



Idaho State Board of Education  
Higher Education

Fact Book

2012



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## Message from the President



Higher Education means employment for Idaho citizens. In a study by the Georgetown University Center for Education and the Workforce, it was estimated that 61% of Idaho jobs will require some form of postsecondary credential by the year 2018.<sup>1</sup> The other countries with which our children must compete are surpassing us in the education of their citizens. According to data collected by the Organization for Economic Cooperation and Development, the percent of 25 to 34 year olds with an associate's degree or higher is growing at a slower rate in the U.S. compared to the majority of other top performing countries. Since 1998, the U.S. has dropped from 3<sup>rd</sup> to 9<sup>th</sup> for postsecondary attainment of young adults.<sup>2</sup> Unless we reverse current trends, our country is in danger of becoming the least educated country in the industrialized world.

There is much to be done if Idaho is to remain a place where our children can prosper and lead successful lives. In August 2010, the State Board of Education set an ambitious goal that 60% of Idaho's 25-34 year olds will have a degree or certificate of value by 2020.<sup>3</sup> Currently, it is estimated Idaho's public postsecondary institutions will need to produce 22% more degrees per year through 2020 to meet this goal.<sup>4</sup> While challenging, this goal is critical to providing the skilled workforce that today's industry demands.



We have strong institutions, hardworking students, committed educators, and a solid and supportive business community. By meeting the 60% Goal, Idaho will be internationally recognized for the quality of talent, knowledge and skills of its workforce, and the ability of its higher education system to prepare citizens to meet and exceed the needs of business, industry, and society. Together, we can work to develop Idaho's talent to ensure competitiveness in the global market.

Richard Westerberg

1 Center on Education and the Workforce, Georgetown University. (2010, June). Help Wanted: Projections of Jobs and Education Requirements Through 2018. Retrieved from <http://cew.georgetown.edu/jobs2018/>

2 De Vise, D., (2011, September 13). U.S. falls in global ranking of young adults who finish college. *Washington Post*. Retrieved from [http://www.washingtonpost.com/local/education/us-falls-in-global-ranking-of-young-adults-who-finish-college/2011/08/22/gIQAAsU3OK\\_story.html](http://www.washingtonpost.com/local/education/us-falls-in-global-ranking-of-young-adults-who-finish-college/2011/08/22/gIQAAsU3OK_story.html)

3 Certificate of value equates to a certificate program of one or more academic years.

4 Estimate generated by the Office of the State Board of Education.

## Introduction

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### State Board of Education

The State Board of Education (the Board) is the policy-making body for all public education in Idaho. The Board is the Board of Trustees for Boise State University, Idaho State University, and Lewis-Clark State College and is the Board of Regents for the University of Idaho. It also serves as the Board for Professional-Technical Education for Eastern Idaho Technical College, Division of Professional-Technical Education, and Division of Vocational Rehabilitation.

Idaho's three public community colleges, College of Southern Idaho, College of Western Idaho, and North Idaho College, are governed by locally-elected boards. However, the Board provides general oversight and control of these colleges in the form of approving budget requests and program offerings.

The Board is also designated as the governing board of Idaho Public Television and is responsible for registering all private and for-profit degree-granting institutions in addition to most of the non-degree granting proprietary schools in the state.

### The 60% Goal

Higher education in Idaho prepares individuals who contribute to our society and compete in the workplace, as well as enhances the economic competitiveness of Idaho communities through research and innovation. Higher education is a path to employment and higher levels of earnings over a lifetime. According to "The College Payoff," a study conducted by Georgetown University Center for Education and the Workforce, in 2002 a bachelor's degree holder could expect to earn 75% more over their lifetime compared to someone with only a high school diploma. Today, they can expect to earn 84% more.<sup>5</sup> It is estimated that 61% of Idaho jobs will require some form of postsecondary credential by 2018.<sup>6</sup> Because of this critical need, the Board set an ambitious goal that 60% of Idaho's 25-34 year olds will have a degree or certificate of value by 2020.<sup>7</sup>

**60% of young Idahoans, age 25-34, will have a postsecondary degree or certificate of value by 2020.**

Fall 10th day enrollment at the colleges and universities showed an 18% growth between 2007 and 2011 in full-time equivalent enrollment.<sup>8</sup> However, in order to meet the 60% Goal, increased enrollment is not enough. Students must complete in order to maximize on the opportunities a degree or certificate offers.

Part of the Board's mission is to advocate for transforming Idaho's educational system to improve Idaho's quality of life and enhance its global competitiveness. The 2012 Higher Education Fact Book is a snapshot of public postsecondary education in Idaho and lays out the critical goals the Board has approved in order to meet the completion agenda.

<sup>5</sup> Center on Education and the Workforce, Georgetown University. (2011, August). The College Payoff: Education, Occupations, Lifetime Earnings. Retrieved from <http://cew.georgetown.edu/collegepayoff/>

<sup>6</sup> Center on Education and the Workforce, Georgetown University. (2010, June). Help Wanted: Projections of Jobs and Education Requirements Through 2018. Retrieved from <http://cew.georgetown.edu/jobs2018/>

<sup>7</sup> Certificate of value equates to a certificate program of one or more academic years.

<sup>8</sup> Includes academic & vocational students.

Office of the State Board of Education. (2011). Fall Headcount, 2011. Retrieved from [http://www.boardofed.idaho.gov/research\\_stats/postsecondary\\_data.asp](http://www.boardofed.idaho.gov/research_stats/postsecondary_data.asp)

## College Readiness

In order to achieve the Board's 60% Goal students must be college ready. The Board has established policies to ensure students become academically qualified during high school by increasing graduation requirements, having opportunities to begin earning college credit, and taking a college entrance exam.

### K-12

A rigorous K-12 education provides the foundation for success. In May 2007, the Board and the State Department of Education (SDE) established the Middle Level Task Force. This task force was charged with increasing rigor, relevance, and relationships in the middle grades to ensure every Idaho student is prepared to be successful in high school and beyond. It focused on five key areas: student accountability, middle level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. The outcome of this initiative has been the development of programs designed to create more long-term focus for middle school students.

At the high school level, the Board has worked to raise minimum high school graduation requirements to include an additional year of math and science. The intended outcome is to minimize the need for remediation and increase post-secondary retention and graduation rates. The Board also mandates a college entrance examination for all students in

their 11<sup>th</sup> grade year. This allows students and faculty the opportunity to assess college readiness and to remediate at the high school level, thereby reducing the cost and time of college completion.

In 2011, the Board, along with the Governor's office and SDE, worked to establish evidence-based Common Core State Standards. These standards are part of a national initiative to graduate students who are able to succeed in postsecondary education and the workforce. The Common Core State Standards are aligned with college and workforce expectations, are focused and coherent, include rigorous content, and are internationally benchmarked.



## College Readiness

### College Entrance Exams

The Board allows for ACT, SAT, COMPASS, and ACCUPLACER tests to meet the college entrance exam requirement. Historically, more Idaho high school students take the ACT or COMPASS exams than the SAT or ACCUPLACER. In Spring 2012, public high school juniors will have the opportunity to take the SAT or ACCUPLACER at no cost.<sup>9</sup>

### ACT

ACT is a national college admission examination used to test students' knowledge in English, mathematics, reading, and science. In academic year 2010-11 (AY2010-11), 11,321 Idaho high school seniors took ACT compared to 9,865 in AY2006-07.<sup>10</sup> ACT scores for Idaho's students have slightly increased over the last four years (Figure 1). ACT has a score range of 1 to 36. In AY2010-11, the composite score average was 21.1 nationally and 21.7 for Idaho.<sup>11</sup>

### SAT

SAT is a standardized assessment of the critical reading, mathematical reasoning, and writing skills students need to be successful in college. In AY2010-11, 3,557 Idaho high school seniors took the SAT compared to 3,463 in the AY2009-10, a 2.7% increase. Idaho has seen a slight decrease in average SAT scores as shown in Figure 2. Each category has a score range of 200-800. For AY2010-11, the average Idaho student scores compared to the national average were 45 points higher in critical reading, 25 points higher in mathematics, and 28 points higher in writing.<sup>12</sup>

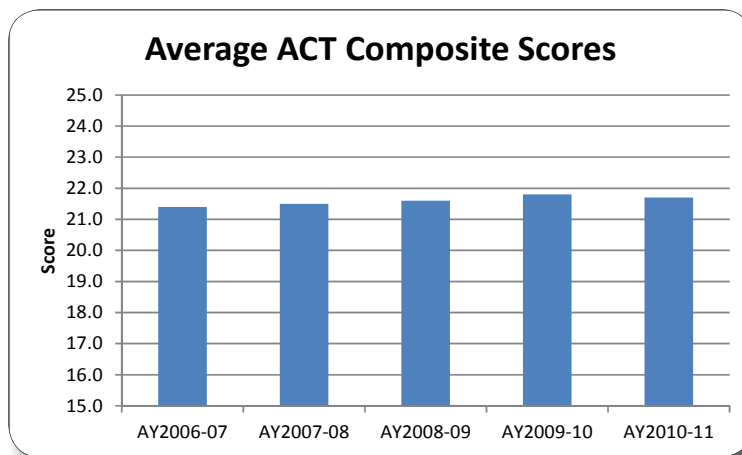


Figure 1. Composite scores of high school seniors from AY2006-07 to AY2010-11.

