

**WORK SESSION  
APRIL 17-18, 2024**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>A</b>	<b>IRSA – STRATEGIC DISCUSSION OF BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES</b>	Information Item
<b>B</b>	<b>BAHR – FY2025 TUITION AND FEES</b>	Action Item
<b>C</b>	<b>PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE REPORT</b>	Information Item

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**SUBJECT**

Strategic Discussion of Board Policy III.Z., Planning and Delivery of Postsecondary Programs and Courses

**REFERENCE**

Jun/Aug 2003	The Board approved first and second readings of a new Board policy, III.Z. Delivery of Postsecondary Education, to guide planning and delivery of academic programs at the public postsecondary institutions.
Apr/Jun 2011	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding statewide program responsibilities and service region designations for the universities and Lewis-Clark State College.
Aug/Dec 2013	The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide responsibilities.
Oct/Dec 2016	The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities.
Dec 2017/Feb 2018	The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
Jun/Aug 2018	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
Jun/Aug 2020	The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho.
Feb/Apr 2021	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding new definitions for high-demand and joint programs, as well as significant revisions to collaboration requirements.
Oct/Dec 2022	The Board approved first and second readings of proposed amendments to Board Policy III.Z., describing a set of minimum criteria by which the Board will evaluate proposals by the universities to offer new associate degrees and proposals by the community colleges to offer applied baccalaureate degrees.
Aug/Oct 2023	The Board approved first and second readings of Board Policy III.Z., exempting prison education from the policy.

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Feb 2024

The Board discussed findings and recommendations from the Policy III.Z. Working Group.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.

Idaho Code §§ 33-113, 33-123, 33-2101

**BACKGROUND/DISCUSSION**

Board Policy III.Z Planning and Delivery of Postsecondary Programs and Courses was originally adopted by the Board in August 2003, to “ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment, collaboration and coordination of programs.” The policy aimed to “optimize the delivery of academic programs while allowing the institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources.” The policy provided a critical framework to support the Board in meeting its constitutional and statutory oversight responsibilities by requiring appropriate levels of planning and accountability of postsecondary educational programming.

In Fall 2023, the Board President established a Working Group comprised of four Board members to closely examine Board Policy III.Z. and determine if further amendments should be made to the policy, particularly related to Designated Service Regions and Statewide Program Responsibilities.

Based on feedback from the institutions and input from Board staff, the Working Group brought a set of recommendations related to Board Policy III.Z. to the full Board for a Work Session discussion at the February 2024 Board meeting. At the conclusion of this Work Session, the Board directed staff to work with the eight institutions to revise Policy III.Z. to meet the following objectives: a) maintain access and affordability, and b) incentivize system-supporting behavior. The Board also directed that the policy should accomplish the following:

- Institutionalize a managed-competition approach
- Allow for effective implementation
- Be based upon mission areas with coordination responsibility
- Ensure timely response to emergent needs
- Address Baccalaureate of Applied Science degrees at community colleges and Associate degrees at the 4-year institutions
- Reward innovation
- Retain designated service regions

Additionally, the Board charged staff to develop a “High Demand Program Advisory Group.”

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On April 10, the members of the Council on Academic Affairs and Programs met face-to-face in Boise for a day-long discussion about Policy III.Z, the Working Group recommendations, and the charge from the February Work Session.

**IMPACT**

The Work Session will allow for staff to update the Board on progress toward the charge given at the February Board meeting and discuss outcomes from the April 10 face-to-face CAAP meeting.

**ATTACHMENTS**

None

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff will provide an update on progress-to-date during the Work Session.

**BOARD ACTION**

This item is for informational purposes only.

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**COLLEGE AND UNIVERSITIES**

**SUBJECT**

FY 2025 Student Tuition and Fee Rates (Academic Year 2024-2025)

**REFERENCE**

December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees.
December 2015	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee.
April 2016	Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program.
February 2020	Board approved updated list of peer institutions for University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College.
April 16, 2020	Board approved FY 2021 Student Tuition and Fee Rates including waiver of Board Policy III.Y. on campus dual credit fee requirement.
April 2021	Board approved second reading for Board Policy V.R. Policies regarding transparency and simplicity of tuition and fee structure.
May 17, 2021	Board approved FY 2022 Student Tuition and Fee Rates including waiver of Board Policy III.Y. on campus dual credit fee requirement.
February 2022	Board approved second reading for Board Policy V.R. Policies regarding transparency and simplicity of tuition and fee structure including an opt-out portion of fees.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Sections III.Y. and V.R. Idaho Code § 33-3717A

**BACKGROUND/DISCUSSION**

Board Policy V.R. defines fees, the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The policy provides in part:

“The Board may consider factors such as how tuition and fees compare to tuition and fees at peer institutions, how percent increases compared to inflationary factors, how tuition and fees are represented as a percent of per

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capita income and/or household income, and what share students pay of their education costs. Other criteria may be evaluated as is deemed appropriate.”

Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), and Lewis-Clark State College (LCSC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2025.

**Reference Documents**

Attachment 1 displays information showing the decline in the percentage of the General Fund allocated to the College and Universities over the last 24 years compared to other state budgeted programs.

Attachment 2 shows the percentage of total appropriation for General Fund, Higher Education Stabilization Funds (HESF), endowment funds, and tuition and fees since 1980.

Attachment 3 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2023-24, 2022-23, 2018-19 and 2013-14 for undergraduate/graduate and resident/nonresident students.

Attachment 4 shows a summary of FY 2025 annual requested tuition and fees.

Staff has prepared charts similar to those included in each institution’s tab by aggregating the data for the 4-year institutions. The charts are described below:

**Attachment 5 – Cost of Attending College vs. Per Capita Income**

The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2013 to 2024. Each institution has a chart showing similar information. The “cost” of attendance reflects full tuition and fees, which differs from the actual “price” of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho’s 4-year institutions has grown from \$18,567 in 2013 to \$23,250 in 2023, or 25%, while the Idaho per capita income has increased from \$35,335 to \$57,894, or 64%. The increases in the cost to attend college from 2013 to 2023 are as follows:

Tuition and Fees	34%
Books and Supplies	-9%
Room and Board	41%
Personal and Transportation *	<u>1%</u>
Total Cost to Attend	25%

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\* Boise State University moved some personal and transportation costs to room and board in FY 2017.

Attachment 6: Cost to Deliver College

The purpose of this chart is to show the costs to deliver college to resident undergraduate students, changes in student enrollment, and cost per student full time equivalent (FTE.) The increases in the cost to deliver college (by major expenditure functional categories) from 2013 to 2023 are as follows:

Instruction	22%
Academic Support	66%
Student Services	40%
Library Services	0%
Athletics and Auxiliaries	21%
Plant and Depreciation	34%
Institutional Support	94%
Financial Aid	<u>63%</u>
Total Increase in Cost to Deliver College	36%

At the same time, student FTE (horizontal red line page 14) has decreased by 7.4%. Short-term fluctuations in FTE will result in fluctuations in the cost per FTE as the former is the denominator of the calculation. Put in constant dollars, the 10-year changes (blue line) are shown below.

	Cost of College	Student FTE
BSU	17%	9%
ISU	-1%	-22%
UI	-7%	-18%
LCSC	-5%	-17%

Below is a history of the increases in the Cost to Deliver College for the last five years.

	BSU	ISU	UI	LCSC
FY 2023	12.0%	16.0%	9.0%	14.0%
FY 2022	3.0%	5.0%	3.0%	-2.0%
FY 2021	0.0%	0.0%	-10.0%	1.0%
FY 2020	1.0%	5.0%	8.0%	-1.0%
FY 2019	0.0%	0.0%	6.0%	4.0%
FY 2018	2.0%	5.0%	6.0%	1.0%

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Attachment 7: Resident Tuition and Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2011 to 2023 for resident tuition and fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically, when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate.

Attachment 8: Average CU Full-time Resident Fees as a % of Per Capita Income  
The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 13.7% in 2023.

Attachment 9: Percentage of CU Total Appropriation by Source  
The purpose of this chart is to show the percentage of the total appropriation for the College and Universities from state General Fund, Student Fees, and Endowment funds. The impact of two consecutive years of holding tuition flat is demonstrable.

Attachment 10: Tuition/Fee Waivers and Discounts  
The purpose of this report is to show the dollar value of tuition and fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounted fees that are used in lieu of tuition such as staff, spouse, dependent, and senior citizen fees, which are not waivers.

The chart shows the amount of discounts and waivers as a percentage of gross student fees.

**Institution Fee Proposals**

The detailed fee proposals for each institution are contained in separate tabs (LCSC, UI, BSU and ISU), and each section includes the following:

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule displaying a 4-year history of Board-approved fees and the FY 2025 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
  - Chart: Cost of Attending College vs. Per Capita Income
  - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE



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- Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers. National data was not available at time of agenda preparation, so these charts are similar to previous year.

**IMPACT**

Full-time resident tuition and fee increases being requested by the institutions for FY 2025 (academic year 2024-2025) are as follows (in the order they will be presented):

	<u>FY24</u>	<u>FY25</u>	<u>% Inc.</u>
Boise State University	\$8,782	\$9,048	3.0%
Idaho State University	\$8,356	\$8,610	3.0%
Lewis-Clark State College	\$7,388	\$7,610	3.0%
University of Idaho	\$8,816	\$9,084	3.0%

**STAFF COMMENTS**

For FY 2020-2022, the presidents of Idaho’s four-year higher education institutions committed to not seek tuition increases for resident undergraduate students. In FY 2023, each institution requested an increase to its Consolidated Mandatory Fee. In FY 2024, the institutions requested an increase of around 5%. This year the institutions were directed to include a fee request for resident undergraduate students of not more than 3%.

In addition to setting the FY 2025 annual undergraduate resident and nonresident tuition rates, the proposed Board action includes approval by the Board of all other tuition and fees set forth in the institutions’ tuition and fees worksheets. This may include an increase of professional, self-support, and/or online program fees previously set by the Board.

**BOARD ACTION**

**See following pages**

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**BOISE STATE UNIVERSITY:**

I move to approve the FY 2025 annual undergraduate full-time resident tuition at Boise State University in the amount of \_\_\_\_\_, the consolidated mandatory fee in the amount of \_\_\_\_\_, and the annual undergraduate full-time nonresident tuition and fees in the amount of \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

I move to approve all other fees set forth in the FY 2025 Boise State University tuition and fees worksheet as reported in Attachment \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**IDAHO STATE UNIVERSITY:**

I move to approve the FY 2025 annual undergraduate full-time resident tuition at Idaho State University in the amount of \_\_\_\_\_, the consolidated mandatory fee in the amount of \_\_\_\_\_, and the annual undergraduate full-time nonresident tuition and fees in the amount of \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

I move to approve all other fees set forth in the FY 2025 Idaho State University tuition and fees worksheet as reported in Attachment \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**LEWIS-CLARK STATE COLLEGE:**

I move to approve the FY 2025 annual undergraduate full-time resident tuition at Lewis-Clark State College in the amount of \_\_\_\_\_, the consolidated mandatory fee in the amount of \_\_\_\_\_, and the annual undergraduate full-time nonresident tuition and fees in the amount of \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

I move to approve all other fees set forth in the FY 2025 Lewis-Clark State College tuition and fees worksheet as reported in Attachment \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**UNIVERSITY OF IDAHO:**

I move to approve the FY 2025 annual undergraduate full-time resident tuition at University of Idaho in the amount of \_\_\_\_\_, the consolidated mandatory fee in the amount of \_\_\_\_\_, and the annual undergraduate full-time nonresident tuition and fees in the amount of \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

I move to approve all other fees set forth in the FY 2025 University of Idaho tuition and fees worksheet as reported in Attachment \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**Dual Credit Fee**

I move to set the statewide dual credit fee at \$75 per credit for courses delivered through a secondary school, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2025.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**Transcript Fee**

I move to set the statewide transcript fee at \$10 per credit for fiscal year 2025 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**Summer Bridge Program Fee**

I move to set the statewide summer bridge program fee at \$65 per credit for fiscal year 2025 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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# Twenty-Two Year History of General Fund

## Original Appropriations: FY 2004 to FY 2025

Millions of Dollars

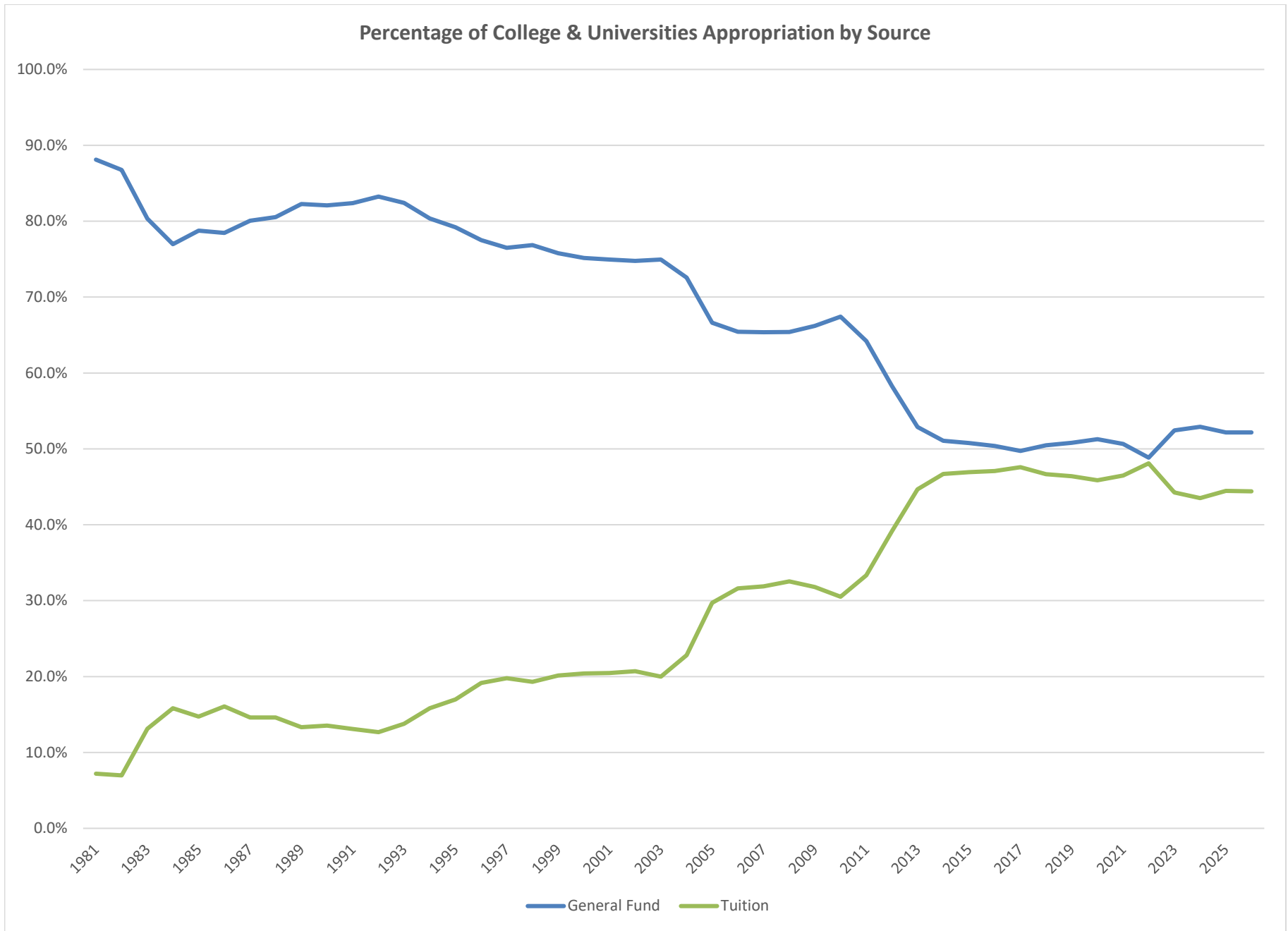
Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2025	\$2,651.9	\$365.1	\$306.1	\$3,323.1	\$1,141.8	\$382.5	\$419.5	\$5,266.9
2024	\$2,698.8	\$353.9	\$294.6	\$3,347.4	\$1,070.6	\$370.3	\$392.6	\$5,181.0
2023	\$2,318.1	\$338.1	\$249.5	\$2,905.7	\$1,024.5	\$345.4	\$348.8	\$4,624.5
2022	\$2,060.1	\$313.1	\$240.3	\$2,613.5	\$947.4	\$326.5	\$335.2	\$4,222.6
2021	\$1,985.5	\$307.1	\$228.1	\$2,520.7	\$901.9	\$323.6	\$316.0	\$4,062.1
2020	\$1,898.4	\$306.0	\$222.6	\$2,427.1	\$865.3	\$292.7	\$325.3	\$3,910.4
2019	\$1,785.3	\$295.8	\$214.3	\$2,295.3	\$765.2	\$282.5	\$309.6	\$3,652.7
2018	\$1,685.3	\$287.1	\$198.9	\$2,171.2	\$706.1	\$262.1	\$311.1	\$3,450.6
2017	\$1,584.7	\$279.5	\$187.5	\$2,051.7	\$677.1	\$256.2	\$288.0	\$3,273.0
2016	\$1,475.8	\$258.8	\$169.7	\$1,904.3	\$649.5	\$247.4	\$270.7	\$3,071.9
2015	\$1,374.6	\$251.2	\$153.7	\$1,779.5	\$637.3	\$243.3	\$276.0	\$2,936.1
2014	\$1,308.4	\$236.5	\$143.0	\$1,687.9	\$616.8	\$218.3	\$258.0	\$2,781.0
2013	\$1,279.8	\$228.0	\$138.0	\$1,645.7	\$610.2	\$205.5	\$240.7	\$2,702.1
2012	\$1,223.6	\$209.8	\$128.3	\$1,561.7	\$564.8	\$193.1	\$209.3	\$2,529.0
2011	\$1,214.3	\$217.5	\$129.9	\$1,561.7	\$436.3	\$180.7	\$205.1	\$2,383.8
2010	\$1,231.4	\$253.3	\$141.2	\$1,625.8	\$462.3	\$186.8	\$231.7	\$2,506.6
2009	\$1,418.5	\$285.2	\$175.1	\$1,878.8	\$587.3	\$215.9	\$277.3	\$2,959.3
2008	\$1,367.4	\$264.2	\$166.2	\$1,797.7	\$544.8	\$201.2	\$276.9	\$2,820.7
2007	\$1,291.6	\$243.7	\$148.4	\$1,683.7	\$502.4	\$178.0	\$229.7	\$2,593.7
2006	\$987.1	\$228.9	\$141.8	\$1,357.9	\$457.7	\$152.2	\$213.2	\$2,180.9
2005	\$964.7	\$223.4	\$138.3	\$1,326.3	\$407.6	\$142.8	\$205.5	\$2,082.1
2004	\$943.0	\$218.0	\$131.3	\$1,292.3	\$375.8	\$140.6	\$195.3	\$2,004.1

### Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2025	50.4%	6.9%	5.8%	63.1%	21.7%	7.3%	8.0%	100%
2024	52.1%	6.8%	5.7%	64.6%	20.7%	7.1%	7.6%	100%
2023	50.1%	7.3%	5.4%	62.8%	22.2%	7.5%	7.5%	100%
2022	48.8%	7.4%	5.7%	61.9%	22.4%	7.7%	7.9%	100%
2021	48.9%	7.6%	5.6%	62.1%	22.2%	8.0%	7.8%	100%
2020	48.5%	7.8%	5.7%	62.1%	22.1%	7.5%	8.3%	100%
2019	48.9%	8.1%	5.9%	62.8%	20.9%	7.7%	8.5%	100%
2018	48.8%	8.3%	5.8%	62.9%	20.5%	7.6%	9.0%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%

2010\* Moved Deaf/Blind Services from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".

2007\* Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by \$250,645,700.



## College and Universities

### Tuition and Fees by Carnegie Classification

Undergraduate Fees		Resident				Non-Resident			
Institution	Classification	2023-24	2022-23	2018-19	2013-14	2023-24	2022-23	2018-19	2013-14
WICHE Average	Higher Research Activity	9,296	9,018	8,268	7,177	23,309	22,813	21,452	18,123
University of Idaho	Higher Research Activity	8,816	8,396	7,864	6,524	28,052	27,632	25,500	19,600
Percentage of WICHE Average		95%	93%	95%	91%	120%	121%	119%	108%
Boise State University *	Higher Research Activity	8,782	8,364	7,694	6,292	26,976	25,701	23,776	18,892
Percentage of WICHE Average		94%	93%	93%	88%	116%	113%	111%	104%
Idaho State University *	Higher Research Activity	8,356	7,958	7,420	6,344	27,466	25,935	22,940	18,676
Percentage of WICHE Average		90%	88%	90%	88%	118%	114%	107%	103%
WICHE Average	Baccalaureate Colleges	6,830	6,602	6,011	5,160	17,058	16,465	15,484	13,366
Lewis-Clark State College	Baccalaureate Colleges	7,388	6,996	6,618	5,784	21,386	20,252	19,236	16,096
Percentage of WICHE Average		108%	106%	110%	112%	125%	123%	124%	120%
Graduate Fees		Resident				Non-Resident			
Institution	Classification	2023-24	2022-23	2018-19	2013-14	2023-24	2022-23	2018-19	2013-14
WICHE Average	Higher Research Activity	11,137	10,849	9,837	8,569	23,840	23,423	21,752	18,776
University of Idaho	Higher Research Activity	10,548	9,968	9,352	7,586	29,784	29,204	26,988	20,662
Percentage of WICHE Average		95%	92%	95%	89%	125%	125%	124%	110%
Boise State University	Higher Research Activity	10,486	10,068	9,194	7,432	28,605	27,405	25,276	20,032
Percentage of WICHE Average		94%	93%	93%	87%	120%	117%	116%	107%
Idaho State University	Higher Research Activity	11,268	10,630	9,376	7,472	30,152	28,608	24,896	19,804
Percentage of WICHE Average		101%	98%	95%	87%	126%	122%	114%	105%
WICHE Average	Baccalaureate Colleges	10,900	9,417	9,318	8,312	21,748	19,242	18,314	17,898
Lewis-Clark State College	Baccalaureate Colleges	9,932	9,406	--	--	24,560	23,258	--	--
Percentage of WICHE Average		91%	100%	--	--	113%	121%	--	--

\* Carnegie Classifications were updated in 2018. BSU and ISU are now classified as "Higher Research Activity" along with UI.

