

**Faculty Senate
Lewis-Clark State College**

**Approved Minutes
January 31, 2019
3:15pm, SUB 143**

Present: Jenni Light, Provost Lori Stinson, Sam Weeks, Leif Hoffmann, Lee Ann Wiggin, Amanda Van Lanen, Michelle Pearson-Smith, Christa Davis, Julie Bezzerides, Bryce Kammers, Michael Love, Natalie Holman, Andrea Hibbard, JR Kok, Lynne Bidwell, Jalee Moore, Jennifer Weeks, LaChelle Rosenbaum, Gary Mayton, Greg Harman, Pete Van Mullem, Carol Martin, Spencer Payton

- I. Call to order @ 3:15
- II. Introductions
- III. Consent Agenda
Motion to approve minutes from November 29, 2018 by *Bryce Kammers, 2nd by Greg Harman*
- IV. Remarks
- V. Invited Reports/Institutional Committees:

Jenni Light

Arboretum Committee Update: The Committee is currently prioritizing work on the LCSC sign in the Northeast corner of the campus. The goal of the committee is to place new trees around the sign in an attempt to create somewhat of an “iconic” picture taking spot. The Alumni Association is also planning an alumni grove with trees and benches outside of the library. The committee is receiving help from professional landscaper Don Brigham. See Appendix A for more of the Faculty Senate chair’s notes that include more detail on this topic.

Planning for a new faculty track as part of campus leadership series has begun and will hopefully be in place for the upcoming fall semester.

In an effort to get information from Senate meetings back to divisions, Jenni is working on adding important notes and posting them on the Senate website.

Education Week Update: Jenni attended education week with Sam Weeks. She reported that the meeting was interesting, yet stills feels as though legislators are disconnected from institutional logistics to meet common goals. She did come away with the feeling that the legislators are working in earnest for our best solution. At the meeting, President Pemberton spoke before the JFAC. Jenni spoke about her new knowledge in reference to state appropriations. She commented that in the past we were covered 100% and over time the funds have been shifted. All four of the state institutions are appropriated at about half because there is an assumption that institutions will be responsible for the other half. This is referred to as fundshift. When asked if legislators had questions for her, she reported that they asked questions mostly about our teacher education program because they are concerned about the numbers. Greg Harman commented that the teacher education program currently has the largest group of applicants in approximately 3 years.

Complete College America (CCA) Update: Last year this program was called CCI (Complete College Idaho). The program is now titled CCA. The main mission of the program is to remove barriers from college students so that they can “get in, get out and begin working.” The state of Idaho is currently trying to apply the program strategies (15 to Finish, Think 30, etc.). The campus is addressing new plans (adult learners,

condensed learners, weekend classes, etc.). Provost Stinson commented that the state of Idaho was chosen, along with one other state to begin implementation of the new program and our new “coaching model” will include many of these pieces. There is a website <https://completecollege.org/> and everyone can join and access all materials if they would like. There are some concerns with the program. Among those mentioned are issues that appear when a student is undeclared and does not yet know what they want to do. Some students also cannot complete 30 credits per year. In both of these cases, as examples, not everything fits neatly. Further detail can be found below in Appendix B.

VI. New Business:

Julie Bezzerides: Opened conversation on the topic of statements of inclusive practices on course syllabi. She asked whether or not faculty members already include inclusive language on syllabi and/or if they would be interested in doing so in the future. Examples of such statements include one to accommodate religious or cultural observances or one that would be unique to veteran’s experiences. She asked if we would like to form a small committee to address this issue. Julie said Rachel Jameton in CTL is also looking for inclusive syllabi statements that could be shared amongst faculty, possibly on a web page on the CTL site.

