SUBJECT
Idaho State Board of Education 2014-2018 Strategic Plan

REFERENCE
April 2010  Board postponed strategic plan approval to June 2010 meeting
June 2010  Board approved 2011-2015 State Board of Education Strategic Plan
December 2010  Board approved 2011-2015 State Board of Education Strategic Plan
December 2011  Board approved 2012-2016 State Board of Education Strategic Plan
December 2012  Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012  Board approved 2013-2017 State Board of Education Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND/DIscussion
The Board’s strategic plan is used to define the vision and mission of Idaho’s K-20 educational system. The strategic plan is used to guide future growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board’s purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

According to the Board’s master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December. The institutions and agencies then use the Board’s approved strategic plan to inform their annual updates to their own strategic plans. The agencies and institutions bring their strategic plans forward for approval in April of each year with an option for final approval in June.

At the October 2013 Regular Board meeting, the Board had an opportunity to review performance measures and discuss potential changes in performance measures and benchmarks for the December 2013 approval of the updated strategic plan. During the October Board meeting, Board members had requested some amendments to the performance measures contained with the Board’s strategic plan. Those changes have been incorporated into the attached document.
The Complete Idaho College plan are statewide strategies that have been developed to move the Board’s strategic plan forward with a focus on moving the needle on the 60% of Idahoans hold a degree or certificate by 2020 measure.

**IMPACT**

Once approved, the institutions and agencies will align their strategic plans to the Board’s strategic plan and bring them forward to the Board for approval in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

**ATTACHMENTS**

Attachment 1 – 2014–2018 Idaho State Board Education Strategic Plan Page 3
Attachment 2 – Performance Measure Report Page 8

**STAFF COMMENTS AND RECOMMENDATIONS**

There have been minor wording changes to the performance measures to further define the data being collected, in addition to the changes requested by Board members at the October 2013 Board meeting.

In addition to the broader statewide strategic plan for Education, the Higher Education Research Council (HERC) has developed a Higher Education Research Strategic Plan. The current chair of HERC will update the Board on the progress the council has made. Additionally, staff has been working with a group of stakeholders to develop a statewide plan for Science, Technology, Engineering, and Math (STEM) education. The STEM strategic plan will be presented to the Board for approval as part of the regular meeting agenda. These two more specific plans allow for more detail in their respective emphasis areas and will be in alignment with the Board’s broader statewide K-20 education strategic plan.

The work session will provide the Board with an opportunity to review and amend the strategic plan goals, objectives, performance measures, and/or benchmarks. Staff will be prepared to walk the Board through the various parts of the plan, as well as provide additional information on potential performance measure changes. Staff has proposed initial amendments based on direction from the Board during the performance measure report at the October Board meeting. Should the Board have no additional amendments, the plan may be approved at this meeting.

**BOARD ACTION**

I move to approve the 2014-2018 Idaho State Board of Education Strategic Plan as submitted and to authorize the Executive Director to finalize performance measures and benchmarks as necessary.

Moved by __________ Seconded by __________ Carried Yes _____ No ____
VISION

The State Board of Education envisions an accessible, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho’s educational system to improve each Idaho citizen’s quality of life and enhance global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

State Board of Education Governed Agencies and Institutions:

<table>
<thead>
<tr>
<th>Educational Institutions</th>
<th>Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho Public School System</td>
<td>Office of the State Board of Education</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>Division of Professional-Technical Education</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>Division of Vocational Rehabilitation</td>
</tr>
<tr>
<td>Boise State University</td>
<td>Idaho Public Broadcasting System</td>
</tr>
<tr>
<td>Lewis-Clark State College</td>
<td>State Department of Education</td>
</tr>
<tr>
<td>Eastern Idaho Technical College</td>
<td></td>
</tr>
<tr>
<td>College of Southern Idaho*</td>
<td></td>
</tr>
<tr>
<td>North Idaho College*</td>
<td></td>
</tr>
<tr>
<td>College of Western Idaho*</td>
<td></td>
</tr>
</tbody>
</table>

*Have separate, locally elected oversight boards
GOAL 1: A WELL EDUCATED CITIZENRY  
The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.

Performance Measures:
- Annual number of state funded scholarships awarded and total dollar amount.  
  **Benchmark:** 20,000, $16M
- Amount of need-based aid per student.  
  **Benchmark:** undergraduate FTE WICHE Average
- Postsecondary student enrollment by race/ethnicity/gender as compared against population.  
  **Benchmark:** 85,000 students for White & White, non-Hispanic; 30,000 students for all other race/ethnicities.
- Percentage of Idaho graduates (secondary) meeting placement test college readiness benchmarks.  
  **Benchmark:** SAT – 60% by 2017  
  **Benchmark:** ACT – 60% by 2017

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.