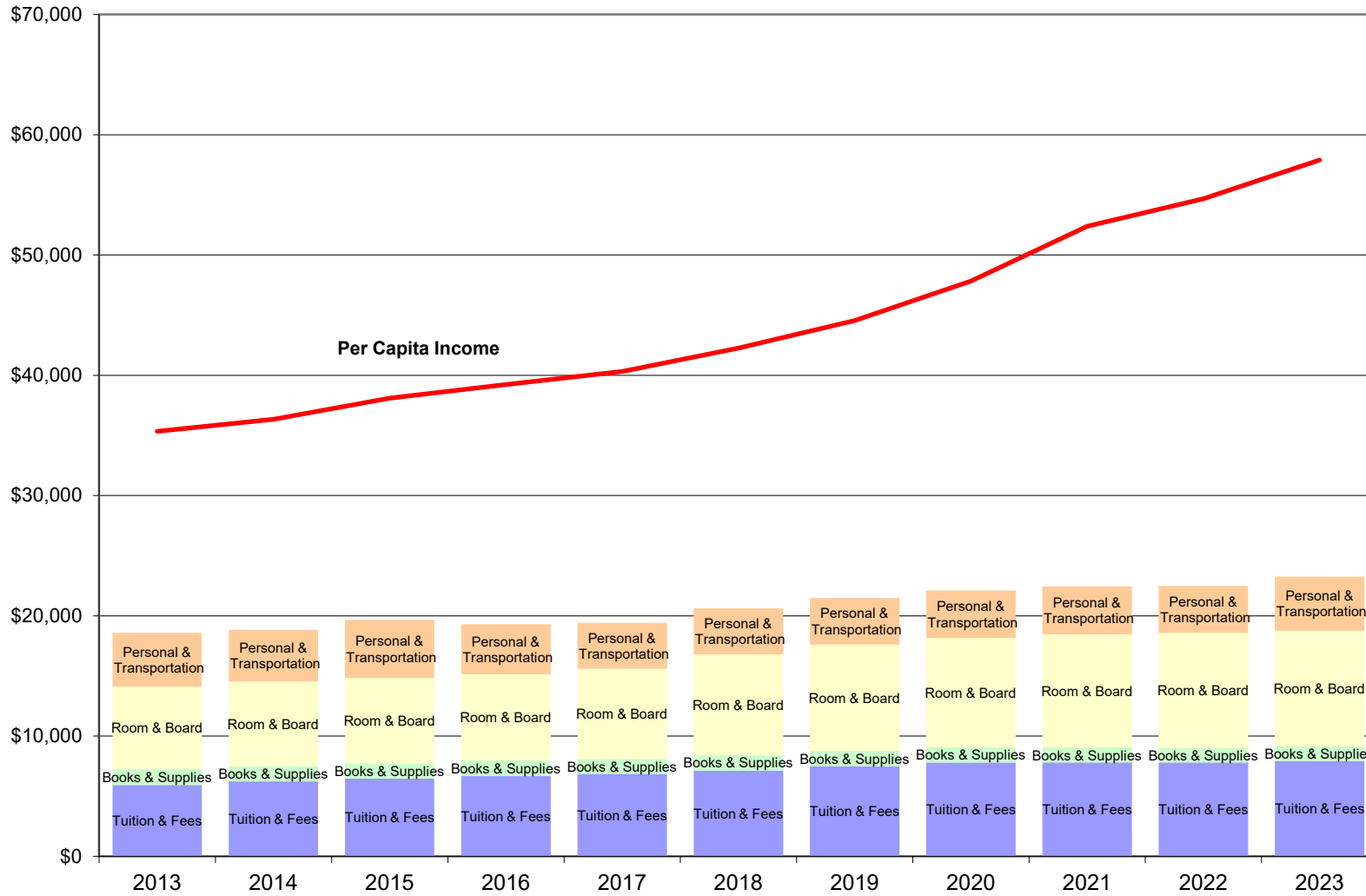
# Colleges & Universities

## Summary of FY 2025 Annual Student Tuition & Fees - As Requested Board Meeting: April 18, 2024

Institution	FY 2024	Requested Increases		Total Requested FY 2025
		Amount	% Incr	
<b>1 Full-time Tuition &amp; Fees:</b>				
<b>2 Resident Tuition and Fees:</b>				
3 Undergraduate:				
4 Boise State University	\$8,782.00	\$266.00	3.0%	\$9,048.00
5 Idaho State University	\$8,356.00	\$254.00	3.0%	\$8,610.00
6 University of Idaho	\$8,816.00	\$268.00	3.0%	\$9,084.00
7 Lewis Clark State College	\$7,388.00	\$222.00	3.0%	\$7,610.00
8 Average 4 year institutions	\$8,335.50			\$8,588.00
9 Graduate:				
10 Boise State University	\$10,486.00	\$317.12	3.0%	\$10,803.12
11 Idaho State University	\$11,268.00	\$254.00	2.3%	\$11,522.00
12 University of Idaho	\$10,548.00	\$268.00	2.5%	\$10,816.00
13 Lewis Clark State College	\$9,932.00	\$298.00	3.0%	\$10,230.00
14 Average Graduate	\$10,558.50			\$10,842.78
<b>15 Nonresident Tuition and Fees:</b>				
16 Undergraduate	(includes the tuition and fees paid by resident students)			
17 Boise State University	\$26,976.00	\$812.00	3.0%	\$27,788.00
18 Idaho State University	\$27,466.00	\$254.00	0.9%	\$27,720.00
19 University of Idaho	\$28,052.00	\$268.00	1.0%	\$28,320.00
20 Lewis Clark State College	\$21,386.00	\$642.00	3.0%	\$22,028.00
21 Average 4 year institutions	\$25,970.00			\$26,464.00
22				
<b>23 Part-time Credit Hour Tuition &amp; Fees:</b>				
<b>24 Resident Fees: (per credit hour)</b>				
25 Undergraduate:				
26 Boise State University	\$399.43	\$12.13	3.0%	\$411.56
27 Idaho State University	\$426.75	\$13.00	3.0%	\$439.75
28 University of Idaho	\$441.00	\$13.00	2.9%	\$454.00
29 Lewis Clark State College	\$378.00	\$11.00	2.9%	\$389.00
30 In-Service Teacher Fee	\$138.00	\$4.00	2.9%	\$142.00
31				
32 Graduate:	(In addition to resident undergraduate fees)			
33 Boise State University	\$510.43	\$15.46	3.0%	\$525.89
34 Idaho State University	\$564.00	\$13.00	2.3%	\$577.00
35 University of Idaho	\$586.00	\$15.00	2.6%	\$601.00
36 Lewis Clark State College	\$496.00	\$14.00	2.8%	\$510.00
37 In-Service Teacher Fee	\$180.00	\$5.00	2.8%	\$185.00
38				
<b>39 Nonresident Tuition and Fees:</b>				
40 Pt Time Nonresident Cr Hr Tuition	(includes the tuition and fees paid by resident students)			
41 Boise State University	\$830.43	\$25.06	3.0%	\$855.49
42 Idaho State University	\$858.00	\$181.75	21.2%	\$1,039.75
43 University of Idaho	\$1,403.00	\$13.00	0.9%	\$1,416.00
44 Lewis-Clark State College	No Fee	No Fee	No Fee	No Fee

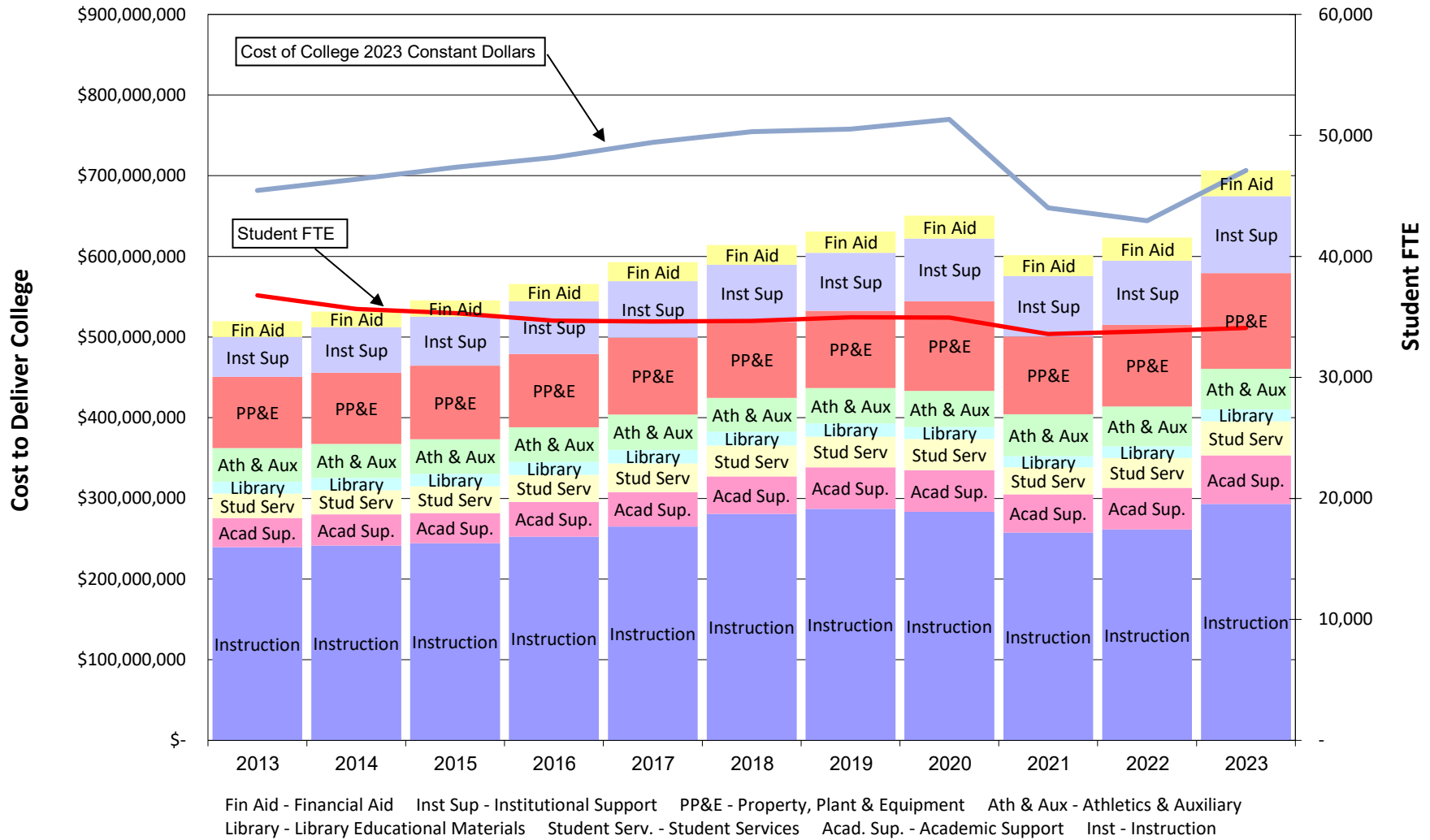


### Cost of Attending College vs. Per Capita Income Idaho 4-year Institutions

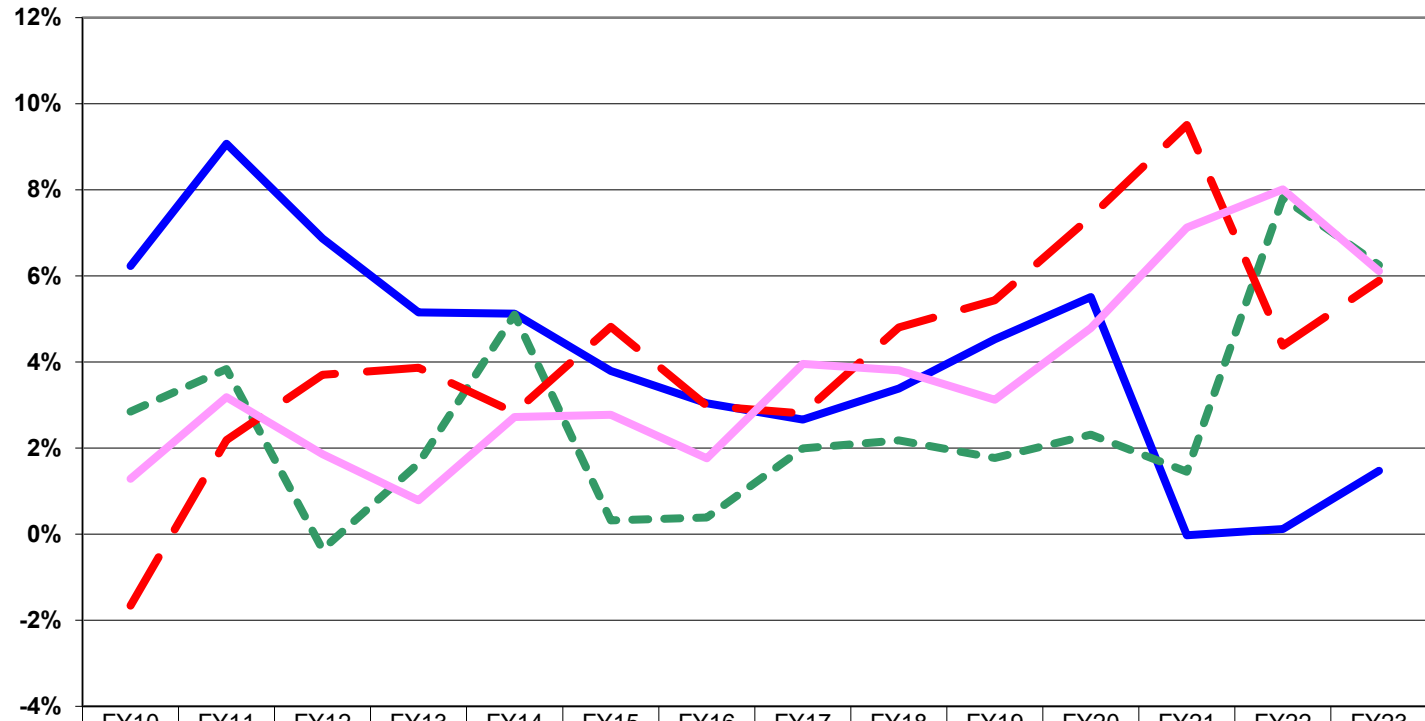


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

## Cost to Deliver College Idaho 4-year Institutions

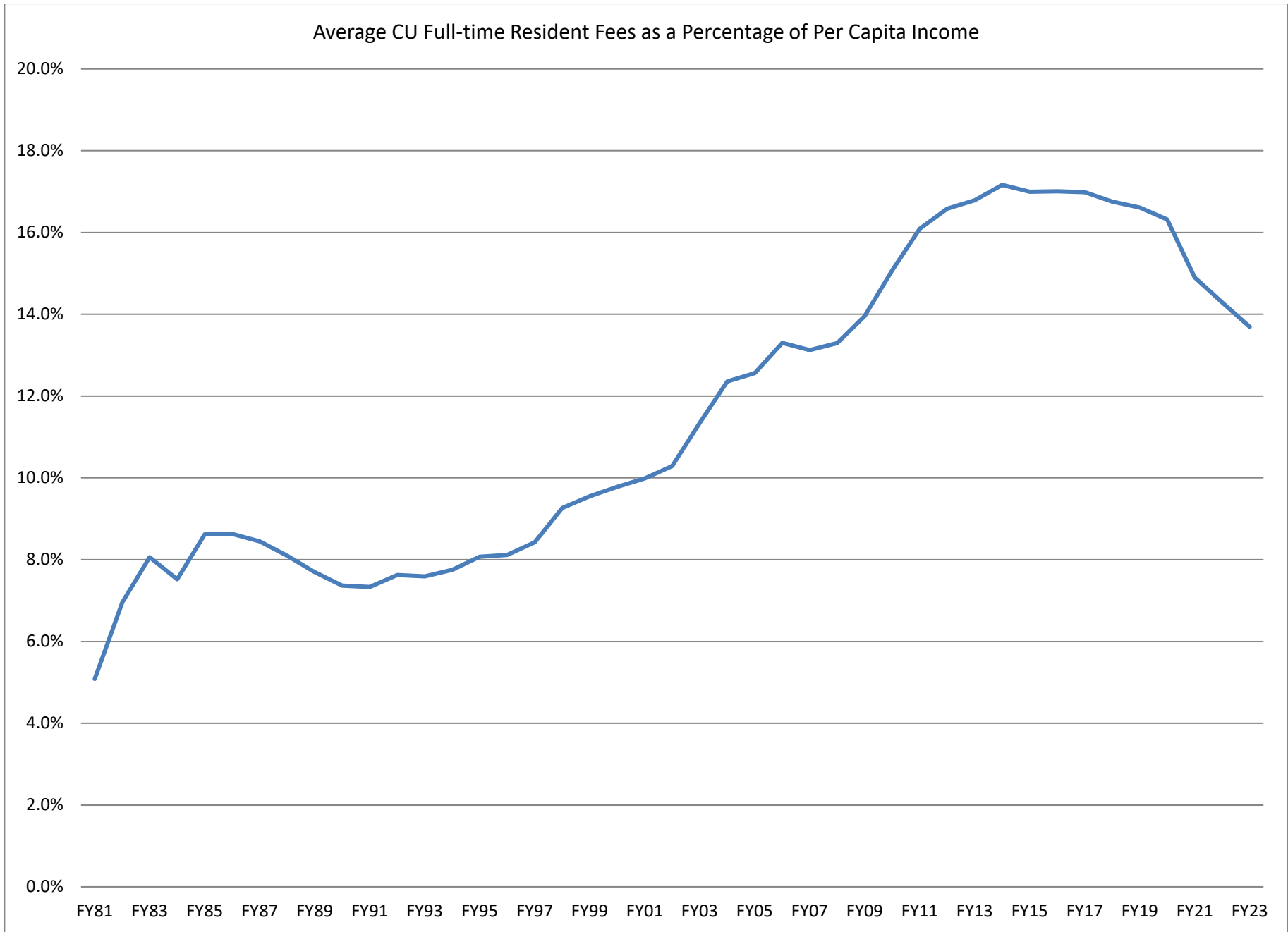


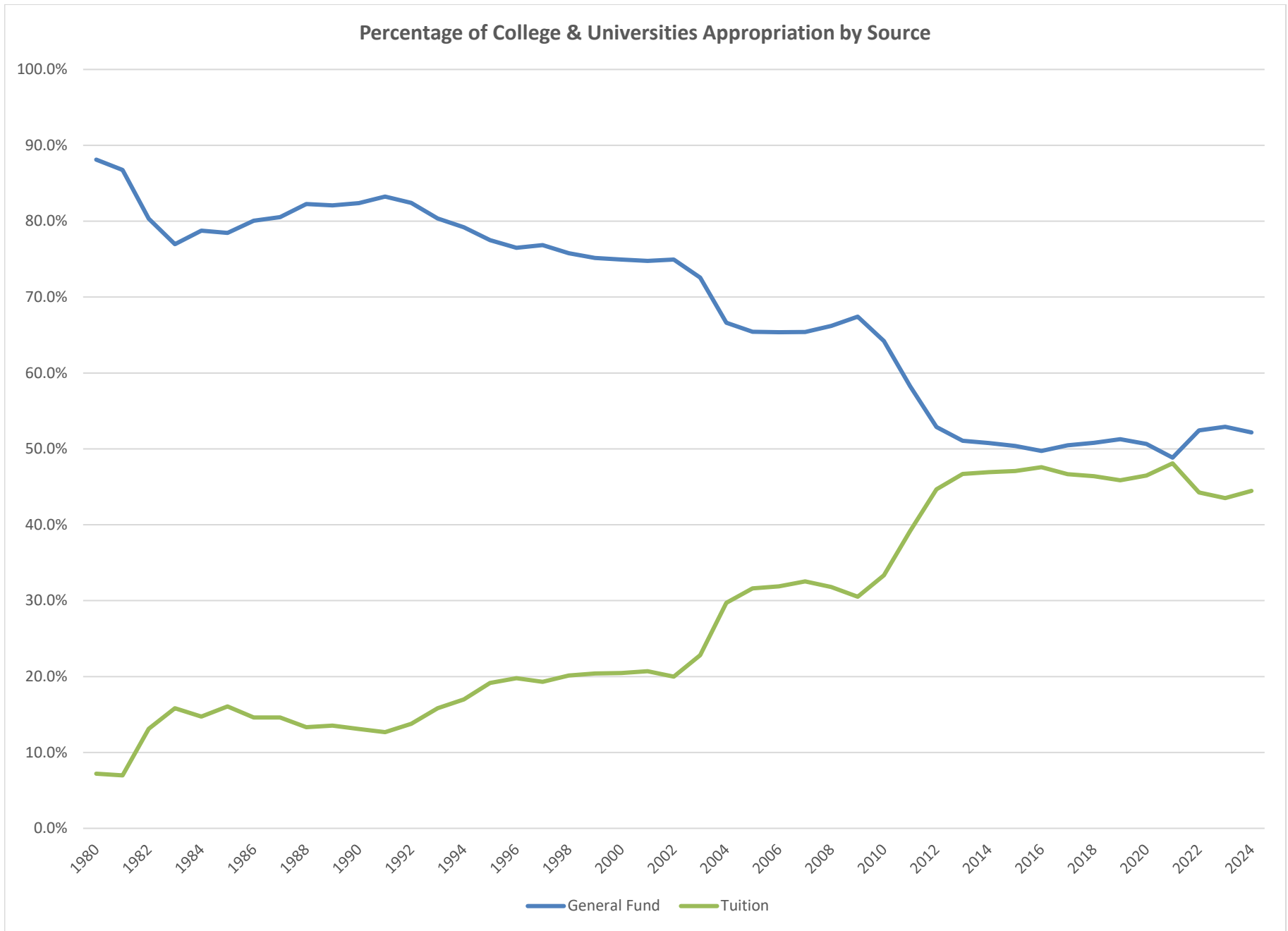
**Idaho 4-year Institutions  
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage  
% Increase from Prior Year**



	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
<b>Resident Tuition &amp; Fees</b>	6.23%	9.07%	6.87%	5.15%	5.12%	3.79%	3.04%	2.66%	3.38%	4.53%	5.51%	-0.03%	0.12%	1.47%
<b>Consumer Price Index</b>	2.85%	3.84%	-0.36%	1.64%	5.10%	0.32%	0.38%	1.99%	2.18%	1.77%	2.31%	1.45%	7.81%	6.25%
<b>Idaho Per Capita Income</b>	-1.66%	2.19%	3.70%	3.86%	2.82%	4.82%	2.98%	2.80%	4.80%	5.43%	7.38%	9.51%	4.38%	5.89%
<b>Idaho Average Annual Wage</b>	1.29%	3.18%	1.86%	0.79%	2.72%	2.77%	1.76%	3.95%	3.81%	3.12%	4.79%	7.13%	8.01%	6.11%

Source: Bureau of Economic Analysis, U.S. Department of Commerce  
Division of Financial Management Economic Forecast, January 2022





**Idaho College and Universities  
Fee and Tuition Waivers  
Fiscal Year 2023**

**ATTACHMENT 10**

	<u>Policy Section</u>	<u>BSU</u>	<u>ISU</u>	<u>UI</u>	<u>LCSC</u>	<u>Total</u>
1	<b><u>Board Policy Tuition Waivers, Policy Section V.T.</u></b>					
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	\$4,519,509	\$2,822,486	\$7,315,030	\$14,657,025
3	GI Bill Non-Resident Waivers	SBOE V.T.2.c	\$1,980,032	\$165,351	\$885,225	\$3,112,674
4						
5	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	\$3,197,914	\$2,148,109	\$1,157,598	\$8,031,901
6	Nonresident Fee		\$17,337	\$17,978	\$27,632	19,051
7	Policy: Universities - 225, LCSC 110	Equivalent FTE	184	119	42	115
8						
9	<b>Waivers Subject to 6% Limitation</b>	SBOE V.T.2.d	\$14,677,863	\$8,665,552	\$8,040,070	\$32,461,284
10	Annual FTE	Student FTE	17,736	9,285	9,175	38,659
11		Nonresident Fee	\$17,337	\$17,978	\$27,632	19,051
12	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	4.8%	5.2%	3.2%	3.3%
13						
14	<b><u>Other Board Policy Exchange Programs</u></b>					
15	Exchange Student Waivers (1)	SBOE V.T.2.e	\$0	\$65,789	\$67,326	\$133,115
16	WICHE - Western Regional Graduate Program	SBOE V.T.2.f	\$0	\$1,353,376	\$0	\$1,353,376
17	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	\$33,067,907	\$2,079,512	\$24,575,764	\$60,897,000
18	<b>Total Other Board Policy Exchange Programs</b>		<b>\$33,067,907</b>	<b>\$3,498,678</b>	<b>\$24,643,090</b>	<b>\$62,383,492</b>
19						
20	<b>Total Board Policy Tuition Waivers</b>		<b>\$57,443,225</b>	<b>\$17,300,176</b>	<b>\$42,041,013</b>	<b>\$3,861,962</b>
21	<b>Other Waivers and Discounts</b>					
22	Staff and Spouse Fees	SBOE V.R.3.c.i	\$1,789,504	\$1,790,759	\$1,258,015	\$98,492
23	Senior Citizen Fees	SBOE V.R.3.c.ii	\$103,061	\$286,732	\$202,954	\$23,897
24	Dependent Fees	SBOE V.R.3.c.i	\$808,222	\$323,739	\$393,985	\$68,912
25	In-Service Teacher Education Fee	SBOE V.R.3.c.iii	\$2,012,815	\$7,354,975	\$0	\$143,982
26	Staff, Spouse, Dependent Fees of other Idaho institutions	SBOE V.R.3.c.i	\$2,663	\$742,775	\$8,523	\$24,627
27	Students attending multiple Idaho sister institutions	SBOE V.T.2.g		\$0	\$10,998	\$10,998
28	Idaho National Laboratory	SBOE V.T.2.g		\$40,709	\$265,079	\$305,788
29	BYU-UI	SBOE V.T.2.g			\$693	\$693
30	Integrative Graduate Ed & Research Training (IGERT)	SBOE V.T.2.g			\$0	\$0
31	Native American Tuition Waiver, pilot program	Board approved	\$48,865	\$213,596	\$7,483	\$269,944
32	EDA-Nez Perce Tribe	1969 approval			\$105,798	\$171,760
33	<b>Total Other Waivers and Discounts</b>		<b>\$4,765,130</b>	<b>\$10,753,285</b>	<b>\$2,253,528</b>	<b>\$425,872</b>
34	<b>Total FY23 Waivers and Discounts</b>		<b>\$62,208,355</b>	<b>\$28,053,461</b>	<b>\$44,294,541</b>	<b>\$4,287,834</b>
35	FY23 Gross Student Fees		253,175,358	119,020,824	142,413,456	19,257,668
36	FY23 Net Student Fees from Operating Revenue per audited F/S		189,310,450	88,465,463	93,901,390	10,712,128
37	FY23 Scholarship Discounts & Allowances per audited F/S		30,797,000	27,056,683	23,868,976	8,545,540
38	Student Fee Revenue related to Exchange Program Discounts (reduced rate)		33,067,907	3,498,678	24,643,090	61,209,675
39	Percentage of Total Gross Student Fees Waived or Discounted		24.57%	23.57%	31.10%	22.27%
40						
41	Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.					
42	(1) Includes only waivers for incoming exchange students.					
43	(2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.					
44						
45	Maximum athletics waivers per Board policy	SBOE V.T.2.b	225	225	225	110
46	10% allowance per Board policy	SBOE V.T.2.b	23	23	23	11
47	Total athletics waivers permitted		248	248	248	121
48	Percentage of FY 23 Student FTE		1.4%	2.7%	2.7%	4.9%

## **Boise State University Fiscal Year 2025 Tuition and Fee Narrative**

### **Background**

Boise State strives to remain affordable while delivering the high-quality programs and outcomes our students and other stakeholders expect. The institution continuously works to balance the cost of education for students with funding priorities that are essential to student success, retention and graduation. Our cost of delivery per credit hour remains the lowest in the state among four-year public institutions, demonstrating our efficient stewardship of the dollars invested in us. Moreover, for every \$1 spent on instruction, Boise State spends only \$0.18 on administration, the lowest of any public or private institution in the state, and 30% less than the national average.