VII. Old Business: None

VIII. Reports from Divisions

- Humanities: No report
- T & I: No report
- Library: Kate Flower left her position in the library for a position in Massachusetts. Lynn Bidwell will take over her position on Faculty Senate.
- DONSAM: Hosting conference for NW Science Association over Spring Break. Heather Henson-Ramsey is stepping down as chair. No replacement yet determined.
- Teacher Education: At the last meeting their chair brought a list of new things that have been done over last 1-1.5 yrs. They are working on an entirely online option by FA2020, competency pathways, completely new literacy sequence, new performance based assessment, portfolio for candidates, offering more through gen ed, new video system, candidates putting work online, comprehensive update of clinical handbook, etc. Gary Mayton: Students are currently out at least 5 semesters and they currently have 20-30 interns in the school community right now.
- BTS: Division Chair Joni Mina retiring this summer. Faculty will be involved in March for the *Dream It Do It* program for HS students coming to campus
- Business: No Report
- MaSS: No Report
- Nursing: Currently working on a new program in which Community College students are set up to become part of the BSN program. They are sharing curriculum with CCs to help the placebound students receive a BSN in the program. Three nursing staff are retiring a few have two semesters remaining. There are more currently leaving, and they are being creative about replacing positions.
- Student Govt: Student Activity fee hearing on Feb. 21st. Massage chairs upstairs in SUB now.
- Student Affairs: No Report

- Social Science: No Report

VIII. Standing Committee Reports

- Budget, Planning and Assessment: Jenni Light – chair: Started the FAC process of compiling reports and observations. When summary is complete, Jenni will report.
- Curriculum: Lauren Nichols – chair: NA
- Faculty Affairs: Leif Hoffmann – chair: March 1st all Faculty Development grants due. Information available on the Provost website.
- General Education: Brett Morris – chair: Jenni talked to Brett and reported mostly wording changes to course titles. Amanda Van Lanen: State wants common numbering system among all institutions, which is the reason for wording changes. New classes presented to the committee: 1) Integrated Science NS140 and ID300 Ethics and Civil Rights. See Appendix C.
- Student Affairs: Amanda Van Lanen – chair: Amanda, moving ahead with academic coaching model which has been moved to academic chairs to get their input. Eventually all edits and results will come to Senate. Rachele Genthos is putting together the survey data and hopes to present in March for everyone on campus.
- President’s Council – See Appendix A. President is very serious about communication and she wants all faculty and staff to communicate and read about what is going on. It is important for Senators to share Senate information with colleagues in their divisions.

X. Good of the Order:

Carol Martin: Looking for partners to bring author of *White Like Me*, Tim Wise, to campus to speak on diversity. She is looking for ideas to promote the possible presentation; ideas included going to courses to promote, PDT class, etc. Bringing the author to campus is expensive and donations are needed. He will be in Seattle on April 3rd so she is looking for a date around that time.

She is looking for 10 students to go to Indonesia in late July. The cost is \$1,050 and doesn’t include airfare or food. The trip is worth two Humanities credits. This is a good faith effort to get the university in Indonesia that she is working with to bring students here.

There will be a fundraiser on Sunday 2/3 at MOD pizza and 20% of what is purchased goes to the International Student emergency fund.

Jenni: At the CCA meeting (See Appendix B) there were several faculty senate chairs discussing issues with Dual Credit. This is a big push from SBOE, yet there are concerns and we do not yet know where this program will end up going or what roll it will continue to play. Concerns were mostly about courses not being comparable and that they do not recreate the college experience. Some classes may be better than others and not all classes are created equal. Dual Credit Program is going through accreditation currently.

Leif: Thanked everyone that came to MLK Day. There were over 170 people that showed up. A talk on *Civil Wars in Revolutionary States* as well as on *Themes of the Egyptian Arab Spring* in will take place on Monday, Feb. 11th at noon in SUB 143. Women Leadership Conference is Friday, March 8th, at the Center for Arts and History. Professor from Germany will be giving a video-conferenced talk on Monday, Feb. 25th at noon in the CTL to discuss his dissertation on racism and teachers with migratory backgrounds. More information can be found on the Social Sciences website.

XI. Wrap Up

Motion to adjourn by Michelle Pearson Smith, 2nd by Jennifer Weeks, Approved Unanimously

Appendix A

Senate Chair Notes:

President's Council

Vacant positions – big news is how vacated positions (faculty and staff) are handled. Philosophy is that all positions “belong” to the college. Positions can be reallocated to other areas or replaced in their original locations. President's message is “pause and reflect” when making decisions about resources.

