STANDARD TWO

EDUCATIONAL PROGRAMS AND EFFECTIVENESS
Educational Programs and their Effectiveness:

Boise State’s Story

—A SHIFTING FOCUS AND AN EMERGING PRESENCE

Until recently, Boise State University was the comprehensive state institution of higher education in the region, and we shouldered the bulk of the responsibility for post-secondary education in our community. It was our role and mission to offer an array of programs that spanned from certificates in professional-technical vocations all the way to doctoral programs in education and the sciences. In one sense, we had no choice but to be “all things to all people.”

However, effective July 1, 2009, Boise State transferred its Professional-Technical Educational (PTE) programs to the College of Western Idaho, a new community college in our region, along with responsibilities for non-credit workforce training and adult basic education. The College of Western Idaho will also take on substantial responsibility for offering developmental coursework and lower division general education academic coursework.

This transfer of our PTE function to another institution was a watershed moment for Boise State. We are now better able to focus on our vision to become a metropolitan research university of distinction, substantially increasing the (i) the number and size of our graduate programs and (ii) the capacity and sophistication of our research.

—A CAUTIOUS TRANSITION

Boise State University has a long history of adaptation and transition in response to growth in the University and to growth in and changing needs of the region and community. Our roots as a junior college provide foundational core values of access, responsiveness to the region, and a broad range of offerings.

As we move forward to achieve our vision, we fully understand our transition to increased graduate programs and research must be responsible and well planned. It is important not to lose focus on a key aspect of our mission, our undergraduate programs. Towards that end we have undertaken a major effort to enhance the undergraduate experience at Boise State.

It is also important that our expansion of graduate programs and research is done with deliberate attention to quality. We understand the need to (i) develop the mechanisms by which we ensure quality, (ii) develop and implement programs that are consistent with our goals and aspirations and that meet the needs of our community, and (iii) do so in ways that make the best possible use of the resources available to us.
Educational Programs and Effectiveness

Our response to Standard Two: Educational Programs and Effectiveness is divided into the following five sections:

Undergraduate Programs (2.A, 2.C) ................................................5
- Creation and Elimination of Undergraduate Programs
- Quality of Existing Programs
- General Education
- Student Success: Retention and Graduation
- Commendations, Recommendations, and Action Plan

Graduate Programs (2.A, 2.D, 2.E, 2.F) ........................................29
- The Careful Growth of Graduate Education at Boise State
- Creation and Elimination of Graduate Programs
- Quality of Existing Graduate Programs
- Faculty
- Resources and Infrastructure
- Commendations, Recommendations, and Action Plan

Educational Program Planning and Assessment (2.B) ..................53
- Historical Perspective
- Program-level Assessment: Overview and Context
- Assessment of Student Achievement of Program Learning Goals: Methods used by Departments
- Evaluating and Sustaining Program Assessment: Key Structures and Processes
- Program-level Assessment: A Recent History of Implementation
- Program-level Assessment: Support Given to Departments
- Program-level Assessment: Evidence of Assessment, Student Learning, Program Improvement, and Sustainability
- Commendations, Recommendations, and Action Plan

Community and Global Perspectives ............................................84
- Community Engagement
- Internationalization

Extended Programming: Regional Sites, Distance Education, Noncredit Offerings (2.G, 2.H, 2.4, 2.6) .................................................103
- Overview of Extended Programming
- Specifics about Distance Education
- Noncredit Programs and Coursework
- Commendations, Recommendations, and Action Plan
Extended Programming: Regional Sites, Distance Education, & Noncredit Offerings

Overview of Extended Programming

Boise State extends its educational programming beyond the borders of its campus to fulfill its public mission, to meet the educational needs of its service area, and to provide its students with diverse learning experiences. We broadly define “extended programming” to include all courses and programs delivered beyond the main Boise State campus, including:

- Programs and courses offered at regional sites
- Programs and courses delivered via distance education
- Concurrent enrollment courses delivered at high schools
- Noncredit offerings

These programs expand access and increase students’ opportunities to learn. These programs also share common issues, such as the need to address separation from the main campus’ services and – in the case of distance education – separation from instructors.

—ADMINISTRATIVE RESPONSIBILITY, PURPOSE OF OFFERINGS

2.G.1 The institution provides evidence that all off-campus, continuing education (credit and noncredit), and other special programs are compatible with the institution’s mission and goals, and are designed, approved, administered, and periodically evaluated under established institutional procedures.

2.G.3 Full-time faculty representing the appropriate disciplines and fields of work are involved in the planning and evaluation of the institution’s continuing education and special learning activities.

2.G.4 The responsibility for the administration of continuing education and special learning activities is clearly defined and an integral organizational component of the institution’s organization.

2.6.a. The institution’s distance delivery programs have a clearly defined purpose congruent with institutional mission and purposes.

The majority of the University’s extended programming is conducted through the Division of Extended Studies (hereafter “Extended Studies”). The Dean of Extended Studies reports to the Provost and is a member of the Deans’ Council. Extended Studies is the unit charged with the administrative oversight of offerings delivered via distance education, offerings at regional sites, offerings made available through concurrent enrollment programs with high schools, and a variety of other outreach programs.
In 2007 Extended Studies undertook a strategic planning process to ensure its activities aligned with Charting the Course.\textsuperscript{158} As a result, the mission, strategies, and activities of Extended Studies have been adjusted. The mission of the Division is to partner with the academic colleges to extend access to educational programs and to accommodate a wide range of learners through alternative formats and locations. This is a direct contribution to the Charting the Course strategic goal: “Respond to the educational needs of the region” and the strategy “Offer flexible course delivery options.”