Additional indicators of Boise State's ongoing commitment to affordability and value include:

- Boise State's FY24 inflation-adjusted undergraduate tuition and fees are more than \$400 less than actual tuition and fees in FY19.
- Students' annual ROI on their investment in Boise State is 15.9%, more than 5% higher than the stock market 30-year average annual rate of return of 10.6% (*Boise State Economic Impact Study, Lightcast.com*).
- One of three pillars of Unbridled, Boise State's comprehensive campaign, is Student Access and Success, which aligns with Blueprint for Success. Fundraising for merit and need-based scholarships helps ensure that a quality education remains within reach for all students regardless of their circumstances.

Boise State's success in balancing the cost of education with high quality programs and outcomes is evidenced by record-breaking outcomes, including:

- A 39% increase in 4-year graduation rates over the past 5 years
- Highest retention rate among Idaho's public institutions in FY22
- Record number of doctoral degree graduates in FY23, a 33% increase over the past 4 years

In order to continue to balance affordability with high quality programs and outcomes, Boise State is requesting a combined FY25 tuition and fee increase of 3%. For full-time students (11+ credit hours per semester), this equates to an annual tuition increase of \$178.22 and fee increase of \$87.78 (\$266 total), bringing total annual in-state tuition and fees to \$9,048. Part-time, in-state tuition and fees would increase by \$12.13 per credit hour. These increases will generate approximately \$4.5 million in additional revenue, with 27% of the increase dedicated to fees and the remaining 73% to tuition.

This increase is necessary to offset inflationary increases in goods and services as well as help fund CEC. A more detailed discussion of these needs follows.

### **Inflationary Impacts and CEC**

Inflation has significantly impacted all areas of the university, including salaries. Historically Boise State relied on the low cost of living in the area to offset lower-than-average salaries, but that is no longer the case. This has resulted in a high annualized employee turnover rate as employees seek (or are recruited away) to higher-paying jobs. Consequently, the university has had to increase salaries in critical roles to attract and retain qualified faculty and staff.

Employee Classification	FY23 Annualized Turnover Rate
Faculty	7.7%
Professional	21.14%
Classified	36.77%

Because of Boise State’s general fund appropriation relative to its dedicated fund appropriation, roughly only one third of the university’s salary expense and CEC is funded by the state. As a consequence, the university has to self-fund the remaining two-thirds. In FY24, self-funded CEC and healthcare cost increases were approximately \$5.4M for Boise State. A 1% increase in tuition yields approximately \$1M for the university, demonstrating that the requested overall tuition and fee increase of 3% is critical to our ability to fully fund CEC.

**The Fee Hearing Process**

Boise State’s Executive Tuition and Student Fee Committee works closely with the Student Activity Fee Advisory Board (SAFAB) and the Associated Students of Boise State University (ASBSU) on tuition and fee recommendations. This approach is designed to give the student body an active role throughout the process. They provide recommendations to the university president regarding the specific use of student activity fee revenues. The Advisory Board consists of ASBSU officers, students, and advisory staff.

On March 4, 2024, the Executive Tuition and Student Fee Committee, which in addition to ASBSU representatives includes members of the university’s executive and administrative councils, faculty senate, and our staff associations, held a public hearing that included presentations on the proposed rate increases. Following the hearing, the proposed increases were discussed, and recommendations regarding student tuition and fees were finalized and provided to President Tromp for consideration. While the Committee’s recommendation was for an overall 6% increase in tuition and fees, the university is requesting only half of that amount, or 3%.



## **Other Fees**

An annual library subscription and materials fee of \$70 is proposed. This fee will allow for additional investment in open educational resources (OER), expanded access to journals, databases and other reference materials, and the expansion of other student services in the library.

## **Consolidated Mandatory Fees**

The State Board of Education (SBOE) has adopted the use of a consolidated mandatory fee, which includes all facilities, activity, and technology fees. SBOE policy describes this fee as “the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students.”

Per SBOE guidance, all elements of the consolidated mandatory fee fall within one of the following four categories. A description of each and Boise State’s requested FY25 increase is detailed below.

### **Student Enrollment, Engagement, and Success**

The student enrollment, engagement and success fees provide funding to support the multitude of activities and services available to students, both on and off campus. Included in these fees are scholarships, student employment opportunities, funding to support student success initiatives, and enrollment (recruitment and retention) activities.

An annual increase of \$4.06 is proposed and supported by the SAFAB. The additional fee will support CEC, benefit increases and staff salaries for current employees in these areas.

### **Institutional Operations, Services, and Support**

These fees support departmental and infrastructure needs of the college and universities, including construction and maintenance of facilities and related debt service; instructional and computing resources; student involvement services and participation with athletic, arts, and cultural events.

An annual increase of \$71.60 is proposed in this category. Fifty dollars of that fee will be allocated to buy down the debt associated with the new science building and create a repayment funding source. Ten dollars will be used to fund inflationary increases in technology equipment and services. Nearly \$7 will be allocated to the Boise State Student Union Building (SUB) to cover utility and CEC increases. The remaining increase is in the student activity fee and transportation. The additional activity fee will primarily support CEC and staff salaries for current employees. The transportation fee supports new shuttle routes that help students move around the main campus, downtown campus, and housing.

### **Student Health & Wellness**

The student health and wellness fee supports students' physical and mental health and well-being. Student fees support the university's health and counseling centers, including supporting the uncompensated care fund for services for students who do not have adequate insurance coverage or the means to pay for care. This fee supports student well-being programming and facilities, as well as recreation and intramural programs. In addition to student demand for these services, evidence demonstrates an overall improvement in the student experience when these opportunities are available. This directly impacts our student body.

A \$7.12 annual increase is proposed to support the student health center. This will provide additional support for the uncompensated care fund as well as Bronco fit programming, crisis counseling and mental health screening. The funding will also be used to cover CEC and medical equipment replacement.

An annual increase of \$5.00 is proposed to support the student recreation center. This increase will address CEC and benefit increases as well as student salaries. Any remaining funds will offset utility cost increases.

### **Student Government**

This fee supports student government officers elected by students to advance their voice, initiatives, and to improve the student experience. ASBSU provides students with the opportunity to engage in discussions, events, and learning experiences that interest them and improve their learning. Students may elect to opt-out of a portion of this fee dedicated to student activities, clubs, and organizations.

No increase is proposed in this category as the units will utilize reserves to fund their initiatives.

### **Professional Fees, Self-Support Programs and Online Fee Programs**

The university is requesting the following increases to professional fees, self-support and online programs, which are required to cover increased costs:

- Master of Athletic Leadership: \$10 increase
- Executive Education Leadership: \$30 increase
- Master in Organizational Performance & Workplace Learning: \$20 increase
- Master in Population & Health Systems Management: \$195 increase

Notably, all self-support and online programs are required to cover all program costs, including CEC, and increases in employee benefits costs.

**Attachments:**

- Attachment 1 Schedule detailing the tuition and fee changes
- Attachment 2 Schedule displaying a 4-year history of Board-approved fees and the FY 2025 requested fees
- Attachment 3 Chart: Cost of Attending College vs. Per Capita Income
- Attachment 4 Chart: Cost to Deliver College and Cost to Deliver Per FTE
- Attachment 5 Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Attachment 6 Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers
- Attachment 7 College of Business Professional Fee
- Attachment 8 Master of Arts in Digital Communications Management Online Program Fee

**BOISE STATE UNIVERSITY**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

Student Fees:	FY24	FY25	Requested		
	Fees	Initial Notice	FY 2025 Rates	Change	% Chg.
<b>1 Full-time Undergraduate (students enrolled in 11 or more credit hours):</b>					
2 Resident Tuition	\$5,940.96	\$6,382.36	\$6,119.18	\$178.22	3.0%
3 Consolidated Mandatory Fee:				0.00	
4 Student Enrollment, Engagement and Success	101.00	105.06	\$105.06	4.06	4.0%
5 Institutional Operations, Services and Support	2,411.86	2,484.28	\$2,483.46	71.60	3.0%
6 Student Health and Wellness	301.18	313.30	\$313.30	12.12	4.0%
7 Student Government	19.00	19.00	\$19.00	0.00	0.0%
8 Student Government - Opt Out Option	8.00	8.00	\$8.00	0.00	0.0%
9 <b>Total Full-time Fees</b>	<b>\$8,782.00</b>	<b>\$9,312.00</b>	<b>\$9,048.00</b>	<b>\$266.00</b>	<b>3.0%</b>
10					
11 <b>Part-time Undergraduate per Credit Hour:</b>					
12 Resident Tuition	\$270.29	\$290.36	\$278.40	\$8.11	3.0%
13 Consolidated Mandatory Fee:				0.00	
14 Student Enrollment, Engagement and Success	4.59	4.78	\$4.78	0.19	4.1%
15 Institutional Operations, Services and Support	109.63	112.91	\$112.91	3.28	3.0%
16 Student Health and Wellness	13.69	14.24	\$14.24	0.55	4.0%
17 Student Government	0.87	0.87	\$0.87	0.00	0.0%
18 Student Government - Opt Out Option	0.36	0.36	\$0.36	0.00	0.0%
19 <b>Total Part-time Cr Hr Fees</b>	<b>\$399.43</b>	<b>\$423.52</b>	<b>\$411.56</b>	<b>\$12.13</b>	<b>3.0%</b>
20					
21 <b>Full-time Undergraduate Summer per Credit Hour:</b>					
22 Resident Tuition	\$213.90	\$229.73	\$220.32	\$6.42	3.0%
23 Consolidated Mandatory Fee:				0.00	
24 Student Enrollment, Engagement and Success	3.63	3.77	\$3.77	0.14	3.9%
25 Institutional Operations, Services and Support	88.99	91.65	\$91.65	2.66	3.0%
26 Student Health and Wellness	12.94	13.48	\$13.48	0.54	4.2%
27 Student Government	0.80	0.80	\$0.80	0.00	0.0%
28 Student Government - Opt Out Option	0.29	0.29	\$0.29	0.00	0.0%
29 <b>Total Full-time Fees</b>	<b>\$320.55</b>	<b>\$339.72</b>	<b>\$330.31</b>	<b>\$9.76</b>	<b>3.0%</b>
30					
31 <b>Part-time Undergraduate Summer per Credit Hour:</b>					
32 Resident Tuition	\$213.90	\$229.73	\$220.32	\$6.42	3.0%
33 Consolidated Mandatory Fee:				0.00	
34 Student Enrollment, Engagement and Success	3.63	3.77	\$3.77	0.14	3.9%
35 Institutional Operations, Services and Support	88.99	91.65	\$91.65	2.66	3.0%
36 Student Health and Wellness	12.94	13.48	\$13.48	0.54	4.2%
37 Student Government	0.80	0.80	\$0.80	0.00	0.0%
38 Student Government - Opt Out Option	0.29	0.29	\$0.29	0.00	0.0%
39 <b>Total Summer Cr Hr Fees</b>	<b>\$320.55</b>	<b>\$339.72</b>	<b>\$330.31</b>	<b>\$9.76</b>	<b>3.0%</b>
40					
41 <b>Full-Time Graduate (students enrolled in 9 or more credit hours):</b>					
42 Graduate Resident Tuition	\$5,940.96	\$6,382.36	\$6,119.18	\$178.22	3.0%
43 Full-Time Grad Fee	1,704.00	1,704.00	1,755.12	51.12	3.0%
44 Consolidated Mandatory Fee:				0.00	0.0%
45 Student Enrollment, Engagement and Success	101.00	105.06	\$105.06	4.06	4.0%
46 Institutional Operations, Services and Support	2,411.86	2,484.28	\$2,483.46	71.60	3.0%
47 Student Health and Wellness	301.18	313.30	\$313.30	12.12	4.0%
48 Student Government	19.00	19.00	\$19.00	0.00	0.0%
49 Student Government - Opt Out Option	8.00	8.00	\$8.00	0.00	0.0%
50 <b>Total Graduate Full-time Fees</b>	<b>\$10,486.00</b>	<b>\$11,016.00</b>	<b>\$10,803.12</b>	<b>\$317.12</b>	<b>3.0%</b>
51					

**BOISE STATE UNIVERSITY**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

<b>Student Fees:</b>		FY24 Fees	FY25 Initial Notice	<u>Requested</u> FY 2025 Rates	<u>Change</u>	<u>% Chg.</u>
52	<b>Part-Time Graduate per Credit Hour</b>					
53	Part-time Resident Tuition	\$270.31	\$290.36	\$278.40	\$8.09	3.0%
54	Part-time Graduate Fee	111.00	111.00	\$114.33	3.33	3.0%
55	Consolidated Mandatory Fee:				0.00	0.0%
56	Student Enrollment, Engagement and Success	4.59	4.78	\$4.78	0.19	4.1%
57	Institutional Operations, Services and Support	109.63	112.91	\$112.91	3.28	3.0%
58	Student Health and Wellness	13.67	14.24	\$14.24	0.57	4.2%
59	Student Government	0.87	0.87	\$0.87	0.00	0.0%
60	Student Government - Opt Out Option	0.36	0.36	\$0.36	0.00	0.0%
61	<b>Total Graduate Part-time Cr Hr Fees</b>	<u>\$510.43</u>	<u>\$534.52</u>	<u>\$525.89</u>	<u>\$15.46</u>	<u>3.0%</u>
62						
63	<b>Full-time Graduate Summer per Credit Hour:</b>					
64	Part-time Resident Tuition	\$213.90	\$290.36	\$220.32	\$6.42	3.0%
65	Part-time Graduate Fee	81.00	81.00	\$83.43	2.43	3.0%
66	Consolidated Mandatory Fee:				0.00	0.0%
67	Student Enrollment, Engagement and Success	3.63	3.77	\$3.77	0.14	3.9%
68	Institutional Operations, Services and Support	88.99	91.65	\$91.65	2.66	3.0%
69	Student Health and Wellness	12.94	13.48	\$13.48	0.54	4.2%
70	Student Government	0.80	0.80	\$0.80	0.00	0.0%
71	Student Government - Opt Out Option	0.29	0.29	\$0.29	0.00	0.0%
72	<b>Total Graduate Part-time Cr Hr Fees</b>	<u>\$401.55</u>	<u>\$481.35</u>	<u>\$413.74</u>	<u>\$12.19</u>	<u>3.0%</u>
73						
74	<b>Part-time Graduate Summer per Credit Hour:</b>					
75	Part-time Resident Tuition	\$213.90	\$237.99	\$220.32	\$6.42	3.0%
76	Part-time Graduate Fee	81.00	81.00	\$83.43	2.43	3.0%
77	Consolidated Mandatory Fee:				0.00	0.0%
78	Student Enrollment, Engagement and Success	3.63	3.63	\$3.77	0.14	3.9%
79	Institutional Operations, Services and Support	88.99	88.99	\$91.65	2.66	3.0%
80	Student Health and Wellness	12.94	12.94	\$13.48	0.54	4.2%
81	Student Government	0.80	0.80	\$0.80	0.00	0.0%
82	Student Government - Opt Out Option	0.29	0.29	\$0.29	0.00	0.0%
83	<b>Total Graduate Part-time Cr Hr Fees</b>	<u>\$401.55</u>	<u>\$425.64</u>	<u>\$413.74</u>	<u>\$12.19</u>	<u>3.0%</u>
84						
85	<b>Non-Resident Tuition (includes mandatory fees listed above):</b>					
86	Undergraduate Nonresident - FT	\$26,976.00		\$27,788.00	\$812.00	3.0%
87	Undergraduate Nonresident - PT	\$830.43		\$855.49	\$25.06	3.0%
88	Undergraduate Nonresident - Summer	\$371.38		\$382.66	\$11.28	3.0%
89	Graduate Nonresident - FT	\$28,605.00		\$29,542.94	\$937.94	3.3%
90	Graduate Nonresident - PT	\$941.43		\$969.82	\$28.39	3.0%
91	Graduate Nonresident - Summer	\$452.38		\$466.09	\$13.71	3.0%
92						
93	<b>Professional Fees:</b>					
94	Undergrad. Nursing	\$1,356.00		\$1,356.00	\$0.00	0.0%
95	Engineering Prog. (pch upper division)	\$45.00		\$45.00	\$0.00	0.0%
96	Masters of Athletics Training	\$960.00		\$960.00	\$0.00	0.0%
97	Masters of Genetic Counseling	\$1,100.00		\$1,100.00	\$0.00	0.0%
98	Col. Bus. (pch trad. upper div. undergrad \$40, graduate \$50)*	\$0.00		\$50.00	\$50.00	0.0%
99						

**BOISE STATE UNIVERSITY**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

Student Fees:	FY24	FY25	Requested		
	Fees	Initial Notice	FY 2025 Rates	Change	% Chg.
<b>100 Self-Support Fees per Credit Hour:</b>					
101 Executive MBA	\$1,372.50		\$1,372.50	\$0.00	0.0%
102 Master of Business Administration (MBA)	\$750.00		\$750.00	\$0.00	0.0%
103 Bachelor of Criminal Justice: Twin Falls	\$300.00		\$300.00	\$0.00	0.0%
104 Master of Social Work: Coeur d'Alene	\$425.00		\$425.00	\$0.00	0.0%
105 Bachelor of Social Work: Twin Falls	\$350.00		\$350.00	\$0.00	0.0%
106 Doctor of Nursing Practice in Leadership (DNP)	\$820.00		\$820.00	\$0.00	0.0%
107 MN Adult Gerontology Nurse Practitioner (AGNP)	\$890.00		\$890.00	\$0.00	0.0%
108 Graduate Certificate: Adult Gerontology Nursing Practitioner Acute Care					
109 Graduate Certificate: Adult Gerontology Nursing Practitioner Primary Care					
110 BS in Nursing (RN to BSN)	\$375.00		\$375.00	\$0.00	0.0%
111 BS Respiratory Care (R.R.T. to B.S.)	\$300.00		\$300.00	\$0.00	0.0%
112 MEd Educational Specialist in Exec. Ed. Leadership	\$420.00		\$450.00	\$30.00	7.1%
113 Graduate Certificate: Mathematics, Learning & Leadership	\$300.00		\$300.00	\$0.00	0.0%
114 M.A. in Education, Language, Literacy, and Culture	\$470.00		\$470.00	\$0.00	0.0%
115 Master in Athletic Leadership	\$385.00		\$395.00	\$10.00	2.6%
116					
<b>117 Online Program Fees per Credit Hour:</b>					
118 BS Imaging Sciences	\$395.00		\$395.00	\$0.00	0.0%
119 Master of Social Work Online	\$495.00		\$495.00	\$0.00	0.0%
120 Graduate Certificate: Mathematics, Learning & Leadership	\$530.00		\$550.00	\$20.00	3.8%
121 Graduate Certificate: Workplace E-Learning Design & Development					
122 Graduate Certificate: Workplace Performance Improvement					
123 Graduate Certificate: Workplace Instructional Design					
124 Graduate Certificate: Organizational Development					
125 Undergraduate Certificate: User Research (UX) Professional	\$375.00		\$375.00	\$0.00	0.0%
126 Bachelor of Applied Science (BAS) & BA Interdisciplinary Profession	\$375.00		\$375.00	\$0.00	0.0%
127 Undergraduate Certificate: Appl'd Emotional Inel & Wellbeing					
128 Undergraduate Certificate: Design Thinking for Prof Purposes					
129 BBA Management	\$375.00		\$375.00	\$0.00	0.0%
130 Undergraduate Certificate: Business Creation					
131 Undergraduate Certificate: Resort and Hospitality Management					
132 Undergraduate Certificate: Business Prep					
133 Undergraduate Certificate: Nonprofit Management					
134 Undergraduate Certificate: Plus Business					
135 BA Public Health	\$375.00		\$375.00	\$0.00	0.0%
136 Undergraduate Certificate: Health and Human Behavior					
137 Undergraduate Certificate: Foundations of Public Health					
138 Undergraduate Certificate: Evidence-Based Public Health					
139 Undergraduate Certificate: Community-Drive Health Solutions					
140 Undergraduate Certificate: Public Health					
141 BA Integrated Strategic Communications	\$375.00		\$375.00	\$0.00	0.0%
142 Undergraduate Certificate: Communication Management Certificate					
143 Undergraduate Certificate: Media Content Management Cert					
144 Online Degree Pathway	\$375.00		\$375.00	\$0.00	0.0%
145 Undergraduate Certificate: Professional Readiness					
146 Associate of Arts					
147 Associate of Science					
148 Conflict Management Undergraduate Certificate	\$375.00		\$375.00	\$0.00	0.0%
149 Conflict Management Graduate Certificate	\$500.00		\$500.00	\$0.00	0.0%
150 MS in Accountancy	\$750.00		\$750.00	\$0.00	0.0%
151 MS in Accountancy - Foundations					
152 Graduate Certificate: Accounting Foundations					
153 Master of Educational Technology	\$478.00		\$478.00	\$0.00	0.0%
154 Graduate Certificate: Designing Accessible Online Education					
155 Graduate Certificate: Educational Games and Simulations					
156 Graduate Certificate: Instructional Technology Coaching					
157 Graduate Certificate: Online Teaching					
158 Graduate Certificate: Technology Integration Specialist					
159 Ed. Specialist in Educational Technology	\$478.00		\$478.00	\$0.00	0.0%

**BOISE STATE UNIVERSITY**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

Student Fees:	FY24	FY25	Requested		
	Fees	Initial Notice	FY 2025 Rates	Change	% Chg.
160	EdD in Educational Technology	\$599.00	\$599.00	\$0.00	0.0%
161	MS in Respiratory Care	\$500.00	\$500.00	\$0.00	0.0%
162	MS in Genetic Counseling	\$1,228.00	\$1,228.00	\$0.00	0.0%
163	MS in Cyber Operations and Resilience	\$525.00	\$525.00	\$0.00	0.0%
164	Graduate Certificate: CORE Resilience Engineering				
165	Graduate Certificate: CORE Governance Policy Administration				
166	Graduate Certificate: CORE Analyst and Threat Intelligence				
167	Graduate Certificate: Cryptology Security Analyst	\$525.00	\$525.00	\$0.00	0.0%
168	BS & BAS Cyber Operations and Resilience	\$375.00	\$375.00	\$0.00	0.0%
169	Undergraduate Certificate: Cyber for All				
170	Undergraduate Certificate: Cyber Operations				
171	Undergraduate Certificate: Applied Computing, Systems, and Network				
172	BA Digital Innovation and Design	\$375.00	\$375.00	\$0.00	0.0%
173	Undergraduate Certificate: Data Analysis for All Certificate				
174	Undergraduate Certificate: IT Support for All Certificate				
175	Undergraduate Certificate: Project Management for All Certificate				
176	Undergraduate Certificate: Innovation and Design				
177	Undergraduate Certificate: Content Production				
178	Undergraduate Certificate: Creative Influence				
179	Undergraduate Certificate: AI for All*				
180	Undergraduate Certificate: UX Design				
181	Master in Population and Health Systems Management	\$790.00	\$985.00	\$195.00	24.7%
182	Master of Arts in Digital Communications Management*		\$525.00	\$525.00	0.0%
183	Graduate Certificate: Computer Assisted Language Learning	\$478.00	\$478.00	\$0.00	0.0%
184	Bachelor in Project Management	\$375.00	\$375.00	\$0.00	0.0%
185	Undergraduate Certificate: Project Management				
186	Undergraduate Certificate: Social Media Creator	\$375.00	\$375.00	\$0.00	0.0%
187	BS in Advanced Medical Imaging	\$395.00	\$395.00	\$0.00	0.0%
188	Undergraduate Certificate: Interventional Radiology/Interventional Cardiology				
189	Undergraduate Certificate: Computed Tomography				
190	Undergraduate Certificate: Diagnostic Medical Sonography				
191	Undergraduate Certificate: Magnetic Resonance Imaging				
192	Undergraduate Certificate: Applied Leadership	\$375.00	\$375.00	\$0.00	0.0%
193	Undergraduate Certificate: Esports	\$0.00	\$375.00	\$375.00	0.0%
194	Undergraduate Certificate: Cryptography & Cryptanalysis	\$375.00	\$375.00	\$0.00	0.0%
195					
196	<b>Other Fees:</b>				
197	WUE (tuition and fees) - years 3 and 4	\$13,173.00	\$13,572.00	\$399.00	3.0%
198	WUE (tuition and fees) - years 1 and 2 and new students	\$11,752.66	\$12,107.60	\$354.94	3.0%
199	Course Overload Tuition	\$252.00	\$252.00	\$0.00	0.0%
200	In-service Fees/Cr Hr - Undergrad	\$138.00	\$142.00	\$4.00	2.9%
201	In-service Fees/Cr Hr - Graduate	\$180.00	\$185.00	\$5.00	2.8%
202	Dual Credit Fee	\$75.00	\$75.00	\$0.00	0.0%
203	Undergraduate Advising Fee	\$100.00	\$100.00	\$0.00	0.0%
204	New Student Orientation Fee	\$175.00	\$175.00	\$0.00	0.0%
205	Library Subscription and Materials Fee	\$0.00	\$70.00	\$70.00	0.0%

\* Lines 98,179 and 182 are subject to program and fee approval by the Board on April 18,2024.