Performance Measures:
- Percent of high school students enrolled and number of credits earned in Dual Credit (tied to HS enrollment, based on trend):
  - Dual credit  
    **Benchmark:** 25% students per year  
    **Benchmark:** 75,000 credits per year
  - Tech prep  
    **Benchmark:** 27% students per year enrolled.
- Percent of high school students taking Advanced Placement (AP) exams and number of exams taken each year.  
  **Benchmark:** 10% students per year  
  **Benchmark:** 10,000 exams taken per year
- High School Graduation rate as defined in the Accountability Workbook.  
  **Benchmark:** 95%
- Percent of high school graduates who enroll in postsecondary institution within 12 months of graduation  
  **Benchmark:** 80%
- Percentage of first-year freshmen new full-time students returning (or graduated) for second year in an Idaho public institution.  
  **2-year Institution Benchmark:** 75%  
  **4-year Institution Benchmark:** 85%
• Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
  **Benchmark:** 60% by 2020
  **Benchmark:** 26% with a Baccalaureate degree by 2020
  **Benchmark:** 8% with a graduate level degree by 2020

• Percent increase of postsecondary unduplicated students receiving undergraduate awards (certificate of one academic year or more) during the academic year (Summer-Fall-Spring).
  **Benchmark:** TBD (2yr institutions/4yr institutions)

• Percent of first-time, full-time, degree-seeking undergraduate freshmen who graduate within 150% of completion time (3yrs/6yrs). Postsecondary unduplicated awards (certificate of one academic year or more) as a percentage of total student headcount
  **Benchmark:** 35% for 2-year institutions, 45% for 4-year institutions

**Objective C: Adult learner Re-Integration** – Improve the processes and increase the options for re-integration of adult learners into the education system.

**Performance Measures:**
• Number of integrated training and or reintegrated training programs in the technical colleges.
  **Benchmark:** 10
• Number of adults enrolled in upgrade and customized training (including statewide fire and emergency services training programs).
  **Benchmark:** 45,000

**Objective D: Transition** – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

**Performance Measures:**
• **Number Ratio** of STEM to non-STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
  **Benchmark:** 2,177 degrees 1:4
• Percentage of students participating in internships.
  **Benchmark:** 30%
• Percentage of students participating in undergraduate research.
  **Benchmark:** 30%
• Number of University of Utah Medical School graduates who are residents in one of Idaho’s graduate medical education programs.
  **Benchmark:** 8 graduates at any one time
• Percentage of Boise Family Medicine Residency graduates practicing in Idaho.
  **Benchmark:** 60%
• Percentage of Psychiatry Residency Program graduates practicing in Idaho.
  **Benchmark:** 50%
GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Performance Measures:
- Institution expenditures from competitive Federally funded grants
  Benchmark: $112M
- Institution expenditures from competitive industry funded grants
  Benchmark: $7.2M
- Number of sponsored projects involving the private sector.
  Benchmark: 10% increase
- Total amount of research expenditures
  Benchmark: 20% increase
- Percent of students meeting college readiness benchmark on college entrance exam (ACT/SAT) in Mathematics and Science.
  Benchmark: 42.2%

Objective B: Quality Instruction – Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:
- Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
  Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
  Benchmark: ACT - 24.0
  SAT – 1500(average score of 500 on each exam)
- Percent of elementary and secondary schools rated as four star schools or above.
  Benchmark: 100%
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
  Benchmark: 90%

GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.
Performance Measures:

- Cost per successfully completed weighted student credit hour
  Benchmark: 2-year – less than or equal to $260,185
  Benchmark: 4-year – less than or equal to $165

- Average net cost to attend public 4 year institution.
  Benchmark: 90% of peers (using IPEDS calculation)

- Average number of credits earned at completion of a degree program.
  Benchmark: Associates – 70 credits or less
  Benchmark: Transfer Students: 70 credits or less
  Benchmark: Bachelors – 130 credits or less
  Benchmark: Transfer Student: 130 credits or less

- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
  Benchmark: 2 year – less than 55%
  Benchmark: 4 year – less than 20%

- Institutional reserves comparable to best practice.
  Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective B: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Performance Measures:

- Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data.
  Benchmark: Completed by 2015.
  Phase Two completed by June 30, 2013
  Phase Three completed by June 30, 2014
  Phase Four completed by June 30, 2015
### Goal 1: A Well Educated Citizenry