Other realignments that resulted from Extended Studies strategic planning process were:

- To shed some responsibilities, such as administration of the University’s budget for on-campus adjunct instruction and the funding of on-campus workshops, in order to focus more on educational outreach.
- To begin shifting its academic programming toward upper division and graduate courses and programs, to complement rather than compete with the new community college in the region.
- To assess continuously the educational needs of the region to better steer its programming efforts.

Although Extended Studies provides administrative oversight (advocacy, market research, planning, funding and budgeting, and operational support) for the University’s extended programming, it is the responsibility of academic departments to provide the academic oversight. The same holds true for programs for which Extended Studies plays a coordination role for the University, including Summer Programs and the dozen self-support academic programs. All credit programs are under the direct control of the academic departments, and full-time faculty members are involved in the planning and evaluation of courses and programs. Curriculum, class scheduling, assignment of instructors, and review of class evaluations are all directly controlled by the academic departments.

Most recently, academic departments have been involved in changing the extended programming in Canyon County in response to the creation of a new community college. Extended Studies worked closely with department chairs to schedule classes, plan for additional upper-division programming, and work toward development of 2+2 degree completion programs that will be offered in cooperation with the community college.\textsuperscript{159}

\textsuperscript{158} Extended Studies strategic plan

\textsuperscript{159} 2+2 materials
Planning for new outreach programs is a multi-faceted process that involves Extended Studies, academic departments, and other internal and external stakeholders. Boise State uses a variety of methods to keep in touch with the changing educational needs of its service area, which is defined by the SBOE as a 10 county region in southwestern Idaho. Surveys, focus groups, analysis of demographic data, review of enrollment data, analysis of class evaluations, and meetings with stakeholders are all used. Extended Studies joined Eduventures’ Continuing Education collaborative in 2008-09 to better assess regional needs and benchmark its programs against others. The Division will join Eduventures’ Distance Education collaborative in 2010 to better assess the need for distance education programs.

In the last five years Extended Studies conducted a needs assessment of professional education, a study of the needs for an adult-focused degree completion program, a survey on noncredit personal enrichment programming for seniors, an analysis of the enrollment patterns and a follow-up survey of our Canyon County students, a review of how Extended Studies was viewed by internal and external stakeholders, a review of demographic and economic trends and the implication of educational needs for our 10-county service area. The data gathered from these efforts has been used to develop new programs, realign the unit’s organization, repurpose funding and personnel, and to successfully advocate for the development of new degree programs.

The most recent result of this process has been the refocusing of efforts in Canyon County as a result of the creation of the College of Western Idaho. Studies confirmed the demand for particular types of Boise State classes in Canyon County and helped establish priorities. The University entered into a partnership with the Nampa School District to offer classes in a local high school and are well along on the planning to offer three 2+2 bachelors degree completion programs entirely in Canyon County in cooperation with the College of Western Idaho.
—PROGRAM APPROVAL

2.G.7 The granting of credit for continuing education courses and special learning activities is based upon institutional policy, consistent throughout the institution, and applied wherever located and however delivered.

2.G.8 Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved in advance by the appropriate institutional body and monitored through established procedures.

2.G.10 An institution offering an external degree, degree-completion program, or special degree has clearly articulated policies and procedures concerning admission to the program, transfer of prior-earned credit, credit by examination, credit for prior experiential learning, credit by evaluation, and residency requirement.

2.6.b. Each program has been approved through established institutional program approval mechanisms.

Approval and discontinuation of any academic programs that are offered as part of the University’s extended programming offerings follow the same processes for other offerings at the University, as described above in the Undergraduate and Graduate programs sections. The following is an overview:

• The initial establishment of all courses, irrespective of the method of delivery, is initiated by an academic department. Undergraduate courses must be approved by the college-level curriculum committee, the University Curriculum Committee, and the Provost’s Office. If the course is part of the University’s general education Core Curriculum, the University Core Curriculum Committee must also give approval. Graduate courses must be approved by the Graduate Council and the Provost’s Office.

• New graduate programs must receive internal approval from the academic department chair, the appropriate dean, the Graduate Dean, the Graduate Council, the Vice President for Finance and Administration, the Provost, and the President.

• New undergraduate programs must receive internal approval from the academic department chair, the appropriate dean, the University Curriculum Committee, the Vice President for Finance and Administration, the Provost, and the President.

• New undergraduate and graduate programs must receive external approval from the State Board of Education. Note that when an existing face-to-face program will begin to be offered via distance technology, Boise State must submit a Notice of Intent to that effect to the SBOE.

• Concurrent enrollment courses are reviewed by the appropriate academic department to ensure equivalent learning outcomes to traditional college courses. Departments are responsible for signing off on the instructor, the course content, the facility, and assessment of the course.
• Admission, transfer, and credit for prior learning policies for extended programming are the same as for all other programs in the institution.

—EVALUATION, ASSESSMENT, AND QUALITY ASSURANCE

2.G.2 The institution is solely responsible for the academic and fiscal elements of all instructional programs it offers. The institution conforms to Policy A-6 Contractual Relationships with Organizations not Regionally Accredited.

2.G.11 When credit is measured by outcomes alone or other non-traditional means, student learning and achievement are demonstrated to be at least compatible in breadth, depth, and quality to the results of traditional instructional practices.

2.6.d The institution’s faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction.

2.6.v The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruitment policies and decisions.

2.6.w The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.

2.6.x The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.

The keystone to ensuring that Boise State’s extended programming is equivalent in quality to the programming conducted on-campus is that it is created and overseen by academic departments and the faculty members therein, as described in earlier sections. It is the faculty members who determine the curriculum and pedagogical approach for courses. The overarching goal is to ensure that regardless of delivery location or method students achieve similar learning outcomes.

