per year to be \$194,000 at the FMRI. These costs have increased substantially since the SBOE set the state matching amount at \$30K/resident years ago. Costs and expenses have sky rocketed around faculty salaries and benefits, liability insurance, accreditation fees, staff expenses, facilities, EMR's, resident salaries and benefits, to name just a few. Therefore the Idaho Medical Association (IMA) GME Subcommittee believes that \$60K/resident is a more accurate and sustainable payment per resident as an ongoing maintenance of current operations to ensure that our programs don't close or reduce class size at a time of need. That amount would represent approximately 30% of the cost of training a resident in the State of Idaho. The remaining 70% will be picked up by the programs, their sponsoring institutions and the hospitals. Using this methodology for FY 2019 all existing programs in place at this time will need an ongoing re-leveling to help maintain program sustainability and viability. Therefore the requested increase from approximately \$30K to \$60K/resident represents a \$30K increase in base funding per resident. These MCO Funds would be distributed as follows.

A. EIRMC

None. This \$60K/resident is being built into their base funding request.

B. FMRI

With 48 current FM Residents in training @ \$30K/resident enhancement to \$60K/resident this represents \$1,444,000. All new program expansion amounts will contain the \$60K amount so no adjustments will be needed after this. All four recently funded fellowship positions were funded at the \$60K level.

C. ISU FM Residency

ISU FM per resident amount (PRA) has been historically funded at a slightly higher amount (\$35K) than the other GME programs in the state. Therefore a PRA increase of \$25K will help place all GME programs on consistent funding. At 21 residents in training (7/7/7) this would represent a \$525K increase

D. <u>Kootenai Clinic FM Residency Program</u>

With 18 residents in training this would represent a \$540K increase in funding.

E. <u>UU/ISU Psychiatry Training Program</u>

No Residents in training. This per resident amount (PRA) will be built into the future funding.

F. UW Boise IM Program

This program which is currently on its way from 31 residents to 40 residents is requesting only half of the \$60K PRA amount since half of its program is funded by the VA. Therefore its funding increase needs to be 31 residents x \$15K = \$465,000. The growth from 31 to 40 residents will be accounted for in expansion funds including the initial expansion from 9 to 12 categorical residents in the intern class that was covered with \$300K funding in FY 2018.

G. <u>UW – Psychiatry Program</u>

With 8 residents in Boise for years three (four residents) and four (four residents) of their psychiatry training their MOC enhancement should be 8 residents x \$30K or \$240K. Future build outs of the program will be priced at \$60K per resident as the per resident amount (PRA).

Section Three

Capital Requests

The route for presenting capital projects is not through the "line item" request process we have been discussing, but the request process which is coordinated through the Division of Public Works (DPW) and the Governor-appointed Permanent Building Fund Advisory Council (PBFAC). Therefore, there will be no line item Capital requests at this time.

FY19 Budget Request - Summary

1. Expansion of GME

A.	EIRMC	
	1. Internal Medicine	\$705,000
	2. Family Medicine	\$465,000
	3. Emergency Medicine	\$105,000
	4. General Surgery	\$105,000
B.	FMRI	
	Magic Valley Family Medicine	\$345,000
	2. Family Medicine Pharmacy Residency	\$70,000

	C.	ISLI Family Madicina	\$0
	D.	ISU Family Medicine Kootenai Clinic Family Medicine	\$0 \$0
	E.		•
		· · · - · · · · · · · · · · · ·	\$80,000
	F.	UW Boise Internal Medicine	\$0 \$05.000
	G.	UW Psychiatry Program	\$25,000
	<u>H.</u>	WICHE Mental Health Program	<u>\$125,000</u>
		Total	\$2,025,000
2. Ma	intenan	ce of Current Operations (MCO) Funding	
	Α.	EIRMC	\$0
	B.	FMRI	\$1,444,000
	C.	ISU FM Residency	\$525,000
	D.	•	\$540,000
	E.		\$0
	F.	, ,	\$465,000
	G.	UW Psychiatry Program	\$240,000
	<u>U.</u>	Total	\$3,214,000
		. • • • • • • • • • • • • • • • • • • •	40,2 11,000
Grand To	tal FY 2	2019 GME Requests	
	Exp	\$2,025,000	
	\$3,214,000		
			4

Impact

This comprehensive plan to expand and develop GME in Idaho will create a strategic blueprint in which to develop, grow, and sustain the physician workforce needed to meet the needs of Idaho's citizens for decades to come. The **FY 2019 budget request** to the Idaho State Board of Education for the development of this plan will be **approximately \$5,239,000 over the next year** to get new programs started, existing programs expanded and all current programs sustained. This plan will be followed by a fully developed 10 year strategic plan which will build out new and expanded GME Programs.

Total

The development of this GME vision and infrastructure creation must start today. Idaho must invest NOW to ensure we together build the workforce that Idaho citizens need and deserve for generations to come.

\$5,239,000

AGENCY: Special Programs Agency No.: 516 FY 2019 Request

FUNCTION: Forest Utilization

Research (FUR) Function No.: 01 Page 1 of 4 Pages
Original Submission X

ACTIVITY: Strategic Initiatives Activity No.: or Revision No. ____

A: Decision Unit No: 12.01	FUR- Wood Utilization in Title: Commercial Building Faculty Priority Ranking 1 of 2					
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	1.00				1.00	
PERSONNEL COSTS:						
1. Salaries	\$88,500				\$88,500	
2. Benefits	31,800				31,800	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	\$120,300				\$120,300	
OPERATING EXPENDITURES by summary object:						
1. Travel	\$5,000				\$5,000	
2. Operating	10,000				10,000	
TOTAL OPERATING						
TOTAL OPERATING EXPENDITURES:	\$15,000				\$15,000	
CAPITAL OUTLAY by summary						
object:1. PC, building design or other						
applicable software, and workstation	\$5,000				\$5,000	
TOTAL CAPITAL OUTLAY:	\$5,000				\$5,000	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	\$140,300				\$140,300	

Supports institution/agency and Board strategic plans:

Goal 1, Objective A. One objective of FUR, specifically outlined in Idaho Code Title 38 Forestry, Forest Products and Stumpage Districts, Chapter 7, 38-707. Timber Products – Marketing Problems – Investigation and Research – is 'investigation of and research into the problems connected with the conversion of wood material into marketable products and the utilization of wood material to the highest economic advantage...'. The Idaho State Board of Education (SBOE) & Higher Education Research Council (HERC) 2016-2020 Strategic Research Plan for Idaho Higher Education comprised 5 strategic elements, of which 3 specific and relatable include: economic development in energy efficiency; natural resource utilization and conservation; and novel materials. A faculty

hire to address both Idaho State Code and the SBOE Strategic planning to focus on wood materials science, structural engineering and/or architecture through the use of wood products in commercial buildings is proposed to support both institutional and SBOE plans.

Performance Measure: This will be measurable over time as more current and relevant data collection and analysis allows to determine the impact of a faculty hire. Measurable(s) will include, but not limited to, an increase in competitive grants for research in applicable areas, increased enrollment at the undergraduate and graduate levels in relevant degrees including degree production, and total extension and outreach activities by faculty hire.

Goal 1, Objective B: As a land-grant university, our mission includes providing relevant scholarly activity to citizens and industry of the state. In the College, that scholarly activity includes direct impacts to the forest and forest products industries of the state. The U.S. Bureau of Labor Statistics is projecting considerable growth in forest management and products, architectural design, structural engineering, construction and certification, and manufacturing; Idaho must be prepared to meet these demands and achieve a sustainable and energy efficient state-wide business community. Wood building materials such as Cross-Laminated Timber (CLT), Nail-Laminated Timber (NLT), and others are widely used in Europe and Canada; importantly these products, designs, and construction techniques are beginning to be applied the U.S. In the Western U.S. and Canada, efforts are well underway in code, design, and technology to expand the application to mid-size and taller commercial buildings. Idaho is well positioned to experience significant statewide economic growth in this emerging U.S. market: Idaho has a strong wood products industry and has a demonstrated ability to sustainably harvest timber. The College does not currently have a faculty position dedicated to this industry sector/area for growth. A targeted hire to support efforts to increase market share through scholarly activity and outreach and engagement will support economic growth across these sectors.

Performance Measure: This is measurable by market share of wood products in commercial buildings, commercial building permits statewide above 2 stories with wood products as the primarily building material, increases in productivity in existing forest products industry and emerging markets in commercial building products within the state.

Goal 2, Objective A: Through a targeted faculty hire, the College proposes to directly impact economic development in relevant sectors through scholarly activity and information transfer. In 2015, Idaho's forest products industries comprised \$6.0 billion of Idaho's economy representing over 10% of Idaho's total GDP. The U.S Bureau of Labor Statistics (BLS) indicates that Idaho's Architecture and Engineering industry comprise a workforce of 11,800 with a mean wage of \$77,310, and Construction and Extraction Occupations include a state-wide workforce of 30,220. The BLS predicts that the construction industry will be one of the top 15 occupations for economic/job growth between 2014 and 2024 with expected employment growth at 12.7% and a current median income of \$31,090. Architecture and Engineering employment is expected to

grow by 2.7% in the same time period with a median income of \$75,780. The American Institute of Architects released their semi-annual Consensus Construction Forecast projecting an 8.2% increase in construction spending in 2016. The APA–Engineered Wood Association is forecasting the demand for North American engineered wood products, specifically structural panels, to grow at 31%; all other engineered wood products demand will grow 40-45% over a time period from 2014 to 2018. If Idaho positions itself well in engineered wood products there will be substantial growth across related industries through increased regional, national and global demand for Idaho products and expertise. Moreover, through cooperation with industry, government, and higher education, Idaho can be a leader in energy-efficient commercial building.

Performance Measure: Employment growth in relevant sectors, growth in contribution to Idaho GDP from forest and forest products industries.

Description:

Advancing the use of forest products in commercial building at the University of Idaho by investing in human resources.

The University of Idaho seeks to engage the integrated industries involved in commercial building to develop the emerging economy of sustainable commercial building. Wood is the ideal raw material as a renewable building material allowing for carbon sequestration while consuming less energy during production as compared to concrete and steel. Engineered wood products enable flexible, rapid modular construction while still allowing for sophisticated design. The northwest and southeast US are the two most productive timber regions. Idaho, with a forest products industry currently producing 10% of state domestic product, is uniquely positioned with timber and manufacturing to meet the demands of the market. Integrating engineering to address code specifications, architects in design utilization and construction firms with product knowledge will drive industry growth. Increased, sustainable use of Idaho's timber will result in direct and indirect jobs (transportation, manufacturing, etc.), support rural communities dependent on these industries, and support the Idaho Department of Lands return on investment to Idaho's schools.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The College of Natural Resources is requesting \$140,300 in the Forest Utilization Research (FUR) budget to provide salary and fringe support, plus travel, operations, and capital equipment, for a new faculty hire to enhance scholarly activity and outreach with Idaho's forest industry and commercial building sectors. These resources will enhance the capability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen traditional Idaho industries and rural communities that rely on the jobs from timber harvesting, forest product manufacturing, architecture, engineering and construction.

There is currently no capacity for this position. This position may hold dual appointments or adjunct status in the colleges of Engineering and/or Art & Architecture

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The College of Natural Resources is requesting funds sufficient to provide full-time salary and benefits support for a new faculty position in wood utilization in commercial buildings at the rank of associate professor or professor.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

There will not be redirection.

c. List any additional operating funds and capital items needed.

The request includes \$5,000 for travel, \$10,000 for operating expenses, and \$5,000 for capital equipment including dedicated software used to perform duties of position.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Salary, fringe, travel and operating will be ongoing, with capital outlay as one-time funding. We anticipate that funding can be leverage for external grant awards but have no assumptions for revenue amounts.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The new faculty position will directly serve Idaho's forests, forest industries, construction and commercial building industries, and state agencies including the Idaho Department of Lands. Rural communities will benefit from potential increases in forest and forest product activity. The position will also strengthen leverage for non-FUR dollars, benefitting faculty and students. This position can provide ancillary benefits to either or both the College of Engineering and Art & Architecture through increased capacity in relative disciplines.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Forest Utilization Research Agency No.: 516 FY 2019 Request

FUNCTION: Function No.: 01 Page 1 of 3 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ____

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A: Decision Unit No: 12.02		Rangelands	Jacis on	Priority Ranki	ing 2 of 2
7 II BOOM OTHER TO	THE THE THE	- Langolanas		T HOTHLY FRANK	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding	\$97,900				\$97,900
TOTAL PERSONNEL COSTS:	\$97,900				\$97,900
OPERATING EXPENDITURES by					
summary object:					
1. Travel	\$10,200				\$10,200
2. Operating	35,700				35,700
TOTAL OPERATING	¢45.000				£45.000
EXPENDITURES: CAPITAL OUTLAY by summary	\$45,900				\$45,900
object:					
1. VHF transmitters (225@\$165/ea)	\$37,200				\$37,200
2. Field Computers and software	4,000				4,000
TOTAL CAPITAL OUTLAY:	\$41,200				\$41,200
T/B PAYMENTS:	, , , , ,				, , , , , ,
LUMP SUM:					
GRAND TOTAL	\$185,000				\$185,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective A. Rigorous research is needed to help the state manage the impacts of livestock and grazing on Idaho's rangelands, including current issues related sagegrouse, and to ensure that land uses are compatible with species such as grouse. This funding would provide funds for field research to examine cattle grazing impacts on species such as sage-grouse and to engage with stakeholders and ranchers throughout Idaho to help ensure that sage-grouse management plans on grazing lands in Idaho are based on good science generated from field studies here in Idaho. Involving stakeholders in research implementation along with identifying management implications and opportunities will increase leveraging of resources, increase support for planning and improve research relevancy. We will conduct the highest quality research and increase relevancy and defensibility of results.

Performance Measure: This is measurable by an increase in non-FUR dollars acquired through leveraging FUR dollars. This is also measureable by number of partners engaged with and directly impacted by this project.

Goal 2, Objective A: Engaging communities and statewide stakeholders in range and grazing issues is already an educational component of the Rangeland Center, funded by FUR. This further extension of that effort would engage students and young professionals in addressing stakeholder needs, giving real-world experience to our academic programming. Ensuring interaction between young professionals with ranchers and land managers will be essential to this goal.

Performance Measure: This is measureable by the number of students engaged specifically in sage-grouse research and outreach efforts and the number of ranchers and grazing boards engaged in this statewide research effort.

Goal 2, Objective B: Engagement with state agencies including the Office of Species Conservation, Idaho Fish and Game, Idaho Rangeland Resources Commissions, and ranchers is imperative to ensure that research results are relevant to Idaho issues and are trusted by stakeholders that are affected by the results. Partnerships have already been established through the Rangeland Center, but enhancement of these, outreach to new stakeholders and partnerships that specifically tackle a contentious rangeland topic in Idaho will help ensure that Idaho rangeland policies are based on research here in Idaho.

Performance Measure: Stakeholder engagement, number of workshops and number of external partners participating in the project will be the measure.

Description:

Advancing rangeland resource management at the University of Idaho by investing in long-term grazing effects research on sage grouse.

Sage-grouse could be the biggest influencer of rangeland and grazing management in the next decade. Understanding the relationships between grazing and sage-grouse habitat is vital as management decisions are made. A better understanding of this relationship can lead to applicable science across a broad array of impacts of grazing and rangeland management. This funding would provide dollars for research, outreach and education that will be leveraged to acquire non-FUR research dollars to study important economic and land use issues. Funding will provide support for an intensive stakeholder based research projects that includes many Idaho partners and addresses the key policy and management questions related to grazing, sage grouse, and future land use conflicts. The research project involves engagement in two-way communication with ranchers, state and federal land managers along with future ranchers, land management

professionals, and policy makers while advancing the science as it directly relates to grazing and sage-grouse.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The College of Natural Resources is requesting \$185,000 to provide salary and fringe funding for two masters and/or Phd level graduate students to serve as primary field researchers, plus travel, operations and capital equipment to support field research to benefit Idaho's rangelands and agricultural communities. The Rangeland Center, as part of FUR, will serve as the primary lead for this activity. The research and subsequent hires of graduate students as field researchers will be led by the Director of the Rangeland Center, with a 30% appointment funded at \$27,022 from base FUR funds annually. The College of Natural Resources provides the remaining salary of the Director of the Rangeland Center through general education appropriations at \$64.269.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The College of Natural Resources is requesting funds sufficient to provide salary and benefits, including tuition support, for two graduate level students to serve as field researchers. Hiring will begin upon notification of available funding and would be expected to be executed with the beginning of the academic year in which funding is provided.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

There will not be redirection.

c. List any additional operating funds and capital items needed.

The request includes one-time funding of \$41,200 capital outlay for transmitters, field computers and software licensing requirements, and base funding of \$10,200 for travel and \$35,700 for operating.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Salary, fringe, travel, and operating will be ongoing with capital outlay as one-time funding. We anticipate funding will be leveraged for additional funding with established stakeholders as well as for competitive grant awards. We make no assumptions for additional revenue amounts.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will directly impact ranchers and rangeland landowners of the state. Faculty and students are also primary beneficiaries. Secondarily, all Idaho citizens will be affected by economic factors influenced by sage-grouse habitat management decisions. If not funded, the College of Natural Resources will not have the capacity to engage stakeholders and conduct research at the level necessary to properly mitigate community and landowner concern and decision making with relevant research. And if not funded, policy decisions and results of litigation related to grazing management in Idaho may be determined by research conducted outside of Idaho or, worse, by expert opinion from those outside Idaho.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Special Programs Agency No.: 516 FY 2019 Request

FUNCTION: Idaho Geological Survey Function No.: 02 Page <u>1</u> of <u>5</u> Pages Original Submission <u>X</u>

ACTIVITY: Activity No.: or Řevision No. ____

A: Decision Unit No: 12.01	Geological Publication Editor and Title: Support Staff Priority Ranking 1 of 1					
DESCRIPTION				011		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	1.48				148	
PERSONNEL COSTS:						
1. Salaries	\$64,300				\$64,300	
2. Benefits	33,100				33,100	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	\$97,400				\$97,400	
OPERATING EXPENDITURES by summary object: 1. OE Operations	\$2,000				\$2,000	
TOTAL OPERATING EXPENDITURES:	\$2,000				\$2,000	
CAPITAL OUTLAY by summary object:						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	\$99,400				\$99,400	

Supports institution/agency and Board strategic plans:

Goal 1. Service and Outreach:

Objective 1: Performance Measure: Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources (985 Publications, Maps and Reports cumulative; 15 maps published during 2015). Benchmark: The number and scope of published reports will be equal to or greater than the number of publications from the preceding year.

Objective 2: Performance Measure: Number of website products used or downloaded. Benchmark: The number of website products used or downloaded will be equal to or greater than the preceding year.

Goal 3: Education:

Objective 1: Performance Measure: Educational programs for public audiences. Benchmark: The number of educational presentations will be equal to or greater than the previous year.

Request for .88 FTE Administrative Assistant in Boise office of the Idaho Geological Survey will be in service to both Objectives 1 and 2 in Goal 1 as well as Objective 1 in Goal 3 (listed above).

Description:

Public demand for geologic and geospatial services from the Idaho Geological Survey (IGS) has grown each year for the last five years and during FY 2016 the IGS website had 398,400 visitors and users downloaded 185,635 digital products. The IGS publishes geologic research annually in the form of maps, technical reports, databases and information pertaining to mineral and energy assets in the state that are uploaded as digital products to the agency website for public dissemination. IGS has historically had a technical editor position on staff to assist with this publication effort and interfaces closely with IGS geoscientists to compile, edit and upload agency publications and relevant geologic and geospatial data to the agency website. The editor position at IGS ensures that timely and relevant geologic products, services and information are available to policy makers, the Idaho legislature, heads of state and federal agencies, industry representatives and the public at large on a continual and ongoing basis.

The Idaho Geological Survey will have three specialty geologists including an Economic Geologist, a Geohazards Geologist and a Hydrogeologist operating from our Boise office within the Idaho Water Center by the end of the first quarter of FY 2018. This office suite also has office accommodations for University of Idaho (U of I) Legal Counsel, Casey Inge and has shared office space used by University of Idaho, Vice President (VP) Janet Nelson, Office of Research and Economic Development and IGS Director, Michael Ed Ratchford. A minimum of four IGS and U of I professionals are working full-time from this suite and VP Janet Nelson and Director Michael E. Ratchford use their shared office space to conduct business in Boise on a regular basis. The need for an Administrative Assistant, at a minimum of 6 hours a day, is essential for the efficient operation of a state agency and university personnel that are working from this location.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - a. Geological Publication Editor, Moscow Office, University of Idaho
 - i. To improve quality and quantity of IGS publications for public dissemination.

- ii. Oversees the compilation of all geologic publications and technical reports for public distribution through the agency website.
- iii. This position is currently allocated at a 0.28 FTE @ \$9,480.00 annually. Current funding is being used to hire temporary, part-time staff for the editing and publishing duties for the IGS but is financially insufficient to address the amount of work flow generated from this agency.

b. Administrative Assistant, Boise Office, Idaho Water Center, University of Idaho.

 Assist with administrative tasks for IGS and U of I personnel working from this office location. Currently, there is no administrative support to assist these employees on the mission of these units.

c. Operations Funding: Boise Office

i. Funding request for office supplies at the IGS Boise office. Major expenditures will be paper and print heads for large format map plotter for publications and research efforts.

2. What resources are necessary to implement this request?

- a. Utilization of existing 0.28 FTE funded position (PCN 4757) for the Geologic Editor position of IGS. Total existing funding to be utilized is \$9,480.00 for salary and \$5,727.00 for benefits.
- a. Space and furniture is already in place for the Geologic Editor at the IGS office in Moscow, Morrill Hall, University of Idaho.
- b. Space and furniture is already in place for the Administrative Assistant at the IGS office in Boise, Suite 201, Idaho Water Center.
- c. Computers for the Administrative Assistant and Geologic Editor have already been acquired from existing financial resources.

3. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

a. Geologic Editor:

\$31,338 for a 0.60 FTE funding to be combined with our existing 0.28 FTE funding of \$9,480 line to create a 0.88 FTE position funded at \$22.30/hr. The \$22.30 per hour wage is a rounded average of the national hourly mean wage and the hourly mean wage for Colleges, Universities and Professional Schools for this position (Bureau of Labor Statics: 19-4099 Life, Physical, and Social Science Technicians, All Other). The addition of a Geologic Editor for the IGS will improve public service by

enhancing the quality, quantity and availability of IGS publications and make these products and information readily available for download from the agency website. Total request for the Geologic Editor position is a \$31, 338 for salary and \$14,548.00 for benefits . Requested Position Total is \$45,886.00. Anticipated hire date is estimated at July 29, 2018.

b. Administrative Assistant:

0.88 FTE for the Administrative Assistant at the Idaho Geological Survey/University of Idaho Boise Office in support of 3 geologists, U of I Legal Counsel, IGS Director and U of I VP Office of Research and Economic Development. The recommended wage for the Administrative Assistant position is \$18.00 per hour (Bureau of Labor Statics: 43-6014 Secretaries and Administrative Assistants, Except Legal, Medical, and Executive). The \$18.00 per hour wage is a rounded average of the national hourly mean wage and the hourly mean wage for Colleges, Universities and Professional Schools. Position serves as administrative support for IGS and U of I personnel as well as point of contact for public inquiries and sale of agency maps, publications and technical reports. Total request for the Administrative Assistant position is \$32, 947.00 for salary and \$18,581.00 for benefits. Requested Position Total is \$51, 528.00. Anticipated hire date is estimated at July 29, 2018.

