

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | IDAHO STATE UNIVERSITY ANNUAL REPORT | Information Item |
| 2 | PRESIDENTS' COUNCIL REPORT | Information Item |
| 3 | IDAHO PUBLIC TELEVISION ANNUAL REPORT | Information Item |
| 4 | IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT | Information Item |
| 5 | PERFORMING ARTS IN EDUCATION PRESENTATION | Information Item |
| 6 | TRANSFORMING EDUCATION PRESENTATION | Information Item |
| 7 | EASTERN IDAHO TECHNICAL COLLEGE ADVISORY COUNCIL APPOINTMENT | Motion to Approve |
| 8 | CHIEF EXECUTIVE OFFICER EMPLOYMENT AGREEMENTS | Motion to Approve |
| 9 | COLLEGE OF WESTERN IDAHO LICENSE PLATE | Motion to Approve |
| 10 | STATE COMPLETION GOAL | Motion to Approve |
| 11 | INSTITUTIONAL PEERS | Motion to Approve |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010**

| | | |
|-----------|--|-------------------|
| 12 | PROPOSED RULE – COMPREHENSIVE LITERACY ASSESSMENT | Motion to Approve |
|-----------|--|-------------------|

| | | |
|-----------|--|-------------------|
| 13 | PROPOSED RULE – ALTERNATE ROUTE TO GRADUATION | Motion to Approve |
|-----------|--|-------------------|

| | | |
|-----------|--|-------------------|
| 14 | PROPOSED RULE – POSTSECONDARY INSTITUTION/PROPRIETARY SCHOOL REGISTRATION | Motion to Approve |
|-----------|--|-------------------|

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Idaho State University (ISU) Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for ISU to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Dr. Art Vailas will provide an overview of ISU's progress in carrying out the institution's Board approved role, mission and strategic plan.

IMPACT

ISU's strategic plan, based on its assigned role and mission from the State Board and supportive of the State Board's own strategic plan, drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Presidents' Council Report

BACKGROUND/ DISCUSSION

President Burton Waite, President of Eastern Idaho Technical College and current Chair of the Presidents' Council with give the bi-monthly report for the Presidents' Council.

The Idaho Higher Education Presidents' Council has not met since the last State Board meeting in June. They have had some email communication and their first meeting is scheduled for Tuesday, September 7 in Boise at noon.

One of the items to be discussed at that meeting is the meeting schedule for the upcoming year and exploring the possibility of using video conferencing to reduce travel. If there are some specific topics or issues that the Board would like the council to discuss or work on, please forward those items to President Burton Waite.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Idaho Public Television (IPTV)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Peter Morrill, General Manager of the Division of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agencies strategic plan.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code

Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

According to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and an IDLA fee schedule in order to be in compliance with statute and State Board rule. Additional discussion will focus on an update on the IDLA funding committee and an update of the 2009-2010 academic year.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry.

IMPACT

IDLA served 14,345 enrollments for 2009-2010 which is a 49% increase over last year. 98% of the school districts in the state participated in 2009-2010. The number one reason for taking IDLA courses is scheduling conflicts. Other reasons include course not offered, advanced placement, dual credit, early graduation, foreign languages and credit recovery. IDLA will be capped at 15,000 enrollments for 2010-2011.

ATTACHMENTS

Attachment 1 – 2009-2010 Fee Policy Statement

Page 3

Attachment 2 – Acceptable Use Policy

Page 5

Attachment 3 – Accreditation Confirmation

Page 10

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010**

2010-2011 IDLA FEES POLICY STATEMENT

FEES FOR IDAHO DIGITAL LEARNING ACADEMY:

There will be two fee schedules for 2010-2011 based upon District completion of the IDLA Online Site Coordinator course. These fees apply to all IDLA courses for all sessions.

All IDLA course fees are paid by the district directly to IDLA. Where appropriate, the district will collect fees from the student. IDLA does not collect fees from students. Districts will be billed for all registered students according to the following schedule:

| Date Parameters: | Billing Sent to Districts: | Sessions Covered: |
|---------------------------------|-----------------------------------|-----------------------------------|
| January 1 – March 31 & Past Due | First week of May | Jan, Feb, April, March & Past Due |
| April 1 – June 30 | First week of July | Summer |
| July 1 – Sept 30 & Past Due | First week of October | Aug, Sept, & Past Due |
| October 1 – December 31 | First week of January | November |

DISTRICTS WITH A SITE COORDINATOR WHO HAS SUCCESSFULLY COMPLETED THE IDLA SITE COORDINATOR CLASS:

For one (1) student for a one (1) semester course is \$75 for Idaho public school students, with the exception of Advanced Placement (AP) and Dual Credit (DC) classes. There are no IDLA course fees for AP & DC classes (see Other Fees for Advanced Placement/Dual Credit Courses).

DISTRICTS WITH A SITE COORDINATOR WHO HAS NOT COMPLETED THE IDLA SITE COORDINATOR CLASS:

For one (1) student for a one (1) semester course is \$100 for Idaho public school students. The Advanced Placement/Dual Credit fee waiver does not apply.

ISAT REMEDIATION:

ISAT Math, ISAT Language Arts, and ISAT Reading will be waived for 2010-2011 upon the district designated Site Coordinator's successful completion of the free IDLA online at-risk training module.

OUT-OF-STATE FEES:

For one (1) student for one (1) semester course is \$400 for out-of-state students. The Advanced Placement/Dual Credit fee waiver does not apply.

ADULT LEARNER FEES:

For one (1) student for one (1) semester course is \$125 for adult learner students.

OTHER FEES FOR ADVANCED PLACEMENT/DUAL CREDIT COURSES:

Fees to take the Advanced Placement Exam by the College Board and fees for dual credit to receive college credit may apply. Students in Dual Credit Courses are

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

responsible for all university fees. Advanced Placement and Dual Credit courses may require additional textbooks (see below).

SCHOLARSHIPS:

Limited partial scholarships available for 2010-2011 for \$50 per course enrollment.

TEXTBOOKS:

IDLA provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the IDLA Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

CHANGES FOR 2010-2011:

Effective summer 2010 fees for classes will be raised to \$75 per class. Scholarships for 2010-2011 remain at \$50 per course enrollment.

IDLA ACCEPTABLE USE POLICY

Students should print and review this policy with a parent or guardian to ensure a safe and rewarding experience with IDLA. All students enrolled in any course work of Idaho Digital Learning Academy (IDLA) shall be responsible to comply with all of the policies of their home school district and the policies of IDLA including this Acceptable Use Policy (AUP).

1. The IDLA network is for educational purposes only and includes computers, communication networks, the Internet, and other electronic resources used in the delivery of IDLA courses.
2. All users of IDLA must agree to all of the terms of this AUP prior to being able to access a user account providing access to the IDLA network.
3. Privileges and Rights of IDLA Community Members:

Members of the IDLA community have certain privileges and rights. These include:

A. Safety

- ***No student or IDLA personnel shall utilize the IDLA network to access any site that includes, but is not limited to pornography, graphic sexual or violent content, or advocates the use of illegal substances.***
- ***Communication on the IDLA network between students shall respect the privacy of all individuals and shall not contain personal information regarding other persons.***
- Bullying or harassment of IDLA users shall not be tolerated. No user of the IDLA network shall engage in any communication or entry that shall have the intent of, or results in, the bullying or harassment of other students or employees of IDLA or utilizes profanity or degrading language directed at known persons. Any user who receives, or believes they are subject of, such communications should immediately notify the IDLA online principal.
- For reasons of privacy and safety, users are prohibited from downloading or uploading photographs of persons other than as may be directly relevant to the required coursework, and any depiction of fellow students or IDLA personnel is expressly prohibited without the written permission of the individual, or permission of that individual's parent or legal guardian if the individual is a minor.
- Any graphic or digital representation must be presented in an appropriate manner in accordance with the local school district's dress code policy. IDLA reserves the right to determine whether a graphic representation is appropriate and to respond accordingly.

B. Access for all users

All IDLA users shall be granted access to as many IDLA services as the available

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

technology and IDLA role will allow. Relevant exploration of the Internet for educational purposes is permissible in IDLA courses within the limitations of compliance with this policy and the acknowledgement that certain sites may be offensive to specific individuals. IDLA will make every effort to ensure that course content will be appropriate to the designated grade-level of that course, regardless of the ages of students enrolled in that course.

C. Intellectual Freedom

- Discussion forums within the IDLA course management system are a free and open forum for expression, including all viewpoints within the role and mission of IDLA. The poster of an opinion should be aware that other community members may be openly critical of such opinions.
- Any statement of personal belief is implicitly understood to be representative of the author's individual point of view, and not that of the IDLA, its administrators, teachers, other staff, or the participating schools. Personal attacks are not an acceptable use of IDLA resources at any time and IDLA instructional staff or administration should be notified. IDLA does not officially endorse any opinions stated on the network.

D. Privacy

In guarding the safety of its students and users, there is no reasonable expectation of privacy in any use of the IDLA network by any user. IDLA is a public educational agency and therefore IDLA personnel, both technology specialists and teaching and/or administrative staff, may periodically access accounts, review emails sent or received, internet sites (including any social networking websites) and chat rooms visited, as well as electronic class discussion materials.

4. The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal

hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

5. Responsibilities of IDLA users

With the rights and privileges of participation in the IDLA community come certain responsibilities. IDLA users need to familiarize themselves with these responsibilities.

A. Using appropriate language

Profanity or obscenity will not be tolerated. All IDLA community members must use language appropriate for school situations. Inappropriate language includes, but is not limited to language that is: defamatory, inaccurate, abusive, rude, sexually explicit, threatening, harassing, or racially offensive;

B. Avoiding offensive or inflammatory speech

IDLA users must respect the rights of others both in IDLA courses and in the Internet at large. Personal attacks are an unacceptable use of the network. If an IDLA user is the victim of a personal attack, they are responsible to bring the incident to the attention of an IDLA teacher or administrator.

C. Copyright adherence

IDLA users must respect all copyright issues regarding software, information, and attributions of authorship. The unauthorized copying or transfer of copyrighted materials may result in the loss of IDLA privileges.

D. Plagiarism

IDLA users must not engage in plagiarism, which is the act of presenting other peoples' ideas, writings, or products (written or electronic) by claiming them to be one's own and not giving credit to these sources. Forms of plagiarism include: submitting work that is not your own, failing to properly cite words and ideas that are not your own, using direct wording from another source (even a cited one) without quotation marks, or slightly re-wording phrases from another source and passing the phrases as your own.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

E. Cheating

IDLA users must not engage in cheating, which in its various forms includes, but is not limited to: copying another student's work or allowing your work to be copied; allowing someone other than yourself to submit work in your name; using unauthorized assistance on an assessment; allowing someone other than yourself to take an assessment; inappropriate use of a translator in language classes; submitting the same work for multiple courses; or giving answers to other students.

F. Fabricating Data

IDLA users must not engage in fabricating data when completing assignments that require research and/or collecting data. Forms of fabrication include, but are not limited to: falsifying or manipulating data to achieve a desired result; reporting data for an experiment that was not conducted (dry-labbing); or submitting written work with fabricated or falsified sources.

G. Academic Sabotage

IDLA users must not engage in Academic sabotage, which consists of any act that damages another student's work or grade on purpose.

H. False Information

IDLA users must not lie to an instructor, site coordinator, parent, or principal (such as saying an assignment has been completed when it has not, or lying about your grade).

I. Illegal activities

Illegal activities include tampering with IDLA computer hardware or software, unauthorized entry into computers, knowledgeable vandalism or destruction of computer files, or encouraging the use of illegal materials. Use of the IDLA for any illegal activities is prohibited and will result in legal action.

J. System disruption

Intentional or malicious attempts to degrade or disrupt system performance of the IDLA or any other computer system or network are considered criminal activity under state and federal law. IDLA encourages IDLA users to use best practices to avoid unintentional disruption of system performance.

K. Account responsibility

IDLA users have full responsibility for the use of their account. All violations of this policy traced to an individual account name will be treated as the sole responsibility of the owner of that account.

L. User information

IDLA mandates all users to provide current demographic information which includes but is not limited to full name, mailing address, email address, and phone number.

M. Impersonation

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

All IDLA users must use their own name in the use of the IDLA network. Impersonation (logging in as another user, or under a false name) is not allowed. (This prohibition does not extend to activities with curricular objectives, such as role-playing within a class discussion, in which users are not attempting to disguise their identities).

N. Anonymity

All IDLA users must use their name on all communication. Anonymity is not allowed. As an educational network, we believe that individuals are responsible for their actions and words;

O. Representation.

When navigating locations on the Internet or using IDLA tools, IDLA users must conduct themselves as representatives of both their respective schools and the IDLA.

P. Email Communication

Email accounts are required to communicate on the IDLA network, and inappropriate email user account names will not be allowed in the system.

6. IDLA assumes no responsibility for Internet access including phone charges, line costs, usage fees, hardware, software, other media, or any other non-specified technology costs associated with a user's connectivity to the Internet or that may be required to access IDLA courses or other instructional resources. IDLA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. IDLA assumes no responsibility for any damages to the user's computer system under any circumstances. The technology requirements of all courses are available on the IDLA website prior to enrollment. Users are solely responsible for acquiring and learning to use all required technology needed to access and complete all online IDLA courses activities.
7. Failure to abide by the IDLA Acceptable Use Policy could result in:
 - Report to the local district of the infraction
 - Immediate removal of the user's access to IDLA instructional computing resources, which could result in their inability to complete learning activities and subsequent course failure.
 - Immediate removal of the user from the course.
 - Involvement of law enforcement agencies and possible legal action.

IDLA reserves the right to make modifications to the document at any time without prior notification.

Northwest Association of Accredited Schools
"... advancing excellence in education through the process of accreditation."

2009-2010

CERTIFICATE OF ACCREDITATION

Idaho Digital Learning Academy

is an accredited Distance Education for the school year 2009-2010 by the Commission on Schools of the Northwest Association of Accredited Schools with member schools in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, along with other geographical areas of the United States and the world. This school is recognized for promoting and maintaining a well-balanced education program and for meeting or exceeding standards considered essential for quality education.

First Year of Accreditation 2002

The signatures below certify the authenticity of this document.


Stan Baker, President


David G. Steadman, Executive Director


Leonard Paul, Associate Director



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Performing Arts in Education Presentation

BACKGROUND/DISCUSSION

Danny Marona, founder of the Marona Performing Arts Scholarship Fund and chairman of the foundation board for the Southern Idaho Learning Center for youth with learning difficulties will make a short presentation to the Board regarding performing arts in schools and the positive things that are occurring with students. The Danny Marona Performing Arts Scholarship Fund provides scholarships to high school juniors and seniors, and college freshmen and sophomores.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Doug Sayer – Transforming Education

BACKGROUND/DISCUSSION

Doug Sayer, President and Founder of Premier Technology, a full service engineering, manufacturing and construction management company in Southeast Idaho, will discuss with the Board issues regarding:

1. Transformational change in Idaho higher education.
2. System integration in higher education, and the private sector.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Eastern Idaho Technical College (EITC) Advisory Council Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-2212, and Idaho State Board of Education Governing Policies and Procedures IV.I.

BACKGROUND/ DISCUSSION

Consistent with Idaho Code 33-2212, the State Board for Professional-Technical Education may appoint an Eastern Idaho Technical College (EITC) Advisory Council consisting of not less than twelve (12) or more than fifteen (15) persons. State Board of Education policy states that the EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the State Board for Professional-Technical Education, each to a term of three years. A council member is eligible for reappointment to consecutive terms. In the event the incumbent is interested in reappointment, the Board may choose to reappoint the incumbent without soliciting other candidates. For an open appointment the EITC Advisory Council is required to advertise the vacancy in regional newspapers. The Advisory Council reviews all applications received and forwards only the most highly qualified applicants, in order of preference, to the Board for consideration.

The EITC Advisory Council requests the State Board of Education appoint Robert Smith to the EITC Advisory Council, bringing the membership to 15.

His term will begin immediately upon State Board of Education approval and continue through December 31, 2013.

IMPACT

Approval will bring the EITC Advisory Council membership to a total of 15.

ATTACHMENTS

Attachment 1 – Application for consideration

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The EITC Advisory Council advertised the vacancy in the regional newspapers. One application was received in response to the solicitation for applications. That applicant, Robert Smith, is being forwarded to the Board for consideration. Board staff recommends approval.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

BOARD ACTION

I move to approve the appointment of Robert Smith to the Eastern Idaho Technical College Advisory Council for a term effective immediately and ending December 31, 2013.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

June 21, 2010

Jacque Larsen
Eastern Idaho Technical College
1600 S. 25th E.
Idaho Falls, ID 83404
Ph: 524-3000 ext, 3332



The purpose of this letter is to express my interest in serving on the Eastern Idaho Technical College Advisory Council. Attached is a current resume for your consideration. I have lived and worked in eastern Idaho for the past twenty years. For the last nine years I have been employed by the University of Idaho where I currently serve as the Center Executive Officer for the University's Idaho Falls operations and programs. Prior to this time I was employed as a research scientist and manager at the Idaho National Laboratory.

My goal in serving on the Advisory Council is (to the extent possible and appropriate) help EITC provide and effectively deliver programs that meet the needs of the students, industries, and communities of the region and the state. Technical colleges play an important and often underappreciated role in higher education, both by providing vital workforce skill and serving as a place for students who may have faced difficult life-challenges to explore the potential of college education. As a graduate of a two-year community college with both academic and technical programs, I have firsthand experience regarding the difference that institutions such as EITC can make in the lives of its students.

Thank you for your consideration, if you have any questions or need additional information please contact me (smithbob@uidaho.edu; 208 282-7954).

Sincerely,

Robert W. Smith, Ph.D.
Associate Vice-President; University of Idaho
Associate Director; Center for Advanced Energy Studies

Robert W. Smith, Ph.D.



University of Idaho – Idaho Falls • 1776 Science Center Drive, Idaho Falls, ID 8340
(208) 282-7954 (voice) • (208) 282-7950 (fax)
smithbob@uidaho.edu • <http://www.if.uidaho.edu/faculty/smith.html>

EDUCATION

Ph.D. Geosciences, New Mexico Institute of Mining and Technology, Socorro, NM.
M.S. Geochemistry, New Mexico Institute of Mining and Technology, Socorro, NM.
B.S. Geology, Oregon State University, Corvallis, OR.
A.A. Physical Science, Clackamas Community College, Oregon City, OR

SUMMARY

Dr. Robert Smith serves as Associate Vice-President for the University of Idaho and as the campus executive officer for the University's Idaho Falls Campus, a location with a focus on graduate science and engineering research based education. In this role he oversees budgets totaling over \$6 million per year (including \$3.7 million in extramural funding) as-well-as 18 full-time faculty, 26 part-time affiliate faculty and 27 other staff members. Dr. Smith also serves as a Director for the Center for Advanced Energy Studies¹ (CAES), a partnership between Idaho's research universities and the Department of Energy's (DOE) Idaho National Laboratory² (INL). In this role he provides research leadership to the Center and serves as the liaison between CAES and the faculty and administration of the University of Idaho. Dr. Smith is a biogeochemist with over 25 years experience in industry, national laboratories, and academia contributing to and leading multi-institutional interdisciplinary educational, research and engineering projects focused on the field-scale behavior of chemical constituents in subsurface environments. Dr. Smith is a principal investigator in DOE's Environmental Remediation Science Program, the Environmental Management Science Program and a past principal investigator in the Natural and Accelerated Bioremediation Research Program. He has authored or co-authored over 30 reviewed papers, organized and served as editor for the "Scientific Basis for Nuclear Waste Management XXIII" symposium, and given over 80 presentations at scientific meetings.

EMPLOYMENT HISTORY

Associate Vice-President, Idaho Falls Center for Higher Education, 2005 to present

(University of Idaho – Idaho Falls, Idaho) Serves as chief executive officer for the Idaho Falls Center of the University of Idaho. Provides oversight and leadership of all center activities.

¹ The Center for Advanced Energy Studies is a public/private partnership between the State of Idaho through its academic research institutions, Boise State University, Idaho State University, the University of Idaho, and the federal government through the Department of Energy and its Idaho National Laboratory, which is managed by the private entity Battelle Energy Alliance. Through its collaborative structure, CAES combines the efforts of these four research institutions to provide timely research support on both technical and policy issues.

² The Idaho National Laboratory (INL) was formerly known as the Idaho National Engineering Laboratory (INEL) and the Idaho National Engineering and Environmental Laboratory (INEEL).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

Ensures, in consultation with the Academic Deans, the effective delivery of educational programs. Serves as PI on the Idaho National Laboratory (INL) Educational Contract (\$1.7 million per year) and work closely with the INL to enhance research and education collaborations between the INL and UI. Serves, under the direction of the University President, as the senior representative of the University of Idaho to regional stakeholders and constituents.

Associate Director for Research, Center for Advanced Energy Studies, 2005 to present

(University of Idaho – Idaho Falls, Idaho) Serves as University of Idaho member of the senior leadership team for, a strategic partnership between the three Idaho academic research universities and the Idaho National Laboratory housed in a recently completed 55,000 square foot laboratory and office building. Provides leadership for the partnership including strategic planning, establishing collaborative business practices, defining research thrust areas, and allocating discretionary resources. Interacts with and prepares materials for the Idaho State Board of Education and the Idaho State Legislature to secure funding for new CAES faculty positions; oversees and coordinates the hiring of these faculty members. Coordinates University of Idaho participation in the partnership.

Distinguished Professor of Subsurface Science, 2001 to present *(Department of Biological and Agricultural Engineering, University of Idaho – Idaho Falls, Idaho Falls, Idaho)* Conducts basic and applied interdisciplinary research focused on physical and biological processes influencing behavior of chemical constituents in the earth's subsurface. Provides graduate education through extramurally funded research and teaching activities.

Department Manager, 2000 to 2001 *(Geosciences Research Department, Idaho National Laboratory, Idaho Falls, Idaho)* Supervised and mentored a research staff of 28 earth scientists and engineers. Defined and managed the technical objectives of major initiatives. Developed new research capabilities such as the geotechnical centrifuge laboratory for U.S. Department of Energy (DOE) and other customers.

Adjunct Faculty Member, 1990 – Present *(Department of Geology, Idaho State University, Pocatello, Idaho)* Serves as advisor and committee member for numerous graduate students conducting research on a variety environmental topic. Conducts guest lectures for numerous classes.

Consulting Scientist and Geomicrobiology Group Leader, 1995 – 2000; Advisory Scientist, 1994 – 1995; Scientific Specialist, 1990 – 1994 *(Biotechnologies Department, Idaho National Laboratory, Idaho Falls, Idaho)* Served as principal investigator for numerous multi-institutional interdisciplinary DOE Office of Science funded peer reviewed biogeochemistry research projects. Transitioned laboratory-scale investigations of the processes controlling subsurface retention and degradation of co-contaminant mixtures to integrated field-scale understanding of the fate and mobility of mixed waste. Provided extensive programmatic support and served as a technical advisor to select programs for DOE's Office Biological and Environmental Research.

Research Scientist, 1987 – 1990 *(Environmental Sciences Department, Battelle, Pacific Northwest Laboratories, Richland, Washington)*

Staff Scientist, 1985 – 1987 *(Engineering and Design Department, Basalt Waste Isolation Project, Rockwell Hanford Operations and Westinghouse Hanford Company, Richland, Washington)*

Senior Research Geologist, 1982 – 1985 *(St. Joe Minerals Corp., Viburnum, Missouri)*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

UNIVERSITY GRANTS AND CONTRACTS

| | |
|-------------|--|
| \$6,945,877 | INL Employee Education Program, INL, 10/2005 – 9/2009 (renewed annually). |
| \$495,155 | CAES Associate Director, INL, 8/2006 – 9/2009 (renewed annually). |
| \$160,712 | Subsurface Immobilization of Metal Contaminants by Amendment-Driven Mineral Precipitation Basic Processes and Parameters, INL:DOE-ERSP 3/2009 – 2/2012. |
| \$427,000 | Field Investigations of Microbially Facilitated Calcite Precipitation for Immobilization of Strontium-90 and Other Trace Metals in the Subsurface, DOEERSP, 6/2007-5/2010. |
| \$342,804 | Big Sky Regional Carbon Sequestration Partnership, DOE-FE, 9/2003 – 8/2008. |
| \$350,000 | Co-Precipitation of Trace Metals in Groundwater and Vadose Zone Calcite: In Situ Containment and Stabilization of Strontium-90 and Other Divalent Metals and Radionuclides at Arid Western DOE Sites, DOE-EMSP, 9/2002 – 9/2005. |
| \$220,000 | Coupled Flow and Reactivity in the Variably Saturated Porous Media Sponsor, DOE-EMSP, 5/2003 – 5/2005. |
| \$592,918 | Vadose Zone Science and Technology Educational Outreach Contract, INL, 10/2001 – 9/2004. |
| \$43,500 | Numerical Modeling of Microbially Mediated Calcite Precipitation and Trace Metal Uptake, INL:DOE-EMSP, 12/2002 – 4/30/2003. |
| \$10,000 | Set-up Actidyn System 2-meter Centrifuge, INL, 10/2001 – 9/2002. |

PROFESSIONAL AFFILIATIONS

American Chemical Society
American Geophysical Union
American Nuclear Society
Geochemical Society
Material Research Society

AWARDS

Jun 2007: National Coal Council “Thanks for Contributions to the NCC report: Technologies to Reduce or Capture and Store Carbon Dioxide Emissions”

Oct 2002: Idaho National Engineering and Environmental Laboratory Award for contributions to the establishment of the Geocentrifuge Research Laboratory

Dec 2000: Performance Plus Award for Outstanding leadership in the development and implementation of the INEEL Subsurface Science Initiative.

Jun 1999: Lockheed Martin Corporations NOVA Award for technical excellence for pioneering scientific research, which has advance the understanding of contaminant movement in subsurface environments and the field of biogeochemistry. Read into the Congressional Record by Senator Mike Crapo, June 28, 1999 (vol. 145, no. 93, p. S7752).

Jun 1999: Lockheed Martin Award for Excellence for technical excellence in biogeochemistry research and basic research on vadose zone processes.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- May 1999: Lockheed Martin Top Performance Award for outstanding contributions during 1998.
- Apr 1999: Lockheed Martin Excellence Award for outstanding contribution to vadose zone initiative team.
- Dec 1998: Lockheed Martin Excellence Award for receipt of DOE-OBER NABIR Program research funding for FY99-01 for the study of basic biogeochemistry.
- May 1998: Lockheed Martin Top Performance Award for outstanding contributions during 1997.
- Nov 1997: Lockheed Martin Award for Excellence for exceptional quality performance and achievement for outstanding accomplishments in the transfer of basic research results to the cleanup of the Test Area North groundwater plume.
- Oct 1996: Lockheed Martin Award for Excellence for exceptional quality performance and achievement for outstanding scientific research.
- Jan 1993: Certificate of Appreciation for sustained outstanding contributions in geochemistry and program management in support of the DOE Subsurface Science Program, 1991-93 from William Happer, Director, Office of Energy Research, U.S. Department of Energy.
- Jun 1985: New Mexico Institute of Mining and Technology's Founders Award for significant contribution to the Institute through exemplary scholarship and research.
- Oct 1978 to May 1982: New Mexico Mining and Mineral Research Fellowship. Nominated to Who's Who Among Students in American Universities and Colleges 1977-78, 1979-80, and 1980-81.