Departments retain the authority to disapprove offerings that do not meet their standards. Two recent examples:

• Recently the Department of Chemistry and Biochemistry canceled several chemistry courses in Canyon County due to the inadequacy of the available laboratory equipment in the new location.

• The Department of Biological Sciences would not approve a local high school’s Advanced Biology course for concurrent enrollment credit because of weaknesses in the laboratory curriculum of the course. It was only after certain instructors adopted the Boise State lab manual that the courses were approved for college credit.

Extended Studies partners with select organizations to help meet the educational needs of students. Currently, Extended Studies partners
with Virtual Education Software Incorporated (VESI) to provide professional development and workshop offerings. These computer-based multimedia courses provide needed instruction on unique topics and in flexible formats. In all cases, the approval of these courses, their content, and their assessment are under the stewardship of the academic department offering the course (all are in the College of Education). Recently the academic departments decided to increase the rigor of these courses by incorporating more writing assignments. VESI worked with Boise State to make this possible. These writing assignments are reviewed by the academic departments to ensure that appropriate levels of learning are occurring.

Program evaluation and assessment for extending programming is subject to the same evaluation and assessment processes as are programs located wholly on campus. All departments are required to produce for each of their programs a “Department Assessment Report” in which they describe (i) the student program learning goals, (ii) the methods for assessing student success in achieving those goals, (iii) the results of those assessments, and (iv) actions that have been taken in response to those results. A detailed description of this process and the success of the process are given in our response to Standard 2B above.

In addition, all programs, including those offered as extended programming, are required to undergo Periodic Review of Academic Departments every five years. Periodic Review (previously known as Program Review and described in detail in our response to Standard 2.B above) involves the preparation of an extensive self study and an external review. The process and the guidelines were recently revamped to, among other things, (i) require a description of how departments ensure quality of distance-delivered courses, (ii) require comprehensive description and discussion of processes of assessment of programs and courses, thereby reinforcing the sustainability of those processes, and (iii) include all departments; previously, we had exempted from the process departments that offered programs subject to specialized accreditation review. Table 2.4 depicts the scheduling of past and future reviews of the departments that offer programs via distance education or at regional sites.

<table>
<thead>
<tr>
<th>TABLE 2.4. SCHEDULED SPECIALIZED ACCREDITATION REVIEWS, PROGRAM REVIEWS, AND PERIODIC REVIEWS FOR PROGRAMS OFFERED VIA DISTANCE EDUCATION OR AT REGIONAL SITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
</tr>
<tr>
<td>Instructional &amp; Perform. Tech</td>
</tr>
</tbody>
</table>

163 Program reviews for CJ and IPT
164 Periodic reviews for IPT and Respiratory Care
As noted in Standard 4, it is University policy that faculty members and instructors be evaluated at least once a year regarding their teaching effectiveness and course content. Off-site classes are evaluated by Extended Studies staff using University or department-specific evaluations, and the information is forwarded to the departments for their action. For all distance education class sections, regardless of instruction mode, course evaluations are completed at least once each year. For most of the courses that are not part of an online program, evaluation is completed online within the password-protected Blackboard course management system in a course site that is administered by a staff person in the distance education department and is not accessible by the instructor. The evaluations are sent to the instructor and the department chair after grades have been submitted. Hard copies of evaluations are on file at the Division of Extended Studies.

### LIBRARY & INFORMATION RESOURCES SUPPORT

2.6.j. The institution ensures that students have access to and can effectively use appropriate library resources.

2.6.k. The institution monitors whether students make appropriate use of learning resources.

2.G.5. Programs and courses offered through electronically-mediated or other distance delivery systems provide ready access to appropriate learning resources …

---

**TABLE 2.4. SCHEDULED SPECIALIZED ACCREDITATION REVIEWS, PROGRAM REVIEWS, AND PERIODIC REVIEWS FOR PROGRAMS OFFERED VIA DISTANCE EDUCATION OR AT REGIONAL SITES (CONT.)**

<table>
<thead>
<tr>
<th>Department</th>
<th>Distance education or Distant Site</th>
<th>Last specialized accreditation</th>
<th>Next specialized accreditation</th>
<th>Last Program Review at Boise State</th>
<th>Scheduled next Periodic Review self study and external review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Care</td>
<td>Distance Education</td>
<td>2002-03</td>
<td>2012-13</td>
<td>No previous review</td>
<td>2008-09 &amp; fall 2009</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Distance Education</td>
<td>2008-09</td>
<td>2015-16</td>
<td>No previous review</td>
<td>2009-10 &amp; fall 2010</td>
</tr>
<tr>
<td>Special Education</td>
<td>Distance Education</td>
<td>2008-09</td>
<td>2015-16</td>
<td>No previous review</td>
<td>2009-10 &amp; fall 2010</td>
</tr>
<tr>
<td>Nursing</td>
<td>Distance Education</td>
<td>2002-03</td>
<td>2010-11</td>
<td>No previous review</td>
<td>2011-12 &amp; fall 2012</td>
</tr>
<tr>
<td>Social Work</td>
<td>Regional site</td>
<td>2002</td>
<td>2009-10</td>
<td>No previous review</td>
<td>2010-11 &amp; fall 2011</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Regional site</td>
<td>N/A</td>
<td>N/A</td>
<td>2001-02*</td>
<td>2009-10 &amp; fall 2010</td>
</tr>
<tr>
<td>Business departments</td>
<td>Regional site</td>
<td>2001-02</td>
<td>2011-12</td>
<td>No previous review</td>
<td>2012-13 &amp; fall 2013</td>
</tr>
<tr>
<td>Bilingual/ESL education</td>
<td>Regional site</td>
<td>2008-09</td>
<td>2015-16</td>
<td>No previous review</td>
<td>2009-10 &amp; fall 2010</td>
</tr>
</tbody>
</table>

---

165 Evaluation forms used
For students in extended programs or courses, the ways in which the University ensures access to, and effective use of, appropriate library resources are described in Standard 5. The Albertsons Library has assigned a librarian to work specifically with Extended Studies to meet the needs of students at a distance. In brief, the library maintains a webpage entitled “Distance Student and Faculty Resources”\(^\text{1}\) to describe resources available to distant students. At the site, students are able to:

- Request help from a librarian specializing in distance education.
- Access electronic and physical books and articles.
- Access reserved items.
- Make use of video tutorials on how to access library resources from a distance.
- Access the wide range of electronic databases now available through the library.