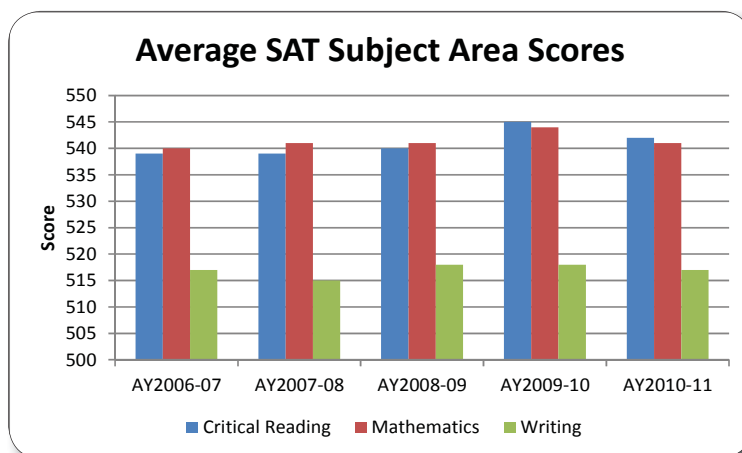


Figure 2. Critical reading, mathematics, and writing for high school seniors from AY2006-07 through AY2009-10.

9 Senate Bill 1206 (2011) appropriated \$963,500 in ongoing General Funds to fund college entrance exams for high school juniors. Idaho Administrative Procedures Act (IDAPA) 08.02.03.105.03.a. provides that "A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT."

10 ACT. (2011). ACT Profile Report-State Retrieved from <http://www.act.org/newsroom/data/2011/pdf/profile/Idaho.pdf>

11 ACT. (2011). ACT Profile Report-State Retrieved from <http://www.act.org/newsroom/data/2011/pdf/profile/Idaho.pdf>

12 College Board. (2011). 2011 College-Bound Seniors: State Profile Report, Idaho. Retrieved from [http://professionals.collegeboard.com/profdownload/ID\\_11\\_03\\_03\\_01.pdf](http://professionals.collegeboard.com/profdownload/ID_11_03_03_01.pdf)



## Advanced Opportunities

Under Board policies, Advanced Opportunities encompass Dual Credit, Tech Prep, Advanced Placement, and International Baccalaureate. The Board currently collects data on Tech Prep, dual credit enrollment, and dual credit hours completed. Advanced opportunities align with the Board's vision of an accessible, seamless public education as well as promoting college readiness and generally decreasing time to degree completion.

## Dual Credit

Dual Credit is a college-level course that allows high school students to simultaneously earn both high school and college credit. The delivery of Dual Credit can take place at the high school, on the college campus, or through various distance delivery methods (e.g., online, Idaho Education Network<sup>13</sup>). An important difference between Dual Credit and other Advanced Opportunities is that the student is enrolled at the higher education institution in which they are earning college credits. Enrollment and credit hour completion in dual credit courses have increased significantly over the last four academic years as shown in Figures 3 and 4.<sup>14</sup>

**Students taking dual credit courses do so at a much reduced cost per credit over classes taken on campus as traditional college students.**

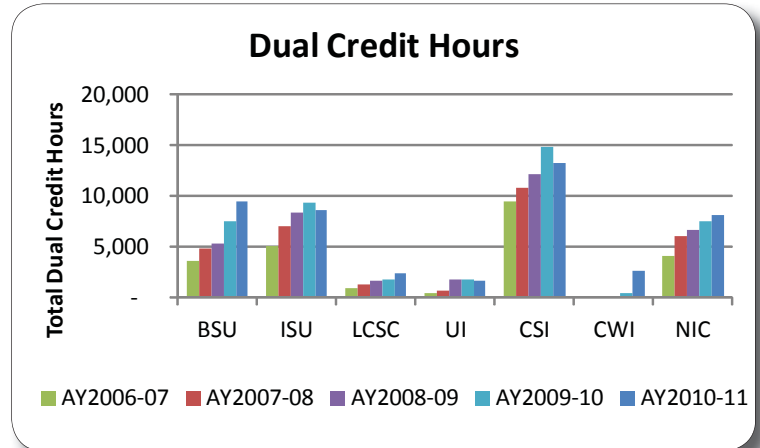


Figure 3. Total credit hours earned in dual credit at Idaho public postsecondary institutions.

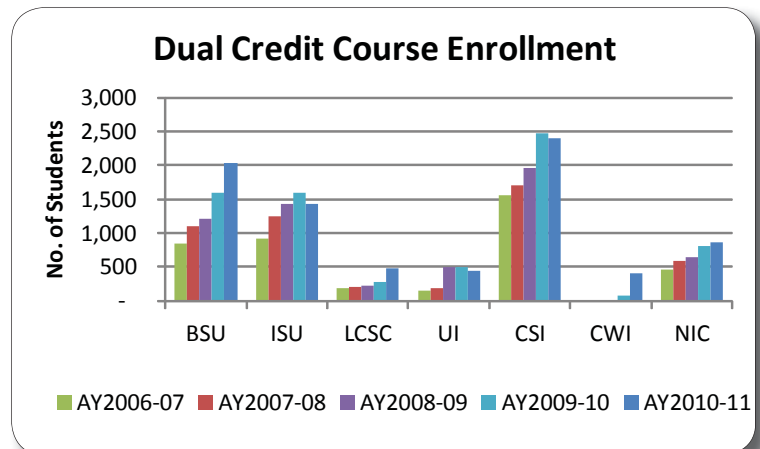


Figure 4. Number of students enrolled in dual credit courses at Idaho public postsecondary institutions.

<sup>13</sup> For more information about the IEN, visit <http://www.iен.idaho.gov>.

<sup>14</sup> CWI began offering classes in January 2009.

Office of the State Board of Education. (2011). Dual Credit Report, 2011. Retrieved from [http://www.boardofed.idaho.gov/research\\_stats/advanced\\_opp\\_data.asp](http://www.boardofed.idaho.gov/research_stats/advanced_opp_data.asp)

## College Readiness

### Tech Prep

Tech Prep allows students the opportunity to take high school courses and transcribe credits to college if the students meet competency standards. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. These courses provide a head start on a technical certificate or an associate of applied science degree. As Figure 5 indicates, participation in Tech Prep is on the rise.<sup>15, 16</sup>

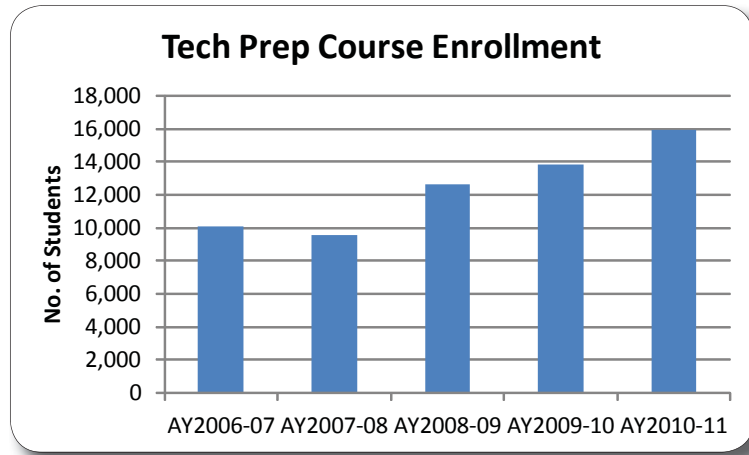


Figure 5. Number of Idaho high school students enrolled in Tech Prep courses.