PUBLICATIONS

- Baker LL, DG Strawn, and RW Smith (2010) Cation Exchange on Vadose Zone Research Park Subsurface Sediment, Idaho National Laboratory. *Vadose Zone Journal* 5:in press.
- Barkouki TH, B Martinez, B Mortensen, TS Weathers, J DeJong, N Spycher, TR Ginn, Y Fujita, and RW Smith (2009) Forward and inverse biogeochemical modeling of microbially induced precipitation in 0.5m columnar experiments. *TOUGH Symposium 2009* (Berkeley, CA; September 14-16, 2009) (G Moridis, C Doughty, E Sonnenthal, and C Valladao, Organizers) Lawrence Berkeley National Laboratory, Berkeley, CA. 8 p.
- Fujita Y, RW Smith, and JL Taylor (2009) In Situ Calcite Precipitation for Contaminant Immobilization. in *In Situ and On-Site Bioremediation—2009. Tenth International In Situ and On-Site Bioremediation Symposium* (Baltimore, MD; May 5–8, 2009) (GB Wickramanayake and HV Rectanus, Chairs). Battelle Memorial Institute, Columbus, OH. www.battelle.org/biosymp (ISBN 978-0-9819730-1-2) A-05.
- Spycher N, G Zhang, S Sengor, M Issarangkun, T Barkouki, T Ginn, Y Wu, RW Smith, S. Hubbard, Y Fujita, R Sani, B Peyton (2009) Application of TOUGHREACT V2.0 to Environmental Systems. *TOUGH Symposium 2009* (Berkeley, CA; September 14-16, 2009) (G Moridis, C Doughty, E Sonnenthal, and C Valladao, Organizers) Lawrence Berkeley National Laboratory, Berkeley, CA. 8 p.
- Fujita Y, JL Taylor, TLT Gresham, ME Delwiche, FS Colwell, TL McLing, LM Petzke, and RW Smith (2008) Stimulation of Microbial Urea Hydrolysis in Groundwater to Enhance Calcite Precipitation. *Environmental Science & Technology*, 42:3025-3032.
- Mattson ED, KE Baker, CD Palmer, CR Breckenridge, JM Svoboda, and RW Smith (2006) A Flexible Water Content Probe for Unsaturated Soil Column Experiments. *Vadose Zone Journal* 5:805-808.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Colwell F S, RW Smith, FG Ferris, A Reysenbach, Y Fujita, TL Tyler, JL Taylor, A Banta, ME Delwiche, TL McLing, and ME Watwood (2005) Microbially Mediated Subsurface Calcite Precipitation for Removal of Hazardous Divalent Cations: Microbial Activity, Molecular Biology, and Modeling. in *Subsurface Contamination Remediation: Accomplishments of the Environmental Management Science Program* (Berkey E, and T Zachry, eds.) American Chemical Society Symposium Series 904; American Chemical Society: Washington, DC, pp 117-137.
- Ferris FG, V Phoenix, Y Fujita, and RW Smith (2004) Kinetics of Calcite Precipitation Induced by Ureolytic Bacteria at 10 to 20 °C in Artificial Groundwater. *Geochimica et Cosmochimica Acta* **68**:1701-1710.
- Fujita Y, GD Redden, JC Ingram, MM Cortez, FG Ferris, and RW Smith (2004) Strontium Incorporation into Calcite Generated by Bacterial Ureolysis. *Geochimica et Cosmochimica Acta* **68**:3261-3270.
- Logue BA, RW Smith, and JC Westall (2004) Role of Surface Alteration in Determining the Mobility of U(VI) in the Presence of Citrate: Implications for Extraction of U(VI) From Soils. *Environmental Science & Technology* **38**:3752-3759.
- Logue BA, RW Smith and JC Westall (2004) U(VI) Adsorption on Natural Iron-Coated Sands: Comparison of Approaches for Modeling Adsorption on Heterogeneous Environmental Materials. *Applied Geochemistry* **19**:1937-1951.
- Smith RW, TL McLing, W Barrash, WP Clement, and NP Erickson (2004) Geologic Sequestration of CO₂: A Uniform Strategy for Assessing Mineralization Trapping Potential Across Rock Types. *3rd Annual Carbon Capture and Sequestration Proceedings; ExchangeMonitor Publications*, Washington DC; WWWcarbonsq.com #197, 6pp.
- Ferris JR, CD Palmer, and RW Smith (2002) A Multiple Tracer Approach for Predicting Contaminant Transport in a Geochemically Heterogeneous Subsurface Environment. in *Bridging the Gap Between Measurement and Modeling in Heterogeneous Media, Proceedings of the Groundwater Symposium 2002* (Findikakis AN, ed.) International Association of Hydraulic Engineering and Research, pp. 266-270.
- Smith RW, SJ Payne, and DL Miller (2002) INEEL Environmental Geocentrifuge Facility Developments. in *Physical Modelling in Geotechnics: ICPMG '02* (Phillips R, PJ Guo, and R Popescu, eds),. A.A. Balkema Publishers, Lisse, The Netherlands, pp. 55-58.
- McLing TL, RW Smith, and TM Johnson (2002) Chemical Characteristics of Thermal Water Beneath the Eastern Snake River Plain. in *Geology, Hydrogeology, and Environmental Remediation, Idaho National Engineering and Environmental Laboratory, Eastern Snake River Plain* (Link PK and LL Mink, eds.) Idaho Special Paper 354, Geol. Soc. Amer., Boulder, CO pp. 205-211.
- Smith RW, DL Miller, and PM Wright (2001) A Meso-Sclae Approach Addressing DOE Subsurface Environmental Issues: The Idaho National Engineering and Environmental Laboratory Subsurface Science Initiative. in *HLW, LLW, Mixed, Hazardous Waste and Environmental Restoration – Working Towards a Cleaner Environment, Proceedings WM'01 Conference*, Feb 25 – Mar 1, 2001, Tucson, AZ, WM Symposia, Inc., Tucson, AZ, 33-6 10 p.
- Smith RW and JR Ferris (2000) Assessing Effective Reactive Surface Area in Heterogeneous Media Through the Use of Conservative and Reactive Tracers. *Materials Research Society Symposium Proceedings* **608**:211-216.
- Yoshiko F, FG Ferris, RD Lawson, FS Colwell, and RW Smith (2000) Calcium Carbonate Precipitation by Ureolytic Subsurface Bacteria. *Geomicrobiology Journal* **17**:305-318.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Tobin KJ, FS Colwell, TC Onstott, and RW Smith (2000) Recent Calcite Spar in an Aquifer Waste Plume: A Possible Example of Contamination Driven Calcite Precipitation. *Chemical Geology* **169**:449-460.
- Johnson TM, RC Roback, TL McLing, TD Bullen, DJ DePaolo, C Doughty, RJ Hunt, RW Smith, LD Cecil, and MT Murrell (2000) Groundwater "Fast Paths" in the Snake River Plain Aquifer: Radiogenic Isotope Ratios as Natural Groundwater Tracers. *Geology* **28**:871-874.
- Smith RW and AL Schafer (1999) Effective Reactive Surface Area: An Anisotropic Property of Physically and Chemically Heterogeneous Media. *Materials Research Society Symposium Proceedings* **556**:1051-1058.
- Rosentreter JJ, HS Quarder, RW Smith, and TL McLing (1998) Uranium Sorption onto Natural Sands as a Function of Sediment Characteristics and Solution pH. In *Metal Adsorption by Earth Materials* (Jenne EA, ed.) Academic Press, San Diego, CA, pp. 181-192.
- Bin-Shafique MS, JC Walton, N Gutierrez, RW Smith, and AJ Tarquin (1998) Influence of Carbonation on Leaching of Cementitious Wasteforms. *Journal of Environmental Engineering* **124**:463-467.
- Walton JC, MS Bin-Shafique, RW Smith, N Gutierrez, and A Tarquin (1997) Role of Carbonation in Transient Leaching of Cementitious Wasteforms. *Environmental Science & Technology* **31**:2345-2349 (1997).
- Walton JC, RW Smith, A Tarquin, P Sheeley, R Kalyana, J Gwynne, N Gutierrez, MS Bin-Shafique, M Rodriguez, and R Andrade (1997) Role of Carbonation in Long-Term Performance of Cementitious Wasteforms. *Mechanisms of Chemical Degradation of Cement-Based Systems* (Scrivener KL and JJ Young, eds.) E&FN Spon., London (1997).
- Tompson AFB, AL Schafer, and RW Smith (1996) Impact of Physical and Chemical Heterogeneity on Co-Contaminant Transport in a Sandy Porous Medium. *Water Resources Research* **32**:801-818.
- Smith RW, AL Schafer, and AFB. Tompson (1996) Theoretical Relationships Between Reactivity and Permeability for Monomineralic Porous. *Materials Research Society Symposium Proceedings* **412**:693-699.
- Smith RW, JC Walton, and M Rahman (1994) Effects of Recrystallization on Time Variant Sorption of Radionuclides onto Steel Corrosion Products. *Materials Research Society Symposium Proceedings* **333**:713-718.
- Smith RW and JC Walton (1993) The Role of Oxygen Diffusion in the Release of Technetium from Reducing Cementitious Wasteforms. *Materials Research Society Symposium Proceedings* **294**:731-736.
- Dicke CA and RW Smith (1993) Mobility of Chelated Radionuclides in Engineered Concrete Barriers. *Materials Research Society Symposium Proceedings* **294**:279-284.
- Smith RW and EA Jenne (1992) Response to Comments on Recalculation, Evaluation, and Prediction of Surface Complexation Constants for Metal Adsorption on Iron and Manganese Oxides. *Environmental Science & Technology* **26**:1253-1254.
- Walton JC and RW Smith (1992) Discussion of Thermodynamic Framework for Evaluating PAH Degradation in the Subsurface. *Ground Water* **30**:624-625.
- Smith RW and JC Walton (1991) The Effect of Calcite Solid Solution Formation on the Transient Release of Radionuclides from Concrete Barriers. *Materials Research Society Symposium Proceedings* **212**:403-409.
- Smith RW and EA Jenne (1991) Recalculation, Evaluation, and Prediction of Surface Complexation Constants for Metal Adsorption on Iron and Manganese Oxides. *Environmental Science & Technology* **25**:525-531 (1991).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Murphy WM and RW Smith (1988) Irreversible Dissolution of Solid Solutions: a Kinetic and Stoichiometric Model. *Radiochimica Acta* **44/45**:395-401.
- Norman DI, KC Condie, RW Smith, and WF Thomann (1987) Geochemical and Sr and Nd Isotopic Constraints on the Origin of Late Proterozoic Volcanics and Associated Tin-Bearing Granites from the Franklin Mountains, West Texas. *Canadian Journal of Earth Science* **24**:830-839.
- Smith RW, CJ Popp, and DI Norman (1986) The Dissociation of Oxy-Acids at Elevated Temperatures. *Geochimica et Cosmochimica Acta* **50**:137-142.
- Norman DI, W Ting, BR Putnam III, and RW Smith (1985) Mineralization of the Hansonburg Mississippi-Valley-Type Deposit, New Mexico: Insight from Composition of Gases in Fluid Inclusions. *Canadian Mineralogist* **23**:353-368.
- Taylor M, RW Smith, and BA Ahler (1984) Goreixite in Topaz-Greisen Assemblages, Silvermine Area, Missouri. *American Mineralogist* **69**:984-986.
- Putnam BR III, DI Norman, and RW Smith (1983) Mississippi-Valley-Type Lead-Fluorite-Barite Deposits of the Hansonburg Mining District. New Mexico Geological Society Guide Book **34**:253-259 (1983).

BOOKS

- RW Smith and DW Shoesmith (eds.) (2000) *Scientific Basis for Nuclear Waste Management XXIII Materials Research Society Symposium Proceedings* Volume 608, Material Research Society Pittsburgh, PA, 766 p.

DISSERTATION AND THESIS

- Smith RW (1983) *Aqueous Chemistry of Molybdenum at Elevated Temperatures and Pressures with Applications to Porphyry Molybdenum Deposits*. Ph.D. Dissertation, New Mexico Institute of Mining and Technology, Socorro, NM. DI Norman and CJ Popp – Co-Advisors
- Smith RW (1979) *Evaluation of Solution-Mineral Equilibrium in the Small-Scale Solution Mining of Copper*. M.S. Thesis, New Mexico Institute of Mining and Technology, Socorro, NM. CJ Popp – Advisor.

PRESENTATIONS AT SCIENTIFIC MEETINGS

- Barkouki TH, B Martinez, B Mortensen, TS Weathers, J DeJong, N Spycher, TR Ginn, Y Fujita, and RW Smith (2009) Forward and inverse biogeochemical modeling of microbially induced precipitation in 0.5m column experiments. Eos Trans. AGU, 90(52), Fall Meet. Suppl., Abstract H31E-0827.
- Beig MS, GD Redden, Y Fujita, JL Taylor, and RW Smith (2009) Influence of calcium carbonate precipitation kinetics and solution stoichiometry on Sr co-precipitation. 237th ACS National Meeting & Exposition March 22-26, 2009, Salt Lake City, UT GEOC-07.
- Corriveau C, MS Beig, and RW Smith (2009) Effects of pH and ammonium carbonate concentration on strontium coprecipitation in calcium carbonate. 237th ACS National Meeting & Exposition March 22-26, 2009, Salt Lake City, UT GEOC-110.
- Fujita F, D Reed, LM Petzke, S Byington, RW Smith (2008) Molecular biomarkers for monitoring microbially-facilitated calcite precipitation in porous media. Presentation at 1st International BioGeoCivilEngineering Conference, Delft, Netherlands, June 23-25, 2008.
- Fujita, Y, JL Taylor, LM Wendt, DW Reed, and RW Smith (2009) Potential for Ureolytically Driven Calcite Precipitation to Remediate Strontium-90 at the Hanford 100-N Area. Eos Trans. AGU, 90(52), Fall Meet. Suppl., Abstract H21H-07

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Spycher N, G Zhang, S Sengor, M. Issarangkun, TH Barkouki, T. Ginn, Y Wu, R Smith, S Hubbard, Y Fujita, R Sani, and B Peyton (2009) Application of TOUGHREACT V2.0 to environmental systems. Proceedings, TOUGH Symposium 2009, Lawrence Berkeley National Laboratory, Berkeley, California, September 14-16, 2009. (extended abstract).
- Spycher N, TS Weathers, TH Barkouki, RW Smith, TR Ginn, G Zhang, Y Fujita, Y Wu, J Ajo-Franklin, SS Hubbard, and S Sengor (2009) Remediation of ^{90}Sr by induced calcite precipitation: reactive transport modeling on several fronts. 237th ACS National Meeting & Exposition March 22-26, 2009, Salt Lake City, UT GEOC-114.
- Weathers TS, TR Ginn, N Spycher, TH Barkouki, Y Fujita, RW Smith (2009) Modeling of Ureolytic Calcite Precipitation for the Remediation of Sr-90 Using a Variable Velocity Streamtube Ensemble. *Eos Trans. AGU*, 90(52), Fall Meet. Suppl., Abstract H41D-0933.
- Smith RW, F Fujita, TJ Weaver, RL Crawford, BC Williams, and RL Nimmer (2008) Biogeochemical modeling of ureolytically-driven calcium carbonate precipitation. Presentation at 1st International BioGeoCivilEngineering Conference, Delft, Netherlands, June 23-25, 2008.
- Smith RW, Y Fujita, JL Taylor (2008) Biogeochemical Modeling of Ureolytically-Driven Calcium Carbonate Precipitation for Contaminant Immobilization. *EOS Transactions AGU* **89**(53), Fall Meeting Supplement, Abstract H33G-1099.
- Leecaster K and RW Smith (2007) Laboratory Assessment of Variable Retardation of a Reactive Solute in Stratified Geomedia. *EOS Transactions AGU* **88**(52), Fall Meeting Supplement, Abstract H23G-1714.
- Smith RW, CD Palmer, and ED Mattson (2007) Geotechnical Centrifuge Studies of Unsaturated Transport. *EOS Transactions AGU* **88**(52), Fall Meeting Supplement, Abstract H53F-1487.
- Corriveau CE, MS Beig, and RW Smith (2007) Sequestering strontium-90 by calcite precipitation: predicting Sr-90 uptake in the Eastern Snake River Plain Aquifer. *Geological Society of America Rocky Mountain Section Meeting*. St. George, UT, May 2007
http://gsa.confex.com/gsa/2007RM/finalprogram/abstract_121730.htm.
- Corriveau CE, MS Beig, and RW Smith (2006) Kinetics of calcite precipitation/strontium coprecipitation. *Inland Northwest Research Alliance Environmental Sub-surface Symposium*. Moscow, ID, September 2006.
- Taylor JT, RW Smith, ME Delwiche, Y Fujita, FS Colwell, T McLing, and T Tyler (2005) A method comparison for ureolysis rates in the Snake River Plain Aquifer. *1st International Conference on Environmental Science and Technology*. New Orleans, LA, January 2005.
- Fujita Y, LM Petzke, MR Taylor, JL Taylor, TL Tyler, and RW Smith (2005) Characterizing microbial ureolytic activity in groundwater for the potential to facilitate calcite precipitation for remediation of strontium-90. Goldschmidt Conference Abstracts 2005, *Geochimica et Cosmochimica Acta Supplement 1* **69**:A230
- Fujita Y, JL Taylor, ME Delwiche, LM Petzke, AD Peacock, FS Colwell, and RW Smith (2005) Characterizing microbial communities in a deep oligotrophic aquifer: an in situ incubation experiment. *The Joint International Symposia for Subsurface Microbiology and Environmental Geochemistry*, Jackson Hole, WY August 14-19, 2005, p. 68.
- Fujita Y, JL Taylor, ME Delwiche, LM Petzke, AD Peacock, FS Colwell, and RW Smith (2005) Characterizing ureolytic activity by attached microorganisms in a deep aquifer. *Inland Northwest Research Alliance, Environmental and Subsurface Science Symposium – 2005*, September 19-21, 2005 Big Sky Resort, MT <https://www.b-there.com/breg/esss05/Fujita.pdf>
- McLing TL and RW Smith (2005) Carbon sequestration potential of large basalt terrains by the Big Sky Carbon Sequestration Partnership. *Inland Northwest Research Alliance, Environmental and*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

Subsurface Science Symposium – 2005, September 19-21, 2005 Big Sky Resort, MT
<https://www.b-there.com/breg/esss05/McLing.pdf>

- Palmer CD, J Crepeau, RW Smith, and ED Mattson (2005) Fluid flow through porous media in a centrifugal field. *Geological Society of America, Abstracts with Programs*, **37**(7) Paper No. 238-9, p. 523.
- Smith RW and Y Fujita (2005) In situ stabilization of 90Sr by microbially facilitated calcite precipitation. Goldschmidt Conference Abstracts 2005, *Geochimica et Cosmochimica Acta Suppl. 1* **69**:A429
- Smith RW, Y Fujita, and FG Ferris (2005) Co-precipitation of trace metal in groundwater and vadose zone calcite: in situ containment and stabilization of strontium-90 and other divalent metals and radionuclides at arid western doe sites. *Department of Energy- Natural and Accelerated Bioremediation Research Program Principal Investigators Meeting: Abstracts*, April 18-20, 2005, Warrenton VA, LBNL-56823abs, Lawrence Berkeley National Laboratory, Berkeley, CA. p. 83.
- Smith RW and TL McLing (2005) Potential for Mineral Trapping of Carbon Dioxide in Mafic Rock of the Northwest United States. *The Science and Technology of Carbon Sequestration: Verification and Assessment of Natural and Deliberate Carbon Sinks*, AGU Chapman Conference, San Diego, CA, January 16-20, 2005, p. 57.
- Smith RW, JL Taylor, and Y Fujita (2005) Simultaneous field estimates of urea hydrolysis rates and ammonium retardation factors in a fractured rock aquifer. *EOS Transactions AGU* **86**(52), Fall Meeting Supplement, Abstract B33C-1049.
- Fujita Y, ME Delwiche, AL Schafer, TA White, RJ Versteeg, RW Smith, and GD Redden (2004) Engineered Calcite Precipitation in Porous Media: Effects on Flow and Vice Versa, *EOS Transactions AGU* **85**(47), Fall Meeting Supplement, Abstract H11E-0340.
- Nelson DT, RW Smith, GS Johnson, and DM Cosgrove (2004) Rare earth elements as natural tracers of groundwater flow in a fractured basalt aquifer: Eastern Snake River Plain Aquifer, Idaho, U.S.A. *Geological Society of America Abstracts with Programs* **36**:562
- Palmer CD, ED Mattson, K Baker, and RW Smith (2004) Geocentrifuge applications to solute transport in the vadose zone. *Geological Society of America Abstracts with Programs* **36**:323.
- Smith RW, TL McLing, and NP Erickson (2004) Carbon sequestration potential of mafic volcanic rocks in southern Idaho: Role of mineral trapping. *Geological Society of America Abstracts with Programs* **36**:542
- Colwell FS, RW Smith, FG Ferris, JC Ingram, AL Reysenbach, Y Fujita, TL Tyler, JLTaylor, A Banta, ME Delwiche, TL McLing, MM Cortez, and ME Watwood (2003) Microbially-mediated subsurface calcite precipitation for removal of hazardous divalent cations. *Abstracts of Papers of the American Chemical Society* 225: U837-U837 243-ENVR Part 1, MAR 2003
- Fujita Y, JL Taylor, TL Tyler, AB Banta, AL Reysenbach, ME Delwiche, TL McLing, FS Colwell, and RW Smith (2003) Field experiment to stimulate microbial urease activity in groundwater for in situ calcite precipitation. *EOS Transactions AGU* **84**(46) Fall Meeting Supplement Abstract B42E-07.
- Mattson ED, KE Baker, CD Palmer, RW Smith, and J. Simunek (2003) One-dimensional solute transport in variably saturated soil using a geocentrifuge apparatus. *EOS Transactions AGU* **84**(46), Fall Meeting Supplement Abstract H22A-0906.
- Palmer CD, RW Smith, and ED Mattson (2003) A simple method for describing the dependence of retardation factors on moisture content. *Geological Society of America Abstracts with Programs* **35**(6) Abstract 215-5.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Palmer CD, J. Crepeau, and RW Smith (2003) Fundamental equations for fluid flow in a geocentrifuge. *EOS Transactions AGU* **84**(46) Fall Meeting Supplement Abstract H22A-0907.
- Smith RW and Y Fujita (2003) Strontium-90 remediation by microbially mediated calcite precipitation: potential application at Hanford, Washington. *Geological Society of America Abstracts with Programs* **35**(6) Abstract 185-16.
- Fujita Y, JL Taylor, TL Tyler, ME Delwiche, TL McLing, FS Colwell, and RW Smith (2003) Stimulation of groundwater urease activity for in situ calcite precipitation: A field trial. *International Symposium on Environmental Biogeochemistry*, Aomori, Japan, September 2003.
- Smith RW, Y Fujita, and FG Ferris (2003) Co-precipitation of trace metals in groundwater and vadose zone calcite: in situ contaminant and stabilization of strontium-90 and other divalent metals and radionuclides at arid western DOE sites. *FY2003 EMSP Principal Investigator Workshop*, Richland, WA May 6-7, 2003.
- Smith RW, Y Fujita, and FG Ferris (2003) Manipulating biogeochemical processes in an advective flow field: in situ stabilization of metals and radionuclides by co-precipitation in calcite. *Couple Processes Meeting*, Lawrence Berkeley National Laboratory, Berkeley, CA July, 30-31, 2003.
- Smith RW, DM Cosgrove, JL Taylor, Y Fujita, FS Colwell, and TL McLing (2003) Remediation of metal contaminants by microbially mediated calcite precipitation. *Inland Northwest Research Alliance (INRA) Subsurface Science Symposium*, Salt Lake City, UT, October 5-8, 2003.
- Smith RW and JJ Rosentreter (2002) Sorption of Sr and U[VI] on natural mixtures of hydrous ferric and aluminum oxides. *EOS Transactions AGU* **83**(47) Fall Meeting Supplement, Abstract H11E-0902.
- Fujita Y, JA Ingram, MM Cortez, GD Redden, and RW Smith (2002) Strontium Incorporation into Calcite Generated by Bacterial Ureolysis. *EOS Transactions AGU* **83**(47) Fall Meeting Supplement, Abstract B11B-0728.
- Colwell FS, RW Smith, FG Ferris, JC Ingram, AL Reysenbach, Y Fujita, TL Tyler, JL Taylor, A Banta, ME Delwiche, TL McLing, MM Cortez, and ME Watwood (2002) Microbially-Mediated Subsurface Calcite Precipitation for Removal of Divalent Cations. *Inland Northwest Research Alliance Subsurface Science Symposium*, Boise, ID October 13-16, 2002.
- Mattson ED, CD Palmer, MA Plummer, and RW Smith (2002) Two-Region Mass Transfer in Unsaturated Porous Media Using a Centrifuge Method. *Inland Northwest Research Alliance Subsurface Science Symposium*, Boise, ID October 13-16, 2002.
- Smith RW (2001) Relationships Between Physical and Chemical Heterogeneity in Geologic Media: The Role of Surface Area. *EOS Transactions AGU* **82**(47) Fall Meeting Supplement, Abstract H51G-02 INVITED.
- Smith RW, JL Wilson, TL McLing, and AL Schafer (2000) Physical and Chemical Heterogeneity of a Sand Outcrop Near the Oyster, Virginia NABIR Bacterial Transport Site (abs.). *American Geophysical Union Fall Meeting*, December 15-19, 2000, San Francisco, CA.
- Palmer CD, JR Ferris, and RW Smith (2000) Averaging Processes in Ideally Layered Aquifers: Implications to Field-Measured Hydrogeochemical Parameters (abs.). *American Geophysical Union Fall Meeting*, December 15-19, 2000, San Francisco, CA.
- Fujita Y, FG Ferris, FS Colwell, JC Ingram, and RW Smith (2000) Accelerated Calcium Carbonate Precipitation by Aquifer Microorganisms: A Possible in situ Remediation Technique for Radionuclides and Metals (abs.). *220th American Chemical Society National Meeting*, August 20-24, 2000, Washington, DC.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Smith RW and JR Ferris (2000) Assessment of Effective Reactive Surface Area of Chemically Heterogeneous Porous Media (abs.). *American Geophysical Union Spring Meeting*, May 30-June 3, 2000, Washington, DC.
- Mayo SI, JJ Rosentreter, and RW Smith (2000) Reactive Sorption Assessment of fluoride onto Natural Iron-Oxide-Coated Sands, (abs.). *219th American Chemical Society National Meeting*, March 26-30, 2000, San Francisco, CA.
- Lawson RD, Y Fujita, FG Ferris, FS Colwell, and RW Smith (1999) Microbially Accelerated Calcium Carbonate Precipitation for Radionuclide Sequestration: Preliminary Laboratory Evaluations of Urea-Hydrolyzing Organisms (abs.). *American Geophysical Union Fall Meeting*, December 13-17, 1999, San Francisco, CA.
- Schafer AL, TJ Yeh, and RW Smith (1999) Upscaled Effective Reactive Transport Properties in Variably Saturated Heterogeneous Porous Media (abs.). *American Geophysical Union Fall Meeting*, December 13-17, 1999, San Francisco, CA.
- Smith RW and JR Ferris (1999) Assessing Effective Reactive Surface Area in Heterogeneous Media Through the Use of Conservative and Reactive Tracers. *Scientific Basis for Nuclear Waste Management XXIII*, Materials Research Society 1999 Fall Meeting, Boston, MA.
- Logue BA, JC Westall, and RW Smith (1999) Adsorption of U(VI) on Iron-Coated Silica Sands in the Presence of Citrate (abs.). *217th American Chemical Society National Meeting*, March 21-25, 1999, Anaheim, CA.
- Smith RW, FS Colwell, RM Lehman, TL McLing, and JP McKinley (1999) Vertical Variations in Composition for TCE Contaminated Groundwater at the Test Area North (TAN), Idaho National Engineering and Environmental Laboratory, Idaho (abs.). *4th International Symposium on Subsurface Microbiology*, August 22-27, 1999, Vail, CO.
- Lehman RM, FS Colwell, RW Smith, M Delwiche, SP O'Connell, JK. Fredrickson, F Brockman, AL Reysenbach, T Kieft, TJ Phelps, DB Ringelberg, and DC White (1999) Longitudinal and Vertical Variations in the Microbial Ecology of a Fractured Basalt Aquifer with Respect to a Contaminant Plume (abs.). *4th International Symposium on Subsurface Microbiology*, August 22-27, 1999, Vail, CO.
- Tobin KJ, FS Colwell, TC, Onstott, J Fredrickson, and RW Smith (1999) Modern Calcite Precipitation in a Fractured Aquifer Waste Plume: Reconciling Laboratory and Natural Microbial CO₂ Mineralization (abs.). *4th International Symposium on Subsurface Microbiology*, August 22-27, 1999, Vail, CO.
- RW Smith and JJ Rosentreter (1999) The Influence of Geochemical Heterogeneity on Actinide Sorption (invited abs.). *22nd Rare Earth Research Conference*, July 10-15, 1999, Argonne National Laboratory, Argonne, IL.
- Wilson JL, RW Smith, and TL McLing (1998) Physical and Chemical Heterogeneity on a Sand Outcrop in Oyster, Virginia (invited abs.). *American Geophysical Union Fall Meeting*, December 6-10, 1998, San Francisco, CA.
- Smith RW and AL Schafer (1998) Effective Reactive Surface Area: An Anisotropic Property of Physically and Chemically Heterogeneous Media (abs.). *Scientific Basis for Nuclear Waste Management XXII*, Materials Research Society 1998 Fall Meeting, Boston, MA.
- Lehman RM, FS Colwell, RW Smith, M. Delwiche, JK Fredrickson, T Kieft, TJ Phelps, and DC White (1998) Alteration of the Microbial Ecology of a Fractured Basalt Aquifer by Contaminants (abs.). *Abstract of the 98th General Meeting of the American Society for Microbiology*, Atlanta, May 17-21, 1998, American Society for Microbiology, Washington, DC.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Colwell FS RW Smith, J Fredrickson, JP McKinley, RM Lehman, M Delwiche, TL McLing, T Kieft, RP Smith, J Bukowski, and A Fryar (1997) Biologically Active Contaminant Degradation Zones in a Basalt Aquifer (abs.). *American Geophysical Union Fall Meeting*, December 8-12, 1997, San Francisco, CA.
- Smith RW, McLing TL, Schafer AL, Wilson JL, and Swift DJP (1997) Relationship Between Geochemical and Physical Heterogeneities (invited abs.). *American Geophysical Union Spring Meeting*, May 27-30, 1997, Baltimore, MD.
- Smith RW, D.L. Hagger, TL McLing, and CA Dicke (1997) Systematic Evaluation of Partitioning of Cesium, Strontium, and Cobalt in Natural Soils and Reference Clays (abs.). *Geological Society of America Abstracts with Programs* **29**:A-152.
- McLing TL, RW Smith, and TM Johnson (1997) The Effect of Hydrothermal Water on the Snake River Plain Aquifer (abs.). *Geological Society of America Abstracts with Programs* **29**:A-323.
- Fryar AE, EN Nodurft, JM Royer, RW Smith, FS Colwell, and TL McLing (1997) Experimental Measurements of Trichloroethene Uptake by Snake River Plain Basalt (abs.). *Geological Society of America Abstracts with Programs* **29**:A-383.
- Westall JC, BA Logue, RW Smith, M Borkovec, and JM Zachara (1997) Surface Complexation and Geochemical Modeling. *Sixth International Conference on the Chemistry and Migration Behavior of Actinides and Fission Products in the Geosphere (Migration '97)*, October 26-31, 1997 Sendai, Japan.
- Rosentreter JJ, C Hemming, RW Smith, and TL McLing (1997) Uranium Sorption onto Natural Sands as a Function of Solution and Sediment Characteristics (invited abs.). *214th National Meeting of the American Chemical Society*, September 7-11, 1997, Las Vegas, NV.
- Logue BA, JC Westall, and RW Smith (1997) Adsorption of Uranyl Ion on Iron-Coated Silica Sands: Application of a Laboratory-based Model to Materials from the Field (abs.). *213th National Meeting of the American Chemical Society*, September 7-11, 1997, Las Vegas, NV.
- Rosentreter JJ, SH Quarder, RW Smith, and TL McLing (1996) Uranium Sorption onto Natural Sands as a Function of Sediment Characteristics and Solution pH (abs.). *211th National Meeting of the American Chemical Society*, March 24-28, 1996, New Orleans, LA.
- Dicke CA and RW Smith (1996) Surface Complexation Modeling of Uranium Adsorption on Naturally Occurring Iron Coated Sediments (abs.). *211th National Meeting of the American Chemical Society*, March 24-28, 1996, New Orleans, LA.
- Smith RW, TL McLing, and AL Schafer (1996) Relationships Between Reactivity and Permeability for Porous Media Composed of Coated Grains (abs.). *Geological Society of America Abstracts with Programs* **28**:A-322.
- Walton JC, RW Smith, A Tarquin, P Sheeley, R Kalyana, J Gwynne, N Gutierrez, MS Bin-Shafique, M Rodriguez, and R Andrade (1995) Role of Carbonation in Long-Term Performance of Cementitious Wasteforms (abs.). *Scientific Basis for Nuclear Waste Management XIX*, Material Research Society 1995 Fall Meeting, Boston, MA.
- Smith RW, AL Schafer, and AFB Tompson (1995) Theoretical Relationships Between Reactivity and Permeability for Monomineralic Porous Media (abs.). *Scientific Basis for Nuclear Waste Management XIX*, Material Research Society 1995 Fall Meeting, Boston, MA.
- Lee AC, RW Smith, AL Schafer-Perini, DJP Swift, and B Parsons (1994) Relationship Between Secondary Iron Oxides and Sedimentological Properties for a Pleistocene Barrier-Shoal Complex: Implications for Reactive Transport (abs.). *Geological Society of America Abstracts with Programs* **26**:A-34.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Schafer-Perini AL and RW Smith (1994) Correlated Geochemical and Hydrologic Properties and Their Effect on Transport of Co-Contaminant Mixtures (abs.). *Geological Society of America Abstracts with Programs* **26**:A-206.
- Tompson AFB, AL Schafer-Perini, and RW Smith (1994) Simulation of Reactive Contaminant Migration in Physically and Chemically Heterogeneous Soils (abs.). *Geological Society of America Abstracts with Programs* **26**:A-205 (1994).
- Tompson AFB, AL Schafer-Perini, and RW Smith (1994) Simulation of Reactive Contaminant Migration in Physically and Chemically Heterogeneous Soils (abs.). *Hydrogeologic Processes: Building and Testing Atomistic to Basin-Scale Models*, Chapman Conference, American Geophysical Union.
- Smith RW, JC Walton, and M Rahman (1993) Effects of Recrystallization on Time Variant Sorption of Radionuclides onto Steel Corrosion Products (abs.). *Scientific Basis for Nuclear Waste Management XVII*, Material Research Society 1992 Fall Annual Meeting, Boston, MA.
- McLing TL and RW Smith (1993) Aqueous Geochemistry of the Snake River Plain Aquifer at the Idaho National Engineering Laboratory (abs.). *Geological Society of America Abstracts with Programs* **25**:A-320.
- Smith RW and JC Walton (1992) The Role of Oxygen Diffusion in the Release of Technetium from Reducing Cementitious Wasteforms (abs.). *Scientific Basis for Nuclear Waste Management XVI*, Material Research Society 1992 Fall Annual Meeting, Boston, MA.
- Dicke CA and RW Smith (1992) Mobility of Chelated Radionuclides in Engineered Concrete Barriers (abs.). *Scientific Basis for Nuclear Waste Management XVI*, Material Research Society 1992 Fall Annual Meeting, Boston, MA.
- Dicke CA, RW Smith, and JM Hubbell (1991) Geochemical Modeling of Soilwater Chemistries from the Subsurface Disposal Area at the Radioactive Waste Management Complex, Idaho National Engineering Laboratory (abs.). *Geological Society of America Abstracts with Programs* **23**:A116.
- Smith RW and JC Walton (1990) The Effect of Calcite Solid Solution Formation on the Transient Release of Radionuclides from Concrete Barriers (abs.). *Scientific Basis for Nuclear Waste Management XIV*, Material Research Society 1990 Fall Annual Meeting, Boston, MA.
- Smith RW (1990) Calculated Partitioning of Americium[III] into Calcite: an Example of Trivalent Cation Substitution in Rhombohedral Carbonates (abs.). *Geological Society of America Abstracts with Programs* **22**:A261.
- Smith RW and EA Jenne (1989) Solid Solution of Divalent Cations in Calcite (abs.). *Geological Society of America Abstracts with Programs* **21**:A119.
- McKinley, JP, EA Jenne, and Smith RW (1988) Experimental Interaction of Heated Ground Water with Galesville Sandstone (abs.). *American Geophysical Union Fall Meeting*, December 6-11, 1988, San Francisco, CA.
- Walder I, DI Norman, and RW Smith (1988) Calculations of Molybdenite Solubility, and Its Use in Explaining the Molybdenite Mineralization in the Drammen Granite, Norway (abs.). *Experimental Investigations of Hydrothermal Processes: Application to Ore Deposit Genesis*, IREM-MERI Conference, Montreal.
- Norman D.I, W Ting, BR Putnam III, and RW Smith (1984) Mineralization of the Hansonburg MVT Deposit, New Mexico, in Light of Fluid Inclusion and Mineral Equilibrium Studies (abs.). *Geological Association of Canada; Mineralogical Association of Canada; Joint Annual Meeting*, May 14-16, 1984, London, ON, Canada.
- Smith RW (1982) Mineralization Temperatures and Sources of Hydrothermal Fluids at the Questa, NM, Molybdenite Deposit (abs.). *New Mexico Geology* **4**:63.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- Smith RW and DI Norman (1981) Gas Analyses of Fluid Inclusions from Questa, NM Molybdenite Deposit (abs.). *Geological Society of America Abstracts with Programs* **13**:577.
- Smith RW and BR Putnam III (1981) Stability of Lead Fluoride Complexes at Elevated Temperatures (abs.). *New Mexico Geology* **3**:45.
- Smith RW, DI Norman, and CJ Popp (1980) Calculated Solubility of Molybdenite in Hydrothermal Solutions (abs.). *Geological Society of America Abstracts with Programs* **12**:525.
- Smith RW and CJ Popp (1979) Factors Controlling Water Composition of the Rio Grande, Central New Mexico (abs.). *New Mexico Geology* **2**:48.
- Smith RW, CJ Popp, and RE Beane (1979) Solution-Mineral Equilibrium and the Leaching of Chalcopyrite Ores (abs.). *American Chemical Society, Abstracts of Papers*, April 1979, Geoc-53.
- Popp CJ and RW Smith (1978) An Application of Solution-Mineral Equilibrium Concepts to the Solution Mining of Copper (abs.). *New Mexico Academy Science Bulletin* **18**:17.

