

**WORK SESSION
AUGUST 10, 2016**

TAB	DESCRIPTION	ACTION
A	PPGA – DATA DASHBOARD DISCUSSION	Information Item
B	PPGA – HIGHER EDUCATION ACTION PLAN	Information Item

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**WORKSESSION
AUGUST 10, 2016**

SUBJECT

Data Dashboard Discussion

REFERENCE

January 2016	Release of the 2015 IPEDS Data Feedback Reports.
April 2016	Each year, the state of Idaho pays for every public high school junior to take the SAT in April.
July 2016	Release of the April SAT test day results.

BACKGROUND/DISCUSSION

This item will provide an opportunity for the Board to discuss potential data points that would be available in an Idaho Education dashboard. Staff will discuss examples of two specific data sources to help frame the discussion, the Integrated Postsecondary Education Data System (IPEDS) data feedback reports and SAT test day data.

The IPEDS reports are put together by the National Center for Education Statistics who compare the institution to the institution's selected peers. The peers included in this example report exclude the aspirational peers of Idaho State University (ISU). The IPEDS Data Feedback Report offers a comparative look for measures including enrollment, completion, tuition and fee rates, net price, and graduation rates, and is available for each of our institutions.

This item also includes a presentation of the 2016 April SAT test day data and patterns found in the data. This discussion will cover:

- The SAT data dashboard
- Patterns in SAT test scores by gender
- Patterns in SAT test scores by region
- Patterns in SAT test scores by urbanicity
- Future use of SAT test scores

Examples of data dashboards created by other education boards will be presented and discussed.

IMPACT

Public-facing data dashboards allow state policy makers, parents, students, school administrators, and institution staff access to reports produced using data collected in the Statewide Longitudinal Data System (SLDS). These dashboards will assist in determining the overall "health" of the education system or specific schools or institutions through a transparent tool.

ATTACHMENTS

Attachment 1 – 2015 IPEDS Data Feedback Report – ISU

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STAFF COMMENTS AND RECOMMENDATIONS

This item will give the Board an opportunity to discuss what data the Board would like to have published in data dashboards for Idaho.

BOARD ACTION

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

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2015

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, 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>), an online tool 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. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2014-15 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Each institution can access previous Data Feedback Reports as far back as 2005 and customize this latest report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report (DFR), please visit our web site at <http://nces.ed.gov/ipeds/Home/UseTheData>.



*Idaho State University
Pocatello, ID*



COMPARISON GROUP

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 17, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

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

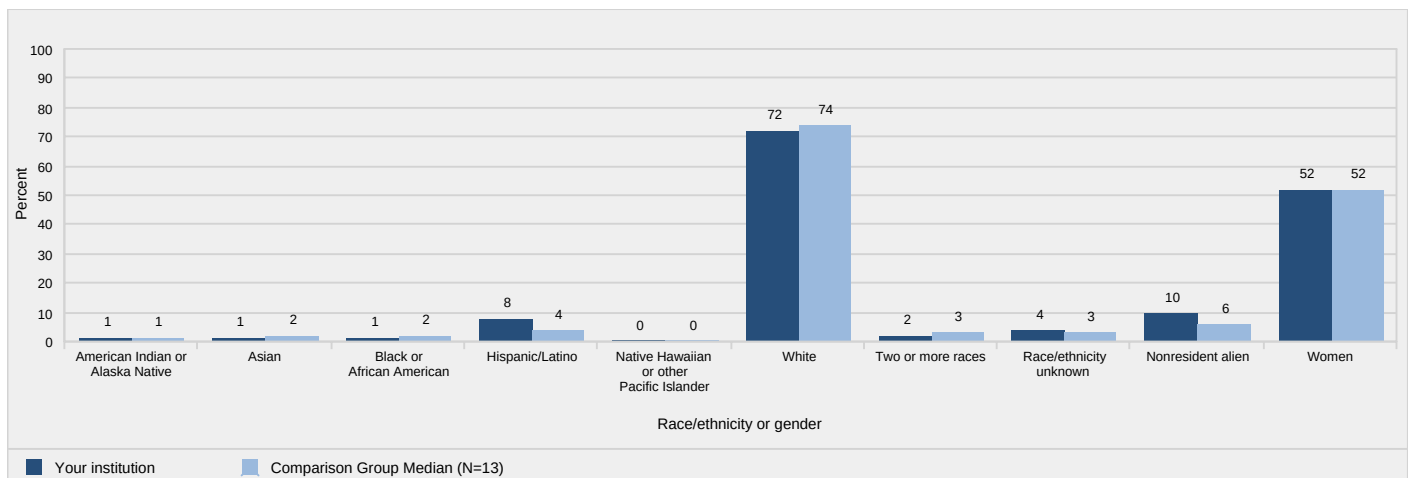
- ▶ Kent State University at Kent (Kent, OH)
- ▶ Montana State University (Bozeman, MT)
- ▶ North Dakota State University-Main Campus (Fargo, ND)
- ▶ Northern Arizona University (Flagstaff, AZ)
- ▶ Northern Illinois University (DeKalb, IL)
- ▶ South Dakota State University (Brookings, SD)
- ▶ The University 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)

The figures in this report have been organized and ordered into the following topic areas:

- 1) Admissions (only for non-open-admissions schools),
- 2) Student Enrollment,
- 3) Awards,
- 4) Charges and Net Price,
- 5) Student Financial Aid,
- 6) Military Benefits*,
- 7) Retention and Graduation Rates,
- 8) Finance,
- 9) Staff, and
- 10) Libraries*.

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

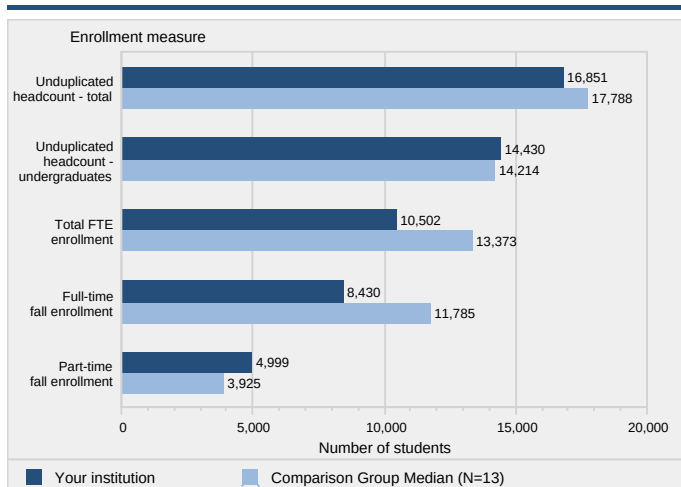
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2014



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. 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): Spring 2014, Fall Enrollment component.

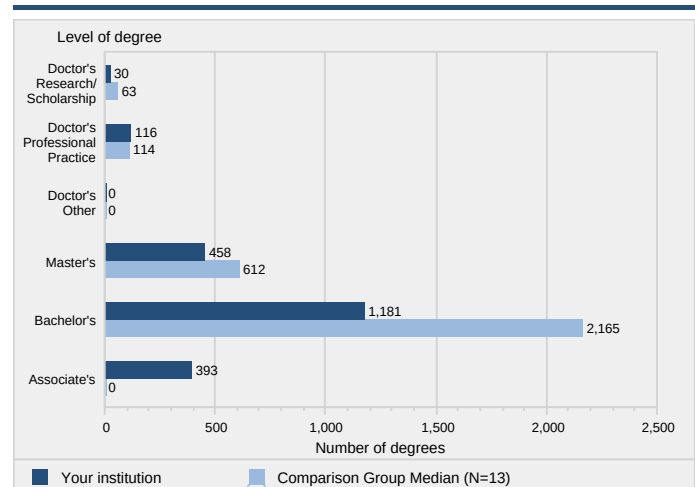
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2013-14), total FTE enrollment (2013-14), and full- and part-time fall enrollment (Fall 2014)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. 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 2014, 12-month Enrollment component and Spring 2015, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2013-14

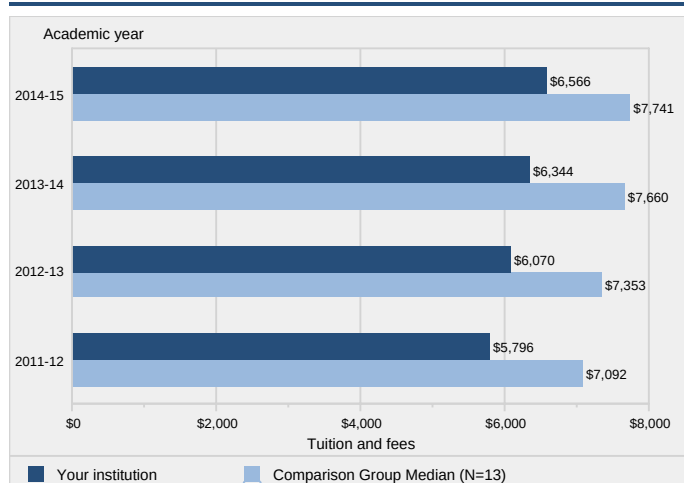


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, Completions component.

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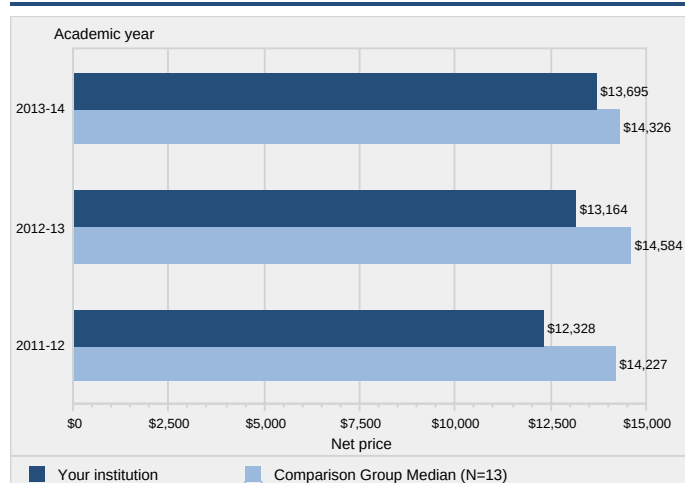
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2011-12 to 2014-15



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. 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 2014, Institutional Characteristics component.

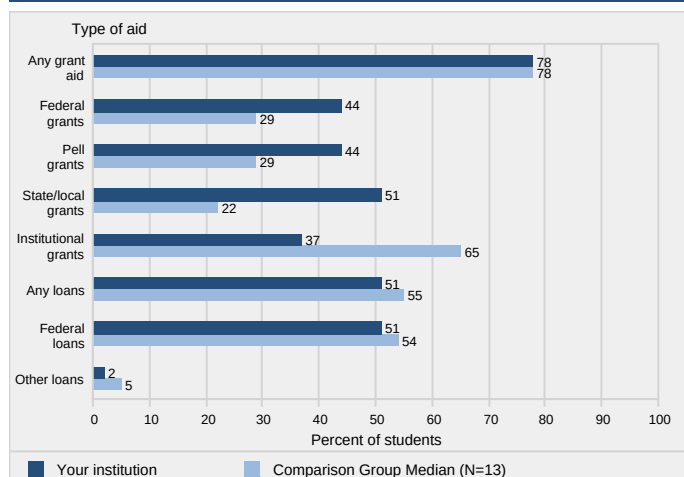
Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2011-12 to 2013-14



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, 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 2014, Institutional Characteristics component; Winter 2014-15, Student Financial Aid component.