Career Fair - There will be a career fair at LC this fall. Historically there is a big fall career fair at UI and WSU on subsequent days; i.e. companies have a table at UI on Tuesday and then at WSU on Wednesday. Starting this fall LCSC will be included and will have their own day; meaning companies will participate in UI, WSU, and LCSC career fairs coordinated to happen on sequential days.

New student recruitment - Student Services is aggressively pursuing a recruitment plan that may involve faculty in various ways. For example, you may have been asked to write a postcard; Saturday preview days have happened with enough success to continue planning these. Many of you participated in the “listening stations” last semester. Stay tuned to hear the outcome and how this will inform activities. The 2019-2024 recruitment plan was included with the January meeting and is attached.

Surveys – IRE (Institutional Research & Effectiveness) – rewriting policy for human subjects; please touch base with Grace Anderson if you have a survey you want to administer on campus; may be able to develop annual employee satisfaction survey that can be tied to CRC (compensation review committee) work.

Advising/Career – Student advising and career center are two separate units. Debra Lybyer is director for student advising, Erin Cassetto is director for career center. Student advising is developing new model referred to as “academic coaching” and we should expect to hear more about this particularly as it involves faculty. Data from survey last semester regarding advising/mentoring is being used to inform this new model. New “Linked-In” like software called Handshake is up and running with career center. My impression is that is pretty slick and we've already had legit jobs for our students come through.

Diversity – January President's council included a Diversity Commission Report (see attached report).

Phishing on campus – presentation by Allen Schmook about using “rules.” Bottom line, be careful with rules – if you don't know what this is, don't worry about this; if you do, pay attention. Some people use

rules to organize in-box. This has been taken advantage of by electronic thieves using spoofed names of legit people on campus. For everyone else: be a skeptic, change your password often, don't email your password, consider multi-factor authentication (like text confirmation). No one is going to offer you a kingdom in Nigeria or a \$1,000,000 prize for clicking □

Arboretum Committee Trees – We have a tree inventory (<https://lcsc.maps.arcgis.com/home/index.html>) which is continually being updated. The committee is prioritizing the northeast corner where the LCSC sign is located as an area to develop for a graduate picture-taking “iconic” location with unique trees and landscaping. Plans are underway for an “alumni grove” of landscaping and benches on the north side of the library. It is hoped the other LCSC entrance sign can be developed into another picture-taking location in the near future.

Appendix B

What is CCA? Complete College America

From their website:

American Dreams Are Powered By College Completion

At CCA, we're leveraging our Alliance and implementing strategies around the country to close achievement gaps, boost graduation rates and ensure every student has the opportunity to achieve their dreams.

How? Game Changers....which are: institutions “removing barriers” and we are one of those states.

15 to finish/think 30 – means taking at least 15 credits per semester or taking a combination during year to equal 30 credits

Momentum – “maintain momentum” which translates to clear map to degree completion; i.e. the 4-year plans we make lining out what classes students need to take. Identifying undecided majors into “Meta-majors” so appropriate English and math courses are prescribed; taking 9 credits in area of interest in same semester.

Redesigning classes – credit for military and life experience; dual credit; no remedial courses (now they are co-credits classes); moving classes online, weekends, condensed, evenings, and other ways to make it more convenient for adult learners.

We have been designated a “CCA Momentum Pathways State

What does that mean to us?

We have to prepare a draft plan for implementing and scaling up these items:

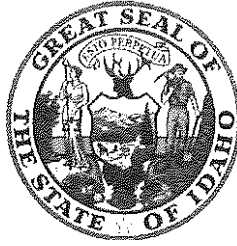
- Think 30
- Math Pathways
- Corequisite Support
- Academic Maps/Proactive Advising
- Momentum Year

And we need these metrics:

- Completing college-level math and English courses
- Earning at least 30 credits per year
- Choosing a major or meta-major
- Earning a minimum of 6-9 hours in their major or meta-major

We are already doing most of this. English remedial courses are now paired with regular courses; similar to math courses. Chair has been identifying meta-majors and classes that are offered in various formats. I think we will see tweaks in curriculum for now, but later will probably be asked to look at differing course delivery options to address adult learning.

Information attached includes a background of Idaho’s involvement with CCA and our “Idaho Momentum” draft plan outline.