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Chief Executive Officers Employment Agreements

REFERENCE

June 2009

Board approved annual compensation for its chief executive officers and directed staff to prepare employment agreements containing terms and conditions for further Board consideration.

August 2009

Board approved Chief Executive Officers Employment Agreements

June 2010

Board approved annual compensation for its chief executive officers and directed staff to prepare employment agreements.

BACKGROUND/DISCUSSION

The Board approved three year contracts for the four year institution presidents at the August 2009 Board meeting. In May of 2010 the Board completed performance evaluations for the chief executive officers of the University of Idaho, Boise State University, Idaho State University, Eastern Idaho Technical College and the Office of the State Board of Education. Following those evaluations Board staff was directed to extend each of the contracts and appointment letters for one additional year. Presidential contracts/appointment letters run on the state fiscal year for payroll.

BOARD ACTION

I move to approve the employment agreements for Boise State University President, Dr. Robert Kustra, University of Idaho President, Dr. Duane Nellis, Idaho State University President, Dr. Art Vailas, Eastern Idaho Technical College President, Mr. Burton Waite, and the State Board of Education Executive Director, Dr. Mike Rush in the forms provided to the Board and to authorize the Board President to sign on behalf of the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

THE COLLEGE OF WESTERN IDAHO

SUBJECT

Idaho Collegiate Plate Program

APPLICABLE STATUTE, RULE, OR POLICY

Section 49-418A, Idaho Code

BACKGROUND/DISCUSSION

The College of Western Idaho would like to participate in the Idaho Collegiate Plate Program. The program will provide an avenue for the students, employees and general public to support the college. Section 49-418A(4)(b), Idaho Code outlines the format of all special college and university plates and requires that any plates for public colleges and university be approved by the State Board of Education and Board of regents of the University of Idaho.

IMPACT

The program will provide funds to support student scholarships for Idaho Residents.

ATTACHMENTS

Attachment 1 – Mock up of proposed license plate

Page 3

Attachment 2 – Section 49-418A, Idaho Code

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

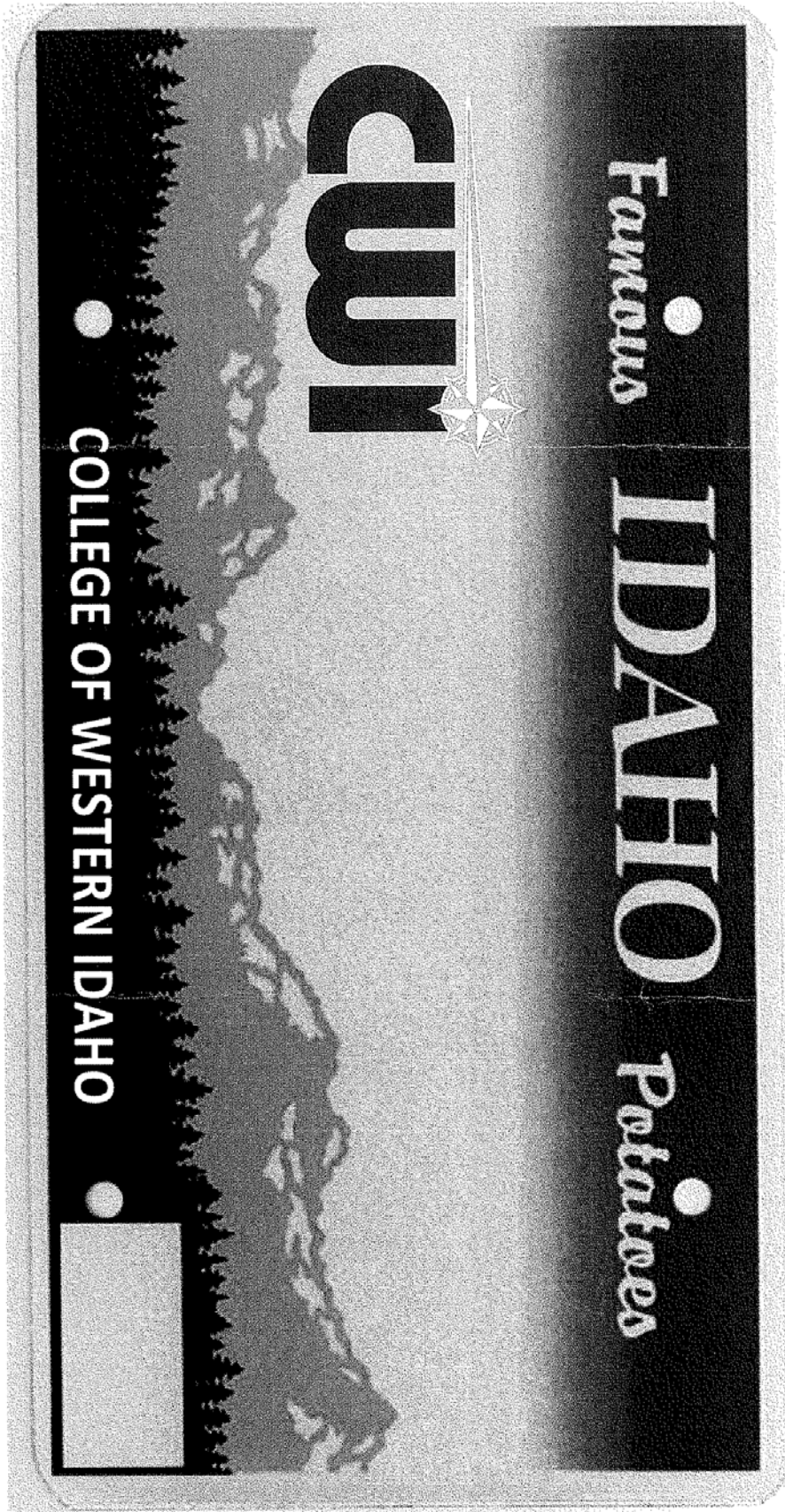
The plate as submitted is in compliance with requirements outlined in Section 49-418A, Idaho Code. Staff recommends approval.

BOARD ACTION

A motion to approve the request by the College of Western Idaho to participate in the Idaho Collegiate Plate program and to approve the design as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK



THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

State Completion Goal

REFERENCE

May 19, 2010 Board directed staff to develop an appropriate postsecondary completion goal for Idaho.

BACKGROUND/DISCUSSION

At the May 2010 State Board of Education retreat, Board members directed staff to do the necessary research to develop a statewide completion goal for Idaho. In June 2010, Idaho's working group traveled to Nashville for the Complete College America (CCA) inaugural meeting.

In the SBOE 2011-2015 Strategic Plan, Goal 1: A Well Educated Citizenry, Objective A: Access is: Set Policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. Idaho's participation in the CCA's efforts supports this goal. Additionally, the CCA has set the goal that six out of ten of the nation's young adults (ages 25-34) – those who are the engine of future economic growth - have a college degree or certificate by 2020. CCA set this goal on the basis that by the end of the next decade, six out of ten jobs will require a college education.

Currently, only 34% of Idahoans between the ages of 25-34 have a college degree. Current, annual degree and certificates (one year or greater) awarded are 11,925. In order for 60% of Idahoans to have a college degree or certificate, Idaho public institutions will need to produce 37,557 more degrees and certificates in the next ten years (see attachment). Not only must Idaho increase completion rates overall, we must place extra efforts on closing attainment gaps for underrepresented students.

ATTACHMENTS

| | |
|--|--------|
| Attachment 1 – Degree/Certificate Production & Additional Annual Awards | Page 3 |
| Attachment 2 – Common Completion Metrics | Page 4 |

STAFF COMMENTS AND RECOMMENDATIONS

The completion goal set by the Board should be a single, easy-to-understand number to be achieved by a specific date. Staff recommends that the Board adopt the goal that 60% of young Idahoans (ages 25-34) have a college degree or certificate by 2020. This goal supports the Board's Strategic Plan, aligns with the CCA goals and efforts, and could also easily align with the Governor's Project 60 theme.

Additionally, staff recommends the Board also adopt common completion metrics (see attachment) for the public postsecondary institutions. Adopting common completion metrics will aid the Board in understanding how students, colleges,

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

and the state are doing on college completion, will allow for the Board and colleges to identify specific challenges and opportunities for improvement, and most importantly establishes a fair baseline to show progress over time and providing for accountability.

BOARD ACTION

I move to approve the State of Idaho's College Completion Goal be for 60% of young Idahoans (ages 25-34) to have a college degree or certificate by 2020, and to have the Board staff and institutions develop a final recommendation set of College Completion metrics for the October 2010 Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

2008 Degree/Certificate Production & Additional Award Annually

| Public Institutions | Associate | Bachelor's | Certificates 1-2 yrs | 2008 Total awards | Institution's % of Total Awards | Undergraduate Fall 2008 Enrollment |
|---------------------------------|--------------|--------------|----------------------|-------------------|---------------------------------|------------------------------------|
| Boise State University | | 1,840 | | 1,840 | 25.2% | 17,574 |
| University of Idaho | | 1,782 | | 1,782 | 24.4% | 9,241 |
| Idaho State University | 307 | 1,045 | 78 | 1,430 | 19.6% | 10,574 |
| College of Southern Idaho | 667 | | | 667 | 9.1% | 7,542 |
| Lewis-Clark State College | 124 | 387 | 9 | 520 | 7.1% | 3,940 |
| North Idaho College | 397 | | 129 | 526 | 7.2% | 4,323 |
| College of Western Idaho* | 296 | | 131 | 427 | 5.8% | ** |
| Eastern Idaho Technical College | 71 | | 43 | 114 | 1.6% | 768 |
| Total Awards (2008) | 1,862 | 5,054 | 390 | 7,306 | | |

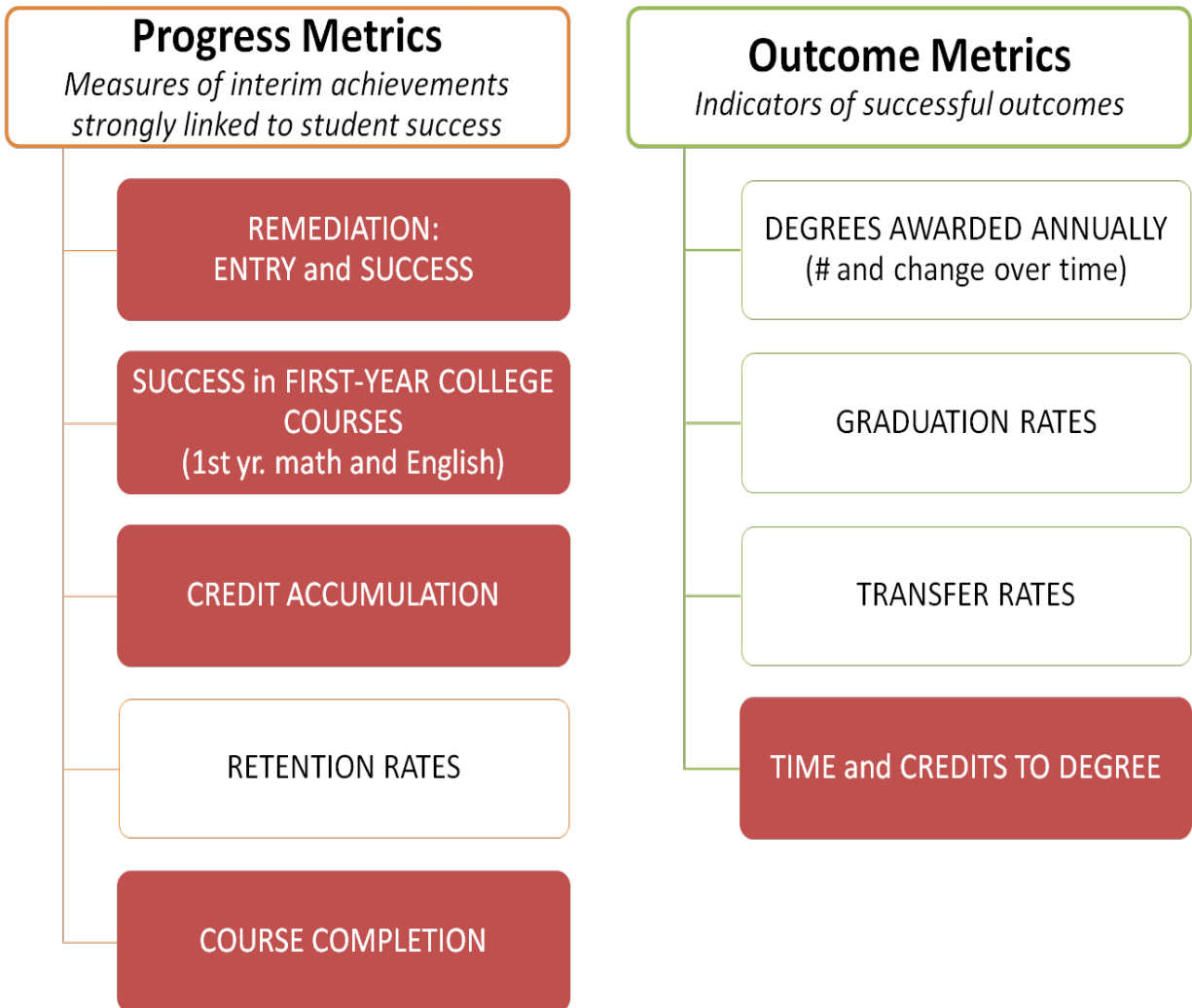
* Certificates and associate degrees awarded by Boise State University in 2008 have been attributed to the College of Western Idaho for projecting future growth.

** No Enrollment data not available for Fall 2008

| Additional awards annually by institution to meet 60% goal:¹ | | | | | | | | | | | | |
|--|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Institution | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | TOTAL |
| | | | | | | | | | | | | 2010-20 |
| Boise State University | 143 | 287 | 430 | 573 | 717 | 860 | 1,003 | 1,146 | 1,290 | 1,433 | 1,576 | 9,458 |
| University of Idaho | 139 | 278 | 416 | 555 | 694 | 833 | 971 | 1,110 | 1,249 | 1,388 | 1,527 | 9,160 |
| Idaho State University | 111 | 223 | 334 | 445 | 557 | 668 | 780 | 891 | 1,002 | 1,114 | 1,225 | 7,350 |
| College of Southern Idaho | 52 | 104 | 156 | 208 | 260 | 312 | 364 | 416 | 468 | 519 | 571 | 3,430 |
| North Idaho College | 40 | 81 | 121 | 162 | 202 | 243 | 283 | 324 | 364 | 405 | 445 | 2,670 |
| Lewis-Clark State College | 41 | 82 | 123 | 164 | 205 | 246 | 287 | 328 | 369 | 410 | 451 | 2,706 |
| College of Western Idaho* | 33 | 67 | 100 | 133 | 166 | 200 | 233 | 266 | 299 | 333 | 366 | 2,196 |
| Eastern Idaho Technical College | 9 | 18 | 27 | 36 | 44 | 53 | 62 | 71 | 80 | 89 | 98 | 587 |
| Total Additional Annual Awards | 568 | 1,140 | 1,707 | 2,276 | 2,845 | 3,415 | 3,983 | 4,552 | 5,121 | 5,691 | 6,259 | 37,557 |

1] Assuming current distribution of awards by institution stays constant through 2020.

* Certificates and associate degrees awarded by Boise State University in 2008 have been attributed to the College of Western Idaho for projecting future growth.



Progress Metrics

Remediation Entry and Success: Number and percentage of entering first-time degree or certificate-seeking students who enroll in and complete courses in remedial math, English, or both math and English.

Success in First-Year College Courses: Annual number and percentage of entering first-time degree or certificate-seeking students who complete a college-level math and English course within the first two consecutive academic years.

Credit Accumulation: Number and percentage of first-time undergraduate students who complete 24 hours (for full-time students) or 12 credit hours (for part-time students) within their first academic year.

Retention Rates: Number and percentage of entering undergraduate students who enroll consecutively from fall-to-spring and fall-to-fall at an institution of higher education.

Course Completion: Percentage of credit hours completed out of those attempted during an academic year, averaged across all undergraduate students.

Outcome Metrics

Degrees Awarded Annually: Annual number of certificates (of at least one year in normal full-time program length), associate degrees, and bachelor's degrees awarded, by institution and total for the state.

Graduation Rates: Number and percentage of undergraduate students who graduate within 100%, 150%, and 200% of normal program time.

Transfer Rates: Annual number and percentage of students who transfer from a two-year campus to a four-year campus.

Time and Credits to Degree: Average length of time in years, and average number of credits, that graduating students took to earn an associate degree, a bachelor's degree, or a certificate.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Proposed Institutional Peers

BACKGROUND/DISCUSSION

The Board last approved institutional peers based on a study by MGT in 2003. MGT identified 17 variables for use in validating peer selection (see attachment). Through work with the institutions, MGT identified thirteen peers and three aspirational peers for BSU, ISU, UI, and LCSC; since that time much has changed with the institutions as well as the Carnegie Classification. In 2008, staff requested that institutions identify and propose a set of thirteen peers and three aspirational peers using the set of variables from the MGT study. Staff determined that for some of the institutions, many of the peers proposed were more aligned with aspirational peers than actual peers. In early 2009, the Board staff contracted with the National Center for Higher Education Management Systems (NCHEMS) to provide a proposed list of peers using the MGT variables. Staff then provided institutions with a matrix that listed MGT proposed peers, institutionally proposed peers, and NCHEMS proposed peers, and requested the institutions identify which peers from those groups they believed to be the most appropriate set of peers.

Historically peers have been used for faculty salaries, tuition & fees, and on a limited basis for various types of performance reporting. Over the years, institutions have either used the Board approved peers or deviated from that list dependent upon what they were using peers for. With the most recent emphasis on strategic planning and performance reporting, there has been a renewed interest in institutional performance and the use of peers for benchmarking and comparisons.

There are four different types of peer groups. There are peers, which are those that share a similar role, scope or mission, and while similar they are not identical. There are aspirational peers which are dissimilar but reflect a set of desired characteristics. There are competitor peers, which compete for students, faculty and or financial resources. There are also predetermined peers, which consist of natural peers (highly visible institutions), traditional (those with historical relationships), jurisdictional (share the same political or legal jurisdiction), and classification-based (grouping used for national or regional reporting such as Carnegie Classification or athletic conference).

IMPACT

The use of a prescribed set of peers provides the Board with the ability to assess institutional performance compared to a set of institutions over time.

ATTACHMENTS

| | |
|---|--------|
| Attachment 1 – Proposed Peer | Page 3 |
| Attachment 2 – MGT Variables for Validating Peers | Page 4 |
| Attachment 3 – BSU IPEDS Data Feedback Report | Page 5 |

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

| | |
|--|---------|
| Attachment 4 – ISU IPEDS Data Feedback Report | Page 11 |
| Attachment 5 – UI IPEDS Data Feedback Report | Page 24 |
| Attachment 6 – LCSC IPEDS Data Feedback Report | Page 34 |
| Attachment 7 – EITC IPEDS Data Feedback Report | Page 44 |

STAFF COMMENTS AND RECOMMENDATIONS

Selecting peers that represent “best in class” can help to drive performance improvements. Those are the peers that have been identified for approval. Staff believes, however, that comparisons for tuition and fees, faculty salaries, and other fiscal comparisons need to reflect regional characteristics. Various regions of the country respond differently in terms of economic activity (the speed and depth of downturns and the speed and intensity of upturns), taxation practices, and state funding.

Staff recommends Board approve the set of peers proposed by the institutions for purposes of instructional and institutional improvement. For tuition and fees, faculty salaries and other financial and fiscal comparisons, staff will work to establish a set of comparison groups with regional limitations and a weighting of the variables. These groups could be identified on an adhoc basis as the specific situations requires.

BOARD ACTION

A motion to approve the list of thirteen peers and three aspirational peers proposed by BSU, ISU, UI, LCSC, and EITC for use in instructional and institutional performance.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

| Boise State University Proposed Peers | Idaho State University Proposed Peers | University of Idaho Proposed Peers | Lewis-Clark State College Proposed Peers | Eastern Idaho Technical College Proposed Peers |
|---|--|---|---|---|
| California State University-Fresno | Kent State University | Clemson University | Black Hills State University | Brunswick Community College |
| Cleveland State University | Montana State University | Colorado State University | Bluefield State College | Clarendon College |
| Georgia State University | North Dakota State University | Kansas State University | Dickinson State University | Eastern Wyoming College |
| Indiana University-Purdue University-Indianapolis | Northern Arizona University | Montana State University | Indiana University-East | Itasca Community College |
| Portland State University | Northern Illinois University | New Mexico State University - Main Campus | Kentucky State University | James Sprunt Community College |
| San Francisco State University | South Dakota State University | North Dakota State University-Main Campus | Mesa State College | Jefferson Davis Community College |
| University of Akron Main Campus | University of Montana | Oregon State University | Missouri Southern State University | Lake Area Technical Institute |
| University of Massachusetts-Boston | University of Nevada - Reno | University of Arkansas-Main Campus | Missouri Western State University | McDowell Technical Community College |
| University of Memphis | University of North Dakota | University of Nebraska-Lincoln | Montana State University-Northern | North Florida Community College |
| University of Missouri-Kansas City | University of Oregon | University of New Hampshire-Main Campus | Purdue University-North Central Campus | Ozarka College |
| University of Nebraska at Omaha | University of South Dakota | University of Wyoming | Shawnee State University | Rich Mountain Community College |
| University of New Orleans | University of Wyoming | Utah State University | Southern Arkansas University Main Campus | Tri-County Community College |
| University of Texas at San Antonio | Wichita State University | Washington State University | University of Minnesota-Crookston | Western Dakota Technical Institute |
| Aspirational Peers | Aspirational Peers | Aspirational Peers | Aspirational Peers | Aspirational Peers |
| George Mason University | New Mexico State University | Iowa State University | Lake Superior State University | None chosen at this time |
| University of Nevada Las Vegas | Utah State University | Michigan State University | University of Maine at Farmington | |
| University of Wisconsin-Milwaukee | Oregon State University | Virginia Polytechnic Institute and State University | West Liberty State College | |

VARIABLES/CRITERIA FOR USE IN VALIDATING PEERS

1. Public Control
2. Carnegie Classification
3. Number of headcount students by level and part-time or full-time status
4. Percent part-time and percent full-time students
5. Location in urban/rural/suburban area
6. Number of full-time equivalent students
7. Number of degrees awarded
8. Number of associates degrees awarded
9. Number of bachelor's degrees awarded
10. Number of master's degrees awarded
11. Number of doctoral degrees awarded
12. Number of first professional degrees awarded
13. Degrees awarded by field and percent degrees awarded by field
14. Total sponsored research expenditures
15. Land grant status
16. Discipline mix and number of disciplines
17. Number of staff by category

NATIONAL CENTER FOR EDUCATION STATISTICS



Boise State University
Boise, ID



The Integrated Postsecondary Education Data System (IPEDS) is the nation's core postsecondary education data collection program. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional information see <http://nces.ed.gov/ipeds>.



October, 2009

Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with your institution's annual **IPEDS Data Feedback Report**. The report compares data provided by your institution in 2008-09 through the Integrated Postsecondary Education Data System (IPEDS) to data for a similar group of institutions. Like last year, your institution was given the opportunity to select its own comparison group. We strongly encourage institutions to take advantage of the opportunity to select the other institutions to which they want to be compared in the report, as they generally find the report more informative. If your institution did not submit its own group, IPEDS identified a comparison group for you (see the list toward the back of this report for the institutions in your comparison group).

I also encourage you to visit the IPEDS Executive Peer Tool (ExPT) at <http://nces.ed.gov/ipeds/datacenter/>. Not only can you download a PDF of this report as it was sent to you, you can also select a different comparison group and recreate the full report in PDF format. In addition, there are a number of extra figures available in the ExPT that are not included in your original report.

Thank you for supporting IPEDS throughout the data collection process. Without your support and the high quality data that your institution provides, these reports would not be possible. If you have any comments on how we can improve the Data Feedback Report or the ExPT, please send them to ipedsdatafeedback@ed.gov.

Best regards,



Elise S. Miller
IPEDS Program Director

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 6,700 institutions across the United States whose primary purpose is to provide postsecondary education. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2008-09 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. Following the figures is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

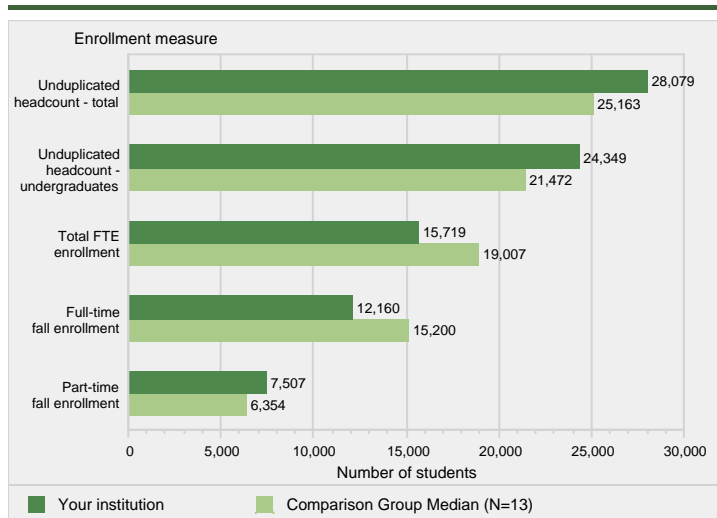
How Can I Use This Report?

Upon receiving your Data Feedback Report (DFR), we strongly encourage you to discuss its contents with your institution's IPEDS keyholder, or other institutional research professionals. Keyholders, appointed by institutional executives, coordinate the institution's IPEDS data submission, frequently working with colleagues across the institution to ensure timely and accurate reporting. Your keyholder can answer questions about how IPEDS data are submitted, how individual indicators are defined, and how to interpret differences between your institution and the group to which it was compared. She or he can also assist you in identifying more appropriate comparison groups, if needed. After discussing the DFR with your keyholder, we encourage you to share it with your campus leadership team. With their assistance, other ways to make use of the DFR can be considered, including how to appropriately incorporate the DFR into existing strategic planning efforts and whether to share parts of the DFR with on- and off-campus stakeholders, including students, staff, faculty, governance board members, community leaders, media, and state and local officials. We are committed to ensuring the DFR is useful to campus executives. If after working with the DFR you have suggestions for future improvements, please send them to ipedsdatafeedback@ed.gov.

Where Can I Do More with IPEDS Data?

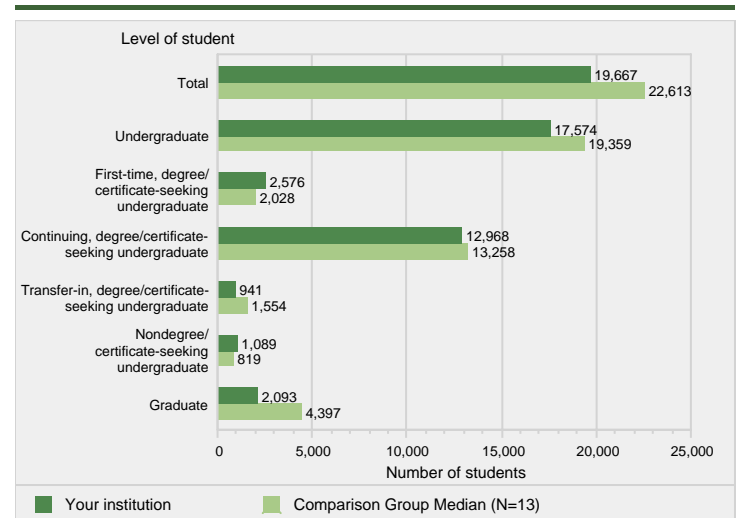
The Executive Peer Tool (ExPT), available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>), is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables.

Figure 1. Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2007-08), and full- and part-time fall enrollment (Fall 2008)



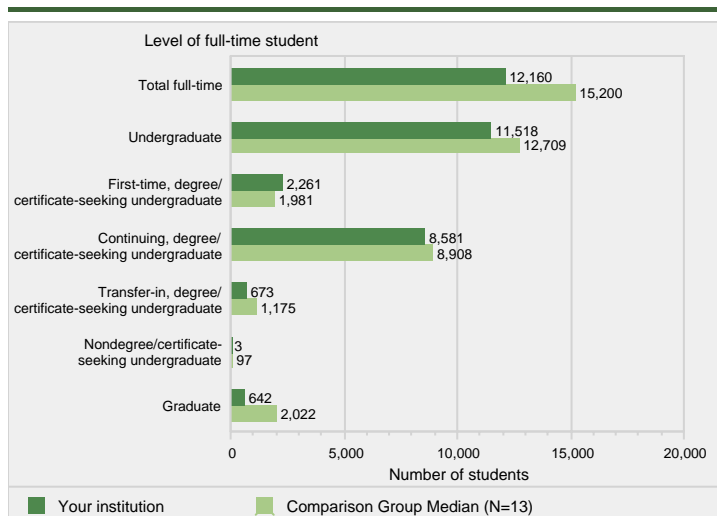
NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Fall Enrollment component.