For many courses, the instructor will make learning materials available on the Blackboard site for that course. For those courses, it is possible to track activity such as the accessing of resources.

For concurrent enrollment courses, the Concurrent Enrollment Coordinator ensures the high school has any required texts needed for the class. In addition, students are invited to campus to attend library orientations. These concurrent enrollment students are granted full University library privileges for the duration of their course.

---

**STUDENT SERVICES**

2.6.o. The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

2.6.p. The institution provides and adequate means for resolving students complaints.

2.6.q. The institution provides to students advertising, recruiting and admissions information that adequately and accurately represents the programs, requirements, and services available.

2.6.r. The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

Success of students in extended programs is dependent on the strength of support that we give to those students. Student Services are available to extended programming students as follows:

- Students are able to apply for admission online or via paper copy submitted through the mail or fax and can communicate with admissions counselors at a distance.
• Students can apply for financial aid online or via paper copy submitted through the mail and can communicate with financial aid counselors at a distance.

• Students are able to easily seek out extended programming offerings on BroncoWeb by sorting by instruction mode or location.

• Academic advising can be done at a distance on the phone, via email, or via chat room. The Advising and Academic Enhancement Office offers comprehensive support services such as tutoring, study skills workshops, and advising that are open to all students regardless of the types of courses in which they are enrolled.

• Course materials can be delivered at a distance through the Blackboard course management system, via email using a University-provided student email system, or through paper copies sent and submitted through the mail or fax. The specific avenue used is appropriate for the course and for the distance delivery instructional method as selected by the instructor.

• The institution provides help desk services that are accessible at a distance for the PeopleSoft registration system and the Blackboard course management system.

• In addition to the above, regional sites, distance education and concurrent enrollment all have specific strategies for student support. See the sections below for specifics on each.

Student complaints regarding extended programming courses are resolved through established institutional avenues. The desired first step is for students to raise issues with the instructor. If there is unsatisfactory resolution, then the student should raise the issue with the department chair, then with the college, and then with the appropriate University committee or office. A student may enter this hierarchy at any point, but depending on the issue, the student may be asked to address the concern first at a lower level. Students who are not satisfied with academic decisions made at the levels of the instructor, department, or the college may appeal to the Academic Appeals Committee.167

The Student Academic Appeals policy is published in the policy manual and posted in multiple places on the Boise State University website (e.g., Academic Advising, Registrar, Faculty Advising Handbook, University Catalog, and University Policy Manual).168 There is a point person in the Registrar’s Office (the Associate Registrar) who facilitates the complaint and appeal processes.

---

167 Appeals procedure
168 Website for SAA policy
—FACILITIES AND EQUIPMENT

2.6.1. The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.

2.6.s. The institution possesses the equipment and technical expertise required for distance education.

2.6.t. The institution’s long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program.

At regional sites, the University ensures the appropriateness of facilities and equipment in the following ways:

• Academic departments must agree to the adequacy of laboratory facilities at regional sites. As noted above, the Department of Chemistry and Biochemistry evaluated laboratory space at a local high school and decided that the space is not appropriate for the offering of college-level chemistry courses.

• Extended Studies has invested substantial funds in the upgrading of laboratories at sites at which biology, chemistry, physics, and geosciences courses had been offered. For example, at the West Campus (now owned and occupied by the College of Western Idaho), the laboratories were built and outfitted to be of the same quality as laboratories on the main campus.

• Courses offered in Twin Falls (social work, business, criminal justice) and in northern Idaho (social work) utilize general classroom facilities administered by the College of Southern Idaho or Lewis-Clark State College. These particular programs do not require specialized facilities and so standard classroom facilities are sufficient.

• Extended Studies provides funds to equip regional sites with data projectors, maps and charts, and other equipment appropriate for the discipline being taught.

• Concurrent enrollment sites at the high schools are evaluated by a department representative, as described above.

For programs and courses offered via distance education (that is, at a distance using educational technology), the University provides many technologies that can be used alone or combined as appropriate for the distance delivery of courses and programs.

• For online courses, faculty members typically use the Blackboard course management system, which is supported by Academic Technologies (AT). AT is located administratively in the Center for Teaching and Learning, and is discussed in more detail in Standard 4.

• Two academic departments with distance education programs also support other course managements systems for their faculty.
The Department of Instructional & Performance Technology supports Lotus Notes, and the Department of Educational Technology supports the use of Moodle. Additional resources are used by distance education programs as appropriate including Adobe Connect and others. When these resources are not supported by AT they are supported by the department.

• AT operates and provides technical support for various recorded, broadcast, narrowcast, and streaming media delivery systems for distance learning including cable TV, public television (broadcast television and microwave intercampus distribution), streaming video of courses, and virtual learning environments.

—SPECIFICS ABOUT OFFERINGS AT REGIONAL SITES

Boise State offers credit programming at several locations around the State (Table 2.5). The offerings vary from complete graduate programs such as the Master of Social Work (MSW) program in Coeur d’Alene to a selection of lower division general education offerings at Mountain Home Air Force Base.