**Full- & part-time fees are effective Fall Semester 2024. Summer fees are effective Summer 2025.**

# BOISE STATE UNIVERSITY

# ATTACHMENT 2

## 4-year History of Board Approved Fees plus FY25 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	FY 2021	FY 2022	FY 2023	FY 2024	Request FY 2025	5-Year Increase	% Increase
<b>1 Full-time Fees</b>							
2 Tuition (Unrestricted)	\$5,532.36	\$5,532.36	\$5,532.36	\$5,940.96	\$6,119.18	\$586.82	10.6%
3 Technology Fee	257.14					(257.14)	-100.0%
4 Facilities Fees	1,389.60					(1,389.60)	-100.0%
5 Student Activity Fees	880.90					(880.90)	-100.0%
6 Consolidated Mandatory Fee:		2,527.64				0.00	-100.0%
7 Student Enrollment, Engagement and Success			\$101.00	\$101.00	\$105.06	105.06	100.0%
8 Institutional Operations, Services and Support			\$2,407.42	\$2,411.86	\$2,483.46	2,483.46	100.0%
9 Student Health and Wellness			\$296.22	\$301.18	\$313.30	313.30	100.0%
10 Student Government			\$19.00	\$19.00	\$19.00	19.00	100.0%
11 Student Government - Opt Out Option			\$8.00	\$8.00	\$8.00	8.00	100.0%
<b>12 Total Full-time Fees</b>	<b>\$8,060.00</b>	<b>\$8,060.00</b>	<b>\$8,364.00</b>	<b>\$8,782.00</b>	<b>\$9,048.00</b>	<b>\$988.00</b>	<b>12.3%</b>
13 Percentage Increase	-0.1%	0.0%	3.8%	5.0%	3.0%		
<b>14 Part-time Credit Hour Fees</b>							
16 Resident Tuition	\$251.75	\$251.75	\$251.75	\$270.31	\$278.40	\$26.65	10.6%
17 Technology Fee	11.69					(11.69)	-100.0%
18 Facilities Fees	63.16					(63.16)	-100.0%
19 Student Activity Fees	40.04					(40.04)	-100.0%
20 Consolidated Mandatory Fee:		114.89				0.00	-100.0%
21 Student Enrollment, Engagement and Success			4.59	4.59	4.78	4.78	100.0%
22 Institutional Operations, Services and Support			109.42	109.63	112.91	112.91	100.0%
23 Student Health and Wellness			13.46	13.67	14.24	14.24	100.0%
24 Student Government			0.87	0.87	0.87	0.87	100.0%
25 Student Government - Opt Out Option			0.36	0.36	0.36	0.36	100.0%
<b>26 Total Part-time Cr Hr Fees</b>	<b>\$366.64</b>	<b>\$366.64</b>	<b>\$380.45</b>	<b>\$399.43</b>	<b>\$411.56</b>	<b>\$44.92</b>	<b>12.3%</b>
<b>27 Summer Fees</b>							
29 Resident Tuition	\$199.08	\$199.08	\$199.08	\$213.90	\$220.32	\$21.24	10.7%
30 Technology Fee	8.90					(8.90)	-100.0%
31 Facilities Fees	49.44					(49.44)	-100.0%
32 Student Activity Fees	35.33					(35.33)	-100.0%
33 Consolidated Mandatory Fee:		93.67				0.00	-100.0%
34 Student Enrollment, Engagement and Success			3.63	3.63	3.77	3.77	100.0%
35 Institutional Operations, Services and Support			88.83	88.99	91.65	91.65	100.0%
36 Student Health and Wellness			12.74	12.94	13.48	13.48	100.0%
37 Student Government			0.80	0.80	0.80	0.80	100.0%
38 Student Government - Opt Out Option			0.29	0.29	0.29	0.29	100.0%
<b>39 Total Summer Fees</b>	<b>\$292.75</b>	<b>\$292.75</b>	<b>\$305.37</b>	<b>\$320.55</b>	<b>\$330.31</b>	<b>\$37.56</b>	<b>12.8%</b>
<b>40 Other Student Fees</b>							
42 Graduate Fees:							
43 Full-time Grad/Prof	\$1,578.00	\$1,578.00	\$1,704.00	\$1,704.00	\$1,755.12	\$177.12	11.2%
44 Part-time Graduate/Hour	\$103.00	\$103.00	\$111.00	\$111.00	\$114.33	\$11.33	11.0%
45 Nonresident Tuition:							
46 Nonres Tuition - Full Time Premium	\$16,920.00	\$16,920.00	\$17,337.10	\$18,194.00	\$18,739.82	\$1,819.82	10.8%
47 Nonres Tuition - Part Time Premium	\$357.00	\$357.00	\$400.00	\$431.00	\$443.93	\$86.93	24.4%
48 Professional Fees:							
49 Undergrad. Nursing	\$1,356.00	\$1,356.00	\$1,356.00	\$1,356.00	\$1,356.00	\$0.00	0.0%
50 Engineering Prog. (pch upper division)	\$35.00	\$35.00	\$35.00	\$35.00	\$45.00	\$10.00	28.6%
51 Masters of Athletics Training	n/a	n/a	\$960.00	\$960.00	\$960.00	n/a	n/a
52 Masters of Genetic Counseling	n/a	n/a	n/a	\$1,100.00	\$1,100.00	n/a	n/a
53 Business and Economics (traditional pch - up div undergrad \$40, graduate \$50)*	n/a	n/a	n/a	n/a	\$50.00	n/a	n/a
54 Self-Support Program Fees:							
55 Executive MBA	\$1,245.00	\$1,245.00	\$1,245.00	\$1,372.50	\$1,372.50	\$127.50	10.2%
56 Master of Business Administration (MBA)	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$0.00	0.0%
57 Bachelor of Criminal Justice: Twin Falls	\$275.00	\$287.50	\$300.00	\$300.00	\$300.00	\$25.00	9.1%
58 Master of Social Work: Coeur d'Alene	\$400.00	\$425.00	\$425.00	\$425.00	\$425.00	\$25.00	6.3%
59 Bachelor of Social Work: Twin Falls	\$275.00	\$297.50	\$297.50	\$350.00	\$350.00	\$75.00	27.3%
60 Doctor of Nursing Practice in Leadership (DNP)	\$750.00	\$820.00	\$820.00	\$820.00	\$820.00	\$70.00	9.3%
61 Adult Gerontology Nurse Practitioner (AGNP) & Grad Certificate	\$890.00	\$890.00	\$890.00	\$890.00	\$890.00	\$0.00	0.0%
62 B.S. in Nursing (RN to BSN)	\$350.00	\$350.00	\$350.00	\$375.00	\$375.00	\$25.00	7.1%
63 B.S. Respiratory Care (R.R.T. to B.S.)	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$0.00	0.0%
64 MEd Educational Specialist in Exec. Ed. Leadership	\$420.00	\$420.00	\$420.00	\$420.00	\$450.00	\$30.00	7.1%
65 Graduate Certificate: Mathematics, Learning & Leadership	\$225.00	\$225.00	\$300.00	\$300.00	\$300.00	\$75.00	33.3%
66 M.A. in Education, Language, Literacy, and Culture	\$375.00	\$422.50	\$470.00	\$470.00	\$470.00	\$95.00	25.3%
67 Master of Athletic Leadership	\$378.00	\$385.00	\$385.00	\$385.00	\$395.00	\$17.00	4.5%



# BOISE STATE UNIVERSITY

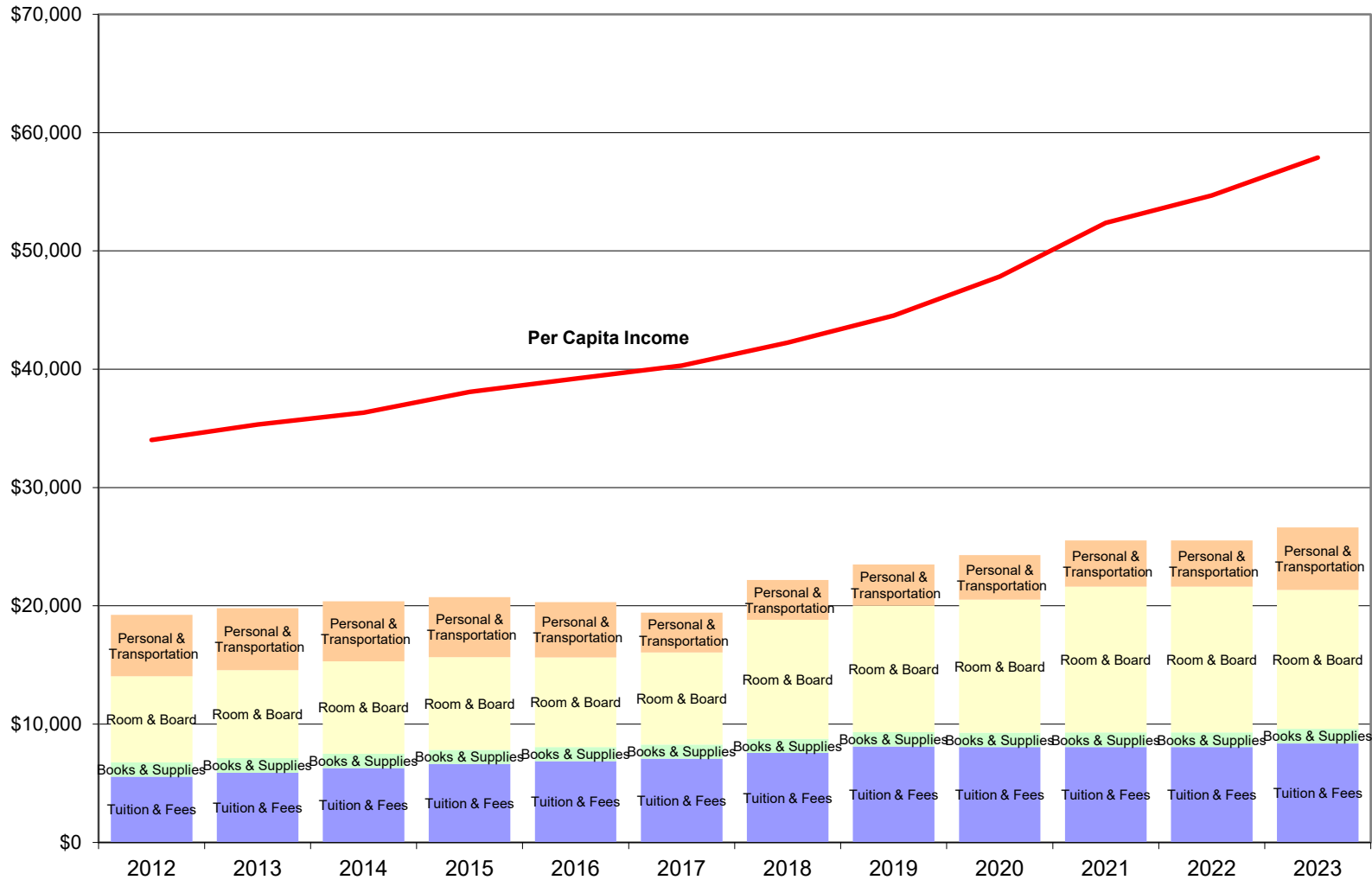
# ATTACHMENT 2

## 4-year History of Board Approved Fees plus FY25 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	FY 2021	FY 2022	FY 2023	FY 2024	Request FY 2025	5-Year Increase	% Increase
68 Online Program Fees							
69 Bachelor of Science in Imaging Science	\$395.00	\$395.00	\$395.00	\$395.00	\$395.00	\$0.00	0.0%
70 Master of Social Work Online	\$495.00	\$495.00	\$495.00	\$495.00	\$495.00	\$0.00	0.0%
71 Org. Perf. & Workplace Learn and Graduate Certificates	\$500.00	\$500.00	\$530.00	\$530.00	\$550.00	\$50.00	10.0%
72 Cert in User Research (UX) Professional	\$350.00	\$350.00	\$350.00	\$375.00	\$375.00	\$25.00	7.1%
73 BAS/IPS	\$350.00	\$350.00	\$350.00	\$375.00	\$375.00	\$25.00	7.1%
74 B.B.A. Management	\$350.00	\$350.00	\$350.00	\$375.00	\$375.00	\$25.00	7.1%
75 Bachelor of Public Health and Certificate	\$350.00	\$350.00	\$350.00	\$375.00	\$375.00	\$25.00	7.1%
76 BA Integrated Strategic Communication and Certificates	\$350.00	\$350.00	\$350.00	\$375.00	\$375.00	\$25.00	7.1%
77 Online Degree Pathway	\$350.00	\$350.00	\$350.00	\$375.00	\$375.00	\$25.00	7.1%
78 Conflict Mgmt Undergrad Certificate	n/a	\$350.00	\$350.00	\$375.00	\$375.00	n/a	n/a
79 Conflict Mgmt Grad Certificate	n/a	\$435.00	\$435.00	\$500.00	\$500.00	n/a	n/a
80 M.S. Accountancy	\$495.00	\$545.00	\$545.00	\$750.00	\$750.00	\$255.00	51.5%
81 Master of Educational Technology	\$478.00	\$478.00	\$478.00	\$478.00	\$478.00	\$0.00	0.0%
82 Ed. Specialist in Educational Technology	\$478.00	\$478.00	\$478.00	\$478.00	\$478.00	\$0.00	0.0%
83 EdD in Educational Technology	\$599.00	\$599.00	\$599.00	\$599.00	\$599.00	\$0.00	0.0%
84 Master of Respiratory Care	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$0.00	0.0%
85 Master of Genetic Counseling	\$982.00	\$982.00	\$982.00	\$1,228.00	\$1,228.00	\$246.00	25.1%
86 MS in Cyber Operations and Resilience	n/a	\$525.00	\$525.00	\$525.00	\$525.00	n/a	n/a
87 Graduate Certificate Cryptology Security Analyst	n/a	n/a	\$525.00	\$525.00	\$525.00	n/a	n/a
88 BS & BAS Cyber Operations and Resilience	n/a	\$350.00	\$350.00	\$375.00	\$375.00	n/a	n/a
89 BA Digital Innovation and Design	n/a	\$350.00	\$350.00	\$375.00	\$375.00	n/a	n/a
90 Master of Population and Health Systems Mngmnt	n/a	\$790.00	\$790.00	\$790.00	\$985.00	n/a	n/a
91 Master of Arts in Digital Communications Mngmnt*	n/a	n/a	n/a	n/a	\$525.00	n/a	n/a
92 Graduate Certificate: Computer Assisted Language Learning	n/a	\$478.00	\$478.00	\$478.00	\$478.00	n/a	n/a
93 Undergraduate Certificate: Project Management	n/a	n/a	\$350.00	\$375.00	\$375.00	n/a	n/a
94 Undergraduate Certificate: Social Media Creator	n/a	n/a	\$350.00	\$375.00	\$375.00	n/a	n/a
95 BS in Advanced Medical Imaging	n/a	n/a	\$395.00	\$395.00	\$395.00	n/a	n/a
96 Undergraduate Certificate: Applied Leadership	n/a	n/a	\$350.00	\$375.00	\$375.00	n/a	n/a
97 Undergraduate Certificate: Esports	n/a	n/a	n/a	n/a	\$375.00	n/a	n/a
98 Undergraduate Certificate: Cryptography & Cryptanalysis	n/a	n/a	\$350.00	\$375.00	\$375.00	n/a	n/a
99 Other Fees:							
100 Western Undergrad Exchange (tuition and fees) - year 4	\$4,030.00	\$4,030.00	\$4,182.00	\$4,391.00	\$4,524.00	\$494.00	12.3%
101 Western Undergrad Exchange (tuition and fees) - years 1, 2 and 3 and new students	n/a	n/a	\$2,766.00	\$2,970.48	\$3,059.59	n/a	n/a
102 Tuition over 16 hours (AY18 over 15 hours)	\$252.00	\$252.00	\$252.00	\$252.00	\$252.00	\$0.00	0.0%
103 In-service Fees/Cr Hr - Undergrad	\$129.00	\$129.00	\$131.00	\$138.00	\$0.00	(\$129.00)	-100.0%
104 In-service Fees/Cr Hr - Grad	\$170.00	\$167.00	\$172.00	\$180.00	\$0.00	(\$170.00)	-100.0%
105 Dual Credit Fee	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$0.00	0.0%
106 Undergraduate Advising Fee	n/a	n/a	n/a	\$100.00	\$100.00	n/a	n/a
107 New Student Orientation Fee	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$0.00	0.0%
108 Library Subscription and Materials Fee	n/a	n/a	n/a	n/a	\$70.00	n/a	n/a

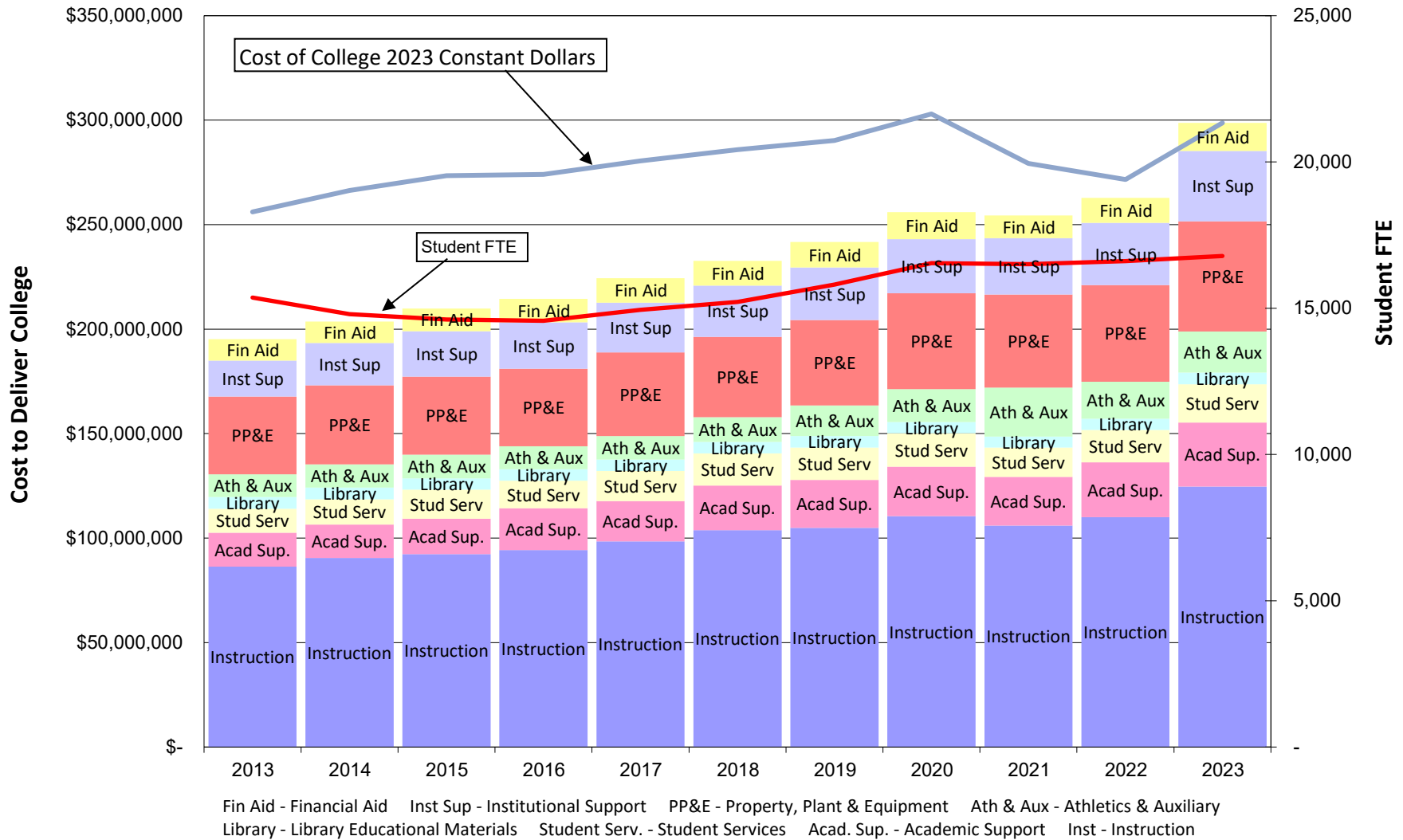
\* Lines 53 and 91 are subject to program and fee approval by the Board on April 18, 2024.