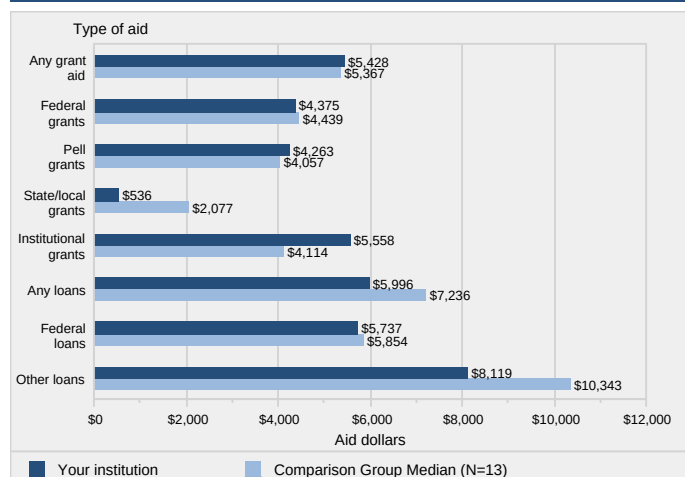
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2013-14



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in 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): Winter 2014-15, Student Financial Aid component.

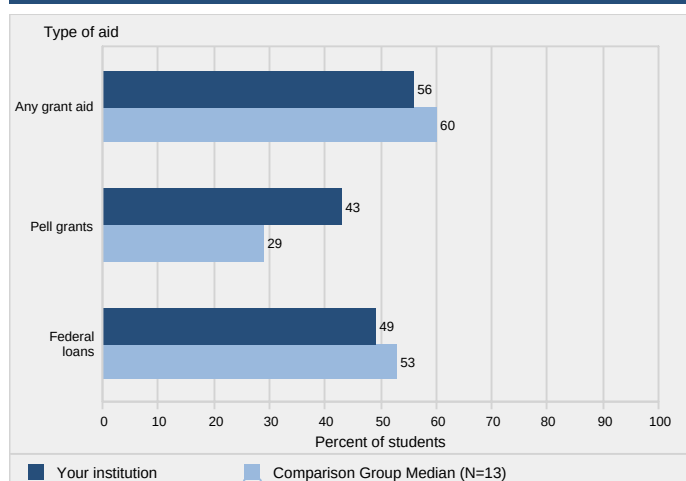
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. 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 2014-15, Student Financial Aid component.

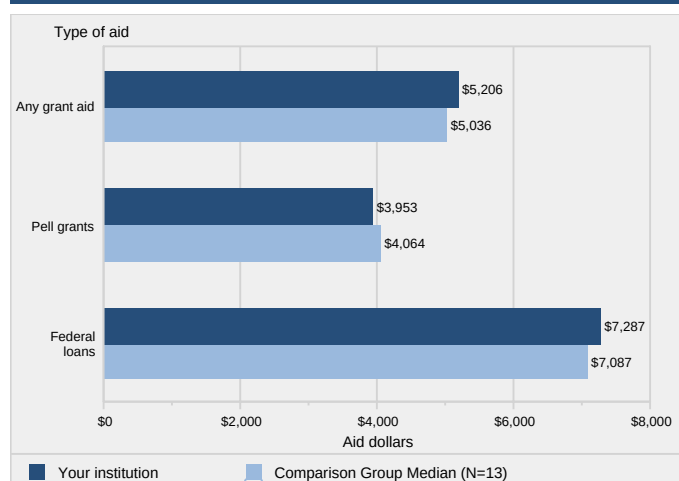
Figure 8. Percent of all undergraduates receiving aid, by type of aid: 2013-14



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. 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 2014-15, Student Financial Aid component.

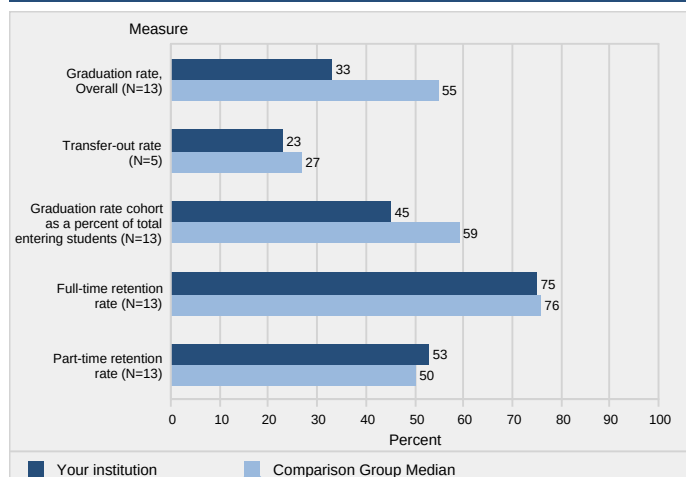
Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2013-14



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. 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 2014-15, Student Financial Aid component.

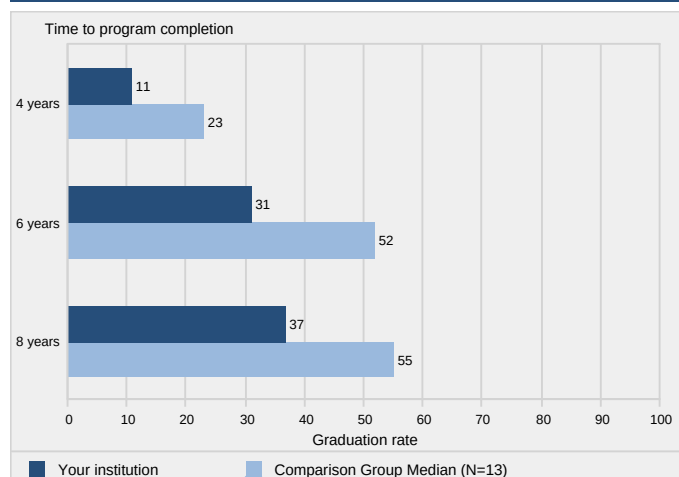
Figure 10. Graduation rate and transfer-out rate (2008 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2014)



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. Retention rates are measured from the fall of first enrollment to the following fall. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, 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): Winter 2014-15, Graduation Rates component and Spring 2014, Fall Enrollment component.

Figure 11. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2006 cohort

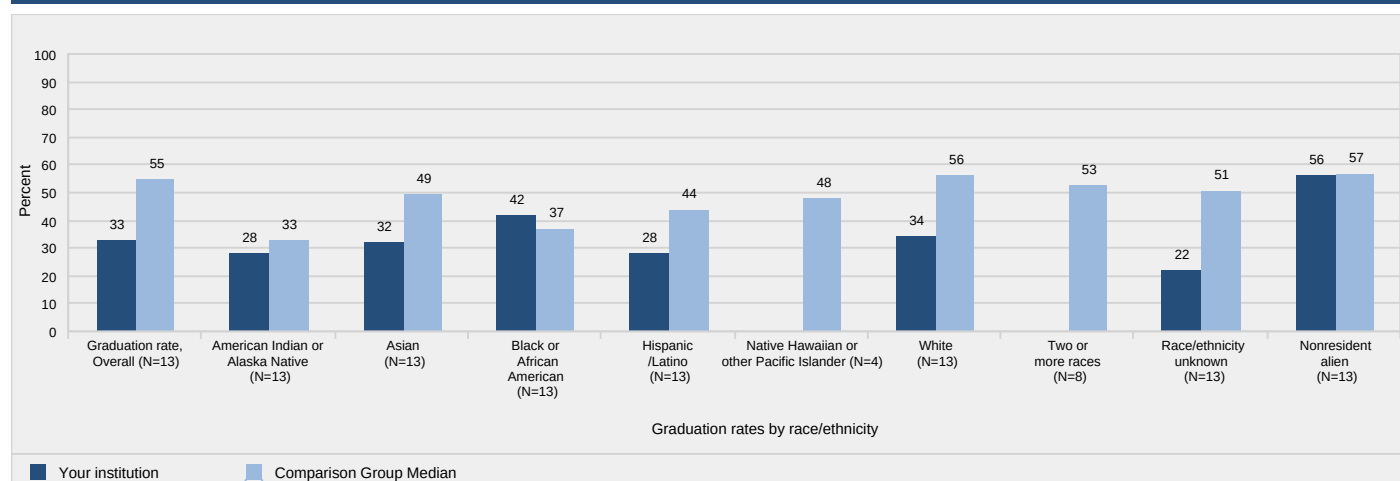


NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, 200% Graduation Rates component.

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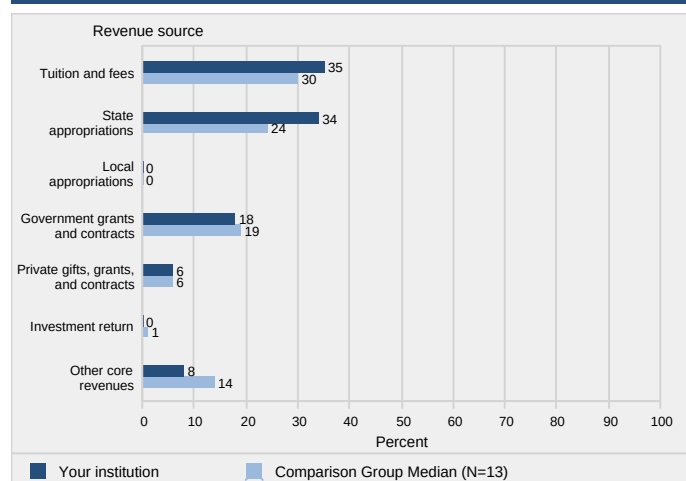
Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2008 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. 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 2014-15, Graduation Rates component.

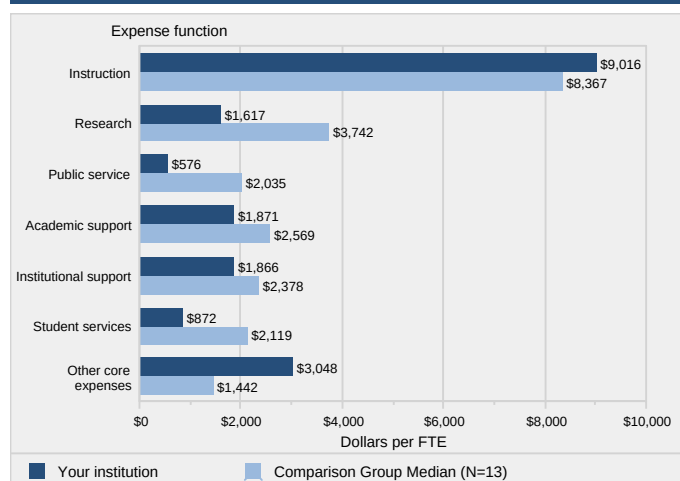
Figure 13. Percent distribution of core revenues, by source: Fiscal year 2014



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 comparison institution. For a detailed definition of core revenues, 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 2014, Finance component.

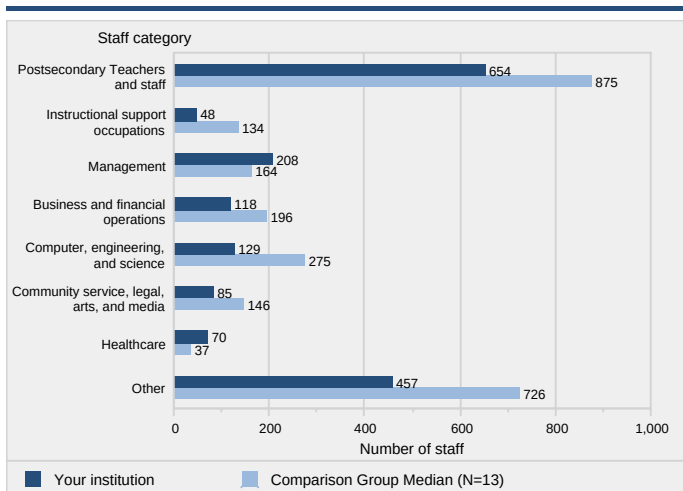
Figure 14. Core expenses per FTE enrollment, by function: Fiscal year 2014



NOTE: 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.

