

## State of College Spring 2017

Good morning and welcome to the start of the 2017 spring semester. It is so good to see all of you here, especially given the inclement weather of the past weeks. In fact, I wonder if only a few would have made it across campus today but for the heroic efforts of our grounds crew! Please join me in thanking Alan, Spencer and all the many hands who worked the wee hours of mornings on weekends and weekdays alike to make sure we have a safe and traversable campus. Well done!

### Legislative Requests

Today, Governor Otter will give his State of the State address, and in it, he will clarify his support for our requests from his office. I and my administrative colleagues will travel to Boise at the end of the month for Education Week at the legislature where we will present CSI's requests to the Joint Finance and Appropriations Committee (JFAC), the House Education Committee and the Senate Education Committee. The legislature's deliberations will conclude sometime this spring, and we will know about funding at that time. As always, approved funding starts June 1<sup>st</sup>.

I would like to review our requests from last year: what we asked for, what was funded, and the status of each. We were funded for all of our requests last year. First, we hired academic coaches to work with at-risk students here at CSI. These coaches worked with 346 referrals last fall, assisting these students to navigate college in a variety of ways. The data is being prepared for legislative session, and anecdotally, the program has been very successful in terms of retention and completion. Second was the funding for four dual credit support staff. These four have worked with our expansive dual credit program to assist the transition coordinators, work with CSI department chairs, and facilitate information and

advising at dual credit high schools in Idaho. (The prior year's funding allowed CSI to hire four transition coordinators, and they met with over 1200 students in high schools last year. Chris Bragg in the Office of Institutional Effectiveness tells me CSI possibly saw a resultant increase in new students.) Our third request was for a funded Instructional Design Specialist. As you know, we hired Dr. Janea Triplett-Newell, and this past year she has been working with instructional administration and faculty to develop and enhance best practices around a culture of accountability and excellence. Our final request last year was for a full-time Institutional Research position, and we hired Thomas Sharpe to fill that position. The Office of Institutional Effectiveness under Chris Bragg has kept Thomas busy!

This year we are asking for support in the areas of embedded dual credit, summer bridge student success, innovation in education planning support, and full-time faculty for our CSI-Idaho Falls operation.

First, dual credit enrollment continues to grow and it accounts for more than 35% of our total headcount. This year Associate Dean Cesar Perez tells me we may again approach 4,000 in duplicated dual credit headcount. As the Fast Forward Program enacted by the legislature last year builds, we anticipate increasing numbers of students taking dual credit. As a progressive measure, we are asking for funding for two new instructional positions in an embedded dual credit academy model to address not only increasing numbers of dual credit students, but also looking at a model to focus on providing a clear pipeline for students in business and computer science who could start their programs in high school with college courses and full-time CSI instructors. This request is essentially for a pilot program, and if the model is successful, it might be applicable to other key disciplines and programs in the future.

Second, there has been a dire shortage of qualified K-12 teachers in Idaho for several years, and the problem seems to be growing. CSI and Idaho State University are jointly requesting a planning grant to study the efficacy of a Center for Education Innovation here on the CSI campus. The planning grant would fund architect and engineering studies along with curriculum development in the area of teacher preparation. CSI and ISU already partner in various education programs, and we see this as an opportunity to “get outside the box” and generate innovative teacher education programs that may shorten time to degree completion and provide a new and forward-looking way to train teachers in Idaho.

Third, the CSI Idaho Falls Center under the direction of Josh Sakaleris continues to grow. I see this as evidence that the Eastern Idaho area is ready for its own community college. Our next funding request this year is for two full-time instructional positions, one in English and one in mathematics. These faculty members will be located in Idaho Falls and serve the growing number of students at our CSI Center there. To date, we have relied on part-time faculty to teach classes in Idaho Falls, but as the CSI Center grows, we look to full-time faculty to bring essential services beyond teaching, namely, advising, recruiting, and establishing and maintaining relationships with higher education and K-12 partners in the area. These faculty will report directly to department chairs here at CSI, and they will work closely with Josh and his staff in Idaho Falls.

You may have seen news stories about a community college in Idaho Falls. Last year the governor committed \$5,000,000 as seed money to that project, and officials at the Office of the State Board of Education and State Board of Education Trustees are supportive. In fact, EITC President Rick Aman has been front and center along with area legislators, business leaders, and local officials in getting ready for a ballot measure that would allow Bonneville County to become a

community college taxing district. That vote requires a super majority and will occur in May of this year. If the vote is favorable, CSI would request these positions to be transferred to the new community college in 2018; however, if the levy fails, CSI will continue to provide affordable lower division transfer classes for the foreseeable future in Idaho Falls.

Our final request for this year is for ongoing funding for the Summer Bridge Program. In a pilot effort this last summer, the Summer Bridge Program saw some significant results. There were 29 students enrolled in the pilot program funded jointly by the CSI Foundation and the Albertson's Foundation. These students took Bridge Math 043, and compared with the control group of non-Bridge Math 043 students, the DFW rate was only 14% compared to 34% for non-Bridge students. 86% of Bridge students enrolled in fall while 78% of non-Bridge students enrolled. 93% of Bridge students enrolled in 12 or more credits in the fall, and only 42% of non-Bridge students enrolled for 12 or more credits. Perhaps the most telling statistic is that 72% of Bridge students enrolled in a college-level mathematics course compared to only 52% of non-Bridge students. I know there were many hands involved here, and I'd like to recognize John Hughes, Associate Dean of Student Success, for coordinating the academic coaches as well as the Summer Bridge Program. Based on the results of student success, we are requesting funding for a full-time coordinator as well as funding for instructional staffing for an ongoing Summer Bridge Program.