Several recent outreach efforts feature partnerships with other institutions to address educational needs across the state. For example, the MSW programs in Northern Idaho are closely coordinated with Lewis-Clark State College (LCSC). LCSC’s Bachelor of Social Work (BSW) program is a feeder for Boise State’s MSW. Likewise, the degree completion programs presently offered in Twin Falls and that we plan to offer in Canyon County are, or will be, offered in partnership with the local community colleges.

<table>
<thead>
<tr>
<th>TABLE 2.5. PROGRAMS AT DISTANCE SITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Twin Falls</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Coeur d’Alene</td>
</tr>
<tr>
<td>Lewiston</td>
</tr>
<tr>
<td>Canyon County</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mt. Home AFB</td>
</tr>
<tr>
<td>Gowen Field</td>
</tr>
</tbody>
</table>
The regional sites at Gowen Field, Mountain Home, and Twin Falls have coordinators to market programs, provide student services and advising, support faculty, and trouble-shoot any issues that come up. The coordinators also provide valuable feedback to personnel on the main campus about the programs, courses, students, and faculty members. The Canyon County site is supported by a part-time support specialist and overseen by the Director of Site Operations. The Director manages scheduling and logistics and the support specialist is available on site during the hours of classes to support faculty and students.

—SPECIFICS ABOUT CONCURRENT ENROLLMENT OFFERINGS

Boise State partners with 30 local high schools to provide concurrent enrollment opportunities to over 1,400 students per year. Students who successfully complete concurrent enrollment courses earn credit from Boise State as well as credit from their high schools. Idaho’s State Board of Education is a strong advocate for concurrent enrollment programming as a way of increasing rigor in high schools and improving the state’s college participation rate.

Extended Studies complies with the practices of the National Association for Concurrent Enrollment Partnerships (NACEP) and is in the process of applying for NACEP accreditation. Extended Studies also follows SBOE policies that guide concurrent enrollment practices.

A Concurrent Enrollment Director and Coordinator work with high schools to explain the program, answer questions, and help both teachers and students gather materials and seek approvals. These two professional staff members also act as conduits for students and teachers to access whatever services they need from the campus. For instance, they help facilitate Albertsons Library orientations for concurrent enrollment students as well as help them access the Writing Center and Math Lab.

Academic departments hold concurrent enrollment students to the same standards of achievement as are expected of the students in on-campus courses. The syllabi of concurrent enrollment courses require the same level of rigor and contain the same intended learning outcomes. Yet another assurance is that concurrent enrollment instructors must meet the qualifications for adjunct faculty.
Many departments have built in additional safeguards. Some require the same tests, quizzes, and assignments. English classes, for example, require the same assignments as on-campus courses. Those assignments are compiled in student portfolios and are reviewed by the department. The Math department reviews concurrent enrollment students’ tests. Some departments conduct site visits to concurrent enrollment classes.

It is helpful that the majority of concurrent enrollment courses require the same textbook as the courses on campus. If the high school cannot afford these texts, the concurrent enrollment program provides the textbooks in order to promote clear course alignment.

Every academic department participating in concurrent enrollment designates a faculty member as a liaison to provide high school teachers with guidance, oversee the classes, and assess their offerings. These faculty members receive a stipend from the concurrent enrollment program for their added work. Additionally, these faculty liaisons are encouraged to hold high school teacher professional development workshops in their discipline, which are also funded by the concurrent enrollment program.

A recent study\textsuperscript{172} conducted by the office of Institutional Assessment, Analysis and Reporting revealed that:

- A greater percentage of Boise State concurrent enrollees attended college than did Idaho high school graduates as a whole (72.8\% vs. 47.4\%).
- Concurrent enrollees were more likely to be retained and to graduate in four years than were other freshmen.

### Specifics about Distance Education

Because of the complexity of our Distance Education offerings and support, we are dividing “Specifics about Distance Education” into several sections, first an overview, then discussions of support services, faculty training, and intellectual property.

Courses and programs that are taught at a distance using educational technology are referred to as distance education classes, in the same sense as used by NWCCU standards.

**Programs** offered via distance education are primarily Internet-based and include undergraduate degree completion programs and graduate certificate and degree programs. The following programs were offered via distance education during the 2008-2009 academic year.
As can be seen in Table 2.6, the number of students enrolled in programs offered via distance education has increased substantially.

<table>
<thead>
<tr>
<th>TABLE 2.6. ENROLLMENTS IN DISTANCE EDUCATION PROGRAMS (UNDUPLICATED HEADCOUNT)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Enrollments in</strong></td>
</tr>
<tr>
<td><strong>graduate degree</strong></td>
</tr>
<tr>
<td><strong>and certificate</strong></td>
</tr>
<tr>
<td><strong>programs</strong></td>
</tr>
<tr>
<td><strong>2004-05</strong></td>
</tr>
<tr>
<td>532</td>
</tr>
</tbody>
</table>

| **Enrollments in**                                           |
| **undergraduate degree programs**                            |
| **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** |
| 0           | 0           | 7           | 34          | 170          |
Courses offered via distance education\textsuperscript{173} use one or more technologies that faculty members determine are appropriate for the course.

- Internet/Online: Courses delivered online using one or more online technologies that can include a web-based course management system; website; communication media such as web conferencing, blogs, wikis; videostreaming; and more as appropriate for each program or course.
- Telecourses: hybrid classes combining a limited number of face-to-face class meetings with content delivered through licensed telecourses broadcast on public TV, video streaming, and/or CDs.
- Computer-Based Multimedia: Courses that utilize multimedia CD-ROMs, email, and phone as needed.
- Videoconferencing: Courses delivered via two-way video and audio using videoconferencing systems linking universities.
- The Knowledge Network, a collection of technologies and infrastructure allowed students to participate in one of the following three ways: (i) face-to-face in a classroom; (ii) via one-way video and two-way audio at receiving sites located at Gowen Field, Mountain Home Air Force Base, and Micron Technology’s corporate classroom; or (iii) via cable television or streaming video at home. Note that this delivery system was retired after the 2008-2009 academic year but the individual technologies remain and have been repurposed to meet current instructional delivery needs.