- 4. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
 - a. This request is for ongoing funding. IGS is covering all costs that would be considered one-time funding. The personnel funding request will be used for salary and benefits only.
 - b. Operations funding request is for Boise office supplies associated with the research and operation of that office.
 - c. IGS already houses an Economic Geologist (Dr. Virginia Gillerman) in the Boise Office and the new Geohazards Geologist (Dr. Zach Lifton) will be stationed at this office location beginning June 12, 2017. A job search is currently underway for a vacant Hydrogeologist position for the Boise office of IGS that will focus on groundwater and geothermal energy resources within the state. U of I Legal Counsel, Casey Inge, is also working from the IGS office suite in Boise bringing the total to four full-time employees that a new Administrative Assistant would directly support. The Administrative Assistant will also support Janet Nelson, U of I VP Office of Research and

- Economic Development, and Michael E. Ratchford, IGS Director, when they are conducting business from that office location.
- d. Currently, IGS research geologists write, edit and review each other's manuscripts, maps and technical reports and are responsible for uploading and publishing the final products to the agency website. A professional Geologic Editor will make it possible to get these publication tasks completed more efficiently and the products made available to the public in a timely manner. By having a Geologic Editor on staff this will permit the research geologists to allocate more time toward geological research, mineral and energy resource identification, geologic hazard identification which pose a threat to human life and infrastructure, and public outreach opportunities.
- 5. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 - a. Geologic Editor position request will be of great benefit to the citizens of Idaho by compiling, editing and publishing geologic research projects in a timely manner and in coordination with the geoscientists on staff at the IGS. The vast majority of geologic maps, technical reports and publications will be edited, compiled and uploaded by the Geologic Editor to the IGS website and are available for free download by the public. Currently there are approximately 995 digital products on the agency website for free download.
 - b. Administrative Assistant request will benefit the citizens of Idaho by ensuring that services are adequately provided to the employees of the IGS and the U of I and will also provide a common point of communication and dissemination of information between employees and the general public. The Administrative Assistant will also be versed in point-of-sales tasks associated with public inquiries for hard copy geologic maps, technical reports and agency publications.
 - c. If these funding requests are not granted then (1) publications and pertinent information for the agency website may not be available in a timely manner without a Geologic Editor and there could be delay in the dissemination of important geologic information that is used by the legislature and state government for policy decisions (2) there is no existing administrative support for the Boise office of the IGS and U of I professional personnel; the lack of funding for an Administrative Assistant for this location will result in poor public services and degraded communication between the legislature and the administration of other state agencies.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Special Programs Agency No.: 513 FY 2019 Request

FUNCTION: Museum of Natural

History Function No.: 3000 Page 1 of 5 Pages

Original Submission X or

ACTIVITY: Digital Outreach Manager Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: Digital Outreach for IMNH		Priority Ranking 1 of 1		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$68,000				\$68,000
2. Benefits	27,100				27,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$95,100				\$95,100
OPERATING EXPENDITURES by summary object:					
1. Travel	0				0
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1. PC and workstation	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$95,100				\$95,100

Supports institution/agency and Board strategic plans:

The Idaho Museum of Natural History was created by State Statute 33-3012. STATE MUSEUM OF NATURAL HISTORY. This statute stated that "there is hereby created and established at Idaho State University a state museum of natural history to be known as the Idaho museum of natural history, where tangible objects and documents reflecting our natural heritage may be collected, preserved, studied, interpreted, and displayed for educational and cultural purposes."

ISU Goal 1: LEARNING AND DISCOVERY

Objective 1.1: ISU fosters student learning through teaching, research, and creative activity. Students learn through opportunities that develop their careers, and engage in research and scholarly activities. Faculty are actively engaged in research and creative activities.

The Museum is an institution of both formal and informal education for the State of Idaho.

Objective 1.2: ISU provides high-quality programs at all levels; demonstrates academic excellence at all program levels; technical certificates, undergraduate, graduate, and professional degrees; and postgraduate professional training. Academic programs prepare students for employment or postgraduate study.

Performance Measure 1.2.2: Number of students participating in Career Path Internships

The Museum is a research institution that provides employment for dozens of Career Path Interns each year to engage in novel research and build skills for future careers.

ISU Goal 2: ACCESS AND OPPORTUNITY

Objective 2.3: ISU provides opportunities for students to effectively transition to college, participate in co-curricular programs, and prepare for career success in an increasingly diverse society.

Performance Measure 2.3.1: Number of programs that serve diverse populations

The Museum engages ISU student participation in events and our exhibits attract class visits.

Performance Measure 2.3.6: Number of career path-related opportunities

The Museum is a research institution that provides career path-related employment for dozens of students each year to engage in novel research and build skills for future careers.

ISU Goal 3: LEADERSHIP IN THE HEALTH SCIENCES

Objective 3.3: ISU emphasizes expanded interprofessional experiences through teaching, research, and community partnerships.

The Museum's Idaho Virtualization Lab is working with the Division of Health Sciences in Meridian to develop digital applications for medical training.

ISU Goal 4: COMMUNITY ENGAGEMENT AND IMPACT

Objective 4.1: Number of community activities and events that meet university and community needs (e.g., CommUniversity, Donor Visits, Continuing Ed, Workforce Training, Health Fairs, Clinics, Community Health Screenings, etc.).

The Museum offers at least 3 monthly educational activities and events open to ISU students, faculty, staff, and the general community.

Performance Measure 4.1.1: Total economic impact of the University

In addition to the 10,000 people and K-12 students who visit the museum each year, our virtual museum and social media presence reaches 180,000 citizens. The Museum adds to the regional economy by attracting out-of-state visitors travelling the I-15 corridor. The regional economic impact of the Museum is significant and has capacity for growth. More than 1.2 million people drive past Pocatello enroute to Yellowstone each year, and the city is well situated to be a waypoint destination for travelers.

Performance Measure 4.1.2: Number of community events held at ISU which involve the community, (e.g., high school and university athletics, cultural events, symposia)

The Museum offers its Discovery Room for community events such as lectures and presentations.

Objective 4.2: ISU collaborate with its local, regional/state, national, and global communities for the mutually beneficial exchange of knowledge and resources to address issues of public concern.

Performance Measure 4.2.1: Number of faculty who volunteer or serve community organizations

Two faculty curators and the Museum Director serve on Chamber, regional tourism and local community boards in Pocatello.

Performance Measure 4.2.2: Number of affiliation agreements, contracts, MOUs, etc. w/ community partners

The Museum contributes substantially to partnerships, including Federal, State and Municipal agencies.

SBOE Goal 1: A WELL EDUCATED CITIZENRY

Objective A: Access – Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

The Museum is an institution of both formal and informal education for the State of Idaho.

SBOE Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

The Museum is a research institution that provides career path-related employment for dozens of students each year to engage in novel research and build skills for future careers.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We request a Digital Outreach Manager position (1.0 FTE) to realize our goal to reach every student in Idaho with online educational programming and support core curriculum standards from K-12. This will increase the Museum's appropriated salary from 8.2 to 9.2 FTE.

Building on our digital lab's skill to create virtual collections of our fossils and artifacts, the Museum is eager to apply these resources to support the educational needs of the State and expand the Museum's impact beyond our brick-and-mortar facility. Online exhibits and interactive computer graphics (including augmented and virtual reality) provide new tools to engage, teach and inspire youth and the adult public. Investment in this position will increase research potential for external funding through collaboration with ISU faculty as part of Broader Impact requirements for federal grants, and for education research.

This position will leverage existing strengths and computer facilities at the Museum. Currently, only one position in the digital lab is hard-funded for the purpose of managing IT, hardware and software for our collections database. Externally funded projects currently support 3 digital scanning technicians.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Digital Outreach Manager, 1.0 FTE, full-time, salary \$68,016 + \$27,067 benefits. Date of permanent hire: July 2018.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Creation of the Digital Outreach Manager position is part of a restructuring of the digital lab to prioritize the outreach and education mission of the Museum and facilitate research at ISU.

c. List any additional operating funds and capital items needed.

None.

Provide additional detail about the request, including one-time versus ongoing.
 Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The new Digital Outreach Manager position is an ongoing request. This position will work with Museum staff and ISU faculty and students to create digital content, online resources, interactive exhibits, and digital classroom tools to bring natural history to Idaho audiences. This position will increase the capacity of the Museum and ISU to generate external funding in two ways. First, most Federal grants (NSF, NIH) require investigators to provide "Broader Impact" outreach as part of the deliverables in addition to the research objectives. Through this new position, the Museum will facilitate this outreach deliverable for ISU faculty and make their proposal efforts more competitive. Second, this position provides a new mode for our Museum-led research and development grants in the application of digital media for education.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The Idaho Museum of Natural History serves the people of Idaho and visitors traveling the I-15 corridor through Pocatello. In addition to the 10,000 people and K-12 students who visit exhibits each year, our virtual museum and social media presence reaches 180,000 citizens. Not only do we want to increase these numbers, but through digital media we want to increase the engagement and opportunity to learn through Idaho's natural heritage.

Digital Outreach is the most cost-efficient way to reach a broad audience of students and adults across the State, build a sense of pride in our collective heritage, and to encourage visitation to IMNH and other cultural institutions in Idaho. IMNH is poised to lead this effort and requires dedicated funding to elevate the impact of the Museum in the lives of Idahoans from all parts of the state.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Special Programs Agency No.: 516 FY 2019 Request

FUNCTION: Idaho Small Business Function No.: 05 Page 1 of X Pages

Development Center

Original Submission __ or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: Business Development Priority Ranking 1 of			ing 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	\$44,500		\$28,500		\$73,000
2. Benefits	\$4,000		\$4,100		\$8,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$48,500		\$32,600		\$81,100
OPERATING EXPENDITURES by summary object:					
Travel	\$0		\$11,100		\$11,100
TOTAL OPERATING EXPENDITURES:	\$0		\$11,100		\$11,100
CAPITAL OUTLAY by summary object:					
Computers (one-time)	\$3,700		\$0		\$3,700
TOTAL CAPITAL OUTLAY:	\$3,700		\$0		\$3,700
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$52,200		\$43,700		\$95,900

Supports institution/agency and Board strategic plans:

Support for the SBOE Strategic Plan FY2017-2021:

This proposal supports Goal 2 of the SBOE Strategic Plan for Innovation and Economic Development. Helping small businesses throughout the state have better access and success with government contracts contributes to economic development and creates continued learning with business owners. It also supports creation and development of new ideas for products and services to create a strong and vibrant business environment for Idaho's graduates to secure employment in Idaho.

Support for BSU's Strategic Plan: Focus on Effectiveness 2017-2021

This proposal supports Goal 4 of Boise State's strategic plan to align with community needs and create mutually beneficial partnerships. Assisting businesses with government contracting brings additional revenue into Idaho and responds to community needs.

Description:

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of 6 offices hosted by Idaho's colleges and universities. The Procurement Technical Assistance Center (PTAC) has also been providing assistance to businesses on government procurement since 1986. In 2015, the PTAC transitioned from the Idaho Department of Commerce to the Idaho SBDC to complement the services being provided to small businesses.

This request enhances the Idaho SBDC's resources to help small businesses gain access to federal, state and local government contracts through the Idaho (PTAC) program. State funding will support a half-time position located in and covering north and north central Idaho and a half-time position located in and covering eastern and southeastern Idaho. The increased state funds will be used to obtain an increase in federal funds from the Defense Logistics agency. This additional federal funding will support a half-time administrative assistant and a small amount of Regional Directors' salary for supervisory support.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Currently, statewide PTAC services are delivered from the main Idaho SBDC office at Boise State University with 2 full-time staff and a portion of an administrative person. We are requesting funding to add a half-time PTAC Consultant in northern Idaho and one in eastern Idaho to bring services closer to the businesses in those areas for a total personnel cost of \$49,538. The state funding will allow the Idaho SBDC/PTAC to apply for increased funding from the Defense Logistics Agency (DLA) to provide a minor amount of support for the Regional Directors in the new locations for their supervisory roles, a half-time administrative assistant located in the Boise office to support the PTAC program, and travel for the new PTAC Consultants and Administrative Assistant for a total of \$42,690.

One-time funding from the State is also being requested to provide computer/office setup for the new positions for \$3,600. Office space and supplies will be provided by the Idaho SBDC.

Greater access to PTAC services will help businesses increase their success in obtaining government contracts and bring additional economic impact to Idaho. The Idaho SBDC and PTAC have proven records of delivering services with an average return on investment of 4:1 for the SBDC and a much higher return on government contracts. In 2016, PTAC clients accessed over \$127 million in prime contracts and sub contracts.

- 2. What resources are necessary to implement this request?
 - 3 new positions
 - PTAC Consultant for north/north central Idaho
 - PTAC Consultant for east/southeast Idaho
 - Administrative assistant located in Boise
 - new computers/screens for each new position
 - 3 new office spaces
 - o 1 provided by the SBDC hosting the north/north central Idaho position
 - o 1 provided by the SBDC hosting the eastern Idaho position
 - 1 provided by the Idaho SBDC at Boise State University
 - Supervisory/leadership for the 2 new positions located in regional offices outside the Boise area provided by incumbent regional directors
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Ongoing funds are being requested for 2 new half-time positions for a total of \$48,448.

One-time funding is being requested for computers/office setup for three positions – two from additional state funds and one for additional federal funds.

Travel requirements are ongoing and will be funded with the additional federal funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Businesses in the North and North Central regions covering 10 counties and businesses in East and Southeast regions covering 16 eastern counties would have services closer to their location. Businesses in those counties would have greater access to a local PTAC consultant who can assist them with state and federal contracting services at no cost to the business.

Currently there are 197 active clients in North and North Central Idaho and 165 in East and Southeast Idaho. We expect this number to increase by 10% the first year. It will also decrease unproductive travel time for the PTAC Manager and

Consultant in Boise allowing for increased services in Southwest and South Central areas.

If this request is not funded, the businesses in northern and eastern Idaho will still receive PTAC services, however there will be no local dedicated PTAC consultant in the region so support will have to come from the Boise office. This requires additional travel time, results in less face-to-face, and makes it more difficult to stay connected with key partners and referral sources.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Attachments:

- · Spreadsheet with budget details
- Idaho SBDC economic impact results for 2016

AGENCY: Special Programs Agency No.: 516 FY 2019 Request

FUNCTION: Tech Help Function No.: 08 Page 1 of 3 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No.

A: Decision Unit No: 12.01	Title: Business Development		nt	Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.5				2.5
PERSONNEL COSTS:					
1. Salaries	\$209,300				\$209,300
2. Benefits	76,700				76,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$286,000				\$286,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$22,200				\$22,200
TOTAL OPERATING EXPENDITURES:	\$22,200				\$22,000
CAPITAL OUTLAY by summary					
object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$308,200				\$308,200

Supports institution/agency and Board strategic plans:

This line item request to add additional manufacturing specialist consultants at TechHelp is in support of:

- Boise State University's College of Business and Economics goal to support economic development through collaboration with public and private organizations.
- Idaho State Board of Education's support of Idaho universities' plans to implement key aspects of <u>their Core Themes through community outreach</u> activities.
- Idaho State BOE objective to prepare students for entering the workforce by providing experiential learning through class projects and internships with businesses.

- Governor Otter's "Accelerate Idaho" initiative by empowering business creation, expansion, and innovation through high-quality manufacturing business consulting to advance individuals, elevate industries and strengthen manufacturing communities.
- Idaho Department of Labor's strategies to help companies train and retain skilled workers by developing registered apprenticeship programs.

Description:

TechHelp has been providing in-plant consulting, training and technical assistance to Idaho's small and medium sized manufacturers since 1996 from a network of five (5) offices hosted by Idaho's three state universities. This line item request enhances TechHelp's resource team to help Idaho businesses grow and prosper by adding two and one half (2.5) FTEs to serve Idaho manufacturers and manufacturing communities. Funding will be distributed between each of the three (3) universities to increase capacity statewide including in rural areas.

As an affiliate of the National Manufacturing Extension Partnership, TechHelp delivers national best practices and best practitioners to Idaho companies. Additional state funding will give TechHelp more capacity and resources to create more value for Idaho manufacturers, processors, and inventors/entrepreneurs, as well as students, universities and state agencies in the following ways:

- Additional staff would give TechHelp the resources to provide more services to underserved areas in North. South. North Central and Eastern Idaho.
- As a partnership of Idaho's three state universities, TechHelp is a vital bridge between academia and the private sector. Additional funding will allow us to enhance the flow of information, students, professors, resources, business opportunities and more to manufacturers.
- TechHelp will connect more students and companies on real world projects that give students vital work experience and give companies access to critical help. TechHelp student employees and interns have leveraged their work experience to land positions with some of Idaho's top organizations including Rekluse, Scentsy, House of Design, SGW DesignWorks, as well as Idaho Departments of Commerce, Agriculture, Environmental Quality and Labor.
- As an "extension" of Idaho's Universities, TechHelp Specialists will increase their availability to any manufacturer anywhere in Idaho. Idaho companies gain access to tools, techniques and expertise not normally available in rural Idaho.
- Additional funding will give TechHelp greater flexibility and capacity to participate
 with partners like Idaho Departments of Labor, Ag and Commerce as well as
 universities, community colleges on efforts in support of manufacturing initiatives
 like the UI Center for Agriculture Food and Environment (CAFÉ), workforce
 development, and industry associations and alliances.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

\$308,187 is being requested to add 2.5 FTEs (3.0 FTEs with UI additional contribution – Attachment 2) to the TechHelp Center network. \$285,987 is for salary and fringe and \$22,200 is for travel so that personnel can travel statewide to rural areas and also travel to local and national conferences.

The request is for ongoing funding that would be added to TechHelp base Special Programs appropriation.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - Positions titles are Manufacturing Specialists for three (3) locations, each having statewide responsibilities. All three positions are new benefit-eligible hires. The Boise State University position will be located in Boise; the Idaho State University position will be at an ISU facility in S. Idaho. The UI position, housed at a UI facility, will leverage UI/Ag Extension funding to hire a new full-time position focused on food and dairy processors statewide. All three positions pay grade and terms of service are defined by each university. Anticipated hire dates are August 1, 2018.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - Existing TechHelp management and administrative resources will support these three new positions with their responsibilities.
 - c. List any additional operating funds and capital items needed.
 - The request includes \$22,200 in funds (\$7,400 per position) to travel to manufacturing operations, partner meetings, and conferences.
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
 - The UI position, housed at a UI facility, will leverage UI/Ag Extension existing funding to fund half of a new full-time position focused on food and dairy processors statewide.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This initiative will accelerate expansion of existing manufacturing businesses in Idaho. Small and medium-sized manufacturers are the engine of Idaho's economy, and our focus is on innovative and entrepreneurial companies that want to become globally competitive.

This increased funding request serves:

- <u>Idaho Manufacturers</u> The TechHelp team will serve more (i.e., 12 per year) manufacturers across Idaho with one-on-one consulting and technical assistance and more manufacturers (i.e., 25 per year) with manufacturing best practices training, e.g., food safety, lean six sigma greenbelt.
- <u>Manufacturing "Communities</u>" In partnership with state economic development partners we will serve existing and new regional and statewide industry manufacturing associations and clusters to nurture environments of knowledge sharing, innovation and sustainable growth for manufacturing.

Expected Impacts - The goal of this funding request for TechHelp is to grow Idaho's economy. Expected annual impacts from this funding increase after the first year of development are:

- 60 jobs created
- \$2.0 million increase in new sales
- \$3.8 million increase in retained sales
- \$1.7 million new investment in manufacturing operations
- \$1.0 million in cost savings
- 12 Manufacturing companies served

If this request is not funded, the increased growth for Idaho's manufacturers will not be realized.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

No prior year request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Attachments:

- 1. Additional Information TechHelp
- 2. TechHelp Impact Report, 2016.

Attachment 1, Additional Information – TechHelp

Scope of the TechHelp Program in Idaho

Source	Contribution	% of total	Amount with line	% of total
	to program	amount	item request	amount
NIST Manufacturing Extension	\$640,236	37%	640,236	30%
Partnership (MEP)				
Economic Development	\$125,000	7%	\$125,000	5%
Administration (EDA) University				
Center				
U.S. Department of Agriculture Rural	\$20,000	1%	\$20,000	1%
Business Development Grant				
TechHelp Program Income -	\$624,500	36%	\$664,500	31%
Company Investment				
Idaho Department of Labor -	\$100,000	6%	\$100,000	5%
ApprenticeshipIdaho				
UI Contributions, TechHelp Food &	\$75,100	4%	\$135,850	6%
Dairy Position(s)	. ,			
State of Idaho	\$166,400	9%	\$474,587	22%
Total	\$1,751,236	100%	\$2,160,173	100%

- The line item increase in State of Idaho funding brings the direct State share of the program from 9% of total funding to 22% of total funding.
- 93% of the requested increase (\$308,187) goes to personnel to add capacity for manufacturing business consulting, technical assistance and training available to help businesses start, grow, add jobs, grow sales, and grow the economy.
- 86% of the total program funding is for personnel.
- TechHelp Program Income (\$624,500) and a portion of Host University Contribution (\$15,736) will be used as match to NIST MEP \$640,236 federal grant
- A portion of both State of Idaho (\$65,636) and Host University Contributions (\$59,364) will be used as match on the \$125,000 EDA University Center federal grant.
- The effort spent on administration of the program does not increase: before the line item administration is 13% of total funding for university administration and 15% for TechHelp administration. After the line item increase it is 10% university and 12% TechHelp of total funding.
- The funding would increase TechHelp Full-time Equivalent (FTE) positions from 14 to 17.

Strategic Approach for New State Investment

- Capacity & Statewide Coverage Increase funding enough to add three full-time experienced
 manufacturing specialists to grow existing manufacturing businesses by providing better one-on-one
 manufacturer consulting coverage across Idaho. Distribute new state investment in TechHelp to
 BSU, ISU and UI, i.e., to all areas of the state, to significantly increase consulting capacity.
- Mfg Impact With over 20 years of experience we know that by working directly inside manufacturing
 businesses that we are able to provide the greatest return. The economic improvements achieved by
 clients through this type of consulting engagement continues for many years afterwards.
- Mfg Assoc. & Workforce Support existing manufacturing associations and help initiate new
 associations in regions where none exist. Leverage associations to increase cluster support (e.g.,
 dairy processing, aerospace), to improve talent pipelines by aligning workforce needs of
 manufacturers with education and training providers' capabilities.

- **UI Food & Dairy** Leverage increased state investment in partnership with the UI Ag Extension program to serve more food and dairy processors.
- University Assets & Students The investment is leveraged through Idaho's three state universities
 to provide manufacturing businesses access to university assets as well as experiential learning for
 students by working on projects with businesses.

Attachment 2, Impact Report, 2016

Annual Impact to Idaho of the TechHelp Program

Impact	Amount
Jobs Created and Retained	342
New Sales	\$96.2 million
Retained Sales	\$22.7 million
New Investment	\$9.3 million
Cost Savings	\$11.8 million
Manufacturing Companies Served	81

- The TechHelp Idaho center has a consistent return on investment of over 9:1. For every \$1 invested
 in the program, client performance returns \$9 to the economy (statistics from NIST Manufacturing
 Extension Partnership independent survey results conducted annually). Multipliers are not used; only
 direct reported impact from TechHelp clients reporting on independent surveys.
- After participating in consulting, technical assistance and/or training TechHelp clients are asked to
 take an independent survey of the economic impact of the work as well as their satisfaction with
 TechHelp. Each client's information is kept strictly confidential, although a subset of all client's
 surveyed agree to release part of their results for publication of success stories.