Figure 2. Enrollment, by student level: Fall 2008



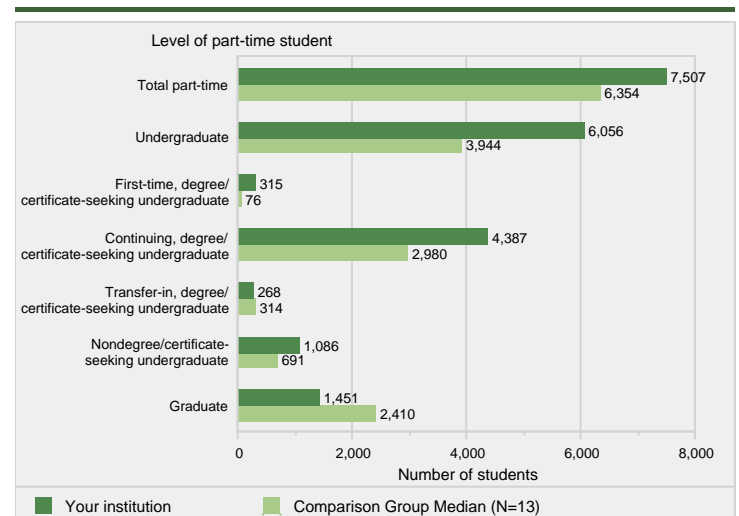
NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

Figure 3. Full-time enrollment, by student level: Fall 2008



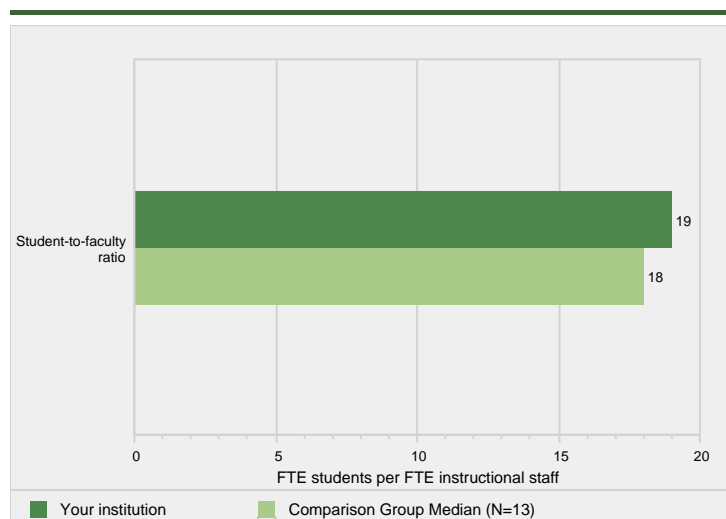
NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

Figure 4. Part-time enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

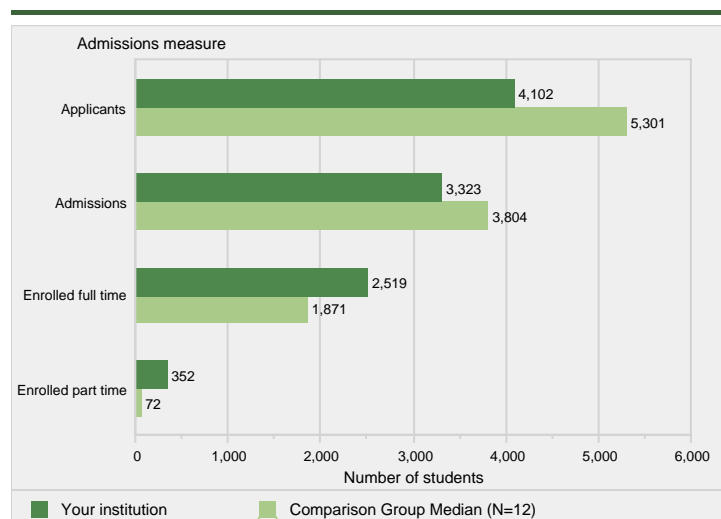
Figure 5. Student-to-faculty ratio: Fall 2008



NOTE: Student-to-faculty ratio data is presented only for institutions that have undergraduate students; graduate only institutions are not included. For details on how the ratio is calculated, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

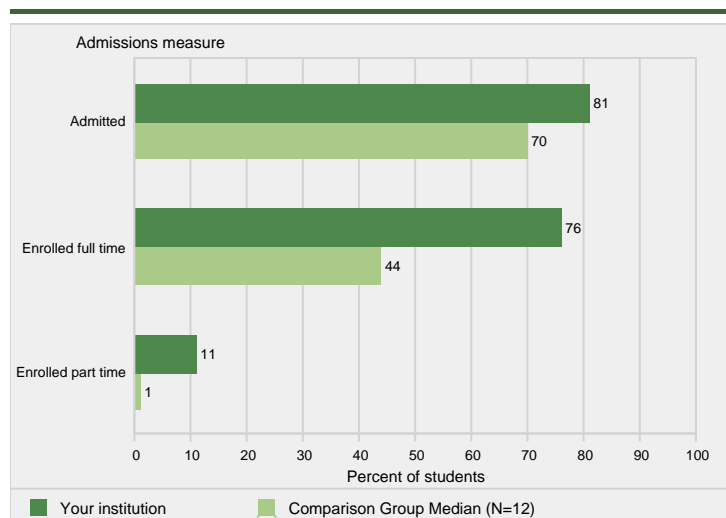
Figure 6. Number of applicants, admissions, and students enrolled full and part time: Fall 2008



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

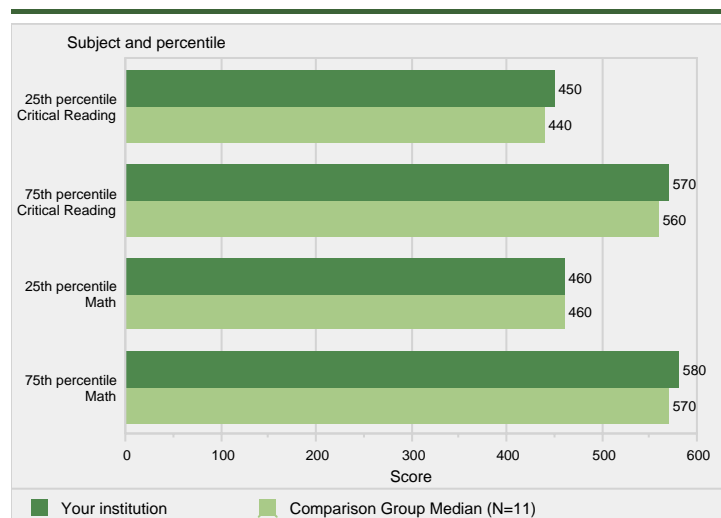
Figure 7. Percent of applicants admitted, and percent of admissions enrolled by full- and part-time status: Fall 2008



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For more information, see the Methodological Notes. Median values for the comparison group may not add to 100 percent. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

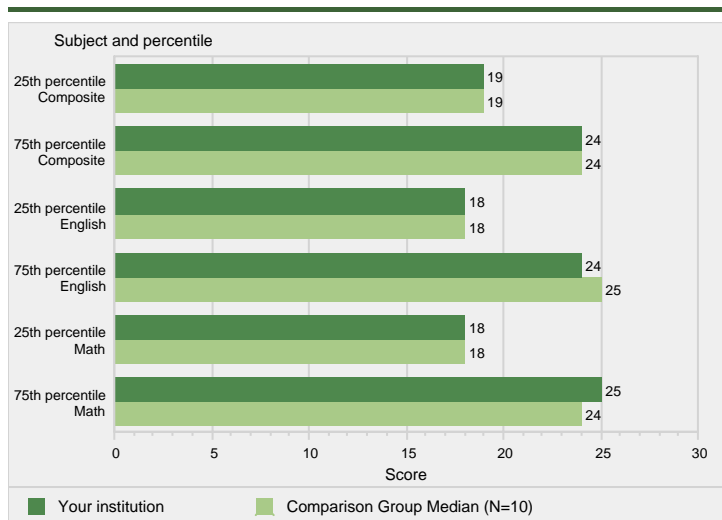
Figure 8. Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2008



NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

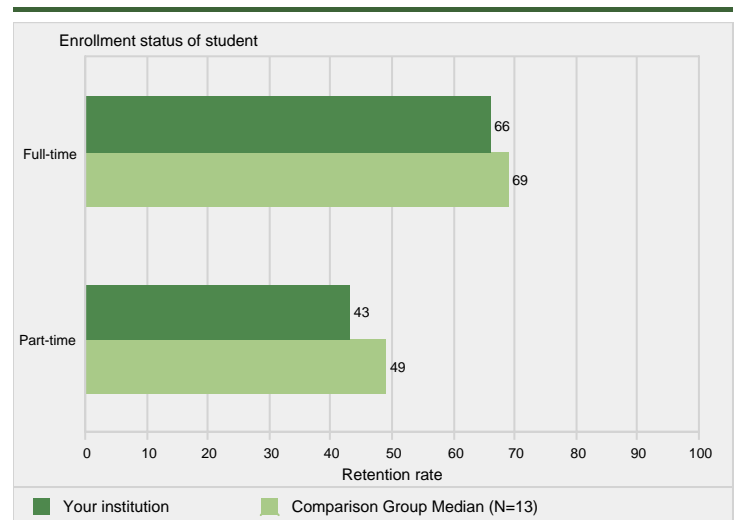
Figure 9. Percentile ACT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2008



NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

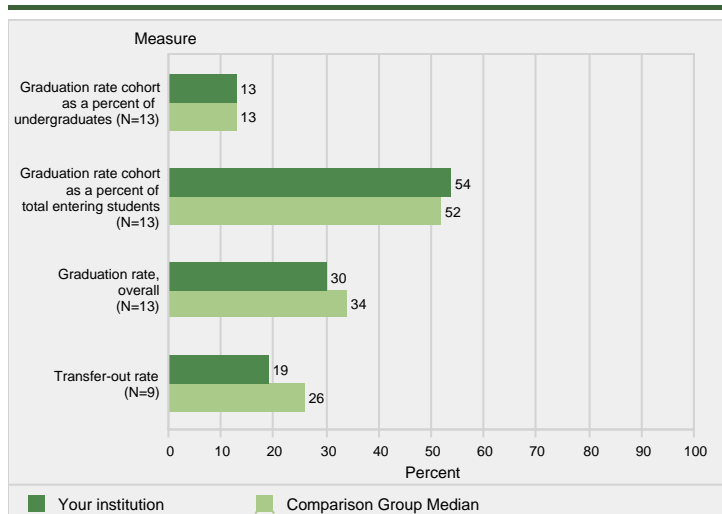
Figure 10. Retention rates of first-time, degree/certificate-seeking undergraduate students, by enrollment status: Fall 2008



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

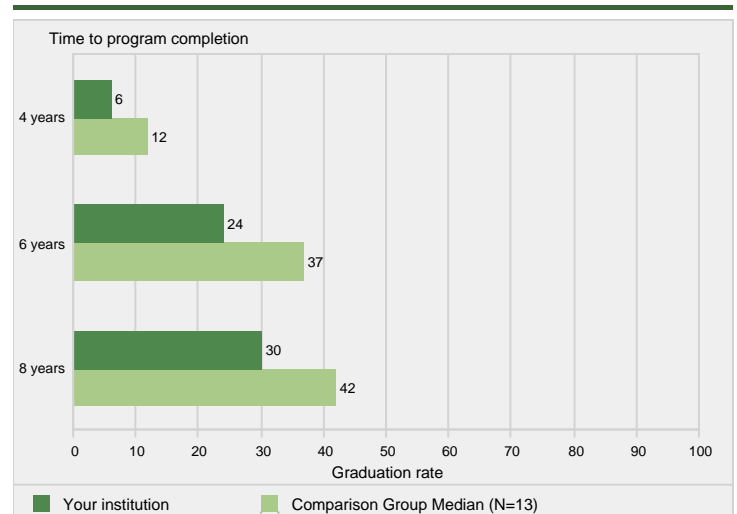
Figure 11. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2008); graduation rate and transfer-out rate (2002 cohort)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component and Fall Enrollment component.

Figure 12. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2000 cohort

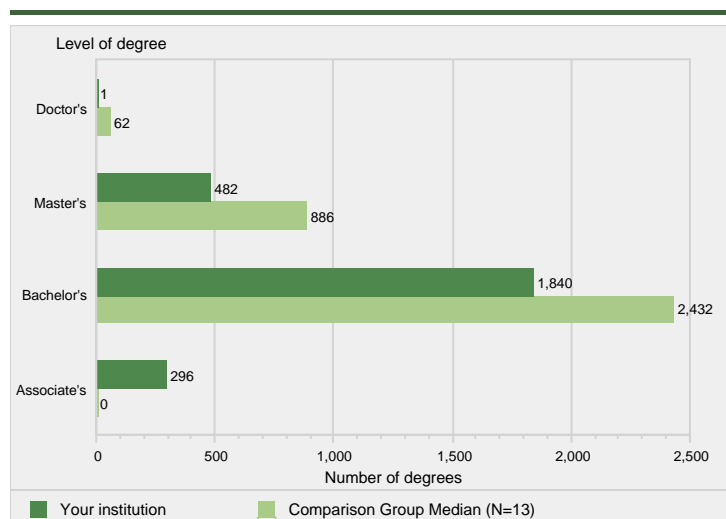


NOTE: The 4-year and 6-year graduation rates are the Student Right-to-Know (SRK) rates; the 8-year rate is calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component.

IPEDS DATA FEEDBACK REPORT

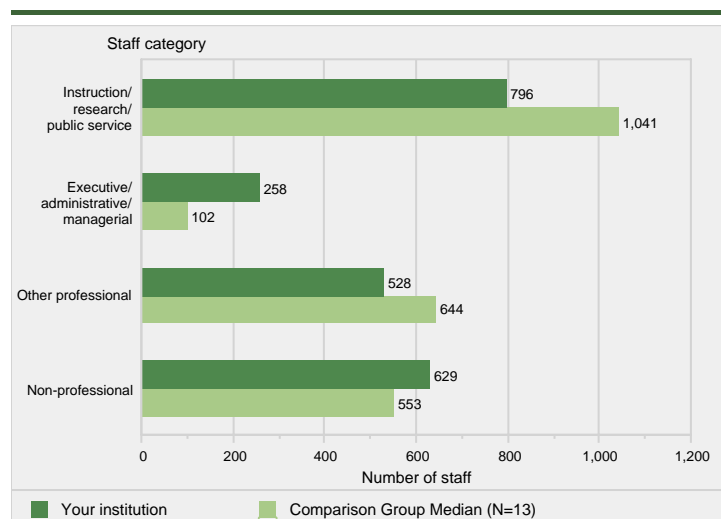
Figure 13. Number of degrees awarded, by level: Academic year 2007-08



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Completions component.

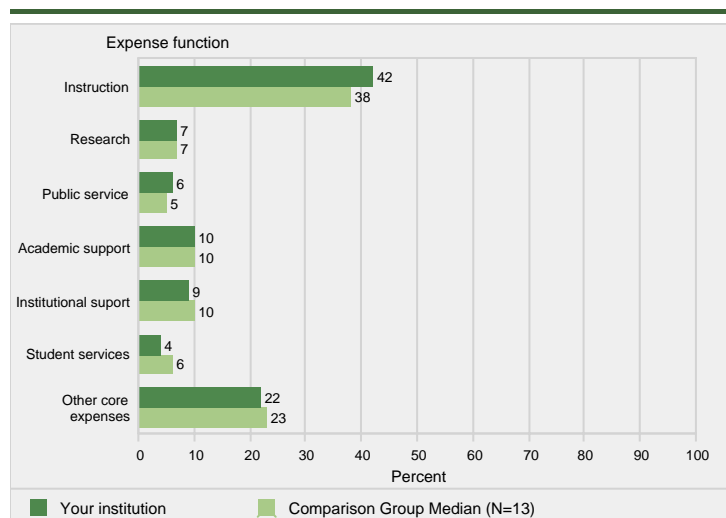
Figure 14. Full-time equivalent staff, by assigned position: Fall 2008



NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2008-09, Human Resources component.

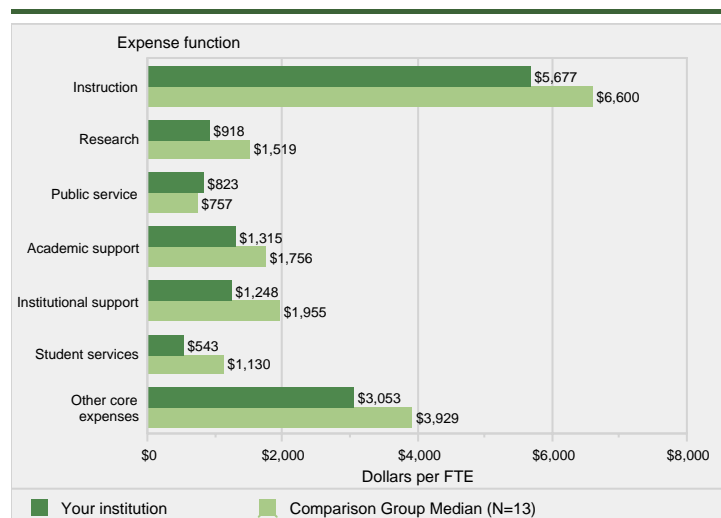
Figure 15. Percent distribution of core expenses, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

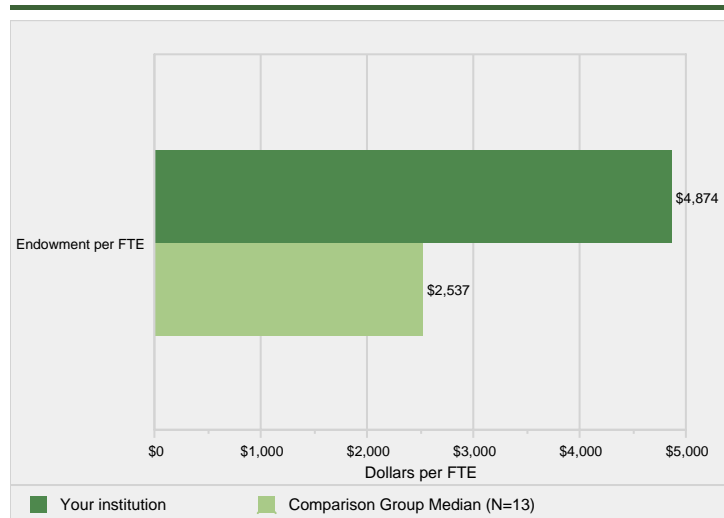
Figure 16. Core expenses per FTE enrollment, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Finance component.

Figure 17. Endowment assets (year end) per FTE enrollment: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

COMPARISON GROUP

The custom comparison group chosen by Boise State University includes the following 13 institutions:

- ▶ California State University-Fresno (Fresno, CA)
- ▶ Cleveland State University (Cleveland, OH)
- ▶ Georgia State University (Atlanta, GA)
- ▶ Indiana University-Purdue University-Indianapolis (Indianapolis, IN)
- ▶ Portland State University (Portland, OR)
- ▶ San Francisco State University (San Francisco, CA)
- ▶ The University of Texas at San Antonio (San Antonio, TX)
- ▶ University of Akron Main Campus (Akron, OH)
- ▶ University of Massachusetts-Boston (Boston, MA)
- ▶ University of Memphis (Memphis, TN)
- ▶ University of Missouri-Kansas City (Kansas City, MO)
- ▶ University of Nebraska at Omaha (Omaha, NE)
- ▶ University of New Orleans (New Orleans, LA)

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2008-09 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Comparison Groups

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 14, NCES selected a comparison group for you based on the institutional characteristics detailed immediately above the listing of the comparison group institutions. (If the Carnegie Classification of Institutions of Higher Education was used as an institutional characteristic in the definition of a comparison group, the 2005 Basic version was used.) The comparison group used in this report may not reflect your institution's peer group, or you may wish to compare your institution to other groups. The Executive Peer Tool (ExPT) (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Use of Median Values for Comparison Group

The value for the focus institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. As such, not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Between survey years 2008-09 and 2010-11, the categories used for the collection and reporting of race/ethnicity data in IPEDS are transitioning to those developed in 1997 by the Office of Management and Budget, and institutions may report using either those categories, the older (1977) categories, or a mixture of both. Therefore, during the transition, only derived categories that present comparable data will be displayed. Detailed information about these changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Postbaccalaureate Degree Categories

In 2008-09 IPEDS, new postbaccalaureate degree categories were introduced as optional. The new categories are Doctor's degree-Research/scholarship, Doctor's degree-Professional practice, and Doctor's degree-Other. In addition, the First-professional degree and certificate categories and the single Doctor's degree category are being phased out. During the transition period, all First-professional students are reflected as graduate students, all First-professional degrees awarded are reflected as Doctor's degrees, and all Doctor's degrees reported under the new categories are aggregated under a single Doctor's degree category, so that data reported by all institutions are comparable.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Core Expenses

Core expenses for public institutions using the Governmental Accounting Standards Board (GASB) standards include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit and public institutions reporting under the Financial Accounting Standards Board (FASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. For all institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant for GASB institutions are included in other core expenses, but are allocated to each of the other functions for FASB institutions.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9/10-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries for staff on less-than-9-month contracts are not included.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2007-08 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). If applicable, first-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2007 fall counts and applying this ratio to the 2007-08 12-month unduplicated headcount of first-professional students. The estimated number of full-time students is added to one-third of the estimated number of part-time students. See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2008, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same

institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

An institution's student-to-faculty ratio is calculated by determining the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from the FTE calculations. "Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).

Total Entering (Undergraduate-Level) Students

Total entering students are students at the undergraduate level, both full- and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate seeking undergraduates entering in the fall. Only degree-granting institutions report total entering students.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

NATIONAL CENTER FOR EDUCATION STATISTICS



**Idaho State University
Pocatello, ID**



The Integrated Postsecondary Education Data System (IPEDS) is the nation's core postsecondary education data collection program. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional information see <http://nces.ed.gov/ipeds>.



October, 2009

Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with your institution's annual **IPEDS Data Feedback Report**. The report compares data provided by your institution in 2008-09 through the Integrated Postsecondary Education Data System (IPEDS) to data for a similar group of institutions. Like last year, your institution was given the opportunity to select its own comparison group. We strongly encourage institutions to take advantage of the opportunity to select the other institutions to which they want to be compared in the report, as they generally find the report more informative. If your institution did not submit its own group, IPEDS identified a comparison group for you (see the list toward the back of this report for the institutions in your comparison group).

I also encourage you to visit the IPEDS Executive Peer Tool (ExPT) at <http://nces.ed.gov/ipeds/datacenter/>. Not only can you download a PDF of this report as it was sent to you, you can also select a different comparison group and recreate the full report in PDF format. In addition, there are a number of extra figures available in the ExPT that are not included in your original report.

Thank you for supporting IPEDS throughout the data collection process. Without your support and the high quality data that your institution provides, these reports would not be possible. If you have any comments on how we can improve the Data Feedback Report or the ExPT, please send them to ipedsdatafeedback@ed.gov.

Best regards,



Elise S. Miller
IPEDS Program Director

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 6,700 institutions across the United States whose primary purpose is to provide postsecondary education. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2008-09 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. Following the figures is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

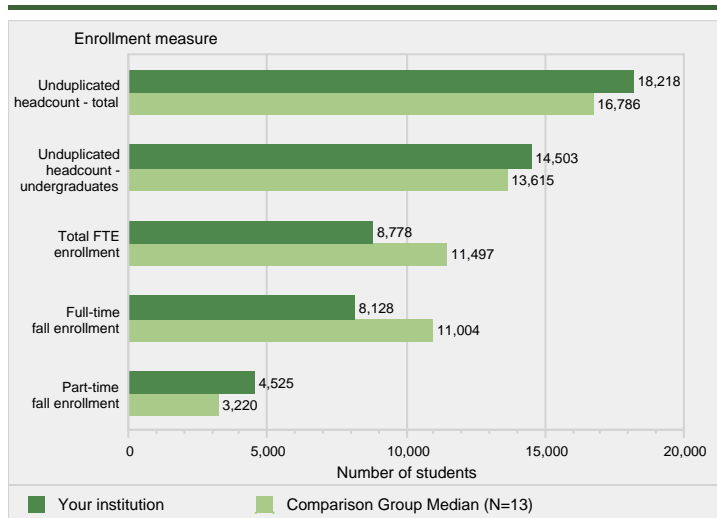
How Can I Use This Report?

Upon receiving your Data Feedback Report (DFR), we strongly encourage you to discuss its contents with your institution's IPEDS keyholder, or other institutional research professionals. Keyholders, appointed by institutional executives, coordinate the institution's IPEDS data submission, frequently working with colleagues across the institution to ensure timely and accurate reporting. Your keyholder can answer questions about how IPEDS data are submitted, how individual indicators are defined, and how to interpret differences between your institution and the group to which it was compared. She or he can also assist you in identifying more appropriate comparison groups, if needed. After discussing the DFR with your keyholder, we encourage you to share it with your campus leadership team. With their assistance, other ways to make use of the DFR can be considered, including how to appropriately incorporate the DFR into existing strategic planning efforts and whether to share parts of the DFR with on- and off-campus stakeholders, including students, staff, faculty, governance board members, community leaders, media, and state and local officials. We are committed to ensuring the DFR is useful to campus executives. If after working with the DFR you have suggestions for future improvements, please send them to ipedsdatafeedback@ed.gov.

Where Can I Do More with IPEDS Data?

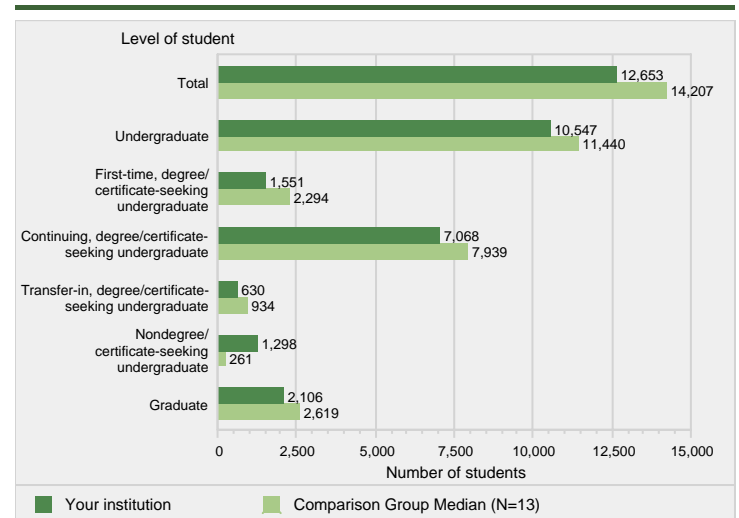
The Executive Peer Tool (ExPT), available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>), is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables.

Figure 1. Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2007-08), and full- and part-time fall enrollment (Fall 2008)



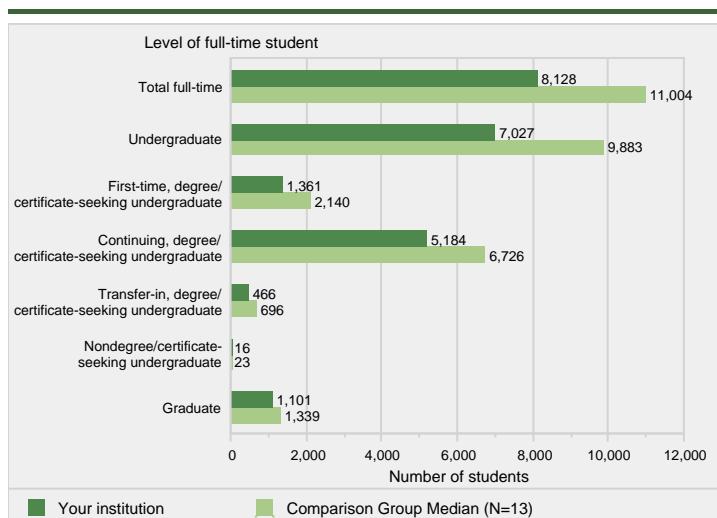
NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Fall Enrollment component.

Figure 2. Enrollment, by student level: Fall 2008



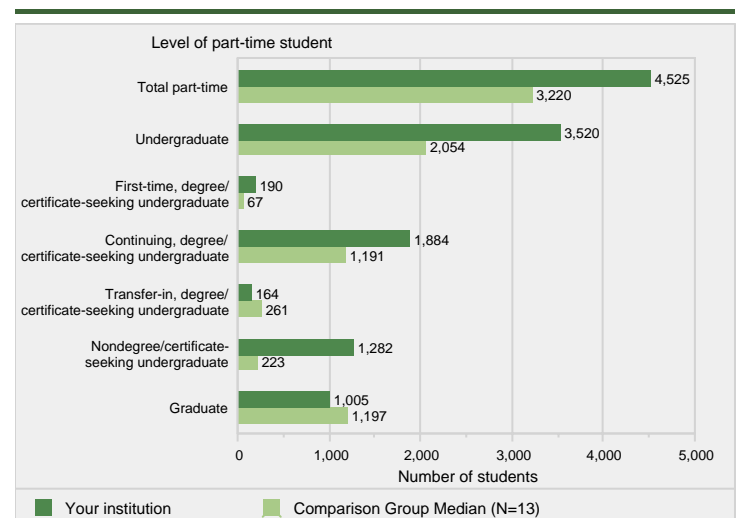
NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

Figure 3. Full-time enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

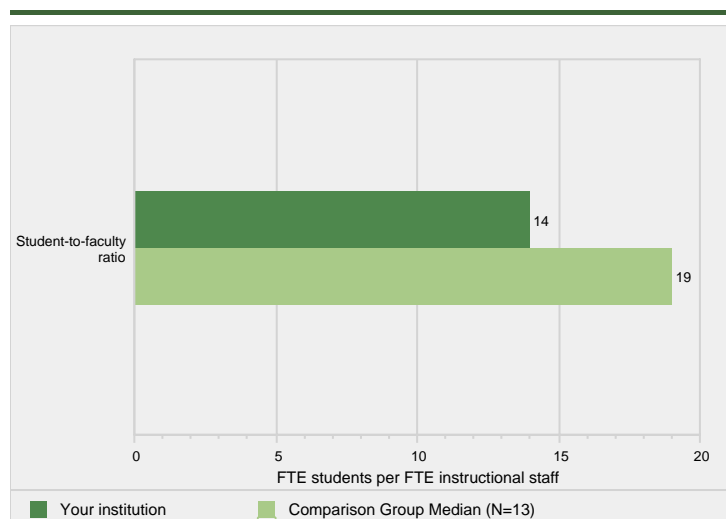
Figure 4. Part-time enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

IPEDS DATA FEEDBACK REPORT

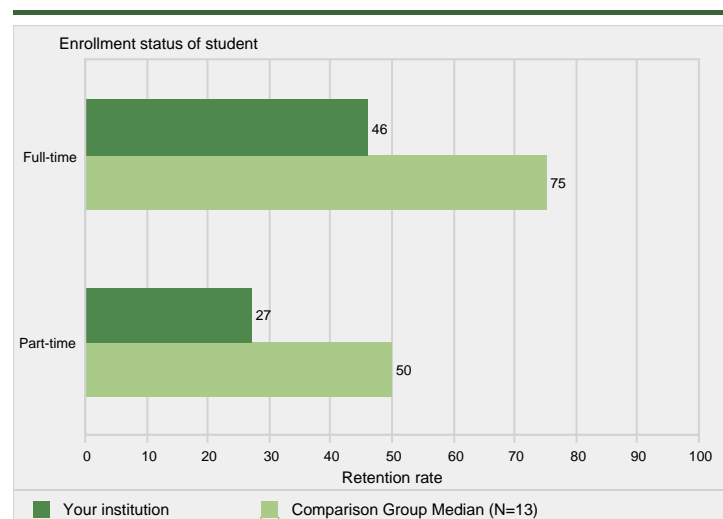
Figure 5. Student-to-faculty ratio: Fall 2008



NOTE: Student-to-faculty ratio data is presented only for institutions that have undergraduate students; graduate only institutions are not included. For details on how the ratio is calculated, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

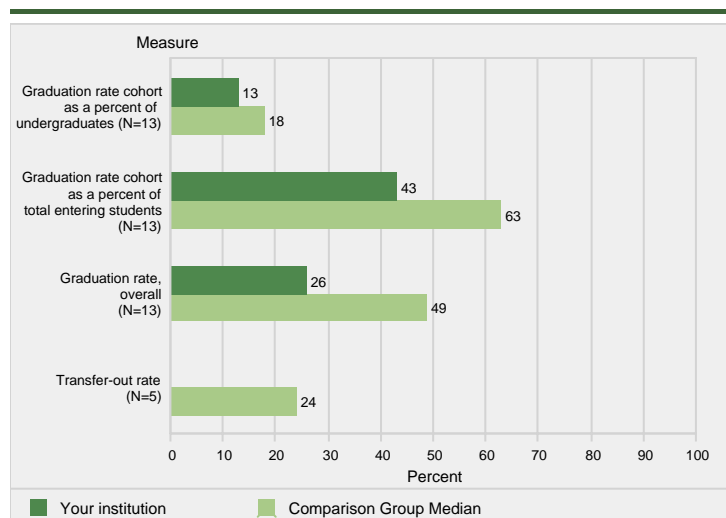
Figure 6. Retention rates of first-time, degree/certificate-seeking undergraduate students, by enrollment status: Fall 2008



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

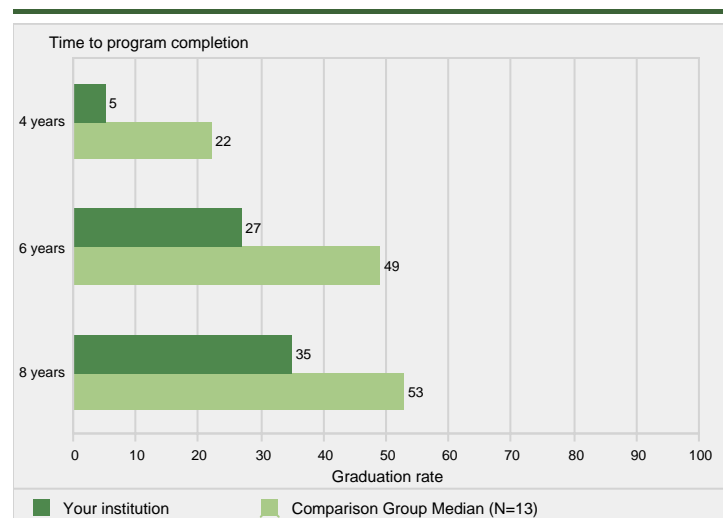
Figure 7. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2008); graduation rate and transfer-out rate (2002 cohort)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component and Fall Enrollment component.