We do not include hybrid courses in this discussion. Instead we regard them as modifications of face-to-face courses.

Boise State is a member of the Western Interstate Commission for Higher Education Internet Course Exchange (WICHE ICE), which facilitates sharing distance delivered courses among member institutions. To date our participation has been on a test basis with the exchange of a small number of courses to determine the feasibility of the program and to develop appropriate processes.

The number of credits generated from distance education courses has increased with the Internet-based courses being the largest category, as can be seen in Figure 2.14.

\textsuperscript{173}Listing of undergraduate and graduate courses offered via distance education
SUPPORT SERVICES FOR DISTANCE EDUCATION

2.6.h. The institution provides appropriate faculty support services specifically related to distance education.

2.6.n. The institution has faculty support services specifically related to teaching via electronic delivery.

2.6.h. The institution offering the program demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable enrolled students to complete the degree or certificate.

In the following sections we describe the support that we provide to departments and to their faculty members for distance educational offerings. Support is provided throughout the University, however the majority is provided primarily by the following four entities.

• The Distance Education Department (DED) of the Division of Extended Studies provides program, academic, and student services for students, faculty members, and academic and administrative departments including:
  o For the University: (i) provides planning, consulting, administrative, and logistical services and (ii) provides institutional coordination to ensure that all the needed elements are in place throughout Boise State for distance classes as well as technology provider coordination for courses with internal and external providers.
  o For distance students: (i) administers the distance education website with extensive information about distance education courses and programs (ii) serves as the central point of contact via phone or email, (iii) provides information about classes, programs, faculty, technology, and sites, (iv) provides registration support for specialized issues, (v) provides general academic advising, and (vi) provides problem-solving on a wide variety of issues.
  o For faculty and academic departments: (i) provides chair and faculty orientation to distance education, (ii) manages the University appropriated distance education budget for instruction, (iii) administers the Online Courses and Faculty Development Program and provides one of the instructors, (iv) gives proactive faculty support and provides faculty resources on the website.
  o For distance courses: (i) supports course programming with academic departments, (ii) provides accurate course, fee, and note set-up, and (iii) administers all distance faculty/course evaluations.
  o For self-support programs: provides (i) program and budget development support and (ii) program administrative support in conjunction with academic department.
• For inter-institutional programs: (i) provides developmental and administrative support Boise State’s participation in WICHE ICE, (ii) consults on administrative needs, (iii) develops budgets, and (iv) provides ongoing administrative support and manual processing.

• Academic Technologies provides educational and communications technology and services in support of teaching, learning, and communicating. An important part of this mission is to provide eLearning services to distance education instructors and students:
  o Operates and administers the Blackboard course management system and provides technical support to students and faculty on Blackboard features and assistance to instructors teaching with Blackboard.
  o Provides information and assistance in using non-Blackboard online teaching tools such as wikis, blogs, streaming media, and podcasting.
  o Operates and provides technical support for various recorded, broadcast, narrowcast and streaming media delivery systems for distance learning including cable TV, public television (broadcast television and microwave intercampus distribution), streaming video of courses, and various other hybrid media types.
  o Offers workshops and training on teaching at a distance in the various media including the Online Course and Faculty Development Program in conjunction with DED.
  o Provides consultation and advice on distance learning technology selection to meet program goals and on teaching strategies and methods for selected delivery modes.
  o Conducts online course audits, as requested by faculty, whereby instructional design staff critique and provide suggestions for course design improvements.
  o Provides rich media production for online and face-to-face instruction.

• Academic departments and colleges provide administrative, planning, training, and operational support to the programs and courses they offer. Some also provide technical support for their distance programs as discussed above.

• Student service offices such as Admissions, Financial Aid, the Bookstore, and Veterans Support provide services for distance education students just as they do for all other students. These offices have made a concerted effort to have all their information and most of their services easily accessible over the web.174
The training of faculty members is key to ensuring the success of students in our distance education programs and courses. AT has the responsibility for providing training for faculty on technologies that support teaching and learning at Boise State, and distance education offerings are a subset of this support. DED partners with AT to conduct training for faculty members who use distance technology. Over the last nine years, AT and DED have provided the following opportunities to our faculty members:

- AT provides a wide range of workshops and training on teaching at a distance in the various media, including online instruction (both hybrid and fully online). Each semester, AT offers a 5-part Blackboard workshop training series multiple times. Each component of the training stresses techniques for engaging students, encouraging interaction, supporting independent and collaborative learning and other online teaching best practices, in addition to the technical aspects of the course management system software. Furthermore, each semester special topics on various aspects of online teaching, such as facilitating online discussions, assessment practices, and similar topics, are offered.

- AT and DED collaborated on a grant-supported project to train faculty in online instruction and in how to redesign selected general education courses for online offering. From 2000-2003 the CoreOnline project provided training to 85 faculty participants to assist them in developing online versions of core and high-enrollment courses. Faculty worked in teams to collaboratively design, develop, and deliver 33 online courses. This project not only resulted in developing online versions of Core courses and trained a cadre of instructors in online instruction, but it provided departments with the capacity to sustain these online offerings beyond the grant project. These instructors also incorporated online components to enhance 102 face-to-face courses. During this project, AT and DED provided...
a developmental process called the Graduated Development Model, which enabled faculty to incorporate aspects of online instruction over multiple semesters to redesign the course as a fully online offering. Nearly all of these courses continue to be offered online.