AGENCY: Idaho Public Television

Agency No.: 520

FY 2019 Request

FUNCTION: Idaho Public Television

Function No.: 01

Page 187 of 2 Pages

Original Submission X or

ACTIVITY: N/A Activity No.: N/A Revision No.

A: Decision Unit No: 12.01	Title: Personnel Sustainability			Priority Ranki	ng 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.0	(6.0)			0
PERSONNEL COSTS					
1. Salaries	\$227,200	(\$227,200)			0
2. Benefits	130,000	(130,000)			0
TOTAL PERSONNEL COSTS	\$357,200	(\$357,200)			0
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES CAPITAL OUTLAY	0	0			0
by summary object:					
TOTAL CAPITAL OUTLAY	0	0			0
T/B PAYMENTS					
LUMP SUM					
GRAND TOTAL	\$357,200	(\$357,200)			0

Supports institution/agency and Board strategic plans:

Description:

All existing labor is required to fulfill IdahoPTV's mission and performance measures under the State Board of Education.

Fund Shift

This fund shift works to ensure the sustainability of the statewide delivery system that provides a broadcast signal to nearly all regions of the entire state through highly effective funding of administrative and maintenance labor. This request shifts funding and FTPs of existing labor from dedicated funds to the general fund.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Restructure existing personnel costs. Includes a fund shift of existing FTPs. All funds are currently included in the base in total.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - c. List any additional operating funds and capital items needed.

See attached schedule (DFM Template) for details by fund.

This request impacts personnel costs only. No operating or capital expenditures exist with this line item request.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

These personnel costs are ongoing.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request maintains existing operations and level of service to residents of Idaho. As personnel costs have continued to increase (PERSI, health premiums and CEC), there is a direct impact to operational funding in the absence of new sources of revenue. At the same time, operational expenses continue to increase. These trends continue to widen the gap from a sustainable level of operations.

Fund Shift

This helps ensure the sustainability of the administration and maintenance of the statewide delivery service that provides educational content to nearly every household in Idaho. Idaho Public Television already significantly outperforms its peers in the amount and percentage on non-state funding raised. In addition, funding from the Corporation for Public Broadcasting has been flat or shrinking and is threatened with elimination. Dedicated funds are less predictable, are not increasing, and cannot sufficiently provide for ongoing personnel cost increases.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Idaho Public Television Agency No.: 520 FY 2019 Request

FUNCTION: Idaho Public Television Function No.: 01 Page 1 of 4

Original Submission: X

ACTIVITY: N/A Activity No.: N/A Revision No. _____

A: Decision Unit No: 12.02	Title: FCC Engineering Requirements Priority Ranking 2 of 3				
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$59,600				\$59,600
2. Benefits	26,400				26,400
3. Group Positions					
TOTAL PERSONNEL COSTS:	\$86,000				\$86,000
OPERATING EXPENDITURES by summary object:					
1. Other Services	\$2,000				\$2,000
TOTAL OPERATING EXPENDITURES:	\$2,000				\$2,000
by summary object:					
Computer Equipment	\$3,000				\$3,000
TOTAL CAPITAL OUTLAY:	\$3,000				\$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$91,000				\$91,000

Supports institution/agency and Board strategic plans:

Goal 1 A WELL-EDUCATED CITIZENRY,

Objective 1 Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measure: Number of DTV translators.

Benchmark: FY18 – 47Benchmark: FY22 – 47

Objective 3 Operate an efficient statewide delivery/distribution system.

Performance Measure: Total FTE in content delivery and distribution.

Benchmark: FY18 – less than 25
 Benchmark: FY22 – less than 24

(established by industry standard)

Description:

Idaho Public Television seeks funding for a new Engineering position to help with the increased workload brought on by the FCC's Spectrum Auction and Repacking process. Over the next several years, Idaho Public Television is being mandated by the FCC to move its KCDT transmitter and 14 or more of its translators to new channels. This required the acquisition and installation of new equipment, as well as all the related engineering and frequency interference studies, permitting, coordination with other site users, etc. This is a massive new undertaking that is above and beyond the capacity of our existing staff. While the cost of the equipment for the KCDT channel change is being covered by the FCC Auction proceeds, the station staffing costs to undertake this is not being covered. Nor are ANY of the costs of changing channels for the translators. This is a new multi-year project.

In addition, the FCC has recently adopted a new television standard ATSC 3.0 that will require updating of nearly all of our broadcast equipment over the next decade or more. This new position will be needed to address these updated standards and the workload involved.

Finally, we anticipate that a number of Idaho Public Television's extremely experienced broadcast engineers will be retiring in the next couple of years, reducing the output and efficiency of the department. We have been able to handle our very robust existing workload because of the staffs many years of experience.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - See attached worksheet.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - Our Director of Technology and Field Engineering technicians will also be working on this project, but the scale of this project is beyond what existing staff can reasonably accomplish.
 - c. List any additional operating funds and capital items needed.

Any capital equipment will be part of our replacement capital budget.

- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
 - This is a new ongoing request from the General Fund. We do not anticipate any other funding source to meet this need.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 - This position will address the broadcast technology needs of viewers in communities throughout Idaho. The first priority will be to address the area served by KCDT/Coeur d'Alene. The other 14 translators serve small communities including Bonners Ferry, Cottonwood, Julietta, Kellogg, Priest Lake, Salmon, Rexburg, Soda Springs, Garden Valley, Crouch, Hagerman, Valley County and Julietta.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho Public Television Agency No.: 520 FY 2019 Request

FUNCTION: Idaho Public Television Function No.: 01 Page 1 of 4

Original Submission: \underline{X}

ACTIVITY: N/A Activity No.: N/A Revision No. _____

A: Decision Unit No: 12.03	Title: Educat	tional Outreach		Priority Rank	ing 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$59,600				\$59,600
2. Benefits	26,400				26,400
3. Group Positions					
TOTAL PERSONNEL COSTS:	\$86,000				\$86,000
OPERATING EXPENDITURES by summary object:					
1. Other Services	\$2,000				\$2,000
TOTAL OPERATING EXPENDITURES:	\$2,000				\$2,000
CAPITAL OUTLAY by summary object:					
Computer Equipment	\$3,000				\$3,000
TOTAL CAPITAL OUTLAY:	\$3,000				\$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$91,000				\$91,000

Supports institution/agency and Board strategic plans:

SBoE Goal 1, Objective A

Idaho Public Television reaches more than 97% of Idaho households with quality educational content that has a demonstrated impact on educational success in school. In addition, we reach a high percentage of low income and ESL learners through our broadcast and online resources. This new initiative will connect more teachers and learners with local and national content that has a proven track record of improving educational outcomes for preschool and elementary students.

Performance Measure:

Number and location of students and educators served through presentations and workshops, number of educators signing up for Scout/PBS Learning Media resources

Idaho Public Television Goal 1

A WELL-EDUCATED CITIZENRY - Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

Objective 2: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of presentations to schools and other educational institutions and entities

Objective 5: Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.

Performance Measure:

Number of students and educators served through presentations and workshops, number of educators signing up for Scout/PBS Learning Media resources, number of visitors to our educational websites.

Objective 6: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of students and educators served through presentations and workshops, number of educators signing up for Scout/PBS Learning Media resources, number of minorities and low income students served through presentations and workshops.

Description:

Idaho Public Television proposes enhancing our educational outreach efforts with the addition of one new position and related expenses to supplement the one current position devoted to these activities, plus the PBS grant-funded educational specialist position. By making presentations to teachers, parents and caregivers about how best to utilize the more than 100,000 educational resources available from Idaho Public Television free to Idahoans, we hope to increase the use of these resources and the effectiveness of the learning process, thus improving standardized test scores in literacy and STEM subjects. Many educators and parents are not aware of these resources or how best to employ them for maximum effectiveness. This new position will coordinate efforts to travel the state informing the community about these resources and demonstrating best practices for their utilization both at home and in the classroom. This additional position will allow us to increase our effectiveness in northern and eastern Idaho where the current costs to serve these communities from Boise is prohibitive. While we provide high quality educational material for all ages, we plan to concentrate most of our efforts with preschool and elementary grades where the demonstrated impact is greatest. This position will also

develop educational material to accompany Idaho Public Television's productions to make them more valuable to classroom teachers and students.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

One additional full-time education position is being requested to provide support for IdahoPTV and PBS educational tools such as Learning Media and other online resources to schools, libraries, families, daycares, after school networks and other educational institutions. The Project Coordinator position would serve as supervisor and coordinate the activities of both our existing Education Specialist and a PBS grantfunded Education Specialist position. This position would be able to produce educational components for local programs as well as bring educational offerings from CPB and PBS to Idaho communities. These offerings could include educational video segments, lesson plans based on state standards, teacher guides and websites and other digital learning materials. The educational positions would work closely with the Idaho State Department of Education, Office of the State Board of Education, Idaho Commission for Libraries, the STEM Action Committee, and other local educational organizations. The position would help augment the classroom curriculum by providing quality material to educators and learners.

The specialists would travel around the state to schools, libraries, and other educational sites to demonstrate Learning Media, Literacy in a Trunk, STEM in a Trunk and a whole host of educational components produced by PBS and CPB, the most trusted educational brands in America.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - See attached worksheet.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - In addition to existing Education Specialists, this line item would also receive limited support from existing communication, promotion and production positions. Design and printing of brochures and pamphlets, web and digital assets, as well as short video segments might be occasionally needed.
 - c. List any additional operating funds and capital items needed.
 - Operational funding includes costs of printing of materials, postage and shipping, and travel to schools, libraries, child care facilities, and others sites to make presentations at locations statewide. We anticipate acquiring two \$5,000 grants from private sources (dedicated funds) to supplement operational costs.

Capital items includes a portable computer and large, external monitor that will be used both in office and on location for demonstrations of online resources available to students, educators, and other community participants.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Besides the ongoing funding for the new position, this request contains ongoing operational expenses for employee travel in each region of the state as well as educational meetings and conferences held by PBS and CPB. IdahoPTV has office space in Moscow and Pocatello to accommodate personnel. One-time costs include the capital items described in 2(c) above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Educators, students, librarians and patrons from around the state will be served by these educational positions. PBS and CPB extend grants on a semi-regular basis that go along with the educational opportunities that exist with many programs produced for air and online. Educational outreach grants for history and science-based programming have been made available. More educational opportunities will be available in years to come. Currently, we are not able to take advantage of many of these grants because we do not have the personnel to accomplish the tasks. If not funded, we would not be able to enhance education as described herein.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Office of the State Board of Education Agency No.: 523 FY 2019 -Request

FUNCTION: Vocational Rehabilitation Function No.: 02 Page 1 of 4 Pages

Original Submission X or

ACTIVITY: Basic Grant Activity No.: 02 Revision No. ____

A: Decision Unit No: 12.01	Title: Additional Grant and Match Funds		Priority Ranking of 1 of 3		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by					
summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary					
object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$250,000		\$924,000		\$1,174,000
LUMP SUM:					
GRAND TOTAL					

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.

Description:

Vocational Rehabilitation (VR) is requesting an additional \$250,000 in State funds and \$924,000 in Federal funds to have a sufficient amount of funds available to pay for assessment, training, tools, education, transportation, and other items to assist youth and students with disabilities as well as nonstudents and adults with disabilities prepare for and/or secure employment. The Vocational Rehabilitation program has had significant changes since July 22, 2014 when the Rehabilitation Act of 1973 and its' amendments were reauthorized by the Workforce Innovation and Opportunity Act (WIOA).

WIOA aims:

To increase access to and opportunities for employment, education, training, and support services, particularly for individuals with the greatest barriers to employment, to include individuals with disabilities, to ensure that they can succeed in the labor market.

It places a focus on Pre-Employment Transition Services (Pre-ETS) for students with disabilities, competitive integrated employment for individuals with the most significant disabilities, greater emphasis on business engagement, and enhanced collaboration with core partners to include programs under the Department of Labor (Adult; Dislocated Workers, Youth and Wagner-Peyser) and Career Technical Education (Adult Education and Literacy). This collaboration includes common performance reporting for all of the six core programs.

WIOA has brought great opportunities, but there are challenges. Our challenges are both programmatic as well as fiscal. The Division must develop and implement programs differently than we have historically been required with no additional funds. One significant focus is Pre-Employment Transition Services to students with disabilities. The definition of a student with a disability has three components: An age requirement; education program attendance; and disability. VR is required to shift 15% of its' Title I VR federal fund to the provision of these services to students with disabilities. That equates to approximately \$2.3 million of VR's total allocation. As a result, it will place a limitation on funds available to support services for the non-student and adult population.

Additional fiscal and programmatic changes that impact the VR program include: the implementation of customized employment; supported employment and youth extended services, the cost associated with the infrastructure of the American Job Centers, and increased data requirements and sharing. The impacts will have both a service delivery and personnel resource cost associated.

Furthermore, VR is experiencing approximately a 7% increase in service expenditures annually. The additional funds will be used to meet all the programmatic requirements of WIOA, consequently meeting the student transition requirement as well as the nonstudent and adult population being served in Idaho.

Vocational Rehabilitation is not a welfare program, but a program that provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to competitive integrated employment or to maintain employment, dependence to independence. The Vocational Rehabilitation program is a way to self-sufficiency. For

Federal fiscal year 2016, 84% of VR customers who achieved or maintained employment reported their wages as their primary means of support instead of depending on public support and family support. There was a 506% increase in those customers' wages after receiving IDVR services, demonstrating a positive economic impact on those we serve as well as to the state. Not only does an investment in VR reduce the amount of public support required, it also returns funds to the State of Idaho. Based on Federal Fiscal Year 2016 data it is estimated that a State investment of \$250,000 will return over \$2.3 million in direct sales tax and income tax to the State. That is a return on investment of over \$9 to \$1. Furthermore, it will increase Idaho's other taxes, such as property and gas tax, and reduce the amount of public assistance to those individuals served. This is a good investment for Idaho and unlike many other government programs; it returns more dollars than are invested by the State.

The addition of \$1,174,000 in appropriations will allow Idaho to capture all of the funds allotted to it by the Federal Government. Without the State General Fund match of \$250,000, Idaho will lose \$924,000 in Federal funds set aside for Idaho. As a result of Federal funds being returned by other states that cannot meet their match, Idaho has the opportunity to capture even more Federal funds to assure adequate service delivery to all eligible Idahoans and assist them in moving into the workforce. WIOA's emphasis on helping students with disabilities transition into the workforce will provide a great benefit to Idaho. Currently the average age of a VR customer is 39. Involving those with disabilities at a younger age means that independence for those with disabilities will start earlier and reduce the amount of public assistance needed by them. Transitioning students to the workforce should have an even bigger return on investment to the State of Idaho than mentioned above. The additional funds will not only assist those in need, but will also provide a great return on investment for Idaho.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

IDVR is requesting additional State and Federal funds to be able to meet the program requirements of the Federal Workforce Innovation and Opportunity Act (WIOA). The request is for VR to strategically plan for the increase of service costs as well as the shift in program emphasis as required by Pre-Employment Transition Services and other requirements under WIOA. Without this increase the Division may not be able to meet the requirements of WIOA and the needs of the Vocational Rehabilitation program. If that becomes the case, IDVR will need to adjust how the program operates in Idaho and may not be able to serve all eligible individuals with disabilities who need services. The VR program would need to consider the implementation of an Order of Selection (OOS).

\$250,000 in General Fund and \$924,000 in Federal Fund requests are in the base.

- 1. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

c. List any additional operating funds and capital items needed.

None

2. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This will allow VR to access all of the Federal funds allocated to the State. Annually, the Federal grant award increases by 1-3%. The \$250,000 in General Fund appropriations will allow Idaho to capture an additional \$924,000 of Federal Funds which will meet the requirements of WIOA and also allow the Division to continue to serve all eligible individuals, without having to implement an Order of Selection. Idaho does not want to remit any portion of its allotment to other states as it did in SY 2018. Furthermore, this will allow VR to capture funds remitted by other states. This will allow Idaho to invest its full Federal allotment of over \$17 million in Idaho; where Idaho will receive a return on the investment. The grant funds are ongoing in subsequent years.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will allow VR to continue to serve all of our customers without limiting available services. It will allow Idaho to invest its share of this Federal grant in Idaho, where it has been returning in excess of \$9 in sales and State income tax for every \$1 invested by the State. If this request is not funded then IDVR would need to adjust how the program operates in Idaho and may not be able to serve all eligible individuals with disabilities who need services. The VR program would need to consider the implementation of an Order of Selection (OOS).

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Division of Vocational Rehabilitation Agency No.: 523 FY 2019 Request

FUNCTION: Vocational Rehabilitation Function No.: 02 Page ____ of __ Pages Original Submission X or

ACTIVITY: Board approved category Activity No.: Revision No. ____

A: Decision Unit No: 12.02	Cost Reimbursement and Ticket to Title: Work Program Priority Ranking 2 of 3			ing 2 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)		1.0			1.0
PERSONNEL COSTS:					
1. Salaries		\$38,000			\$38,000
2. Benefits		\$21,000			\$21,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:		\$59,000			\$59,000
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation		\$2,700			\$2,700
TOTAL CAPITAL OUTLAY:		\$2,700			\$2,700
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL		\$61,700			\$61,700

Supports institution/agency and Board strategic plans:

Goal 1, Objective 2

Objective: The Vocational Rehabilitation program is requesting one (1) Full Time Employee (FTE) to manage a Cost Reimbursement and Ticket to Work program. The (FTE) is identified as a Social Security Reimbursement Coordinator. The personnel costs associated with this position will be funded 100% by Dedicated funds received from the Social Security Administration.

Performance Measure:

The Social Security Reimbursement Coordinator will increase social security reimbursement funds through the ticket to work program. Reimbursed funds will be an additional resource to pay for assessment, training, tools, education, transportation, and other items to assist youth and students with disabilities as well as nonstudents and

adults with disabilities prepare for and/or secure employment.

Description:

The Vocational Rehabilitation (VR) program is requesting one (1) Full Time Employee (FTE) to manage a Cost Reimbursement and Ticket to Work program and the authority to spend Social Security Administration appropriations in Dedicated Fund 0288 to support the position. The personnel costs associated with this position will be 100% Dedicated funds. Without this self-supporting position, VR will not be able to recoup the full amount of Social Security reimbursements available, and will not be able to pursue to the degree possible the Ticket to Work Program as a potential revenue stream.

Currently the VR program is unable to capture all of the possible Social Security reimbursement funds available from its customers who receive Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) benefits and who become employed as a result of VR services. Reimbursement funds have varied over the past few years. Proposed changes in the Ticket to Work program would increase the revenue stream available to fund ongoing supports for individuals with the most severe disabilities

The Social Security Administration's Ticket to Work program is a free and voluntary program available to individuals ages 18 through 64 that have a disability and who receive Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) benefits. The goal of the program is to:

- Offer beneficiaries with disabilities expanded choices when seeking service and supports to enter, re-enter, and/or maintain employment;
- Increase the financial independence and self-sufficiency of beneficiaries with disabilities;
 and
- Reduce and, whenever possible, eliminate reliance on disability benefits.

Social Security pays State Vocational Rehabilitation (VR) agencies through the VR Cost Reimbursement program for the cost of the service they provide to people receiving (SSDI) and or (SSI) payments based on disability or blindness if certain conditions are met. The services provided by a State VR agency are identified in the Rehabilitation Act of 1973, as amended, and are spelled out in an agreement between the individual with a disability and the VR counselor in an individualized plan for employment.

Currently the VR program is utilizing an Administrative Assistant II to manage the Cost Reimbursement for the Agency. The Cost Reimbursement is only a portion of their required job duties and they are unable to dedicate all of their time to pursue available funds. VR's current strategy is failing to capture all the available reimbursements. In FFY 2016 the current FTE re-worked 57 claims that had originally been denied. As a result of these efforts, an additional \$196,000.00 in revenue was captured, bringing the FFY 2016 Cost Reimbursement total to approximately \$850,000.00.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

IDVR is requesting one position dedicated to provide planning, coordination, oversight; training and technical assistance needed by IDVR and allied state and local agencies to fully and appropriately implement SSA's Ticket to Work program in Idaho. This position will also monitor and track the Cost Reimbursement program operations in a timely fashion which generates an additional revenue stream for IDVR that is used to assist eligible Idahoans with disabilities to secure, maintain and advance in employment.

\$59,000 in on-going costs as well as \$2,700 in one-time costs are in the base and are funded by a Dedicated fund (0288).

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Title: Program Specialist Technician

Pay Grade: J

Full-Time

Benefit Eligible

Date of Hire: July 1, 2018

Terms of Service: On-Going Permanent

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected and will not affect existing operations.

c. List any additional operating funds and capital items needed.

A new desk, chair, PC, and 2 monitors would be needed totaling \$2,700.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The position would be full time and on-going. It will be funded 100% by SSA cost reimbursement funds.

Over the past four years IDVR has received approximately \$2,689.766.00 of revenue from the Cost Reimbursement program. Currently the existing FTE is failing to capture all of the available reimbursements due to other work assignments. A FTE dedicated to the Cost Reimbursement and Ticket to Work program would enhance the funding

- stream and VR's financial ability to assist eligible Idahoans with disabilities to secure, maintain and advance in employment.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 - The funding stream allows the VR program to financially assist eligible Idahoans with disabilities to secure, maintain and advance in employment. If the request is not funded, VR will not recoup the full amount of Social Security reimbursements available.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Idaho State Council for the Deaf and

Hard of Hearing Agency No.: 523 FY 2019 Request

FUNCTION: CDHH Administration Function No.: 06 Page 1 of 5 Pages Original Submission X or

ACTIVITY: CDHH Activity No.: Revision No. ____

A: Decision Unit No: 12.03	Title: Community Outreach Priority Ranking 3 of 3			ing 3 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$62,200				\$62,200
2. Benefits	26,000				26,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$88,200				\$88,200
OPERATING EXPENDITURES by summary object: 1. Travel 2. Communication Accommodations 3. Cell Phone 4. Office Lease	\$2,300 10,000 1,200 2,400				\$2,300 10,000 1,200 2,400
TOTAL OPERATING EXPENDITURES:	\$15,900				\$15,900
CAPITAL OUTLAY by summary object: 1. PC and workstation	\$3,400				\$3,400
TOTAL CAPITAL OUTLAY:	\$ 3,400				\$ 3,400
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$107,500				\$107,500

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

To increase the Idaho Council for the Deaf and Hard of Hearing (CDHH) by one (1) additional Full Time Employee (FTE) identified as Communication and Outreach Coordinator in order to increase outreach and education.

Performance Measure:

To increase access and education to all Idahoans to include those who are deaf and hard of hearing.

Description:

The Idaho Council for the Deaf and Hard of Hearing is requesting an additional one (1) Full Time Employee (FTE) identified as Communication and Outreach Coordinator to assist in meeting their mission

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Council for the Deaf and Hard of Hearing is requesting one (1) additional Full Time Employee (FTE) identified as Communication and Outreach Coordinator. The Council for the Deaf and Hard of Hearing is a unique state agency following its mission of being "Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens." Using the formula of 13% provided by the Gallaudet Research Institute, an estimated 203,785 people in Idaho have hearing loss:

Total Idaho Population 1,567,582

Total Hearing Loss 203,785 (13%)
Severe Hearing Loss 34,486 (2.2%)
Profound Hearing Loss (deaf) 3,448 (.22%)

Currently, there are only 2 FTE's working for the Council, the Executive Director and an Administrative Assistant. With the establishment of Idaho Sound Beginnings (newborn hearing screening) children who have hearing loss are being identified earlier, baby-boomers are increasing and veterans are returning to civilian life. The aforementioned causes the need for an additional staff member to provide specific functions for the Council. The role of the Communication and Outreach Coordinator would be to increase awareness of the Council's role, services and programs throughout the state of Idaho. Strategies may include developing collaborations with community organizations, staffing exhibit tables at expos, providing training sessions, educating on legal obligations to comply federal and state laws related accessibility and accommodations, developing and disseminating information and resources, and managing external and internal communications.