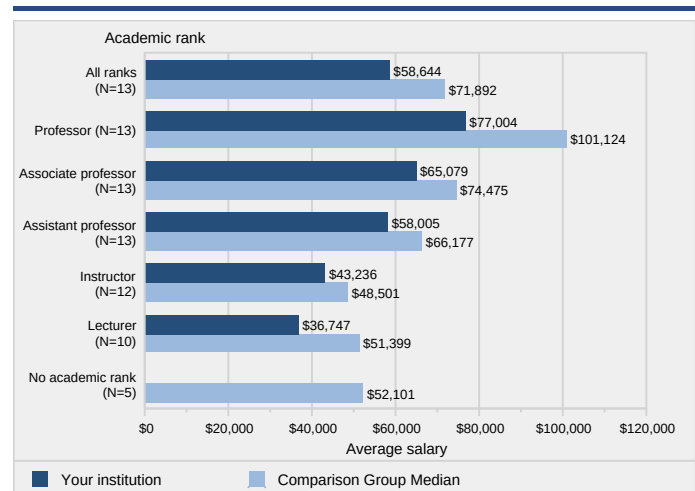
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, 12-month Enrollment component and Spring 2015, Finance component.

Figure 15. Full-time equivalent staff, by occupational category: Fall 2014



NOTE: Graduate assistants are not included. For calculation details, 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 2014, Human Resources component.

Figure 16. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2014-15



NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

IPEDS DATA FEEDBACK REPORT

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2014-15 data collection year. Response rates exceeded 99% 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>.

Use of Median Values for Comparison Group

The value for the comparison 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. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website (<http://nces.ed.gov/ipeds>).

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. Not all notes 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. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

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

Admissions and Test Score Data

Admissions and 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. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); 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, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE 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 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, 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 to complete all requirements of the degree or certificate program before the ending status date of August 31, 2014; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up 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 (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned 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, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and 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/>.

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Idaho State University IPEDS Data Feedback Report

August 10, 2016



ISU Peers

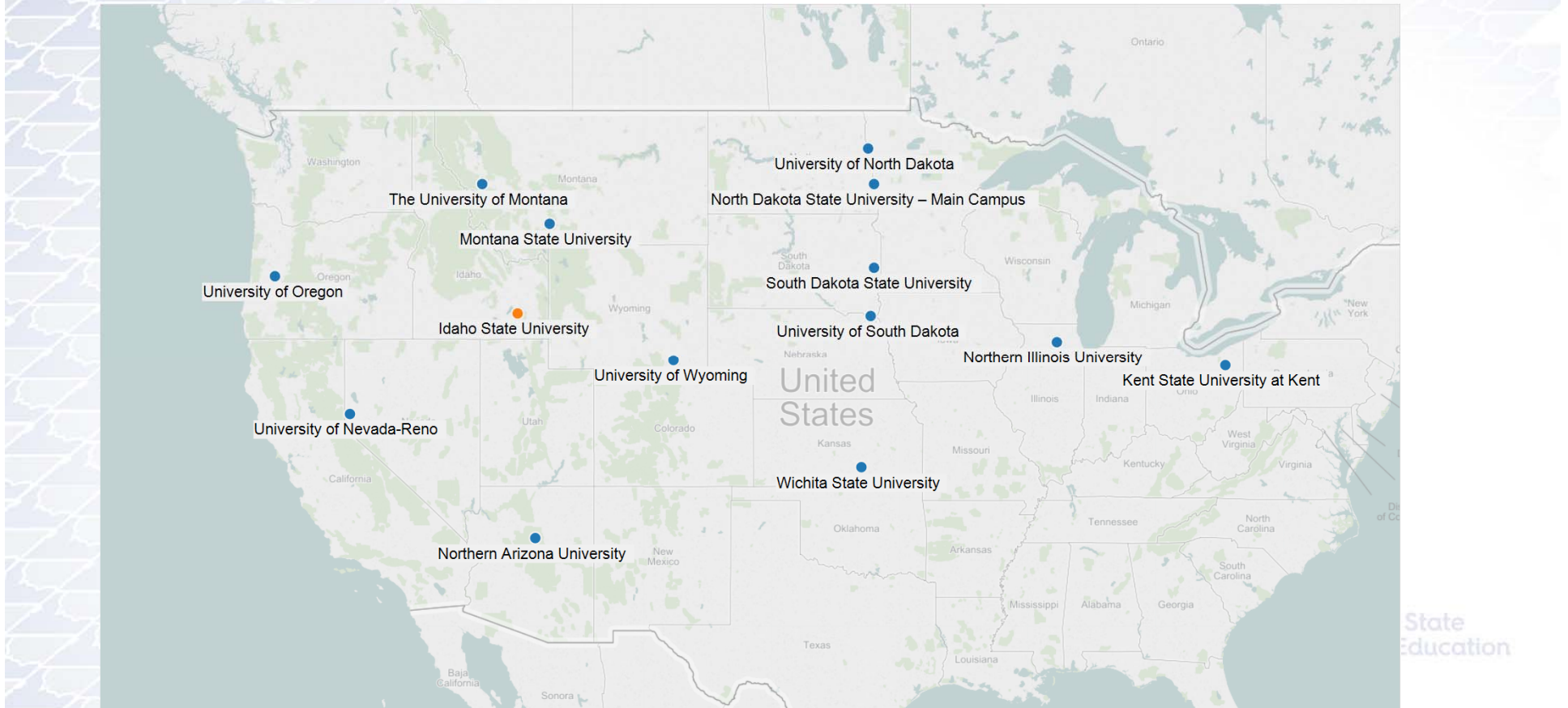
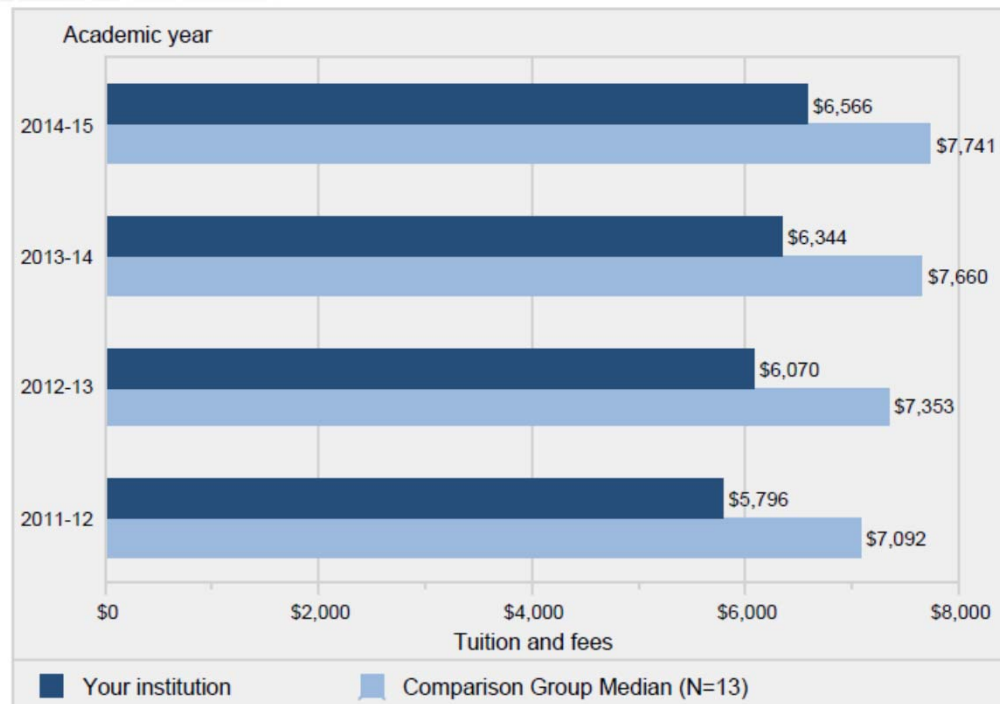


Figure 4: Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2011-12 to 2014-15



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, Institutional Characteristics component



Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2014-15

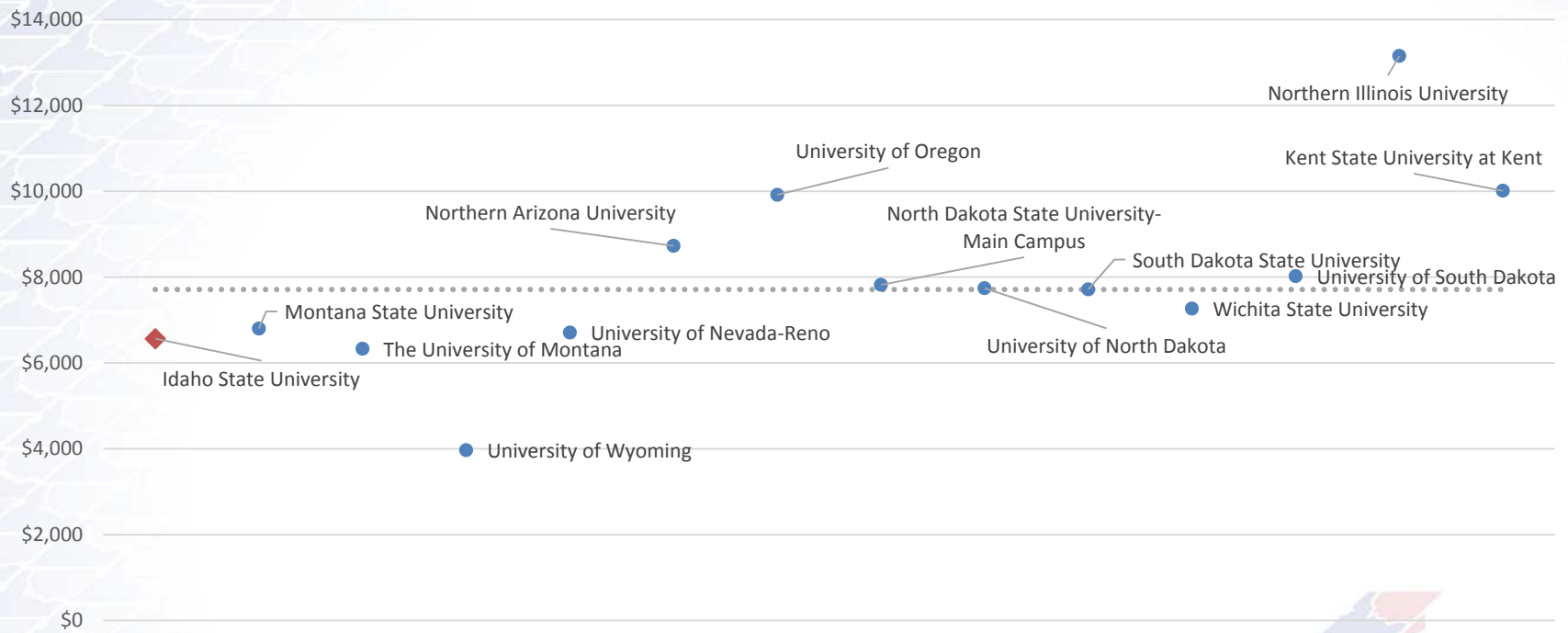
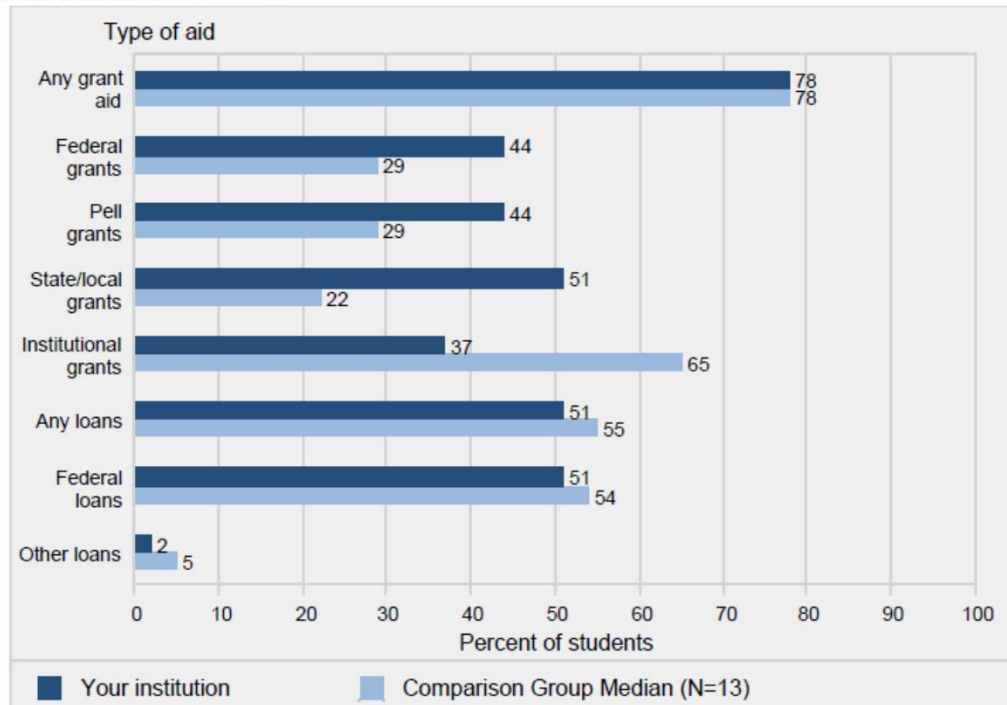