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To: Complete College America Momentum Pathways Institutional Teams

From: Randall Brumfield, Chief Academic Officer cc:

Matt Freeman, Executive Director

Linda Clark, President, Board of Education

Debbie Critchfield, Vice-President, Board of Education and Chair, Committee on Instruction,
Research, and Student Affairs

Dave Hill, Secretary, Board of Education
College and University Presidents

Date: January 24, 2019

Re: Complete College America Momentum Pathways

Background

Idaho became a Complete College America (CCA) Alliance State in 2010. It has since worked closely with CCA on a range of academic initiatives including transforming remediation, creating clear academic pathways, and promoting timely credential completion. Recently CCA has modified its strategies to also include a focus on first year student guidance and engagement and addressing adult learner needs through accelerated courses, year-round predictable schedules, and prior learning assessment opportunities.

With meaningful progress having been achieved through the implementation of CCA strategies on individual campuses, work still remains to fully deliver and scale across all eight institutions. In July 2018 CCA selected Idaho as a Momentum Pathways state. Due to the commitment exhibited by institutional leadership, the Governor's Higher Education Task Force, and recent legislative support for State Board of Education (Board) initiatives, Complete College America selected Idaho as one of two states in which to invest additional resources to help complete the work that has been undertaken with the aforementioned strategies.

The Momentum Pathways Project is designed to help states/consortia members and their postsecondary institutions scale evidence-based strategies proven to close equity gaps and generate significant gains in college completion rates. Individually, these strategies are CCA's well-known "Game Changers: 15 to Finish, Math Pathways, Corequisite Support, Momentum Year and Academic Maps with Proactive Advising. Recently it has included A Better Deal for Returning Adults, supporting adult learners in their effort to complete a postsecondary credential.

The overarching structure of Momentum Pathways represents a tested and guided approach to scaling these strategies with intentional sequencing and division of labor among faculty and staff. The Momentum Pathways model also includes built-in success checkpoints: annual opportunities to collect and report data proving that recent efforts are getting the intended results. These checkpoints intend to provide momentum for institution teams as they see the impact of their efforts within months, rather than waiting two to six years to determine whether graduation rates were affected.

Action

On October 22, 2018, Presidents, Chief Academic Officers, and other representatives from each institution, as well as local Board members and Board staff, convened in Boise for an In-State Leadership Meeting with Complete College America representatives. Problem statements, root causes, and potential solutions offered by the leadership group were compiled as they relate to the challenges faced by Idaho students seeking to complete a college degree. This feedback was collected in order to provide guiding principles for assessing current practices institutionally and statewide, while also serving as a foundation for the strategies to be developed and coordinated by the leadership team at each college and university.

Following this convening, leadership team members were designated by each Institutional Lead for CCA Momentum Pathways implementation. Teams represent a diverse range of faculty, administrators, and practitioners who serve in critical capacities necessary to facilitate integration of student success and completion strategies. Joined by CCA staff, leadership teams are scheduled to convene in 2019 at an Action Summit on January 29 and a Planning Academy on April 15-16. These events will provide an opportunity for peers and teams to identify existing resources and critical needs, followed by framing a path forward for implementation.

Objective

At its December 2018 meeting the Board designated CCA "Game Changer" strategies as a high priority for completion. The timeline adopted/approved by the Board for scale implementation is no later than **Fall 2021**. As such, institution teams are charged with leading these efforts on their respective campuses, while drawing from the technical support, project guidance, and content expertise provided by CCA to ensure fidelity of delivery.

Summary

Upon discharge of the aforementioned strategies across the state's system of higher education, Idaho's public colleges and universities will accomplish a postsecondary education experience that excels in its responsiveness to the needs of all levels and backgrounds of learners. Furthermore, implementation of the plan will address the plurality of student-centered Higher Education Task Force recommendations adopted by the Board, which encompasses a vision to improve undergraduate retention, progression, and completion.