One-time funds for initial office set up as desk, chair, desktop/laptop computers, monitors, warranties, and docking station is also being requested.

Currently there is no agency staffing for this position and no funding by source is in the base.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The title of this position is: Communications and Outreach Coordinator

Pay Grade: K
Full Time Status
Full Benefits

Anticipated Date of Hire: July 1, 2018

Terms of Service: NA

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing Human Resources would be redirected to hire candidate. If this position were approved and funded, it would allow the two current staff members to spend 100% of their time on their assigned duties.

Currently the Executive Director and Administrative Assistant are the only staff involved in providing information, workshops, presentations, and everyday operations of the Council. This position would relieve some of the burdens of the current staff to provide the necessary services dictated by Idaho Code Chapter 13, Title 33

c. List any additional operating funds and capital items needed.

Additional operating funds:

Office lease \$200/mo \$2,400.00 annually Cell Phone \$1,200.00 annually Overnight travel $\sim 10 \text{ x} \sim 80$ \$800.00 annually Per Diem $\sim 20 \text{ x} 33.00$ \$660.00 annually Flights $\sim 2 \text{ @ $400}$ \$800.00 annually Communication/accommodation svs \$10,000.00 annually

TOTAL Additional Operating Funds \$15,860.00

Capital Items

Desk	\$740.00
Chair	\$570.00
Desktop	\$650.00
Desktop Warranty	\$ 60.00
Laptop	\$970.00
Laptop Warranty	\$100.00
Docking Station	\$160.00
Monitors	\$160.00 Each
Total Capital Funds	\$3,410.00

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Ongoing request \$103,655

One Time request \$ 3,410.00

All funds will be from General Funds. There are no expectations of additional grant monies or federal monies. There are no external funding available that is in line with the objectives, mission and responsibilities/duties of the Council.

If the request is not funded, CDHH will be unable to fully utilize the collaborative relationship with community organizations, local and state governmental entities, and proactively develop a presence for our Council and the programs and services provided.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho policymakers, the legislators, local, state agencies, businesses, and the 203,785 deaf and hard of hearing citizens will be served by this request. We anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

It has been over 24 years, since the inception of the Council, without any significant increase in FTE that serves the constituents and/or stakeholders directly. For the past

two decade the deaf and hard of hearing population grew and assimilated much more deeply into the society more than ever before which demands more information and resources. The current staff finds it very difficult meeting the growing demands.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Request for FTE was presented on our line item last year which was not recommended by the Governor.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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IDAHO STATE UNIVERSITY

SUBJECT

First Amendment to the Joint Operations and Maintenance Agreement between Idaho State University (ISU) and the Joint School District No. 2 (also known as the "West Ada School District").

REFERENCE

April 2007 State Board of Education (Board) approved the

purchase by ISU of approximately one-third of a building owned by Joint School District No. 2 for

\$5,200,000.

December 2007 Joint School District No. 2 and ISU entered into

a Master Declaration Agreement to put restrictions on the parties' respective parcels and to include reciprocal easements in favor of

each other over the common areas.

December 2007 Joint School District No. 2 and ISU entered into

a Joint Operations and Maintenance Agreement for the joint use and maintenance of the property, and the common operation, cleaning, maintenance, repair, replacement, and

insurance coverage for the common area.

August 2016 Board approved execution of Ground Lease for

ICOM to build its medical education building on

the ISU-Meridian campus.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

In 2007, ISU purchased part of a building owned by the Joint School District No. 2, (West Ada School District). The parties entered into a Master Declaration Agreement and a Joint Operations Agreement on December 4, 2007. The Joint Operations Agreement governs the maintenance and operation of the common areas of the property.

On September 15, 2016, ISU entered into a Ground Lease with the Idaho College of Osteopathic Medicine (ICOM) for the creation of a college of osteopathic medicine on the ISU-Meridian campus. Under the terms of the Ground Lease, ISU leased 2.8 acres, owned by ISU, for ICOM to build its school and related improvements. The Ground Lease obligates ICOM to abide by both the Master Declaration Agreement and the Joint Operations Agreement.

ISU and the West Ada School District would like to amend the Joint Operations and Maintenance Agreement to clarify two things:

- 1. That references in the Joint Operations and Maintenance Agreement to "Building" are to the "shared building jointly occupied by ISU and the West Ada School District; and
- 2. To provide that ISU will pay the West Ada School District \$5,334 per month to compensate the West Ada School District for the 2.75 acres of common area included in the ICOM Ground Lease within the definition of "Effective Land Area." Rent under the ICOM Ground Lease is calculated based on the rate of \$0.79 per square foot multiplied by the Effective Land Area. The payment from ISU to the West Ada School District allows the West Ada School District to receive compensation for its share of ICOM's rent payment attributable to the common area.

IMPACT

ISU will pay a portion of the lease monies received from ICOM to West Ada School District monthly. This payment will increase by 2% each year, which mirrors the annual increase rent ISU will receive from ICOM under the Ground Lease.

ATTACHMENTS

Attachment 1 – First Amendment to the Joint Operations and Maintenance Agreement Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments clarify that references in the Joint Operations and Maintenance Agreement to "Building" are to the building jointly occupied by ISU and the West Ada School District. The proposed amendments also provide for compensation to the West Ada School District for its proportionate share of rent attributable to the inclusion in the ICOM Ground Lease of common area within the area for which ISU receives rent payments from ICOM.

Staff recommends approval.

BOARD ACTION

I move to authorize Idaho State University to enter into the First Amendment to the Joint Operations and Maintenance Agreement as presented in Attachment 1.

Moved by	_Seconded by	Carr	ied Yes	_No	
Moved by	_Seconded by	Carr	ied Yes	_No	_

FIRST AMENDMENT TO

JOINT OPERATIONS AND MAINTENANCE AGREEMENT

This First Amendment to Joint Operations and Ma	intenance Agreement ("Amendment") is
made effective this day of, 2017, b	y and between the Joint School District
No. 2, doing business as West Ada School District, an Ide	aho school district and body politic and
corporate of the State of Idaho ("School District"), and	Board of Trustees and State Board of
Education of Idaho State University ("ISU"). School Distr	ict and ISU may be collectively referred
to as the parties.	

RECITALS:

- A. The School District is the owner of certain real property located in the City of Meridian, Ada County, Idaho described in Exhibit "A" attached hereto and incorporated by this reference (the "School District Property"). ISU is the owner of certain real property located in the City of Meridian, Ada County, Idaho described in Exhibit "B" attached hereto and incorporated by this reference (the "ISU Property"). The ISU Property and School District Property are herein collectively referred to as the "Property".
- B. On December 4, 2007, the School District and ISU entered into a Master Declaration Agreement (the "Declaration"), which encumbers the Property and imposes certain restrictions on the parties' respective parcels and includes reciprocal easements each in favor of the other covering the Common Area (as defined in the Agreement).
- C. Also on December 4, 2007, the School District and ISU entered into Joint Operations and Maintenance Agreement dated December 4, 2007 (the "Agreement"), which governs the joint use and maintenance of the Property and provides for the common operation, cleaning, maintenance, repair, replacement and insurance of the Common Area.
- D. On September 15, 2016, ISU and the Idaho College of Osteopathic Medicine, LLC, an Idaho limited liability company ("ICOM") entered into a certain Ground Lease dated September 15, 2016 (the "Lease"), whereby ISU leased a portion of the ISU Property to ICOM as the future location of ICOM's college of osteopathic medicine building.
- E. In addition to the 2.8 acre portion of the ISU Property leased to ICOM by ISU for the location of a new building, the rent to be paid by ICOM to ISU pursuant to the Lease includes rent for an additional 2.75 acres of the Common Area to account for the proportional inclusion of the Common Area in accordance with the Declaration.
- F. Since the majority of the Common Area is located on the School District Property, the parties desire to amend the Agreement to equitably share the rent revenue received by ISU from ICOM for Common Area usage.

- G. The Declaration also allocates Common Area costs and expenses between the parties based upon the square footage of the common building which is located upon both the ISU Property and School District Property "unless otherwise agreed to in the Joint Operations and Maintenance Agreement." (Section 2.4 (b) of the Declaration).
- H. Since the Lease allows ICOM to construct a new building on the ISU Property, an amendment to the Agreement is necessary to expand the definition of "Building" in the Agreement to include the ICOM building to enable the parties to appropriately allocate Common Area costs and expenses.

AGREEMENT:

NOW, THEREFORE, for good and valuable consideration, including the above recitals, the receipt and sufficiency of which are hereby acknowledged, the parties hereby amend the Agreement as follows:

- 1. Section 1.2 of Article 1 of the Agreement is deleted in its entirety, and the following Section 1.2 is inserted therefor:
 - Section 1.2. "Building" means the Shared Building (defined below) and all other buildings at any time hereafter located on the Property, including any additions thereof.
 - (a) "Shared Building" means the building located on the Property which is shared by ISU and School District.
- 2. Section 1.4 of Article 1 of the Agreement is deleted in its entirety, and the following Section 1.4 is inserted therefor:
 - Section 1.4. "Common Areas" shall mean any portion of the Property, including the Improvements thereon, which are used in common by the Owners or maintained in common by the Owners, including but not limited to (a) all roadways within the Property, (b) any landscaping located within the Property, (c) all parking areas within the Property, (d) outside and parking lot lighting and signage within the Property, (e) sidewalks within the Property, (f) the exterior of the Shared Building and the roof, and (g) any Improvements which are restricted to a use or uses beneficial to the Owners in common by reason of requirements imposed upon the Property by governmental entities, including but not limited to the electrical room and the storage room, as depicted on Exhibit "C" attached hereto, regardless of whether such Improvement are located within the Shared Building.
- 3. Section 2.3 of Article 2 of the Agreement is deleted in its entirety, and the following Section 2.3 is inserted therefor:
 - Section 2.3. Fire Equipment. The School District shall be responsible for insuring that the necessary equipment is accessible for the Meridian Fire Department for the entire Shared Building. ISU shall reimburse the School District, as part of the

Common Assessment, for any and all costs associated therewith, including but not limited to any costs incurred as a result of the School District's inability to properly access the Shared Building in order to maintain the necessary fire equipment. ISU hereby agrees to insure that the fire equipment is in no way obstructed or that the School District's ability to maintain the fire equipment for the Meridian Fire Department is not impaired in any way.

- 4. Paragraph (d) of Section 4.1 of Article 4 of the Agreement is deleted in its entirety, and the following Paragraph (d) is inserted therefor:
 - (d) Easement for Parking. ISU and the School District hereby grant and convey to the other a perpetual, non-exclusive easement to use all parking areas presently existing or which may exist in the future on the Property. No Owner may reduce the number of parking stalls on its Parcel if such reduction would impair or affect the use of the other Parcel. Any parking immediately adjacent to an Owner's primary entrance into the Shared Building on that Owner's Parcel shall be primarily for the use of that Owner. The Owners Committee will review parking needs of the Owners, and will agree upon parking rules, as necessary, including but not limited to, reserved and/or priority parking for the respective Owners during specified hours and use of the parking lot during special events.
- 5. Section 4.3 of Article 4 of the Agreement is deleted in its entirety, and the following Section 4.3 is inserted therefor:
 - Section 4.3. Rights of Entry. Each Owner shall have a limited right of entry in and upon the exterior of all Improvements located on any Parcel for the purpose of inspecting the same and taking whatever corrective action may be deemed necessary or proper, as may be authorized by the provisions of this Agreement. However, nothing herein shall be construed to impose any obligation upon an Owner to maintain or repair any portion of a Parcel or any Improvement thereon which is to be maintained or repaired by the other Owner. Nothing in this Article shall in any manner limit the right of any Owner to the occupancy and control over the interior of the portion of the Shared Building located upon its Parcel. However, each Owner shall permit access to such Owner's Parcel or Improvements thereon by the other Owner as reasonably necessary, such as in case of any emergency originating on or threatening such Parcel or Improvements, whether or not such Owner is present.
- 6. Section 4.5 of Article 4 of the Agreement is deleted in its entirety, and the following Section 4.5 is inserted therefor:
 - Section 4.5. Individual Maintenance Obligations. Each Owner is responsible for all Service Facilities on its Parcel and shall insure that all outdoor refuse collection areas shall be visually screened so not to be Visible from the Street

and no refuse collection areas shall be permitted between a street and the front of each Owner's portion of the Shared Building.

7. Article 5 of the Agreement is deleted in its entirety, and the following Article 5 is inserted therefor:

ARTICLE 5 SHARED USE OF THE FACILITIES

The parties hereby agree that the Owners have an interest in sharing the use of the Shared Building. Except as specifically set forth herein or in the Master Declaration Agreement recorded against the Property, an Owner shall be allowed to use the other Owner's portion of the Shared Building by obtaining written approval of the other Owner as to the dates and times of the use and the type of use. The Owner using the other Owner's portion of the Shared Building shall pay to such other Owner the amounts as agreed to in writing by the Owners.

- 8. Section 7.1 of Article 7 of the Agreement is deleted in its entirety, and the following Section 7.1 is inserted therefor:
 - Section 7.1. Future Additions to Building. In the event an Owner desires to increase the square footage of any Building located upon the Property, it must provide written notice to the other Owner of such addition thirty (30) days prior to the commencement of such construction. In the event such additions are likely to materially affect, reduce, or impede the use of the Common Areas, the Owner proposing to construct the additional square footage will first obtain the review and approval of the Owners Committee, and such approval will not be unreasonably withheld. All construction must be completed as quickly as possible and must comply with all applicable local, state and federal regulations, rules and ordinances and laws, including but not limited to parking requirements. All staging must be on the Owner's own Parcel and must not inhibit access to the Property and must not unreasonably interfere with the other Owner's use of the Common Area. Any improvements or remodeling to the Shared Building which requires additions, changes or improvements to the Common Area of the Fire Safety System shall be the sole responsibility and cost of the Owner making such additions or improvements. Any and all remodeling, additions or changes made to the Building by an Owner shall comply with all applicable laws, rules and regulations.
- 9. Paragraph (a) Section 7.3 of Article 7 of the Agreement is deleted in its entirety, and the following Paragraph (a) is inserted therefor:
 - (a) All work performed in the construction, maintenance, repair, replacement, alteration or expansion of the Building or Common Area improvements located on the Property shall be effected as expeditiously as possible and in such a manner as not to unreasonably interfere, obstruct or delay (i) access to or from the Building, or any part thereof, to or from any public right-of-way, (ii) vehicular parking in that portion of the improved

Common Area located in front of the Shared Building, or (iii) the busing route or delivery of receiving of merchandise by any business on the Property including, without limitation, access to Building. All staging for the construction, maintenance, repair, replacement, alteration or expansion of the Building or Common Area improvements located on the Property including, without limitation, the location of any temporary buildings or construction sheds, the storage of building materials, and the parking of construction vehicles and equipment shall be limited to that portion of the Property approved in writing by the Owners. Unless otherwise specifically stated herein, the person contracting for the performance of such work ("Contracting Party") shall, at its sole cost and expense, promptly repair and restore or cause to be promptly repaired or restored to its prior condition all buildings, improvements, signs, utility lines and Common Area damaged or destroyed in the performance of such work. Any improvements or remodeling to the Shared Building which requires additions, changes or improvements to the Common Area of the Fire Safety System shall be the sole responsibility and cost of the Owner making such additions or improvements.

10. Section 9.7 of Article 9 of the Agreement is deleted in its entirety, and the following Section 9.7 is inserted therefor:

The Section 9.7. Limitation on Liability and Remedies. School District and ISU, as a material part of the consideration to each other and in recognition of the cooperative relationship of the parties and their desire to provide for continued public use and enjoyment of the Property, do hereby agree to the following limitations on each other's liability arising from and as well as the use of the Shared Building and the Property. To the fullest extent permitted by law, both the School District and ISU, on each other's behalf and on behalf of all persons or entities claiming by and through either, agree to limit the liability of the School District and ISU for any claims, losses, costs, damages of any nature whatsoever or claims or expenses from any cause or causes, so that the total aggregate liability of a claim against either the School District or ISU shall not exceed the amount of collectable liability insurance that the School District and ISU are separately required to maintain hereunder be liable to the other Owner for any injury to any person or damage to the Common Areas or any equipment thereon which may be sustained by reason of the negligence of said Owner or of his guests, employees, invitees or tenants, to the extent that any such damage shall not be covered by insurance. The costs incurred by the other Owner as a result of such damage shall be deemed a Special Assessment of such Owner and its Parcel, and shall be subject to levy, enforcement and collection by the other Owner in accordance with the assessment lien procedure provided in this Agreement.

11. The following new Article 10 is added to the Agreement:

ARTICLE 10

SHARING OF REVENUE RECEIVED FOR USE OF COMMON AREA

During the term of ISU's Ground Lease with the Idaho College of Osteopathic Medicine, LLC ("ICOM") dated September 15, 2016 ("Lease"), and any extension thereof, in consideration for revenue received by ISU from ICOM for ICOM's use of Common Area located on School District Property, commencing March 1, 2017 and continuing on the 1st day of each month thereafter, ISU shall pay to School District the sum of \$5,334.00 per month ("Common Area Payment"). This monthly amount was arrived at as follows:

- The portion of the rent payable by ICOM to ISU applicable to the use of the Common Area is \$94,144.00 (2.75 acre Common Area / 5.55 acre Effective Land Area in Lease x \$190,000.00 total annual rent).
- 68% of Property is owned by School District (33.33 total acreage of Property / 22.726 acreage of School District Property)
- \$94,144 x .68 = \$64, 017.92 / 12 = \$5,334.83, rounded to \$5,334.00/month.

During the term of the Lease and any extension thereof, the Common Area Payment shall be increased on March 1st of each year by two percent (2%) of the Common Area Payment for the immediately preceding Lease year.

- 12. **Authority of the Parties.** Each party to this Amendment represents and warrants that the execution, delivery, and performance of this Amendment has been duly authorized by all necessary action of such party and is a valid and binding obligation upon the persons or entity signing this Amendment.
- 13. **Representation.** This Amendment was initially drafted by the attorney for School District as a matter of convenience only and shall not be construed for or against any party on that account. All parties acknowledge that they have been represented by separate legal counsel.
- 14. **Agreement to Control.** Except for the changes expressly set forth herein, all terms of the Agreement shall remain in full force and effect. If there is any conflict between the terms of this Amendment and the Agreement, this Amendment shall control.
- 15. **Counterparts.** This Amendment may be executed in several counterparts, each of which shall be deemed an original and all of which shall constitute the same instrument.

[End of text; signature pages follow.]

IN WITNESS WHEREOF, the undersigned have caused this Easement to be executed the day and year first written above.

SCHOOL DISTRICT:

JOINT SCHOOL DISTRICT NO. 2

By: May My Myells

Dr. May Ann Ranells, Superintendent

STATE OF IDAHO) : ss County of Ada)

On this ______ day of _______, 2017 before the undersigned, a Notary Public in the State of Idaho, personally appeared Mary Ann Ranells, known or identified to me to be the Superintendent of Joint School District No. 2, the entity that executed the within instrument or the person who executed the instrument on behalf of said entity, and acknowledged to me that Joint School District No. 2 executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

NOTARL S

Notary Public for Idaho
Residing at West Ada, Meridian, Idaho
My Commission Expires: 2-11-22

IDAHO STATE UNIVERSITY ISU: By: Name: STATE OF IDAHO) County of Ada) On this _____ day of _____, 2017 before the undersigned, personally appeared , known or identified to me to be the _____ for Idaho State University, the entity that executed the within instrument or the person who executed the instrument on behalf of said entity and on behalf of the Board of Trustees and State Board of Education of Idaho State University, and acknowledged to me that such entity executed the same. IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written. Notary Public for Idaho Residing at ________, Idaho My Commission Expires: _______

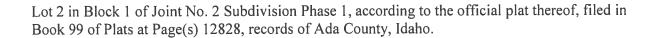
EXHIBIT "A"

SCHOOL DISTRICT PROPERTY

Lot 1 in Block 1 of Joint No. 2 Subdivision Phase 1, according to the official plat thereof, filed in Book 99 of Plats at Page(s) 12828, records of Ada County, Idaho.

EXHIBIT "B"

ISU PROPERTU



IDAHO STATE UNIVERSITY

SUBJECT

Approval of the Temporary Parking Memorandum of Agreement between West Ada School District (District) and Idaho State University (ISU).

REFERENCE

February 2016 Idaho State Board of Education (Board)

approved a Collaborative Affiliation Agreement between ISU and the Idaho College of

Osteopathic Medicine (ICOM).

August 2016 Board approved execution of a Ground Lease

between ISU and ICOM for ICOM to build its medical education building on the ISU Meridian

campus.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. 2.e.

BACKGROUND / DISCUSSION

On February 25, 2016, in a special meeting of the Board, ISU was authorized to execute the Collaborative Affiliation Agreement between ISU and ICOM for the creation of a college of osteopathic medicine on the ISU-Meridian campus. The Collaborative Affiliation Agreement provides for the execution of a lease between the parties for an initial period of forty (40) years, with the opportunity to extend the lease for two (2) additional (10) year periods. Under the terms of the Ground Lease Agreement between ISU and ICOM, ISU will lease 2.8 acres, owned by ISU, for ICOM to build its school and related improvements.

The construction of the ICOM building necessitates a need for additional ISU parking for faculty, staff, and students. ISU and the District have agreed to a short-term agreement, which allows ISU to park in certain areas of the District staff parking lot as well as in the Jabil Fields parking lot. ISU will maintain these areas, ensure permits are purchased, and issue citations to violators.

ISU will work with the District and ICOM on a long-term resolution that will be presented for approval at a future Board meeting.

IMPACT

This agreement will ensure that both the District faculty, staff, and students and ISU faculty, staff, and students have enough parking spaces during the construction of the ICOM building.

ATTACHMENTS

Attachment 1 – Temporary Parking MOA Page 3
Attachment 2 – Map Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Memorandum of Agreement (MOA) - which would provide 110+ additional parking spaces for use by ISU personnel/students during the construction of the ICOM facility—includes a provision that the MOA will be reviewed and modified (if needed) on an annual basis—and that the agreement can be canceled or modified with 60-days' notice. There is not a termination date contained within the MOA.

Staff recommends approval.

BOARD ACTION

I move to authorize Idaho State University to enter into a short-term agreement with West Ada School District as presented in Attachment 1, and to authorize the university to proceed with negotiations on a long-term agreement.