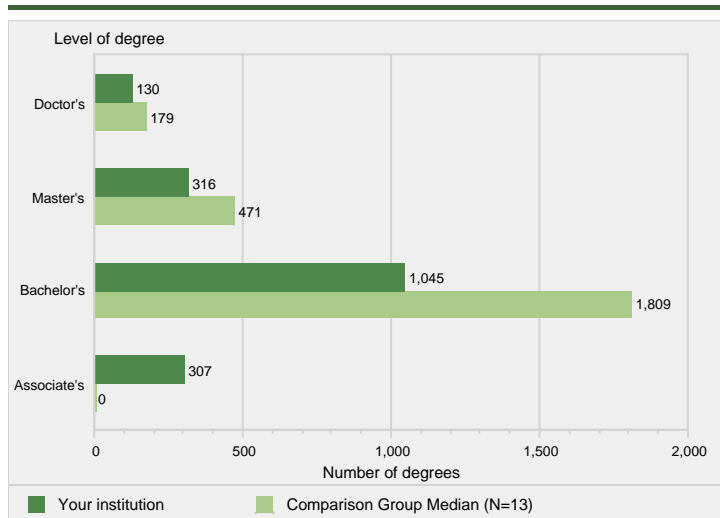
Figure 8. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2000 cohort



NOTE: The 4-year and 6-year graduation rates are the Student Right-to-Know (SRK) rates; the 8-year rate is calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component.

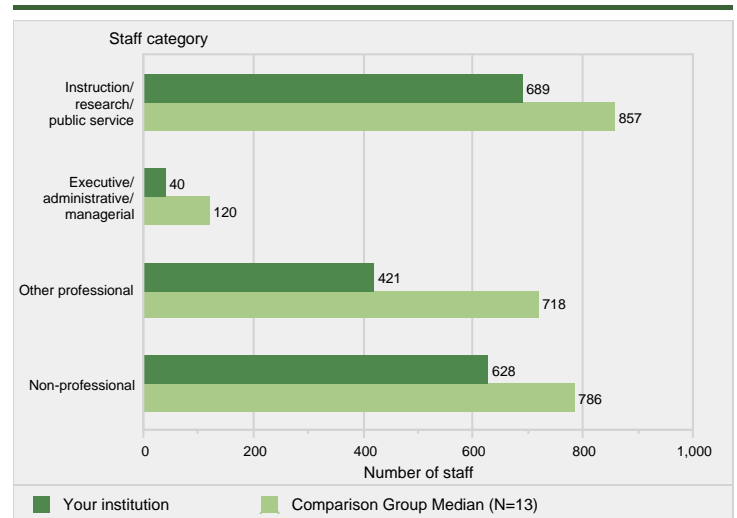
Figure 9. Number of degrees awarded, by level: Academic year 2007-08



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Completions component.

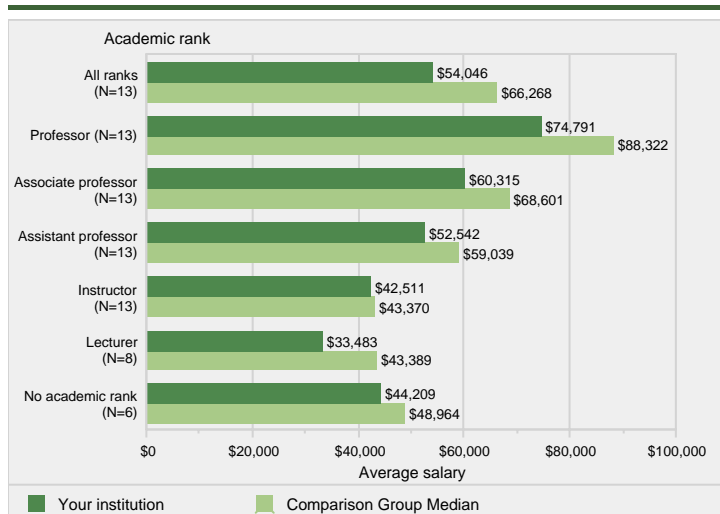
Figure 10. Full-time equivalent staff, by assigned position: Fall 2008



NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2008-09, Human Resources component.

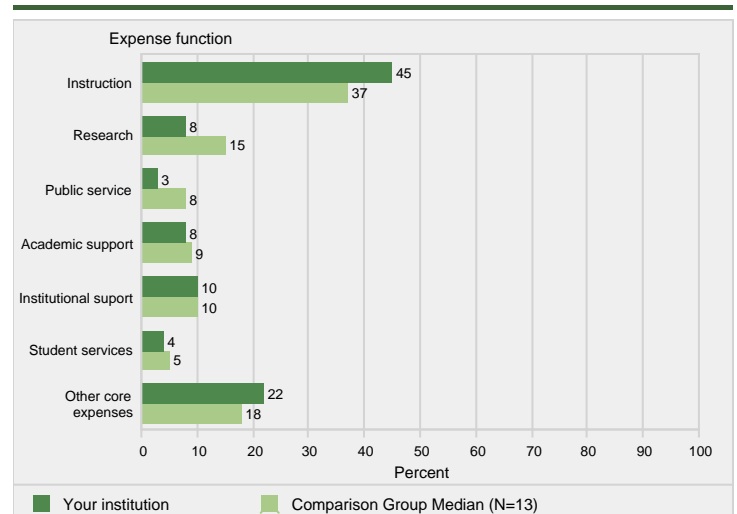
Figure 11. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2008-09



NOTE: Average full-time instructional staff salaries for 11/12-month contracts were adjusted to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school staff salaries are not included. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2008-09, Human Resources component.

Figure 12. Percent distribution of core expenses, by function: Fiscal year 2008



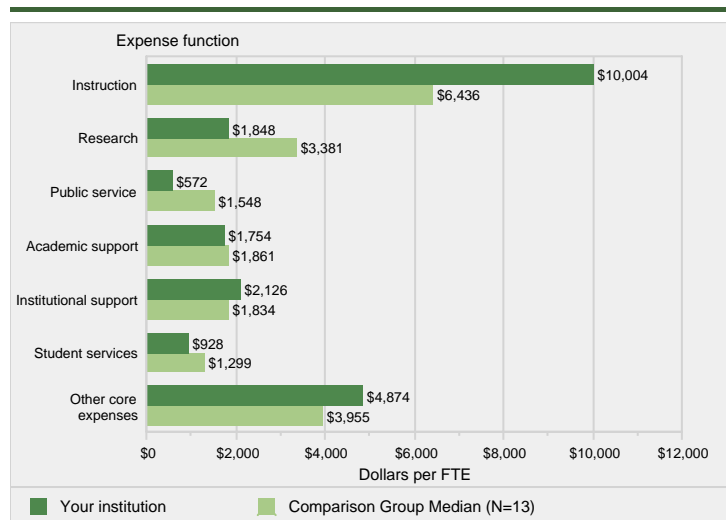
NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

IPEDS DATA FEEDBACK REPORT

AUGUST 12, 2010

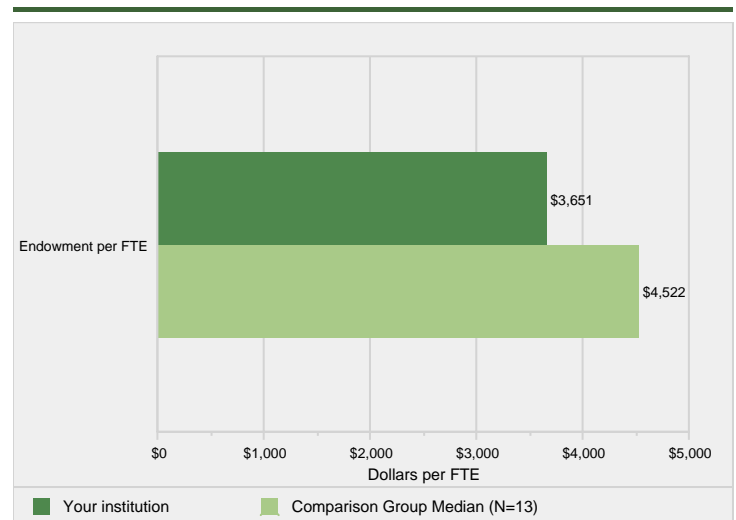
Figure 13. Core expenses per FTE enrollment, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Finance component.

Figure 14. Endowment assets (year end) per FTE enrollment: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

COMPARISON GROUP

The custom comparison group chosen by Idaho State University includes the following 13 institutions:

- ▶ Kent State University Kent Campus (Kent, OH)
- ▶ Montana State University (Bozeman, MT)
- ▶ North Dakota State University-Main Campus (Fargo, ND)
- ▶ Northern Arizona University (Flagstaff, AZ)
- ▶ Northern Illinois University (DeKalb, IL)
- ▶ South Dakota State University (Brookings, SD)
- ▶ The University of Montana (Missoula, MT)
- ▶ University of Nevada-Reno (Reno, NV)
- ▶ University of North Dakota (Grand Forks, ND)
- ▶ University of Oregon (Eugene, OR)
- ▶ University of South Dakota (Vermillion, SD)
- ▶ University of Wyoming (Laramie, WY)
- ▶ Wichita State University (Wichita, KS)

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2008-09 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Comparison Groups

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 14, NCES selected a comparison group for you based on the institutional characteristics detailed immediately above the listing of the comparison group institutions. (If the Carnegie Classification of Institutions of Higher Education was used as an institutional characteristic in the definition of a comparison group, the 2005 Basic version was used.) The comparison group used in this report may not reflect your institution's peer group, or you may wish to compare your institution to other groups. The Executive Peer Tool (ExPT) (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Use of Median Values for Comparison Group

The value for the focus institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. As such, not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Between survey years 2008-09 and 2010-11, the categories used for the collection and reporting of race/ethnicity data in IPEDS are transitioning to those developed in 1997 by the Office of Management and Budget, and institutions may report using either those categories, the older (1977) categories, or a mixture of both. Therefore, during the transition, only derived categories that present comparable data will be displayed. Detailed information about these changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Postbaccalaureate Degree Categories

In 2008-09 IPEDS, new postbaccalaureate degree categories were introduced as optional. The new categories are Doctor's degree-Research/scholarship, Doctor's degree-Professional practice, and Doctor's degree-Other. In addition, the First-professional degree and certificate categories and the single Doctor's degree category are being phased out. During the transition period, all First-professional students are reflected as graduate students, all First-professional degrees awarded are reflected as Doctor's degrees, and all Doctor's degrees reported under the new categories are aggregated under a single Doctor's degree category, so that data reported by all institutions are comparable.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Core Expenses

Core expenses for public institutions using the Governmental Accounting Standards Board (GASB) standards include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit and public institutions reporting under the Financial Accounting Standards Board (FASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. For all institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant for GASB institutions are included in other core expenses, but are allocated to each of the other functions for FASB institutions.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9/10-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries for staff on less-than-9-month contracts are not included.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2007-08 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). If applicable, first-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2007 fall counts and applying this ratio to the 2007-08 12-month unduplicated headcount of first-professional students. The estimated number of full-time students is added to one-third of the estimated number of part-time students. See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2008, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same

institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

An institution's student-to-faculty ratio is calculated by determining the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from the FTE calculations. "Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).

Total Entering (Undergraduate-Level) Students

Total entering students are students at the undergraduate level, both full- and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate seeking undergraduates entering in the fall. Only degree-granting institutions report total entering students.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

NATIONAL CENTER FOR EDUCATION STATISTICS



**University of Idaho
Moscow, ID**



The Integrated Postsecondary Education Data System (IPEDS) is the nation's core postsecondary education data collection program. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional information see <http://nces.ed.gov/ipeds>.



October, 2009

Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with your institution's annual **IPEDS Data Feedback Report**. The report compares data provided by your institution in 2008-09 through the Integrated Postsecondary Education Data System (IPEDS) to data for a similar group of institutions. Like last year, your institution was given the opportunity to select its own comparison group. We strongly encourage institutions to take advantage of the opportunity to select the other institutions to which they want to be compared in the report, as they generally find the report more informative. If your institution did not submit its own group, IPEDS identified a comparison group for you (see the list toward the back of this report for the institutions in your comparison group).

I also encourage you to visit the IPEDS Executive Peer Tool (ExPT) at <http://nces.ed.gov/ipeds/datacenter/>. Not only can you download a PDF of this report as it was sent to you, you can also select a different comparison group and recreate the full report in PDF format. In addition, there are a number of extra figures available in the ExPT that are not included in your original report.

Thank you for supporting IPEDS throughout the data collection process. Without your support and the high quality data that your institution provides, these reports would not be possible. If you have any comments on how we can improve the Data Feedback Report or the ExPT, please send them to ipedsdatafeedback@ed.gov.

Best regards,



Elise S. Miller
IPEDS Program Director

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 6,700 institutions across the United States whose primary purpose is to provide postsecondary education. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2008-09 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. Following the figures is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

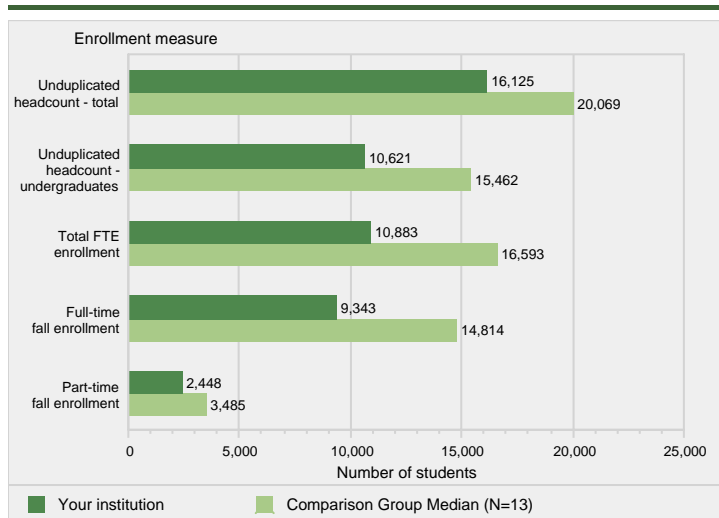
How Can I Use This Report?

Upon receiving your Data Feedback Report (DFR), we strongly encourage you to discuss its contents with your institution's IPEDS keyholder, or other institutional research professionals. Keyholders, appointed by institutional executives, coordinate the institution's IPEDS data submission, frequently working with colleagues across the institution to ensure timely and accurate reporting. Your keyholder can answer questions about how IPEDS data are submitted, how individual indicators are defined, and how to interpret differences between your institution and the group to which it was compared. She or he can also assist you in identifying more appropriate comparison groups, if needed. After discussing the DFR with your keyholder, we encourage you to share it with your campus leadership team. With their assistance, other ways to make use of the DFR can be considered, including how to appropriately incorporate the DFR into existing strategic planning efforts and whether to share parts of the DFR with on- and off-campus stakeholders, including students, staff, faculty, governance board members, community leaders, media, and state and local officials. We are committed to ensuring the DFR is useful to campus executives. If after working with the DFR you have suggestions for future improvements, please send them to ipedsdatafeedback@ed.gov.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT), available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>), is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables.

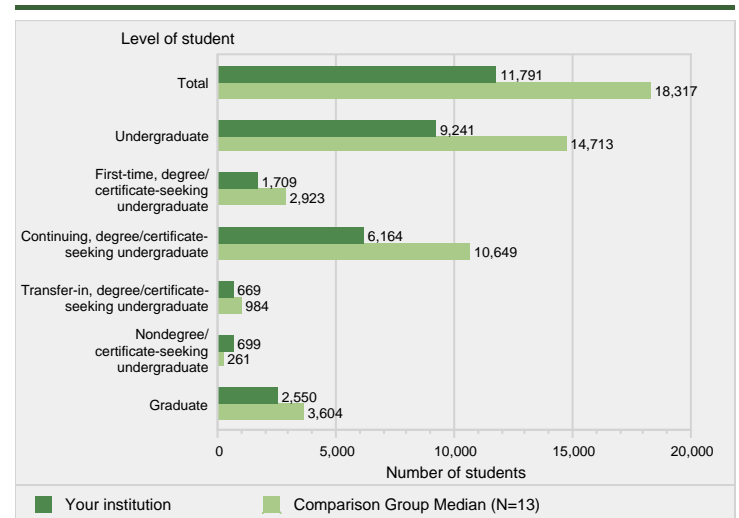
Figure 1. Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2007-08), and full- and part-time fall enrollment (Fall 2008)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Fall Enrollment component.

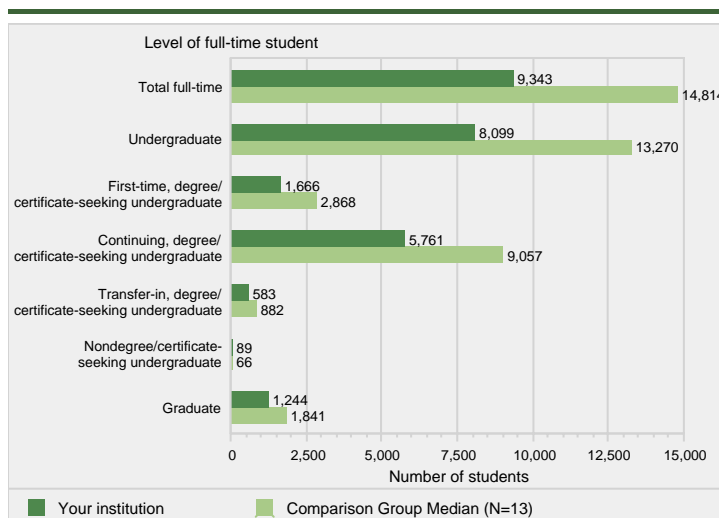
Figure 2. Enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

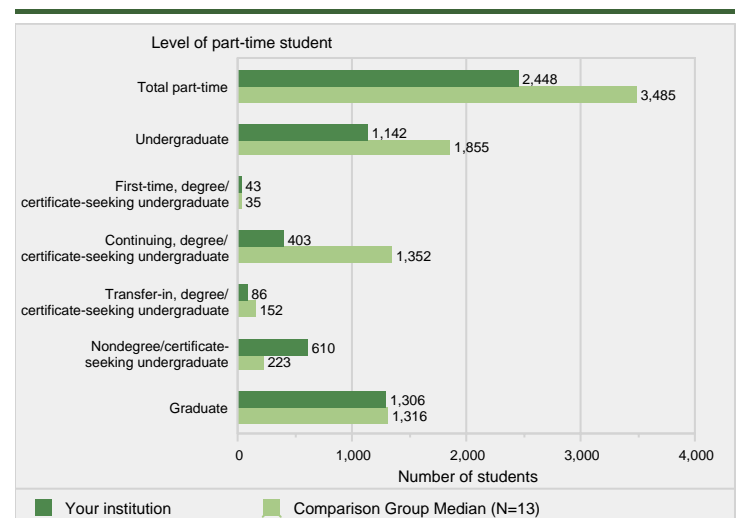
Figure 3. Full-time enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

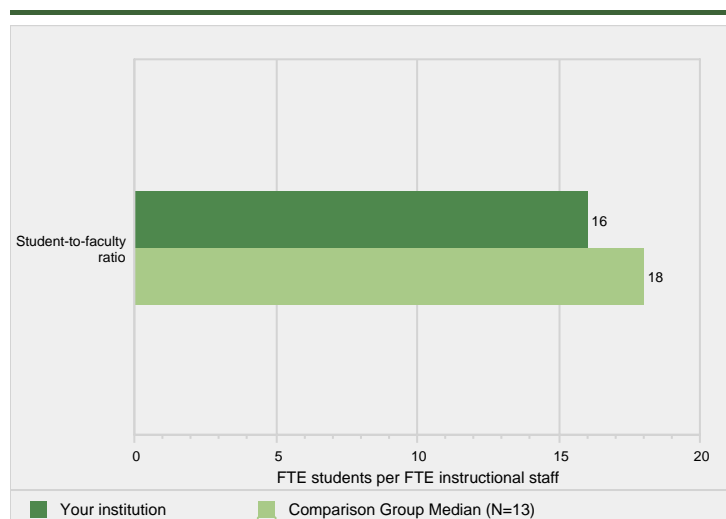
Figure 4. Part-time enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

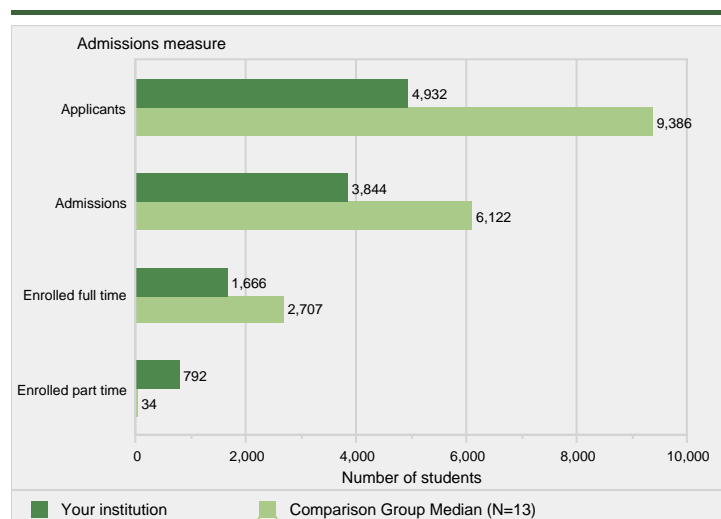
Figure 5. Student-to-faculty ratio: Fall 2008



NOTE: Student-to-faculty ratio data is presented only for institutions that have undergraduate students; graduate only institutions are not included. For details on how the ratio is calculated, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

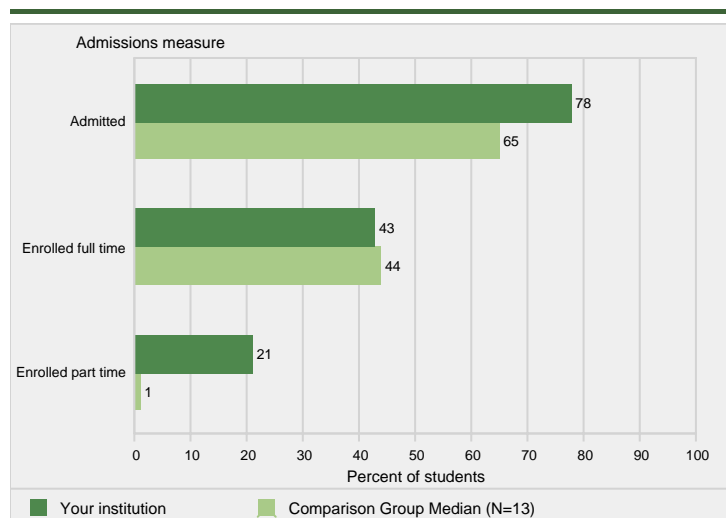
Figure 6. Number of applicants, admissions, and students enrolled full and part time: Fall 2008



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

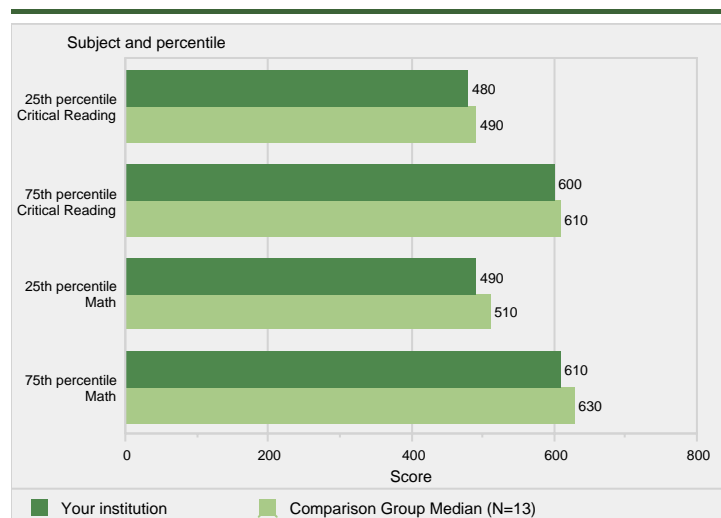
Figure 7. Percent of applicants admitted, and percent of admissions enrolled by full- and part-time status: Fall 2008



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For more information, see the Methodological Notes. Median values for the comparison group may not add to 100 percent. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

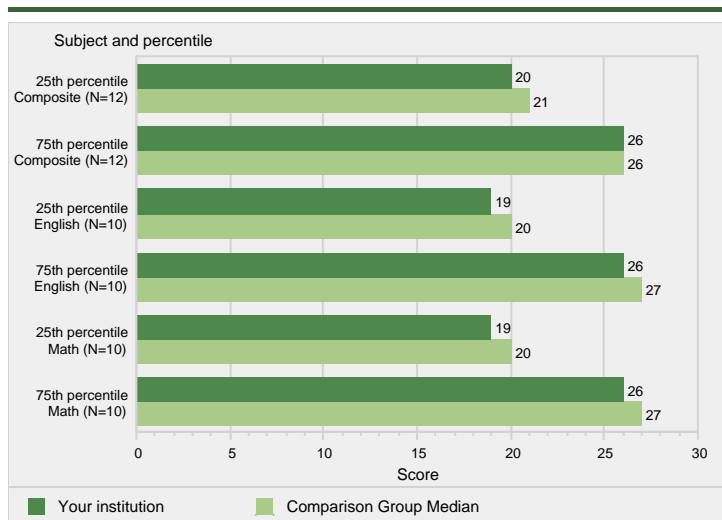
Figure 8. Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2008



NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

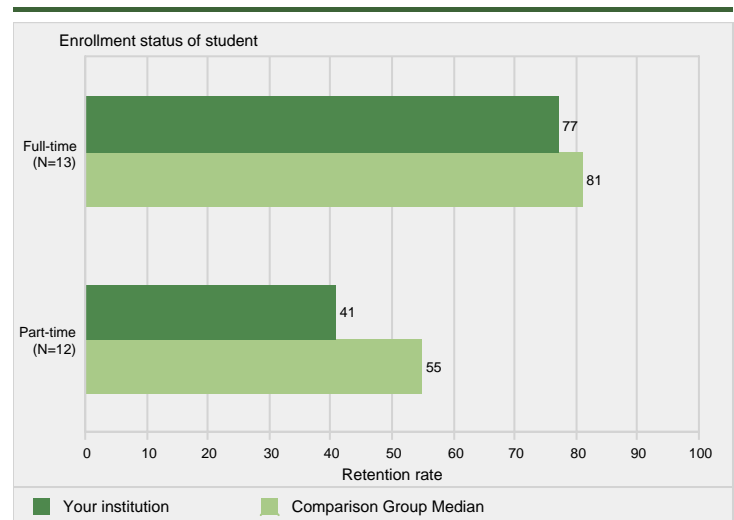
Figure 9. Percentile ACT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2008



NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

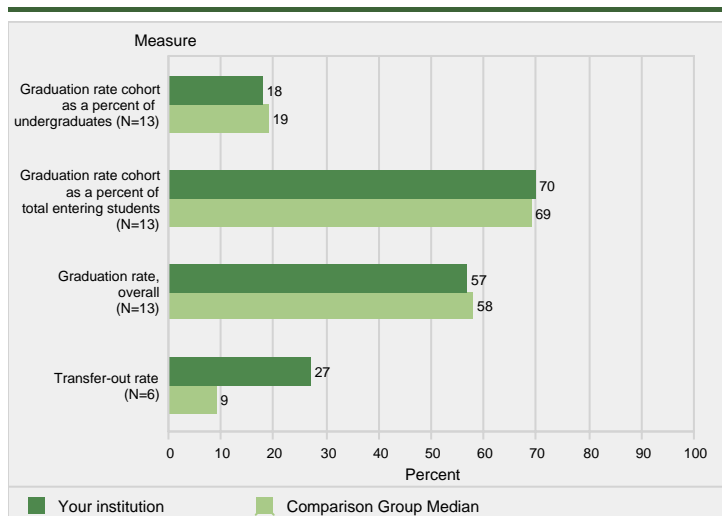
Figure 10. Retention rates of first-time, degree/certificate-seeking undergraduate students, by enrollment status: Fall 2008



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

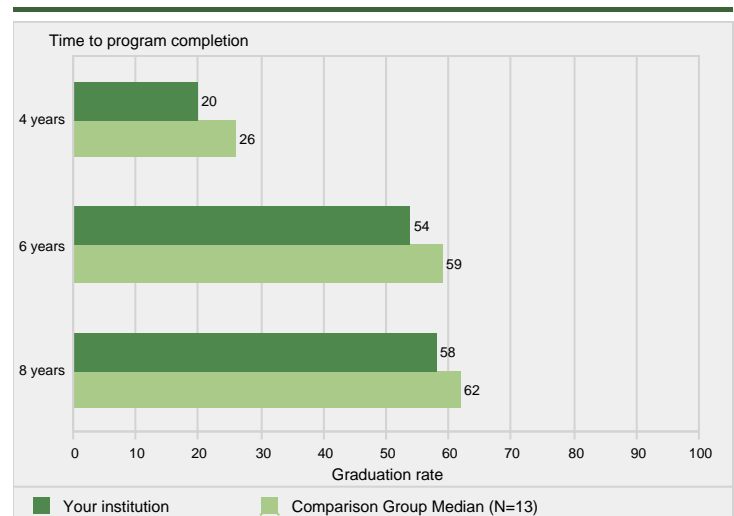
Figure 11. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2008); graduation rate and transfer-out rate (2002 cohort)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component and Fall Enrollment component.

Figure 12. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2000 cohort

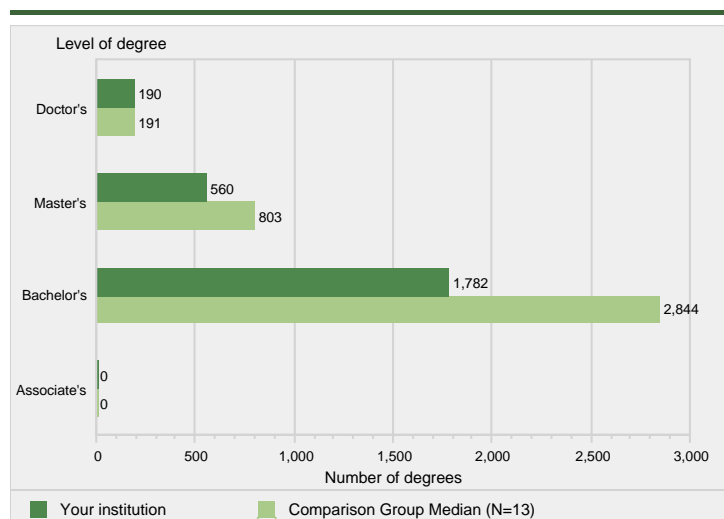


NOTE: The 4-year and 6-year graduation rates are the Student Right-to-Know (SRK) rates; the 8-year rate is calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component.

IPEDS DATA FEEDBACK REPORT

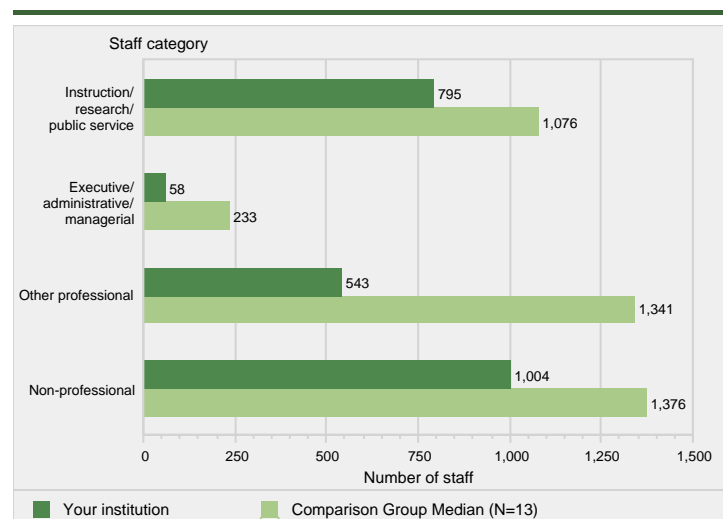
Figure 13. Number of degrees awarded, by level: Academic year 2007-08



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Completions component.