Idaho Momentum - Draft Plans

Idaho Momentum

Idaho has been designated a Complete College America Momentum Pathways State. Together, with institutions from across Idaho and support from Complete College America, we will deliver on the State Board's strategic initiatives adopted from Governor C.L. "Butch" Otter's Higher Education Task Force Final Report: increasing credential completion; expanding access to postsecondary education; improving student success; and investing in affordability and innovation. Increasing attainment will take a coordinated, statewide approach that acknowledges current innovations and builds on research-based best practices to better support all students as they enter and complete postsecondary options-and prepare to meet modern industry needs and the demands of an evolving economy. The primary evidence-based strategies that institutions are asked to employ as part of their Momentum Pathways plan include:

- Think 30 (15 to Finish)
- Math Pathways
- Corequisite Support
- Academic Maps with Proactive Advising
- Momentum Year

All participating institutions are asked to prepare a draft plan for implementing and scaling up evidence-based strategies associated with increasing the percentage (and the total number) of students who achieve critical first year benchmarks, which research has shown generate the early momentum they need to earn a postsecondary credential:

- Completing college-level (gateway) Math and English courses
- Earning at least 30 credits per year to be on track for graduation in two/four years
- Choosing a major or a meta-major
- Earning a minimum of 6-9 hours in their major or meta-major

The purpose of the draft plan is to provide institutions an opportunity to reflect on current efforts to generate student momentum and improve college completion, and to begin prioritizing the implementation of Momentum Pathway strategies. These draft plans will be provided to CCA Content Experts, facilitators, and other staff to ensure a customized experience at the Idaho Momentum Planning Academy in Spring 2019. Draft plans should be submitted to Randall Brumfield, OSBE's Project Lead for Idaho Momentum, by **March 1, 2019**.

STRATEGIES

Think30

A campus communication campaign for parents and students paired with structured advising to inform students of the benefits of enrolling in 30 credits a calendar year in order to increase the likelihood of on-time graduation and reduce the cost of higher education. A Think 30 campaign is responsive to the needs of full-time and part-time learners from all walks of life, and can dramatically increase the percent of students who earn 30 credits in their first academic year. This, in turn, improves their odds of earning a postsecondary credential.

Key Success Metric: Percent of students completing 30 credits in their first academic year.

Plan elements

- **BENCHMARK:** Current percent of students who complete 30 credits in their first academic year.
- **TARGET:** Percent of students you expect will complete 30 credits a year after implementation of Think 30 strategies.
- What are your current plans for implementing Think 30?
 - o When will you fully scale the strategy?
 - o What are the actions steps you will take to develop the strategy?
 - o What will be the key elements in your Think 30 campaign?
- What key challenges do you see to effectively implementing Think30?
 - o How will you address these challenges?
- How will you ensure that your strategy for Think 30 addresses achievement gaps?
- How do you plan to use data and evidence to develop, implement, assess and continuously improve your Think 30 strategy?
- Recognizing that not all students will be able to enroll in 15 credits a term or 30 credits a year, how will you increase credit accumulation for part time students?

Math Pathways

Develop multiple college-level math courses that recognize the differentiated math skills necessary for various programs of study. Colleges have developed college-level math courses that apply to math requirements for programs of study, are transferable, and are utilized as a means of advising students on programs of study.

Key Success Metric: Percent of new entering students who complete a gateway math course in their first academic year. As defined in Board Policy 111.S(Remedial Education), a gateway math course is the first course a student takes that counts toward fulfilling the math requirement for the student's program of study. Courses such as College Algebra, Statistics, Math in Modern Society, Math for Liberal Arts, Business Math, and similar usually meet this definition.

Plan elements:

- BENCHMARK: Current percent of new entering students who complete gateway math in their first year.
- TARGET: Percent of new entering students who will complete a gateway math in their first academic year after scaling the strategy.
- Have you fully implemented MathPathways?
 - How many programs have shifted their math requirements from College Algebra to another math course?
- Have you made any changes in College Algebra?
 - Have you made any changes in the course?
 - How many, if any, programs have ceased to require College Algebra as a terminal math course?
- Have you implemented any additional math pathways? If so, please describe those pathways.
- How are you currently advising students into math pathways?
- What current challenges do you have to fully implementing math pathways?
 - How will you address these challenges?
- How will you ensure that your Math Pathways strategy addresses achievement gaps?
- How do you plan to use data and evidence to develop, implement, assess and continuously improve your Math Pathways strategy?

Corequisite Support

Ending the practice of pre-requisite remedial education and instead placing students in need of additional academic support into gateway math and English courses and providing academic support as a corequisite.