### Cost of Attending College vs. Per Capita Income Boise State University

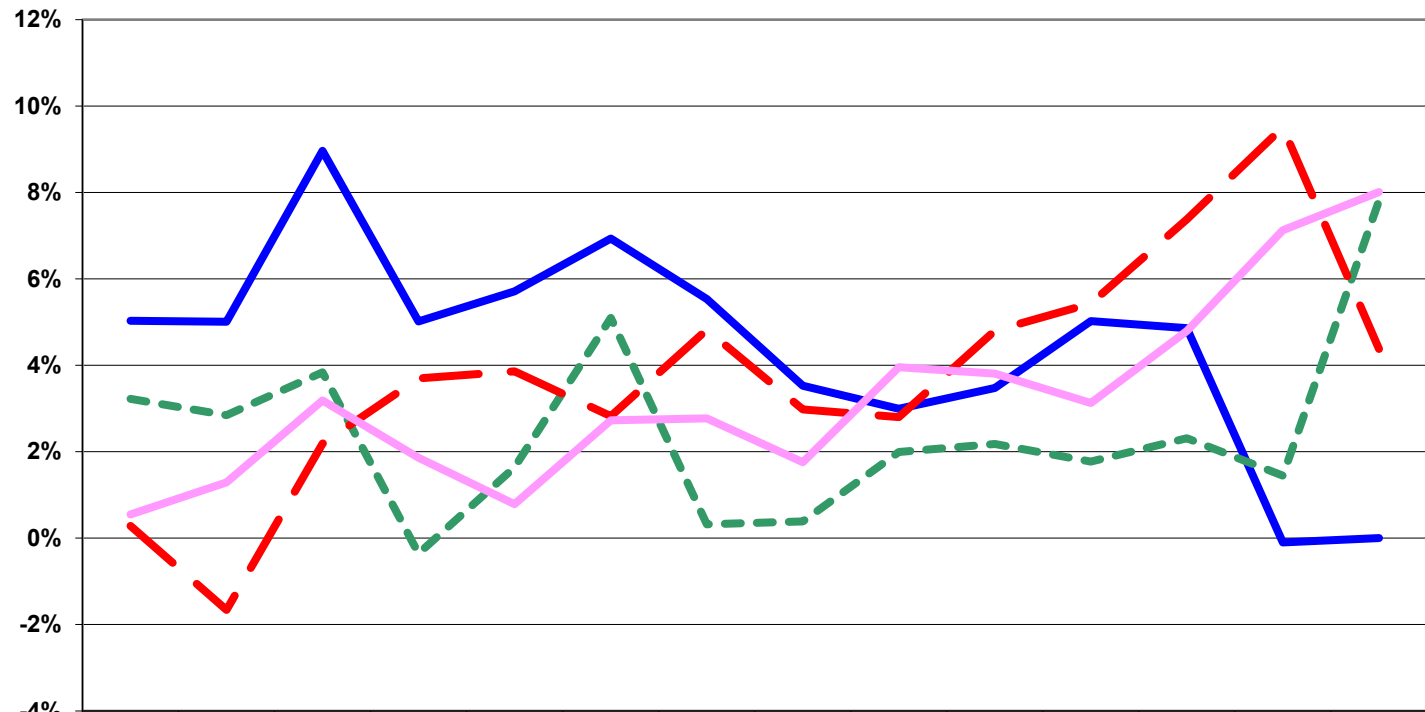


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

## Cost to Deliver College Boise State University



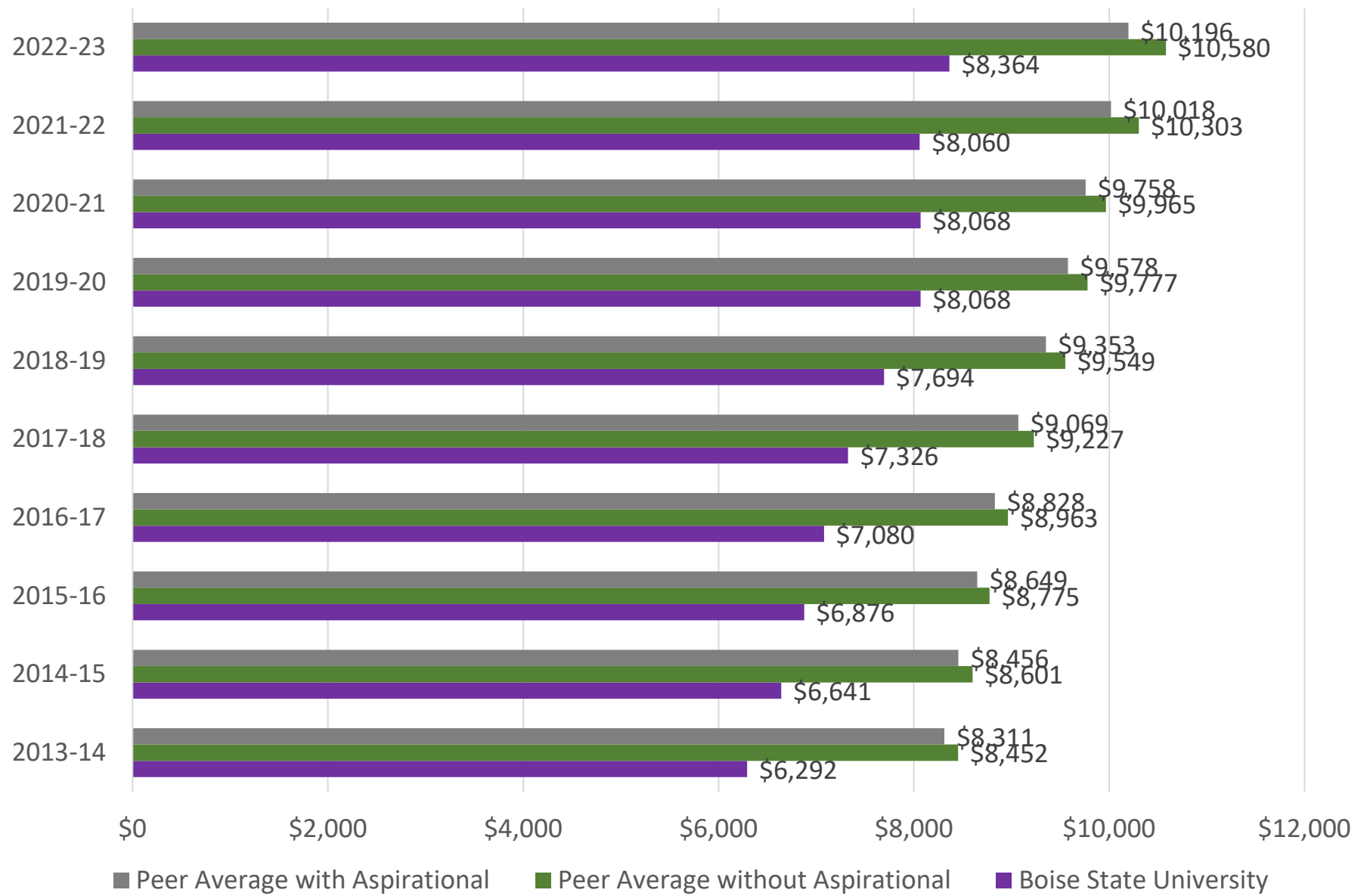
**Boise State University  
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage  
% Increase from Prior Year**



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Resident Tuition and Fees	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%	3.52%	3.00%	3.47%	5.02%	4.86%	-0.10%	0.00%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	5.10%	0.32%	0.38%	1.99%	2.18%	1.77%	2.31%	1.45%	7.81%
Idaho Per Capita Income	0.29%	-1.66%	2.19%	3.70%	3.86%	2.82%	4.82%	2.98%	2.80%	4.80%	5.43%	7.38%	9.51%	4.38%
Idaho Average Annual Wage	0.55%	1.29%	3.18%	1.86%	0.79%	2.72%	2.77%	1.76%	3.95%	3.81%	3.12%	4.79%	7.13%	8.01%

Source: Bureau of Economic Analysis, U.S. Department of Commerce  
Division of Financial Management Economic Forecast, January 2022

### Boise State University



**BOISE STATE UNIVERSITY**

**SUBJECT**

Professional fee for the Boise State University College of Business and Economics (COBE)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

**BACKGROUND/DISCUSSION**

Boise State University requests permission to implement a tiered professional fee to support business education. Pre-business students enrolled in COBE programs in their first 2 years will pay a \$50 per semester fee (100-200 level classes). Students taking upper-division undergraduate coursework (300-499 level classes) will pay \$40 per credit hour and those taking graduate-level coursework (500-699 level classes) will pay \$50 per credit hour. This professional fee will be applied to all College of Business and Economics' traditional programs. It will not apply to the Executive MBA, Online MBA, Online MSA, or Online BBA.

Boise State University's College of Business and Economics is AACSB-accredited in business and accounting, the highest standard globally, placing COBE in the top 6% of business colleges. It is among only 2% of business colleges accredited in both Business and Accounting. Accreditation ensures a well-developed and assessed curriculum, qualified faculty engaged in ongoing professional development and cutting-edge research, and stringent standards for student success and career services. These services include tutoring, writing assistance, academic advising, and career placement preparation. Maintaining these high standards has been and continues to be a financial challenge, especially in the last decade.

COBE engaged in direct dialogue with its students about the proposed professional fee through multiple informational meetings. Discussions began with student organization leaders, including those from Beta Alpha Psi, Business Professionals of America, and the Women in Business Association. These yielded constructive feedback and general support for the fee, recognizing its necessity. Student leaders expressed their readiness to help disseminate information about the proposed fee among the student body. COBE invited all students likely to be affected by the fee to two informational sessions. During these sessions, the purpose and need for the fee were explained, resulting in further endorsement from those in attendance, which included students as well as two parents.

This fee proposal meets the criteria for professional fees as detailed in the above-referenced policy as follows:

**Credential or Licensure Requirement:**

Boise State University College of Business and Economics students enroll to gain the preparation and academic credentials necessary for competitive entry into professional occupations. Many of these opportunities require or are significantly enhanced by obtaining specialized certificates. Students across various COBE undergraduate and graduate programs are eligible to pursue a range of professional certifications. According to *Hanover Research*, two of the top four certifications most frequently sought by employers depend on business school education, specifically the Certified Public Accountant and the Project Management Professional. A non-exhaustive list of the most highly demanded certifications COBE students pursue is included in Appendix A.

**Accreditation Requirement:**

The College of Business and Economics (COBE) at Boise State is accredited by the Association to Advance Collegiate Schools of Business (AACSB) in both Business and Accounting.

**Demonstration of Program Costs**

**1. Professional Student Success Personnel Expenses**

COBE is increasing investments in student success and career development, aligning with the university's focus on enrollment and retention. COBE career services, which serves all students taking business classes, has witnessed a consistent 11% annual increase in student use since 2020. Unique in Idaho, COBE's array of student services offers a comprehensive range of academic and professional services, including business-oriented academic advising, tutoring, program operations, and career mentoring. With AACSB accreditation standards emphasizing discipline-specific career support, COBE ensures high-quality advising, preparation, and placement services. Requiring academic advising before enrollment has boosted the number of students that graduate in less than five years to nearly 90% of its bachelor's degree graduates, reducing the cost and time to degree completion.

**2. Attract and Retain High-Quality Faculty**

A portion of the professional fee will be dedicated to securing and retaining top-tier faculty, thereby enriching the student experience. This involves hiring additional faculty to expand teaching capacity, addressing salary gaps to stay competitive, and sustaining critical research resources. Current salary levels lag behind those of comparable business schools, resulting in faculty attrition to other institutions.

**3. Investment in Research Support for Faculty and Students**

Investing in faculty professional development and research support is crucial for high-quality faculty, enhancing both their expertise and research contributions to the classroom. These funds also play a vital role in supporting student research, in both cases covering expenses like data acquisition, human subjects, and conference travel.

**4. Professional Fees at Similar Business Schools**

COBE conducted a benchmarking analysis on professional fee usage and overall tuition at peer, aspirant, and competitor business schools. For AACSB purposes, six listed schools are considered peers, and for benchmarking, twelve regional competitors were reviewed. The analysis included the full-time resident undergraduate tuition per semester, the presence of a professional fee, and the average professional fee amount.

Among the six peer schools, four have professional fees. The average annual resident undergraduate tuition for these six schools was \$10,250, with an average per-credit professional fee of \$46. Of the 18 regional competitor schools, 13 charge a professional fee. The average resident undergraduate tuition for these 18 schools was \$9,817, and the average per-credit professional fee was \$41. Boise State University's current resident undergraduate tuition is \$8,782, and the proposed professional fee for undergraduate courses is \$50 per semester for COBE program-enrolled students, and \$40 per credit for upper-division courses.

In a sample of 60 AACSB-accredited business colleges (available upon request) comparable to COBE (public) in the western region, 60% charge a business professional fee, most on a per-credit basis. This includes universities in Montana, Oregon, Utah, and Colorado.

**IMPACT**

To meet the challenges of evolving business education in Idaho, we propose a professional fee to attract and retain qualified faculty, bridge salary gaps, and support their professional development. The fee enhances the student experience and ensures an excellent return on investment. Total professional fees over a full business curriculum for undergraduates will range between \$1,320 and \$1,920 total during the entirety of their academic career in COBE, depending on the specific business major, while graduate fees will range between \$1,500 and \$2,600 total, depending on the degree pursued.

**Appendix A**

Certifications frequently sought by Boise State University College of Business and Economics students:

- Certified Public Accountant (CPA)



- Certified Management Accountant (CMA)
- Certified Fraud Examiner (CFE)
- Certified Associate in Project Management (CAPM)
- Project Management Professional (PMP)
- Certified Business Analysis Professional (CBAP)
- Certified Supply Chain Professional (CSCP)
- Society for Human Resource Management-Certified Professional (SHRM-CP)
- Google Digital Marketing and eCommerce Professional Certification
- Various Microsoft, Linux, SQL, and Oracle technical certifications
- Six Sigma Certification
- Certified Financial Analyst (CFA)
- Certified Financial Planner (CFP)
- Amazon Web Services (AWS) Certified Solutions Architect
- Certified Information Systems Auditor (CISA)
- Certified Information Systems Security Professional (CISSP)

**Professional Fees at Peer and Aspirant Business Schools**

Category	Amount
# Peer Schools with Professional Fee (total n = 6) <sup>1</sup>	4
Peer School Average Tuition	\$10,250
Peer School Average Professional Fee Per Credit Hour	\$46.00
# Peer and Regional Competitor Schools w/ Professional Fee (total n = 18) <sup>2</sup>	13
Peer and Regional Competitor School Average Tuition	\$9,817
Peer and Regional Competitor School Average Professional Fee Per Credit Hour	\$41.00
Boise State University Undergraduate Tuition	\$8,882

<sup>1</sup> The six schools in this analysis are COBE selected peers that are our comparables for AACSB purposes, the schools are Kansas State University, Portland State University, Texas State University, the University of Nebraska Omaha, the University of Nevada Las Vegas, and the University of Nevada Reno.

<sup>2</sup> The 18 schools in this analysis include the six peer schools above and San Diego State University, the University of Colorado Denver, Washington State University, Utah State University, Weber State University, Oregon State University, the University of Oregon, Colorado State University, Montana State University, the University of New Mexico, the University of Montana, and the University of Utah.

**BOISE STATE UNIVERSITY**

**SUBJECT**

New Online Program Fees

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

**BACKGROUND/DISCUSSION**

Boise State University proposes to offer one online undergraduate certificate, and one master's program utilizing an online program fee consistent with Board Policy V.R, Establishment of Fees. The certificate and the graduate program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. Descriptions of the certificates are included below.

The new undergraduate certificate in AI for All provides students with an understanding of how to effectively use prominent generative AI platforms. Generative artificial intelligence technologies were released to the public in fall 2022. Given the integration of generative AI technologies in workplaces and the culture at large, students need an opportunity to learn how to effectively use dominant generative AI platforms, identify and understand their weaknesses, and have an opportunity to apply them in their domains of study.

The new Master of Arts in Digital Communications Management is conceptualized for entry and mid-level professionals. The program provides advanced training in management of communications projects, communications content creation, communications production, and team management. With this master's degree, graduates will be prepared to develop driving technology behind digital communications and apply the latest innovations in mobile technology, understand the principles of social media and location-based services; leverage data to inform content creation, messaging, and communication campaigns; and manage communications teams. This degree supports graduates to pursue journalism, broadcasting, advertising, public relations, content strategist, app development, sales, and other professions.

**IMPACT**

The undergraduate certificate in AI for All is being offered at a price point of \$375 per credit which aligns with the majority of Boise State University's undergraduate online programs. The projected enrollment for FY 25-26 is 5 students; FY 26-24 is 10 students and FY 27-28 are 20 students. There are no additional instructional resources required. The cost of the program is \$2,625 (7 credits at \$375 per credit).

The fully online Master of Arts in Digital Communications Management will be offered at \$525 per credit hour, which is lower than average for competitors. The total cost of the program is \$15,750 (30 credits at \$525 per credit). The program is fully supported through revenue generated from enrollment in the program.

The workforce data suggest a strong need for a program in digital communications management in Idaho, regionally, and in the United States broadly. The projected enrollment for 6 students in year 1; 22 students in year two, and 50-60 students when fully established, in year 5 and beyond.

# FY25 TUITION AND FEE REQUEST

April 3, 2024



**BOISE STATE UNIVERSITY**

# FY23 FINANCIAL PERFORMANCE

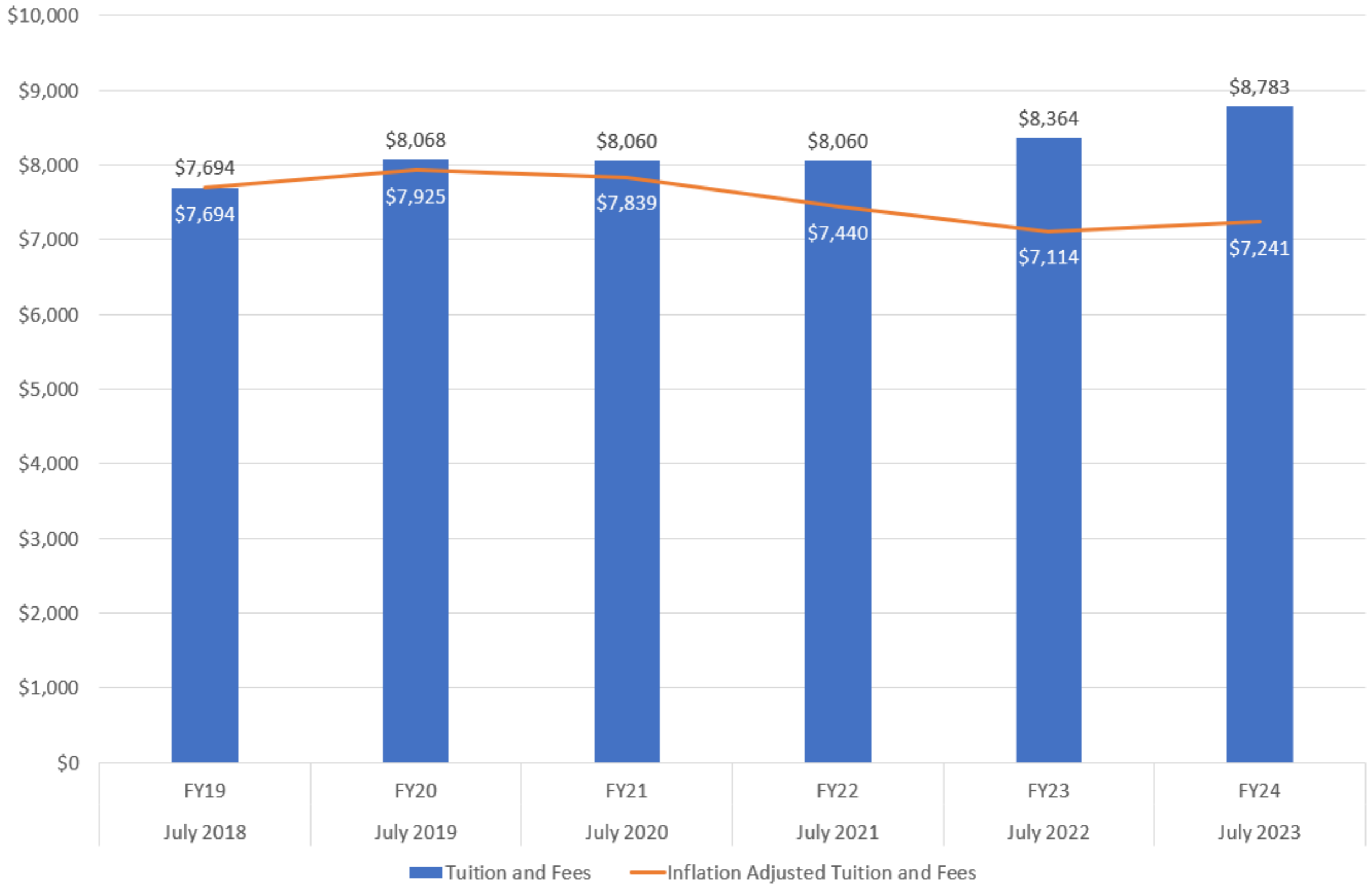
Operating revenues	\$352,703,836
Operating expenses	<u>533,457,238</u>
Operating loss	(180,753,402)
Non-operating revenues (net of expenses)	183,613,275
Capital gifts and grants	<u>2,701,043</u>
Increase in Net Position	5,560,916
Net Position at End of Year	\$582,803,824



# FY25 TUITION AND FEE REQUEST

- Institutional Tuition and Fee Hearing
  - Notice in February
  - Public Hearing in March
  - Requested up to a 6% increase (\$263 increase per semester/\$526 per year)
  - Adjusted down to 3% total increase
- Funding needs
  - Fully fund CEC
  - Funding for inflationary increases in goods and services
  - Strategic initiatives
- Guiding Principles
  - Balance affordability with high quality programs and outcomes
  - Maintain a balanced budget

### Inflation adjusted Resident FT Tuition and Fees



# FY25 BUDGET

		General Fund
CEC, Benefits, Health Insurance	\$	2,220,300
Risk Management, Controller, ITS		<u>(634,700)</u>
Funded Increases/Adjustments	\$	1,585,600
Operational Capacity Enhancement	\$	2,491,700
Risk Management to OSBE		<u>(131,400)</u>
Net New Funds Available	\$	2,360,300

		Unfunded
CEC, Benefits, Health Insurance	\$	(4,499,049)
Inflation		<u>(4,487,607)</u>
Unfunded Increases	\$	(8,986,656)
Budget Gap	\$	<u>(6,626,356)</u>





# FY25 PROPOSED FULL TIME TUITION AND FEES

FULL TIME STUDENT - PER SEMESTER	Increase			
	2023-2024	2024-2025	Amount	%
Resident Undergraduate	\$ 4,391.00	\$ 4,524.00	\$ 133.00	3.0%
Western Undergraduate Exchange	5,876.24	6,053.80	177.56	3.0%
Nonresident Undergraduate	13,488.00	13,893.91	405.91	3.0%
Resident Graduate	5,243.00	5,401.56	158.56	3.0%
Nonresident Graduate	14,340.00	14,771.47	431.47	3.0%
<b>Consolidated Mandatory Fees (Included Above)</b>				
Student Enrollment, Engagement, and Success	\$ 50.50	\$ 52.53	\$ 2.03	4.0%
Institutional Operations, Service, and Support	1,205.93	1,241.73	35.80	3.0%
Student Health and Wellness	150.59	156.65	6.06	4.0%
Student Government	9.50	9.50	0.00	0.0%
Student Government (Opt Out)	4.00	4.00	0.00	0.0%



# FY25 PROPOSED PART TIME TUITION AND FEES

PART TIME - PER CREDIT HOUR	Increase			
	2023-2024	2024-2025	Amount	%
Resident Undergraduate	\$ 399.43	\$ 411.56	\$ 12.13	3.0%
Nonresident Undergraduate	830.43	855.49	25.06	3.0%
Resident Graduate	510.43	525.89	15.46	3.0%
Nonresident Graduate	941.43	969.82	28.39	3.0%
<b>Consolidated Mandatory Fees (Included Above)</b>				
Student Enrollment, Engagement, and Success	\$ 4.59	\$ 4.78	\$ 0.19	4.1%
Institutional Operations, Service, and Support	109.63	112.91	3.28	3.0%
Student Health and Wellness	13.67	14.24	0.57	4.2%
Student Government	0.87	0.87	0.00	0.0%
Student Government (Opt Out)	0.36	0.36	0.00	0.0%



# FY25 PROPOSED SUMMMER TUITION AND FEES

## SUMMMER - PER CREDIT HOUR

			Increase	
	2023-2024	2024-2025	Amount	%
<b>Resident Undergraduate</b>	\$ 320.55	\$ 330.31	\$ 9.76	3.0%
<b>Nonresident Undergraduate</b>	371.38	382.66	11.28	3.0%
<b>Resident Graduate</b>	401.55	413.74	12.19	3.0%
<b>Nonresident Graduate</b>	452.38	466.09	13.71	3.0%
<b>Consolidated Mandatory Fees (Included Above)</b>				
Student Enrollment, Engagement, and Success	\$ 3.63	\$ 3.77	\$ 0.14	3.9%
Institutional Operations, Service, and Support	88.99	91.65	2.66	3.0%
Student Health and Wellness	12.94	13.48	0.54	4.2%
Student Government	0.80	0.80	0.00	0.0%
Student Government (Opt Out)	0.29	0.29	0.00	0.0%



Questions?



BOISE STATE UNIVERSITY

# **Idaho State University**

## **FY2025 Student Tuition and Fee Request**

### **Proposed Changes to Student Tuition and Fees**

Notice of public hearings to seek testimony on proposed tuition and fee increases for the 2024-2025 academic year was sent to the Associated Students of Idaho State University on February 26, 2024, and published in the ROAR Weekly on February 28 and March 6, 2024. Public hearings were held on March 13 and March 14, 2024 to discuss and review proposed rates, answer questions, and receive feedback from students and the campus community.

The attached worksheet presents the requested tuition and fee rate changes for FY2025.

### **Background**

The FY2025 College and Universities budget proposed by the Governor and approved by the Joint Finance and Affairs Committee includes partial funding of a proposed 3% CEC, a capacity enhancement line item, and an enrollment workload adjustment, reflecting a net \$3.6M in additional state resources for ISU.

FY2025 increased maintenance expenses in ISU's central university funds for CEC and inflation total \$6.1M, leaving a budget gap of \$2.5M relative to the FY2024 budget.

While overall the University is in a healthy financial position, it is in the midst of a multi-year initiative to solve a deficit in central university funds. If this \$2.5M gap in state support is not addressed through a modest increase in base tuition and fees, it will impede ISU's multi-year deficit reduction plan, slow progress in workforce-oriented program growth and expansion, and negatively impact student outcomes.

Access and affordability are key issues for Idaho State University and are central to our mission. ISU is the only university in Idaho to offer a tuition lock program where Idaho students who are in good academic standing and have attended college continuously since their freshman year will not pay more tuition than they paid in their first semester.

When proposing tuition rate increases, the University carefully balances student access and affordability with the need to maintain high-quality instruction, facilities, and services that support retention and success.

The proposed tuition and fees submitted herewith for your approval, in conjunction with our multi-year budget optimization initiative, will provide fiscal sustainability and resources for mission fulfillment.