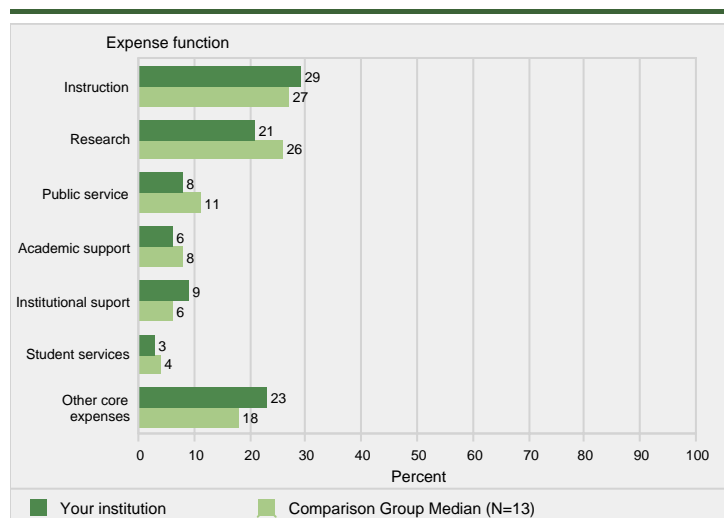
Figure 14. Full-time equivalent staff, by assigned position: Fall 2008



NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2008-09, Human Resources component.

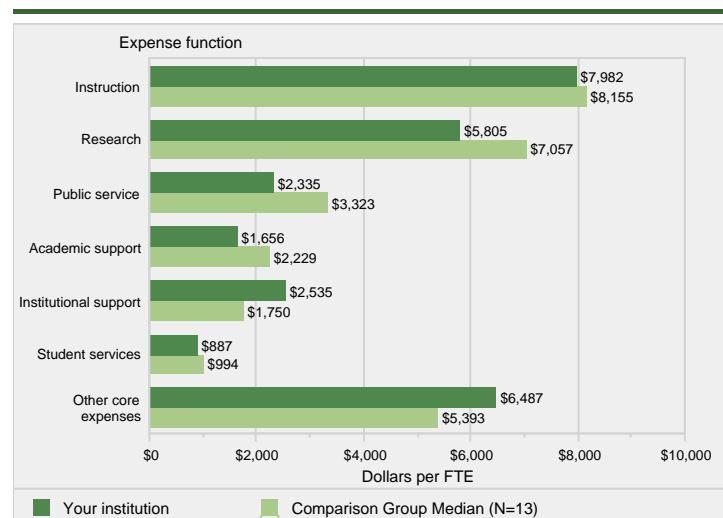
Figure 15. Percent distribution of core expenses, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

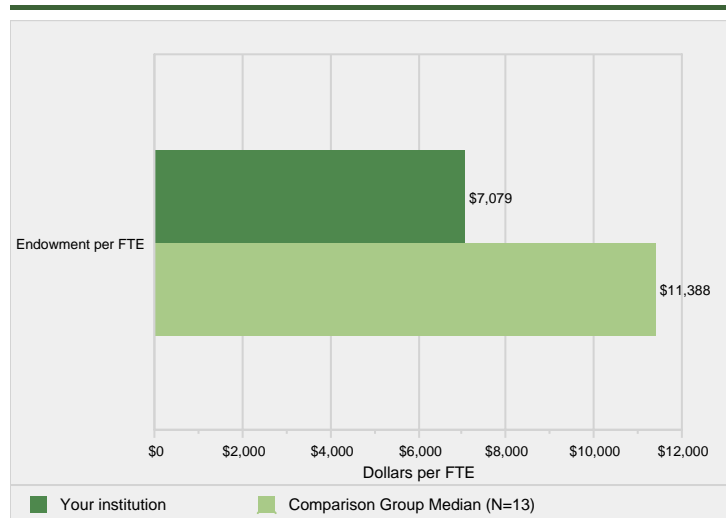
Figure 16. Core expenses per FTE enrollment, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Finance component.

Figure 17. Endowment assets (year end) per FTE enrollment: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

COMPARISON GROUP

The custom comparison group chosen by University of Idaho includes the following 13 institutions:

- ▶ Clemson University (Clemson, SC)
- ▶ Colorado State University (Fort Collins, CO)
- ▶ Kansas State University (Manhattan, KS)
- ▶ Montana State University (Bozeman, MT)
- ▶ New Mexico State University-Main Campus (Las Cruces, NM)
- ▶ North Dakota State University-Main Campus (Fargo, ND)
- ▶ Oregon State University (Corvallis, OR)
- ▶ University of Arkansas Main Campus (Fayetteville, AR)
- ▶ University of Nebraska-Lincoln (Lincoln, NE)
- ▶ University of New Hampshire-Main Campus (Durham, NH)
- ▶ University of Wyoming (Laramie, WY)
- ▶ Utah State University (Logan, UT)
- ▶ Washington State University (Pullman, WA)

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2008-09 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Comparison Groups

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 14, NCES selected a comparison group for you based on the institutional characteristics detailed immediately above the listing of the comparison group institutions. (If the Carnegie Classification of Institutions of Higher Education was used as an institutional characteristic in the definition of a comparison group, the 2005 Basic version was used.) The comparison group used in this report may not reflect your institution's peer group, or you may wish to compare your institution to other groups. The Executive Peer Tool (ExPT) (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Use of Median Values for Comparison Group

The value for the focus institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. As such, not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Between survey years 2008-09 and 2010-11, the categories used for the collection and reporting of race/ethnicity data in IPEDS are transitioning to those developed in 1997 by the Office of Management and Budget, and institutions may report using either those categories, the older (1977) categories, or a mixture of both. Therefore, during the transition, only derived categories that present comparable data will be displayed. Detailed information about these changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Postbaccalaureate Degree Categories

In 2008-09 IPEDS, new postbaccalaureate degree categories were introduced as optional. The new categories are Doctor's degree-Research/scholarship, Doctor's degree-Professional practice, and Doctor's degree-Other. In addition, the First-professional degree and certificate categories and the single Doctor's degree category are being phased out. During the transition period, all First-professional students are reflected as graduate students, all First-professional degrees awarded are reflected as Doctor's degrees, and all Doctor's degrees reported under the new categories are aggregated under a single Doctor's degree category, so that data reported by all institutions are comparable.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Core Expenses

Core expenses for public institutions using the Governmental Accounting Standards Board (GASB) standards include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit and public institutions reporting under the Financial Accounting Standards Board (FASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. For all institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant for GASB institutions are included in other core expenses, but are allocated to each of the other functions for FASB institutions.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9/10-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries for staff on less-than-9-month contracts are not included.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2007-08 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). If applicable, first-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2007 fall counts and applying this ratio to the 2007-08 12-month unduplicated headcount of first-professional students. The estimated number of full-time students is added to one-third of the estimated number of part-time students. See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2008, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same

institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

An institution's student-to-faculty ratio is calculated by determining the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from the FTE calculations. "Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).

Total Entering (Undergraduate-Level) Students

Total entering students are students at the undergraduate level, both full- and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate seeking undergraduates entering in the fall. Only degree-granting institutions report total entering students.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

NATIONAL CENTER FOR EDUCATION STATISTICS



Lewis-Clark State College
Lewiston, ID



The Integrated Postsecondary Education Data System (IPEDS) is the nation's core postsecondary education data collection program. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional information see <http://nces.ed.gov/ipeds>.



October, 2009

Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with your institution's annual **IPEDS Data Feedback Report**. The report compares data provided by your institution in 2008-09 through the Integrated Postsecondary Education Data System (IPEDS) to data for a similar group of institutions. Like last year, your institution was given the opportunity to select its own comparison group. We strongly encourage institutions to take advantage of the opportunity to select the other institutions to which they want to be compared in the report, as they generally find the report more informative. If your institution did not submit its own group, IPEDS identified a comparison group for you (see the list toward the back of this report for the institutions in your comparison group).

I also encourage you to visit the IPEDS Executive Peer Tool (ExPT) at <http://nces.ed.gov/ipeds/datacenter/>. Not only can you download a PDF of this report as it was sent to you, you can also select a different comparison group and recreate the full report in PDF format. In addition, there are a number of extra figures available in the ExPT that are not included in your original report.

Thank you for supporting IPEDS throughout the data collection process. Without your support and the high quality data that your institution provides, these reports would not be possible. If you have any comments on how we can improve the Data Feedback Report or the ExPT, please send them to ipedsdatafeedback@ed.gov.

Best regards,



Elise S. Miller
IPEDS Program Director

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 6,700 institutions across the United States whose primary purpose is to provide postsecondary education. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2008-09 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. Following the figures is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

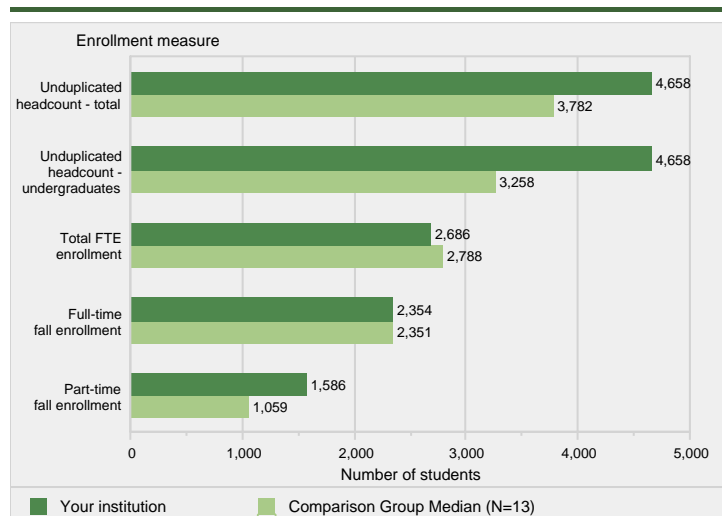
How Can I Use This Report?

Upon receiving your Data Feedback Report (DFR), we strongly encourage you to discuss its contents with your institution's IPEDS keyholder, or other institutional research professionals. Keyholders, appointed by institutional executives, coordinate the institution's IPEDS data submission, frequently working with colleagues across the institution to ensure timely and accurate reporting. Your keyholder can answer questions about how IPEDS data are submitted, how individual indicators are defined, and how to interpret differences between your institution and the group to which it was compared. She or he can also assist you in identifying more appropriate comparison groups, if needed. After discussing the DFR with your keyholder, we encourage you to share it with your campus leadership team. With their assistance, other ways to make use of the DFR can be considered, including how to appropriately incorporate the DFR into existing strategic planning efforts and whether to share parts of the DFR with on- and off-campus stakeholders, including students, staff, faculty, governance board members, community leaders, media, and state and local officials. We are committed to ensuring the DFR is useful to campus executives. If after working with the DFR you have suggestions for future improvements, please send them to ipedsdatafeedback@ed.gov.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT), available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>), is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables.

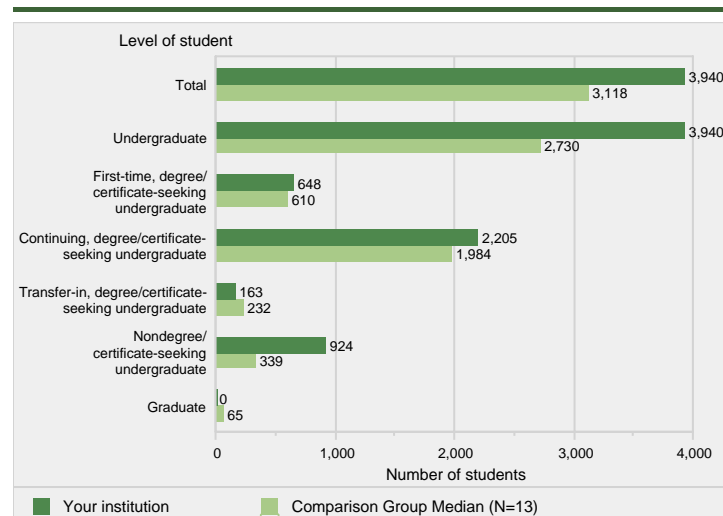
Figure 1. Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2007-08), and full- and part-time fall enrollment (Fall 2008)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Fall Enrollment component.

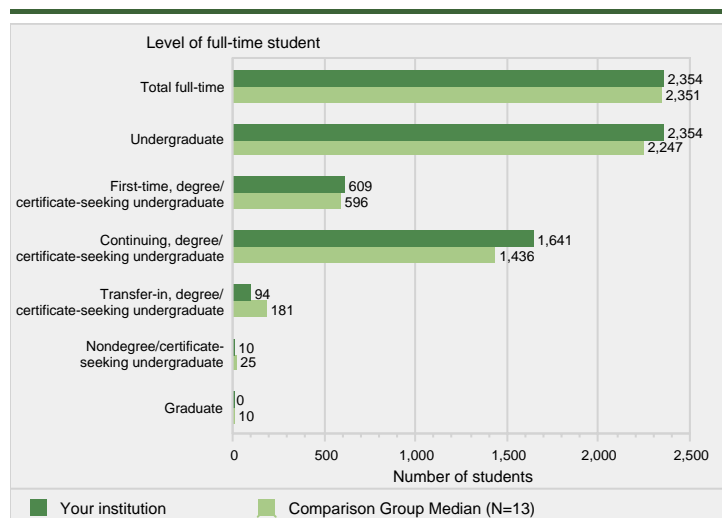
Figure 2. Enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

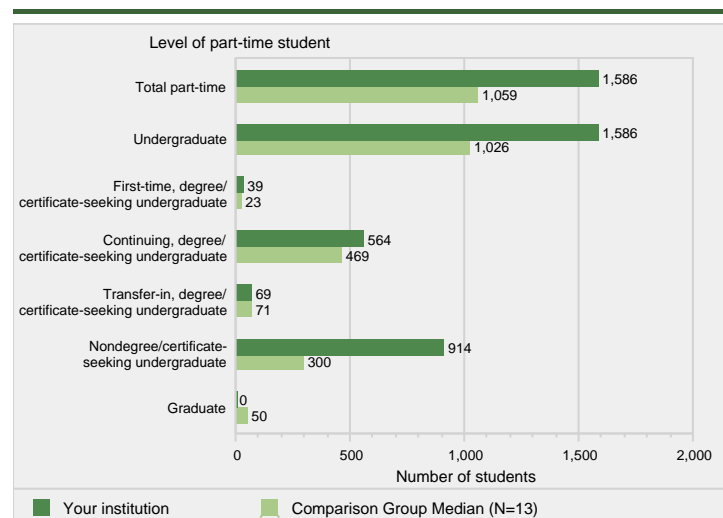
Figure 3. Full-time enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

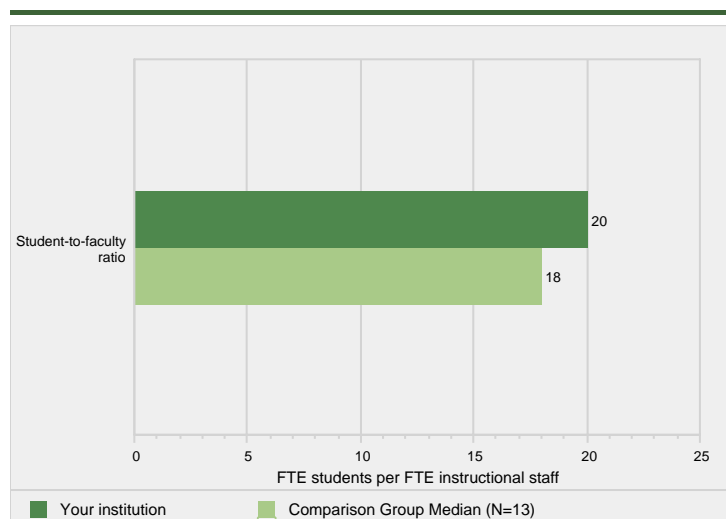
Figure 4. Part-time enrollment, by student level: Fall 2008



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

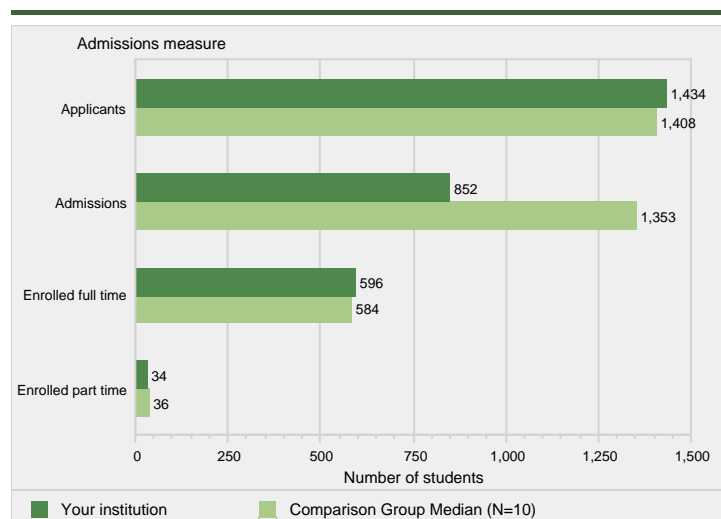
Figure 5. Student-to-faculty ratio: Fall 2008



NOTE: Student-to-faculty ratio data is presented only for institutions that have undergraduate students; graduate only institutions are not included. For details on how the ratio is calculated, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

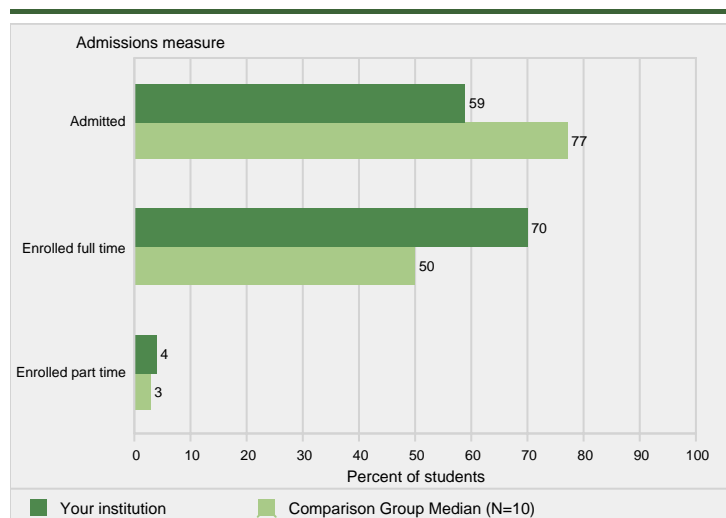
Figure 6. Number of applicants, admissions, and students enrolled full and part time: Fall 2008



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

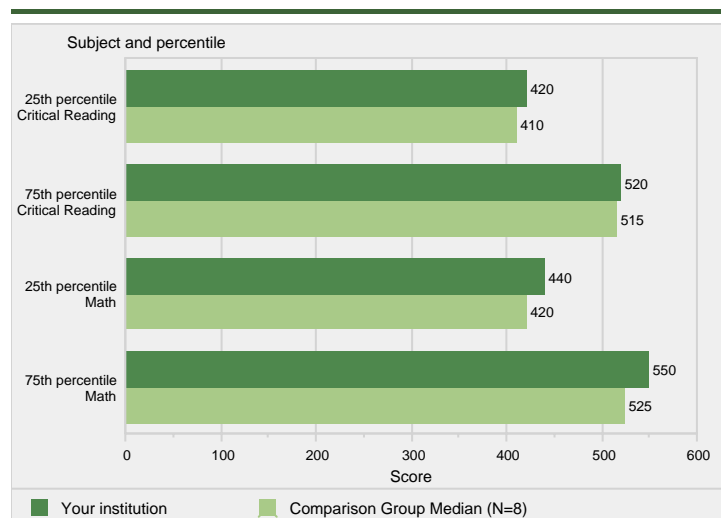
Figure 7. Percent of applicants admitted, and percent of admissions enrolled by full- and part-time status: Fall 2008



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For more information, see the Methodological Notes. Median values for the comparison group may not add to 100 percent. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

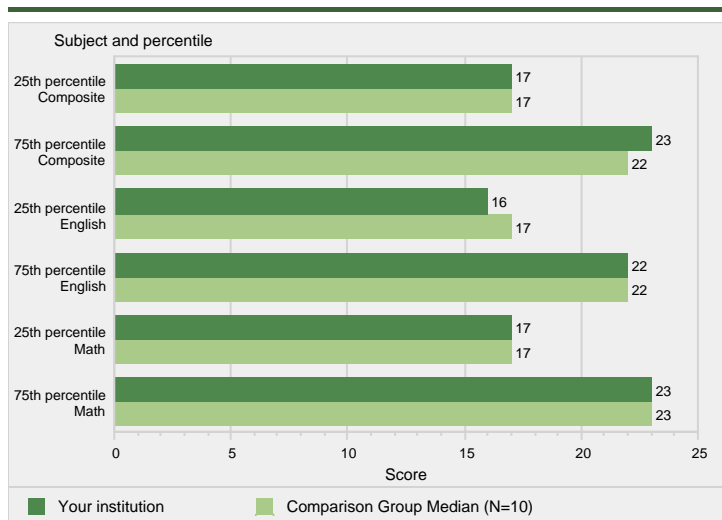
Figure 8. Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2008



NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

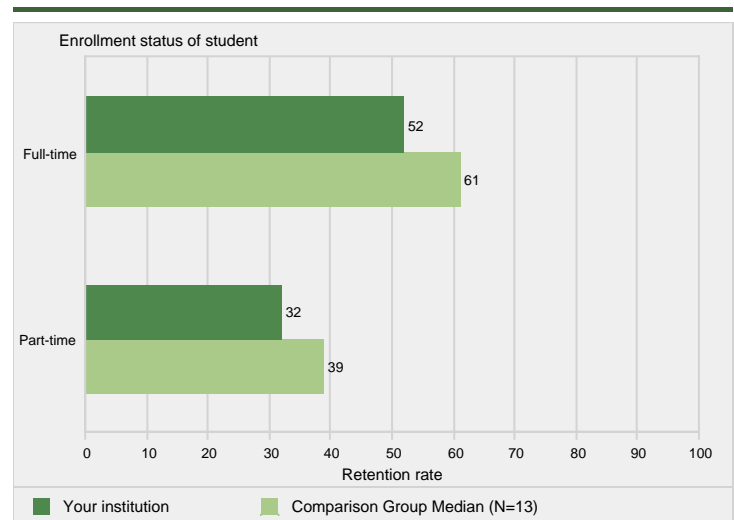
Figure 9. Percentile ACT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2008



NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Institutional Characteristics component.

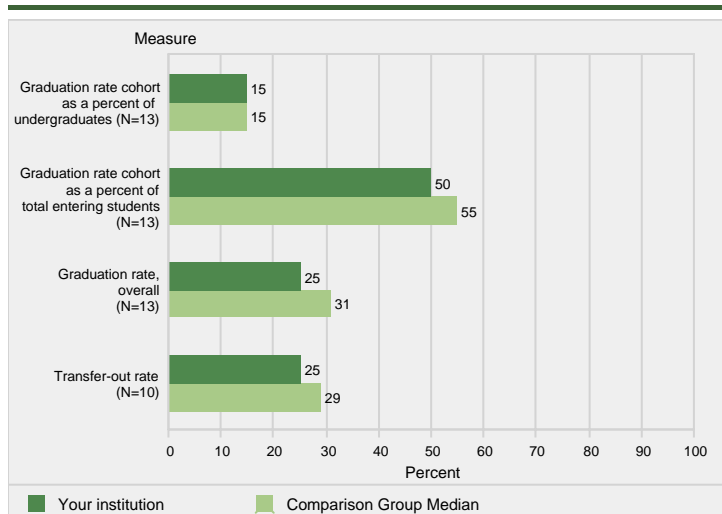
Figure 10. Retention rates of first-time, degree/certificate-seeking undergraduate students, by enrollment status: Fall 2008



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

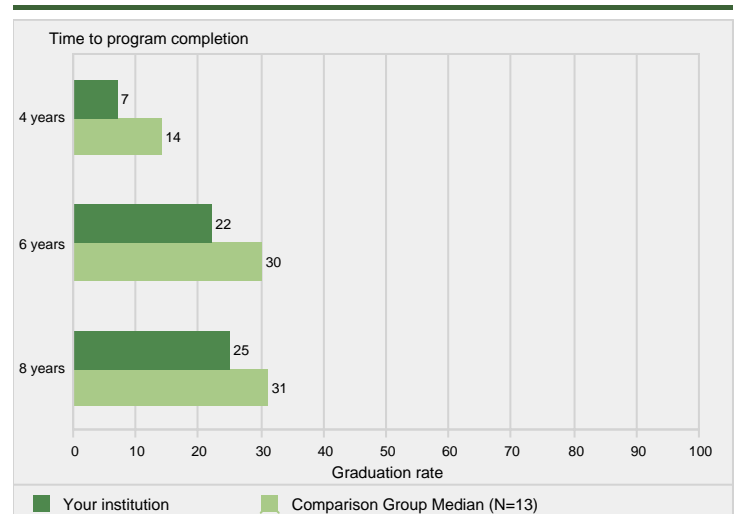
Figure 11. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2008); graduation rate and transfer-out rate (2002 cohort)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component and Fall Enrollment component.

Figure 12. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2000 cohort



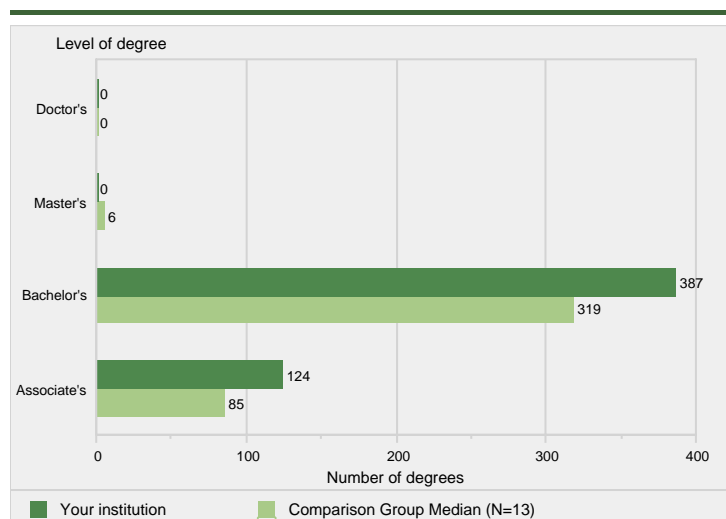
NOTE: The 4-year and 6-year graduation rates are the Student Right-to-Know (SRK) rates; the 8-year rate is calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component.

IPEDS DATA FEEDBACK REPORT

AUGUST 12, 2010

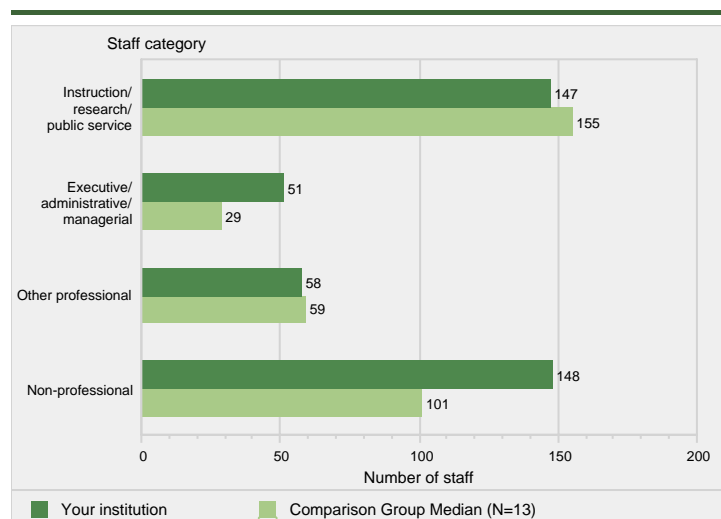
Figure 13. Number of degrees awarded, by level: Academic year 2007-08



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Completions component.

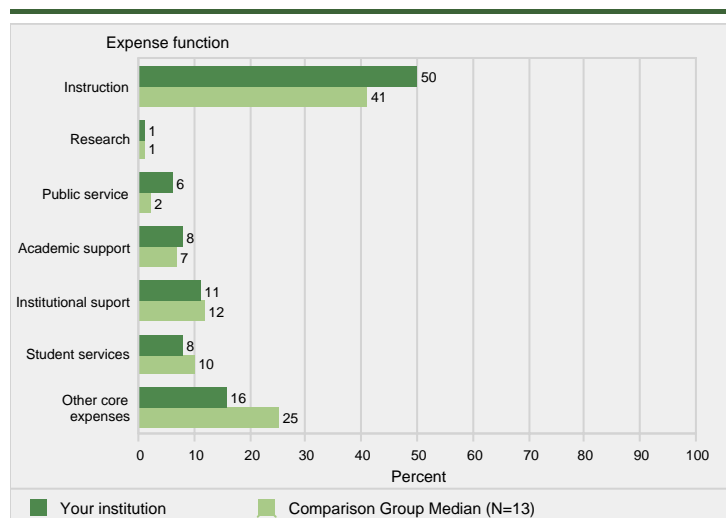
Figure 14. Full-time equivalent staff, by assigned position: Fall 2008



NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2008-09, Human Resources component.

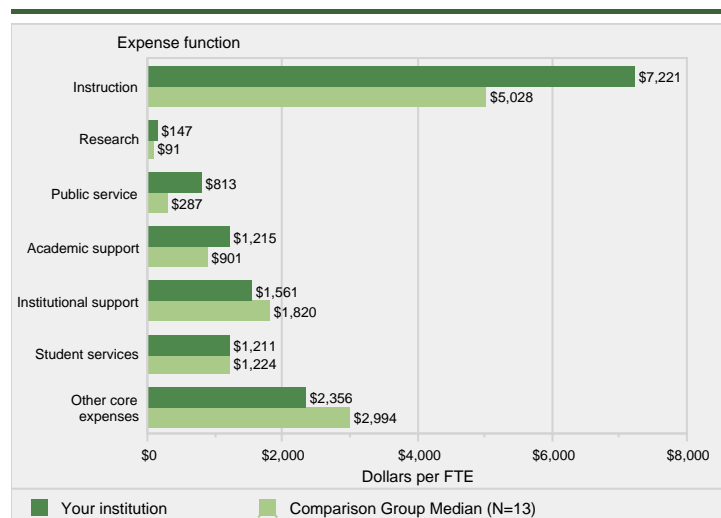
Figure 15. Percent distribution of core expenses, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

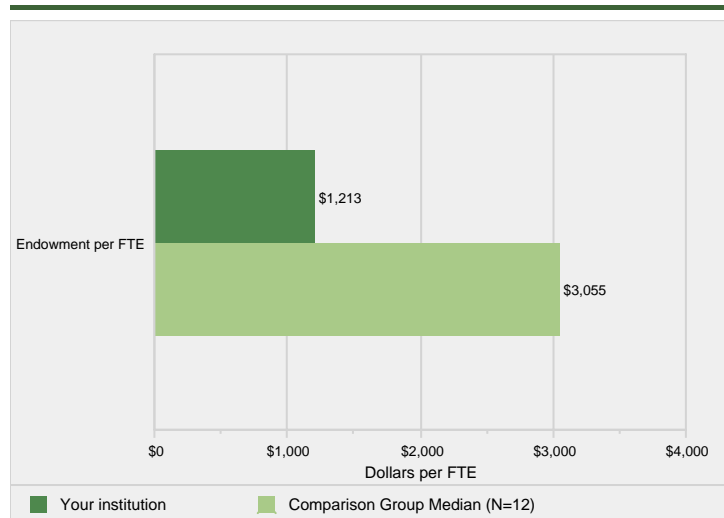
Figure 16. Core expenses per FTE enrollment, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Finance component.