- The current Online Course and Faculty Development Program (OCFDP) is a collaborative program between AT, DED, and academic departments. This comprehensive program supports the development of online courses and programs, as well as the faculty members who develop and teach them, to train faculty on specific technological and pedagogical strategies for online courses. Through Spring 2009, 60 faculty members have participated in the program and the initial pilot. The elements of the program include:

  o An 8-week online training course providing faculty the opportunity to learn teaching skills, strategies, and best practices that are effective in online education as well as to gain firsthand experience as a student in a demanding online course. The critical importance of student-instructor and student-student interaction is stressed along with experience and strategies in the variety of ways that interaction occurs in the online classroom.

  o Support is provided to a faculty developer during the course development phase in a variety of ways including group work, formative peer review, and individual consultation.

  o The program also gives training in the assessment of course design using the rubric of design standards from “Quality Matters®” (a product, originally developed by MarylandOnline, Inc. through a FIPSE grant, that is now available commercially). The course design rubric is then used to provide peer review feedback to the faculty course developer and to the department chair.

  o In addition, the program ensures that appropriate support is available for faculty and students for the new online course, appropriate approvals are obtained, and sufficient resources are available for the ongoing instruction of the new online course.

  o Funding is provided to the department or faculty member for participation and completion of the various aspects of the program.
AT cultivates proposals for and implements the annual Technology Incentive Grants from the State, which provide support for faculty summer stipends, hardware to enhance teaching and learning, and campus-wide technology innovations. One technology incentive grant funded a project entitled H3: High Touch, High Tech, Hybrid which trained 66 faculty members about how to design, develop, and implement hybrid courses combining the best features of interactive face-to-face instruction with the best features of online learning. Following the H3 project, faculty training in online pedagogy continued on an individual basis with the 5-part course management system training and individual workshops on various components of effective online teaching practice. Cohort training via an immersive methodology resumed with the inception and development of the OCFDP.

We estimate that 60% of the 181 instructors who taught a distance education course in 2008-2009 have participated in the CoreOnline, H3, and OCFDP programs at Boise State, a similar program at another institution, or have appropriate degrees such as Educational Technology. The OCFDP was designed to increase the number of faculty who have participated in an immersive and in-depth training and development experience. In addition, in Periodic Review, departments are asked to describe the degree to which their distance education faculty members are trained via programs offered by DED and AT.178

—INTELLECTUAL PROPERTY

2.6.g. The institution’s distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses or other media products.

The policies and procedures for awarding of credit are described in our response to Standards 2.A and 2.C, and are clearly articulated in our catalogs and in University policy. In essence, the awarding of credit is the same for distance education students as for all other students.

The document titled Online Instruction at BSU: Statement on Intellectual Property Rights179 clarifies how the University’s intellectual property policy applies to online courses and materials used in online courses. Institutional policies exist regarding copyright and are easily accessed through the legal counsel website.180

The policies of the University regarding intellectual property are presently under review, as described in our response to Standard 4.B.
Noncredit Programs and Coursework

Standard 2.H – Non-credit programs and courses, including those that award Continuing Education Units (CEU), are consistent with the mission and goals of the institution. These offerings are characterized by high quality instruction with qualified instructors.

2.H.1 Non-credit programs and courses are administered under appropriate institutional policies, regulations, and procedures. Faculty are involved, as appropriate, in planning and evaluating non-credit programs.

2.H.2 The institution maintains records for audit purposes which describe the nature, level, and quantity of service provided through non-credit instruction.

2.H.3 When offering courses that award Continuing Education Units (CEU), the institution follows national guidelines for awarding and recording such units which call for one CEU being equivalent to 10 hours of instruction and appropriate to the objectives of the course.

Most non-credit offerings of Boise State are delivered through the Division of Extended Studies. There are three types of programs offered through Extended Studies:

- The Center for Professional Development, a unit within the Division of Extended Studies, partners with the academic units or outside providers to design and deliver non-credit programming in the following areas:
  - Continuing professional education needs of selected professional groups and preparation for professional certification exams. Examples are:
    - Project Management Institute exam preparation
    - Certified Public Accountant exam preparation
    - Society for Human Resource Management exam preparation
  - Supervisory and managerial soft-skills workshops for businesses and governmental agencies. Examples are:
    - The Strategic Experience, a one-week residential program for high potential managers
    - Non-credit certificate in Construction Management
    - Applied Leadership: the Art of Supervision
  - Custom designed training for organizations
    - Advanced Excel
    - Business writing
    - Team development
    - Foreign language training
- The Osher Lifelong Learning Institute is a membership organization that provides a wide-range of lectures, short courses, and excursions for the intellectual and social cultivation of its members.
The curriculum is member driven and taps into the expertise of Boise State faculty and others in the community. Some recent topics included:

- Opening the Archives: a program about the state historical archives
- Engineering the Human Body: From artificial hips to heart valves
- The Evolution of Islam
- The Punic Wars
- Wines of the World

- Personal Enrichment Courses. Extended Studies also offers broad programming to meet the demands of the community and to facilitate outreach of the Boise State faculty. Extended Studies provides marketing, registration, and logistic support, and the programs are designed and delivered by faculty members individually or as part of department-wide efforts. A sampling of the topics currently offered includes:
  - Conversational foreign languages
  - Personal financial planning
  - Health and wellness topics
  - Music and the arts

- Educational Travel Programs. Extended Studies coordinates faculty-led travel programs that are noncredit and open to the community. Trips to US and foreign destinations include subjects such as culture, history, geology, anthropology, language, and art of the region. This past academic year, the following travel programs were arranged:
  - Cultural journey through Italy’s great cities
  - Ancient and modern Maya of Chiapas, Mexico
  - A cultural journey through the British Isles
  - Spanish language and Mexican Culture: Cuernavaca, Mexico

Noncredit programming allows Boise State to “touch” and serve a wider audience in our service area, as can be seen in Table 2.7.