Figure 6: Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2013-2014



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Student Financial Aid Component



Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2013-2014

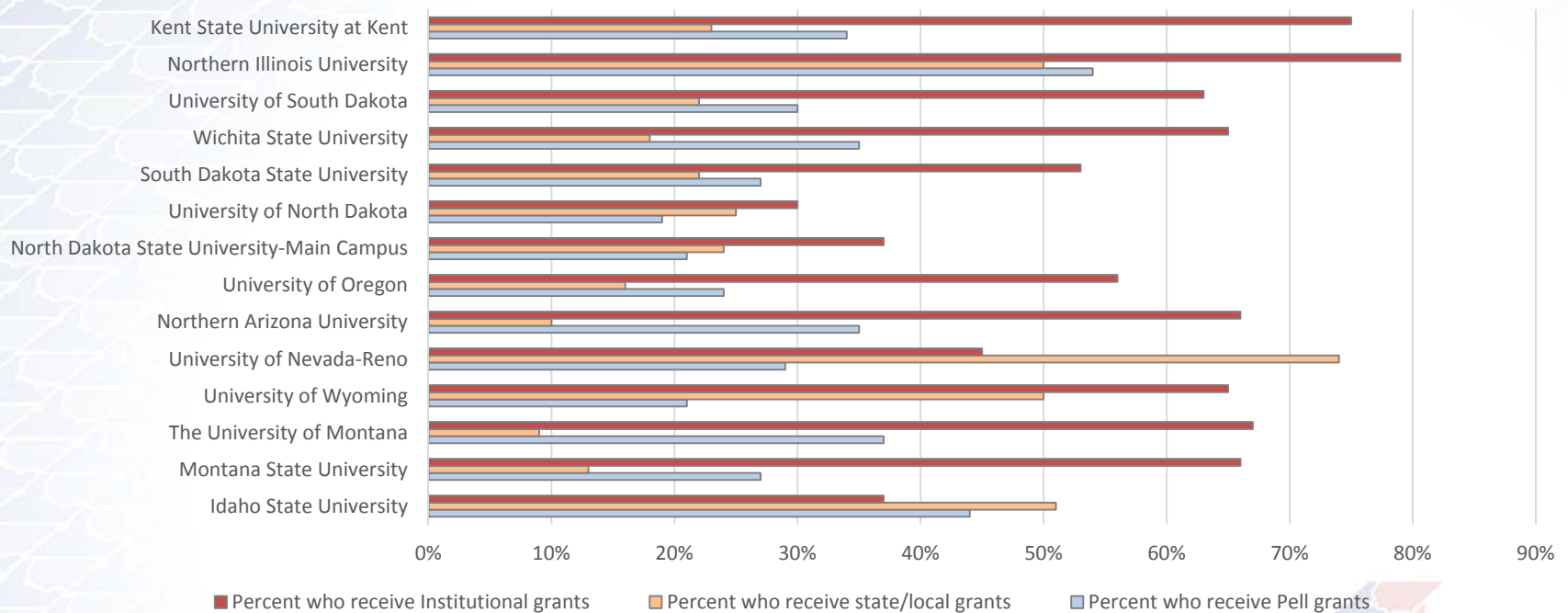
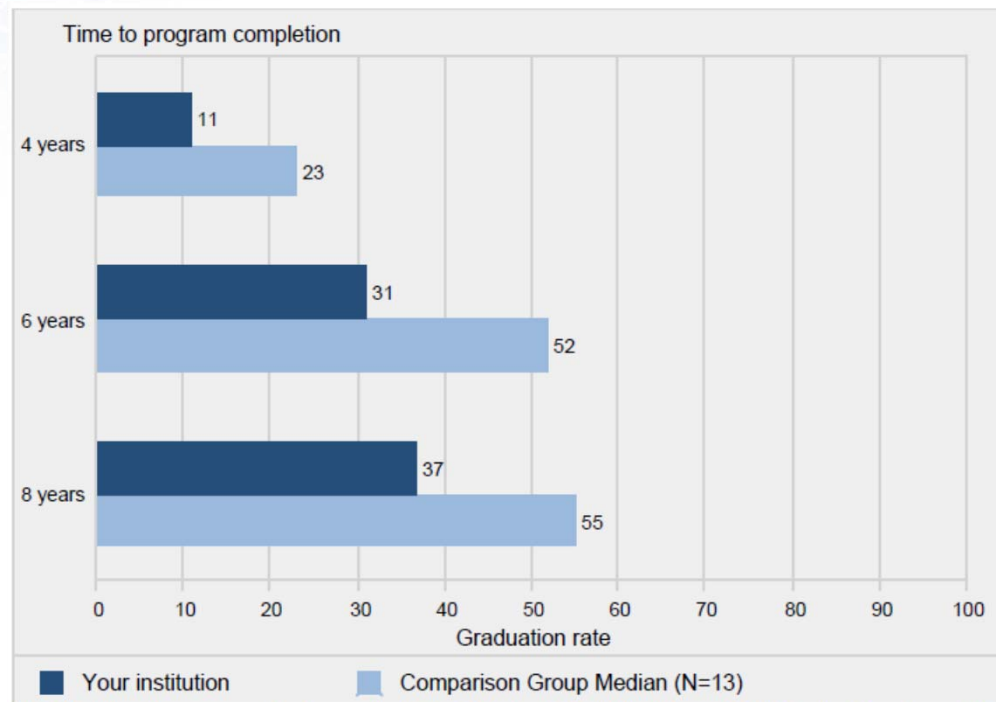


Figure 11: Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2006 cohort



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, 200% Graduate Rates component



Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2006 cohort

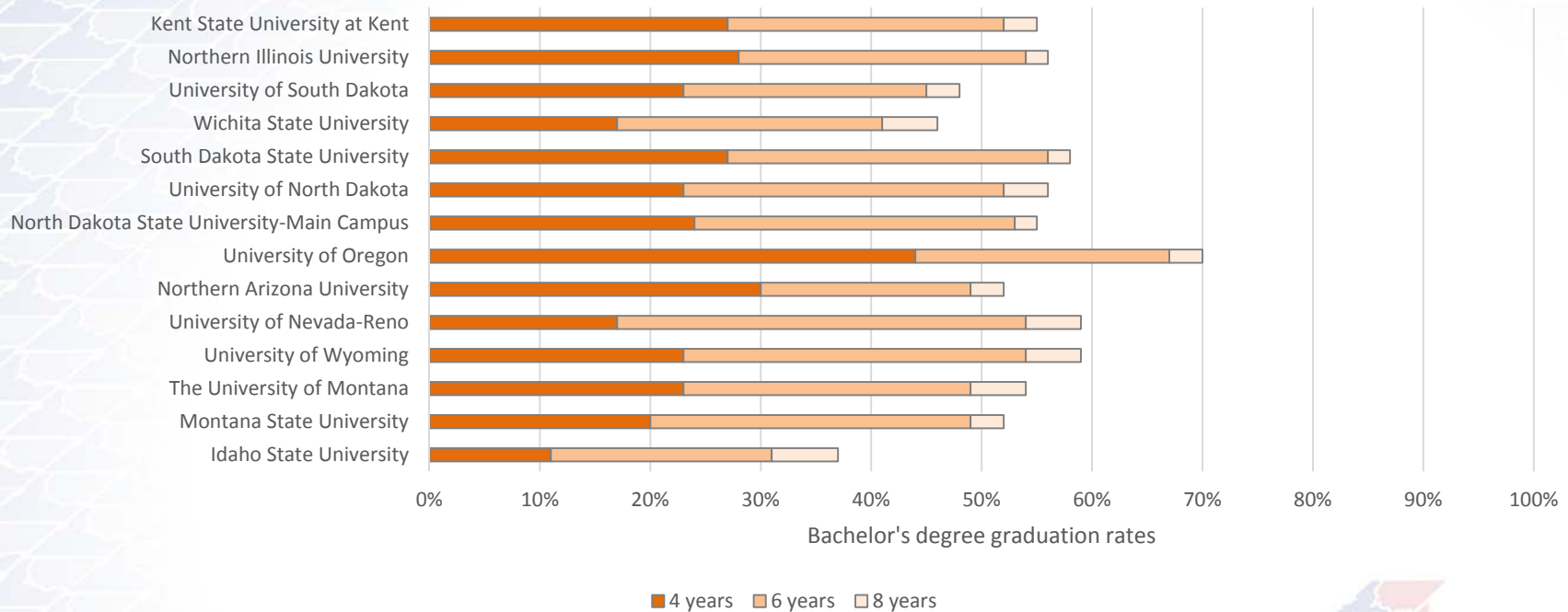
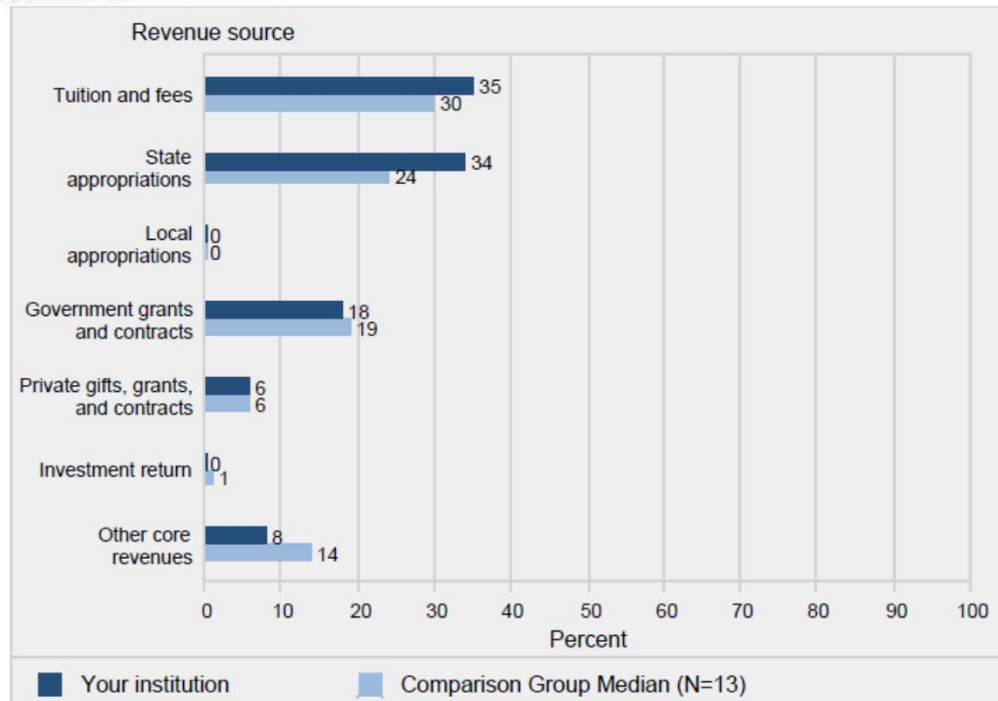