Figure 17. Endowment assets (year end) per FTE enrollment: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

COMPARISON GROUP

The custom comparison group chosen by Lewis-Clark State College includes the following 13 institutions:

- ▶ Black Hills State University (Spearfish, SD)
- ▶ Bluefield State College (Bluefield, WV)
- ▶ Dickinson State University (Dickinson, ND)
- ▶ Indiana University-East (Richmond, IN)
- ▶ Kentucky State University (Frankfort, KY)
- ▶ Mesa State College (Grand Junction, CO)
- ▶ Missouri Southern State University (Joplin, MO)
- ▶ Missouri Western State University (Saint Joseph, MO)
- ▶ Montana State University-Northern (Havre, MT)
- ▶ Purdue University-North Central Campus (Westville, IN)
- ▶ Shawnee State University (Portsmouth, OH)
- ▶ Southern Arkansas University Main Campus (Magnolia, AR)
- ▶ University of Minnesota-Crookston (Crookston, MN)

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2008-09 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Comparison Groups

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 14, NCES selected a comparison group for you based on the institutional characteristics detailed immediately above the listing of the comparison group institutions. (If the Carnegie Classification of Institutions of Higher Education was used as an institutional characteristic in the definition of a comparison group, the 2005 Basic version was used.) The comparison group used in this report may not reflect your institution's peer group, or you may wish to compare your institution to other groups. The Executive Peer Tool (ExPT) (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Use of Median Values for Comparison Group

The value for the focus institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. As such, not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Between survey years 2008-09 and 2010-11, the categories used for the collection and reporting of race/ethnicity data in IPEDS are transitioning to those developed in 1997 by the Office of Management and Budget, and institutions may report using either those categories, the older (1977) categories, or a mixture of both. Therefore, during the transition, only derived categories that present comparable data will be displayed. Detailed information about these changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Postbaccalaureate Degree Categories

In 2008-09 IPEDS, new postbaccalaureate degree categories were introduced as optional. The new categories are Doctor's degree-Research/scholarship, Doctor's degree-Professional practice, and Doctor's degree-Other. In addition, the First-professional degree and certificate categories and the single Doctor's degree category are being phased out. During the transition period, all First-professional students are reflected as graduate students, all First-professional degrees awarded are reflected as Doctor's degrees, and all Doctor's degrees reported under the new categories are aggregated under a single Doctor's degree category, so that data reported by all institutions are comparable.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Core Expenses

Core expenses for public institutions using the Governmental Accounting Standards Board (GASB) standards include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit and public institutions reporting under the Financial Accounting Standards Board (FASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. For all institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant for GASB institutions are included in other core expenses, but are allocated to each of the other functions for FASB institutions.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9/10-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries for staff on less-than-9-month contracts are not included.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2007-08 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). If applicable, first-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2007 fall counts and applying this ratio to the 2007-08 12-month unduplicated headcount of first-professional students. The estimated number of full-time students is added to one-third of the estimated number of part-time students. See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2008, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same

institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

An institution's student-to-faculty ratio is calculated by determining the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from the FTE calculations. "Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).

Total Entering (Undergraduate-Level) Students

Total entering students are students at the undergraduate level, both full- and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate seeking undergraduates entering in the fall. Only degree-granting institutions report total entering students.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

NATIONAL CENTER FOR EDUCATION STATISTICS



***Eastern Idaho Technical College
Idaho Falls, ID***



The Integrated Postsecondary Education Data System (IPEDS) is the nation's core postsecondary education data collection program. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional information see <http://nces.ed.gov/ipeds>.



October, 2009

Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with your institution's annual **IPEDS Data Feedback Report**. The report compares data provided by your institution in 2008-09 through the Integrated Postsecondary Education Data System (IPEDS) to data for a similar group of institutions. Like last year, your institution was given the opportunity to select its own comparison group. We strongly encourage institutions to take advantage of the opportunity to select the other institutions to which they want to be compared in the report, as they generally find the report more informative. If your institution did not submit its own group, IPEDS identified a comparison group for you (see the list toward the back of this report for the institutions in your comparison group).

I also encourage you to visit the IPEDS Executive Peer Tool (ExPT) at <http://nces.ed.gov/ipeds/datacenter/>. Not only can you download a PDF of this report as it was sent to you, you can also select a different comparison group and recreate the full report in PDF format. In addition, there are a number of extra figures available in the ExPT that are not included in your original report.

Thank you for supporting IPEDS throughout the data collection process. Without your support and the high quality data that your institution provides, these reports would not be possible. If you have any comments on how we can improve the Data Feedback Report or the ExPT, please send them to ipedsdatafeedback@ed.gov.

Best regards,



Elise S. Miller
IPEDS Program Director

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 6,700 institutions across the United States whose primary purpose is to provide postsecondary education. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2008-09 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. Following the figures is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

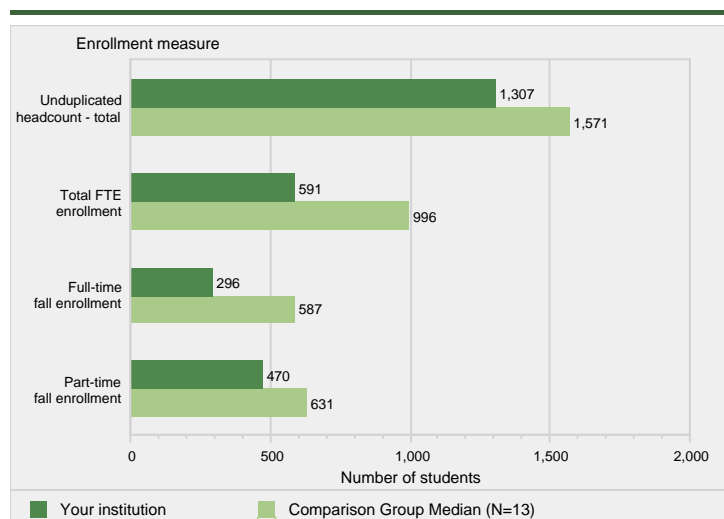
How Can I Use This Report?

Upon receiving your Data Feedback Report (DFR), we strongly encourage you to discuss its contents with your institution's IPEDS keyholder, or other institutional research professionals. Keyholders, appointed by institutional executives, coordinate the institution's IPEDS data submission, frequently working with colleagues across the institution to ensure timely and accurate reporting. Your keyholder can answer questions about how IPEDS data are submitted, how individual indicators are defined, and how to interpret differences between your institution and the group to which it was compared. She or he can also assist you in identifying more appropriate comparison groups, if needed. After discussing the DFR with your keyholder, we encourage you to share it with your campus leadership team. With their assistance, other ways to make use of the DFR can be considered, including how to appropriately incorporate the DFR into existing strategic planning efforts and whether to share parts of the DFR with on- and off-campus stakeholders, including students, staff, faculty, governance board members, community leaders, media, and state and local officials. We are committed to ensuring the DFR is useful to campus executives. If after working with the DFR you have suggestions for future improvements, please send them to ipedsdatafeedback@ed.gov.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT), available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>), is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables.

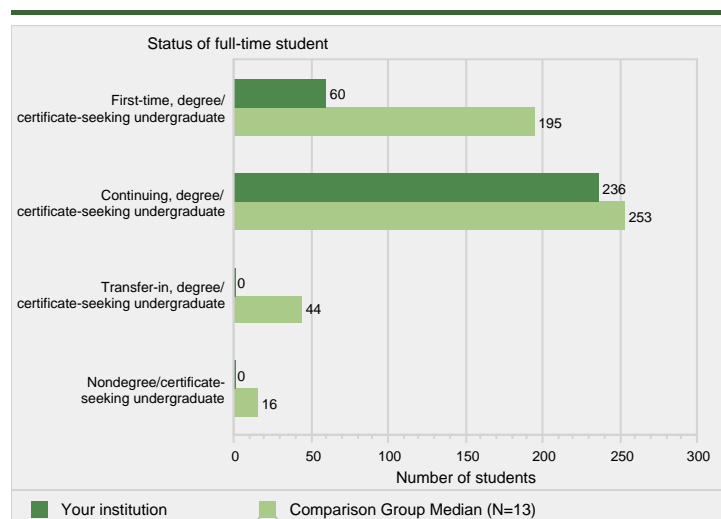
Figure 1. Unduplicated 12-month headcount, total FTE enrollment (academic year 2007-08), and full- and part-time enrollment (Fall 2008)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Enrollment component.

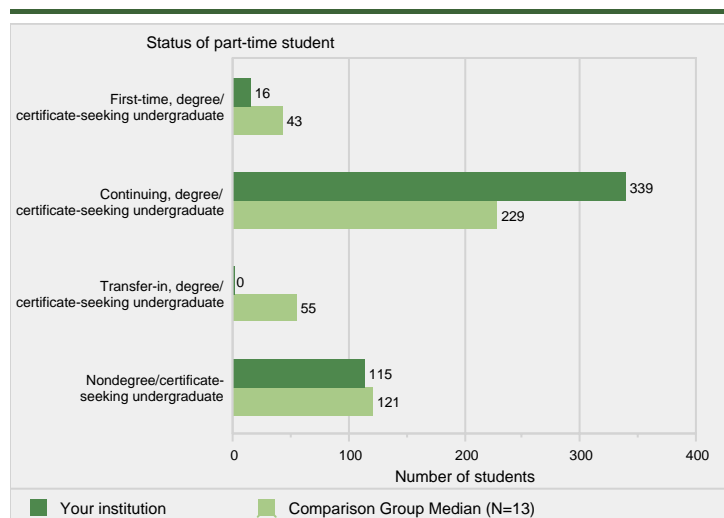
Figure 2. Full-time enrollment by degree/certificate seeking status: Fall 2008



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

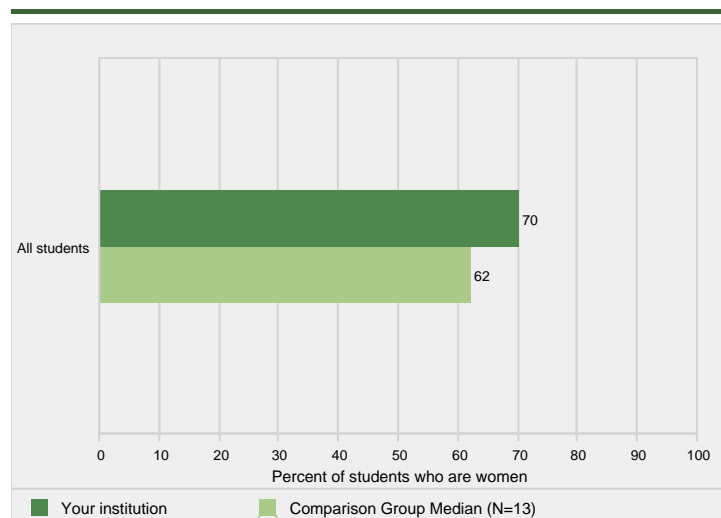
Figure 3. Part-time enrollment by degree/certificate seeking status: Fall 2008



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

Figure 4. Percent of students enrolled who are women: Fall 2008

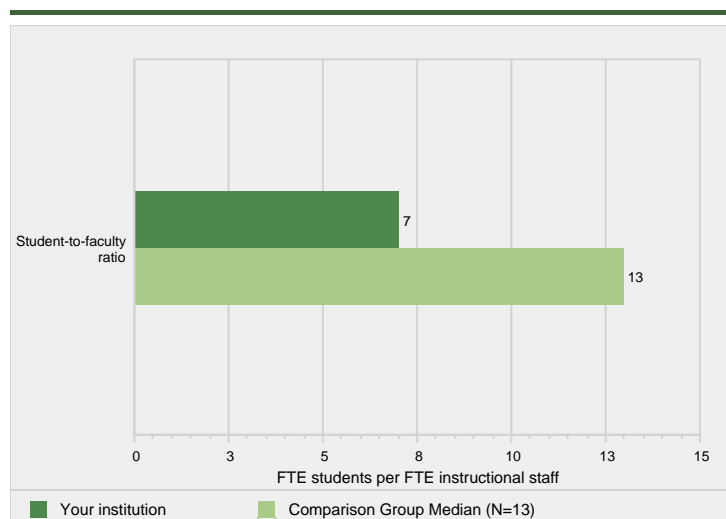


NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

IPEDS DATA FEEDBACK REPORT

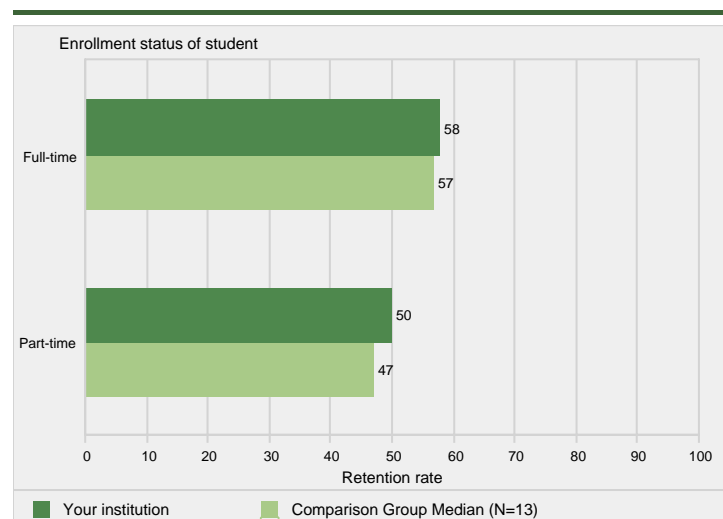
Figure 5. Student-to-faculty ratio: Fall 2008



NOTE: Student-to-faculty ratio data is presented only for institutions that have undergraduate students; graduate only institutions are not included. For details on how the ratio is calculated, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

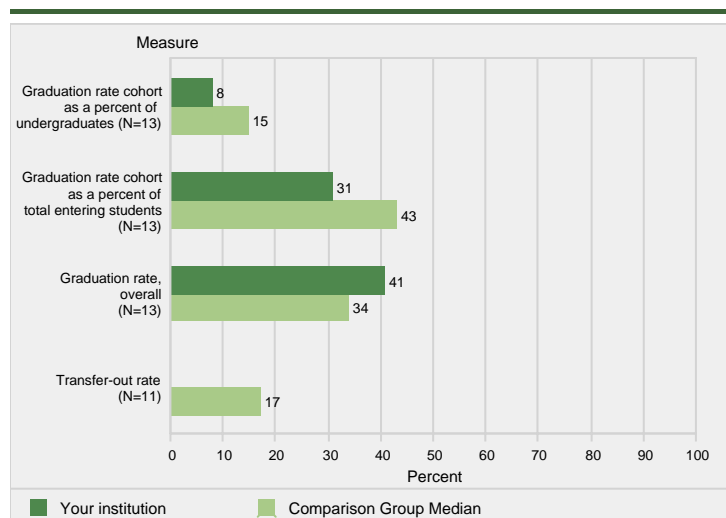
Figure 6. Retention rates of first-time, degree/certificate-seeking undergraduate students, by enrollment status: Fall 2008



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

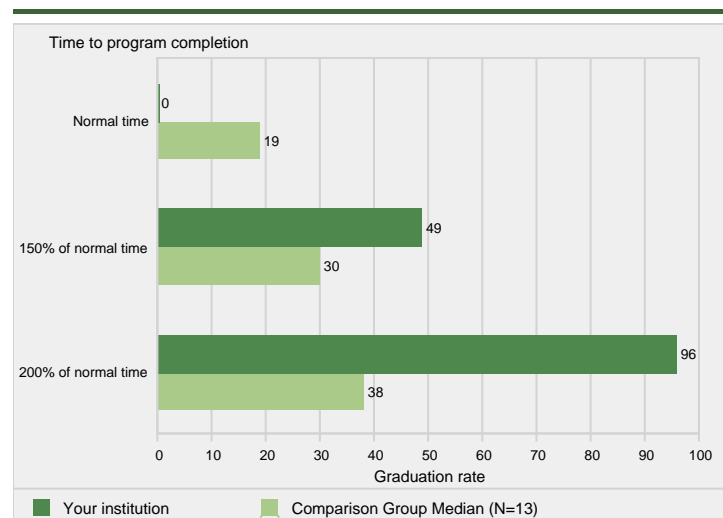
Figure 7. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2008); graduation rate and transfer-out rate (2005 cohort)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component and Fall Enrollment component.

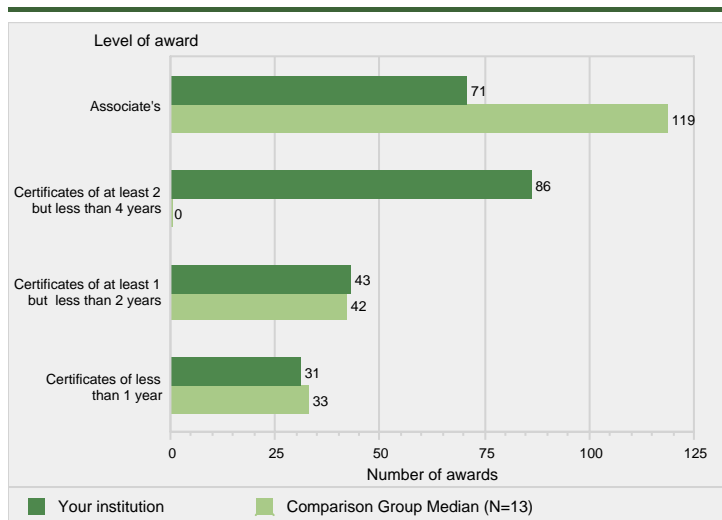
Figure 8. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2004 cohort



NOTE: The Normal time and 150% graduation rates are the Student Right-to-Know (SRK) rates; the 200% rate is calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Graduation Rates component.

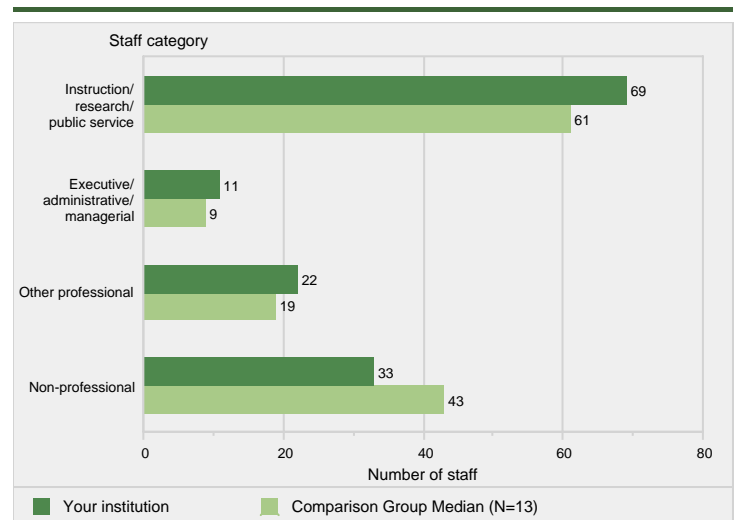
Figure 9. Number of degrees or certificates awarded, by level: Academic year 2007-08



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, Completions component.

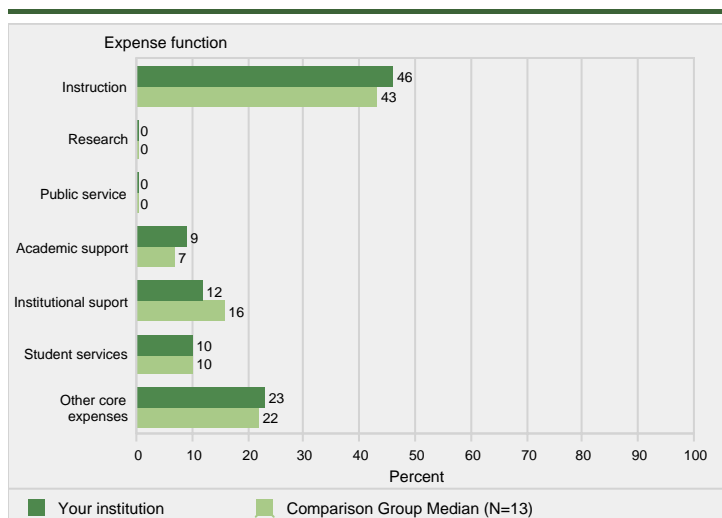
Figure 10. Full-time equivalent staff, by assigned position: Fall 2008



NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2008-09, Human Resources component.

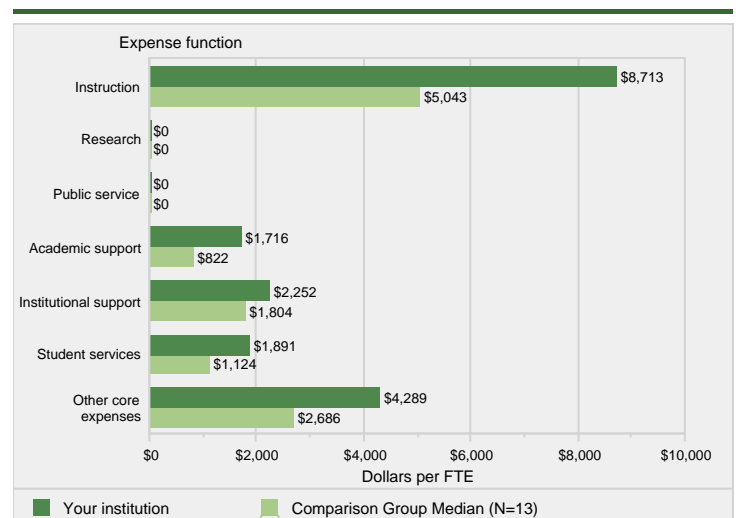
Figure 11. Percent distribution of core expenses, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

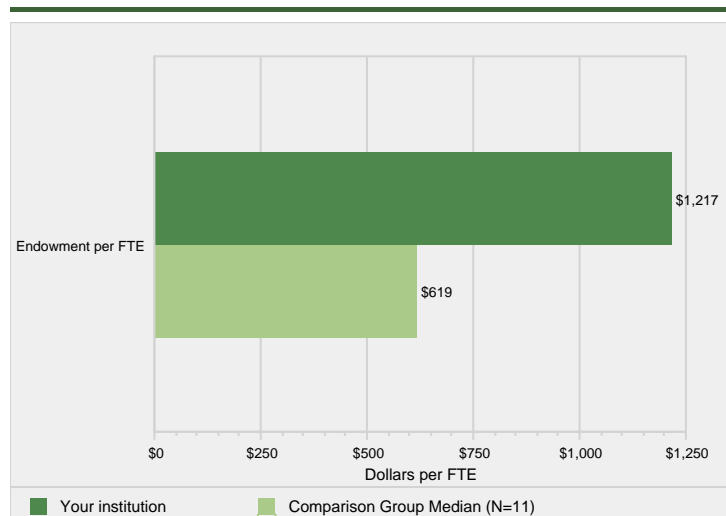
Figure 12. Core expenses per FTE enrollment, by function: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2008, 12-month Enrollment component and Spring 2009, Finance component.

Figure 13. Endowment assets (year end) per FTE enrollment: Fiscal year 2008



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Finance component.

COMPARISON GROUP

The custom comparison group chosen by Eastern Idaho Technical College includes the following 13 institutions:

- ▶ Brunswick Community College (Supply, NC)
- ▶ Clarendon College (Clarendon, TX)
- ▶ Eastern Wyoming College (Torrington, WY)
- ▶ Itasca Community College (Grand Rapids, MN)
- ▶ James Sprunt Community College (Kenansville, NC)
- ▶ Jefferson Davis Community College (Brewton, AL)
- ▶ Lake Area Technical Institute (Watertown, SD)
- ▶ McDowell Technical Community College (Marion, NC)
- ▶ North Florida Community College (Madison, FL)
- ▶ Ozarka College (Melbourne, AR)
- ▶ Rich Mountain Community College (Mena, AR)
- ▶ Tri-County Community College (Murphy, NC)
- ▶ Western Dakota Technical Institute (Rapid City, SD)

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2008-09 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Comparison Groups

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 14, NCES selected a comparison group for you based on the institutional characteristics detailed immediately above the listing of the comparison group institutions. (If the Carnegie Classification of Institutions of Higher Education was used as an institutional characteristic in the definition of a comparison group, the 2005 Basic version was used.) The comparison group used in this report may not reflect your institution's peer group, or you may wish to compare your institution to other groups. The Executive Peer Tool (ExPT) (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Use of Median Values for Comparison Group

The value for the focus institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. As such, not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Between survey years 2008-09 and 2010-11, the categories used for the collection and reporting of race/ethnicity data in IPEDS are transitioning to those developed in 1997 by the Office of Management and Budget, and institutions may report using either those categories, the older (1977) categories, or a mixture of both. Therefore, during the transition, only derived categories that present comparable data will be displayed. Detailed information about these changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Postbaccalaureate Degree Categories

In 2008-09 IPEDS, new postbaccalaureate degree categories were introduced as optional. The new categories are Doctor's degree-Research/scholarship, Doctor's degree-Professional practice, and Doctor's degree-Other. In addition, the First-professional degree and certificate categories and the single Doctor's degree category are being phased out. During the transition period, all First-professional students are reflected as graduate students, all First-professional degrees awarded are reflected as Doctor's degrees, and all Doctor's degrees reported under the new categories are aggregated under a single Doctor's degree category, so that data reported by all institutions are comparable.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Core Expenses

Core expenses for public institutions using the Governmental Accounting Standards Board (GASB) standards include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit and public institutions reporting under the Financial Accounting Standards Board (FASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. For all institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant for GASB institutions are included in other core expenses, but are allocated to each of the other functions for FASB institutions.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9/10-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries for staff on less-than-9-month contracts are not included.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2007-08 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). If applicable, first-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2007 fall counts and applying this ratio to the 2007-08 12-month unduplicated headcount of first-professional students. The estimated number of full-time students is added to one-third of the estimated number of part-time students. See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2008, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same

institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

An institution's student-to-faculty ratio is calculated by determining the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from the FTE calculations. "Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).

Total Entering (Undergraduate-Level) Students

Total entering students are students at the undergraduate level, both full- and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate seeking undergraduates entering in the fall. Only degree-granting institutions report total entering students.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Proposed Rule changes to IDAPA 08.02.02. - Idaho Comprehensive Literacy Assessment

REFERENCE

October 15, 2009 The State Board of Education approved the proposed changes to Section 33-1207A and directed the Executive Director to make any non-substantive changes as necessary for the legislation to move through the Governor's legislative process.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1207A, Idaho Code
IDAPA 08.02.02.015.03a and 08.02.02.017

BACKGROUND/DISCUSSION

The Idaho Comprehensive Literacy Assessment was part of the legislation package that created the Idaho Reading initiative in 1999. In an effort to ensure preservice teachers entering the classroom were competent in literacy, the requirement for a single statewide assessment was put into Idaho Code. At that time, procedures were not developed and it was left to the literacy professors at the institutions to design and administer this statewide assessment. Now, ten years later, the administration of a single statewide assessment has become increasingly confusing as the numbers of test takers increase and the requirements for reliability leave open the question as to who is responsible. Also, requirements for specific design of the assessment were written into Code thereby limiting any updated design.

To address the situation the 2010 Legislature passed HB 637, which placed the responsibility upon the individual universities and college for the assessment. The legislation also states that "The state board shall review teacher preparation programs at the institutions of higher education under its supervision and shall assure that the course offerings and graduation requirements are consistent with the state board approved, research based "Idaho Comprehensive Literacy Plan."

This proposed Rule is in response to the Legislation.

IMPACT

All K-12 teacher preparation programs will be required to implement a preservice assessment measure for literacy comprehension. Previously K-8 teacher preparation programs required the literacy comprehension assessment.

ATTACHMENTS

Attachment 2 – Proposed Rule
IDAPA 08.02.02.015 and 08.02.02.017

Page 3

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

STAFF COMMENTS AND RECOMMENDATIONS

In response to HB 637, this Rule sets up the guidelines for the universities and college to follow in designing the comprehensive literacy assessment. It also addresses the requirement for teachers working on interim certificate alternate routes or coming from out of state.

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.02 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

008. -- 011. (RESERVED).

~~011. TECHNOLOGY STANDARDS.~~

~~The proliferation of technology in our daily lives makes it essential that certificated educators are technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. (5-3-03)~~

~~**01. Preservice Competency.** All applicants for initial Idaho certification (Kindergarten through grade 12) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction as evidenced by the technology requirements of the teacher preparation program. (4-2-08)~~

~~**02. Out of State Applicants.** Out of state applicants will be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve his technology skills. (4-2-08)~~

012. ACCREDITED INSTITUTION.

For purposes of teacher certification, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-1-97)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

01. Determination of Eligibility. Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

02. Other Procedures. All other procedures in effect at the time must be followed at the time of application. (4-1-97)

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

01. The Department of Education. The department of education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a bachelor's degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-16-04)

02. The State Division of Professional-Technical Education. The state division of professional-technical education is authorized to determine whether applicants meet the requirements for instructing or administering professional-technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (3-16-04)

015. IDAHO INTERIM CERTIFICATE.

01. Issuance of Interim Certificate. The State Department of Education is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. An interim certificate is nonrenewable except under extenuating circumstances. (4-2-08)

a. **Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, alternate routes or coming from out of the state, completion of a state approved reading instruction course shall be a one-time requirement for full certification. ()

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

b. **Technology.** Out-of-state applicants will be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve technology skills. ()

02. Foreign Institutions. An educator having graduated from a foreign institution that is listed in the Accredited Degree-Granting Institutions section of the “Accredited Institutions of Postsecondary Education” and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three (3) year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)

016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code) (3-16-04)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (3-29-10)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)

b. Each teacher holding a Standard Elementary Certificate (K-8); (3-29-10)

c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; (3-29-10)

d. Each teacher holding a Standard Exceptional Child Certificate (K-12); and (3-29-10)

e. Each school administrator holding an Administrator Certificate (Pre K-12). (3-29-10)

02. Out-of-State Applicants. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho’s classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

03. **Comprehensive Literacy Assessment.** All applicants for initial Idaho certification (Kindergarten through grade 12) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as part of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification. In addition the assessment must measure understanding and the ability to apply strategies and beliefs and language, literacy instruction, and assessments based on current research on best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. _____()

04. **Technology Assessment.** All applicants for initial Idaho certification (Kindergarten through grade 12) from an Idaho approved teacher education program must demonstrate proficiency in technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and ability to apply strategies integrating the use of technology in the classroom based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards. _____()

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Proposed Rule Changes to IDAPA 08.02.03.105.03 – Alternate Graduation Mechanisms

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.105.03

BACKGROUND/DISCUSSION

Currently IDAPA 08.02.03.105.03 states, if a student fails to achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) school districts and LEAs shall provide an alternate mechanism, or plan, for graduation from high school if the student requests it and is qualified. There are no clear requirements, guidelines or procedures for districts/LEAs to follow in developing the plan and the plan is only required if the student requests it.

Board staff in conjunction with the State Department of Education has developed guidelines and procedures for the development of alternate graduation plans that will aid at risk students who are failing the ISAT and dropping out of high school because they believe there are no alternatives for them. These guidelines will be made available both on the Board and Department websites.

IMPACT

School districts and LEAs will be required to develop an alternate plan for graduation for all students that fail the 10th grade ISAT. The plan shall include multiple measures and will be made available to all qualifying students during the spring semester of their junior year.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.03.105.03

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This Rule requires school districts/LEAs to have an alternate plan for graduation in place. It also gives guidelines in developing the plan and sets the timing for making it available to those students who qualify. The previous language only required an alternate plan for graduation if requested by the student.