#### Goal 1, Objective A: Access

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Annual number of state-funded scholarships awarded.</td>
<td>20,000</td>
<td>9,089</td>
<td>10,878</td>
<td>10,956</td>
<td>7,904</td>
<td>7,740</td>
<td>8,219</td>
</tr>
<tr>
<td>Annual total dollar amount of state-funded scholarships awarded.</td>
<td>$16,000,000</td>
<td>$8,816,132</td>
<td>$9,610,456</td>
<td>$7,439,092</td>
<td>$5,934,857</td>
<td>$7,627,099</td>
<td>$6,992,527</td>
</tr>
<tr>
<td>Amount of need-based aid per undergraduate student.</td>
<td>$489</td>
<td>WICHE Average</td>
<td>$51</td>
<td>$46</td>
<td>$31</td>
<td>$22</td>
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#### Postsecondary student enrollment by race/ethnicity/gender as compared against population.

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</thead>
<tbody>
<tr>
<td>Total Postsecondary student enrollment by race/ethnicity for White/White, non-Hispanic.</td>
<td>85,000</td>
<td>67,927</td>
<td>66,862</td>
<td>75,634</td>
<td>77,267</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Postsecondary student enrollment by race/ethnicity for all other race/ethnicities.</td>
<td>30,000</td>
<td>17,968</td>
<td>22,448</td>
<td>22,221</td>
<td>25,385</td>
<td></td>
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</tr>
</tbody>
</table>

#### Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on SAT Reading Test

<table>
<thead>
<tr>
<th>Year</th>
<th>Benchmark</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>Tied to HS enrollment &amp; based on trend.</td>
<td>8.5%</td>
<td>10.1%</td>
<td>12.2%</td>
<td>13.3%</td>
<td>15.8%</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

### Goal 1, Objective B: Higher Level of Educational Attainment

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</thead>
<tbody>
<tr>
<td>Percent of high school students enrolled in dual credit courses.</td>
<td>25.0%</td>
<td>8.5%</td>
<td>10.1%</td>
<td>12.2%</td>
<td>13.3%</td>
<td>15.8%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Number of credits earned in dual credit courses.</td>
<td>75,000</td>
<td>30,565</td>
<td>35,862</td>
<td>43,131</td>
<td>46,134</td>
<td>54,465</td>
<td>63,076</td>
</tr>
<tr>
<td>Percent of high school students enrolled in tech prep courses.</td>
<td>27.0%</td>
<td>15.6%</td>
<td>21.1%</td>
<td>22.9%</td>
<td>26.3%</td>
<td>24.3%</td>
<td>24.2%</td>
</tr>
<tr>
<td>Percent of students taking AP exams.</td>
<td>10.0%</td>
<td>6.3%</td>
<td>7.0%</td>
<td>7.7%</td>
<td>8.2%</td>
<td>8.8%</td>
<td></td>
</tr>
</tbody>
</table>
Number of AP exams.
- 10,000, which is 2,160 more AP Exams than in 2009; a 32% increase

High School graduation rate as defined in the Accountability Workbook.
- 95.00%, which is 0.30% above 2008; a 6.39% increase

Percent of Idaho Public high school graduates who enrolled in an Idaho public postsecondary institution within 12 months of graduation from an Idaho high school.
- 6,840, which is 0.30% more than in 2008; a 4.3% increase

Percentage of full-time first-year freshmen at 4-year Institutions returning for second year.
- 64%, which is 6% above 2008; a 12.5% increase

Percentage of full-time first-year freshmen at 2-year Institutions returning for second year.
- 60% by 2020, which is 7.20% more than 2008; a 14.3% increase

Percent of Idahoans (ages 25 to 34) who have a college degree or certificate of at least 1 year.
- 60% by 2020, which is 5.20% more than 2008; a 9% increase

Percent increase of 4-year postsecondary unduplicated students receiving undergraduate awards (1-year certificate or greater) during the academic year.
- 6,319, which is 0.30% above 2008; a 9.69% increase

Percent increase of 2-year postsecondary unduplicated students receiving undergraduate awards (1-year certificate or greater) during the academic year.
- 88.29%, which is 0.30% above 2008; a 9.69% increase

Percent of 2-Year Institution 1st-time, full-time degree seeking undergraduate (entry cohort) freshmen who graduate with 150% of time.
- 35%

Percent of 4-Year Institution 1st-time, full-time degree seeking undergraduate (entry cohort) freshmen who graduate with 150% of time.
- 45%

Goal 1, Objective C: Adult Learner Re-Integration.
Number of integrated training and/or reintegrated training programs in the technical colleges.
- 7

Number of adults enrolled in upgraded or customized training (including statewide fire & emergency services training programs).
- 52,500

