

## Idaho

Office of the Idaho State Board of Education

Dana Kelly

Manager, Student Affairs Programs

P.O. Box 83720

Boise, ID 83720-0037

Email: [dana.kelly@osbe.idaho.gov](mailto:dana.kelly@osbe.idaho.gov)

Patty Sanchez

Academic Affairs Admin Specialist

Admin Support for Chief Postsecondary Academic Officer

and for CAAP and HERC Committees

650 W. State St., P.O. Box 83720

Boise, ID 83720-0037

Email: [Patty.Sanchez@osbe.idaho.gov](mailto:Patty.Sanchez@osbe.idaho.gov)

1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?

The Idaho governance structure encompasses not only a P-16 vision, but a K-20 oversight. The State Board of Education is a “super board” in that it is the one single board with oversight of all programs K-20. There are 3 local community college boards with specific oversight of their institutions.

a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?

The Idaho State Board of Education website contains a page where potential students can view the Higher Education in Idaho booklet which contains information on college selections and features information on specific institutions. Idaho also promotes the use of the Idaho Career Information System (CIS) to assist high schools and job service offices in providing guidance to students and clients on career exploration, exploring postsecondary options, scholarship searches, and interest inventories. Students and clients can gain access through their school, or purchase individual memberships for use of CIS. The link can be accessed from the Idaho State Board of Education website. The link is: <http://www.cis.idaho.gov/>

2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?

As part of the recently adopted high school redesign, all schools in Idaho will be required, starting with the graduating class of 2013, to offer AP courses or other advanced opportunities. Students will also be required to take 3 years of science and 3 years of math, with one of the three being in the senior year. A senior project is also required, with an oral and written component.

- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”  
The recent Legislature's action to require 3 units of math and 3 units of science, with one unit for each being in the senior year, represents an effort to increase rigor and ensure that students are focusing on college preparatory coursework in their senior year.
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?  
The State Board of Education will bring legislation to the 2008 session that will establish a program by which more students will have access to concurrent enrollment classes. The state has in place both concurrent courses that can accelerate high school students' college coursework by making available reduced tuition courses that are delivered on high school campuses. The state also includes Advanced Placement (AP) courses and International Baccalaureate (IB) courses as advanced opportunities. These options are codified in Board policy.
- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?  
Board policy sets the minimum standards and recommended cut scores for English and Math using the COMPASS or ACT scores. See page 36 in the Higher Education in Idaho book, available on-line at: <http://www.boardofed.idaho.gov/HiEd/HigherEd2007.pdf>
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?  
The Board of Education does have an Articulation policy. This policy can be viewed by going online to <http://www.boardofed.idaho.gov/policies/iii/v.asp>. This policy only covers the public institutions. There are nearly 100 "common core" courses that the state's public institutions have agreed to accept. Again, these courses have common course numbers as well.
- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?  
This policy can be viewed by going online to <http://www.boardofed.idaho.gov/policies/iii/v.asp>.
- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?  
Yes, there is a "Statewide Articulation" policy (see link provided on #7). The fact that this policy is codified and a matter of public record helps, but the degree this actually

happens is more a matter of reacting to complaints or grievances, rather than a monitoring policy being currently in place.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

Courses transfer by discipline and, since there is a common course numbering system for general education courses, the pathways are clearly delineated.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

Aside from AP courses, which are in Board policy, virtually all public institution have some form of credit for CLEP, PEP and DANTES exams, and have some form of challenge exams, as well as some form of portfolio assessment for prior learning assessment.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

In addition to Idaho Electronic Campus (IEC) provided by most of Idaho's public institutions, Idaho also participates in the Western Governor's University. Yet the state does not have a lot of visibility across the state.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do "one-stop shopping" for electronic courses?

The Idaho Electronic Campus is accessible to Idahoans through the Idaho State Board of Education's website. The link is: <http://www.idahoe-campus.state.id.us/>.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.