<p>| TABLE 2.7. NON-CREDIT PROGRAMMING FOR 2008-09 |
|-----------------------------|-----------------------------|</p>
<table>
<thead>
<tr>
<th>Courses offered</th>
<th>Participants Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Professional Development</td>
<td>120</td>
</tr>
<tr>
<td>Osher Lifelong Learning Institute</td>
<td>46</td>
</tr>
<tr>
<td>Personal Enrichment</td>
<td>77</td>
</tr>
<tr>
<td>Educational Travel Programs</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>247</strong></td>
</tr>
</tbody>
</table>
All non-credit programs are selected to be congruent with the mission of the institution as defined by the State Board of Education: Boise State “provides a variety of life-long learning opportunities” and “uses a variety of delivery methods to meet the needs of diverse constituencies.” This broad mandate for outreach to support life-long learning was affirmed by the Charting the Course planning process, which established strategic goals to “develop network and outreach opportunities with the community” and to “respond to the educational needs of the region,” as well as specific strategies to “offer flexible course delivery options” and “align educational offerings with economic development needs and incorporate employer’s input into curriculum design.”

Most non-credit programs are the result of collaborations between Extended Studies as an administrative unit and faculty from the academic colleges. For example, the Osher Lifelong Learning Institute showcases faculty from many departments in its programs. The Center for Professional Development partners with several departments for the non-credit training it offers. The non-credit personal enrichment programs also are chosen to assure high quality and to meet the needs of the region such as the non-credit foreign language classes offered in cooperation with the Department of Modern Languages and Literatures.

Extended Studies oversees compliance with institutional and state policies for non-credit programming. Participant evaluations are collected for nearly all programs and reviewed by the responsible directors who use the feedback for program improvement and quality control. For example, program evaluations are a metric tracked and reported quarterly by the Center for Professional Development. In cases where outside trainers and providers are used to deliver non-credit programs, Extended Studies coordinates with the appropriate academic unit to ensure the quality of the faculty and the program.

Extended Studies uses both large and small-scale needs assessment data for planning and developing non-credit programming. An extensive effort using surveys, interviews, and focus groups was undertaken upon creation of the Center for Professional Development. Likewise, a survey was conducted in cooperation with the Center for the Study of Aging to determine desired programming for lifelong learning. This effort directly affected the programming offered by the Osher Lifelong Learning Institute. For example, the findings from the survey indicated that more condensed offerings and field trips were desired and the programming was adjusted to increase those types of offerings.
The Center for Professional Development has an advisory board with faculty and industry representation. The Board has been helpful in providing advice on how better to reach the Center’s intended audience. For example, based on board recommendations, the Center has recently developed a semi-annual catalog of courses to replace a variety of individual mailings and promotions for individual programs.

Course evaluations are used to make needed changes, some minor some major. For example, within the last year, evaluation feedback resulted in the decision to create a follow-on workshop in Microsoft Project to complement a workshop on project management. As another example, during the past year, the following changes were made to our Applied Leadership series alone:

- Expanded the Generations in the Workplace section and added the DVD “Hey Dude” from the Center for Generational Studies to address participant comments that they wanted more in-depth information on generations.

- Added a coaching component to the Customer Service piece as several people commented they wanted more from the supervisor’s point of view.

- Added Lean Office to address comments from participants who found the Theory-of-Constraints approach to be outdated.

Continuing Education Units (CEUs) are administered centrally for Boise State through Extended Studies. Boise State follows the convention of awarding one CEU for 10 hours of instruction. Agencies desiring CEUs submit an application that is reviewed by Extended Studies for the required hours and faculty credentials. If approved the courses are transcribed in ACEWare, the data system for non-credit programs.

Commendations, Recommendations, and Action Plan

COMMENDATIONS:

- Extended Studies strategically modified the University’s programming to complement rather than compete with the region’s new community college, and is now placing greater emphasis on degree-completion programs.

- The rapid growth of our noncredit programming for mature adults has been highly successful, providing new opportunities for the faculty to engage with the community, providing needed educational programming, and building relationships with influential stakeholders.
• Extended Studies and Academic Technologies have developed and implemented a number of effective faculty development and training programs, programs that are important to maintaining high quality in distance education offerings.

—RECOMMENDATIONS:

• The University has been very successful in expanding its distance education offerings and delivering most of the general education core online. The strategic goals of the distance education programs have not been examined for a number of years. A strategic plan for distance education should be crafted to clearly support the goals and strategies of Charting the Course.

• Assessment of the need for continuing education and evaluation of Boise State’s effectiveness in meeting those needs have been done on an ad hoc and sporadic basis. A plan for systematic needs assessment and effectiveness evaluation needs to be developed.

• If outreach activities are to grow significantly, then alternative funding models must be developed and implemented. Alternative entrepreneurial funding methods for outreach activities should be explored for the University to successfully advance its goals for educational outreach and enrollment growth.

—ACTION PLAN:

• Develop a process to create and implement a University-wide strategic plan for Distance Education.

• Develop a 5-year plan to systemically review various parts of the University’s outreach mission to determine how our programs are meeting educational needs in the region and to identify emerging needs.

• Develop and implement alternative funding models. For example, we will develop a clear and comprehensive policy for self-support degree/certificate programs that enables entrepreneurial activity but ensures consistency, compliance with state policy, and linkage to strategic objectives.