Goal 1, Objective D: Transition
Number of degrees conferred in STEM fields.
- 2,177 increase, which is 545 more degrees than 2008; a 33% increase

Percent of students participating in internships.
- 30.0%

Percent of students participating in internships.
- 30.0%

Percent of students participating in internships.
- 5.57%, only BSU and U of I interns counted, no research students counted
- 5.89%, only BSU and U of I interns counted, no research students counted
- 7.29%, but no BSU research students counted

Percent of students participating in internships.
- 7.93%
### Goal 2: Critical Thinking & Innovation

#### Goal 2, Objective A: Critical Thinking, Innovation & Creativity.

<table>
<thead>
<tr>
<th>Institution expenditures from competitive Federally funded grants.</th>
<th>$112,000,000</th>
<th>$76,490,071</th>
<th>$93,537,598</th>
<th>$122,966,139</th>
<th>$112,458,680</th>
<th>$97,131,693</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which is $18.5M more than 2009; which is a 20% increase</td>
<td>$112,000,000</td>
<td>$76,490,071</td>
<td>$93,537,598</td>
<td>$122,966,139</td>
<td>$112,458,680</td>
<td>$97,131,693</td>
</tr>
<tr>
<td></td>
<td>$112,000,000</td>
<td>$76,490,071</td>
<td>$93,537,598</td>
<td>$122,966,139</td>
<td>$112,458,680</td>
<td>$97,131,693</td>
</tr>
<tr>
<td>Institution expenditures from competitive industry funded grants.</td>
<td>$7,200,000</td>
<td>$6,226,448</td>
<td>$6,016,139</td>
<td>$10,589,050</td>
<td>$3,955,569</td>
<td>$2,684,459</td>
</tr>
<tr>
<td>Which is $1.8M more than 2009; which is a 20% increase</td>
<td>$7,200,000</td>
<td>$6,226,448</td>
<td>$6,016,139</td>
<td>$10,589,050</td>
<td>$3,955,569</td>
<td>$2,684,459</td>
</tr>
</tbody>
</table>

#### Percent of students meeting college readiness benchmark on the ACT Mathematics exam.

| 22  | 47.0% | 47.0% | 47.0% | 52.0% |
| 23  | 32.0% | 32.0% | 32.0% | 43.0% |
| 500 | 67.0% | 65.8% | 66.4% | 35.2% |

#### Percent of students meeting college readiness benchmark on the ACT Science exam.

| 22  | 47.0% | 47.0% | 47.0% | 52.0% |
| 23  | 32.0% | 32.0% | 32.0% | 43.0% |
| 500 | 67.0% | 65.8% | 66.4% | 35.2% |

#### Percent of students meeting college readiness benchmark on the SAT Mathematics exam.

| 500 | 67.0% | 65.8% | 66.4% | 35.2% |

#### Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 10th Grade Reading.

| 100.00% | 16% above 2009 | 85.70% |
| 100.00% | 30% above 2009 | 76.60% |

#### Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 10th Grade Math.

| 100.00% | 16% above 2009 | 85.70% |
| 100.00% | 30% above 2009 | 76.60% |

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**NOTE & COMMENT TO THE FAR RIGHT:**

- See note & comment to the far right.
- N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.
- N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 10th Grade Language.

<table>
<thead>
<tr>
<th>Year</th>
<th>Range</th>
<th>2009</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
<td>35.60% above</td>
<td>68.80%</td>
<td>N/A due to many (but not all) of these students &quot;banking&quot; their scores...not accurate comparison, per Scott Cook.</td>
<td>71.50%</td>
<td>72.60%</td>
<td>76.00%</td>
</tr>
</tbody>
</table>

Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 10th Grade Science.

<table>
<thead>
<tr>
<th>Year</th>
<th>Range</th>
<th>2009</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
<td>31.10% above</td>
<td>66.90%</td>
<td>N/A due to many (but not all) of these students &quot;banking&quot; their scores...not accurate comparison, per Scott Cook.</td>
<td>67.90%</td>
<td>69.30%</td>
<td>72.50%</td>
</tr>
</tbody>
</table>

Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 5th Grade Reading.

<table>
<thead>
<tr>
<th>Year</th>
<th>Range</th>
<th>2009</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
<td>13.60% above</td>
<td>84.30%</td>
<td>88.00%</td>
<td>88.10%</td>
<td>87.80%</td>
<td>88.50%</td>
</tr>
</tbody>
</table>

Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 5th Grade Math.