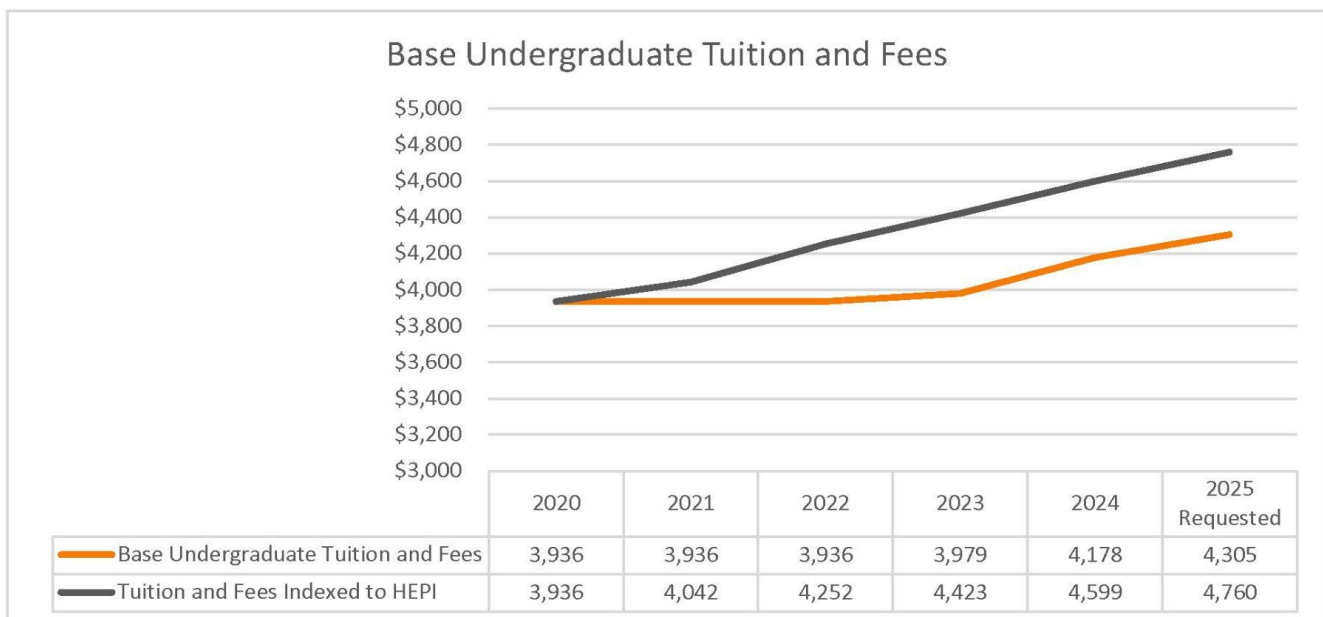
## Summary of Proposed Tuition and Fees

### Resident Undergraduate Tuition & Fees

Resident undergraduate tuition and fees are proposed at \$4,305 per semester (\$8,610 per year), a \$127 (\$254 per year) or 3% increase over FY2024 rates. Part-time resident undergraduate tuition and fees are proposed at \$439.75 per credit hour, a \$13 or 3.0% increase over FY2024 rates.

These increases will support CEC, fringe rate increases, other inflationary factors, and continued investments in student retention and success.

The chart below shows ISU’s resident undergraduate tuition and fees indexed to the Higher Education Price Index (HEPI). Proposed rates for FY2025 are equivalent to a 1.8% annual increase over the five-year period from FY2021 to FY2025 and are still not on pace with inflation.



HEPI: FY2021 2.7%, FY2022 5.2%, FY2023 4%, FY2024 est. 4%, FY2025 est. 3.5%

### Resident Graduate Tuition & Fees

Full-time resident graduate tuition and fees are proposed at \$5,761 per semester (\$11,522 per year), a \$127 (\$254 per year) or 2.3% increase over FY2024 rates. Part-time resident graduate tuition and fees are proposed at \$577 per credit hour, a \$13 or 2.3% increase over FY2024 rates. These proposed rates align part-time resident graduate tuition at 1/10 full-time tuition.

These recommended fee increases consider market factors and costs required for delivering high quality graduate educational programs, to include anticipated CEC and fringe rate increases, inflationary factors, and program investments.

## **Non-Resident Tuition & Fees**

Full-time non-resident undergraduate tuition and fees are proposed at \$13,860 per semester (\$27,720 per year), a \$127 (\$254 per year) or .9% increase over FY2024 rates. Part-time non-resident undergraduate tuition and fees are proposed at \$1,039.75 per credit hour, a \$181.75 or 21.2% increase over FY2024 rates. These proposed rates align part-time non-resident undergraduate tuition at 1/13 full-time tuition and reflect a multi-year effort to bring part-time non-resident rates to 1/10 full-time non-resident rates.

Full-time non-resident graduate tuition and fees are proposed at \$15,316 per semester (\$30,632 per year), a \$240 (\$480 per year) or 1.6% increase over FY2024 rates. Part-time non-resident graduate tuition and fees are proposed at \$1,177 per credit hour, a \$235 or 24.9% increase over FY2024 rates. These proposed rates align part-time non-resident graduate tuition at 1/13 full-time tuition and reflect a multi-year effort to bring part-time non-resident rates to 1/10 full-time non-resident rates.

These recommended fee increases consider market factors and costs required for delivering high quality educational programs and services, to include anticipated CEC and fringe rate increases, inflationary factors, and program investments.

## **Mandatory Student Activity Fees**

Mandatory Student Activity Fees are included in the rates presented above. They are proposed at \$1,252.78 per semester (\$2,505.56 per year), a \$70.90 (\$141.80 per year) or 6% increase over FY2024 rates. Part-time rates are proposed at \$88.17 per credit hour, a \$5.04 or 6.1% increase over FY2024 rates. These increases support CEC, fringe rate increases, and other inflationary costs for services and activities housed in local and auxiliary funds, with an emphasis on expanded student health and wellness programs and services. They also include increases in the Facilities and Information Technology fees to support extraordinary inflationary cost increases and multi-year phase-out of the per-credit fee for online courses. Proposed Mandatory Student Activity fees include an opt-out Student Clubs and Organizations Fee of \$4.50/semester for full-time students and \$.45/credit hour for part-time students.

## **Professional, Online, and Self-Support Program Fees**

ISU is proposing increases to select professional fees as outlined below. These recommendations are based on an analysis of program costs, equipment and technology needs, student impact, workforce outcomes, and market conditions.

### Athletic Training

The College of Health is proposing a professional fee increase of 1.8% (\$14 per semester) for the Master of Science in Athletic Training. The program is also moving to a three-session per year format, which will increase the annual cost from \$1,590 to \$2,427. The three-session format will better support program pedagogy and student outcomes. Increased revenue will help offset costs associated with CEC, additional faculty, medical malpractice insurance, and other inflationary factors.

### Audiology

The Audiology program in the Department of Communication Sciences Disorders (CSD) is proposing a professional fee increase of 20.6% (\$29 per credit hour). This increase will help offset costs associated with CEC, significant equipment upgrade and replacement needs, medical malpractice insurance, and other inflationary factors.

### Communication Sciences and Disorders

The Bachelor of Science in Communication Sciences and Disorders program is proposing a professional fee increase of 6.7% (\$12 per credit hour). This increase will help offset costs associated with CEC, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors. This increase maintains alignment between Speech Language Pathology on-campus, online, and pre professional programs while keeping program costs in line with peer institutions and covering program expenses.

### Dental Hygiene Bachelor of Science Program

The Dental Hygiene Department is proposing a professional fee increase of 6.2% (\$311 per session, \$622 per year) for its Dental Hygiene Bachelor of Science Program. This increase will help offset costs associated with CEC, dental supplies and personal protective equipment, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors.

### Dental Hygiene Master of Science Program

The Dental Hygiene Department is proposing a professional fee increase of 7% (\$14 per credit hour) for its Master of Science in Dental Hygiene Didactic Program and 6.9% (\$19 per credit hour) for its Master of Science in Dental Hygiene Thesis program. These increases will help offset costs associated with CEC, adjunct faculty, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors.

### Dietetics

The Master of Science in Nutrition with Dietetic Internship Program within the department of Nutrition and Dietetics is proposing a professional fee increase of 2.8% (\$32 per session, \$96 per three-session year). This increase will help offset costs associated with CEC, medical malpractice insurance, and other inflationary factors.

### Graduate Counseling

The Department of Counseling is proposing a professional fee increase of 2.4% (\$19 per session, \$38 per year) for the Master in Counseling program. This increase will help offset costs associated with CEC, medical malpractice insurance, and other inflationary factors.

### Idaho Dental Education Program (IDEP)

IDEP provides access to dental education for Idaho students through a cooperative agreement between ISU and Creighton University in Omaha, Nebraska. The program fee is set by Creighton University.

### Medical Laboratory Science

The Medical Lab Science program is proposing a professional fee increase of 1.8% (\$15 per session, \$30 per year). This increase will help offset costs associated with CEC, medical malpractice insurance, and other inflationary factors.



### Nursing BSN / RN to BS Completion / BS Accelerated

The BSN, RN to BS Completion, and the BS Accelerated programs in the School of Nursing are proposing a professional fee increase of 3.8% (\$47 per session, \$94 per year). This increase will help offset costs associated with CEC, medical malpractice insurance, and other inflationary factors.

### Nursing CRNA

The new Nursing CRNA program within the School of Nursing will begin enrolling students in FY2026. The program is proposing a professional fee of \$7,957 per session (\$23,871 per three-session year) to support program faculty, equipment, materials and supplies, and medical malpractice insurance.

### Nursing DNP

The Nursing DNP program in the School of Nursing is proposing a professional fee increase of 5.4% (\$138 per session, \$276 per year). This increase will help offset costs associated with CEC, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors.

### Nursing Graduate Education Certificate

The Graduate Education Certificate program in the School of Nursing is proposing a professional fee increase of 1.7% (\$2 per credit hour). This increase will help offset costs associated with CEC, medical malpractice insurance, and other inflationary factors.

### Nursing MSN

The Nursing MSN program in the School of Nursing is proposing a professional fee increase of 1.8% (\$27 per session, \$54 per year). This increase will help offset costs associated with CEC, medical malpractice insurance, and other inflationary factors.

### Nursing PhD

The Nursing PhD program in the School of Nursing is proposing a professional fee increase of 1.8% (\$36 per session, \$72 per year). This increase will help offset costs associated with CEC, medical malpractice insurance, and other inflationary factors.

### Nursing PMHNP Certificate

The Nursing PMHNP Certificate program is a new program within the School of Nursing. The program is proposing a professional fee of \$200 per credit hour to support program faculty, equipment, materials and supplies, and medical malpractice insurance.

### Occupational Therapy

The Occupational Therapy (OT) Program is proposing a professional fee increase of 6.6% (\$254 per session, \$762 per three-session year) for non-resident students and 9.1% (\$156 per session, \$468 per three-session year). These increases will help offset costs associated with CEC, technology, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors.

### Paramedic Science

The Paramedic Science program within the College of Health is proposing a professional fee increase of 13.5% (\$99 per session, \$198 per year). This increase will help offset costs associated with CEC, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors.

### Pharmacy

The College of Pharmacy is proposing a professional fee increase of 9.5% (\$882 per session, \$1,764 per year) for non-resident students and 9.5% (\$641 per session, \$1,282 per year) for resident students. These increases will help offset costs associated with CEC, faculty promotion, computer software, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors.

### Physical Therapy

The Physical Therapy (PT) Program is proposing a professional fee increase of 10.5% (\$439 per session, \$1,317 per three-session year) for non-resident students and 9.6% (\$185 per session, \$555 per three-session year) for resident students. These increases will help offset costs associated with CEC, clinical affiliations, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors.

### Physician Assistant

The department of Physician Assistant Studies is proposing a 4.4% (\$389 per session, \$1,167 per three-session year) increase in professional fees for non-resident students and a 4.4% (\$380 per session, \$1,140 per three-session year) increase for resident students. These increases will help offset costs associated with CEC, faculty promotion, equipment, medical malpractice insurance, and other inflationary factors.

### Radiographic Science

The Radiographic Science Program is proposing a professional fee increase of 1.8% (\$9 per session, \$18 per year). This increase will help offset costs associated with CEC, medical malpractice insurance, and other inflationary factors.

### Sign Language Interpreting

The Sign Language Interpreting program is proposing a professional fee increase of 25.6% (\$33 per credit hour). This increase will help offset costs associated with CEC, external assessments, adjunct faculty, site visits, medical malpractice insurance, and other inflationary factors.

### Social Work BA

The Social Work BA program is proposing a professional fee increase of 5.1% (\$9 per session, \$18 per year). This increase will help offset costs associated with CEC, student field experiences, and other inflationary factors.

### Social Work MS

The Social Work MS program is proposing a professional fee increase of 5.1% (\$13 per session, \$26 per year). This increase will help offset costs associated with CEC, student field experiences, and other inflationary factors.

### Speech-Language Pathology MS (On-Campus)

The Speech-Language Pathology (SLP) On-Campus program in the Department of Communication Sciences Disorders is proposing a professional fee increase of 17.3% (\$32 per credit hour). This increase will help offset costs associated with CEC, SimuCase and Exxat software, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors. This increase supports increased parity between on-campus and online SLP programs.

### Speech-Language Pathology (Online)

The Speech-Language Pathology (Online) program in the Department of Communication Sciences Disorders is proposing a professional fee increase of 5.3% (\$21 per credit hour). This increase will help offset costs associated with CEC, medical malpractice insurance, SimuCase and Exxat software, and other inflationary factors. This increase supports increased parity between on-campus and online SLP programs.

### Speech Language Pathology Online Pre-Professional

The Speech-Language Pathology Online Pre-Professional program in the Department of Communication Sciences Disorders is proposing a professional fee increase of 6.7% (\$12 per credit hour). This increase will help offset costs associated with CEC, equipment upgrade and replacement, medical malpractice insurance, faculty promotion, and other inflationary factors. This increase supports increased parity between on-campus and online SLP programs.

## **Online and Self-Support Program Fees**

ISU is proposing increases to select online and self-support program fees as outlined below. These recommendations are based on an analysis of program costs, student impact, workforce outcomes, and market conditions.

### Bachelor of Social Work

The College of Arts and Letters, in collaboration with the Kasiska Division of Health Sciences, is proposing an online program fee of \$450 per credit for the associate to bachelor degree program offered as part of ISU's partnership with Roseburg, Oregon and Umpqua Community College (UCC). This fee will be used to support program faculty, technology, and student practica.

### Clinical Psychopharmacology

The Clinical Psychopharmacology program in the College of Pharmacy is proposing an online program fee increase of .3% (\$2 per credit hour). This increase will help offset costs associated with medical malpractice insurance.

### Elementary Education BA/BS

The Elementary Education BA/BS programs in the College of Education are proposing an online program fee increase of 4.9% (\$14 per credit hour). These increases will help offset costs associated with CEC, program expansion, and other inflationary factors.

### Fire Services Administration

The Fire Services Administration program in the Department of Emergency Services is proposing an online program fee increase of 3% (\$8 per credit hour). This increase will help offset costs associated with CEC.

### Health Informatics

The Health Informatics program is proposing an online program fee increase of 1.8% (\$10 per credit hour) for the Master of Science in Health Informatics program. This increase will help offset costs associated with medical malpractice insurance.

### Special Education BA/BS

The Special Education BA/BS programs in the College of Education are proposing an online program fee increase of 4.9% (\$14 per credit hour). These increases will help offset costs associated with CEC, program expansion, and other inflationary factors.

### Diagnostic Medical Sonography

The Diagnostic Medical Sonography Program within the Department of Radiographic Sciences is proposing a self-supporting program fee increase of 6.8% (\$23 per credit hour). This increase will help offset costs associated with CEC, program equipment, medical malpractice insurance, and other inflationary factors.

### Pharmacy Alaska

The Pharmacy Alaska program within the College of Pharmacy is proposing a self-supporting program fee increase of 9.3% (\$1,363 per session, 2,726 per year). This increase will help offset costs associated with CEC, program equipment and maintenance, computer software, medical malpractice insurance, and other inflationary factors.

## **Attachments**

Attachment 1 Schedule detailing the tuition and fee changes

Attachment 2 Schedule displaying a 4-year history of Board-approved fees and the FY2025 requested fees

Attachment 3 Chart: Cost of Attending College vs. Per Capita Income

Attachment 4 Chart: Cost to Deliver College and Cost to Deliver Per FTE

Attachment 5 Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage

Attachment 6 Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers

**IDAHO STATE UNIVERSITY**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees**

	FY24	FY25	Requested		
	Rates	Initial Notice	FY 2025 Rates	Change	% Chg.
<b>1 Student Tuition &amp; Fees:</b>					
<b>2 Full-time Undergraduate:</b>					
2 Resident Tuition	\$5,992.24	\$6,104.44	\$6,104.44	\$112.20	1.9%
3 Consolidated Mandatory Fee:				0.00	0.0%
4 Student Enrollment, Engagement and Success	54.32	54.76	54.76	0.44	0.8%
5 Institutional Operations, Services and Support	1,824.62	1,943.06	1,943.06	118.44	6.5%
6 Student Health and Wellness	342.88	364.74	364.74	21.86	6.4%
7 Student Government	132.94	134.00	134.00	1.06	0.8%
8 Student Government - Opt Out Portion	9.00	9.00	9.00	0.00	0.0%
<b>9 Total Full-Time Undergraduate</b>	<b>\$8,356.00</b>	<b>\$8,610.00</b>	<b>\$8,610.00</b>	<b>\$254.00</b>	<b>3.0%</b>
10					
<b>11 Part-Time Undergraduate per Credit Hour/Summer:</b>					
12 Resident Tuition	\$343.62	\$351.58	\$351.58	\$7.96	2.3%
13 Consolidated Mandatory Fee:	0.00	0.00	0.00	0.00	0.0%
14 Student Enrollment, Engagement and Success	1.42	1.39	1.39	(0.03)	-2.1%
15 Institutional Operations, Services and Support	58.85	63.42	63.42	4.57	7.8%
16 Student Health and Wellness	17.87	17.91	17.91	0.04	0.2%
17 Student Government	4.64	5.00	5.00	0.36	7.8%
18 Student Government - Opt Out Portion	0.35	0.45	0.45	0.10	28.6%
<b>19 Total Part-Time Undergraduate</b>	<b>\$426.75</b>	<b>\$439.75</b>	<b>\$439.75</b>	<b>\$13.00</b>	<b>3.0%</b>
20					
<b>21 Full-Time Undergraduate Summer Fees:</b>					
22 Resident Tuition	N/A	N/A	N/A	N/A	N/A
23 Consolidated Mandatory Fee:	N/A	N/A	N/A	N/A	N/A
24 Student Enrollment, Engagement and Success	N/A	N/A	N/A	N/A	N/A
25 Institutional Operations, Services and Support	N/A	N/A	N/A	N/A	N/A
26 Student Health and Wellness	N/A	N/A	N/A	N/A	N/A
27 Student Government	N/A	N/A	N/A	N/A	N/A
28 Student Government - Opt Out Portion	N/A	N/A	N/A	N/A	N/A
<b>29 Total Full-Time Undergraduate Summer</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
30					
<b>31 Full-Time Graduate:</b>					
32 Resident Tuition	\$5,992.24	\$6,104.44	\$6,104.44	\$112.20	1.9%
33 Graduate Fee	2,912.00	2,912.00	2,912.00	0.00	0.0%
34 Consolidated Mandatory Fee:	0.00	0.00	0.00	0.00	0.0%
35 Student Enrollment, Engagement and Success	54.32	54.76	54.76	0.44	0.8%
36 Institutional Operations, Services and Support	1,824.62	1,943.06	1,943.06	118.44	6.5%
37 Student Health and Wellness	342.88	364.74	364.74	21.86	6.4%
38 Student Government	132.94	134.00	134.00	1.06	0.8%
39 Student Government - Opt Out Portion	9.00	9.00	9.00	0.00	0.0%
<b>40 Total Full-Time Graduate</b>	<b>\$11,268.00</b>	<b>\$11,522.00</b>	<b>\$11,522.00</b>	<b>\$254.00</b>	<b>2.3%</b>
41					
<b>42 Part-Time Graduate per Credit Hour/Summer:</b>					
43 Resident Tuition	\$343.62	\$351.58	\$351.58	7.96	2.3%
44 Graduate Fee	137.25	137.25	137.25	0.00	0.0%
45 Consolidated Mandatory Fee:	0.00	0.00	0.00	0.00	0.0%
46 Student Enrollment, Engagement and Success	1.42	1.39	1.39	(0.03)	-2.1%
47 Institutional Operations, Services and Support	58.85	63.42	63.42	4.57	7.8%
48 Student Health and Wellness	17.87	17.91	17.91	0.04	0.2%
49 Student Government	4.64	5.00	5.00	0.36	7.8%
50 Student Government - Opt Out Portion	0.35	0.45	0.45	0.10	28.6%
<b>51 Total Part-Time Graduate</b>	<b>\$564.00</b>	<b>\$577.00</b>	<b>\$577.00</b>	<b>\$13.00</b>	<b>2.3%</b>
52					

**IDAHO STATE UNIVERSITY**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees**

	FY24	FY25	Requested		
	Rates	Initial Notice	FY 2025 Rates	Change	% Chg.
53 <b>Student Tuition &amp; Fees:</b>					
53 <b>Non-Resident Tuition (includes mandatory fees listed above):</b>					
54 Undergraduate Nonresident - FT	\$27,466.00	\$27,720.00	\$27,720.00	\$254.00	0.9%
55 Undergraduate Nonresident - PT	\$858.00	\$1,039.75	\$1,039.75	\$181.75	21.2%
56 Undergraduate Nonresident - Summer	\$426.75	\$439.75	\$439.75	\$13.00	3.0%
57 Graduate Nonresident - FT	\$30,152.00	\$30,632.00	\$30,632.00	\$480.00	1.6%
58 Graduate Nonresident - PT	\$942.00	\$1,177.00	\$1,177.00	\$235.00	24.9%
59 Graduate Nonresident - Summer	\$564.00	\$577.00	\$577.00	\$13.00	2.3%
60					
61 <b>Professional Fees:</b>					
62 Athletic Training MS	\$2,385.00	\$2,427.00	\$2,427.00	\$42.00	1.8%
63 Audiology AuD (Per. Cr. Hr.)	\$141.00	\$170.00	\$170.00	\$29.00	20.6%
64 Clinical Medical Lab Science	\$1,672.00	\$1,702.00	\$1,702.00	\$30.00	1.8%
65 Communication Sciences & Disorders BS (Per. Cr. Hr.)	\$180.00	\$192.00	\$192.00	\$12.00	6.7%
66 Dental Hygiene BS (Junior/Senior)	\$10,034.00	\$10,656.00	\$10,656.00	\$622.00	6.2%
67 Dental Hygiene MS - Didactic (Per. Cr. Hr.)	\$201.00	\$215.00	\$215.00	\$14.00	7.0%
68 Dental Hygiene MS - Thesis (Per. Cr. Hr.)	\$277.00	\$296.00	\$296.00	\$19.00	6.9%
69 Dietetics	\$3,414.00	\$3,510.00	\$3,510.00	\$96.00	2.8%
70 Graduate Counseling	\$1,614.00	\$1,652.00	\$1,652.00	\$38.00	2.4%
71 Idaho Dental Education Program (IDEP)	\$33,760.00	TBD	TBD		0.0%
72 Nursing BSN	\$2,490.00	\$2,584.00	\$2,584.00	\$94.00	3.8%
73 Nursing CRNA	\$0.00	\$23,871.00	\$23,871.00	NEW	NEW
74 Nursing DNP	\$5,142.00	\$5,418.00	\$5,418.00	\$276.00	5.4%
75 Nursing Graduate Education Certificate (Per. Cr. Hr.)	\$120.00	\$122.00	\$122.00	\$2.00	1.7%
76 Nursing MSN	\$3,070.00	\$3,124.00	\$3,124.00	\$54.00	1.8%
77 Nursing PhD	\$4,040.00	\$4,112.00	\$4,112.00	\$72.00	1.8%
78 Nursing PMHNP Certificate (Per. Cr. Hr.)	\$0.00	\$200.00	\$200.00	NEW	NEW
79 Occupational Therapy (Non-Resident)	\$11,484.00	\$12,246.00	\$12,246.00	\$762.00	6.6%
80 Occupational Therapy (Resident)	\$5,169.00	\$5,637.00	\$5,637.00	\$468.00	9.1%
81 Paramedic Science AS	\$1,468.00	\$1,666.00	\$1,666.00	\$198.00	13.5%
82 Pharmacy Professional Fee (Non-Resident)	\$18,616.00	\$20,380.00	\$20,380.00	\$1,764.00	9.5%
83 Pharmacy Professional Fee (Resident)	\$13,528.00	\$14,810.00	\$14,810.00	\$1,282.00	9.5%
84 Physical Therapy (Non-Resident)	\$12,570.00	\$13,887.00	\$13,887.00	\$1,317.00	10.5%
85 Physical Therapy (Resident)	\$5,796.00	\$6,351.00	\$6,351.00	\$555.00	9.6%
86 Physician Assistant (Non-Resident)	\$26,565.00	\$27,732.00	\$27,732.00	\$1,167.00	4.4%
87 Physician Assistant (Resident)	\$25,911.00	\$27,051.00	\$27,051.00	\$1,140.00	4.4%
88 Radiographic Science	\$980.00	\$998.00	\$998.00	\$18.00	1.8%
89 Sign Language Interpreting (Per. Cr. Hr.)	\$129.00	\$162.00	\$162.00	\$33.00	25.6%
90 Social Work BA	\$350.00	\$368.00	\$368.00	\$18.00	5.1%
91 Social Work MS	\$512.00	\$538.00	\$538.00	\$26.00	5.1%
92 Speech Language Pathology MS (Per. Cr. Hr.)	\$185.00	\$217.00	\$217.00	\$32.00	17.3%
93 Speech Language Pathology Online MS (Per. Cr. Hr.)	\$400.00	\$421.00	\$421.00	\$21.00	5.3%
94 Speech Language Pathology Online PreProf. (Per. Cr. Hr.)	\$180.00	\$192.00	\$192.00	\$12.00	6.7%
95					
96 <b>Self-Support Fees:</b>					
97 Diagnostic Medical Sonography Certificate (Cr. Hr.)	\$340.00	\$363.00	\$363.00	\$23.00	6.8%
98 Pharmacy Alaska	\$29,200.00	\$31,926.00	\$31,926.00	\$2,726.00	9.3%
99					