Figure 13: Percent distribution of core revenues, by source: Fiscal year 2014

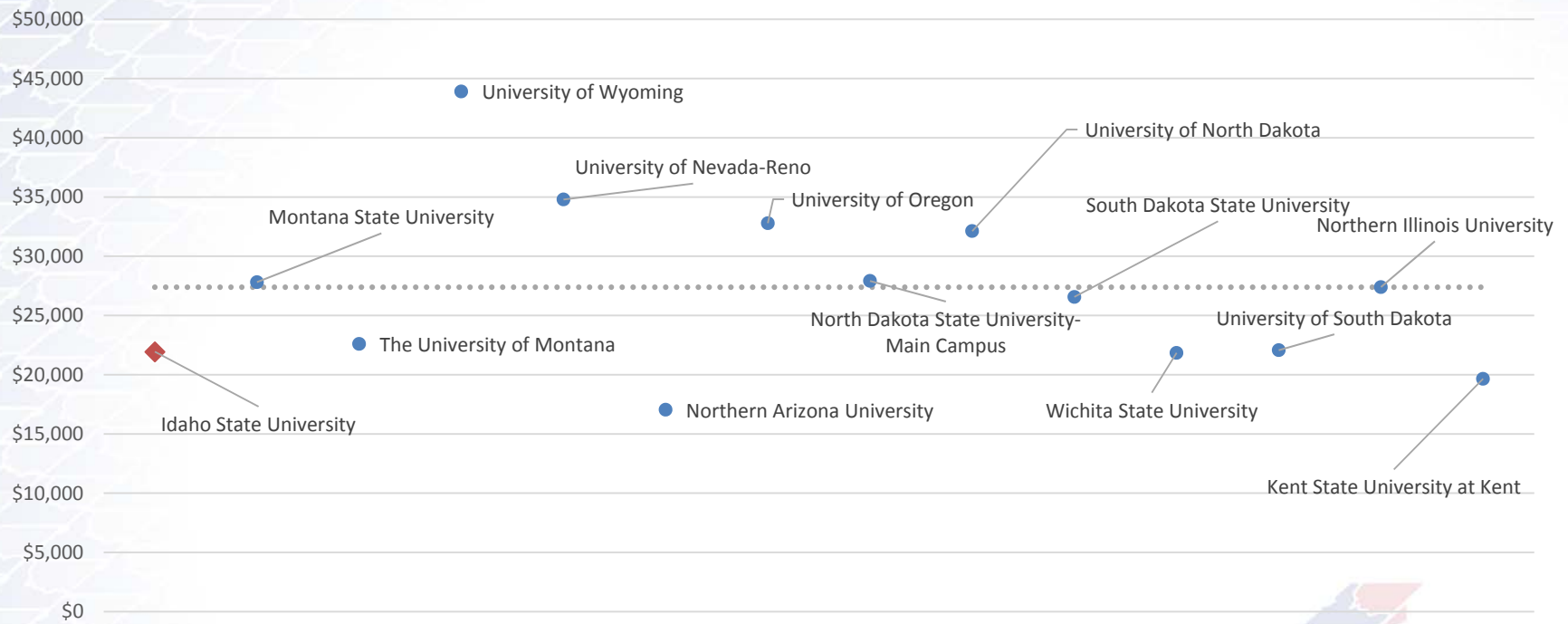


NOTE: The comparison group median is based on those members of the comparison group that reported data for this revenue source.

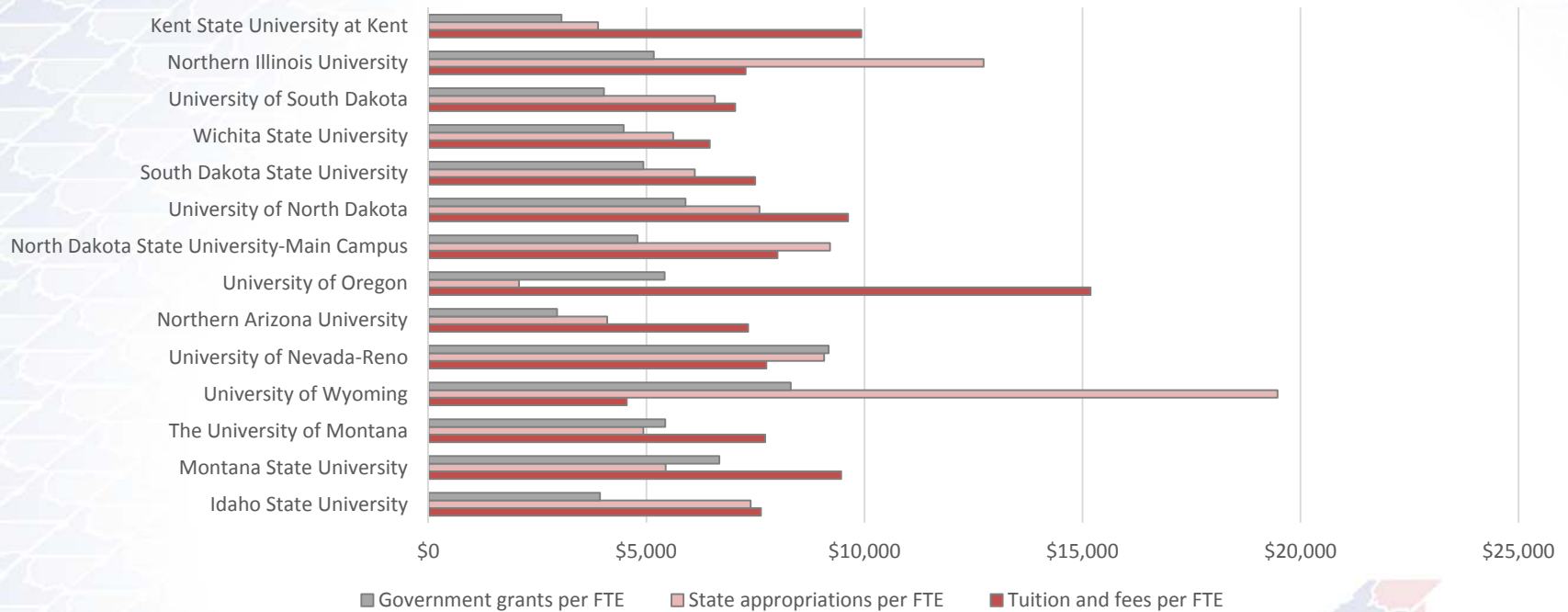
Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Finance component



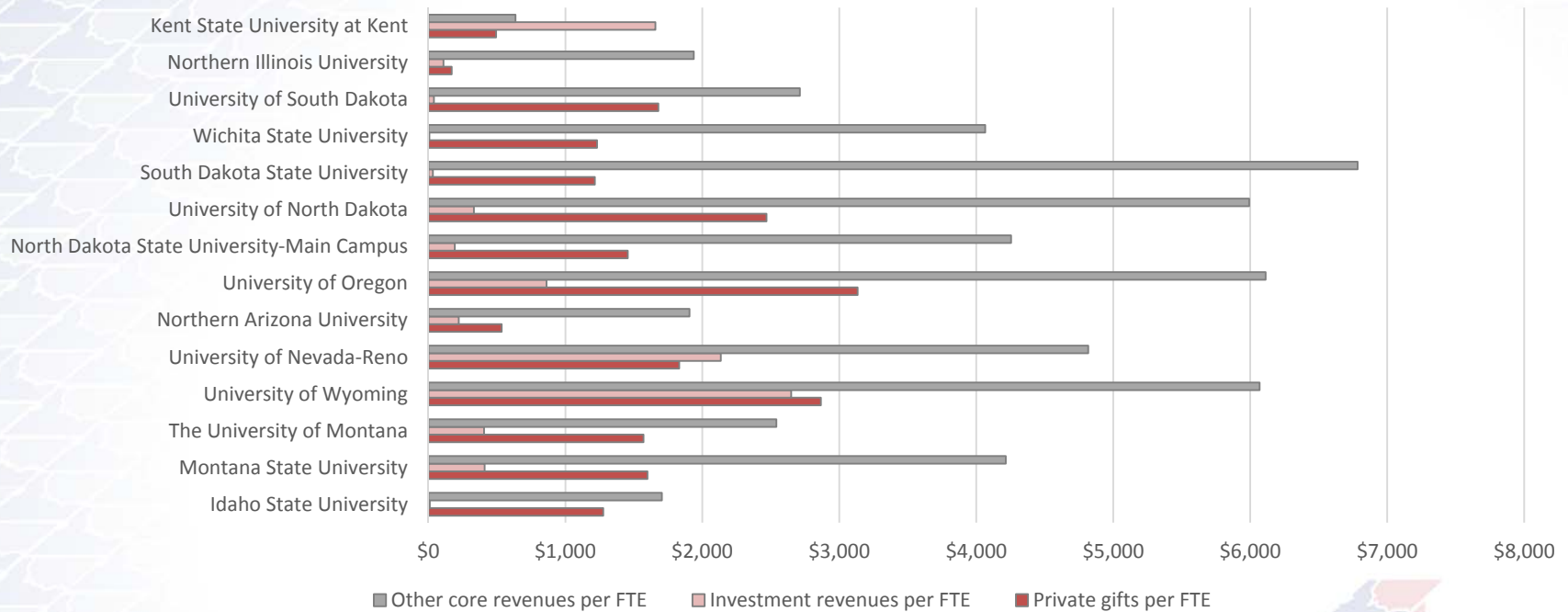
Core revenues per FTE, total: Fiscal year 2014