### Remediation

Remedial education is defined as coursework below college-level offered at a postsecondary institution.<sup>17</sup> Roughly two out of three Idaho public high school graduates attending a 2-year public college and one in four graduates attending a 4-year college within a year after graduating were in need of remediation in mathematics or English. This inhibits a student's ability to complete on time and impacts the affordability of a college education. A student's need for remediation is determined primarily by scores on college entrance exams. In Idaho, the need for remediation has remained relatively flat (Figure 6).<sup>18</sup>

**Just 25% of community college students who receive remedial education go on to earn a college credential.**

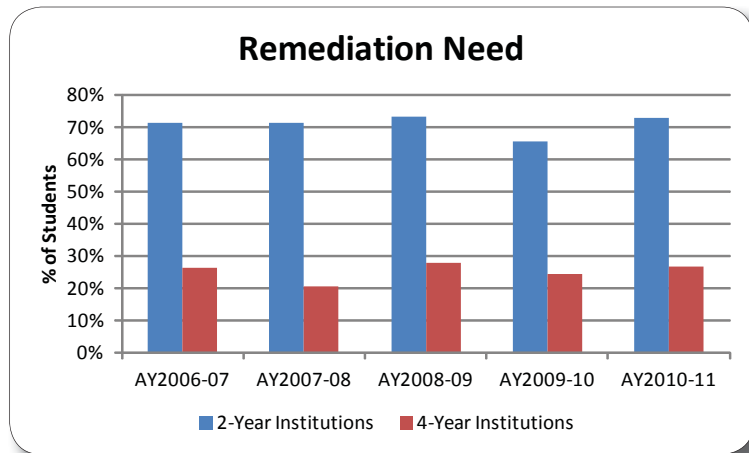


Figure 6. Remediation need for first-time, first-year freshman who graduated from an Idaho school, public or private, within the prior 12 months.

<sup>15</sup> More detailed information about Tech Prep in Idaho is available at <http://www.pte.idaho.gov>.

<sup>16</sup> FY2009 was the first year Tech Prep data was collected using the Career and Technology Education Management Application (CATEMA) system which records Tech Prep data by course, not program.

<sup>17</sup> Calcagno, J.C., & Long, B.T. (2008). The Impact of Postsecondary Remediation Using a Regression Discontinuity Approach: Addressing Endogenous Sorting and Noncompliance. Retrieved from [http://gseacademic.harvard.edu/~longbr/Calcagno\\_Long\\_-\\_Impact\\_of\\_Remediation\\_using\\_RD\\_1-08.pdf](http://gseacademic.harvard.edu/~longbr/Calcagno_Long_-_Impact_of_Remediation_using_RD_1-08.pdf)

<sup>18</sup> Inside Higher Education. (2011, July). 5 Myths of Remedial Education. Retrieved from [http://www.insidehighered.com/views/2011/07/21/wellman\\_vandal\\_5\\_myths\\_about\\_remedial\\_education](http://www.insidehighered.com/views/2011/07/21/wellman_vandal_5_myths_about_remedial_education)

Remediation chart generated by the Office of the State Board of Education.

## Postsecondary Enrollment & Access

Students need to be prepared for postsecondary education and they need access. As part of the 60% Goal, the Board and public colleges and universities are working together to remove barriers that prevent students from entering postsecondary education.

### Enrollment

Enrollment in professional-technical, undergraduate, graduate, and professional degree programs at Idaho's public postsecondary institutions has steadily increased over the last five years (Figure 7). Both full-time and part-time enrollment are included.<sup>19</sup> The student is only counted once within an institution, but may be enrolled in multiple institutions and could, therefore, be counted at each institution. One full-time equivalent (FTE) represents the number of part-time and full-time students and converts into a full-time enrollment number (e.g. 2 half-time students = 1 full-time equivalent).

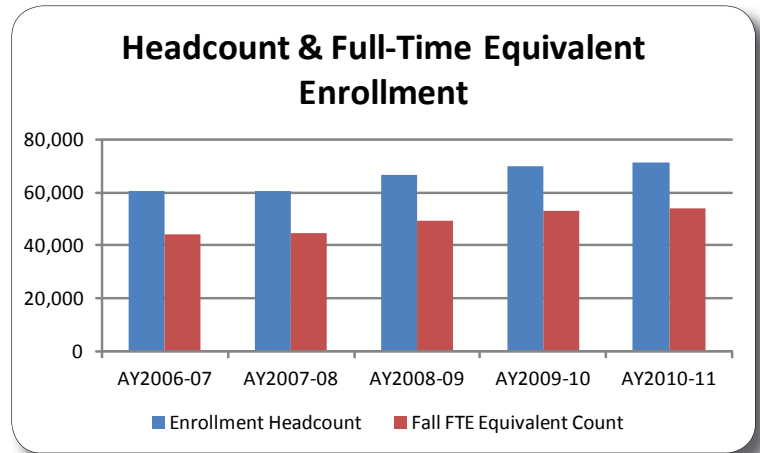


Figure 7. Public postsecondary Fall 10th day headcount and Fall 10th day FTE. Institutions include BSU, ISU, UI, LCSC, CSI, CWI, NIC, and EITC.



**There are many paths to a degree. Students may start taking college classes in high school, go to a community college and transfer to a four year school, pursue a professional-technical degree, or take all of their courses at a four year institution.**

<sup>19</sup> Office of the State Board of Education. (2011). PSRI, 2011. Retrieved from [http://www.boardofed.idaho.gov/research\\_stats/postsecondary\\_data.asp](http://www.boardofed.idaho.gov/research_stats/postsecondary_data.asp)  
Figure 7. includes undergraduate and graduate academic students as well as professional technical students.

## Postsecondary Enrollment & Access

### Cost of College

The Western Interstate Commission for Higher Education (WICHE) is a regional organization created to facilitate resource sharing among the higher education systems of the West. According to WICHE, Idaho's full-time tuition and fees rank at or below the average of other western states (Tables 1 and 2).<sup>20</sup>

Rank	4-Year Institutions	Amount	% of Average	Rank	Two-Year Institutions	Amount	% of Average without CA
1	Arizona	\$9,601	135%	1	South Dakota	\$5,206	167%
2	Washington	\$8,631	121%	2	Alaska	\$4,300	138%
3	California	\$8,396	118%	3	Oregon	\$4,122	132%
4	Oregon	\$7,768	109%	4	North Dakota	\$3,901	125%
5	Colorado	\$7,404	104%	5	Washington	\$3,814	122%
6	South Dakota	\$7,254	102%	6	Montana	\$3,344	107%
7	Hawaii	\$6,730	94%	7	Colorado	\$3,342	107%
8	North Dakota	\$6,320	89%	8	Hawaii	\$2,981	95%
9	Idaho	\$5,642	79%	9	Utah	\$2,961	95%
10	Alaska	\$5,448	76%	10	Idaho	\$2,519	81%
11	Montana	\$5,397	76%	11	Nevada	\$2,513	80%
12	Utah	\$5,090	71%	12	Wyoming	\$2,275	73%
13	Nevada	\$4,749	67%	13	Arizona	\$2,182	70%
14	New Mexico	\$4,456	63%	14	New Mexico	\$1,459	47%
15	Wyoming	\$4,125	58%	15	California	\$1,080	35%
Average		\$7,125	100%	Average		\$2,238	72%
				Average w/out California		\$3,123	100%



<sup>20</sup> California has very low tuition and fees for two-year institutions compared to other WICHE states. Average is also displayed without California. WICHE. (2011). Tuition & Fees in Public Higher Education in the West. Retrieved from <http://www.wiche.edu/pub/15454>

## Postsecondary Enrollment & Access

Table 2: 2011-2012 Annual Nonresident Undergraduate Tuition & Fees, WICHE States

Rank	4-Year Institutions	Amount	% of Average	Rank	Two-Year Institutions	Amount	% of Average
1	California	\$23,183	124%	1	Colorado	\$11,042	137%
2	Arizona	\$22,724	121%	2	Hawaii	\$ 9,242	115%
3	Washington	\$20,419	109%	3	Arizona	\$9,041	113%
4	Oregon	\$20,241	108%	4	Nevada	\$9,008	112%
5	Colorado	\$19,784	106%	5	Washington	\$8,987	112%
6	Hawaii	\$19,034	102%	6	Montana	\$8,969	112%
7	Alaska	\$17,088	91%	7	Utah	\$8,195	102%
8	Montana	\$17,030	91%	8	Oregon	\$8,151	101%
9	<b>Idaho</b>	<b>\$16,564</b>	<b>88%</b>	9	<b>Idaho</b>	<b>\$7,111</b>	<b>89%</b>
10	Nevada	\$15,682	84%	10	North Dakota	\$6,461	80%
11	Utah	\$15,377	82%	11	California	\$6,376	79%
12	New Mexico	\$13,279	71%	12	Wyoming	\$5,683	71%
13	Wyoming	\$12,855	69%	13	South Dakota	\$5,206	65%
14	North Dakota	\$12,497	67%	14	Alaska	\$4,300	54%
15	South Dakota	\$8,969	48%	15	New Mexico	\$3,797	47%
Average		\$18,736	100%	Average		\$7,314	91%
				Average w/out California		\$8,031	100%



