

Access and Affordability

Recommendation – Provide a statewide digital delivery system, a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.

Principle

Citizens of any age can now access higher education without leaving their families or communities. Flexibility in delivery systems and asynchronous course availability will provide an ideal environment for working adults.

Short-term Actions

1. Actively support the K-20 Pipeline recommendations.

Idaho needs to enroll and graduate 40,000 additional students annually in their chosen one, two or four year degree program. The digital campus will expand capacity, access and affordability. We must increase the go on and ultimately retention and success rates. Every high school student will have had access to information that will help them navigate the world beyond high school through a course that provides exposure and support to college and career readiness

2. Dual credit courses

Ensure transferability of courses taken in high school for postsecondary credit with an emphasis on general education credits applicable to certificates and degrees. Employ a common course numbering system across the State of Idaho. Expand dual credit offerings through the Idaho Digital Learning Academy (IDLA) to assure all students have access to the classes needed to earn an associate's degree at graduating.

Long-term Actions

1. Workforce skills alignment.

Support and implement the strategies outlined in the work force development report. Include mastery certification/testing for those with significant work experience or previous education--competency based degrees.

2. Expand online college delivery to non-completers or adult learners

There are approximately 277,700 former students in Idaho with some higher education. Re engaging those in a system that meets their time lines and is affordable is a key element in reaching our 60% Goal.

Example: University of Maine at Presque Isle, Competency Based Education degree programs offered online: Apply participant's prior learning and work experience as college credit toward CBE degree; instead of course, they involve a list of competencies that need to be completed; using a digital platform, they provide learning modules for each competency that allow participants to progress as they demonstrate their mastery of academic content; they allow students to complete as

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3. Game Changers

Support and incorporate Complete college America policies and proven focus, i. e., co-requisite remediation, math pathways, structured schedules, and 30 academic year credits to finish on time. In addition, our current institutions may increase capacity by adopting a trimester schedule or other innovative student centric techniques.

4. Leverage current outreach centers

Access to local support for distance learners provides a needed coaching, mentoring, lab, IT access, communication portal that will be there when needed for students going through the challenges we expect in higher education.

5. Bolster E-tutoring and E-mentoring

many competencies as they like during a set time period – buffet style – at a subscription rate.

3. Identify degree-granting institution for online degrees

4. Create additional outreach centers where necessary

Consider the use of public libraries, schools or city or county training or meeting facilities

5. Higher education support and involvement in Parents Academy across Idaho

Owner

Higher education institutions
IDLA
State Department of Education
State Board of Education
Communities

Government & Industry Roles (if applicable)

Accreditation (Northwest Commission on Colleges and Universities and NACEP)
Legislature (funding)
Outreach centers (libraries, regional labor offices, etc.)

Outcomes

The delivery of a system that attracts, supports, and makes more affordable the higher education experience for those that do not see a reason or a path to engage in higher learning today. The system must be designed to scale so that cost of attendance for the student is low, yet the system maintains the same degree of quality as a student would find on campus.

Improve accessibility for all levels of postsecondary instruction to a diverse range of populations.

Access and Affordability

Recommendation – Systemically increase scholarship dollars to fund all eligible Idaho high school students not losing sight of the goal of lowering cost/improving access.

Principle

Remove affordability barriers for new and returning students who currently do not qualify for merit-based assistance.

Short-term Actions

1. Increase funding for merit based and need-based state scholarships

In FY 2018 there are 3037 eligible students on the waiting list. An eligible student has a cumulative GPA of 3.0 or higher. 1195 new students received awards out of 5238 applicants. Add the 2306 returning students that were funded or 3501 students for a total of \$11.7 million. There are an additional 4150 students with GPA's above 2.5 but 3.0 that may have the aptitude to go on if delivery system and cost were mitigated by a reward. Over 8000 students who could go on but likely do not with the number one reason--cost.

2. Lower GPA requirement for Opportunity Scholarship eligibility from 3.0 to 2.5

As noted above 4150 students would have an opportunity to consider postsecondary in FY 18 class.

3. Fund Adult Completers

There are potentially 60,000 people in Idaho who would qualify for the scholarship, at a rate of \$3,000 per award, approximately 1,000 scholarships would have an ongoing fiscal impact of \$3M. Actual amounts would be dependent on the final scholarship eligibility details such as minimum number of credits already earned or financial need calculations. The actual number of scholarships awarded and

Long-term Actions

1. Increase tax credit for scholarship donations

2. Encourage businesses to participate in paid internships and apprenticeships

3. Recognize and reward institutions that increase availability of need-based funding

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amount of each scholarship would be contingent on annual appropriations.

4. Provide 3 free credit "kick start" for all Idaho freshmen or adult learners taking courses through the digital campus or in person at an Idaho public postsecondary institution.

Owner

Legislature (funding)
State Board of Education
Higher education institutions
Business and industry
Idaho Tax Commission

Government & Industry Roles (if applicable)

Outcomes

Improving affordability for all student populations through increased availability of need-based and merit-based aid.

Increased participation of employer-driven programs designed to assist students in paying for postsecondary education.

Access and Affordability

Recommendation – Centralizing and standardizing processes to promote system-wide efficiencies.

Principle

The system would benefit from economies of scale, elimination of redundancies, and organizational structures that support highest quality, while lowering costs.

Short-term Actions

1. Standardize financial aid and application deadlines

The application and financial aid must occur as early as possible not close to graduation

2. Establish uniform processes for dual credit registration and enrollment
3. Establish working group to look at system wide efficiencies. State Board to begin the work with a sense of urgency.

Other States have found significant funds to reinvest in system priorities like the digital campus proposal. Areas of possible review include: Human Resources, Finance, Procurement, facilities, and IT. Idaho invests over \$400 million in higher education each year from the general fund. A 10% reduction represents significant savings to reallocate to priorities.

Owner

Higher education institutions
State Board of Education
State Department of Education
IDLA
Community College Taxing Districts

Long-term Actions

1. Take action on working group recommendations as appropriate
2. Develop a system-wide degree audit program
3. Evaluate feasibility of Chancellor system or other stronger system reporting structure such as institution presidents reporting to the Board's Chief Executive Officer (Executive Director)

Government & Industry Roles (if applicable)

Outcomes

Improved efficiencies result in a lower cost to deliver education, which can then be used to reduce the cost of instruction to the student.