**IDAHO STATE UNIVERSITY**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees**

<b>Student Tuition &amp; Fees:</b>		FY24	FY25	<b>Requested</b>		
		Rates	Initial Notice	FY 2025 Rates	Change	% Chg.
100	<b>Online Program Fees</b>					
101	Bachelor of Science in Respiratory Therapy (Per Cr. Hr.)	\$300.00	\$300.00	\$300.00	\$0.00	0.0%
102	Bachelor of Social Work - Umpqua (Per Cr. Hr.)	\$0.00	\$450.00	\$450.00	NEW	NEW
103	Basic Technical Certificate in Cloud Computing (Per Cr. Hr.)	\$300.00	\$300.00	\$300.00	\$0.00	0.0%
104	Clinical Psychopharmacology (Per. Cr. Hr.)	\$579.00	\$581.00	\$581.00	\$2.00	0.3%
105	Elementary Education BA/BS (Per. Cr. Hr.)	\$283.00	\$297.00	\$297.00	\$14.00	4.9%
106	Fire Services Administration (Per Cr. Hr.)	\$265.00	\$273.00	\$273.00	\$8.00	3.0%
107	Health Informatics MS (Per. Cr. Hr.)	\$565.00	\$575.00	\$575.00	\$10.00	1.8%
108	Industrial Cybersecurity Apprenticeship AAS (Per. Cr. Hr.)	\$350.00	\$350.00	\$350.00	\$0.00	0.0%
109	Land Surveying Certificate (Per. Cr. Hr.)	\$360.00	\$360.00	\$360.00	\$0.00	0.0%
110	Listening and Spoken Languages Certificate (Per. Cr. Hr.)	\$925.00	\$925.00	\$925.00	\$0.00	0.0%
111	Spanish MA (Per. Cr. Hr.)	\$330.00	\$330.00	\$330.00	\$0.00	0.0%
112	Special Education BA/BS (Per. Cr. Hr.)	\$283.00	\$297.00	\$297.00	\$14.00	4.9%
113	Surveying Technician Technical Certificate (Per. Cr. Hr.)	\$360.00	\$360.00	\$360.00	\$0.00	0.0%
114						
115	<b>Other Fees:</b>					
116	WUE (tuition and fees)	\$11,352.00	\$11,663.10	\$11,663.10	\$311.10	2.7%
117	In-service Fees/Cr Hr - Undergrad (Cr. Hr.)	\$138.00		\$142.00	\$4.00	2.9%
118	In-service Fees/Cr Hr - Graduate (Cr. Hr.)	\$180.00		\$185.00	\$5.00	2.8%
119	New Student Orientation	\$105.00	\$105.00	\$105.00	\$0.00	0.0%
120	Dual Credit Fee	\$75.00	\$75.00	\$75.00	\$0.00	0.0%
121						
122						
123	<b>Full- &amp; part-time fees are effective Fall Semester 2024. Summer fees are effective Summer 2025.</b>					
124						

# IDAHO STATE UNIVERSITY

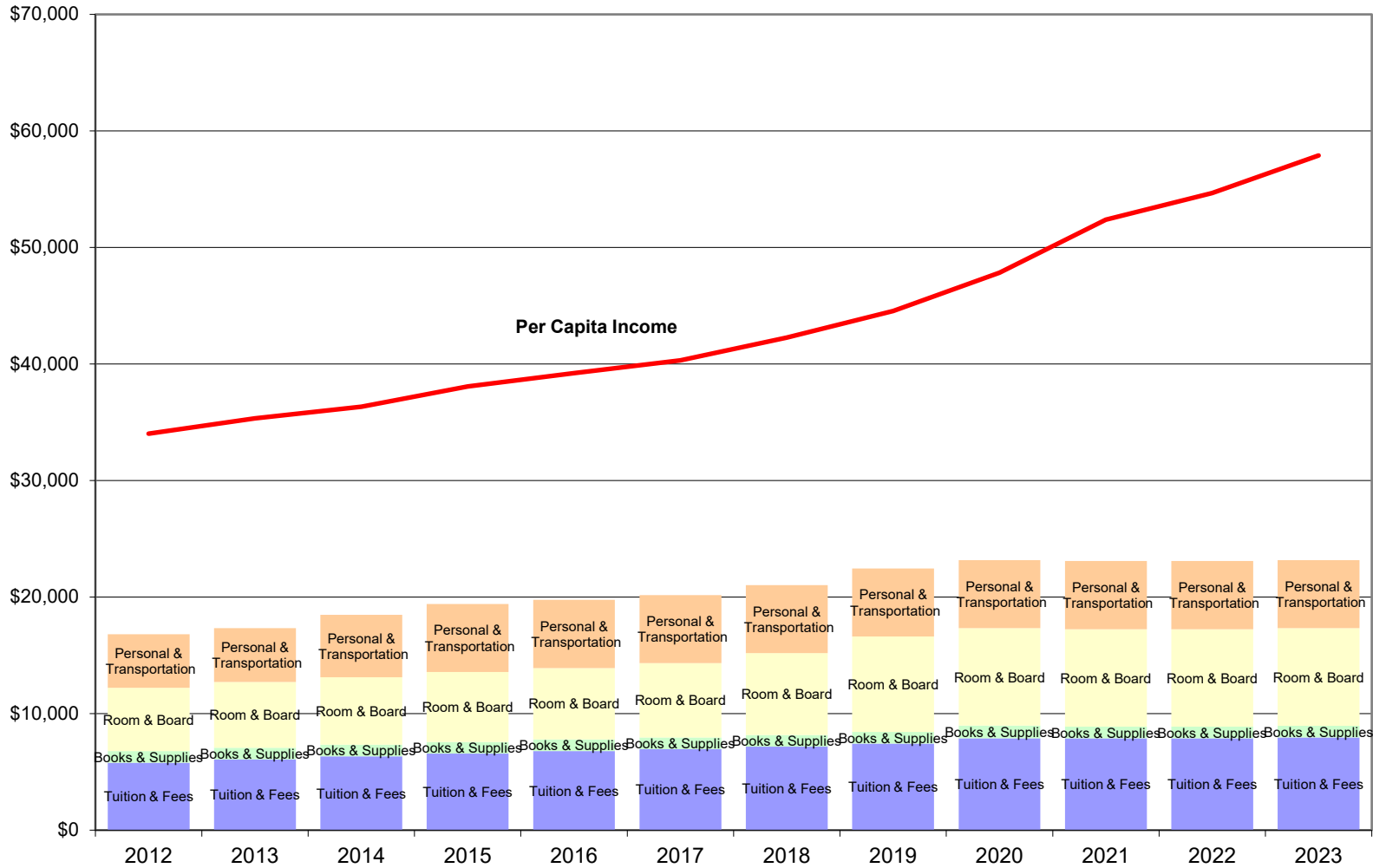
# ATTACHMENT 2

## 4-year History of Board Approved Fees plus FY25 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	FY 2021	FY 2022	FY 2023	FY 2024	Request FY 2025	5-Year Increase	% Increase
<b>1 Full-time Fees</b>							
2 Resident Tuition (Unrestricted)	\$5,928.04	\$5,928.04	\$5,928.04	\$5,992.24	\$6,104.44	\$176.40	2.98%
3 Technology Fee	176.80					(176.80)	-100.00%
4 Facilities Fees	590.00					(590.00)	-100.00%
5 Student Activity Fees	1,177.16					(1,177.16)	-100.00%
6 Consolidated Mandatory Fee:		1,943.96				0.00	-100.00%
7 Student Enrollment, Engagement and Success			54.32	54.32	54.76	54.76	100.00%
8 Institutional Operations, Services and Support			1,512.28	1,824.62	1,943.06	1,943.06	100.00%
9 Student Health and Wellness			322.02	342.88	364.74	364.74	100.00%
10 Student Government			132.94	132.94	134.00	134.00	100.00%
11 Student Government - Opt Out Portion			8.00	9.00	9.00	9.00	100.00%
12 <b>Total Full-time Fees</b>	<b>\$7,872.00</b>	<b>\$7,872.00</b>	<b>\$7,957.60</b>	<b>\$8,356.00</b>	<b>\$8,610.00</b>	<b>\$738.00</b>	<b>9.37%</b>
13 Percentage Increase	0.0%	0.0%	1.1%	5.0%	3.0%		
14							
<b>15 Part-time Credit Hour Fees</b>							
16 Undergraduate Resident Tuition	\$335.03	\$335.03	\$335.03	\$343.62	\$351.58	\$16.55	4.94%
17 Technology Fee	6.52					(6.52)	0.00%
18 Facilities Fees	10.00					(10.00)	0.00%
19 Student Activity Fees	50.45					(50.45)	-100.00%
20 Consolidated Mandatory Fee:		66.97				0.00	-100.00%
21 Student Enrollment, Engagement and Success			1.42	1.42	1.39	1.39	100.00%
22 Institutional Operations, Services and Support			47.96	58.85	63.42	63.42	100.00%
23 Student Health and Wellness			17.06	17.87	17.91	17.91	100.00%
24 Student Government			4.64	4.64	5.00	5.00	100.00%
25 Student Government - Opt Out Portion			0.33	0.35	0.45	0.45	100.00%
26 <b>Total Part-time Cr Hr Fees</b>	<b>\$402.00</b>	<b>\$402.00</b>	<b>\$406.44</b>	<b>\$426.75</b>	<b>\$439.75</b>	<b>\$37.75</b>	<b>9.39%</b>
27 Percentage Increase	0.0%	0.0%	1.1%	5.0%	3.0%		
28							
<b>29 Other Student Fees</b>							
29 Academic Year Graduate Fees:							
30 Full-Time Tuition	\$5,928.04	\$5,928.04	\$5,928.04	\$5,992.24	\$6,104.44	\$176.40	2.98%
31 Full-Time Grad Fee	\$2,053.96	\$2,451.96	\$2,672.64	\$2,912.00	\$2,912.00	\$858.04	41.77%
32 Full-Time Other Fees	\$1,943.96	\$1,943.96	\$2,029.56	\$2,363.76	\$2,505.56	\$561.60	28.89%
33 Total	\$9,925.96	\$10,323.96	\$10,630.24	\$11,268.00	\$11,522.00	\$1,596.04	16.08%
34 Part-Time Tuition	\$335.03	\$335.03	\$335.03	\$343.62	\$351.58	\$16.55	4.94%
35 Part-Time Grad Fee	\$102.97	\$122.97	\$134.04	\$137.25	\$137.25	\$34.28	33.29%
36 Part-Time Other Fees	\$66.97	\$66.97	\$71.41	\$83.13	\$88.17	\$21.20	31.66%
37 Total	\$504.97	\$524.97	\$540.48	\$564.00	\$577.00	\$72.03	14.26%
38 Nonresident Tuition:							
39 Full-time Tuition Premium	\$16,622.00	\$17,454.00	\$17,977.62	\$19,110.00	\$19,110.00	\$2,488.00	14.97%
40 Full-time Graduate Tuition Premium	\$16,622.00	\$17,454.00	\$17,977.62	\$18,884.00	\$19,110.00	\$2,488.00	14.97%
41 Part-time Tuition Premium	\$270.30	\$283.82	\$296.02	\$431.25	\$600.00	\$329.70	121.98%
42 Part-time Graduate Tuition Premium	\$270.30	\$283.82	\$296.02	\$378.00	\$600.00	\$329.70	121.98%
43 Professional Fees:							
44 Athletic Training	\$1,500.00	\$1,500.00	\$1,522.00	\$1,590.00	\$2,427.00	\$927.00	61.80%
45 Audiology AuD (Cr Hr)	\$74.00	\$88.00	\$110.00	\$141.00	\$170.00	\$96.00	129.73%
46 Clinical Medical Lab Science	\$1,446.00	\$1,490.00	\$1,562.00	\$1,672.00	\$1,702.00	\$256.00	17.70%
47 Communication Sciences & Disorders BS (Cr Hr)				\$180.00	\$192.00	New	New
48 Dental Hygiene BS (Junior/Senior)	\$2,346.00	\$8,350.00	\$9,334.00	\$10,034.00	\$10,656.00	\$8,310.00	354.22%
49 Dental Hygiene MS-Didactic (Cr Hr)	\$157.00	\$165.00	\$185.00	\$201.00	\$215.00	\$58.00	36.94%
50 Dental Hygiene MS-Thesis (Cr Hr)	\$271.00	\$271.00	\$271.00	\$277.00	\$296.00	\$25.00	9.23%
51 Dietetics	\$3,150.00	\$3,219.00	\$3,267.00	\$3,414.00	\$3,510.00	\$360.00	11.43%
52 Graduate Counseling	\$1,144.00	\$1,314.00	\$1,416.00	\$1,614.00	\$1,652.00	\$508.00	44.41%
53 Idaho Dental Education (IDEP)	\$30,756.00	\$32,102.00	\$32,924.00	\$33,760.00	TBD	TBD	TBD
54 Nursing-BSN	\$1,930.00	\$1,954.00	\$2,338.00	\$2,490.00	\$2,584.00	\$654.00	33.89%
55 Nursing CRNA					\$23,871.00	New	New
56 Nursing-DNP	\$4,310.00	\$4,370.00	\$4,858.00	\$5,142.00	\$5,418.00	\$1,108.00	25.71%
57 Nursing Graduate Ed Certificate (Cr Hr)				\$120.00	\$122.00	New	New
58 Nursing-MSN	\$2,376.00	\$2,402.00	\$2,836.00	\$3,070.00	\$3,124.00	\$748.00	31.48%
59 Nursing-PhD	\$2,366.00	\$2,366.00	\$3,784.00	\$4,040.00	\$4,112.00	\$1,746.00	73.80%
60 Nursing PMHNP Certificate (Per. Cr. Hr.)					\$200.00	New	New
61 Occupational Therapy - Nonres	\$8,412.00	\$8,961.00	\$10,737.00	\$11,484.00	\$12,246.00	\$3,834.00	45.58%
62 Occupational Therapy - Resident	\$3,786.00	\$4,032.00	\$4,830.00	\$5,169.00	\$5,637.00	\$1,851.00	48.89%
63 Paramedic Science	\$1,468.00	\$1,468.00	\$1,468.00	\$1,468.00	\$1,666.00	\$198.00	13.49%
64 PharmD - Nonres	\$15,792.00	\$16,176.00	\$17,084.00	\$18,616.00	\$20,380.00	\$4,588.00	29.05%
65 PharmD - Resident	\$11,366.00	\$11,750.00	\$12,410.00	\$13,528.00	\$14,810.00	\$3,444.00	30.30%
66 Physical Therapy - Nonres	\$9,984.00	\$10,563.00	\$11,487.00	\$12,570.00	\$13,887.00	\$3,903.00	39.09%
67 Physical Therapy - Resident	\$4,611.00	\$4,878.00	\$5,304.00	\$5,796.00	\$6,351.00	\$1,740.00	37.74%
68 Physician Assistant - Nonres	\$21,945.00	\$22,710.00	\$24,687.00	\$26,565.00	\$27,732.00	\$5,787.00	26.37%
69 Physician Assistant - Resident	\$21,690.00	\$22,446.00	\$24,075.00	\$25,911.00	\$27,051.00	\$5,361.00	24.72%
70 Radiographic Science	\$870.00	\$900.00	\$914.00	\$980.00	\$998.00	\$128.00	14.71%
71 Sign Language Interpreting (Cr Hr.)			\$120.00	\$129.00	\$162.00	New	New
72 Social Work BA	\$250.00	\$250.00	\$250.00	\$350.00	\$368.00	\$118.00	47.20%
73 Social Work MS	\$412.00	\$412.00	\$412.00	\$512.00	\$538.00	\$126.00	30.58%
74 Speech Language Path MS (Cr Hr)	\$72.00	\$85.00	\$95.00	\$185.00	\$217.00	\$145.00	201.39%
75 Speech Language Path Online MS (Cr Hr)	\$498.00	\$499.00	\$525.00	\$400.00	\$421.00	(\$77.00)	-15.46%
76 Speech Language Path Online PreProf (Cr Hr)	\$273.00	\$276.00	\$319.00	\$180.00	\$192.00	(\$81.00)	-29.67%
77 Self-Support Program Fees							
78 Diagnostic Med Sonography	\$277.09	\$302.00	\$318.00	\$340.00	\$363.00	\$85.91	31.00%
79 Pharmacy Alaska	\$29,200.00	\$29,200.00	\$29,200.00	\$29,200.00	\$31,926.00	\$2,726.00	9.34%
80 Online Program Fees							
81 Bachelor of Science in Respiratory Therapy (Cr Hr)			\$300.00	\$300.00	\$300.00	New	New
82 Bachelor of Social Work - Umpqua (Cr Hr)					\$450.00	New	New
83 Basic Technical Certificate in Cloud Computing (Cr Hr)			\$300.00	\$300.00	\$300.00	New	New
84 Clinical Psychopharmacology (Cr Hr.)			\$560.00	\$579.00	\$581.00	New	New
85 Elementary Education BA/BS (Cr. Hr.)		\$262.00	\$262.00	\$283.00	\$297.00	New	New
86 Fire Services Administration (Cr. Hr.)		\$250.00	\$250.00	\$265.00	\$273.00	New	New
87 Health Informatics MS (Cr Hr)	\$528.00	\$528.00	\$536.00	\$565.00	\$575.00	\$47.00	8.90%
88 Industrial Cybersecurity Apprenticeship AAS (Cr. Hr)				\$350.00	\$350.00	New	New
89 Land Surveying Certificate (Cr Hr.)	\$330.00	\$330.00	\$330.00	\$360.00	\$360.00	\$30.00	9.09%
90 Listening and Spoken Languages Certificate (Cr. Hr.)				\$925.00	\$925.00	New	New
91 Spanish MA (Cr Hr)	\$330.00	\$330.00	\$330.00	\$330.00	\$330.00	\$0.00	0.00%
92 Special Education BA/BS (Cr. Hr.)		\$262.00	\$262.00	\$283.00	\$297.00	New	New
93 Surveying Technician Technical Certificate (Cr Hr.)	\$330.00	\$330.00	\$330.00	\$360.00	\$360.00	\$30.00	9.09%
94 Other Fees:							
95 Western Undergrad Exchge Premium	\$3,936.00	\$2,964.02	\$2,964.02	\$2,996.00	\$3,053.10	(\$882.90)	-22.43%
96 In-service Fees/Cr Hr - Undergrad	\$129.00	\$129.00	\$131.00	\$138.00	\$142.00	\$13.00	10.08%
97 In-service Fees/Cr Hr - Grad	\$170.00	\$167.00	\$172.00	\$180.00	\$185.00	\$15.00	8.82%
98 Dual Credit Fee	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$0.00	0.00%