Moved by	Seconded by	Carried Yes	S	No

of

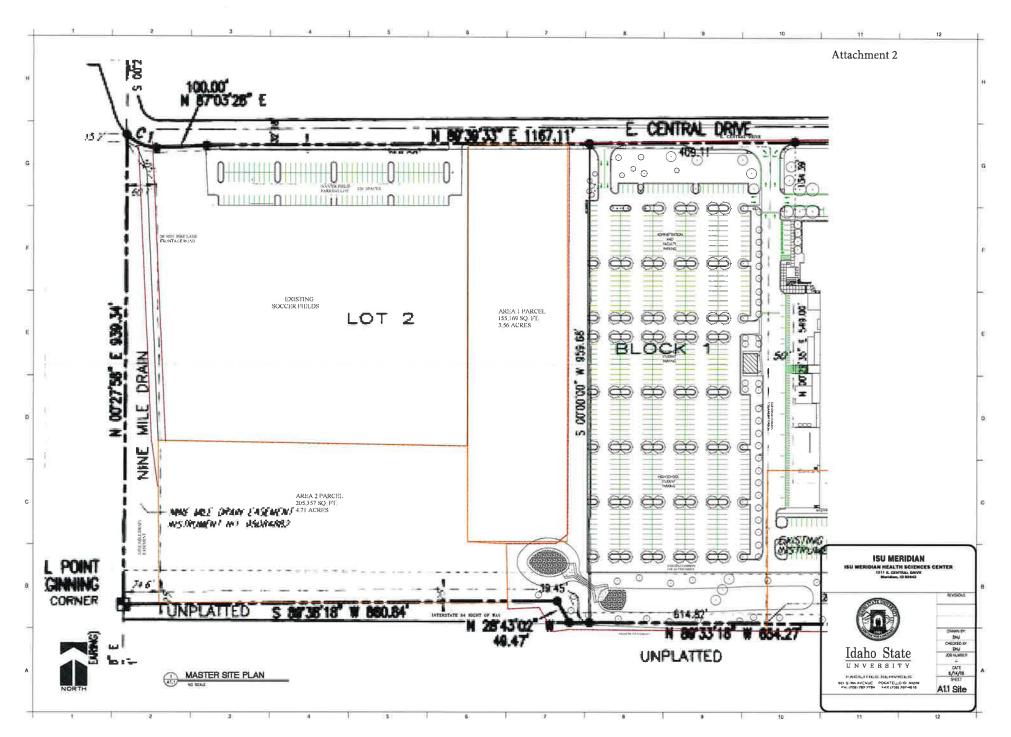
Memorandum of Agreement

West Ada School District and **Idaho State University**

	the this day of, 2017, by and between ate University (ISU). The purpose of the MOA is to ag spaces for ISU faculty, staff and students.
approximately 100 parking spaces in the west por the construction of the Idaho College of Osteop would utilize all parking spaces in the Jabil Fields temporary lighting and maintenance as needed to	ts a special request initiated by ISU for use of rtion of the northwest WASD staff parking lot during bathic Medicine (ICOM) building. In addition, ISU sparking lot. ISU agrees to provide signage, striping, these designated areas. ISU parking permits will be asure safety and will issue citations for any violations.
The two parties will annually review and consid can be canceled or changed by either party with a	ler modifications to this agreement. This agreement a 60-day notice.
West Ada School District	Idaho State University
By:Superintendent	By: Vice President for Health Sciences

Date:_____

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BAHR - SECTION II TAB 4 Page 5

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BAHR - SECTION II TAB 4 Page 6

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property in Latah County, Idaho (Twin Larch).

REFERENCE

April, 2007

Idaho State Board of Education (Board) approved transfer of Twin Larch property from UI Foundation to the University of Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.iii.

BACKGROUND/DISCUSSION

The Twin Larch Property (42 acres of rural property located on the side of Moscow Mountain in Latah County) was originally granted to the University of Idaho Foundation (UI Foundation) in 1996 for the purpose providing the University of Idaho (UI) with a preserve and retreat center. In 2007 the Regents approved transfer of the property from the UI Foundation to the University. This was in conjunction with an agreement between the donor and the UI to have UI invest funds to modify the residence so that it would be more suitable for its proposed use as a retreat center. UI administration proposed taking ownership from the UI Foundation prior to making any capital improvements, and since Regents' approval of the transfer, UI has owned and managed the property as a retreat center in accordance with the donor's specific gift conditions. After making modest improvements to the property and maintaining the relatively remote facility, UI has since concluded the property is not suitable for the donor's intended use.

Upon this determination and in accordance with the donor's specific conditions for disposal, UI administration is proposing to convey the property to another nonprofit entity that is willing to meet the donor's conditions for use, or if no such entity agrees to take the property under those terms, UI will market the property and accept a reasonable offer that will recover UI's modest capital investment in the property and, in accordance with the donor's specific conditions for disposal, UI will then direct the remaining proceeds to another charitable organization that has been specifically identified by the donor.

IMPACT

Twin Larch no longer serves any programmatic purpose for the UI. Its disposal will eliminate caretaking costs and UI anticipates no need to seek alternative facilities to accomplish the specific uses for which it originally accepted the gift.

ATTACHMENTS

Attachment 1 – Area Photographs

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed disposal of the (no longer needed) property described herein requires prior Board approval, as required by Board Policy V.I.5.b.iii. on the transfer of any interest in real property under the control of an institution.

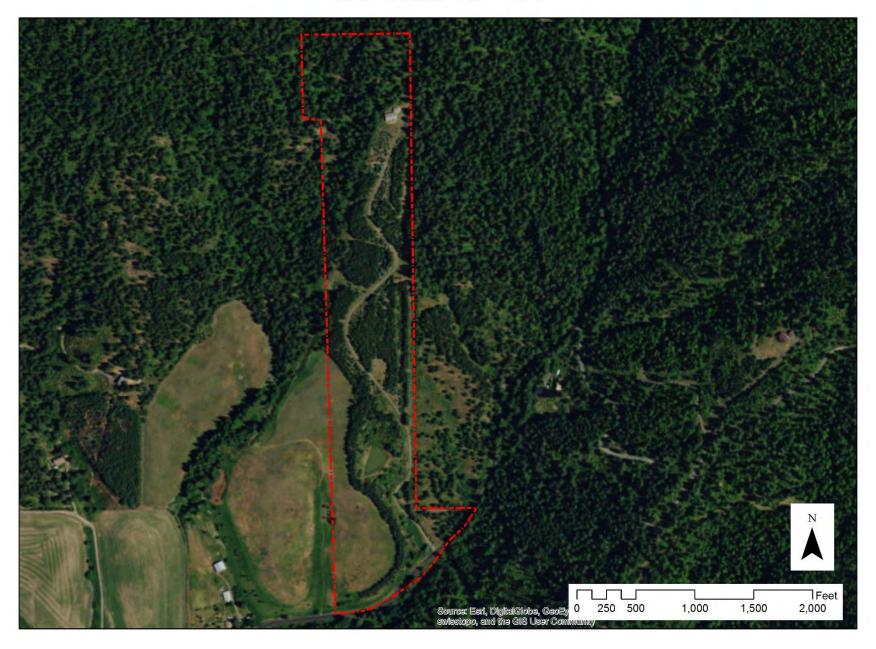
Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to dispose of the Twin Larch property in accordance with the conditions of the donor, in the manner described in the materials presented to the Board; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for the conveyance.

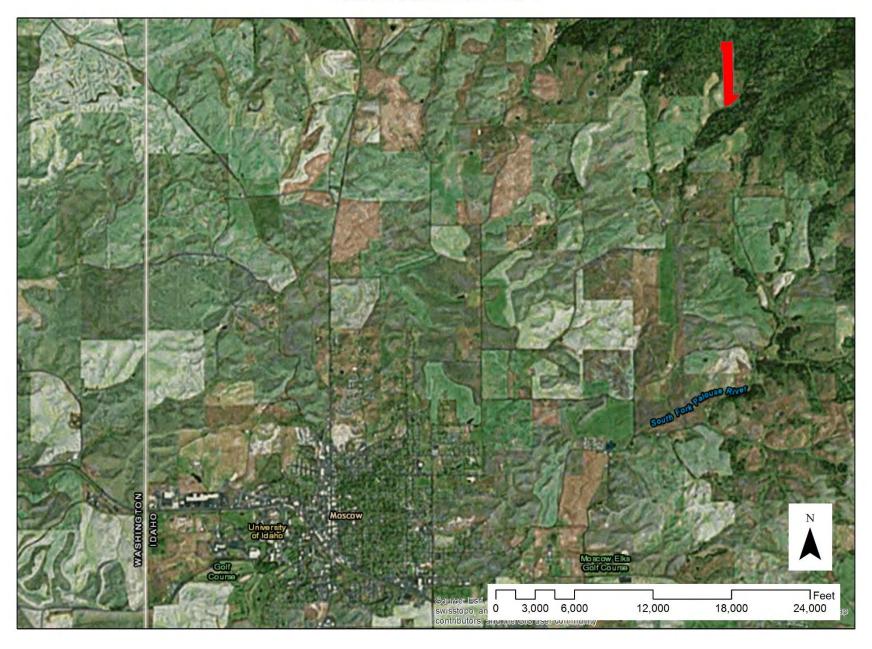
Moved by	Seconded by	Carried Yes	s No	
			′ · · ·	

TWIN LARCH PROPERTY



BAHR - SECTION II TAB 5 Page 3

TWIN LARCH PROPERTY



BAHR - SECTION II TAB 5 Page 4

UNIVERSITY OF IDAHO

SUBJECT

Approval of a new Greek Life Program Fee effective fall, 2017

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The University of Idaho (UI) wishes to establish a Greek Program Fee which will be charged only to students participating in the Fraternity and Sorority Life system. The fee will be charged on a per semester basis in the amount of fifty dollars (\$50) starting fall, 2017. The UI estimates annual revenue from this fee of \$160,000 which will be used specifically for additional staffing and programming within the Greek system. In addition to adding an additional staff person to be a direct support to our students, planned additional programming includes education on hazing, drugs, alcohol, student leadership development, mental wellness, sexual harassment and misconduct, and by-stander intervention.

IMPACT

This new fee will allow for increased student retention, student success, and student access to support at the UI.

STAFF COMMENTS AND RECOMMENDATIONS

Staff confirmed with UI administrators that the proposed fee would apply to all sorority and fraternity members actively participating in the Greek system, including those not living in a fraternity or sorority house during the semester. Administration also confirmed that the proposed fee had been discussed with members of the University's Greek system.

This proposal differs in some respects from the student activity fee proposals normally reviewed and approved by the Board each year in April, and from the "institutional local fees and charges approved by Chief Executive Officer" listed in State Board of Education (Board) Policy V.R.3.c. The proposed fee does not apply to all students (which would place it in the category of student fees approved by the Board in accordance with V.R.3.b.); nor is it one of the categories of fees specifically listed in V.R.3.c (i.e. continuing education fee, course overload fee, special course fees, or processing fees/permits/fines). The Board may wish to consider whether Policy V.R.3.c. should be amended in the future to include president/provost approval authority for other non-course related activities limited to specific users and activities—closing an apparent gap in the wording of the current policy.

While the proposed Greek activity fee applies only to one segment of the UI student population, the topics listed above for training/education/advising (e.g., drug and alcohol abuse, mental wellness, sexual harassment) are relevant to all members of the university community.

Staff recommends approval.

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D ACTION				
I move to approv	e the request by the Univer	rsity of Idaho to establi	sh a Greek Lif	е
Fee in the amou	nt of fifty dollars (\$50) per s	emester, effective fall 2	2017.	
Moved by	Seconded by	Carried Yes	No	

LEWIS-CLARK STATE COLLEGE

SUBJECT

Planning and Design Approval for the Lewis-Clark State College Career Technical Education Center

REFERENCE

December 26, 2016

The Idaho State Board of Education (Board) approved the revised six-year Capital Budget Request plan for Lewis-Clark State College (LCSC), which included the proposed Career Technical Education Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) is requesting Board approval to proceed with planning and design for the Career Technical Education Center project.

LCSC wishes to expand its Career Technical Education (CTE) programs in response to regional industry demands to provide a trained labor force. This opportunity is being presented as a joint effort with the Lewiston School District as they initiate construction of a new high school and Career Technical Education Center that will be adjacent to property owned by LCSC and the City of Lewiston on Warner Avenue in the Lewiston Orchards. The project will be owned and operated separately from the high school but will collaborate with the high school in providing technical education for high school students, as well as the post-secondary population within the region. LCSC wishes to provide a modern building that will house all of its Technical & Industrial (T&I) CTE programs with room for expansion and the flexibility to adjust training programs directed at the regional employers' needs.

Many of the programs have waiting lists and all of the programs are in demand from local industrial companies. Current T&I buildings on the Normal Hill campus cannot accommodate these increases. The proposed new building will provide the needed lab, classroom and office space required to meet anticipated demand. In addition, the building configuration will provide room for expansion and growth as a Career Technical Education Center.

IMPACT

The total project cost is currently estimated to be \$20 million, including design and construction costs, contingency allowances, and fixtures, furniture and equipment (FF&E) estimates. The immediate fiscal impact is the cost of the planning and design phase of the overall project (\$1,550,000).

Funding for this project is to be provided through funds appropriated by the Legislature through the Permanent Building Fund and institutional reserves. While LCSC's plan is to supplement those reserves with grants and donations, it is anticipated that LCSC will have capacity to meet the required match to the Permanent Building Fund allocation with institutional reserves.

Overall Project

ESTIMATED BUDGET	:		FUNDING:	
Land	\$	0	PBF	\$ 10,000,000
A/E Design Fees		1,550,000	Grants/Donations	2,000,000
Construction		14,000,000	Agency Funds	8,000,000
5% Contingency		700,000		
Equipment/FF&E		3,000,000		
Inflation, Moving Expense & Other Miscellaneous		750,000		
Total	\$	20,000,000		\$ 20,000,000

ATTACHMENTS

Attachment 1 – Revised Six Year Capital Plan	Page 5
Attachment 2 – DPW Project Budget	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Institutional funds will be used to cover the estimated \$1.55M design costs for the project. The Permanent Building Fund (PBF) appropriation for FY2018 (S1194) stipulates that the PBF monies appropriated for this project can be expended only after the president of LCSC confirms through an attestation letter to the Division of Public Works that the pledged matching funds for the appropriated \$10M have been confirmed.

Upon successful completion of the planning and design phase, LCSC will be required to return to the Board for approval of the financial plan for the project and for approval to proceed with construction.

Staff recommends approval.

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I move to	approve	the request	by L	ewis-Clark	State	College to	proceed	with
planning a	nd design	for the prop	osed	Career Te	chnical	Education	Center pr	ojec
at a cost no	ot to exce	ed \$1,550,00	00.					

Moved by _____ Seconded by ____ Carried Yes ____ No ____

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CAPITAL BUDGET REQUEST SIX-YEAR PLAN FY 2017 THROUGH FY 2022 CAPITAL IMPROVEMENTS

AGENCY: Lewis-Clark State College [Revised list reflecting addition of New CTE Building]

PROJECT DESCRIPTION/LOCATION	FY 2017 \$	FY 2018 \$	FY 2019 \$	FY 2020 \$	FY 2021 \$	FY 2022 \$
North Idaho Collaborative Building	\$1,000,000					
Spaulding Hall Renovation Living and Learning Complex	\$4,000,000	\$17,000,000				
CTE Building			\$20,000,000			
Administrative Building upgrade				\$3,500,000		
Workforce Training (WFT) facility replacement					\$2,500,000	
Physical Plant Workshops/Offices upgrades						\$2,000,000
TOTAL	\$5,000,000	\$17,000,000	\$20,000,000	\$3,500,000	\$2,500,000	\$2,000,000

Agency Head Signature: _	
Date:	

Revised Six-year Plan Approved December 16, 2016

BAHR – SECTION II TAB 7 Page 5

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BAHR – SECTION II TAB 7 Page 6

	DPW PROJ	ECT BUDGET	
PROJECT NUMBER:	17154		
PROJECT TITLE:	Career Technical Ed	ucation Center	
Construction est. rounded to:	1000	trial>>	
CATEGORY		BUDGET	20,000,000
_{10%} A/E Fees	9.50%		1,330,000
5% A/E Reimbursable	,		66,500
Construction Man	ager		
CM Reimbursable			
Consultant			100,000
Consultant Reimb	ursable		
Testing during cor	nst		50,000
70% (CC) Construction	Estimate		14,000,000
5% (CO)Contingency	& C.O.		700,000
Sub	ototal CC+CO		14,700,000
Equipment			3,000,000
Miscellaneous 1	Inflation 2%		300,000
Miscellaneous 2	Moving		50,000
Miscellaneous 3	Utility Connection		20,000
Project Continger	ncy		336,616
Plan Check			16,784
Advertising			100
Site Survey			15,000
Soil Investigation			15,000

4/12

TOTAL Budget

20,000,000

BUSINESS AFFAIRS AND HUMAN RESOURCES JUNE 15, 2017 ATTACHMENT 2

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TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	EMERGENCY PROVISIONAL CERTIFICATE	Motion to Approve
3	PROPOSED RULE, DOCKET NO. 08-0203-1702 – HIGH SCHOOL GRADUATION REQUIREMENT, COLLEGE ENTRANCE EXAM	Motion to Approve
4	PROPOSED RULE, IDAPA 08.02.03.004, INCORPORATED BY REFERENCE - ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS	Motion to Approve
5	HARDSHIP STATUS – ALBION SCHOOL, CASSIA COUNTY SCHOOL DISTRICT NO. 151	Information Item

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SDE ii

SUBJECT

Superintendent of Public Instruction update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide updates on State Department of Education activities, including:

- Mastery based education schools and plans
- Student licenses with Microsoft and Adobe: future considerations regarding middle schools
- Statewide testing issues and scores
- Update on rollout of new Idaho Reading Indicator (IRI)
- Advanced Opportunities numbers/class interest/costs
- Science update on standards review and science assessment
- Bias and Sensitivity Committee Update

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

Emergency Provisional Certificate

REFERENCE

December 2016 Board approved six (6) provisional certificates

(Jerome SD – 3, Madison SD – 1, Mountain Home SD

- 1, West Jefferson SD - 1)

February 2017 Board approved seventeen (17) provisional

certificates (Bear Lake SD - 2, Blaine County SD - 1, Cambridge SD - 2, Challis Joint SD - 2, Council SD - 1, Grace Joint SD - 1, Boise SD - 2, Jerome Joint SD - 1, West Ada SD - 1, Marsh Valley SD - 1, Sage International - 1, St. Maries SD - 1, Twin Falls SD -

1)

April 2017 Board approved three (3) provisional certificates

(Challis SD – 1, Preston SD – 1, Jerome SD – 1)

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

One (1) emergency provisional application was received by the State Department of Education from the school district listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

West Bonner County School District #083

Applicant Name: Smiley-Rundgren, Linda Content & Grade Range: All Subjects K/8

Educational Level: BA, Liberal Studies – Elementary Education, 1997

Declared Emergency: September 21, 2016, West Bonner School District Board

of Trustees declared an area of need exists for the 2016-2017 school year.

Summary of Recruitment Efforts: The position was posted for several weeks. Current employees and applicants were considered. Ms. Smiley-Rundgren was the only applicant, and she had previous teaching experience in the elementary setting. She is currently pending a reinstatement of her California certificate.

PSC Review: Will complete after the the PSC meeting on June 8-9th, 2017.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the classroom and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications and Department staff work with the school districts to assure the applications are complete. The Professional Standards Commission then reviews requests for one-year provisional certificates, and those that are complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration.

BOARD ACTION

I move to approve a one-year emergency provisional certificate for Linda Smiley-Rundgren to teach All Subjects Kindergarten through grade eight (8) in the West Bonner County School District #083 during the 2016-2017 school year.

Moved by	Seconded by	Carried Yes	No
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SUBJECT

Proposed Rule – Docket No. 08-0203-1702, Rules Governing Thoroughness, College Entrance Examination

REFERENCE

August 2013 The Board approved removal of the ACCUPLACER

as an acceptable college entrance examination from IDAPA 08.02.03.105, High School Graduation

Requirements.

August 2015 The Board approved removal of the Compass exam

as an acceptable college entrance examination for students graduating after 2017 from IDAPA 08.02.03.105, High School Graduation Requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code

IDAPA 08.02.03.105.03, High School Graduation Requirements, College

Entrance Examination

BACKGROUND/DISCUSSION

According to IDAPA 08.02.03.105.03, a student must take a college entrance exam (SAT or ACT) before the end of their eleventh grade year to meet graduation requirements. A rule change effective March 2016 had removed the Compass assessment as an option to meet the requirement for students graduating after 2017. The final administration of the Compass assessment was on November 1, 2016, which potentially impacts students graduating in 2018. This proposed rule change will allow students who took the Compass exam prior to its final administration to meet the college entrance exam (CEE) graduation requirement.

Other changes in this proposed rule were initiated after inquiries from school counselors and principals identified challenges in implementing the current rule while meeting the individual and unique needs of students to ensure they meet the state minimum graduation requirements. School staff regularly sought flexibility in the rule to address students' specific circumstances. The proposed changes seek to provide clarification for schools and flexibility to students.

The rule change clarifies when a student with disabilities can be exempted from the CEE requirement. The rule currently allows Individualized Education Program (IEP) teams to exempt a student if assessment accommodations result in a non-reportable college score. The proposed rule change will clarify that students who meet alternate assessment eligibility criteria may be exempted from the CEE requirement. IEP teams will also be able to consider the ACCUPLACER Placement Assessment, published by the College Board, as an acceptable CEE for students with disabilities to meet the CEE graduation requirement.

Finally, to accommodate a variety of circumstances preventing students from completing the CEE, a form provided by the Department will be available for school counselors or administrators to submit exemption requests. This form will allow schools to present an alternative test an individual student would take in lieu of the ACT or SAT or provide explanation of extenuating circumstances prohibiting a student from meeting the CEE requirement. The request will be reviewed and approved by the Superintendent of Public Instruction or the Superintendent's designee.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested amendments to the rule. No comments were received during the public meetings. Five (5) written comments in favor of the suggested amendments were received through the Department's public comment online submission form.

IMPACT

The passage of this proposed rule will allow students who participated in the Compass assessment on or before its final administration to meet the CEE graduation requirement. The rule will also provide students with disabilities receiving services to use the ACCUPLACER Placement Assessment when more appropriate for the student. Students with extenuating circumstances who are unable to participate in one of the currently approved college entrance exams, will have an opportunity to request the Superintendent approve the use of other assessments or be exempt from the CEE requirement.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0203-1702 – College Entrance Examination

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At the August 2013 Board meeting the Board approved the removal of the Accuplacer as an eligible assessment for meeting the college entrance exam graduation requirement. The Board found that during the first year of the implementation of the college entrance exam requirement some alternative schools had their students take the Accuplacer assessment without giving them the choice or encouragement to try the SAT or ACT. Department staff at that time (2013) reported that the reasons behind this was that the school district staff did not believe the students would "go-on" to postsecondary education, therefore there was no need for them to take the SAT or ACT. The original purpose of the college entrance exam requirement was to show students who would not normally or voluntarily take a college entrance exam that they were capable of doing well on the exam, additionally, any areas of weakness could also be addressed during their senior year. The proposed amendment to subsection 105.03.a. would allow students on an individualized education plan to use the

Accuplacer placement exam to meet the college entrance exam requirement. The current rule allows students enrolled in a special education program with an individual education plan that specifies the student would need accommodations that would result in a non-reportable score on the assessment may choose to be exempt from the college entrance exam requirement. The new language would allow students who were on an individualized education plan but did not meet the level of accommodations necessary for the exemption to take the Accuplacer in place of the SAT or ACT. The proposed changes to subsection 105.03.b (new subsection c.) would limit the existing exemption to those students receiving special education services through an individual education plan who have a plan that indicates they meet the requirements to take the ISAT-Alternate Assessment. The Alternate Assessment is available to those students with the most significant, cognitive disabilities for whom the general assessment is not appropriate.