**Only 9% of students from low-income households complete their college degree compared to 54% of students from wealthy families.**

## Postsecondary Enrollment & Access

Increases in full-time tuition and fees have out-paced increases in Idaho's average annual wage. As a result, college is less affordable than in previous years. Students' ability to afford college is affected by tuition and fees as well as the availability of student aid and state funding. Average tuition and fees have increased 28.7% from FY2007 through FY2011. In the same period, the Idaho average annual wage increased only 4.5% (Figure 8).<sup>22</sup>



**College and Universities  
Full Time Total Tuition & Fees**

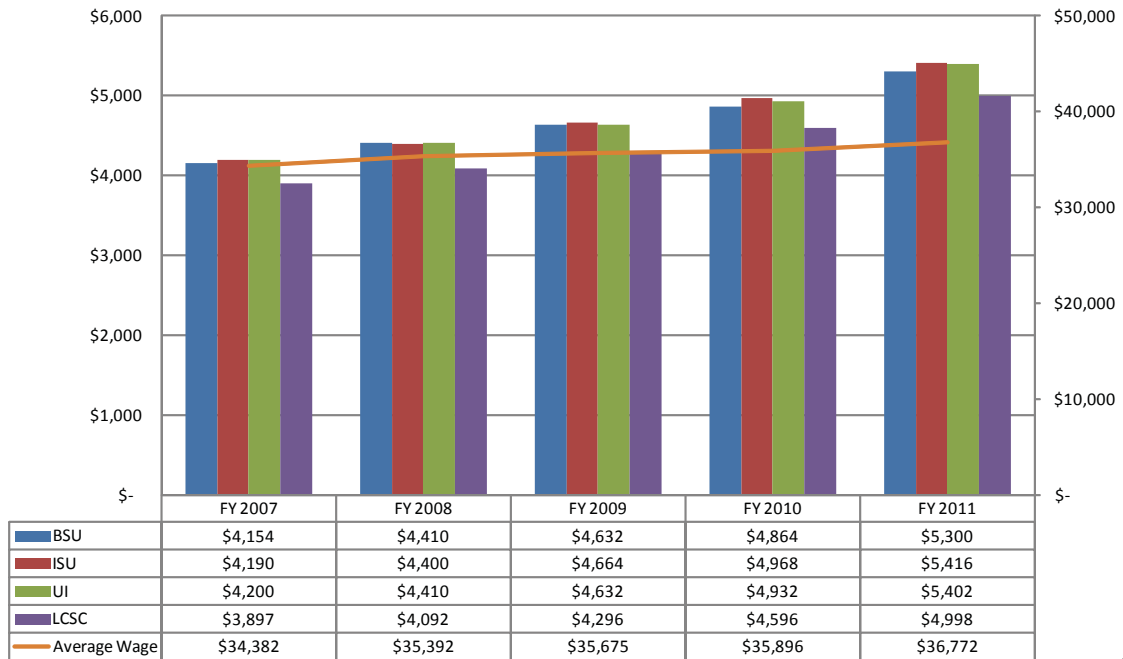


Figure 8. College & Universities Tuition & Fees compared to average wage from FY2007 to FY2011.

<sup>22</sup> College & Universities Full-Time Total Tuition & Fee Chart generated by the Office of the State Board of Education.

## Postsecondary Enrollment & Access

A similar analysis compares the cost to attend college by major components (i.e., student fees, books and supplies, room and board, personal expenses, and transportation) against estimated available family resources (Figure 9).<sup>23</sup>

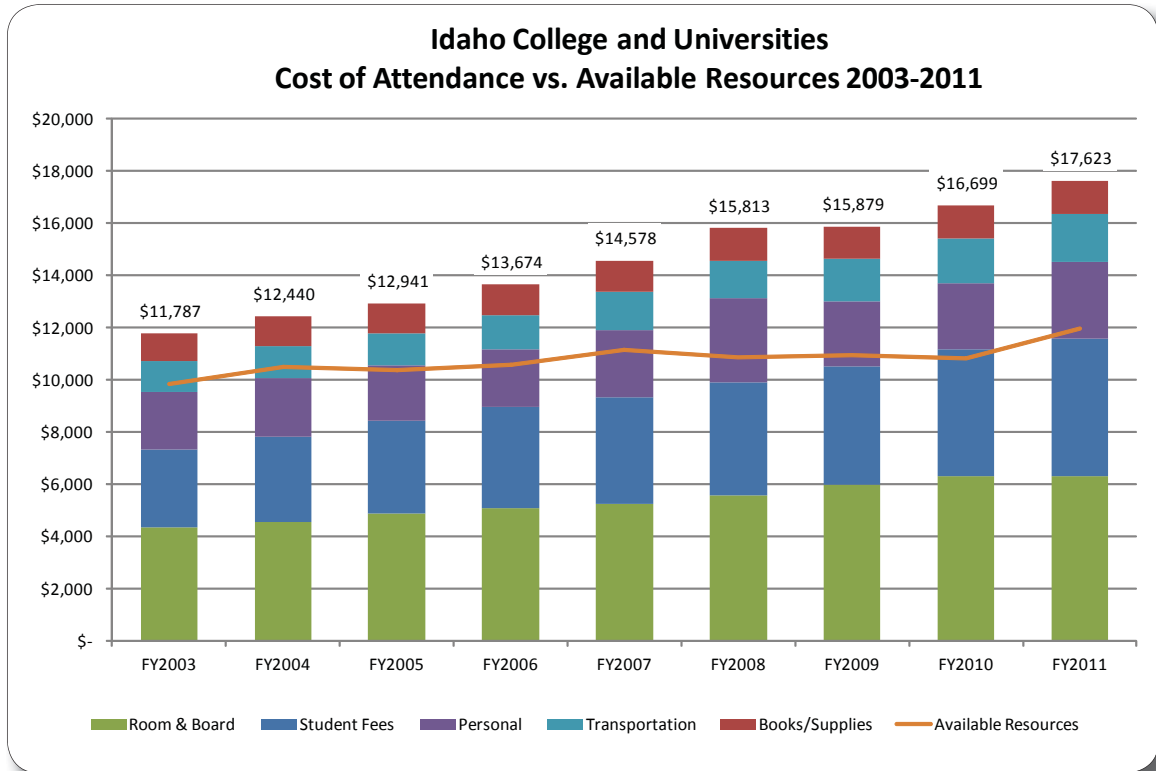


Figure 9. Cost of Attendance Compared to Family Available Resources, FY2007 through FY2011. Expected family contribution is based on family income of \$50,000.



The cost of attendance has increased 50% from FY2003 through FY2011. Available resources (federal and state grants and loans, student earnings, and the amount of expected family contribution) have only increased 27% in the same time period. Since FY2003 the unmet need (the gap between cost of attendance and available resources) has increased from \$1,932 to \$5,649, or 192%.

23 Idaho College and Universities Cost of Attendance vs. Available Resources Chart generated by the Office of the State Board of Education.

## Postsecondary Enrollment & Access

### Scholarships & Grant Aid

Idaho ranks near the bottom of WICHE states in the amount of state funded need-based grant aid. The WICHE state average was \$486 per FTE in AY2009-10. Idaho contributes \$28 per FTE or 6% of the WICHE average.<sup>24, 25</sup>

**Only 8.35% of students from low-income families graduate from college by age 24.**



Table 3: Need-Based Grant Dollars Awarded by State

State	2007-2008	2008-2009	2009-2010
Washington	\$913	\$823	\$829
California	\$587	\$541	\$640
US	\$608	\$491	\$488
WICHE	\$466	\$440	\$486
Oregon	\$291	\$458	\$481
Colorado	\$422	\$408	\$367
New Mexico	\$278	\$266	\$238
Nevada	\$192	\$209	\$225
North Dakota	\$98	\$76	\$212
Montana	\$130	\$133	\$105
Arizona	\$59	\$94	\$78
Hawaii	\$13	\$45	\$75
Alaska	\$38	\$109	\$46
Utah	\$91	\$50	\$29
Idaho	\$51	\$43	\$28
Wyoming	\$7	\$7	\$6
South Dakota	\$0	\$5	\$5

<sup>24</sup> WICHE (2011) Tuition & Fees in Public Higher Education in the West. Retrieved from <http://www.wiche.edu/pub/15454>.