Key Success Metrics: Percent of students assessed as needing additional academic support in math and English who complete college-level math and English in their first academic year.

Plan elements:

- **BENCHMARK:** Current percent of students assessed as needing additional academic support in math and English that have completed college-level courses in their first academic year.
- **TARGET:** Percent of students assessed as needing additional academic support in their first year in math and English that will have completed a gateway math and English course in their first academic year after scaled implementation.
- In which Math and English courses are you currently offering corequisite support for students who are in need of additional academic support?
 - As outlined in Board Policy 111.S (Remedial Education), what types of corequisite delivery models are used: Corequisite Support, Embedded, Emporium, or something different?
 - Is it possible that students who are enrolled in a corequisite course may be restricted from pursuing college-level content?
 - How many sections of the math and English corequisite course are you currently offering for each course that have corequisites as an option?
 - What percent of students in need of academic support in math and English do you believe will receive academic support as a corequisite?
- What are your current plans to scale corequisite math and English support on your campus?
- What challenges do you have to fully implementing math and English corequisite support? o How will you address those challenges?
- How will you ensure that your math and English Corequisite Support strategy addresses achievement gaps?
- What type of placement method do you use, and, what metric(s) determines whether a student should be placed in a remedial or corequisite math and English course?
- How do you plan to use data and evidence to develop, implement, assess and continuously improve your math and English Corequisite Support strategy?

Momentum Year

A comprehensive student onboarding system where students are actively engaged in a choice of program through examination of their academic interests, workforce data and the consideration of broad areas of study called "meta-majors" (also referred to as guided pathways, focus fields, career/academic clusters, etc). Meta-majors allows students to pursue a field of study without committing to a specific major discipline. Courses taken usually count toward degree progress if a student chooses another path. Colleges will create default schedules for students to ensure that they earn 30 credits, complete college-level math and English and earn a minimum of 6-9 hours in a major or meta-major in the first year.

Key Success Metric: Percent of new entering students who complete 30 credits, college-level math, and English and a minimum of 6-9 hours credits in a major or meta-major in their first academic year.

Plan elements:

- Do you know the percent of students who achieve all of the critical momentum benchmarks in their first academic year? If so, what percent are currently achieving all the benchmarks?
- If you know the current percent of new entering students who achieve all momentum benchmarks in their first year, what is your target for the percent of students who reach all benchmarks in their first year?
- To what extent have you implemented the following practices in the advising of new entering students:
 - Engage in an exercise to determine the student's academic purpose to include a review of workforce opportunities.
 - Require undeclared students to select a meta-major.
 - Default schedule students into courses in their first year that meet requirements for the majors in their meta-major or declared major.
- What are your plans for implementing a Momentum Year on your campus?
- What challenges do you have to implementing your strategy?
 - How will you address those challenges?
- How will you ensure that your Momentum Year strategy addresses achievement gaps?
- How do you plan to use data and evidence to develop, implement, assess and continuously improve your Momentum Year strategy?

Academic Maps

All programs of study have clear semester-by-semester plans with clear articulation of the courses students need to take and when to take them to complete a postsecondary credential on time. Degree maps should be designed at 15 credits a semester or 30 credits a year, should be clear about critical path courses that student must complete and the grades the need to successfully to stay on path to completion.

Key Success Metrics: Percent of students who complete a minimum of 6-9 credit hours specific to their program of study (such as major) in the first academic year.

Plan elements:

- To what extent have you developed academic degree maps for all your programs of study? o How many programs have academic degree maps?
 - o How many more programs require maps and when do you plan to complete them?
- Have you begun to use academic degree maps in academic advising? If so, describe how they are being utilized.
- What are your current plans for scaling the implementation of academic degree maps?
- What challenges do you have to fully implementing academic degree maps? o How will you address those challenges?

Proactive Advising

A system of academic advising to ensure students stay on a program path that results in timely completion of a postsecondary credential. Through proactive advising strategies students are default-registered into courses on their program's degree map and intervention is pursued when students need support to stay on their program path or to shift to a new program path that will still result in timely completion of a degree.