At the August 2015 Board meeting the Board approved a proposed rule eliminating the Compass exam as an option for meeting the college entrance exam high school graduation requirement after the 2016-2017 school year. At that time it had been announced that the Compass was being discontinued and would not be available in the spring of 2017 when students normally take the exam, making the 2015-2016 school year the final year when the exam would be available for the entire school year. Board staff worked with the Department's Assessment staff at that time to make sure school districts were notified of the change. Due to a subsequent change in staffing at the Department level, not all school districts were notified that the Compass was no longer an eligible assessment for meeting the graduation requirement during the 2016-2017 school year, and some school districts had students take the assessment in the fall, not realizing, that it no longer met the graduation requirement. amendment regarding the Compass exam will allow for those students, who will not be graduating until the 2017-2018 school year to use the Compass exam to meet the graduation requirement.

The proposed addition of subsection 105.3.d. would allow school district to apply to the Superintendent of Public Instruction or their designee to take a different college entrance exam or college placement exam than those allowed in the rule or to exempt the student completely from the requirement at their discretion.

BOARD ACTION

I move to approve Proposed Rule Docket No. 08-0203-1702, Rules Governing
Thoroughness – High School Graduation Requirements, College Entrance
Examination, as submitted in Attachment 1.

wioved by Seconded by Carried Yes No	Moved by _	Seconded by _	Carried Yes	No
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IDAPA 08 TITLE 02 CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum.

(5-8-09)

- **01. Credit Requirements**. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)
- a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.

 (3-29-10)
- **b.** Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)
- c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)
- **d.** Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit.
 - i. Students must complete secondary mathematics in the following areas: (3-12-14)
- (1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)
- (2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)
 - (3) Two (2) credits of mathematics of the student's choice. (3-29-10)
- ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the

following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics.

(3-12-14)

- iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)
- **e.** Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)
- i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)
- **f.** Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)
- **g.** Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)
- h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)
- i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district.

 (4-1-15)
- **02. Content Standards**. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)
- **03. College Entrance Examination**. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)
- a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students graduating who participated in the Compass assessment prior to 2017-its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the Accuplacer placement exam in lieu of the SAT or ACT.

 (3 25 16)(
- <u>b.</u> A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-25-16)

- Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a. Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)A student may elect an exemption in grade eleven (11) from the college entrance exam bc. requirement if the student is: Enrolled in a special education program and has an Receiving special education services through a current Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests the student meets the alternate assessment eligibility criteria; (3.12.14)(ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or iii. Enrolled for the first time in grade twelve (12) at Transferring from out of state to an Idaho high school after the fall statewide administration of the college entrance examin grade twelve (12). A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-12-14)05. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-29-17)06. Middle School. A student will have met the high school content and credit area requirement for
 - **a.** The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

(3-25-16)

b. The course meets the same content standards that are required in high school for the same course; and (3-25-16)

any high school course if the requirements outlined in Subsections 105.05.a. through 105.05.c. of this rule are met.

- **c.** The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)
- d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this

subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.b. of this rule. (3-25-16)

- **07. Special Education Students**. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)
- **08. Foreign Exchange Students**. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

SUBJECT

Proposed Rule - IDAPA 08.02.03.004. Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

REFERENCE

May 2011 Board approved the Idaho Alternate Assessment

Achievement Standards.

September 2015 Board approved a temporary rule amending the

Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.

October 2016 Board approved a temporary rule extending the

Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-1612 and 33-2002, Idaho Code IDAPA 08.02.03.004.06

BACKGROUND/DISCUSSION

In 2011, Idaho joined the National Center and State Collaborative (NCSC), a project led by 24 states and five (5) centers to develop an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. The alternate assessment was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of their knowledge of the grade-level Idaho Content Standards.

The adoption of the NCSC recommended standards was first approved by the Board in May 2011, and amendments were approved in temporary rule by the Board in September 2015, and again in October 2016. This proposed rule will make the alternate assessment achievement standards (cut scores) permanent.

IMPACT

This proposed rule is necessary to comply with the Individuals with Disabilities Act, the Elementary and Secondary Education Act, and the Every Student Succeeds Act.

ATTACHMENTS

Attachment 1 – Proposed change to IDAPA 08.02.03.004.06	Page 3
Attachment 2 – Idaho Alternate Assessment Achievement	
Standards, Performance Level Descriptors	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The temporary rule approved by the Board in September 2015 expired at the end of the 2016 legislative session, converting the Idaho Alternate Assessment Achievement Standards to those approved by the Board May 18, 2011. These standards are no longer in alignment with Idaho's alternate standards achievement test, commonly referred to as the ISAT-Alt and referenced as the Idaho Alternate Assessment in IDAPA 08.02.03.111. The Board was asked to approve a new temporary rule incorporating the Alternate Assessment Achievement Standards approved by the Board at the September 2015 Board meeting into a new temporary rule in October of 2016. Due to the state deadlines regarding the submittal of proposed rules, the Board could not consider a temporary and proposed rule at that time. The rule approved by the Board in October of 2016 was extended during the 2017 legislative session, allowing it to remain in place until the legislature adjourns at the end of the 2018 legislative session. The extension makes it unnecessary for the Board to consider a new temporary rule, allowing this rule to come forward as a proposed rule. In addition to the negotiated rulemaking process that is conducted prior to the drafting of proposed rules, proposed rules approved by the Board are published in the Administrative Bulletin and are required to have a 21 day public Following the close of the public comment period the comment period. Department will bring back the rule as a pending rule. If approved by the Board the pending rule will be forwarded to the legislature for consideration. If accepted by the legislature the rule will go into effect at the end of the 2018 legislative session, at the same time the extended temporary rule expires.

The alternative assessment is available to Idaho students who, based on the students' individualized education plan, are determined to be unable to take the Idaho Standards Achievement Test with or without accommodations or adaptations. These students are the ones with the most significant cognitive disabilities for whom the standard assessment is not appropriate.

BOARD ACTION

I move to approve submitted in Attac		Assessment Achievemen	t Standards as
Moved by	Seconded by	Carried Yes	No
Governing Thor	oughness, Incorpora	amending IDAPA 08.02.03 ation by Reference, Ida s submitted in Attachment	aho Alternate
Moved by	Seconded by	Carried Yes	No

IDAPA 08 TITLE 02 CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

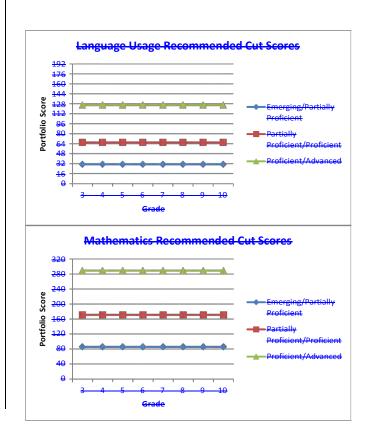
a.	Arts and Humanities Categories:	(3-24-17)
i.	Dance, as revised and adopted on August 11, 2016;	(3-24-17)
ii.	Interdisciplinary Humanities, as revised and adopted on August 11, 2016;	(3-24-17)
iii.	Media Arts, as adopted on August 11, 2016.	(3-24-17)
iv.	Music, as revised and adopted on August 11, 2016;	(3-24-17)
v.	Theater, as revised and adopted on August 11, 2016;	(3-24-17)
vi.	Visual Arts, as revised and adopted on August 11, 2016;	(3-24-17)
vii.	World languages, as revised and adopted on August 11, 2016.	(3-24-17)
b.	Computer Science, adopted on November 28, 2016.	(3-24-17)
c.	Driver Education, as revised and adopted on August 21, 2008.	(3-29-10)
d.	English Language Arts/Literacy, as revised and adopted on November 28, 2016.	(3-24-17)
e.	Health, as revised and adopted on August 11, 2016.	(3-24-17)
f.	Information and Communication Technology, as revised and adopted on April 22, 2010.	(4-7-11)
g.	Limited English Proficiency, as revised and adopted on August 21, 2008.	(3-29-10)
h.	Mathematics, as revised and adopted on August 11, 2016.	(3-24-17)
i.	Physical Education, as revised and adopted on August 11, 2016.	(3-24-17)
j.	Science, as revised and adopted on December 15, 2016.	2-15-16)T
k.	Social Studies, as revised and adopted on November 28, 2016.	(3-24-17)
l.	Career Technical Education Categories:	(3-29-17)
i.	Agricultural and Natural Resources, as adopted on June 16, 2016.	(3-29-17)
ii.	Business and Marketing Education, as adopted on June 16, 2016.	(3-29-17)

	T ' ' 1 T 1 1	T 1	1 . 1 T 12	2016	(0.00.17)
111.	Engineering and Technolo	ov Education	as adonted on lune 16	2016	(3-29-17)
111.	Eligiliceting and recinion	gy Laucanon	, as adopted on June 10	, 2010.	(3 4) 111

- iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
- v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
- vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)
- **O2.** The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)
- **O3.** The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)
- **O4.** The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)
- **05. The Idaho Extended Content Standards**. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)
- **O6.** The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on September 3, 2015 June 15, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)T
- **O7.** The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)
- **08.** The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov (4-2-08)
- **09. The Idaho Special Education Manual**. The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

Table 1. Recommended Cut Scores

			Grade Grade						
Subject	Recommended Cut Scores	3	4	5	6	7	8	9	10
Language	Emerging/Partially Proficient	31	31	31	31	31	31	31	31
Language	Partially Proficient/Proficient	66							
Usage	Proficient/Advanced	126	126	126	126	126	126	126	126
	Emerging/Partially Proficient	86	- 86						
Mathematics	Partially Proficient/Proficient	171	171	171	171	171	171	171	171
	Proficient/Advanced	289	289	289	289	289	289	289	289
	Emerging/Partially Proficient	62	62	62	62	62	62	62	-62
Reading	Partially Proficient/Proficient	147	147	147	147	147	147	147	147
	Proficient/Advanced	256							
	Emerging/Partially Proficient		_	76	_	76	_	_	76
Science	Partially Proficient/Proficient		_	168	_	168		_	-168
	Proficient/Advanced		_	288	_	288	_	_	288



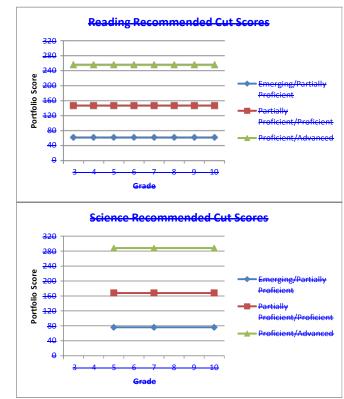


Figure 1. Recommended Cut Scores

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 3

Advanced

Students at this level are able to perform at or near the highest level (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (5) of the following extended content objectives:

- -1.4 Decoding Skills Identify word patterns and/or word families
- -1.7 Acquire Fluency Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- -1.8 Vocabulary/Concept Development Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects the information and events in text

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on-Accuracy and Independence, and near the highest level (3) on Complexity for most (4) of the following extended content objectives:

- -1.4 Decoding Skills Identify word patterns and/or word families
- Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development Use dictionary materials to develop concepts and
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
 2.1 Strategies/Skills for Comprehending Text Connects the information and events in text

Partially Proficient

Students at this level are able to perform at moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2 to 4) of the following extended content objectives

- <u>-1.4 Decoding Skills Identify word patterns and/or word families</u>
- -1.7 Acquire Fluency Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of te
- -2.1 Strategies/Skills for Comprehending Text Connects the information and events in text

Emerging

Students at this level are able to perform at up to a moderate levels (3) on Accuracy, Independence, and Complexity on up to 2 of the extended content objectives:

- 1.4 Decoding Skills Identify word patterns and/or word families
- 1.7 Acquire Fluency - Recognizes automatically between 20 to 50 age-appropriate high word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development Use dictionary materials to develop concepts and
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects the information and events in text

ISAT-Alt Performance Level Descriptors

Content Area: Reading Advanced

Grade Level: Grade 4

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)**of the following extended content objectives:

- 1.4 Decoding Skills Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- o 1.7 Acquire Fluency Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development Use dictionary materials to develop concepts and vocabulary
- o 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects cause and effect relationships in text

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and near the highest level (3) on Complexity for most (4) of the following extended content objectives:

- 1.4 Decoding Skills Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development Use dictionary materials to develop concepts and vocabulary
- e 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects cause and effect relationships intext

Partially Proficient

Students at this level are able to perform at moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2 to 4) of the following extended content objectives:

- 1.4 Decoding Skills Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects cause and effect relationships in text

Emerging

Students at this level are able to perform at up to a moderate levels (3) on Accuracy, Independence, and Complexity on up to 2 of the extended content objectives:

- 1.4 Decoding Skills Identify word parts as letters and syllables, i.e., prefix, word family, rootword, suffix
- o 1.7 Acquire Fluency Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- o 2.1 Strategies/Skills for Comprehending Text Connects cause and effect relationships in text

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)**of the following extended content objectives:

- —1.4 Decoding Skills Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix
- o 1.7 Acquire Fluency Read simplified, grade 5 appropriate text
- e—1.8 Vocabulary/Concept Development—Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus
- e 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- e 2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and near the highest level (3) on Complexity for most (4) of the following extended content objectives:

- 1.4 Decoding Skills Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency Read simplified, grade 5 appropriate text
- 1.8 Vocabulary/Concept Development Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus
- o 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship

Partially Proficient

Students at this level are able to perform at moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2 to 4) of the following extended content objectives:

- o 1.4 Decoding Skills Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix
- o 1.7 Acquire Fluency Read simplified, grade 5 appropriate text
- 1.8 Vocabulary/Concept Development Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship

Emerging

Students at this level are able to perform at up to a moderate levels (3) on Accuracy, Independence, and Complexity on up to 2 of the extended content objectives:

- 1.4 Decoding Skills Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix
- o 1.7 Acquire Fluency Read simplified, grade 5 appropriate text
- 1.8 Vocabulary/Concept Development Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus
- o 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 6

Advanced

Students at this level are able to perform at or near the highest level (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (5) of the following extended content objectives:

- 1.2 Concepts of Text Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills Identify that letters put together with certain rules make words
 1.7 Acquire Fluency Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
 - 2.1 Strategies/Skills for Comprehending Text text

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on-Accuracy and Independence, and near the highest level (3) on Complexity for most (4) of the following extended content objectives:

- 1.2 Concepts of Text Identify parts of a book and/or text features to aid incomprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills Identify that letters put together with certain rules make words
 1.7 Acquire Fluency Read simplified, grade 6 appropriate text

- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text 2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship in toxt

Partially Proficient

Students at this level are able to perform at moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2to 4) of the following extended content objectives:

- 1.2 Concepts of Text Identify parts of a book and/or text features to aid incomprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills Identify that letters put together with certain rules make words
 1.7 Acquire Fluency Read simplified, grade 6 appropriate text
- -2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- -2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship intext

Emerging

Students at this level are able to perform at up to a moderate levels (3) on Accuracy, Independence, and Complexity on up to 2 of the extended content objectives:

- o 1.2 Concepts of Text Identify parts of a book and/or text features to aid in
- —1.5 Decoding Skills Identify that letters put together with certain rules make words
 —1.7 Acquire Fluency Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship in

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 7

Advanced

Students at this level are able to perform at or near the highest level (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (5) of the following extended content objectives:

- -1.2 Concepts of Text Use parts of a book and/or text features to understand a selection,
- -1.5 Decoding Skills Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency Read simplified, grade 7 appropriate text
 2.1 Strategies/Skills for Comprehending Text Identify the purpose or use of various text
- -2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship in text

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on-Accuracy and Independence, and near the highest level (3) on Complexity for **most (4)** of the following extended content objectives:

- —1.2 Concepts of Text Use parts of a book and/or text features to understand a selection,
- -1.5 Decoding Skills Identify that letters put together with certain rules make words
- -1.7 Acquire Fluency Read simplified, grade 7 appropriate text -2.1 Strategies/Skills for Comprehending Text Identify the purpose or use of various text
- 2.1 Strategies/Skills for Comprehending Text Connects the cause and effect relationship intext

Partially Proficient

Students at this level are able to perform at moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2to 4) of the following extended content objectives:

- 1.2 Concepts of Text Use parts of a book and/or text features to understand a selection,
- 1.5 Decoding Skills Identify that letters put together with certain rules make words
- —1.7 Acquire Fluency Read simplified, grade 7 appropriate text
- -2.1 Strategies/Skills for Comprehending Text Identify the purpose or use of various text
- 2.1 Strategies/Skills for Comprehending Text - Connects the cause and effect relationship text

Emerging

Students at this level are able to perform at up to a moderate levels (3) on Accuracy, Independence, and Complexity on up to 2 of the extended content objectives:

- 1.2 Concepts of Text Use parts of a book and/or text features to understand a selection, such as appendix
- 1.5 Decoding Skills Identify that letters put together with certain rules make words
 1.7 Acquire Fluency Read simplified, grade 7 appropriate text
- —2.1 Strategies/Skills for Comprehending Text Identify the purpose or use of various text

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 8

Advanced

Students at this level are able to perform at or near the highest level (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (5) of the following extended content objectives:

- -1.2 Concepts of Text Use parts of a book and/or text features to understand a selection
- 1.5 Decoding Skills Identify that syllables put together with certain rules make words
- -1.7 Acquire Fluency Read simplified, grade 8 appropriate text
- -2.1 Strategies/Skills for Comprehending Text Interpret facts or events from different kinds of text to demonstrate understanding
- -2.1 Strategies/Skills for Comprehending Text Identify a cause and effect relationship in-

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on-Accuracy and Independence, and near the highest level (3) on Complexity for most (4) of the following extended content objectives:

- 1.2 Concepts of Text Use parts of a book and/or text features to understand a selection
 1.5 Decoding Skills Identify that syllables put together with certain rules make words
- -1.7 Acquire Fluency Read simplified, grade 8 appropriate text
- -2.1 Strategies/Skills for Comprehending Text Interpret facts or events from different kinds of text to demonstrate understanding
- 2.1 Strategies/Skills for Comprehending Text Identify a cause and effect relationship in-

Partially Proficient

Students at this level are able to perform at moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2to 4) of the following extended content objectives:

- 2 Concepts of Text Use parts of a book and/or text features to understand a selection
- -1.5 Decoding Skills Identify that syllables put together with certain rules make words
- —1.7 Acquire Fluency Read simplified, grade 8 appropriate text
- <u> –2.1 Strategies/Skills for Comprehending Text Interpret facts or events from different kinds</u> of text to demonstrate understanding
- 2.1 Strategies/Skills for Comprehending Text Identify a cause and effect relationship in text

Emerging

Students at this level are able to perform at up to a moderate levels (3) on Accuracy, Independence, and Complexity on up to 2 of the extended content objectives

- 1.2 Concepts of Text Use parts of a book and/or text features to understand a selection
- -1.5 Decoding Skills Identify that syllables put together with certain rules make words -1.7 Acquire Fluency Read simplified, grade 8 appropriate text
- 2.1 Strategies/Skills for Comprehending Text Interpret facts or events from different kinds of text to demonstrate understanding
- 2.1 Strategies/Skills for Comprehending Text Identify a cause and effect relationship in text

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 9/10

Advanced

Students at this level are able to perform at or near the highest level (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (5) of the following extended content objectives:

- 1.2 Concepts of Text Use parts of a book and/or text features to identify genre of literature
- -1.8 Vocabulary and Concept Development Use context clues to determine the meaning of
- -2.1 Strategies/Skills for Comprehending Text Interpret different kinds of text to demonstrate
- 2.2 Comprehend Expository Text Identify and sequence information or procedures from informational text
- -2.3 Comprehend Literary Text Demonstrate comprehension of literary text from a variety of

Proficient |

Students at this level are able to perform at or near the highest levels (3 or 4) on-Accuracy and Independence, and near the highest level (3) on Complexity for **most (4)** of the following extended content objectives:

- _1.8 Vocabulary and Concept Development Use context clues to determine the meaning of
- 2.1 Strategies/Skills for Comprehending Text Interpret different kinds of text to demonstrate understanding
- 2.2 Comprehend Expository Text Identify and sequence information or procedures from informational text
- genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.

Partially Proficient

Students at this level are able to perform at moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2to 4) of the following extended content objectives:

- -1.2 Concepts of Text Use parts of a book and/or text features to identify genre of literature
- -1.8 Vocabulary and Concept Development Use context clues to determine the meaning of
- 2.1 Strategies/Skills for Comprehending Text Interpret different kinds of text to demonstrate understanding
- 2.2 Comprehend Expository Text Identify and sequence information or procedures from
- Demonstrate comprehension of literary text from a variety genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.

Emerging

Students at this level are able to perform at up to a moderate levels (3) on Accuracy, Independence, and Complexity on up to 2 of the extended content objective

- .2 Concepts of Text Use parts of a book and/or text features to identify genre of literature
- -1.8 Vocabulary and Concept Development Use context clues to determine the meaning of
- 2.1 Strategies/Skills for Comprehending Text Interpret different kinds of text to demonstrate understanding
- 2.2 Comprehend Expository Text Identify and sequence information or procedures from informational text
- 2.3 Comprehend Literary Text Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 3

Aavancea

Students at this level are able to perform at or near the highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3) of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing
 Skills Generate ideas, identify the main idea, and use ideas generated in prewriting to
 write a draft. Use strategies to plan and organize writing, and write and/or share a narrative-based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills Generate ideas, identify the main idea, and use ideas generated in prewriting towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2) of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing-Skills – Generate ideas, identify the main idea, and use ideas generated in prewriting towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased on personal experience.
- o 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought.

Emerging

Students at this level are able to perform at up to a moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing
 Skills Generate ideas, identify the main idea, and use ideas generated in prewriting to
 write a draft. Use strategies to plan and organize writing, and write and/or share a narrative
 based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought.

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage Grade Level: Grade 4

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)**of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing-Skills – Generate ideas, identify the main idea, and use ideas generated in prewriting towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2) of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing-Skills Generate ideas, identify the main idea, and use ideas generated in prewriting towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrative-based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2) of the following extended content objectives:

- Skills Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.

Emerging

Students at this level are able to perform at up to a moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing-Skills – Generate ideas, identify the main idea, and use ideas generated in prewriting towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3) of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills - Generate ideas, identify the main idea (appropriate to the type of writing), and useideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and ibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on-Accuracy, Independence, and Complexity for most (2) of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing-Skills - Generate ideas, identify the main idea (appropriate to the type of writing), and useideas generated in prewriting to write a draft with a main idea and supporting details. strategies to plan and organize writing, and write a short narrative that includes a sp action, setting, and/or character(s).
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 or 3) on-Accuracy and Independence, and at or near the highest level (3 or 4) on-Complexity for some (2) of the following extended content objectives:

- -3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing-Skills - Generate ideas, identify the main idea (appropriate to the type of writing), and use strategies to plan and organize writing, and write a short narrative that includes a specificaction, setting, and/or character(s).
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.

Emerging

Students at this level are able to perform at up to a moderate level (3) of Accuracyand Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills - Generate ideas, identify the main idea (appropriate to the type of writing), and use strategies to plan and organize writing, and write a short narrative that includes a specificaction, setting, and/or character(s).
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage Grade Level: Grade 6

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)**of the following extended content objectives:

- 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research)
 Writing Skills Generate ideas, identify the main idea (appropriate to the type of writing),
 and use ideas generated in prewriting to write a draft with a main idea and supporting
 details. Use strategies to plan and organize writing, and write brief observations of
 events/processes.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a
 complete thought with subject and verb, and use correctly: future verb tenses, adjectives,
 personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills Fluently and legibly write brief observations of
 events or processes, demonstrating spelling skills with high frequency words and
 capitalization skills.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research)—Writing Skills Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of
 events or processes, demonstrating spelling skills with high frequency words and
 capitalization skills.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2) of the following extended content objectives:

- 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research)—Writing Skills Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a
 complete thought with subject and verb, and use correctly: future verb tenses, adjectives,
 personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills Fluently and legibly write brief observations of
 events or processes, demonstrating spelling skills with high frequency words and
 capitalization skills.