<sup>25</sup> Mortenson, T.G., Stocker, C., & Brunt, N. (2011). An overdue editorial: Give 'em Pell. *Postsecondary Education Opportunity*, 228, 50.



## Postsecondary Enrollment & Access

In FY2011 the state provided \$6M in General Funds to support the following scholarships and grants<sup>26</sup>:

	Number of Participants	Total General Funds
Idaho Robert R. Lee Promise Scholarship - Category A	116	\$321,475
Idaho Robert R. Lee Promise Scholarship - Category B	7,740	\$3,099,717
Atwell Parry Work Study Program	1,073	\$1,298,927
Minority/ "At Risk" Student Scholarship Program	34	\$102,000
Teachers/ Nurses Loan Forgiveness Program	44	\$25,075
Freedom Scholarship	1	\$6,024
Public Safety Officer Scholarship (Expenses Paid in FY2012)	3	n/a
Grow Your Own Teacher Scholarship	77	\$315,941
Leveraging Educational Assistance Program (LEAP)	1,832	\$618,999
Special Leveraging Educational Assistance Program (SLEAP)	475	\$100,000
Opportunity Scholarship (No General Funds)	129	\$349,829

Late in FY2011, states were notified by the federal government that funds for the Robert C. Byrd Honors Scholarship Program would be eliminated in FY2012. Idaho received permission to use remaining funds to support current recipients through Fall 2011. In addition, states were notified that federal funding for the Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Program (SLEAP) were eliminated. The state portion of the LEAP and SLEAP scholarship funds were combined and distributed to students in FY2012.

Resources available to students are continuing to diminish. Nationally in AY2007-08 a student with a family income of less than \$39,230 and attending a public 4-year institution had an average unmet financial need of \$4,742 (this reflects their financial need minus any financial aid). The financial barrier for low-income students needs to be addressed to ensure adequate numbers of educated people to drive the economy and ensure fair and equitable access in the future.<sup>27</sup>

<sup>26</sup> Figures and Scholarship Table generated by the Office of the State Board of Education.

<sup>27</sup> The Chronicle of Higher Education. (2011). *Almanac of Higher Education*. Retrieved from <http://chronicle.com/article/The-Poorer-the-Family-the/128624/>

## Retention & Attainment

Increasing postsecondary retention and completion is an important strategy to meet the Board's 60% Goal.<sup>28</sup>

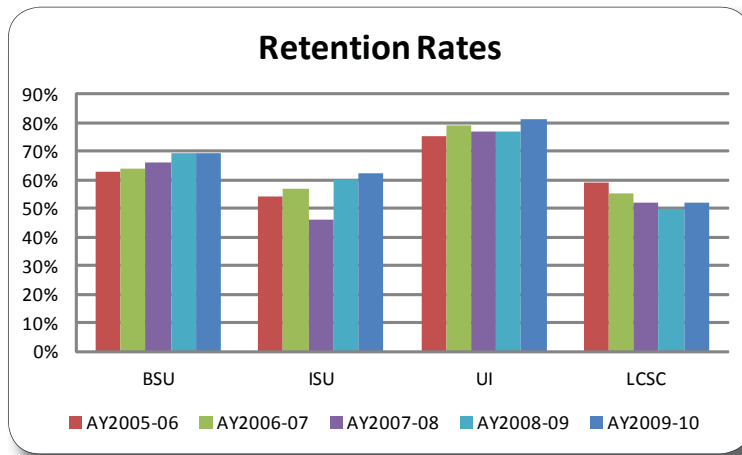


Figure 10. First-time, full-time students returning their sophomore year.

rate does not account for part-time or transfer students. (Figure 11).

Institutions that serve larger populations of adult continuing education students (which include a higher percentage of part-time or commuter students with dependents) are BSU, LCSC, and ISU. In contrast, UI is primarily a residential campus with a higher population of traditional students (i.e., first-time, full-time freshmen). These differences must be taken into account when comparing retention and graduation rates across institutions.

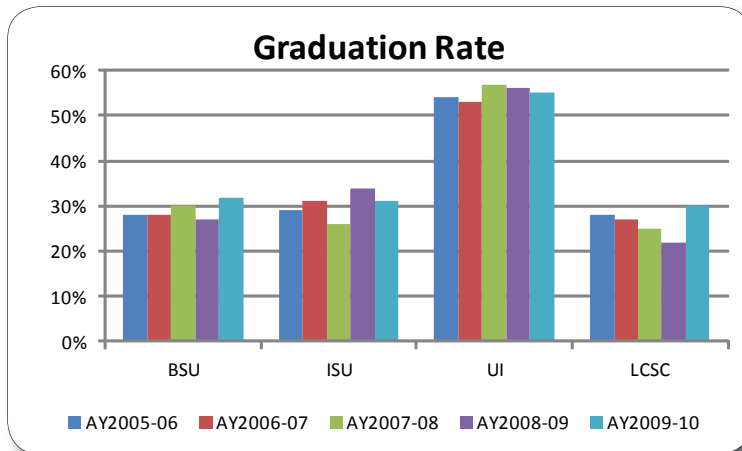


Figure 11. First-time, full-time students who graduate within 150% of the traditional time (e.g. 6 years for bachelor's degree).

At the postsecondary level, retention refers to students who return the following year. Too many students in public postsecondary institutions leave after their freshman year. Figure 10 shows the number of first-time, full-time students who returned their sophomore year.

Furthermore, not enough students are graduating on time. The current graduation rate is calculated using a cohort model of first-time, full-time students who graduate within 150% of the traditional time (e.g. 6 years for a bachelor's degree). The graduation

**Adult continuing education students often work full- or part-time. This can lengthen time to completion.**

## Retention & Attainment

Currently, Idaho public postsecondary institutions award more bachelor's degrees than any other postsecondary credential (Figure 12).<sup>29</sup> Education, health professions, and business and marketing majors are the three largest areas of study for Idaho's public postsecondary students (Figure 13).<sup>30</sup> The Board has a goal to increase degrees conferred in Science, Technology, Engineering, and Mathematics (STEM) areas to 2,177 by 2016.<sup>31</sup> In AY2008-09, only a little over 1,000 degrees were in STEM areas.

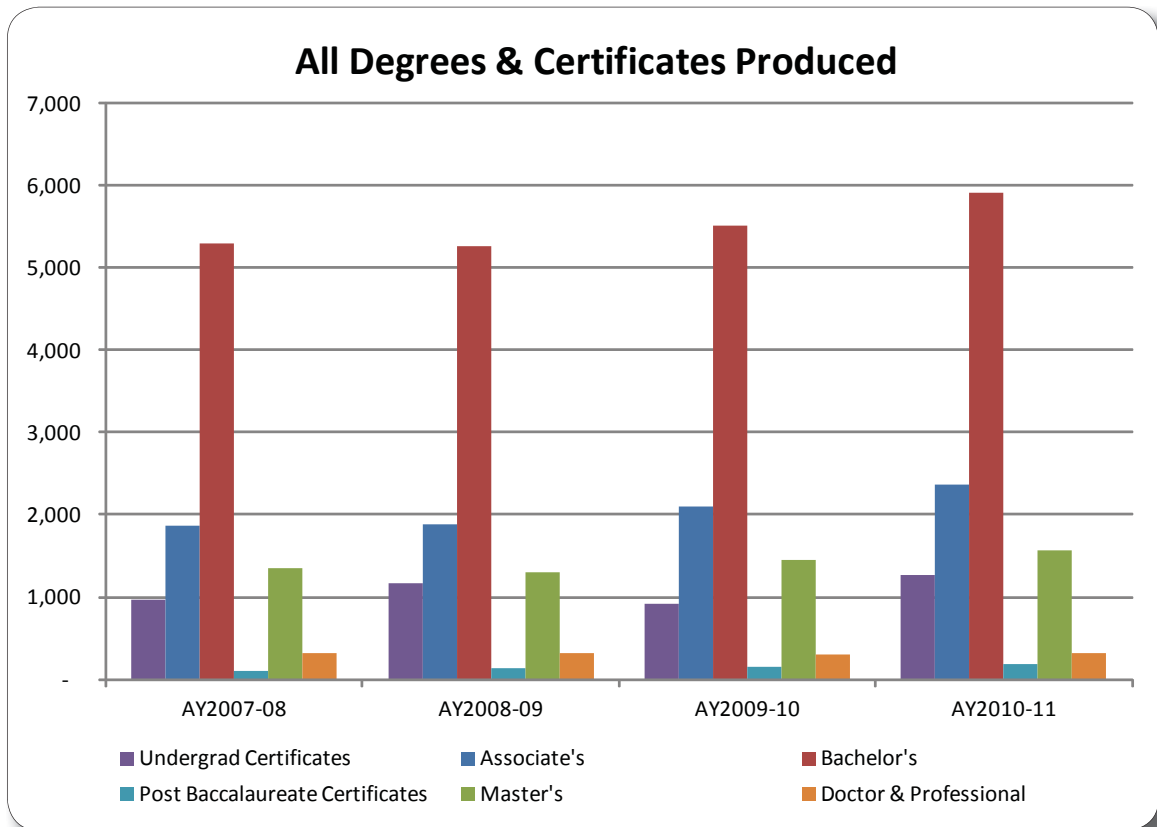


Figure 12. Number and type of degrees awarded for AY2007-08 through AY2010-11. Data include BSU, ISU, UI, LCSC, CSI, CWI, NIC, and EITC.