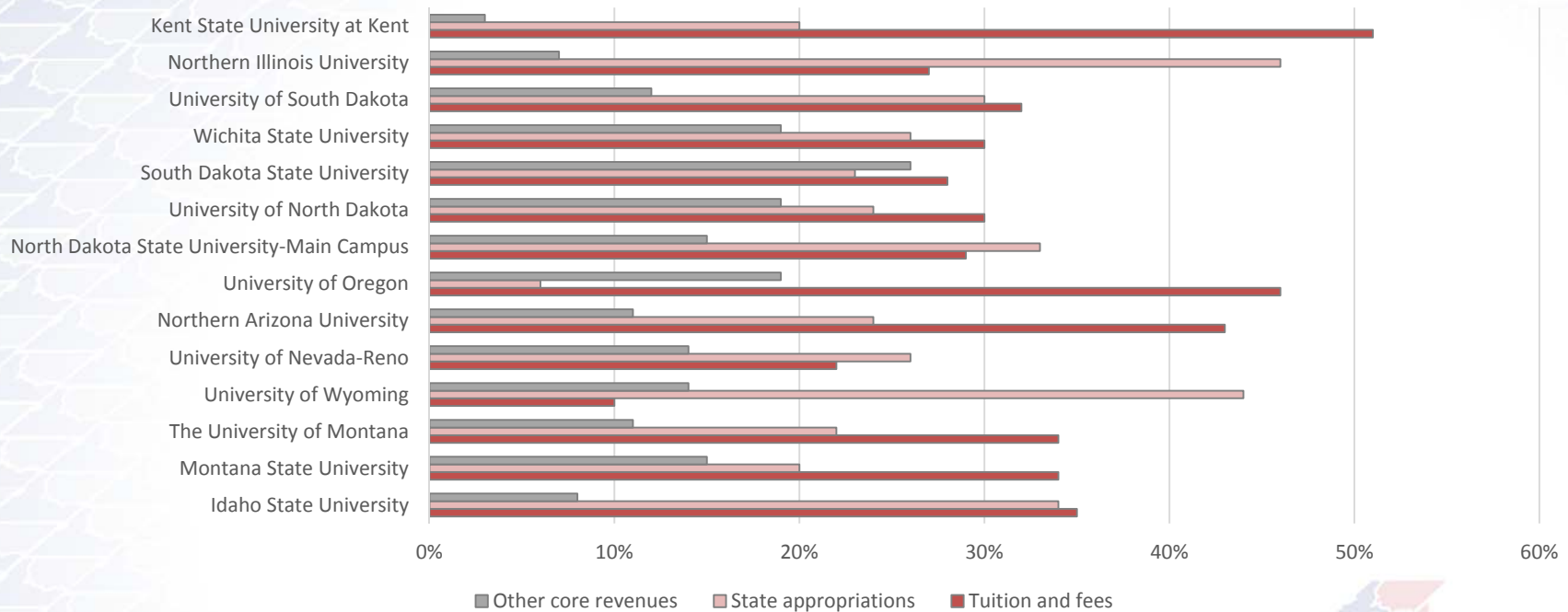
Core revenues per FTE, by source: Fiscal year 2014



Core revenues per FTE, by source: Fiscal year 2014



Percent distribution of core revenues, by source: Fiscal year 2014



Percent distribution of core revenues, by source: Fiscal year 2014

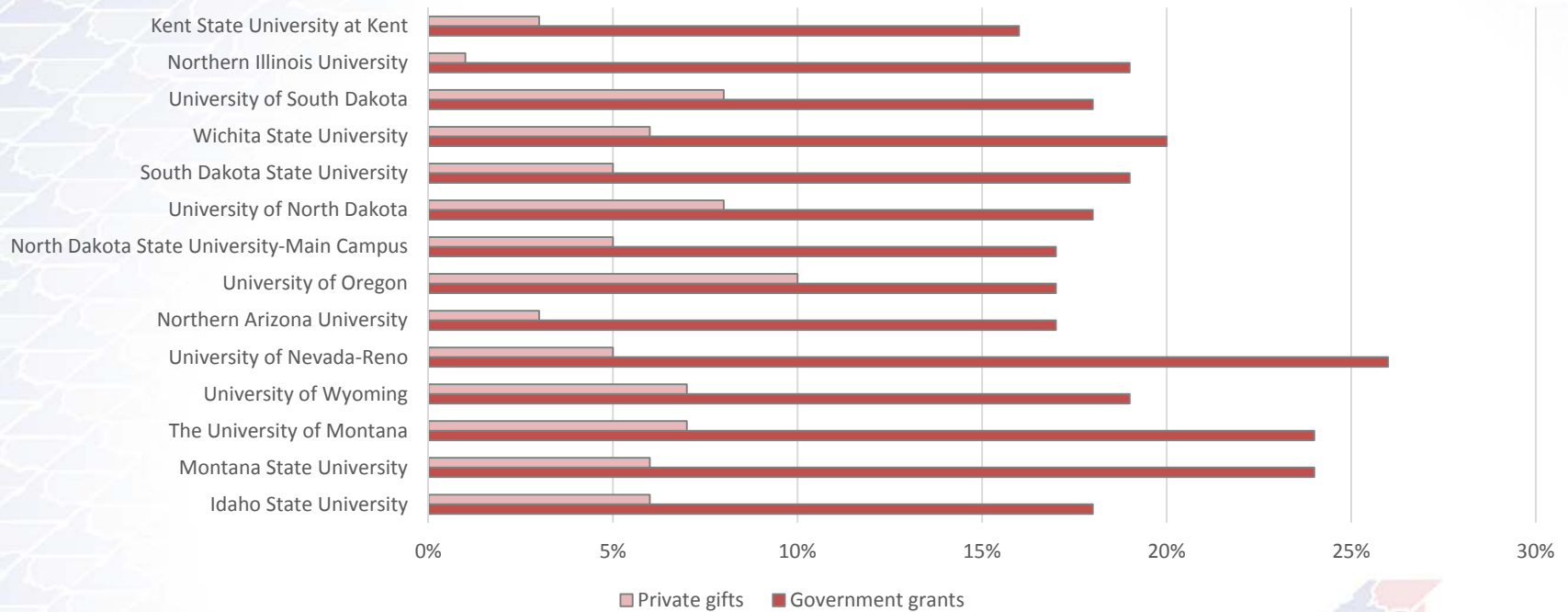
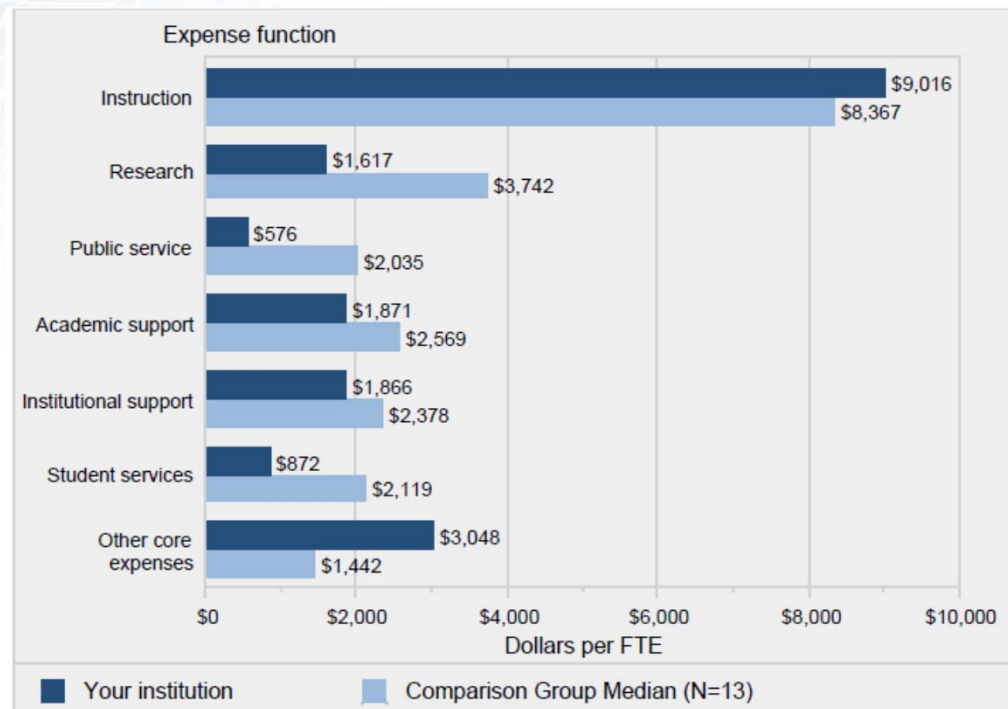


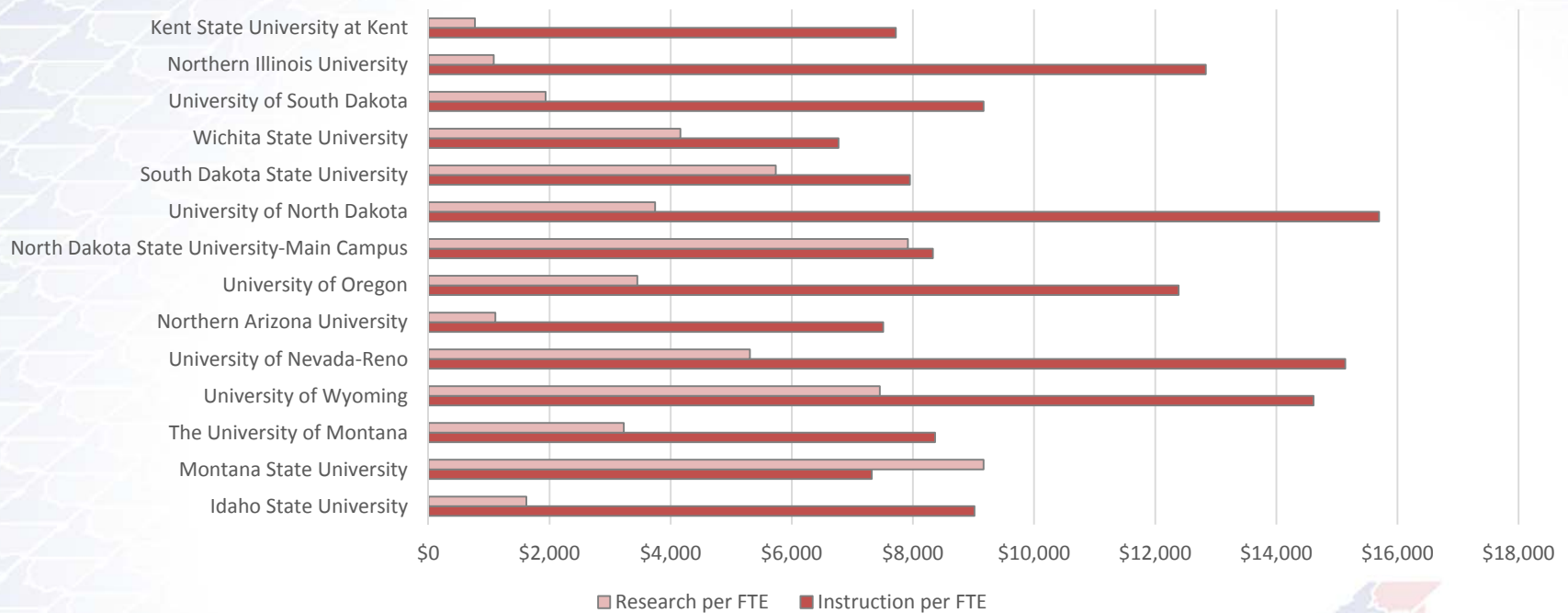
Figure 14: Core expenses per FTE enrollment, by function: Fiscal year 2014