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy** and Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:

- 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research)—Writing Skills Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills Fluently and legibly write brief observations of
 events or processes, demonstrating spelling skills with high frequency words and
 capitalization skills.

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage Grade Level: Grade 7

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3) of the following extended content objectives:

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a mainidea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express
 different types of sentences (exclamatory, declarative, interrogative, and imperative), and
 use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2) of the following extended content objectives:

- e 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express
 different types of sentences (exclamatory, declarative, interrogative, and imperative), and
 use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2) of the following extended content objectives:

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository-(Informational/Research) Writing Skills - Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a mainidea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.

Emerging

Students at this level are able to perform at up to a moderate level (3) of Accuracy and

Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main-idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.
- 5.3 Acquire Skills for Sentence Structure Use pictures, words, or symbols to expressdifferent types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills Fluently & legibly write text that identifies a
 sequence of events or processes, demonstrating spelling of high frequency & content area
 words & capitalization.

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage Grade Level: Grade 8

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3) of the following extended content objectives:

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository
 (Informational/Research) Writing Skills Generate ideas; identify the main idea (appropriate
 to the type of writing), and use ideas generated in prewriting to write a draft using a
 template to logically sequence ideas. Use strategies to plan and organize writing, revisewriting for clarity and sequencing, and compose text that identifies a sequence of activities
 or processes.
- o 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions— Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future—verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.
- o 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2) of the following extended content objectives:

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository
 (Informational/Research) Writing Skills Generate ideas; identify the main idea (appropriate
 to the type of writing), and use ideas generated in prewriting to write a draft using a
 template to logically sequence ideas. Use strategies to plan and organize writing, revisewriting for clarity and sequencing, and compose text that identifies a sequence of activities
 or processes.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions
 Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using commonedit marks.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,
 Spelling, and Conventions Usage Skills Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2) of the following extended content objectives:

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository
 (Informational/Research) Writing Skills Generate ideas; identify the main idea (appropriate
 to the type of writing), and use ideas generated in prewriting to write a draft using a
 template to logically sequence ideas. Use strategies to plan and organize writing, revise
 writing for clarity and sequencing, and compose text that identifies a sequence of activities
 or processes.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions
 Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future-verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using commonedit marks.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,

Spelling, and Conventions Usage Skills—Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.

Emerging

Students at this level are able to perform at up to a moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository
 (Informational/Research) Writing Skills Generate ideas, identify the main idea (appropriate
 to the type of writing), and use ideas generated in prewriting to write a draft using a
 template to logically sequence ideas. Use strategies to plan and organize writing, revisewriting for clarity and sequencing, and compose text that identifies a sequence of activities
 or processes.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions
 Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using commoncedit marks.
- o 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage Grade Level: Grade 9/10

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3) of the following extended content objectives:

- e 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions
 Use pictures, words, or symbols to express varied sentences types (simple & compound),
 demonstrating capitalization and punctuation skills and use of pronouns, subject/verb
 agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit
 marks.
- 4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills

 Write a job application and demonstrate use of punctuation and capitalization skills.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2) of the following extended content objectives:

- 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing- Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main-idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions
 Use pictures, words, or symbols to express varied sentences types (simple & compound),
 demonstrating capitalization and punctuation skills and use of pronouns, subject/verb
 agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit
 marks.
- 4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills

 Write a job application and demonstrate use of punctuation and capitalization skills.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2) of the following extended content objectives:

- 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing- Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main-idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions
 Use pictures, words, or symbols to express varied sentences types (simple & compound),
 demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.
- 4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills

 Write a job application and demonstrate use of punctuation and capitalization skills.

Emerging

Students at this level are able to perform at up to a moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:

- e 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing- Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main-idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions
 Use pictures, words, or symbols to express varied sentences types (simple & compound),
 demonstrating capitalization and punctuation skills and use of pronouns, subject/verb
 agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit
 marks.
- 4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills

 Write a job application and demonstrate use of punctuation and capitalization skills.

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 3

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and at the highest level (4) on Complexity for all (5) of the following extended content objectives:

- 1.2 Perform Computation Accurately Use objects, pictures, symbolic systems and/orcalculator to solve addition and subtraction problems.
- 2.1 Understand and use U.S. Customary and Metric Measurements Use appropriate tools
 or non-standard units to measure length or temperature.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Compare two- and threedimensional shapes in the environment, and develop vocabulary to describe attributes.
- 5.2 Collect, Organize, and Display Data Organize and display data in bar graphs or circlegraphs in order to answer a question.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- —1.2 Perform Computation Accurately Use objects, pictures, symbolic systems and/orcalculator to solve addition and subtraction problems.
- o 2.1 Understand and use U.S. Customary and Metric Measurements Use appropriate tools or non-standard units to measure length or temperature.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships with quantity.
- o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.
- 5.2 Collect, Organize, and Display Data Organize and display data in bar graphs or circlegraphs in order to answer a question.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- 1.2 Perform Computation Accurately Use objects, pictures, symbolic systems and/orcalculator to solve addition and subtraction problems.
- 2.1 Understand and use U.S. Customary and Metric Measurements Use appropriate tools or non-standard units to measure length or temperature.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Compare two- and threedimensional shapes in the environment, and develop vocabulary to describe attributes.
- o 5.2 Collect, Organize, and Display Data Organize and display data in bar graphs or circle graphs in order to answer a question.

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

- 1.2 Perform Computation Accurately Use objects, pictures, symbolic systems and/orcalculator to solve addition and subtraction problems.
- 2.1 Understand and use U.S. Customary and Metric Measurements Use appropriate tools
 or non-standard units to measure length or temperature.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (⟨, >, =) to express relationships with quantity.

- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.
- o 5.2 Collect, Organize, and Display Data Organize and display data in bar graphs or circlegraphs in order to answer a question.

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 4

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and at the highest level (4) on Complexity for all (5) of the following extended content objectives:

- 1.2 Perform Computation Accurately Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.
- 2.1 Understand and use U.S. Customary and Metric Measurements Identify the standardtools to make formal measurements of length, time, temperature, and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data Organize data in a table or line graphs in order to chart to answer a question.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- 1.2 Perform Computation Accurately Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.
- 2.1 Understand and use U.S. Customary and Metric Measurements Identify the standard-tools to make formal measurements of length, time, temperature, and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data Organize data in a table or line graphs in order to chart to answer a question.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- 1.2 Perform Computation Accurately Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.
- 2.1 Understand and use U.S. Customary and Metric Measurements Identify the standard tools to make formal measurements of length, time, temperature, and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data Organize data in a table or line graphs in order to chart to answer a question.

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

- 1.2 Perform Computation Accurately Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.
- 2.1 Understand and use U.S. Customary and Metric Measurements -Identify the standard tools to make formal measurements of length, time, temperature, and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships with quantity.

- o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.
- o 5.2 Collect, Organize, and Display Data Organize data in a table or line graphs in order to chart to answer a question.

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and at the highest level (4) on Complexity for all (5) of the following extended content objectives:

- 1.2 Perform Computation Accurately Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements Select appropriateunits and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships.
 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify a polygon and
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify a polygon and develop vocabulary to describe the attributes.
- o 5.2 Collect, Organize, and Display Data Organize data and display data in a tables, bargraphs, and circle or line graphs using title, labels, and reasonable scales.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy,** near the **highest level (3) on Independence,** and at or near the **highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computation Accurately Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements Select appropriateunits and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify a polygon and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data Organize data and display data in a tables, bargraphs, and circle or line graphs using title, labels, and reasonable scales.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- 1.2 Perform Computation Accurately Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements Select appropriate
 units and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify a polygon and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data Organize data and display data in a tables, bargraphs, and circle or line graphs using title, labels, and reasonable scales.

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

- — 1.2 Perform Computation Accurately Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements Select appropriate
 units and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for («, >, =) to express relationships.

- o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Identify a polygon and develop vocabulary to describe the attributes.
- o 5.2 Collect, Organize, and Display Data Organize data and display data in a tables, bargraphs and circle or line graphs using title labels and reasonable scales.

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 6

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend whole number patterns, using manipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide single-digit wholenumbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend whole number patterns, usingmanipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide single-digit whole-numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend whole number patterns, usingmanipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend whole number patterns, using manipulatives and pictorial representations if needed.

- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Arrange shapes to show
- congruence, similarities, and line symmetry of shapes.
 5.1 Understand Data Analysis- Read and interpret charts and graphs, including line graphs, bar graphs frequency charts or circle graphs.

TAB 4 Page 34 **SDE**

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 7

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and at the highest level (4) on Complexity for all (5) of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide single-digit wholenumbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend simple patterns involving rational numbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend simple patterns involving rationalnumbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide single-digit whole-numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend simple patterns involving rational numbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show-congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide single-digit wholenumbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend simple patterns involving rationalnumbers, including decimals as inputs.

- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Arrange shapes to show
- congruence, similarities, and line symmetry of shapes.

 5.1 Understand Data Analysis-Read and interpret charts and graphs, including line graphs, bar graphs frequency tables or circle graphs.

TAB 4 Page 36 **SDE**

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 8

Advanced 4 4 1

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and at the highest level (4) on Complexity for all (5) of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- 1.2 Perform Computations Accurately Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show-congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

- o 1.2 Perform Computations Accurately Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions Extend simple patterns and match the rule

- (function) that generated the pattern using rational numbers.

 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis- Read and interpret charts and graphs, including line graphs, bar graphs frequency tables or circle graphs.

TAB 4 Page 38 **SDE**

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics Grade Level: Grade 9/10

Advanced

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and at the highest level (4) on Complexity for all (5) of the following extended content objectives:

- 1.2 Perform Computations Accurately Use single digit addition, subtraction, and
 multiplication problems with rational numbers using an order of operations, with or without
 the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate tool correctly.
- 3.3 Solve Algebraic Equations and Inequalities Match a math problem with a graphical representation.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret tables, charts, and graphs, including linegraphs, bar graphs, frequency tables, or circle graphs.

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- 1.2 Perform Computations Accurately Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate tool correctly.
- 3.3 Solve Algebraic Equations and Inequalities Match a math problem with a graphical representation.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret tables, charts, and graphs, including linegraphs, bar graphs, frequency tables, or circle graphs.

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- 1.2 Perform Computations Accurately Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use appropriate tool correctly.
- 3.3 Solve Algebraic Equations and Inequalities Match a math problem with a graphical representation.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

1.2 Perform Computations Accurately – Use single digit addition, subtraction, and-multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.

- 2.1 Understand and use U.S. Customary and Metric Measurements Select and use
- 3.3 Solve Algebraic Equations and Inequalities Match a math problem with a graphical representation.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Arrange shapes to show congruence, similarities, and line symmetry of shapes. 5.1 Understand Data Analysis – Read and interpret tables, charts, and graphs, including line

ISAT-Alt Performance Level Descriptors

Content Area: Science

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and**Independence, and at the **highest level (4) on Complexity** for all (5) of the following extended content objectives:

- Nature of Science Use observations and data to make a prediction
- e Physical Science Describe the physical differences among solids, liquids, and gases
- Biology Understand traits that are passed from parents to offspring
- Earth Science Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected
- Technology Demonstrate how science and technology are part of a student's life

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- Nature of Science Use observations and data to make a prediction
- Physical Science Describe the physical differences among solids, liquids, and gases
- Biology Understand traits that are passed from parents to offspring
- Earth Science Identify how the interactions among the solid earth, oceans, and atmosphere (crosion, climate, tectonics, and continental drift) are connected
- Technology Demonstrate how science and technology are part of a student's life

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- Nature of Science Use observations and data to make a prediction
- Physical Science Describe the physical differences among solids, liquids, and gases
- Biology Understand traits that are passed from parents to offspring
- Earth Science Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected
- o Technology Demonstrate how science and technology are part of a student's life

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

- o Nature of Science Use observations and data to make a prediction
- e Physical Science Describe the physical differences among solids, liquids, and gases
- Biology Understand traits that are passed from parents to offspring
- Earth Science Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected
- Technology Demonstrate how science and technology are part of a student's life

ISAT-Alt Performance Level Descriptors

Content Area: Science

Grade Level: Grade 7

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- Nature of Science Identify observation data to use in defendable inferences.
- Physical Science Identify the properties of matter
- Biology Communicate how dominant and recessive traits are inherited
- Earth Science Identify the water cycle and its relationship to weather and climate
- o Technology Identify an alternate source of energy

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- Nature of Science Identify observation data to use in defendable inferences.
- Physical Science Identify the properties of matter
- Biology Communicate how dominant and recessive traits are inherited
- Earth Science Identify the water cycle and its relationship to weather and climate
- o Technology Identify an alternate source of energy

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- Nature of Science Identify observation data to use in defendable inferences.
- Physical Science Identify the properties of matter
- Biology Communicate how dominant and recessive traits are inherited
- Earth Science Identify the water cycle and its relationship to weather and climate
- o Technology Identify an alternate source of energy

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content objectives:

- Nature of Science Identify observation data to use in defendable inferences.
- Physical Science Identify the properties of matter
- o Biology Communicate how dominant and recessive traits are inherited
- e Earth Science Identify the water cycle and its relationship to weather and climate
- o Technology Identify an alternate source of energy

ISAT-Alt Performance Level Descriptors

Content Area: Science

Grade Level: Grade 9/10

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- Nature of Science Demonstrate understanding of a system
- o Physical Science Identify matter that has basic electrical properties
- Biology Identify different functions of particular cell structures
- Earth Science Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time
- Technology Identify common environmental issues with water, air quality, or trash

Proficient

Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity for most (3-4) of the following extended content objectives:

- Nature of Science Demonstrate understanding of a system
- Physical Science Identify matter that has basic electrical properties
- Biology Identify different functions of particular cell structures
- Earth Science Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time
- Technology Identify common environmental issues with water, air quality, or trash

Partially Proficient

Students at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and Independence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of the following extended content objectives:

- Nature of Science Demonstrate understanding of a system
- Physical Science Identify matter that has basic electrical properties
- o Biology Identify different functions of particular cell structures
- Earth Science Show how interactions between the solid earth, oceans, atmosphere , and organisms have changed the earth over time
- o Technology Identify common environmental issues with water, air quality, or trash

Emerging

Students at this level are able to perform up to moderate levels (3) on Accuracy and Independence, and up to a basic level (2) of Complexity on up to 2 of the extended content-objectives:

- o Nature of Science Demonstrate understanding of a system
- Physical Science Identify matter that has basic electrical properties
- o Biology Identify different functions of particular cell structures
- Earth Science Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time
- o Technology Identify common environmental issues with water, air quality, or trash

IDAHO ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS

PERFORMANCE LEVEL DESCRIPTORS

English Language Arts and Mathematics
IDAPA 08.02.03.004

As approved by the
Idaho State Board of Education
June 15, 2017

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			NCSC Math	<u>ematics</u>			
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	25	32	22	30	16	25	19
% Level 2	20	28	31	29	33	23	31
% Level 3	36	23	32	17	34	26	<u>25</u>
% Level 4	20	17	14	24	17	25	<u>25</u>
% Level 3 & 4	56	40	46	41	51	51	<u>50</u>

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		<u>N</u>	CSC English	Language Ar	<u>ts</u>		
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	39	34	23	33	32	28	28
% Level 2	25	20	30	30	17	28	18
% Level 3	26	36	37	26	36	26	35
% Level 4	9	10	10	11	15	18	19
% Level 3 & 4	35	46	47	37	51	44	54

STATE DEPARTMENT OF EDUCATION

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	Level 4	High text complexity - Text	with detailed and implied complex ideas and	relationships; a variety of sentence types	including phrases and transition words.	In reading, he/she is able to:	 determine the central idea and supporting 	details in literary text	 determine the main idea and identify 	supporting details in informational text	 determine the main idea of visually 	presented information	 identify the purpose of text features in 	<u>informational text</u>	 use information from charts, graphs, 	diagrams, or timelines in informational	text to answer questions	 use context to identify the meaning of 	multiple meaning words	-,												
	Level 3	Moderate text complexity - Text	with clear, complex ideas and relationships and	simple; compound sentences.		In reading, he/she is able to:	 determine the central idea and supporting details 	in literary text	 determine the main idea and identify supporting 	details in informational text	 determine the main idea of visually presented 	<u>information</u>	 identify the purpose of text features in 	<u>informational text</u>	 use information from charts, graphs, diagrams, or 	timelines in informational text to answer questions	 use context to identify the meaning of multiple 	meaning words	AND with High text complexity - Text	with detailed and implied complex ideas and	relationships; a variety of sentence types including	phrases and transition words.	 use details from a literary text to answer specific 	questions	describe the relationship between characters, and	AND with account to the inches in the total	AIND WILL ACCUIACY, TIE/SHE IS ADJE TO.	 identify grade level words 		AND in writing, he/she is able to:	 identify a text feature (e.g., captions, graphs or 	diagrams) to present information in explanatory text
vel Descriptors	Level 2	Low text complexity - Brief text with	straightforward ideas and relationships; short, simple	<u>sentences.</u>		In reading, he/she is able to:	 determine the central idea and supporting details in literary 	<u>text</u>	 determine the main idea and identify supporting details in 	<u>informational text</u>	 determine the main idea of visually presented information 	 identify the purpose of text features in informational text 	 use information from charts, graphs, diagrams, or timelines 	in informational text to answer questions	 use context to identify the meaning of multiple meaning 	words			AND with Moderate text complexity - Text	with clear, complex ideas and relationships and simple;	compound sentences.		 use details from a literary text to answer specific questions 	 describe the relationship between characters, and character 	and setting in literary text	AND with the contract of the c	AND WILL ACCUIACY, 116/3116 IS ADIC CO.	 identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short yowel in the 	middle)	AND in writing, he/she is able to:	 identify elements of a narrative text to include beginning. 	 middle, and end identify the category related to a set of facts
Grade 3 ELA Performance Level Descriptors	Level 1	Low text complexity - Brief	text with straightforward ideas and	relationships; short, simple sentences.		In reading, he/she is able to:	 identify the topic of a literary text 	 identify a detail from a literary text 	 identify a character or setting in a literary 	<u>text</u>	 identify the topic of an informational text 	 identify a title, caption, or heading in an 	<u>informational text</u>	 identify an illustration related to a given 	topic	 identify a topic presented by an 	illustration	 identify the meaning of words (i.e., 	<u>nouns</u>)											AND in writing, he/she is able to:	 identify a statement related to an 	everyday topic

STATE DEPARTMENT OF EDUCATION

JUNE 15, 2017 explain how the information provided in High text complexity - Text wit diagrams, or timelines in information charts, graphs, diagrams, or timelines determine the theme of literary text use information from charts, graphs and identify supportive details use general academic words determine the main idea of text to answer questions In reading, he/she is able to: informational text diagrams) to present information in explanatory text timelines in informational text to answer questions describe character traits using text-based details in determine the theme of literary text and identify use information from charts, graphs, diagrams, or graphs, diagrams, or timelines contributes to an explain how the information provided in charts use details from a literary text to answer specific identify a text feature (e.g., headings, charts, or use context to identify the meaning of multiple determine the main idea of informational text Text with detailed and implied complex ideas and **Moderate text complexity** - Text AND with High text complexity understanding of informational text AND with accuracy, he/she is able to: AND in writing, he/she is able to: identify grade level words In reading, he/she is able to: simple; compound sentences. supportive details meaning words literary text questions describe character traits using text-based details in literary text use context to identify the meaning of multiple meaning words determine the theme of literary text and identify supportive beginning, a consonant at the end, and a short vowel in the locate information in charts, graphs, diagrams, or timelines use details from a literary text to answer specific questions identify elements of a narrative text to include beginning, Low text complexity - Brief text with AND with Moderate text complexity - Text identify a concluding sentence related to information in determine the main idea of informational text Level 2 AND with accuracy, he/she is able to: AND in writing, he/she is able to: use general academic words In reading, he/she is able to: Grade 4 ELA Performance Level Descriptors middle, and end use context to identify the meaning of identify the concluding sentence in a identify charts, graphs, diagrams, or Low text complexity - Brief identify a detail from a literary text timelines in an informational text identify a topic of a literary text AND in writing, he/she is able to: In reading, he/she is able to: multiple meaning words short explanatory text

Grade 5 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low text complexity -	Low text complexity -	Moderate text complexity - Text	High text complexity - Text with
Brief text with straightforward ideas and	Brief text with straightforward ideas and	with clear, complex ideas and relationships and	detailed and implied complex ideas and
relationships; short, simple sentences.	relationships; short, simple sentences.	simple; compound sentences.	relationships; a variety of sentence types including
			phrases and transition words.
In reading, he/she is able to:	In reading, he/she is able to:	In reading, he/she is able to:	In reading, he/she is able to:
 identify an event from the beginning of a 	 compare characters, settings, and events in 	 compare characters, settings, and events in 	 compare characters, settings, and events in
<u>literary text</u>	literary text	literary text	literary text
 identify a detail from a literary text 	 determine the main idea and identify 	 determine the main idea and identify 	 determine the main idea and identify
 identify a character, setting and event in a 	supporting details in informational text	supporting details in informational text	supporting details in informational text
literary text	 use details from the text to support an 	 use details from the text to support an 	 use details from the text to support an
 identify the topic of an informational text 	author's point in informational text	author's point in informational text	author's point in informational text
 identify the main idea of an informational text 	 compare and contrast how information and 	 compare and contrast how information and 	 compare and contrast how information and
 identify the difference in how information is 	events are presented in two informational	events are presented in two informational	events are presented in two informational
presented in two sentences	texts	texts	texts
	 use context to identify the meaning of multiple 	 use context to identify the meaning of multiple 	 use context to identify the meaning of multiple
	meaning words	meaning words	meaning words
	AND with Moderate text complexity -	AND with High text complexity - Text	
	Text with clear, complex ideas and relationships	with detailed and implied complex ideas and	
	and simple; compound sentences.	relationships; a variety of sentence types including	
		phrases and transition words.	
	 summarize a literary text from beginning to 	 summarize a literary text from beginning to 	
	end	end	
	 use details from a literary text to answer 	 use details from a literary text to answer 	
	<u>specific questions</u>	<u>specific questions</u>	
AND in writing, he/she is able to:	AND in writing, he/she is able to:	AND in writing, he/she is able to:	
 identify the category related to a set of 	 identify elements of a narrative text to include 	 support an explanatory text topic with relevant 	
common nouns	beginning, middle, and end	information	
	 identify a sentence that is organized for a text 		
	structure such as comparison/contrast		