<table>
<thead>
<tr>
<th>Year</th>
<th>Range</th>
<th>2009</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
<td>22.10% above</td>
<td>78.00%</td>
<td>77.90%</td>
<td>79.80%</td>
<td>80.90%</td>
<td>78.60%</td>
</tr>
</tbody>
</table>

Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 5th Grade Language.

<table>
<thead>
<tr>
<th>Year</th>
<th>Range</th>
<th>2009</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
<td>22.80% above</td>
<td>74.20%</td>
<td>77.20%</td>
<td>77.20%</td>
<td>78.70%</td>
<td>79.40%</td>
</tr>
</tbody>
</table>

Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 5th Grade Science.

<table>
<thead>
<tr>
<th>Year</th>
<th>Range</th>
<th>2009</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
<th>2009 Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
<td>33.60% above</td>
<td>60.10%</td>
<td>64.90%</td>
<td>67.40%</td>
<td>69.30%</td>
<td>72.20%</td>
</tr>
</tbody>
</table>

Average composite ACT score.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Composite ACT Score</th>
<th>Benchmark is the College Board's norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.0</td>
<td>1,650</td>
<td>1,580</td>
</tr>
</tbody>
</table>

Average Total SAT Score (not a Board measure as of 8/28/12)

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Total SAT Score</th>
<th>Benchmark is the College Board's norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1150</td>
<td>1,600</td>
<td>1,590</td>
</tr>
</tbody>
</table>

Percent of students meeting college readiness benchmark on the ACT Reading exam.

<table>
<thead>
<tr>
<th>Percent of Students Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
</tr>
</tbody>
</table>

Percent of students meeting college readiness benchmark on the ACT English exam.

<table>
<thead>
<tr>
<th>Percent of Students Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

Percent of students meeting college readiness benchmark on the SAT Critical Reading exam.

<table>
<thead>
<tr>
<th>Percent of Students Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
</tr>
</tbody>
</table>

Percent of students meeting college readiness benchmark on the SAT Writing exam.

<table>
<thead>
<tr>
<th>Percent of Students Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
</tr>
</tbody>
</table>

Average net cost to attend public 4-year institution.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Net Cost to Attend Public 4-Year Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>???</td>
<td>1,600</td>
</tr>
</tbody>
</table>

**Goal 3: Effective & Efficient Delivery Systems**

**Goal, Objective A: Cost Effective & Fiscally Prudent.**

Cost per successfully completed weighted student credit hour for 2-year institutions.

<table>
<thead>
<tr>
<th>Cost per Successfully Completed Weighted Student Credit Hour for 2-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>$280</td>
</tr>
</tbody>
</table>

Cost per successfully completed weighted student credit hour for 4-year institutions.

<table>
<thead>
<tr>
<th>Cost per Successfully Completed Weighted Student Credit Hour for 4-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>$165</td>
</tr>
</tbody>
</table>

Average net cost to attend public 4-year institution.

<table>
<thead>
<tr>
<th>Average Net Cost to Attend Public 4-Year Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$300</td>
</tr>
</tbody>
</table>

**Goal 3, Objective A: Cost Effective & Fiscally Prudent.**

Cost per successfully completed weighted student credit hour for 2-year institutions.

<table>
<thead>
<tr>
<th>Cost per Successfully Completed Weighted Student Credit Hour for 2-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>$285</td>
</tr>
</tbody>
</table>

Cost per successfully completed weighted student credit hour for 4-year institutions.

<table>
<thead>
<tr>
<th>Cost per Successfully Completed Weighted Student Credit Hour for 4-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>$175</td>
</tr>
</tbody>
</table>

Average net cost to attend public 4-year institution.

<table>
<thead>
<tr>
<th>Average Net Cost to Attend Public 4-Year Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$168</td>
</tr>
</tbody>
</table>
Average number of credits earned at completion of an
Associates degree program - NON-TRANSFER STUDENTS.

Average number of credits earned at completion of an
Associates degree program - TRANSFER STUDENTS.

Average number of credits earned at completion of Bachelor's
degree program - NON-TRANSFER STUDENTS.

Average number of credits earned at completion of Bachelor's
degree program - TRANSFER STUDENTS.

Percent of 2-year postsecondary first-time first year freshman
who graduate from an Idaho High School in the previous year
requiring remedial education in math and/or language art.

Percent of 4-year postsecondary first-time first year freshman
who graduate from an Idaho High School in the previous year
requiring remedial education in math and/or language arts.

Institution reserves comparable to best practice.

Goal 3, Objective B: Data-informed decision making.

Develop a P-20 to workforce longitudinal data system with the
ability to access timely and relevant data.

Phase II completed by 6/30/13; Phase III completed by 6/30/14; Phase IV completed by 6/30/15.