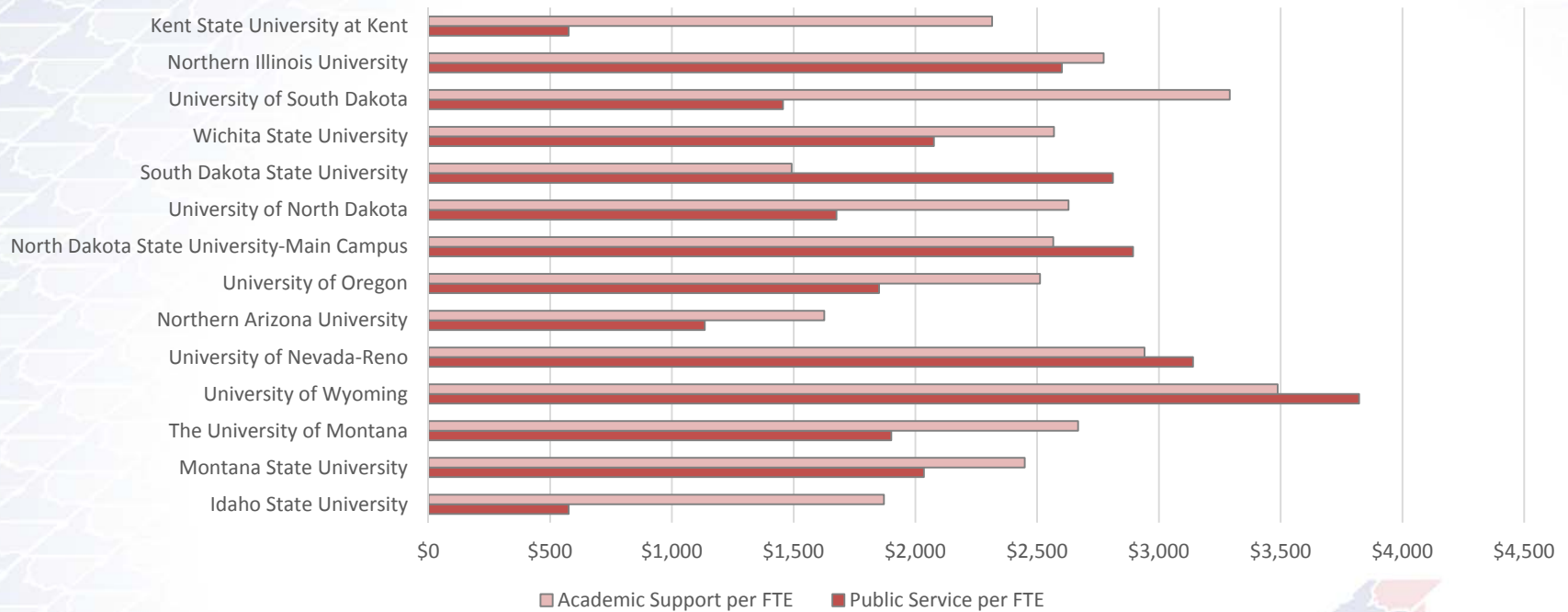
Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, 12-month Enrollment component and Spring 2015 Finance component



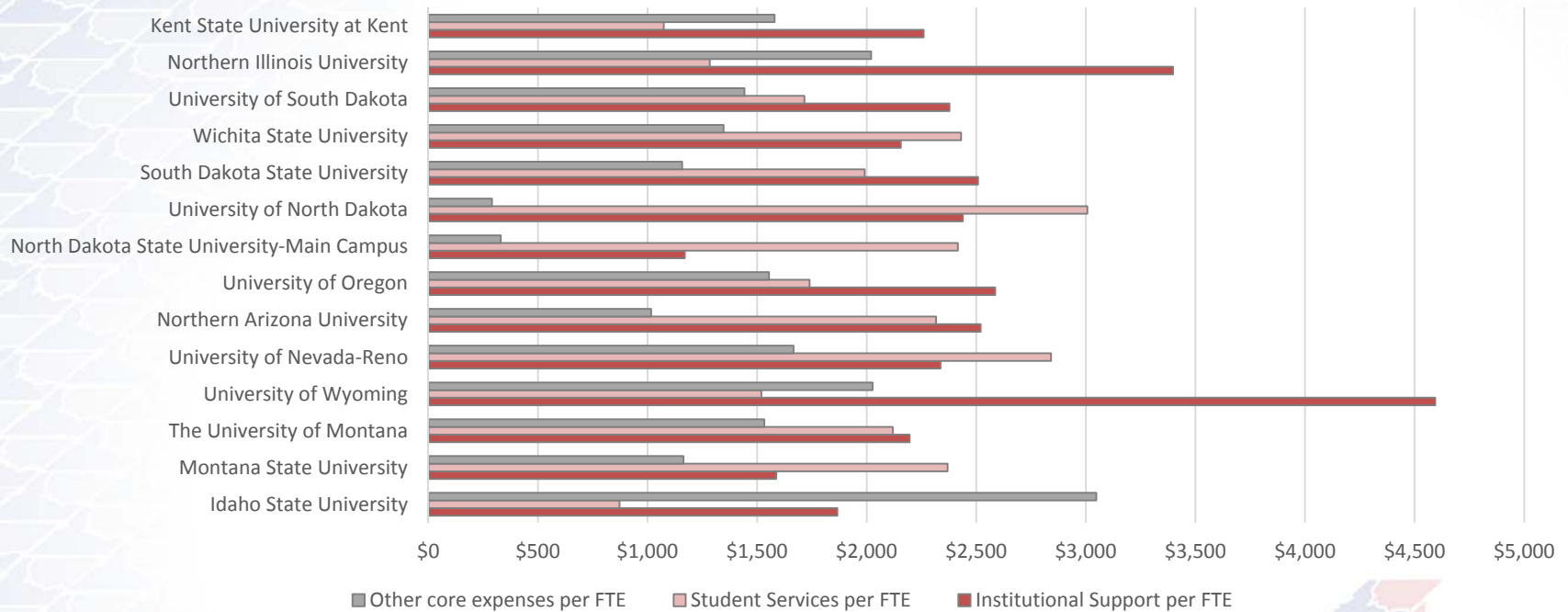
Core expenses per FTE enrollment, by function: Fiscal year 2014