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.03.105.03 – Alternate Graduation Mechanisms as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. For all public school students who enter high school at the 9th grade level in the Fall 2009 or later, each student must also achieve a proficient or advanced score on the science portion of the ISAT in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established ~~mechanism~~ plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 ISAT by the fall semester of the students' junior year. All locally established ~~mechanisms~~ alternate plans used to demonstrate proficiency ~~will~~ shall be forwarded to the State Board of Education for review and information. ~~Districts with alternate measures on file with the Board on the effective date of this rule must re-submit their plans to the Board.~~ Alternate ~~mechanisms~~ plans must be promptly re-submitted to the Board whenever changes are made ~~in their to such~~ plans. (5-8-09)

- a. Before entering an alternate ~~measure~~ plan, the student must be: (4-2-08)
 - i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)
 - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)
 - iii. Enrolled in the fall semester of the ~~senior~~ junior year. (3-20-04)
- b. The ~~measure~~ alternate plan must be: (5-8-09)
 - i. Contain multiple measures of student achievement;
 - ii. Be aAligned at a minimum to tenth grade state content standards; (3-20-04)
 - iii. Be aAligned to the state content standards for the subject matter in question;(5-8-09)
 - ~~iii~~iv. Be vValid and reliable; and (5-8-09)
 - iv. Ninety percent (90%) of the alternate plan criteria ~~of the measure, or combination of measures,~~ must be based on academic proficiency and performance. (3-20-04)

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

SUBJECT

Proposed Rule changes to IDAPA 08.01.11 – Registration of Post-Secondary education Institutions and Proprietary Schools

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.01.11
Section 33-2400, Idaho Code

BACKGROUND/DISCUSSION

The proposed changes to IDAPA 08.01.11 corrects references and provides general language clean up. Additionally, changes to subsection 100 (Recognition of Accreditation Organizations) eliminates the listing of the specific regional accrediting entities that are recognized by both the United States Department of Education and the Council for Higher Education Accreditation, simplifying the language and stating that the Board recognizes accreditation organization that are recognized and in good standing by both of these entities.

Other changes eliminate the requirement for a new application should a postsecondary educational institution or proprietary school wish to add courses during the registration period, changing the requirement to a notification of the additional courses. Additionally, it will be required that all advertising material for proprietary schools must accurately represent the purpose of the school.

IMPACT

The proposed changes will clean up existing language within the rule and allow for staff to more efficiently administer the registration process.

ATTACHMENTS

Attachment 1 – Proposed Rule IDAPA 08.01.11

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.01.11 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.

~~Registration of Post-Secondary Educational Institutions.~~ For purposes of registration of post-secondary educational institutions, the Board recognizes the regional and institutional accreditation organizations ~~listed in Subsections 100.01 through 100.06, below. In addition, the Board recognizes institutional accreditation organizations which are also that are~~ recognized by and in good standing with both the United States Department of Education and by the Council for Higher Education Accreditation, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board's Chief Higher Education Academic Officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review. (4-9-09)

~~01. Middle States Association of Schools and Colleges (MSA), Commission on Higher Education.~~ ~~Accredits institutions of higher education in Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands. (4-9-09)~~

~~02. New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC-CIHE).~~ ~~Accredits institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. (4-9-09)~~

~~03. North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC).~~ ~~Accredits degree granting institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navaho Nation. (4-9-09)~~

~~04. Northwest Commission on Colleges and Universities (NWCCU).~~ ~~Accredits post-secondary educational institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. (4-9-09)~~

~~05. Southern Association of Colleges and Schools (SACS), Commission on Colleges.~~ ~~Accredits degree granting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. (4-9-09)~~

~~06. Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU).~~ ~~Accredits senior colleges and universities in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands. (4-9-09)~~

101. -- 199. (RESERVED).

200. REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS.

01. Delegation. Section 33-2403, Idaho Code, provides that a ~~proprietary school~~ post-secondary educational institution must hold a valid certificate of registration issued by the Board. The Board delegates authority to its executive director, or his designee, and the Office of the State Board of Education to administer the registration of ~~proprietary schools~~ post-secondary educational institutions, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-29-10)

02. Registration Requirement. (4-9-09)

a. Unless exempted by statute or this rule, as provided herein, a post-secondary educational institution which maintains a presence within the state of Idaho, or that operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered. An institution shall not solicit students on behalf of such institution, or advertise in this state, unless registered. (3-29-10)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

b. Registration shall be for the period beginning on the date a certificate of registration is issued and continue through June 30 of the next succeeding year. A registered post-secondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic. (3-29-10)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

03. Idaho Presence. An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho. (4-9-09)

04. Institutions Exempt from Registration. (4-9-09)

a. Idaho public post-secondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register. (4-9-09)

b. Certain Idaho private, not for profit, post-secondary educational institutions. A private, nonprofit, post-secondary educational institution that is already established and operational as of the effective date of this rule and located within the state of Idaho, and that is accredited by an accreditation organization recognized by the Board, as set forth in Section 100 of this rule, shall not be required to register. A private, nonprofit, institution is located within the state of Idaho only if it has been lawfully organized in the state of Idaho and its principal place of business is located within the state of Idaho. (4-9-09)

05. Institutions that Must Register. (4-9-09)

a. Out-of-state public post-secondary educational institutions. A public institution that is supported primarily by taxation from another state, or from a local source not within the state of Idaho, must register as provided herein. (4-9-09)

b. Out-of-state private, nonprofit, post-secondary educational institutions. An out-of-state private, nonprofit, post-secondary educational institution must register as provided herein. (4-9-09)

c. Certain Idaho private, nonprofit, post-secondary educational institutions. A private, nonprofit, post-secondary educational institution that is located within the state of Idaho, but that is not exempt under Subsection 200.03.b. of this rule, must register as provided herein. (4-9-09)

d. For-profit post-secondary educational institutions. A post-secondary educational institution that operates for profit, or which is an operating subsidiary of a publicly or privately held corporation that operates for profit, must register as provided herein. (4-9-09)

06. Alternative to Registration Requirement for Certain Post-Secondary Institutions. (3-29-10)

a. A post-secondary educational institution that demonstrates to the satisfaction of the Board that its primary mission and objectives are to offer courses or courses of study that do not lead to the awarding of degrees, may instead register as a proprietary school, in accordance with Section 300 of this rule. (4-9-09)

b. A request to register as a proprietary school must be submitted in writing to the Board by the first business day of December preceding a registration year. A decision on such request will be issued by the Board within thirty (30) days after it is received. A request to register as a proprietary school must be made on an annual basis. (4-9-09)

07. Application. A post-secondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration or

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

renewal of registration, as applicable), on the form provided by the Board office. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year. (3-29-10)

08. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration of a post-secondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution during the previous registration year, but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The institution must provide financial documentation to substantiate the amount of revenue reported. Registration fees are not refundable. (3-29-10)

09. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes a registration year. (4-9-09)

10. Information Required. Such application must include the information requested on the application form, as well as the following information: (4-9-09)

a. If an institution that is required to register under this rule is accredited by an accreditation organization recognized by the Board in Section 100 of this rule, such institution must submit documentation demonstrating that it has received accreditation status, and that it will maintain its accreditation from such agency during the entire registration year. An institution that is so accredited qualifies for a streamlined registration process, and will not be required to submit information and/or documentation that documents compliance with Standards I through V, set forth in Section ~~304~~ 201 of this rule. Such institution must submit the following information or documentation, or both, with its application for registration: (3-29-10)

- i. Copy of most recent accreditation ~~report~~ letter showing the period of approval; (4-9-09)
- ii. Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer; (4-9-09)
- ~~iii~~ Most recent copy of strategic plan; (4-9-09)
- ~~iv~~ iii. Enrollment data for current and past two (2) years; (4-9-09)
- ~~v~~ iv. Copy of annual audited financial statement; (4-9-09)
- ~~vi~~ v. Any additional information that the Board may request. (4-9-09)

b. All other institutions applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the Standards I through V, set forth in Section ~~304~~ 201 of this rule. (3-29-10)

c. The Board may, in connection with a renewal of registration; request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 200.08 of this rule, shall remain applicable. (3-29-10)

201. APPROVAL STANDARDS FOR POST-SECONDARY EDUCATIONAL INSTITUTIONS.

Except as provided in Subsection 200.~~09~~10.a. of this rule, an institution applying for registration must meet, or demonstrate that it will meet, all of the following standards: (4-9-09)

01. Standard I - Legal Status and Administrative Structure. The institution must be in compliance with all local, state, and federal laws, administrative rules, and other regulations applicable to post-secondary

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

educational institutions.

(4-9-09)

a. The institution must have a clearly stated mission and objectives that are consistent with educational offerings under consideration for approval by the Board. The institution must demonstrate how its stated mission and objectives are being accomplished.

(4-9-09)

b. The governing board or the board of directors must be comprised of at least five (5) members who are selected to represent students, faculty, and other constituents of the institution. Board members must be given the responsibility for assuring that the mission and objectives are achieved, for establishing policies and overseeing their implementation, and for providing oversight for the entire institution, including the financial stability of the institution. Board members should generally not be affiliated with the institution from an employment, contractual, familial, or financial standpoint. Any affiliation or financial interest in the institution must be fully disclosed, and provisions must be made to address any conflicts of interest.

(4-9-09)

c. There must be sufficient distinction between roles and responsibilities of the institution's governing board and the administration, faculty, and staff to ensure appropriate separation and independence.

(4-9-09)

d. Each of the administrative officers must be appropriately qualified with educational credentials to ensure programs are of high quality and that the rights of students are protected. In particular, the chief academic officer of the institution must be academically prepared at least at the Master's degree level, and have a minimum of five (5) years of post-secondary educational experience at an accredited institution.

(4-9-09)

e. Administrators must be paid a fixed salary. Commissions may not be used for any portion of the compensation or to supplement an administrative salary.

(4-9-09)

f. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; awarding of credit and grades that are comparable to other institutions; academic freedom; student and faculty rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures, etc.; to ensure the quality of educational offerings.

(4-9-09)

g. The administration must establish procedures for evaluating the effectiveness of the entire institution and for assessing the quality of instruction through established and recognized methods of instructional assessment. Evaluation and assessment results must be used to improve institutional programs and services. Evaluative/assessment processes must involve internal constituents from the institution and appropriate external representatives.

(4-9-09)

02. Standard II - Educational Program and Curriculum. Instruction must be the primary focus of the institution, and all instructional activities must be clearly related to the achievement of the institution's mission and objectives.

(4-9-09)

a. The requirements for all instructional programs must be defined clearly, including applicable completion requirements for courses, credits, and clinicals. Faculty must be given the responsibility for developing the curriculum for all courses or courses of study or degrees, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings.

(4-9-09)

b. The institution must identify the number of credits required to earn a degree based on the following guidelines. Forty-five (45) clock-hours of student involvement are required for each semester credit, which includes a minimum of fifteen (15) student contact hours for each semester credit. Degrees are:

(4-9-09)

i. Associate of Applied Science Degree. A credential awarded for completion of requirements entailing at least two (2) years, but less than four (4) years, of full-time professional-technical study with a minimum of sixty (60) semester credits (includes a minimum of sixteen (16) general education credits) and includes mastery of specific competencies drawn from requirements of business/industry;

(4-9-09)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

ii. Associate Degree. A credential awarded for completion of requirements entailing at least two (2) years, but normally less than four (4) years, of full-time academic work; (4-9-09)

iii. Baccalaureate Degree. A credential awarded for completion of requirements entailing at least four (4) years of full-time academic work; (4-9-09)

iv. Master's Degree. A credential awarded for completion of requirements entailing at least one (1) year, but normally not more than two (2) years, of full-time academic work beyond the baccalaureate degree, including any required research; and (4-9-09)

v. Doctoral Degree. A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research. (4-9-09)

vi. Written course descriptions must be developed for all courses and for all courses within a program or degree and include the following: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions, and course descriptions must be provided to the faculty. Faculty must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (4-9-09)

vii. For each course or courses of study leading to a degree, the institution shall assure that such courses will be offered with sufficient frequency to enable students to complete the courses of study and degree within the minimum time for completion. (4-9-09)

03. Standard III - Student Support Services. The institution must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Policies must address students' rights and responsibilities, grievance procedures, and must define what services are available to support students and instructional programs. (4-9-09)

a. The institution must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide instructional and other support services the student needs to complete the program. (4-9-09)

b. There must be a clearly defined policy for the readmission of students dismissed from the institution for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution. (4-9-09)

c. The institution must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the institution. The institution must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. (4-9-09)

d. The institution must provide an effective program of academic advising for all students enrolled. The program must include orientation to the academic program, academic and personal counseling, career information and planning, placement assistance, and testing services. (4-9-09)

e. The institution must provide students, prospective students prior to enrollment, and other interested persons with a catalog containing, at a minimum, the following information: (4-9-09)

i. The institution's mission; (4-9-09)

ii. Admissions policies; (4-9-09)

iii. Information describing the purpose, length, and objectives for the courses or courses of study or

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

degrees offered by the institution; (4-9-09)

- iv. Credit requirements for all courses or courses of study or degrees offered by the institution; (4-9-09)
- v. Procedures for awarding credit for work completed outside the collegiate setting; (4-9-09)
- vi. Policies for acceptance of transfer credit; (4-9-09)
- vii. The schedule of tuition, fees, and all other charges and expenses necessary for completion of the courses or courses of study or degrees; (4-9-09)
- viii. Cancellation and refund policies; (4-9-09)
- ix. A definition of the unit of credit as it applies at the institution; (4-9-09)
- x. An explanation of satisfactory progress, including an explanation of the grading/assessment system; (4-9-09)
- xi. The institution's calendar, including the beginning and ending dates for each instructional term, holidays, and registration dates; (4-9-09)
- xii. A complete listing of each regularly employed faculty member showing name, area of assignment, rank, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; (4-9-09)
- xiii. A complete listing of each administrator showing name, title, area of assignment, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; (4-9-09)
- xiv. A statement of legal control with the names of the trustees, directors, and officers of the institution or corporation or other entity; (4-9-09)
- xv. A complete listing of all scholarships offered, if any; (4-9-09)
- xvi. A statement describing the nature and extent of available student services; (4-9-09)
- xvii. Complete and clearly stated information about the transferability of credit to other post-secondary educational institutions, including two (2) year and four (4) year colleges and universities; and (4-9-09)
- xviii. Any such other material facts concerning the institution and the courses or courses of study as are reasonably likely to affect the decision of the student to enroll at the institution. (4-9-09)

f. Accurate and secure records must be kept for all aspects of the student academic record including, at a minimum, admissions information, transcripts, and financial transactions. Standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) must be used as a basis for establishing, maintaining, securing, and retaining student records. (4-9-09)

g. The institution must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the institution's current graduation rate by courses of study, and job placement rate by course of study. (4-9-09)

04. Standard IV - Faculty Qualifications, Duties, and Compensation. Faculty qualifications must be clearly defined for each discipline and the assigned location for each faculty member must be identified. (4-9-09)

a. Faculty must be qualified through academic preparation appropriate to their assigned classes and degree level. For bachelor degree programs, faculty must have a master's degree from an accredited institution. At

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

the graduate level, faculty must have a doctoral degree from an accredited institution. Relevant teaching experience or evidence to indicate they will be successful in the classroom must also be considered. Relevant work experience must also be considered. Transcripts for all faculty must be obtained, reviewed, and retained at the institution. Faculty must be recruited from a variety of institutions and backgrounds to enhance diversity and to avoid hiring a disproportionate number of individuals who are graduates of institutional programs. (4-9-09)

b. There shall be a sufficient number of full-time faculty members to maintain the continuity and stability of academic programs and policies. At least one (1) full-time faculty must be located in Idaho for each course or courses of study or degree, unless the institution can demonstrate specifically why this is not feasible, and identify what provisions have been, or will be, made to serve students effectively. (4-9-09)

c. A group of faculty must be organized and given responsibility in conjunction with the institution's chief academic officer for reviewing and approving all courses and courses of study and degrees offered by the institution. This group must also be responsible for overseeing instructional assessment activities and setting standards for program review/evaluation. The group must be of sufficient size to effectively represent a variety of instructional disciplines and faculty perspectives. (4-9-09)

d. The ratio of faculty to students in each course must be sufficient to assure effective instruction. (4-9-09)

e. Faculty must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students. (4-9-09)

f. Procedures for evaluating faculty must be established, including provisions for promoting faculty and recognizing scholarly contributions to their academic discipline. (4-9-09)

g. A faculty development program must be established to encourage professional advancement and to enhance one's knowledge and instructional expertise. (4-9-09)

05. Standard V - Resources, Financial Resources, and Facilities. The institution must have adequate financial resources to accomplish its educational mission and objective. (4-9-09)

a. A financial officer in a managerial position must be designated for the institution and given responsibility for overseeing all of the financial aspects of the institution. (4-9-09)

b. Adequate financial resources must be provided to accomplish the institutional mission and to effectively support the instructional programs, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, faculty, staff, library, and the physical and instructional technology infrastructure. (4-9-09)

c. The institution must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students. (4-9-09)

d. Financial records and reports of the institution must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a public or not for profit institution must be kept in accordance with the most current guidelines from the National Association of College and University Business Officers. Financial records and reports of a for-profit institution must be kept in accordance with generally accepted accounting principles. A for-profit institution must organize its reports and records under categories or cost centers comparable to accounting funds identified in the most current guidelines from the National Association of College and University Business Officers. (4-9-09)

e. An annual independent audit of all fiscal accounts of the educational institution must be authorized by the governing board, and must be performed by a properly authorized certified public accountant. (4-9-09)

06. Standard VI - Library and Instructional Resources. The institution must obtain and properly

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

catalog library and other learning resources and make these resources readily available to its students and faculty. These holdings must be of sufficient quality and depth to support its mission and achievement of student and faculty learning objectives. (4-9-09)

a. The institution must have adequate library facilities for the library holdings, space for study, and workspace for the librarian and library staff. (4-9-09)

b. Library services and resources must be available for student and faculty use with sufficient regularity, and at appropriate hours, to support the mission of the institution and its instructional offerings. (4-9-09)

c. If the institution relies on other institutions or entities to provide library resources, or this is done through electronic means, the institution must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (4-9-09)

d. The library must be administered by professionally trained staff supported by sufficient personnel. (4-9-09)

202. THE BOARD MAY NOTIFY THE POST-SECONDARY EDUCATIONAL INSTITUTION OF ADDITIONAL INFORMATION REQUIRED.

If the Board is unable to determine the nature and activities of an institution on the basis of the information provided by the institution under this rule, then the Board may notify the institution of additional information that it will be required to provide in connection with the application for registration. (4-9-09)

01. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review. (4-9-09)

02. Criteria for Approval of Registration. To be approved for registration, the institution must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule. An institution must remain in compliance for the registration year. (4-9-09)

03. Public Information. All information submitted to the Board in connection with the application is public information, and is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code. (4-9-09)

04. Certificate of Registration.

a. A certificate of registration will be issued to a post-secondary educational institution that has paid its registration fee and has been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution or any of its courses, courses of study, or degrees. (4-9-09)

b. If a post-secondary educational institution wishes to offer additional courses, courses of study, or degrees during a registration year that were not included in its annual registration application, then the institution must submit a letter to the Board Office along with documentation of its accrediting agency's approval of those specific curriculum changes.

05. Disapproval and Appeal. If a post-secondary educational institution's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution may appeal such decision in accordance with Chapter 52, Title 67, Idaho Code. The request must be in writing and made to the office within thirty (30) days of the date the institution is notified of the disapproval. (4-9-09)

06. Withdrawal of Approval. (4-9-09)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

a. The Board may refuse to renew, or may revoke or suspend approval of, an institution's registration by giving written notice and the reasons therefore to the institution. The institution may request a hearing relating to such decision under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-9-09)

b. Withdrawal of approval may be for one (1) or more of the following reasons: (4-9-09)

i. Violation of Chapter 24, Title 33, Idaho Code or this rule; (4-9-09)

ii. Providing false, misleading, deceptive, or incomplete information to the Board; (4-9-09)

iii. Presenting to prospective or current students information about the institution which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (4-9-09)

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board Office has been received. (4-9-09)

c. If any information contained in the application submitted by the institution becomes incorrect or incomplete, then the registered institution shall notify the Board of such change within thirty (30) days. An institution that ceases operation during the course of a registration year shall immediately inform the Board Office of this event. (4-9-09)

203. -- 299. (RESERVED).

300. REGISTRATION OF PROPRIETARY SCHOOLS.

01. Delegation. Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board. The Board delegates authority to its executive director, or his designee, and the Office of the State Board of Education to administer the registration of proprietary schools, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-29-10)

02. Registration Requirement. (4-9-09)

a. Unless exempted by statute or this rule, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Board. A school shall not conduct, provide, offer, or sell a course or courses of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered. (3-29-10)

b. Registration shall be for the period beginning July 1 of any year and continue through June 30 of the next succeeding year. For a school that has not previously registered with the Board, registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. A registered proprietary school must renew its certificate of registration annually and renewal of registration is not automatic. (3-29-10)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

03. Idaho Presence. A school shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho. (4-9-09)

04. Exemptions from Registration. The following individuals or entities are specifically exempt from the registration requirements of this rule: (4-9-09)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

a. An individual or entity that offers instruction or training solely a vocational or recreational in nature, as determined by the Board. (4-9-09)

b. An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law. (4-9-09)

c. An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student. (4-9-09)

d. An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to Title 54, Idaho Code. (4-9-09)

e. An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation. (4-9-09)

f. An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days. (4-9-09)

g. A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted. (4-9-09)

h. An individual or entity that offers post-secondary credit through a consortium of public and private colleges and universities under the auspices of the western governors. (4-9-09)

05. Application. A proprietary school that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form provided by the Board office. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year. (3-29-10)

06. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration. The registration fee must accompany the application for registration, and shall be one-half of one percent (.5%) of the gross Idaho tuition revenue of the school during the previous registration year, but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The school shall provide documentation to substantiate the amount of revenue reported. Registration fees are not refundable. (3-29-10)

07. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. A school should expect the Board review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes a registration year. Schools that have not completed annual renewal of registration by July 1st must cease all active operations until approval of registration is received. (3-29-10)

08. Information Required. Such application must include the information requested on the application form. In addition, a school applying for registration must submit information and/or documentation with its application for registration that documents compliance with Standards I through V set forth in Section 301 of this rule. The Board may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 300.06 of this rule, shall remain applicable. (3-29-10)

301. APPROVAL STANDARDS FOR REGISTRATION OF PROPRIETARY SCHOOLS.

The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met. (4-9-09)

01. Standard I - Legal Status and Administrative Structure. The school must be in compliance with all local, state and federal laws, administrative rules, and other regulations applicable to proprietary schools. (4-9-09)

a. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval ~~by PTE.~~ (4-9-09)

b. The ownership of the school, its agents, and all school officials must be identified by name and title. (4-9-09)

c. Each owner, agent, and school official must be appropriately qualified to ensure courses are of high quality and the rights of students are protected. (4-9-09)

d. Written Policies must have been established to govern admissions and re-admission of dismissed students, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures to ensure the quality of educational offerings. (4-9-09)

e. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study. (4-9-09)

f. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, anticipated job opportunities, and other relevant information to assist students in making an informed decision to enroll.

02. Standard II - Courses or Courses of Study. Instruction must be the primary focus of the school, and all instructional activities must be clearly related to the achievement of the stated instructional objectives. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment. (4-9-09)

a. The requirements for each course or courses of study must be defined clearly including applicable completion requirements or other requirements such as practicums and clinicals. Courses or courses of study will be designed using effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. (4-9-09)

b. Written course descriptions must be developed for all courses or courses of study including: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions and course descriptions must be provided to instructors. Instructors must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (4-9-09)

c. The school must assure that a course or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion. (4-9-09)

d. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information must be provided in written form to students, and the refund policy must also be given to students in writing. (4-9-09)

e. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, job opportunities, and other relevant information to assist students in making an informed decision to enroll. The school must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

school's current completion and job placement rate. (4-9-09)

03. Standard III - Student Support Services. The school must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Policies must address students rights and responsibilities, grievance procedures, and define what services are available to support students. (4-9-09)

a. The school must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course or courses of study and the capacity of the school to provide instructional and other support services the student needs to complete the program. (4-9-09)

b. There must be a clearly defined policy for the readmission of students dismissed from the school. The readmission of students dismissed under this policy must be consistent with the recognized standards of admission to the school. (4-9-09)

c. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. (4-9-09)

d. The school must provide written information to prospective students prior to enrollment to include the following: (4-9-09)

- i. Information describing the purpose, length, and objectives of the courses or courses of study; (4-9-09)
- ii. Completion requirements for the courses or courses of study; (4-9-09)
- iii. The schedule of tuition, fees, and all other charges and all expenses necessary for completion of the courses or courses of study; (4-9-09)
- iv. Cancellation and refund policies; (4-9-09)
- v. An explanation of satisfactory progress, including an explanation of the grading/assessment system; (4-9-09)
- vi. The calendar of study including registration dates, beginning and ending dates for all courses, and holidays; (4-9-09)
- vii. A complete list of instructors and their qualifications; (4-9-09)
- viii. A listing of available student services; and (4-9-09)
- ix. Other information about the courses or courses of study that are likely to affect the decision of the student to enroll in the school. (4-9-09)

e. Accurate and secure records must be kept for all aspects of the student record including, at minimum, admissions information, and the courses each student completed. (4-9-09)

04. Standard IV - Faculty Qualifications and Compensation. (4-9-09)

a. Instructor qualifications (training and experience) must be described and the assigned location for each instructor must be identified. (4-9-09)

b. There must be a sufficient number of full-time instructors to maintain the continuity and stability

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

of courses. (4-9-09)

c. The ratio of instructors to students in each course must be sufficient to assure effective instruction. (4-9-09)

d. Commissions may not be used for any portion of the faculty compensation. (4-9-09)

e. Procedures for evaluating instructors must be established. Provisions for student evaluation are recommended. (4-9-09)

05. Standard V - Resources, Finance, Facilities, and Instructional Resources. (4-9-09)

a. Adequate financial resources must be provided to accomplish instructional objectives and to effectively support the instructional program, including teaching facilities, instructional materials, supplies and equipment, instructors, staff, library, and the physical and instructional technology infrastructure. (4-9-09)

b. The school must have sufficient resources so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students. If the school is unable to fulfill its obligations to students, the school must make arrangements with another proprietary school to have students complete a comparable course or courses of study (a teach-out provision). (4-9-09)

c. Financial records and reports of the school must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance recognized financial accounting methods. (4-9-09)

d. The school must have adequate instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching. (4-9-09)

e. If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (4-9-09)

302. THE BOARD MAY NOTIFY THE PROPRIETARY SCHOOL OF ADDITIONAL INFORMATION REQUIRED.

If the Board is unable to determine the nature and activities of a school on the basis of the information provided by the school under this rule, then the Board may notify the school of additional information that it will be required to provide in connection with the application for registration. (3-29-10)

01. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant school shall be responsible for any costs PTE incurs including travel, associated with this review. (3-29-10)

02. Criteria for Approval or Denial of Registration. To be approved for registration, the school must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule, including all of the standards described in Section 301 of this rule. A school must remain in compliance for the registration year. (3-29-10)

03. Public Information. All information submitted to the Board is public information, and is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code. (3-29-10)

04. Certificate of Registration. (4-9-09)

a. A certificate of registration will be issued to a proprietary school that has paid its registration fee

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

and been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No school that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is "Registered with Idaho ~~Division of Professional Technical State Board of Education.~~" Registration is not an endorsement of the school or any of its courses, courses of study. (3-29-10)

b. If a school wishes to offer additional courses or courses of study during the course of a registration year that were not included in its application to the Board prior to issuance of the certificate of registration, then the school ~~may must~~ submit a ~~supplemental application letter~~ to the Board ~~Office along with appropriate approval documentation by the applicable professional or trade board, council, or commission. This letter will be added to the school's registration file. on a form approved by PTE, and pay any additional registration fees that are applicable. If approved, the Board will issue a revised certificate of registration evidencing such approval.~~ (3-29-10)

05. Disapproval and Appeal. If a proprietary school's request for initial registration or a renewal of registration is disapproved by the Board, then the school may appeal such decision in accordance with Chapter 52, Title 67, Idaho Code. The request must be in writing and made to the Board within thirty (30) days of the date the school is notified of the disapproval. (3-29-10)

06. Withdrawal of Approval. (4-9-09)

a. The Board may refuse to renew, or may revoke or suspend approval of a school's registration by giving written notice and the reasons therefore to the school. The school may request a hearing under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (3-29-10)

b. Withdrawal of approval may be for one (1) or more of the following reasons: (4-9-09)

i. Violation of Chapter 24, Title 33, Idaho Code or this rule. (4-9-09)

ii. Providing false, misleading, deceptive, or incomplete information to the Board. (3-29-10)

iii. Presenting to prospective or current students information about the school which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (4-9-09)

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board has been received. (3-29-10)

c. If any information contained in the application submitted by the school becomes incorrect or incomplete, then the registered school shall notify the Board of such change within thirty (30) days. A school that ceases operation during the course of a registration year shall immediately ~~notify~~ provide written notice to the Board of this event. (3-29-10)

07. Agent's Certificate of Identification. Each proprietary school shall ensure that its agents have a valid certificate of identification, and that all of its agents are in compliance with Section 33-2404, Idaho Code. The school shall complete a criminal history check that includes, at a minimum, the State Bureau of Identification, and statewide sex offender registry for each agent having unsupervised contact with minors in the minor's home or at secondary schools, prior to making application for the agent's certificate of identification. The criminal history check shall be valid for five (5) years and be kept on file by the school. When an employee returns to any proprietary school after a break in service of six (6) months or more a new criminal history check must be obtained. When an employee changes employment between proprietary schools, a new criminal history check must be obtained by the new employer. (3-29-10)

a. The Board shall revoke any agent's certificate of identification issued or authorized under this Section and shall deny the application for issuance of a new certificate of identification of a person who pleads guilty to, or is found guilty of, notwithstanding the form of the judgment or withheld judgment, any of the following felony offenses against a child: (3-29-10)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

- i. The aggravated assault of a child, Section 18-905, Idaho Code, or the assault with intent to commit a serious felony against a child, Section 18-909, Idaho Code. (3-29-10)
- ii. The aggravated battery of a child, Section 18-907, Idaho Code, or the battery with intent to commit a serious felony against a child, Section 18-911, Idaho Code. (3-29-10)
- iii. The injury or death of a child, Section 18-1501, Idaho Code. (3-29-10)
- iv. The sexual abuse of a child under sixteen (16) years of age, Section 18-1506, Idaho Code. (3-29-10)
- v. The ritualized abuse of a child under eighteen (18) years of age, Section 18-1506A, Idaho Code. (3-29-10)
- vi. The sexual exploitation of a child, Section 18-1507, Idaho Code. (3-29-10)
- vii. Possession of photographic representations of sexual conduct involving a child, Section 18-1507A, Idaho Code. (3-29-10)
- viii. Lewd conduct with a child under the age of sixteen (16) years, Section 18-1508, Idaho Code. (3-29-10)
- ix. The sexual battery of a minor child sixteen (16) or seventeen (17) years of age, Section 18-1508A, Idaho Code. (3-29-10)
- x. The sale or barter of a child for adoption or other purposes, Section 18-1511, Idaho Code. (3-29-10)
- xi. The murder of a child, Section 18-4003, Idaho Code, or the voluntary manslaughter of a child, Section 18-4006 1., Idaho Code. (3-29-10)
- xii. The kidnapping of a child, Section 18-4502, Idaho Code. (3-29-10)
- xiii. The importation or exportation of a juvenile for immoral purposes, Section 18-5601, Idaho Code. (3-29-10)
- xiv. The abduction of a person under eighteen (18) years of age for prostitution, Section 18-5610, Idaho Code. (3-29-10)
- xv. The rape of a child, Section 18-6101 or 18-6108, Idaho Code. (3-29-10)
- b. The general classes of felonies listed in Section 302 shall include equivalent laws of federal or other state jurisdictions. For the purpose of Subsection 302.07, "child" means a minor or juvenile as defined by the applicable state or federal law. (3-29-10)

08. Surety Bond. Each proprietary school shall comply with the provisions in Section 33-2406, Idaho Code, relating to a surety bond. (4-9-09)

a. The amount of the surety bond shall be not less than the total tuition and fees to be collected by the school from its students that covers the period from the beginning through completion of such students' instructional program at the school during the upcoming registration year. This amount shall be based upon the tuition and fees collected by the school from its students covering such period during the previous registration year, subject to modification in the event a school is beginning operations and has no previous revenue or satisfactorily demonstrates that it expects significant changes in tuition and fee revenue during the upcoming year. The Executive Director shall determine the appropriate format and method by which this bond value is to be calculated and reported. (3-29-10)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12, 2010

b. Schools shall ensure that all bonds include “extended coverage” clauses to remain in effect for one hundred twenty (120) days after the date of closure. (3-29-10)

c. No party to the surety bond may cancel without one hundred twenty (120) day prior notice to all parties, including the Office of the State Board of Education. (3-29-10)

d. The Board shall be the beneficiary of the bond and shall oversee the distribution of funds to students who file claims. Schools shall provide proof of the required bond and submit said documentation with their registration applications. (3-29-10)