Grade 6 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low text complexity -	Low text complexity -	Moderate text complexity - Text with	High text complexity - Text with
Brief text with straightforward ideas and	Brief text with straightforward ideas and	clear, complex ideas and relationships and simple;	detailed and implied complex ideas and
relationships; short, simple sentences.	relationships; short, simple sentences.	compound sentences.	relationships; a variety of sentence types including
			phrases and transition words.
In reading, he/she is able to:	In reading, he/she is able to:	In reading, he/she is able to:	In reading, he/she is able to:
 identify an event from the beginning or end of 	 summarize a literary text from beginning to 	 summarize a literary text from beginning to 	 summarize a literary text from beginning to
a literary text	end without including personal opinions	end without including personal opinions	end without including personal opinions
 identify a detail from a literary text 	 support inferences about characters using 	 support inferences about characters using 	 use details from a literary text to answer
 identify a character in a literary text 	details in literary text	details in literary text	<u>specific questions</u>
 identify the topic of an informational text 	 use details from the text to elaborate a key 	 summarize an informational text without 	 support inferences about characters using
 identify the main idea of an informational text 	idea in informational text	including personal opinions	details in literary text
 identify a fact from an informational text 		 use details from the text to elaborate a key 	 use details from the text to elaborate a key
 identify a description of an individual or event 		idea in informational text	idea in an informational text
in an informational text		 use evidence from the text to support an 	 use evidence from the text to support an
 use context to identify the meaning of multiple 		author's claim in informational text	author's claim in informational text
meaning words		 summarize information presented in two 	 use domain specific words accurately
 identify the meaning of general academic 		<u>informational texts</u>	
words		 use domain specific words accurately 	
	AND with Moderate text complexity - Text	AND with High text complexity - Text	
	with clear, complex ideas and relationships and	with detailed and implied complex ideas and	
	simple; compound sentences.	relationships; a variety of sentence types including	
		phrases and transition words.	
	 use details from a literary text to answer 	 use details from a literary text to answer 	
	specific questions	<u>specific questions</u>	
	 use context to identify the meaning of multiple 	 use context to identify the meaning of multiple 	
	meaning words	meaning words	
AND in writing, he/she is able to:	AND in writing, he/she is able to:	AND in writing, he/she is able to:	
 identify an everyday order of events 	 identify elements of an explanatory text to 	 identify transition words and phrases to convey 	
	include introduction, body, and conclusion	a seguence of events in narrative text	
	 identify the next event in a brief narrative 		

compare and contrast how two authors write use context to identify the meaning of grade about the same topic in informational texts informational texts are influenced by each use evidence from the text to support an use details to support a conclusion from between individuals, events or ideas in author's claim in informational text level phrases identify a sentence that provides a conclusion compare and contrast how two authors write use context to identify the meaning of gradeabout the same topic in informational texts AND with High text complexity - Text use details to support themes from literary use details to explain how the interactions informational texts are influenced by each Moderate text complexity - Text use evidence from the text to support an use details to support a conclusion from between individuals, events or ideas in use details to support inferences from author's claim in informational text with clear, complex ideas and relativ AND in writing, he/she is able to: In reading, he/she is able to: in narrative text literary text identify the relationship between individuals use details to support themes from literary identify elements of an explanatory text to include introduction, body, and conclusion AND with Moderate text complexity use evidence from the text to support an use details to support inferences from author's claim in informational text in Brief text with straightforward ideas and AND in writing, he/she is able to: In reading, he/she is able to: informational text Grade 7 ELA Performance Level Descriptors literary text compare and contrast two statements related use context to identify the meaning of words identify a conclusion from an informational identify a graphic that includes an event as identify an inference from a literary text identify a claim the author makes in an Brief text with straightforward ideas and identify a theme from a literary text AND in writing, he/she is able to: In reading, he/she is able to: described in a text text

Grade 8 ELA Performance Level Descriptors	<u>Jescriptors</u>		
Level 1	Level 2	Level 3	Level 4
Low text complexity - Brief text with	Low text complexity - Brief text with	Moderate text complexity - Text with clear,	High text complexity - Text with detailed and
straightforward ideas and relationships;	straightforward ideas and relationships;	complex ideas and relationships and simple;	implied complex ideas and relationships; a
short, simple sentences.	short, simple sentences.	compound sentences.	variety of sentence types including phrases
			and transition words.
In reading, he/she is able to:	In reading, he/she is able to:	In reading, he/she is able to:	In reading, he/she is able to:
 identify a theme from a literary text 	 use details to support a conclusion from 	 use details to support a conclusion from 	 use details to support a conclusion from
 identify an inference from a literary text 	literary text	literary text	literary text
 identify a fact related to a presented 	 identify an inference drawn from an 	 use details to support an inference from 	 use details to support an inference from
argument in informational text	informational text	informational text	informational text
 identify a similar topic in two informational 	 identify the portion of text which contains 	 identify the information (e.g., facts or 	 identify the information (e.g., facts or
texts	specific information	quotes) in a section of text that contributes	quotes) in a section of text that contributes
 use context to identify the meaning of 	 identify an argument the author makes in 	to the development of an idea	to the development of an idea
multiple meaning words	informational text	 identify an argument the author makes in 	 identify an argument the author makes in
 identify the meaning of general academic 	 examine parts of two informational texts to 	<u>informational text</u>	<u>informational text</u>
words	identify where the texts disagree on matters	 examine parts of two informational texts to 	 examine parts of two informational texts to
	of fact or interpretation	identify where the texts disagree on matters	identify where the texts disagree on matters
	 use domain specific words or phrases 	of fact or interpretation	of fact or interpretation
	accurately	 use domain specific words and phrases 	 use domain specific words and phrases
		<u>accurately</u>	<u>accurately</u>
	AND with Moderate text complexity - Text with	AND with High text complexity - Text with	
	clear, complex ideas and relationships and	detailed and implied complex ideas and	
	simple; compound sentences.	relationships; a variety of sentence types	
		including pinases and transition words.	
	 analyze the development of a theme 	 analyze the development of a theme 	
	including the relationship between a	including the relationship between a	
	character and an event in literary text	character and an event in literary text	
	 use context to identify the meaning of 	 use context to identify the meaning of 	
	grade-level words and phrases	grade-level words and phrases	
AND in writing, he/she is able to:	AND in writing, he/she is able to:	AND in writing, he/she is able to:	
 identify a writer's opinion 	 identify elements of an explanatory text to 	 identify relevant information to support a 	
	include introduction, body, and conclusion	claim	
	 identify an idea relevant to a claim 		

Grade 11 ELA Performance Level Descriptors

<u>Level 1</u>	Level 2	<u>Level 3</u>	<u>Level 4</u>
Low text complexity -	Low text complexity -	Moderate text complexity - Text	High text complexity - Text with
Brief text with straightforward ideas and	Brief text with straightforward ideas and	with clear, complex ideas and relationships and	detailed and implied complex ideas and
relationships; short, simple sentences.	relationships; short, simple sentences.	simple; compound sentences.	relationships; a variety of sentence types
			including phrases and transition words.
In reading, he/she is able to:	In reading, he/she is able to:	In reading, he/she is able to:	In reading, he/she is able to:
 identify a summary of a literary text 	 use details to support a summary of literary 	 use details to support a summary of literary 	 use details to support a summary of literary
 identify an event from a literary text 	<u>text</u>	text	text
 identify the central idea of an informational 	 identify a conclusion from an informational 	 use details to support a conclusion presented 	 use details to support a conclusion presented
text	<u>text</u>	in informational text	in informational text
 identify facts from an informational text 	 identify key details that support the 	 identify key details that support the 	 identify key details that support the
 identify what an author tells about a topic in 	development of a central idea of an	development of a central idea of an	development of a central idea of an
informational text	informational text	informational text	<u>informational text</u>
 use context to identify the meaning of 	 use details presented in two informational 	 use details presented in two informational 	 use details presented in two informational
multiple meaning words	texts to answer a question	texts to answer a question	texts to answer a question
 identify a word used to describe a person, 	 explain why an author uses specific word 	 explain why an author uses specific word 	 explain why an author uses specific word
place, thing, action or event	choices within texts	choices within texts	<u>choices within texts</u>
	AND with Moderate text complexity -	AND with High text complexity - Text	
	Text with clear, complex ideas and relationships	with detailed and implied complex ideas and	
	and simple; compound sentences.	relationships; a variety of sentence types	
		including phrases and transition words.	
	 evaluate how the author's use of specific 	 evaluate how the author's use of specific 	
	details in literary text contributes to the text	details in literary text contributes to the text	
	 determine an author's point of view about a 	 determine an author's point of view about a 	
	topic in informational text	topic in informational text	
	 use context to identify the meaning of grade- 	 use context to identify the meaning of grade- 	
	<u>level phrases</u>	level phrases	
AND in writing, he/she is able to:	AND in writing, he/she is able to:	AND in writing, he/she is able to:	
 identify information which is unrelated to a 	 identify elements of an argument to include 	 identify relevant information to address a 	
given topic	introduction, claim, evidence, and conclusion	given topic and support the purpose of a text	
	identify how to group information for a		
	Specific text structure		

Grade 3 Mathematics Performance Level Descriptors

Level 1	Level 2	<u>Level 3</u>	Level 4
Low task complexity -	Low task complexity -	Moderate task complexity -	High task complexity - Multiple
mathematical terms and symbols	mathematical terms and symbols	mathematical context using various	problems using various mathematical
		mathematical terms and symbols	terms and symbolic representations of
			numbers, variables, and other Item elements
He/she is able to:	He/she is able to:	He/she is able to:	He/she is able to:
 solve addition problems 	 solve addition and subtraction 	 solve addition and subtraction 	 solve addition and subtraction
 identify growing number 	word problems	word problems	word problems
<u>patterns</u>	 identify an arrangement of 	 check the correctness of an 	 check the correctness of an
 identify an object showing a 	objects which represents factors	answer in the context of a	answer in the context of a
specified number of parts	In a problem	<u>scenario</u>	scenario
identify which object has the	which both numbers are equal to	 solve multiplication equations 	in which hoth numbers are
greater number of parts	or less than five	in which both numbers are	equal to or less than five
shaded	 identify multiplication patterns 	equal to or less than five	identify multiplication patterns
identify an object equally	 identify a set of objects as nearer 	 identify multiplication patterns 	 match fraction models to
divided in two parts	to 1 or 10	 match fraction models to 	unitary fractions
 identify the number of objects 	 identify a representation of the 	unitary fractions	 compare fractions with
to be represented in a	area of a rectangle	 compare fractions with 	different numerators and the
<u>pictograph</u>		different numerators and the	<u>same denominator</u>
		same denominator	 transfer data from an organized
		 transfer data from an organized 	<u>list to a bar graph</u>
		<u>list to a bar graph</u>	
	AND with Moderate task complexity -	AND with High task complexity -	
	Common problems presented in	Common problems presented in	
	mathematical terms and symbols	mathematical terms and symbols	
	identify geometric figures which	• round numbers to nearest 10	
	are divided into equal parts	 identify geometric figures 	
		which are divided into equal	
		<u>parts</u>	
		 count unit squares to compute 	
		the area of a rectangle	

Grade 4 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low task complexity -	Low task complexity -	Moderate task complexity -	High task complexity - Multiple
Simple problems using common	Simple problems using common	<u>Common problems presented in </u>	mathematical ideas presented in
mathematical terms and symbols	<u>mathematical terms and symbols</u>	mathematical context using various	problems using various mathematical
		<u>matnematical terms and symbols</u>	terms and symbolic representations of
			elements
He/she is able to:	He/she is able to:	He/she is able to:	He/she is able to:
 identify an array with the same 	 match a model to an multiplication 	 solve multiplication word 	 solve multiplication word
number of objects in each row	expression using two single digit	<u>problems</u>	<u>problems</u>
 identify values rounded to 	<u>numbers</u>	 show division of objects into 	 show division of objects into
<u>nearest tens place</u>	 identify a model of a multiplicative 	equal groups	equal groups
 identify equivalent 	comparison	 round numbers to nearest 10, 	 round numbers to nearest 10,
representations of a fraction	 show division of objects into equal 		100 or 1000
(e.g., shaded diagram)		 compare two fractions with 	compare two fractions with
• compare representations of a fraction (or shaded diagram)	• round numbers to nearest 10, 100	different denominators	different denominators
identify a rectangle with the	differentiate parts and wholes	 sort a set of 2-dimensional 	compute the perimeter of a
larger or smaller perimeter	• compute the perimeter of a	<u>shapes</u>	
 identify a given attribute of a 	rectangle	 compute the perimeter of a 	• transfer data to a graph
shape		<u>rectangle</u>	
 identify the data drawn in a bar 		 transfer data to a graph 	
graph that represents the	AND with Moderate task complexity -	AND with High task complexity -	
greatest value	Common problems presented in	Common problems presented in	
	mathematical context using various	mathematical context using various	
	mathematical terms and symbols	mathematical terms and symbols	
	 identify equivalent fractions 	 solve a multiplicative comparison 	
	 select a 2-dimensional shape with 	word problem using up to two-	
	<u>a given attribute</u>	<u>digit numbers</u>	
		 check the correctness of an 	
		answer in the context of a	
		<u>scenario</u>	
		 identify equivalent fractions 	

Grade 5 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low task complexity -	Low task complexity -	Moderate task complexity -	High task complexity - Multiple
Simple problems using common	Simple problems using common	Common problems presented in	mathematical ideas presented in
mathematical terms and symbols	<u>mathematical terms and symbols</u>	mathematical context using various	problems using various mathematical
		mathematical terms and symbols	<u>terms and symbolic representations of</u> numbers, variables, and other item
			<u>elements</u>
He/she is able to:	He/she is able to:	He/she is able to:	He/she is able to:
 solve one-step subtraction 	 identify if the total will increase 	 solve multiplication and 	 solve multiplication and
word problems	or decrease when combining	division word problems	division word problems
 divide sets (no greater than 6) 	<u>sets</u>	 perform operations with 	 perform operations with
into two equal parts	 perform operations with 	<u>decimals</u>	decimals
 identify values in the tenths 		 solve word problems involving 	solve word problems involving
<u>place</u>	• Identify a symbolic	<u>fractions</u>	<u>Iractions</u>
tens or hindreds place	two fractions	 identify place values to the 	hindredths place
• identify a given axis of a	• identify place values to the	hundredths place	locate a given point on a
coordinate plan		 locate a given point on a 	coordinate plane when given an
match the conversion of 3 feet	 convert standard measurements 	coordinate plane when given an	ordered pair
to 1 yard to a model		ordered pair	convert standard
 calculate elapsed time (i.e., 		 convert standard 	<u>measurements</u>
hours)		<u>measurements</u>	 convert between minutes and
 identify whether the values 		 convert between minutes and 	hours
increase or decrease in a line		hours	 make quantitative comparisons
<u>graph</u>		 make quantitative comparisons 	between data sets shown as
		between data sets shown as	<u>line graphs</u>
		<u>line graphs</u>	
	AND with Moderate task complexity -	AND with High task complexity -	
	mathematical context using various	mathematical context using various	
	<u>mathematical terms and symbols</u>	mathematical terms and symbols	
	 compare the values of two 	 compare the values of two 	
	products based upon multipliers pround decimals to pagest whole	products based upon	
	number	 round decimals to nearest 	
		whole number	

Grade 6 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low task complexity -	Low task complexity -	Moderate task complexity -	High task complexity - Multiple
Simple problems using common	Simple problems using common	Common problems presented in	mathematical ideas presented in
mathematical terms and symbols	mathematical terms and symbols	mathematical context using various	problems using various mathematical
		יוומנווכווומניכת נכווווט מוומ טלוווססס	rems and symbolic representations of numbers, variables, and other item plements
He/she is able to:	He/she is able to:	He/she is able to:	He/she is able to:
 identify a model of a given 	 match a given ratio to a model 	 perform operations using up to 	 solve real world measurement
<u>percent</u>	 recognize a representation of 	three-digit numbers	problems involving unit rates
 match a given unit rate to a 	the sum of two halves	 solve real world measurement 	 identify positive and negative
<u>model</u>	 solve real world measurement 	problems involving unit rates	<u>values on a number line</u>
 identify a representation of two 	problems involving unit rates	 identify positive and negative 	 solve word problems with
equal sets	 identify a representation of a 		expressions including variables
• identify a number less than	value less than zero	 determine the meaning of a 	• compute the area of a
zero on a number line	Identify the median or the	value from a set of positive and	parallelogram
inknown in a modeled	the mean of a set of data	<u>negative integers</u>	equation peeded to determine
equation	מור וויכמון סן מיזרן סן ממומ	 solve word problems with 	the mean of a set of data
count the number of grids or		expressions including variables	
tiles inside a rectangle to find		 compute the area of a 	
the area of a rectangle		<u>parallelogram</u>	
 identify the object that appears 		 identify the median or the 	
most frequently in a set of data		equation needed to determine	
(mode)		the mean of a set of data	
 identify a representation of a 	AND with Moderate task complexity	AND with High task complexity -	
set of data arranged into even	- Common problems presented in	Common problems presented in	
groups (mean)	mathematical context using various	<u>mathematical context using various</u>	
	mathematical terms and symbols	חומנוופווומנורמן נפווווא מוומ אלוווממוא	
	perform one-step operations	 perform one-step operations 	
	with two decimal numbers	with two decimal numbers	
	 solve word problems using a 	 solve word problems using a 	
	<u>percent</u>	percent	
		solve word problems using	
		ratios and rates	

Grade 7 Mathematics Performance Level Descriptors

Level 1 Low task complexity - Simple problems using common mathematical terms and symbols	Level 2 Low task complexity - Simple problems using common mothematical terms and symbols	Level 3 Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols	Level 4 High task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item
identify a representation which represents a negative number and its multiplication or division by a positive number area and circumference of a circle identify representations of area and circumference of a circle identify representations of surface area make qualitative comparisons when interpreting a data set presented on a bar graph or in a table	match a given ratio to a model identify the meaning of an uknown in a modeled equation describe a directly proportional relationship (i.e., increases or decreases) find the surface area of threedimensional right prism	Solve division problems with positive/negative whole numbers solve word problems involving. ratios use a proportional relationship to solve a percentage problem identify proportional relationships between quantities represented in a table identify unit rate (constant of proportionality) in tables and graphs of proportional relationships compute the area of a circle compute the area of a threedimensional right prism	solve division problems with positive/negative whole numbers solve word problems involving ratios identify proportional relationships between quantities represented in a table compute the area of a circle compute the area of a circle find the surface area of a three-dimensional right prism
	AND with Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols solve multiplication problems with positive/negative whole numbers interpret graphs to qualitatively contrast data sets	AND with High task complexity - Common problems presented in mathematical context using various. Solve multiplication problems with positive/negative whole numbers: evaluate variable expressions that represent word problems represent word problems interpret graphs to qualitatively. contrast data sets	

Grade 8 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low task complexity -	Low task complexity -	Moderate task complexity -	High task complexity -
Simple problems using common	Simple problems using common	Common problems presented in	Multiple mathematical ideas presented
mathematical terms and symbols	mathematical terms and symbols	mathematical context using various	in problems using various mathematical
		mathematical terms and symbols	terms and symbolic representations of
			<u>numbers, variables, and other item</u> elements
He/she is able to:	He/she is able to:	He/she is able to:	He/she is able to:
 locate a given decimal number 	 identify the solution to an 	 locate approximate placement of 	 locate approximate placement
<u>on a number line</u>	equation which contains a	an irrational number on a number	of an irrational number on a
 identify the relatively larger 	<u>variable</u>	line	<u>number line</u>
data set when given two data	 identify the y-intercept of a 	 solve a linear equation which 	 solve a linear equation which
sets presented in a graph	<u>linear graph</u>	contains a variable	contains a variable
 identify congruent rectangles 	 match a given relationship 	• identify the relationship shown	 identify the relationship
 identify similar rectangles 	between two variables to a	on a linear graph	shown on a linear graph
 identify an attribute of a 	<u>model</u>	• calculate slone of a nositive linear	 compute the change in area of
cylinder	 identify a data display that 	במובתומוב פוספר טו מ שמונוער ווויכמו	a figure when its dimensions
 identify a rectangle with the 	<u>represents a given situation</u>		<u>are changed</u>
larger or smaller area as	 interpret data presented in 	 compute the change in area of a 	 plot provided data on a graph
compared to another	graphs to identify associations	figure when its dimensions are	
<u>rectangle</u>	<u>between variables</u>	<u>changed</u>	
 identify an ordered pair and 		 solve for the volume of a cylinder 	
its point on a graph		 plot provided data on a graph 	
	AND with Moderate task complexity -	AND with High task complexity -	
	Common problems presented in	Common problems presented in	
	mathematical context using various	mathematical context using various	
	<u>mathematical terms and symbols</u>	<u>mathematical terms and symbols</u>	
	 identify congruent figures 	 interpret data presented in 	
	 use properties of similarity to 	graphs to identify associations	
	identify similar figures	<u>between variables</u>	
	 interpret data tables to identify 	 interpret data tables to identify 	
	the relationship between	the relationship between	
	<u>variables</u>	<u>variables</u>	
		 use properties of similarity to 	
		identify similar figures	
		 identify congruent figures 	

Grade 11 Mathematics Performance Level Descriptors

Level 4	High task complexity - High task complexity - Thematical Multiple mathematical ideas presented In problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements	triangles it a three- it triangles it the problems it a three- it triangles it the problems it the prob
Level 3	Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols	Compute the value of an expression that includes an exponent identify variable expressions which represent word problems identify variable expressions which represent word problems solve real world measurement problems that require unit conversions find the missing attribute of a three-dimensional figure determine two similar right triangles when a scale factor is given make predictions from data tables and graphs to solve problems plot data on a histogram calculate the mean and median of a set of data AND with High task complexity - common problems presented in mathematical terms and symbols identify the linear representation of a provided real world situation use an equation or a linear graphical representation to solve a word
Level 2	Low task complexity - Simple problems using common mathematical terms and symbols	- identify the model that represents a square number identify variable expressions which represent word problems which represent word problems identify the hypotenuse of a right triangle - identify the greatest or least value in a set of data shown on a number line - identify the missing label on a listogram - identify the missing label on a histogram - calculate the mean and median of a set of data AND with Moderate task complexity - Common problems presented in mathematical context using various mathematical context using various mathematical terms and symbols - identify the linear representation of a provided real world situation - use an equation or a linear graphical representation to solve a such and symbols.
Level 1	Low task complexity - Simple problems using common mathematical terms and symbols	He/she is able to:

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SUBJECT

Annual Report - Hardship Elementary School - Cassia County School District No. 151, Albion Elementary School.

REFERENCE

October 14, 2010 The Board received an update regarding Albion

Elementary School and their continued need for

Hardship Status.

June 18, 2015 The Board received an update regarding Albion

Elementary School and their continued need for

Hardship Status.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003(2)(b), Idaho Code

BACKGROUND/DISCUSSION

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a Hardship Elementary School have not changed.

IMPACT

Cassia County School District #151 would receive approximately \$130,000 less in FY 2017 if Albion Elementary School was not considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Gaylen Smyer to Superintendent Sherri Ybarra dated May 4, 2016 [sic]

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STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when "special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils."

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn impacts the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The average daily attendance calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At \$94,100 (FY17 estimated statewide average) per support unit, the school district in the first example would receive \$941,000 while the school district in the second example would receive \$884,540. These numbers are used for the purposes of providing an example and are not the numbers for any specific school district.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.



CASSIA JOINT SCHOOL DISTRICT 151

3650 OVERLAND • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Ryan Cranne y Board Chairman

Heber Loughmiller
Vice Chairman

Linda Petersen

Board Member

Kathryn Millar Board Member

Jeff Rasmussen
Board Member

Dr. Gaylen Smyer Superintendent

Chris James Fiscal Manager 04 May 2016

Ms. Sherri Ybarra Superintendent of Public Instruction PO BOX 83720 Boise, Idaho 83720-0027

Dear Superintendent Ybarra:

In the October, 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a hardship status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2017-2018 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education, for your support of the children of Cassia County and Idaho. Please contact me if you need further information.

Sincerely,

Gaylen Smyer, Ph.D. Superintendent

CC: Tim Hill

State Board Office

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