Key Success Metric: Time and Credits to Degree

Plan elements:

- What current proactive advising activities have been implemented on campus?
 - o Require advisors to approve student course schedules
 - o Intervene when students do not meet critical benchmarks associated with successful and timely completion of a degree.
 - o Early alert systems to identify students who are veering from their academic maps.
 - o Recalculation of degree plans to ensure most efficient path to degree for students who change their program of study.
- Have you purchased and deployed technology tools to assist in degree planning and proactive advising? If so, explain how you are currently using the technology to proactively advise students?
- What are your plans for fully implementing a proactive advising system?
- What challenges do you have to fully scaling your proactive advising strategy?
 - o How will you address those challenges?
- How will you ensure that your strategy for Proactive Advising addresses achievement gaps?
- How do you plan to use data and evidence to develop, implement, assess and continuously improve your Proactive Advising strategy?

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Other plan elements:

- How are you currently communicating to students and other key institution stakeholders about your current implementation efforts? Please be specific.
- How will you ensure that your strategies contribute the closing of achievement gaps?
- Which institutional, system of state policies either support the implementation or present a challenge to the implementation of Momentum Pathways strategies?

Minor changes:

- ART 100 -- Introduction to Art **Survey/Art**
- COMM 101 – Principles of Speech Fundamentals of Oral Communication
- ECON 201 – Principles and Theory of Macroeconomics
- ECON 202 – Principles and Theory of Microeconomics
- ENGL 101 – Writing and Rhetoric I College Writing
- ENGL 101 – Writing and Rhetoric II Research Writing
- HIST 101 – History of Civilization World History
- HIST 102 – History of Civilization World History II
- HIST 111 – United States History to 1865
- HIST 112 – United States History since 1865
- MATH 144 – ~~Precalculus~~ Trigonometry [changes MATH 143 from co-req to pre-req]
- MATH 147 – College Algebra and Trigonometry ~~Precalculus~~
- MATH 147A – Precalculus Algebra [Course discontinued]
- MATH 147B – Precalculus Algebra [Course discontinued]
- PSYC 101 – Introduction to **General** Psychology
- SOC 101 – Current Social Problems
- SPAN 101 – **Elementary** Beginning Spanish
- SPAN 102 – **Elementary** Beginning Spanish II
- BIOL-100: Concepts of Biology – **Replaces BIO 102.** [Removes NS 150 as pre-req to allow more students to be able to take as core.]
- BIO 102: Science for Life – **Deactivated**
- BIOL-227: Human Anatomy & Physiology Renumbering; replaces Biol 252]
- BIOL 252: Human Anatomy and Physiology I – **Deactivated**
- CHEM-100: CONCEPTS OF CHEMISTRY – Renumbering; replaces Chem 102
- CHEM 102: The Chemistry of Daily Life – **Deactivated**
- ENGL-261: Mythologies -- **Pre-reqs dropped:** ENGL 102, ENGL 109
- GEOL 100: Environmental Earth Science – **Deactivated**
- GEOL-101: Physical Geology -- **Renumbering** – replaces GEOL 100
- MATH-123: Math in Modern Society – Name change MATHEMATICS AS A LIBERAL ART
- MATH-130: FINITE MATHEMATICS -- **Cleans up** removal of the cross-listing between MATH-130/MTHPT-130.
- MATH-143: College Calculus – Name change PRECALCULUS [[In addition to the name change references to a C in MATH 108 were removed from reqs and pre-reqs.]
- MATH-257: Mathematics **II** – Name change MATH for Elementary Teachers II [Also changes credits from three to four.]
- MTHPT-130: Finite Mathematics – Name change MTHPT - Math Prof/Tech ~~MATH~~ **Mathematics** [This also removed the cross-listing between MATH-130/MTHPT-130]
- MTHPT-153: Statistical Reasoning **Cleans up** the removal of the cross-listing between MATH-153/MTHPT-153.]
- PHYS-211: Engineering Physics I – **Pre-req and credit changes** [There are four three hours of lecture and one 3-hour laboratory per week so credits have been increased from four to five. Co-requisite: **MATH-170.** Pre-requisite: A grade of 'C' or better in MATH-170.]

New core class: NS 140 – Integrated Science

New ID class: ID-300 Ethics & Civil Rights Movement