<sup>29</sup> All Degrees & Certificates Chart generated by the Office of the State Board of Education. Source: IPEDS

<sup>30</sup> Degrees Awarded by Major Chart generated by the Office of the State Board of Education. Source: IPEDS

<sup>31</sup> State Board of Education. (2011). Board of Education Strategic Plan. Retrieved from [http://www.boardofed.idaho.gov/policies/strategic\\_plan.asp](http://www.boardofed.idaho.gov/policies/strategic_plan.asp)

## Retention & Attainment

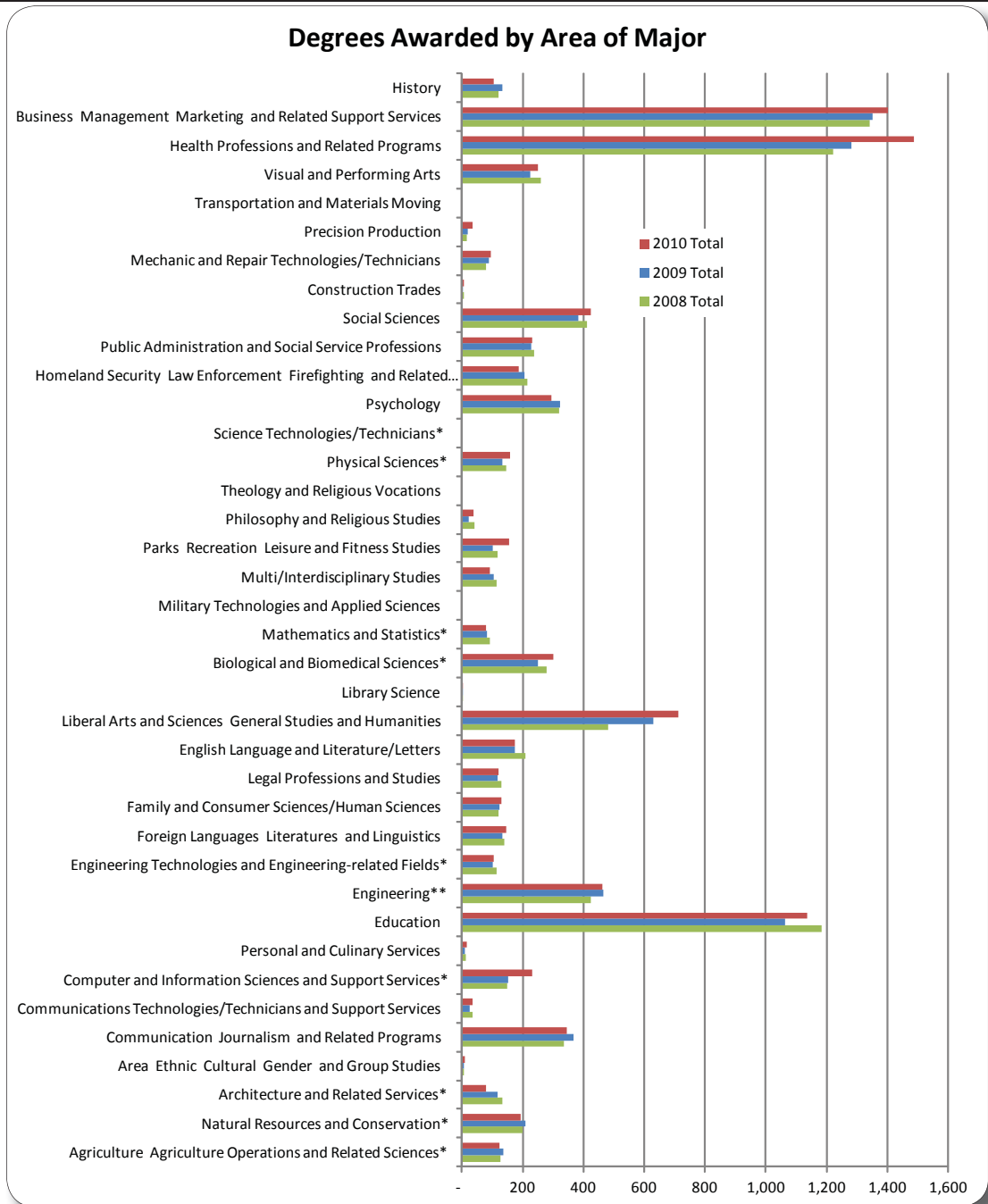
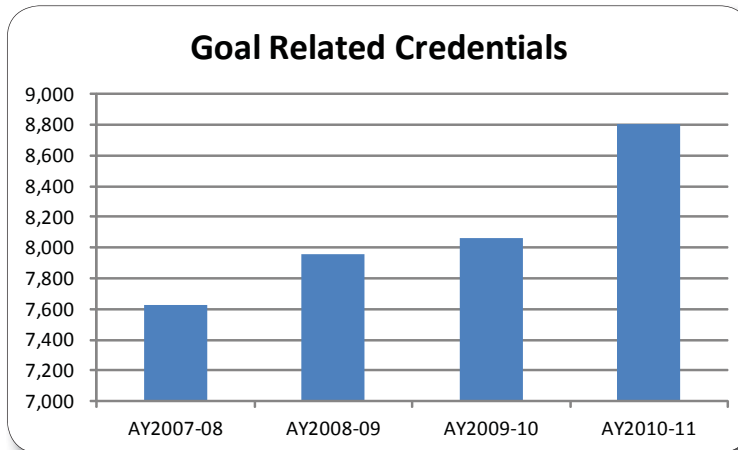


Figure 13. Degrees awarded by area of study. Data include BSU, ISU, UI, LCSC, CSI, CWI, NIC, & EITC. \* Denote STEM areas of study. The STEM categories are noted as defined by Complete College America. \*\*Change in CIP code title from previous years.

## Retention & Attainment

In the last four academic years, Idaho public postsecondary institutions have produced over 42,000 certificates and degrees. These services are essential to growing Idaho's workforce into one that is highly educated, innovative, and ready to tackle the needs of 21<sup>st</sup> century business. In order to reach the 60% Goal, the Office of the State Board of Education estimates that the institutions will need to increase the number of Goal-related credentials (certificates of one year or more, associate's degrees, and bachelor's degrees) 22% each year. From AY2009-10 to AY2010-11 the growth was 9% (Figure 14).<sup>32</sup> Together the Board and the institutions are developing strategies to reach this Goal.



**There are 51,260 adults participating in short-term noncredit training in the technical colleges. This training allows students to further their skills, but may not lead to a credential.**

33

Figure 14. Number and type of degrees awarded for students with no previous award for AY2007-08 through AY2010-11. Awards included are undergraduate certificates of a year or more, associate's degrees, and bachelor's degrees. Data include BSU, ISU, UI, LCSC, CSI, CWI, NIC, and EITC.



<sup>32</sup> Goal Related Credentials Chart generated by the Office of the State Board of Education. Source: IPEDS

<sup>33</sup> Professional Technical Education. (2011). Annual Enrollment Summary for FY2011.