Core expenses per FTE enrollment, by function: Fiscal year 2014



Core expenses per FTE enrollment, by function: Fiscal year 2014



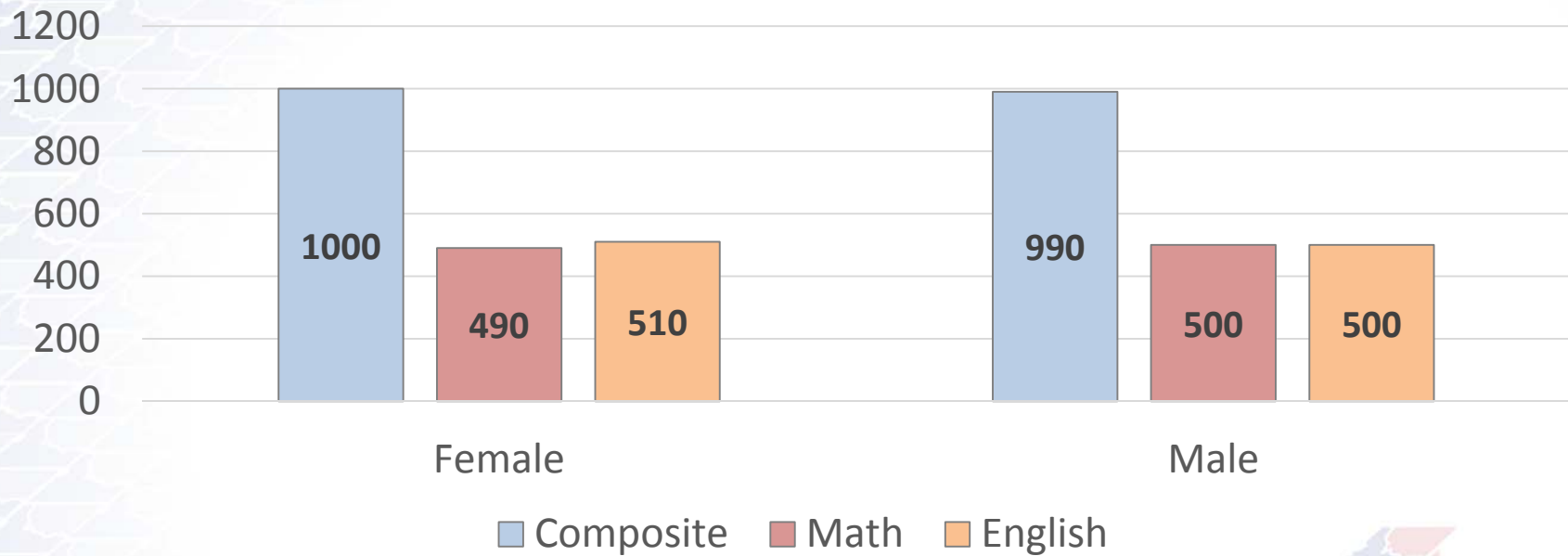
SAT Data Dashboard

August 10, 2016

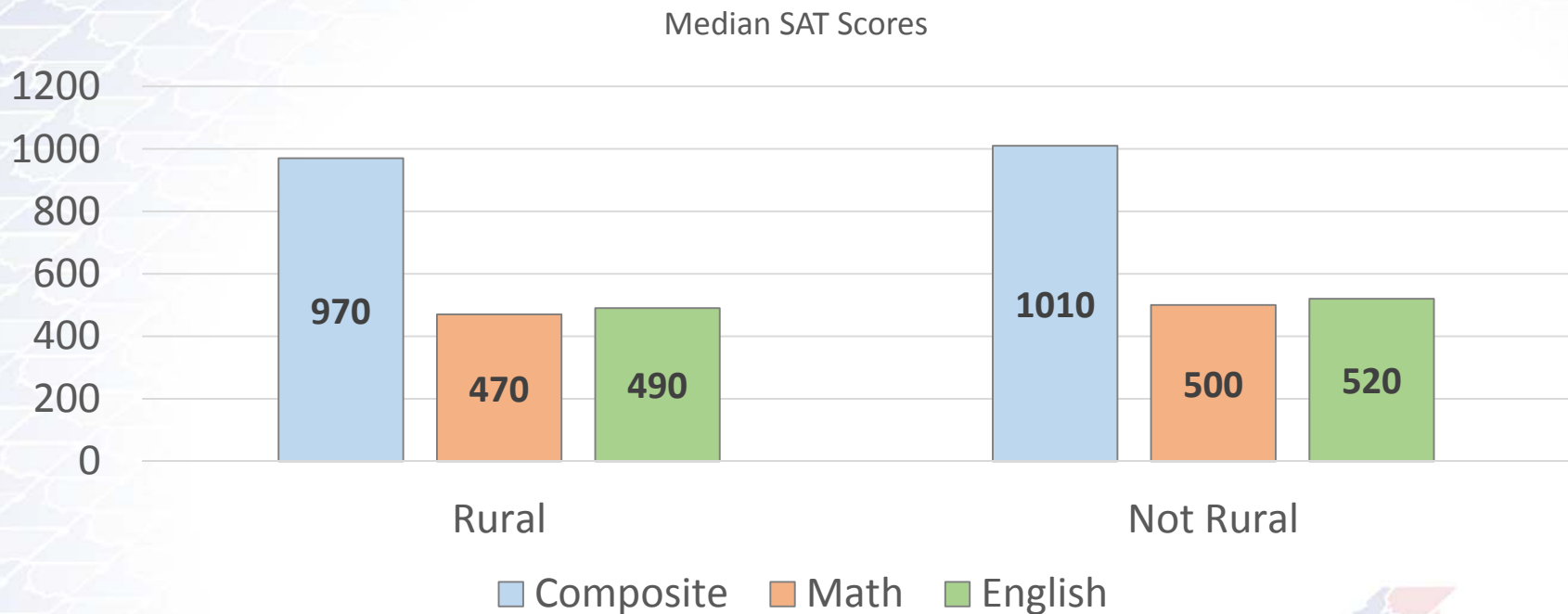


SAT results by gender

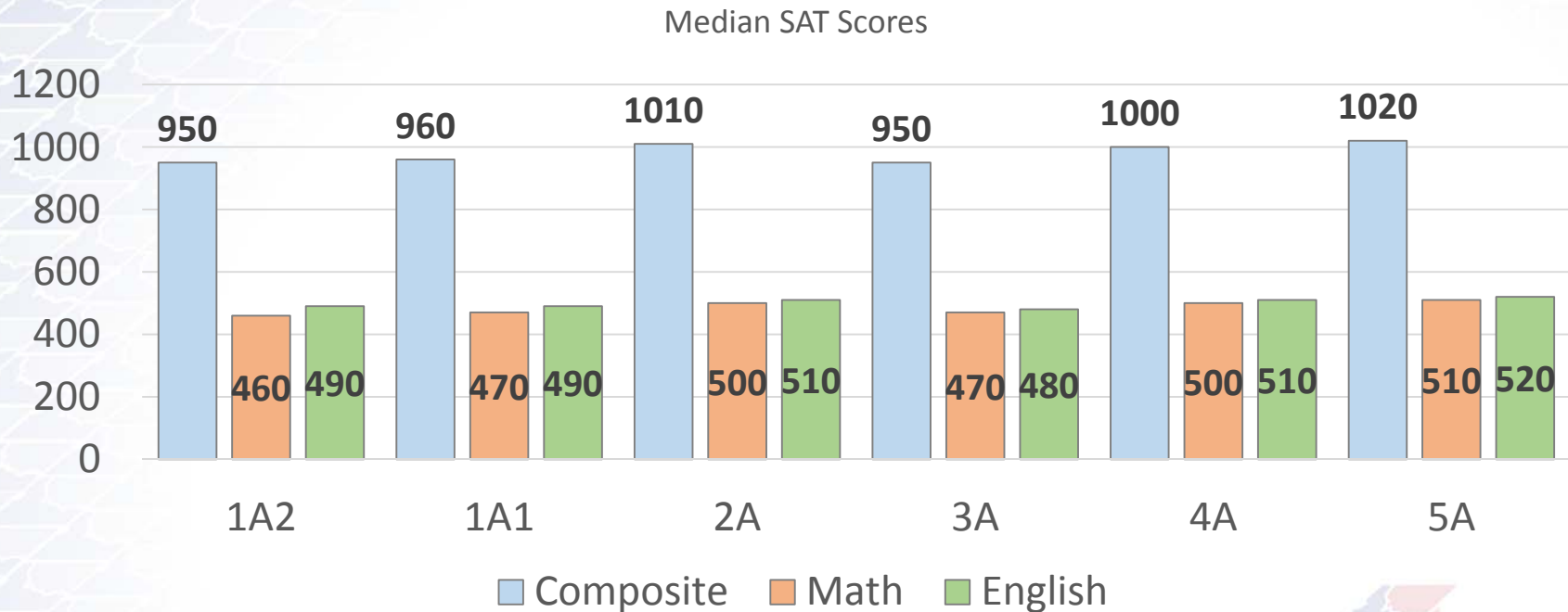
Median SAT Scores



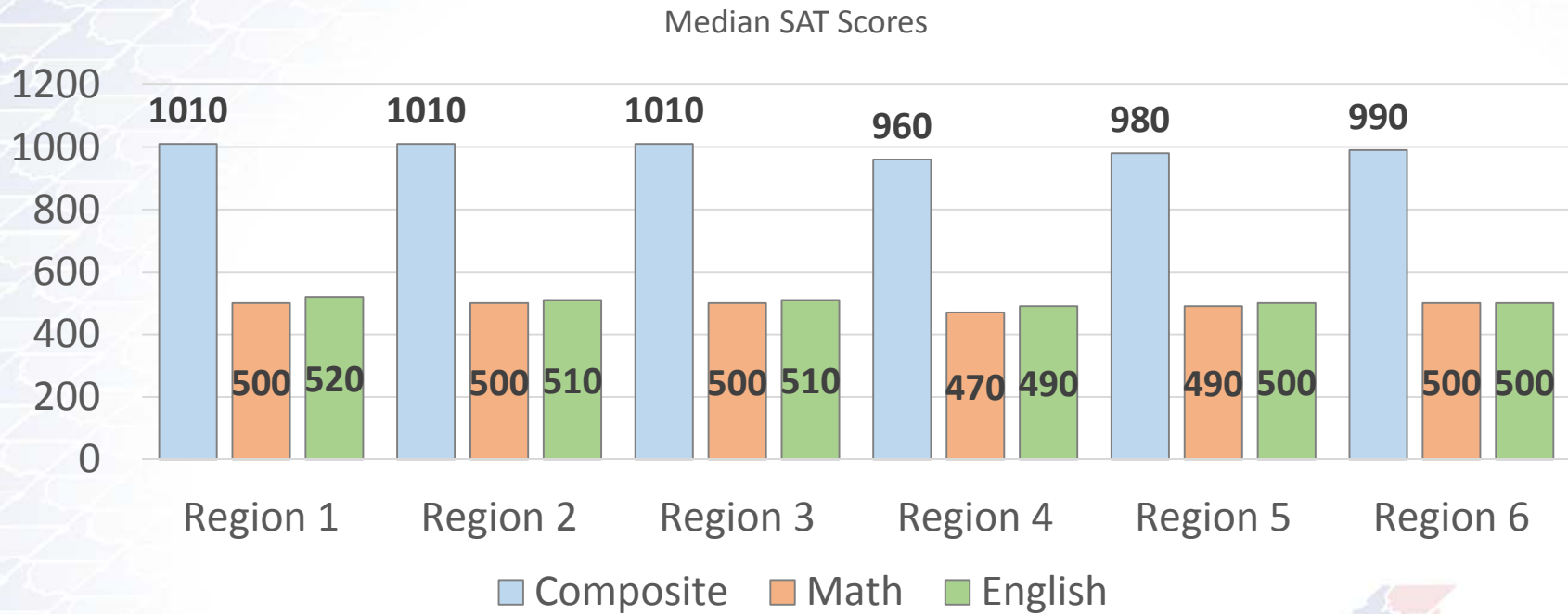
SAT scores by rural indicator



SAT score by athletic classification



SAT scores by region



Examples of Dashboards

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Kentucky Center for Education & Workforce Statistics

- Highschool feedback reports

<https://kcews.ky.gov/Reports/HSFeedback/HSFeedbackReports.aspx>

- Teacher preparation feedback reports

<https://kcews.ky.gov/Reports/TPFeedback/TeacherPrep.aspx>



Florida College Access Network

Data and research -

<http://www.floridacollegeaccess.org/research-and-data/>



Colorado SchoolView

<https://www.cde.state.co.us/schoolview>



Texas Higher Education Data

<http://www.txhighereddata.org/>



**WORKSESSION
AUGUST 10, 2016**

SUBJECT

Five Year Plan for Higher Education

REFERENCE

December 2015

Board approved its 2016-2020 (FY17-FY21) Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Idaho Code §67-1903

BACKGROUND/DISCUSSION

Earlier this summer the Governor asked the Board to develop a five year plan for higher education. The Board's Strategic Plan (Plan) is in fact a five year plan for public education (inclusive of secondary and postsecondary); but fulfilling the Governor's request will require the Board to identify specific activities by which to operationalize the Plan. To that end, Board staff have mapped the Plan's goals and objectives to Board activities and initiatives, and categorized them as: "Proposed", "In Progress", and "Operational." For example, outcomes-based funding is "Proposed," while Direct Admissions is "Operational."

IMPACT

The Governor has indicated he wants "to work with the Board and the Legislature to providing meaningful, long-term support for higher education." His support, however, is predicated on getting buy-in from "a broad base of people and organizations [for] all the components of the plan for higher education."

An Operational Plan would serve as an advocacy piece for the 2017 Legislation Session.

ATTACHMENTS

Attachment 1 – Operational Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

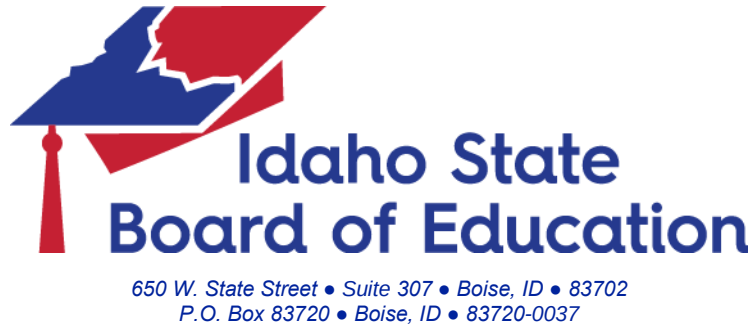
The Board will have the opportunity to discuss the discrete activities and initiatives identified in the Operational Plan, and provide feedback to staff for incorporation into the Operational Plan document.

In the interest of time, staff recommends the Board authorize staff to convene a group of stakeholders to review the Operational Plan (as amended if applicable) and provide recommendations back to the Board at its regular October meeting.

BOARD ACTION

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

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OPERATIONAL PLAN

Mapped to Board-approved Strategic Plan (FY 2017-2021)

GOAL 1: A WELL EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

- | | |
|---|---------------------------------|
| • Adult Degree Completion Scholarship | Status: Proposed |
| • College and Career Advising | Status: Implementation |
| • Eastern Idaho Community College | Status: Proposed |
| • Expanding Online program offerings | Status: Operational & Expanding |
| • Direct Admissions | Status: Operational |
| • Idaho Common College Application | Status: In Progress |
| • Open Education Resources (OER) | Status: Proposed |
| • Advanced Opportunities | Status: Operational & Expanding |
| • Next Steps website | Status: Operational & Expanding |
| • Opportunity Scholarship expansion | Status: Operational |
| • ISU Tuition Lock | Status: Operational |
| • Medical Education & Residency expansion | Status: Operational & Expanding |

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

- | | |
|--|---------------------------------|
| • Prior Learning Assessment | Status: Operational & Expanding |
| • English and Math Corequisite Remediation | Status: In Progress |
| • Adult Degree Completion Scholarship | Status: Proposed |
| • Articulation and Transfer (portal) | Status: In Progress |
| • Badges/SkillStack | Status: In Progress |

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Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho’s educational system.

- College & Career Advising Status: Implementation
- Outcomes-based Funding* Status: Proposed
- Direct Admissions Status: Operational
- Idaho Common College Application Status: In Progress
- Advanced Opportunities Status: Operational & Expanding
- GED Direct Admissions Status: Proposed

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

- Program Prioritization Status: Operational
- Program Inventory Database Status: In Progress
- Teacher Prep Programs Improvement Status: In Progress
- Low performing schools Status: In Progress

Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

- EASI K-20/Workforce WICHE data Status: Operational & Expanding
- Badges/SkillStack Status: In Progress

GOAL 2: Innovation and Economic Development

The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

- Work Scholars (LCSC), Career Path Internship (ISU) Status: Operational
- Computer Science Co-Op Program Status: Proposed
- CTE program horizontal and vertical alignment Status: In Progress
- Career Atlas Status: In Progress
- Badges/SkillStack Status: In Progress

Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

- INL-BSU Cybersecurity Lab Status: In Progress
- INL development project Status: Proposed
- HERC programs Status: Operational
- Educational Analytics System of Idaho (EASI) Portal Status: Proposed

Objective C: Economic Growth – *New objective currently under development.*

- Higher Ed impact on employability and lifetime earning potential?

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GOAL 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

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

- Educational Analytics System of Idaho (EASI) Status: Operational & Expanding

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

- Career Ladder Performance Evaluation audits Status: In Progress
- Charter performance certificates Status: Operational
- Teacher Prep Programs Improvement Status: In Progress
- Identifying Low Performing Programs Status: In Progress
- Educational Analytics System of Idaho (EASI) Status: Operational & Expanding

Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.)

- Prior Learning Assessment Status: In Progress
- CTE horizontal & vertical alignment Status: In Progress
- 2+2 Programs (AA to BA) Status: Operational & Expanding
- Articulation and Transfer (portal) Status: In Progress
- Common Course numbering Status: Proposed
- English and Math Corequisite Remediation Status: In Progress

Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

- Program Prioritization Status: Operational
- Outcomes-based Funding* Status: Proposed
- Graduate programs audits Status: Operational

Objective E: Advocacy and Communication – Educate the public and their elected representatives by advocating the value and impact of the educational system.

- Direct Admissions media campaign Status: In Progress
- Nextsteps.idaho.gov Status: Operational & Expanding
- Regional Superintendents meetings (1-2x/yr) Status: Operational
- Legislative advocacy Status: Operational
- Stakeholder (IASA/ISBA/IEA) meetings (monthly) Status: Operational
- Social media Status: Operational
- Tableau/Dashboards Status: Operational & Expanding

* Includes colleges, universities and CTE

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