There are a couple of areas I would address this morning. This fall, the US Department of Labor issued rulings for overtime pay regulations for exempt professional, administrative, and executive employees, and it was called Fair Standards Labor Act (FSLA). Eric Nielson of Human Resources and Jeff Harmon from the Business Office analyzed potentially affected CSI employees and budget

impacts. The initial date of implementation was December 1, 2016, but some weeks prior, the ruling was delayed, and until the matter is addressed in the courts, employers can continue with current protocol. In CSI's case, the analysis created an opportunity for review.

In another area, enrollment this year reflects what seems to be happening at community colleges across the nation. As of last week, we are down about 6% in FTE. This may be attributable to the increases in dual credit enrollments which would account for more students taking slightly fewer credits. I do believe the efforts of our transition coordinators, dual credit coordinators, advisors, and admissions staff are positively affecting enrollment, and I am hopeful we will see increases in future semesters. I do not have these numbers yet, but a key component of the focus in instruction has been on retention and completion, and I believe as we are deliberate in helping students be successful, we will see a corresponding decrease in students leaving without completing their educational objectives.

In this fall's First Friday Forums, I spoke of the state's possible move to a new funding formula for higher education called Outcome Based Funding (OBF). OBF is a formula that funds based on degrees completed; the old model, EWA, funded based on day ten numbers. There was general anticipation early on that this would be the funding formula starting this next year, 2017-18; however, the Governor has taken a step back for an additional year. In this coming year, he will appoint a Higher Education Task Force on funding to review not only OBF but also to examine how higher education, in partnership with business and industry, can serve workforce needs in Idaho from technical jobs through graduate research. Along with the other public college and university presidents, I will be a member of this task force. As to funding for the next year, the Governor has asked for

Enrolment Workload Adjustment (EWA) to continue. Since we have had several years of declining enrollment, we would lose about \$400,000 in funding, but the Governor will hold institutions harmless, and the loss will be offset to zero this year. I appreciate the Governor's approach.

Again this year, I want to emphasize our individual and collective health. Many CSI employees participate in the "know your numbers" initiative each year where a basic health screening informs each person confidentially of his or her statistics in terms of A-1-C levels, weight, BMI, blood pressure, and more. Then coaching and counseling are made available for anyone wishing to work toward healthier choices and lifestyle. CSI's Wellness Committee provides day-to-day opportunities and encouragement for healthy lifestyle and wellness choices in everything from exercise to eating to mental well-being. These two complimentary campaigns—one for information and health advice from professional medical support and one of the best internal health and wellness programs around—are available to each of you. I urge you to take your health seriously, take time for your physical and mental health every day. To those of you who have started and continued working on your health and wellness, I say don't let up. To those who have good intentions, I say find a colleague or a group of coworkers to work together on health, someone to help with exercise and sensible eating. Health and wellness is not a bad thing!

### Innovation Circle Grants

This year I received an exciting project proposal, and I am pleased to announce I am funding a project titled "Center for Communication Across the Curriculum at the College of Southern Idaho." Congratulations to Tiffany Seeley-Case, Shelley McEuen-Howard, Amy Rice Doetsch, and Chance Munns for their proposal. This group will complete work on their project by May of this year.

### Poised for Future

This fall, Chris Bragg led a team of CSI folks to the Entering Student Success Institute (ESSI) in San Antonio, Texas for analysis of data we have been collecting and workshops on initiatives moving forward. Specifically, we looked at information on first-time-in-college, fall-term credit students admitted in 2009, giving us a six-year look at this cohort. The results and plans will inform future initiatives including recruitment, advising, retention, and instructional practices. The data analysis will also provide information for planning at all levels.

CSI, NIC, and CWI continue to participate in the Voluntary Framework for Accountability project sponsored by the American Association of Community Colleges. The VFA provides data sets closely aligned with community college profiles, taking into account the nature of part-time students and the combined transfer-CTE makeup of a community college. (The state uses information garnered from Complete College America, which focuses primarily on four-year schools.) The VFA data also provides us with information we can use for broad planning.

### Conclusion

The college is strong. Our students are succeeding in part because at every stage of their time at CSI, they are touched by professionals who care, from first contact with a transition coordinator in Burley, to a SOAR session on a Saturday here on campus, to advising in a CTE program, or simply to getting a helping hand to find a building and a class. Every day, each of us has a chance to make a difference, to help, to inspire, to teach. It is tough, demanding work, the things we do. It is also

meaningful, of service to the larger good, and I cannot think of anything I'd rather be doing than shouldering the future with you. Hunkering down together with civility, kindness, rigor, and truth is important; in many ways, it is the salve to a tomorrow unknown.

Best wishes for a joyful semester. It is indeed good to be part of this grand adventure called the College of Southern Idaho.