## Finance

State funding makes postsecondary education more affordable for the average Idaho student. The majority of state appropriations are received by Public Schools, Health and Welfare, Higher Education, and Adult and Juvenile Corrections. State funding for Higher Education has declined slowly but steadily as a percent of the total General Fund budget. The total higher education-related budgets accounted for 10.1% of the state's total FY2011 General Fund appropriation.<sup>34</sup>

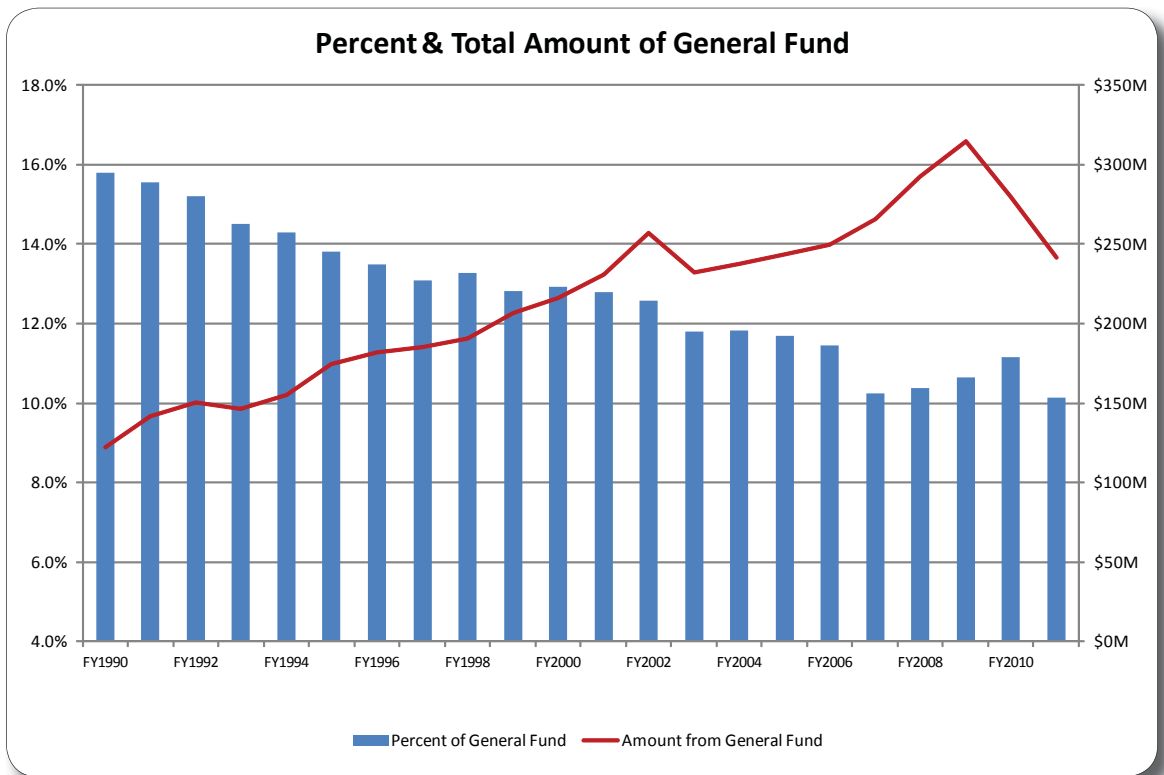


Figure 15. Percentage and dollar amount higher education receives from the General Fund budget.

<sup>34</sup> Percentage of Total State General Funds Chart generated by the Office of the State Board of Education.

A 10-year breakout of original General Fund appropriations for the college and universities and the community colleges follows in Figure 16 and Figure 17.<sup>35</sup>

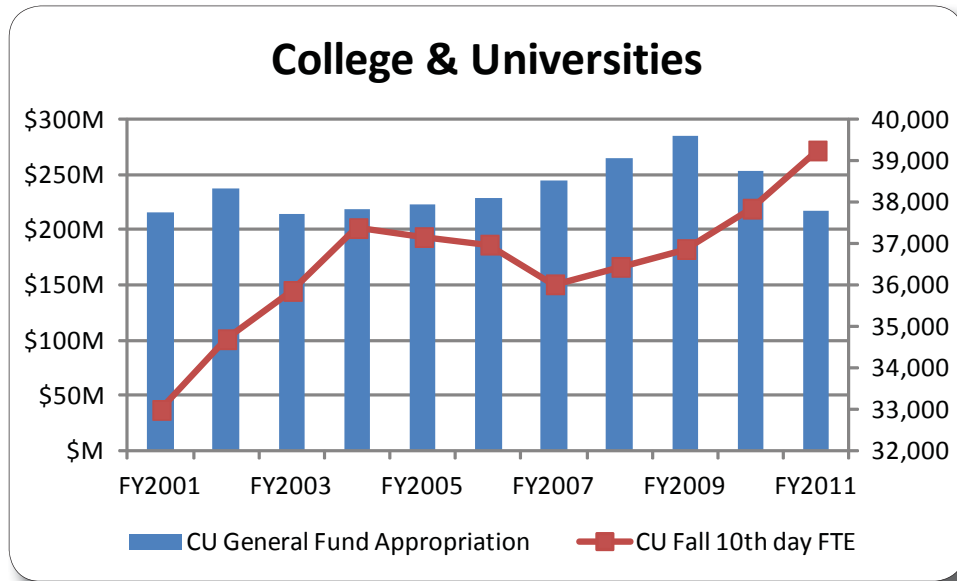


Figure 16. College & Universities' Original General Fund Appropriation

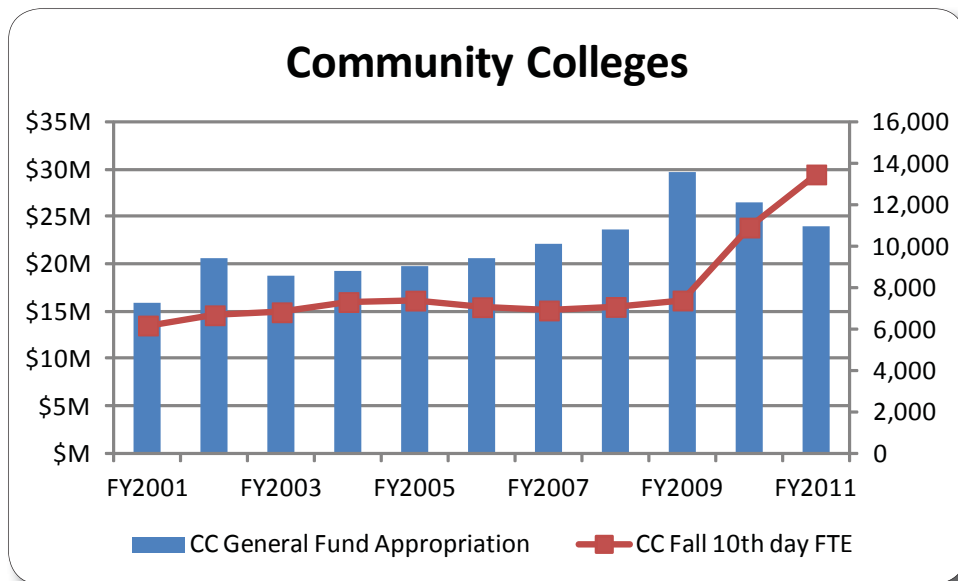


Figure 17. Community Colleges' Original General Fund Appropriation

<sup>35</sup> College & University General Fund Appropriation Chart & Community Colleges General Fund Appropriation Chart generated by the Office of the State Board of Education.

## Finance

In FY2011, the state appropriated 35.4% of the college and universities' total operating budget revenues (20.4% General Fund, 13.7% student fees, 0.9% endowment earnings, and 0.4% federal stimulus funds). Non-appropriated funds comprised the remaining 64.6% of the total operating budgets for the college and universities. The decline in General Fund support for Higher Education has been partially offset with student tuition and fee increases. Twenty years ago, tuition and fees contributed 13.8% of college and universities' appropriated dollars. Ten years ago, tuition and fees contributed 20.5% of their appropriated dollars. As of FY2011 tuition and fees accounted for over 39% of the college and universities' appropriated funds. Figure 18 illustrates the overall trend of the financial burden being shifted to the students.<sup>36</sup>

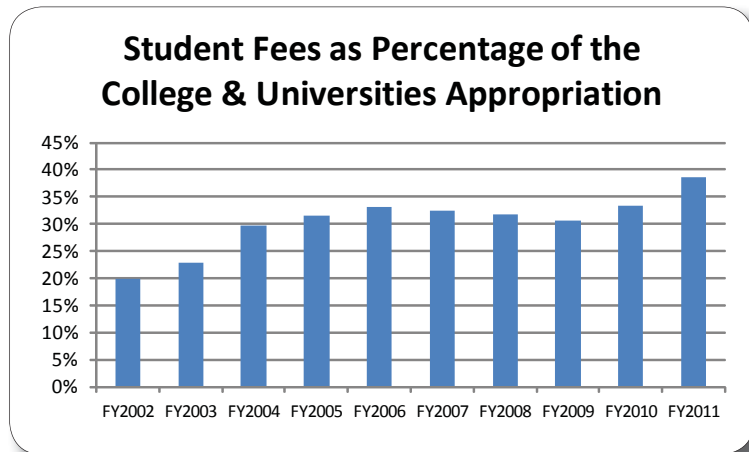


Figure 18. Student fees as a percentage of the college & universities appropriation

In FY2011 the college and universities sustained a 14.2% or \$35.8M budget cut at the same time that enrollment was surging. The Board subsequently approved an increase in tuition and fees averaging 9.07% for FY2011. The challenges associated with appropriation decreases and tuition increases are compounded by the fact that the cost to deliver college continues to rise. Table 5 shows the FY2003 through FY2011 percentage increases by functional category for the college and universities. During that same time unweighted student FTE enrollment increased 8% while the cost to deliver college increased an average of 24%.<sup>37</sup>

Although tuition increases have partially offset decreases in state General Fund appropriations, other factors have affected the ability of the college and universities to balance their budgets. These factors include, but are not limited to, enrollment growth (without commensurate state funding to keep pace with the cost of growth) and general inflationary costs of doing business.

Functional Category	% Change
Instruction	23%
Academic Support	47%
Student Services	32%
Library	27%
Athletics & Auxiliaries	72%
Plant & Depreciation	50%
Institutional Support	25%
Financial Aid	65%
Average	24%

<sup>36</sup> Student Fees as a Percentage of the College & Universities Appropriation Chart generated by the Office of the State Board of Education.

<sup>37</sup> Functional Category Table generated by the Office of the State Board of Education.



## Economic Impact

Idaho public institutions provide an economic benefit to their region and the state. Figures 19 and 20 show the federal, state, industry, or other grants and contracts awarded to and expended by BSU, ISU, and UI for the previous five fiscal years. Expenditures do not necessarily match awards in any given year due to multi-year awards.

Many of these dollars awarded to research programs lead to both intellectual and economic growth. In FY2011 the universities were awarded over \$115M for research. At its most fundamental level, research strengthens and supports an institution's role and mission. Research exposes students to practical applications of critical thinking and problem-solving, which help produce well-educated students ready to enter a competitive workforce. Research dollars from external grants and contracts create new jobs at institutions, and these employees in turn generate economic benefits to their community in the form of indirect spending. The impact of research creates new ideas, new processes, and new products. Some of these innovations may lead to patents, licensing agreements, startup companies, or more efficient business processes. Capitalizing on the development and transfer of technology brings revenue back to the institution and the state.<sup>38</sup>

**In FY2011 over \$115M were awarded to universities for research. These dollars create new jobs and economic benefit to the state.**

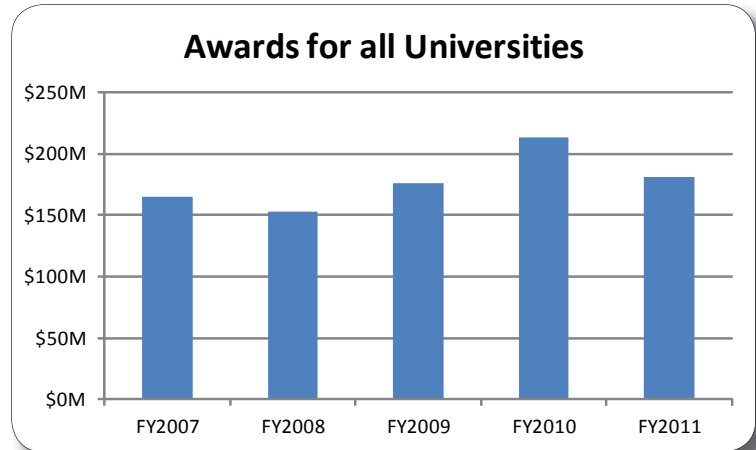


Figure 19. Federal, state, industry, and other funds awarded to BSU, ISU, and UI.

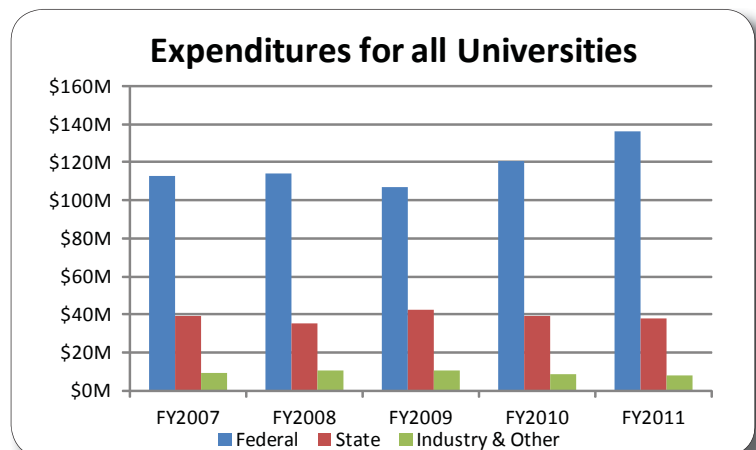


Figure 20. Expenditures by BSU, ISU, and UI from federal, state, industry, and other sources (does not include UI Institutional Funding, e.g. cost share or match, gift funds, local service funds, etc.)

## Board Initiative

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With support of the Complete College America Alliance of States, a plan was drafted to achieve the Board's 60% Goal. The framework was adopted by the Board in December 2011 with instructions to obtain stakeholder feedback and buy-in.

*Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State* proposes that Idaho will be internationally recognized for the quality of talent, knowledge and skills of its workforce, and the ability of its higher education system to prepare citizens to meet and exceed the needs of business, industry, and society. Complete College Idaho mirrors Governor Otter's commitment to unified job creation and growth, which has resulted in a focused vision for Idaho and its educational system as it drives innovation, strengthens our economy, and creates a skilled workforce.

Complete College Idaho is comprised of five goals: Strengthen the Pipeline, Transform Remediation, Demystify College, Structure for Success, and Reward Progress and Completion.

1. STRENGTHEN THE PIPELINE	<ul style="list-style-type: none"> <li>• Develop intentional advising along the K-20 continuum.</li> <li>• Prepare students prior to exiting high school.</li> <li>• Support accelerated HS – PS pathways.</li> </ul>
2. TRANSFORM REMEDIATION	<p>Develop a statewide framework for transformational models of remedial placement and support. The statewide framework will:</p> <ul style="list-style-type: none"> <li>• Determine common statewide placement levels, and align assessments and data for placement decision-making.</li> <li>• Establish common elements for remedial support programs, but leave room for local innovation.               <ul style="list-style-type: none"> <li>• Be based upon learning outcomes</li> <li>• Embrace emerging best practice models such as co-requisite, emporium or embedded support and, be linked to and through gateway courses.</li> </ul> </li> <li>• Require institutions justify alternate and/or modified approaches with data and evidence.</li> <li>• Require institutions include remediation transformation plan with goals and benchmarks in their annual strategic plans to the SBOE.</li> </ul>
3. DEMYSTIFY COLLEGE	<ul style="list-style-type: none"> <li>• Create a Student Success Web-Portal with clearly articulated pathways to certificates and degrees.</li> <li>• Implement systemic advising that links education and careers.</li> <li>• Communicate strong, clear, and guaranteed statewide articulation &amp; transfer options to students and families.</li> </ul>
4. STRUCTURE FOR SUCCESS	<ul style="list-style-type: none"> <li>• Package certificate and degree programs for accelerated completion.</li> <li>• Create a cost effective delivery option for students in Eastern Idaho.</li> <li>• Engage faculty as the leaders of course quality and continuous improvement.</li> </ul>
5. REWARD PROGRESS & COMPLETION	<ul style="list-style-type: none"> <li>• Establish metrics and accountability tied to institutional mission for measuring state and institution progress toward completion goals.</li> <li>• Use data to drive statewide and institution level investment choices.</li> <li>• Recognize and reward progress and completion through performance funding.</li> </ul>

## Board Initiative

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The state of Idaho continues its progress in improving higher education with the goal of at least 60% of Idaho's 25-34 year olds will have a degree or certificate of value by 2020. Challenges remain to achieve this goal, but the Board hopes that the people of Idaho will partner to make this goal a reality. The Board will continue its mission of improving each Idahoan's quality of life and enhancing Idaho's global competitiveness.



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