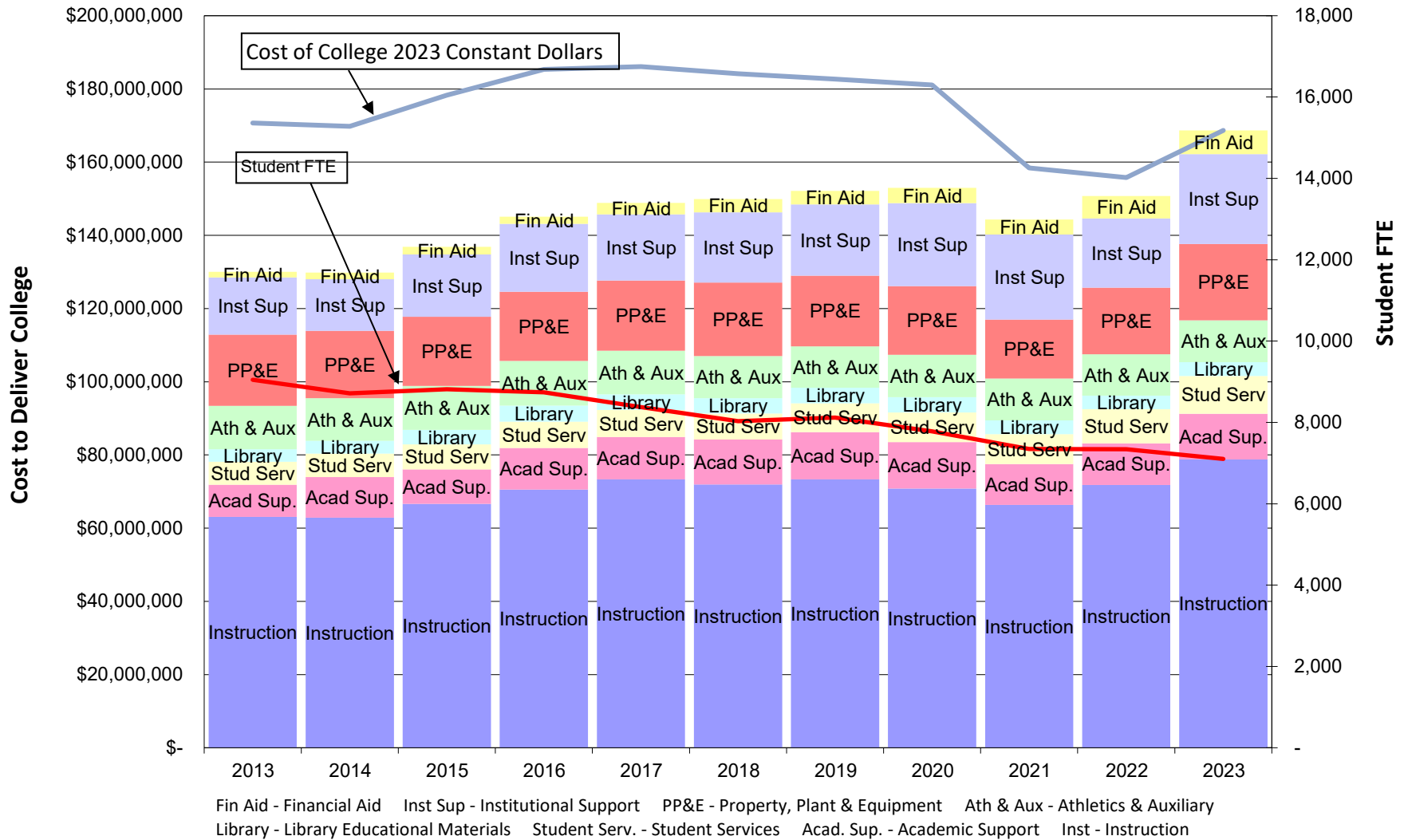


### Cost of Attending College vs. Per Capita Income Idaho State University

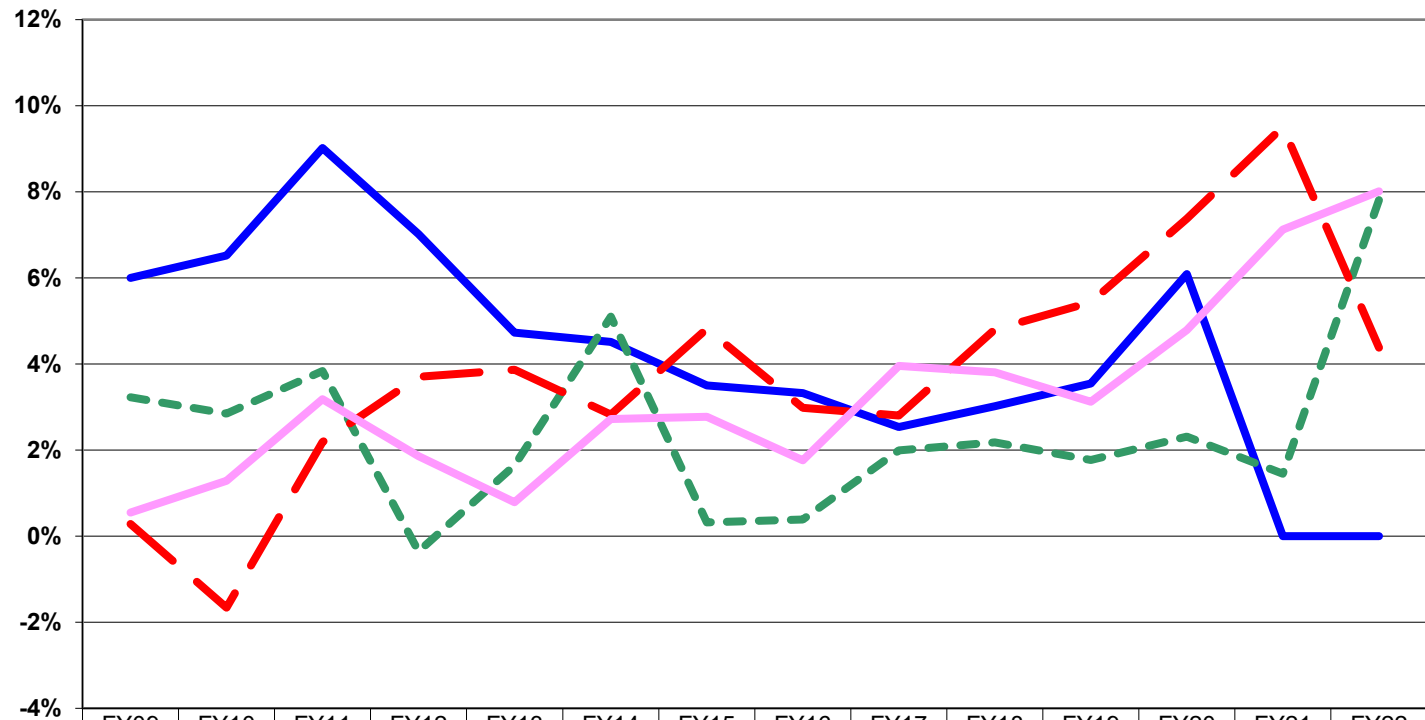


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

## Cost to Deliver College Idaho State University



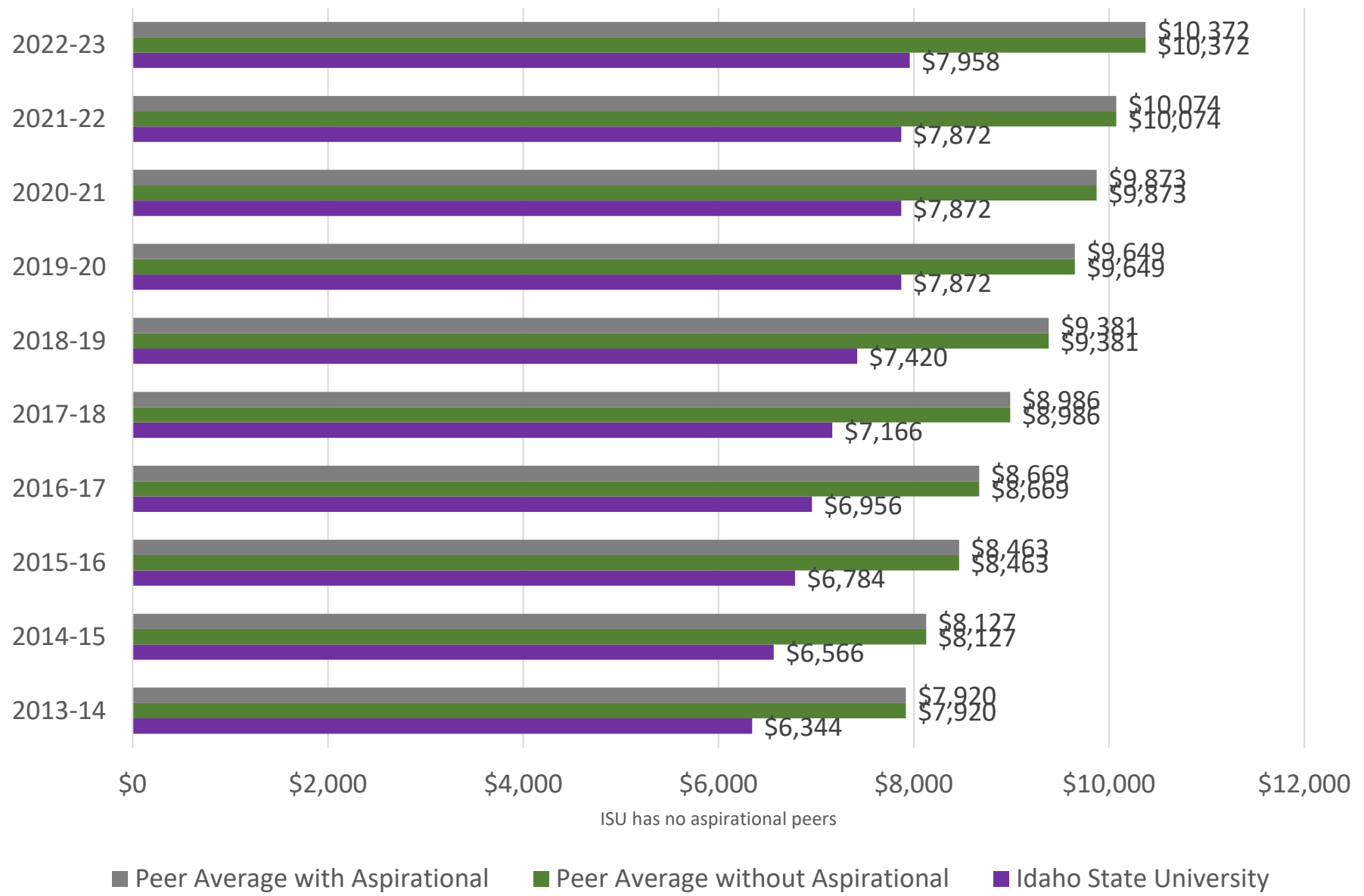
**Idaho State University  
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage  
% Increase from Prior Year**



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Resident Tuition and Fees	6.00%	6.52%	9.02%	7.02%	4.73%	4.51%	3.50%	3.32%	2.54%	3.02%	3.54%	6.09%	0.00%	0.00%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	5.10%	0.32%	0.38%	1.99%	2.18%	1.77%	2.31%	1.45%	7.81%
Idaho Per Capita Income	0.29%	-1.66%	2.19%	3.70%	3.86%	2.82%	4.82%	2.98%	2.80%	4.80%	5.43%	7.38%	9.51%	4.38%
Idaho Average Annual Wage	0.55%	1.29%	3.18%	1.86%	0.79%	2.72%	2.77%	1.76%	3.95%	3.81%	3.12%	4.79%	7.13%	8.01%

Source: Bureau of Economic Analysis, U.S. Department of Commerce  
Division of Financial Management Economic Forecast, January 2022

### Idaho State University





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University

# FY2025 Tuition and Fee Request

April 3, 2024

**ROAR**



Idaho State  
University

# FY2025 Legislative Budget Impact

CEC, Fringe, Health Insurance	\$ 1,685,900
Risk Mgt, Controller, ITS	(508,500)
EWA	213,300
Endowment Disbursement Adjustment	305,400
Capacity Enhancement	<u>1,924,400</u>
Increased Funding	\$ 3,620,500
3% CEC	\$ 3,992,200
Inflation	<u>2,128,500</u>
Increased Costs	\$ 6,120,700
<b>Funding Gap</b>	<b>\$ 2,500,200</b>

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# FY2025 Proposed Tuition & Fees

FULL TIME STUDENT - PER SEMESTER	Semester	Semester	Increase	
	2023-2024	2024-2025	Amount	%
Undergraduate	\$ 4,178.00	\$ 4,305.00	\$ 127.00	3.0%
Western Undergraduate Exchange	5,676.00	5,831.55	155.55	2.7%
Undergraduate Non-Resident	13,733.00	13,860.00	127.00	0.9%
Graduate	5,634.00	5,761.00	127.00	2.3%
Graduate Non-Resident	15,076.00	15,316.00	240.00	1.6%
<b>Consolidated Mandatory Fees (included in above totals)</b>				
Student Enrollment, Engagement, and Success	\$ 27.16	\$ 27.38	\$ 0.22	0.8%
Student Health and Wellness	171.44	182.37	10.93	6.4%
Institutional Operations, Services, and Support	912.31	971.53	59.22	6.5%
Student Government	66.47	67.00	0.53	0.8%
Student Clubs and Organizations <sup>(1)</sup>	4.50	4.50	-	0.0%
<b>Total Mandatory Fees</b>	<b>\$ 1,181.88</b>	<b>\$ 1,252.78</b>	<b>\$ 70.90</b>	<b>6.0%</b>

(1) Students may opt-out of the Student Clubs and Organizations Fee



Idaho State University

# FY2025 Proposed Tuition & Fees

PART-TIME - PER CREDIT HOUR	Sem 23/24	Sem 24/25	Increase	
	Summer (24) Cr.Hr.Fee	Summer (25) Cr.Hr.Fee	Amount	%
Undergraduate	\$ 426.75	\$ 439.75	\$ 13.00	3.0%
Undergraduate Non-Resident	858.00	1,039.75	181.75	21.2%
Graduate	564.00	577.00	13.00	2.3%
Graduate Non-Resident	942.00	1,177.00	235.00	24.9%

Consolidated Mandatory Fees (included above totals)				
Student Enrollment, Engagement, and Success	\$ 1.42	\$ 1.39	\$ (0.03)	-2.1%
Student Health and Wellness	17.87	17.91	0.04	0.2%
Institutional Operations, Services, and Support	58.85	63.42	4.57	7.8%
Student Government	4.64	5.00	0.36	7.8%
Student Clubs and Organizations <sup>(2)</sup>	0.35	0.45	0.10	28.6%
<b>Total Mandatory Fees</b>	<b>\$ 83.13</b>	<b>\$ 88.17</b>	<b>\$ 5.04</b>	<b>6.1%</b>

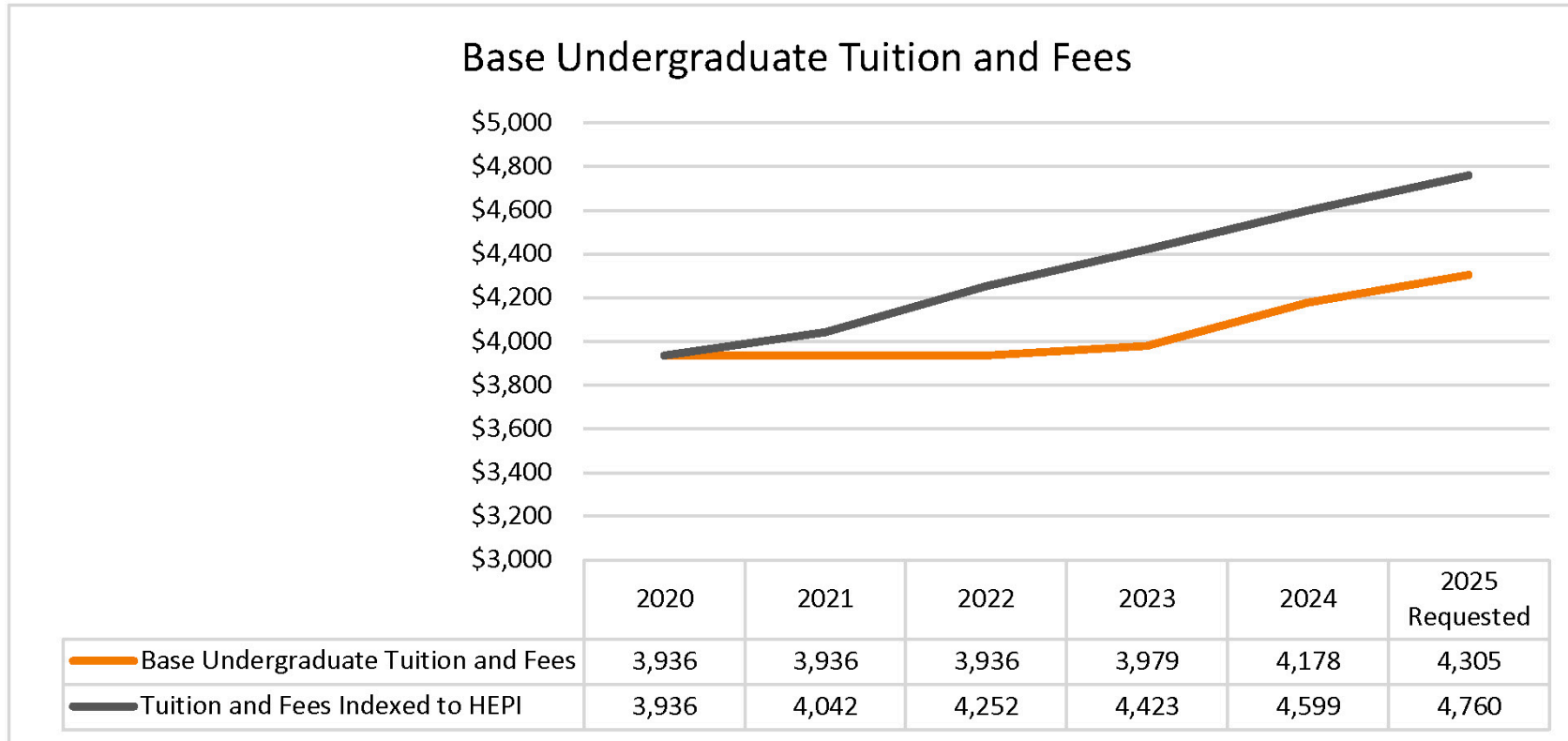
(2) Students may opt-out of the Student Clubs and Organizations Fee





Idaho State University

# Tuition and Fee Trends



Higher Education Price Index: FY2021 2.7%, FY2022 5.2%, FY2023 4.0%, FY2024 est. 4.0%, FY2025 est. 3.5%

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# Tuition and Fee Revenue

## Projected Additional Revenue

Central funds	\$ 2,400,000
Auxiliary and local funds	<u>200,000</u>
Total	\$ 2,600,000

## Uses

CEC	\$ 2,306,300
Inflation	293,700

Significant inflationary increases, prior year's compounded CEC and inflation, capital equipment costs for classrooms and labs, and occupancy costs are not addressed with this requested increase.

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# Deficit Reduction Plan

~\$15M in expense reductions to balance central university budget by FY2027

Continued focus on enrollment, student success, program quality

FY2025

- Budget Optimization Initiative
- Data-informed approach
- Centralized salary savings
- Expenditure reductions by division

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# Professional and Online Program Fees

## Cost Drivers :

- Faculty, staff, CEC
- Preceptorships
- Medical malpractice insurance
- Equipment
- Materials, supplies, consumables
- Accreditation requirements
- Travel

## Analysis :

- Program costs
- Student impact
- Workforce outcomes
- Market conditions

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Thank You

***ROAR***

## **Lewis-Clark State College Tuition & Fees Proposal**

### **Proposed Changes to Student Fees**

Lewis-Clark State College requests State Board approval to increase tuition and fees by approximately 3.0% for FY2025 to meet institutional needs. The revenue generated will provide support for increases in the ongoing costs of the institution, including the change in employee compensation, Intramurals and Club Sports, a new ID Card system and increases in contractual obligations such as technology.

The specific components of the proposed tuition and fee increases are as follows:

#### **Resident Full-Time Tuition & Fees**

- A 3.0% increase in full-time tuition/fees which includes an additional annual \$178 in tuition, and \$44 in consolidated mandatory fees for a total increase of \$222 per year. The proposed FY25 full-time tuition and fees is \$7,610 per year versus the prior year fee of \$7,388.

#### **Part-Time Tuition & Fees**

- A 2.9% increase in the part-time (per credit hour) fee which includes \$8.25 in tuition and \$2.75 in consolidated mandatory fees for a total increase of \$11 per credit hour. The proposed FY25 part-time fee is \$389 versus the prior year fee of \$378.
- A 2.9% increase in the summer (per credit hour) fee or \$9.50 in tuition and \$1.50 in consolidated mandatory fees for a total increase of \$11 per credit hour. The proposed FY25 summer fee is \$389 versus the prior year fee of \$378.

#### **Summer Full-Time Tuition & Fees**

- A 3.0% increase in the full-time tuition/fees which includes \$89 in tuition and \$22 in consolidated mandatory fees for a total increase of \$111. The proposed FY25 summer full-time tuition and fees is \$3,805 versus the prior year fee of \$3,694.

#### **Consolidated Mandatory Fees Detail**

The State Board of Education adopted the use of a consolidated mandatory fee which is inclusive of facilities, activity, and related technology fees. Per State Board guidance, all elements of the consolidated mandatory fee then fall within one of the following four subcategories:

- Student Enrollment, Engagement, and Success
- Institutional Operations, Services, and Support
- Student Health & Wellness
- Student Government – A subset of this fee includes funding for student activities, clubs, and organizations; of which students shall be allowed to opt-out of payment of this subset of the fee. For LC State, the opt-out amount is \$3 per semester.

## **Institutional Operations, Services, and Support Fees**

The college is requesting a \$5 increase in the Intramurals and Club Sports activity fee and a \$5.50 increase in the ID Card activity fee for full-time students. Additionally, the college is requesting a \$.75 increase in the Intramurals and Club Sports activity fee and a \$.50 increase in the ID Card activity fee for part-time students. These fees were vetted with the college's student government representatives (ASLCSC) and, in turn, the representatives showed support for the fee increases via a formal resolution.

In addition, the college is requesting an increase in the technology fee. The technology fee funds computer labs, a pay for print system, and the campus enterprise resource planning system. The requested \$11.50 per semester (\$23 per year) increase for full-time students and \$1.50 per credit hour for part-time students will provide the revenue necessary for the rising cost of technology and software maintenance contracts.

### **Non-Resident Tuition & Fees**

- A 3.0% annual increase in non-resident tuition and fees per year. The proposed FY25 non-resident tuition and fees is \$22,028 per year versus the prior year of \$21,386.
- A 3.0% annual increase in Asotin County non-resident tuition and fees per year. The proposed FY25 Asotin County non-resident tuition and fees is \$12,036 per year versus the prior year \$11,686.

### **Graduate Resident Full-Time Tuition & Fees**

- A 3.0% increase in full-time tuition/fees which includes an annual \$184 in tuition, \$70 in graduate fees, and \$44 in consolidated mandatory fees for a total increase of \$298 per year. The proposed FY25 full-time tuition and fees is \$10,230 per year versus the prior year fee of \$9,932.

### **Graduate Non-Resident Full-Time Tuition & Fees**

- A 3.0% increase in non-resident full-time tuition/fees which includes an annual \$622 in tuition, \$70 in graduate fees, and \$44 in consolidated mandatory fees for a total increase of \$736 per year. The proposed FY25 full-time tuition and fees is \$25,296 per year versus the prior year fee of \$24,560.

### **Graduate Part-Time Tuition & Fees**

- A 2.8% increase in the part-time (per credit hour) fee which includes \$11.25 in tuition and \$2.75 in consolidated mandatory fees for a total increase of \$14 per credit hour. The proposed FY25 part-time fee is \$510 versus the prior year fee of \$496.

### **Idaho Correctional Education Per Credit Hour Fee**

- A 0.0% increase in the per credit hour fee as the program transitions from Experimental Pell status to a federally approved prison education program. The proposed FY25 per credit hour fee is \$310.

### **Idaho Correctional Education Full-Time Tuition**

- A 0.0% increase in the full-time tuition as the program transitions from Experimental Pell status to a federally approved prison education program. The proposed FY25 full-time tuition is \$3,439.

### **Industry BAS Per Credit Hour Fee**

- The college is requesting a new \$228 per credit hour fee to be effective with SU 2024. This new fee is intended to help professional populations of students who hold an Associate of Applied Science and a minimum of 3 years' experience in the field. A lower per credit hour fee than the traditional rate is proposed due to the limited access to services for these working professionals, such as limited or no campus activities or services.

### **Industry BAS Full-Time Tuition**

- The college is requesting a new \$2,500 full-time tuition to be effective with SU 2024. This new tuition is intended to help professional populations of students who hold an Associate of Applied Science and a minimum of 3 years' experience in the field. A lower full-time rate than the traditional full-time rate is proposed due to the limited access to services for these working professionals, such as limited or no campus activities or services.

### **Attachments**

Attachment 1 Schedule detailing the tuition and fee changes

Attachment 2 Schedule displaying a 4-year history of Board-approved fees and the FY2025 requested fees

Attachment 3 Chart: Cost of Attending College vs. Per Capita Income

Attachment 4 Chart: Cost to Deliver College and Cost to Deliver Per FTE

Attachment 5 Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage

Attachment 6 Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers



**LEWIS-CLARK STATE COLLEGE**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

<b>Student Fees:</b>	FY24	FY25	<b>Requested</b>		
<b>Full-time Fees:</b>	Fees	Initial Notice	FY 2025 Rates	Change	% Chg.
1 <b>Full-time Fees:</b>					
2 Undergraduate Resident Tuition	\$6,178.00	\$6,356.00	\$6,356.00	\$178.00	2.9%
3 Consolidated Mandatory Fee:				0.00	0.0%
4 Student Enrollment, Engagement and Success	210.00	210.00	210.00	0.00	0.0%
5 Institutional Operations, Services and Support	727.00	771.00	771.00	44.00	6.1%
6 Student Health and Wellness	167.00	167.00	167.00	0.00	0.0%
7 Student Government	100.00	100.00	100.00	0.00	0.0%
8 Student Government - Opt Out Portion	6.00	6.00	6.00	0.00	0.0%
9 <b>Total Full-time Fees</b>	<u>\$7,388.00</u>	<u>\$7,610.00</u>	<u>\$7,610.00</u>	<u>\$222.00</u>	<u>3.0%</u>
10					
11 <b>Part-time Credit Hour Fees:</b>					
12 Tuition	\$326.75	\$335.00	\$335.00	\$8.25	2.5%
13 Consolidated Mandatory Fee:	0.00			0.00	0.0%
14 Student Enrollment, Engagement and Success	1.05	1.05	1.05	0.00	0.0%
15 Institutional Operations, Services and Support	41.90	44.65	44.65	2.75	6.6%
16 Student Health and Wellness	5.95	5.95	5.95	0.00	0.0%
17 Student Government	1.35	1.35	1.35	0.00	0.0%
18 Student Government - Opt Out Portion	1.00	1.00	1.00	0.00	0.0%
19 <b>Total Part-time Cr Hr Fees</b>	<u>\$378.00</u>	<u>\$389.00</u>	<u>\$389.00</u>	<u>\$11.00</u>	<u>2.9%</u>
20					
21 <b>Part-time Summer Fees</b>					
22 Tuition	\$251.25	\$260.75	\$260.75	\$9.50	3.8%
23 Consolidated Mandatory Fee:	0.00			0.00	0.0%
24 Student Enrollment, Engagement and Success	1.50	1.50	1.50	0.00	0.0%
25 Institutional Operations, Services and Support	121.00	122.50	122.50	1.50	1.2%
26 Student Health and Wellness	4.25	4.25	4.25	0.00	0.0%
27 Student Government	0.00	0.00	0.00	0.00	0.0%
28 Student Government - Opt Out Portion	0.00	0.00	0.00	0.00	0.0%
29 <b>Total Summer Cr Hr Fees</b>	<u>\$378.00</u>	<u>\$389.00</u>	<u>\$389.00</u>	<u>\$11.00</u>	<u>2.9%</u>
30					
31 <b>Full-time Summer Fees</b>					
32 Tuition	\$3,089.00	\$3,178.00	\$3,178.00	\$89.00	2.9%
33 Consolidated Mandatory Fee:	0.00			0.00	0.0%
34 Student Enrollment, Engagement and Success	105.00	105.00	105.00	0.00	0.0%
35 Institutional Operations, Services and Support	363.50	385.50	385.50	22.00	6.1%
36 Student Health and Wellness	83.50	83.5	83.50	0.00	0.0%
37 Student Government	50.00	50	50.00	0.00	0.0%
38 Student Government - Opt Out Portion	3.00	3.00	3.00	0.00	0.0%
39 <b>Total Full-time Fees</b>	<u>\$3,694.00</u>	<u>\$3,805.00</u>	<u>\$3,805.00</u>	<u>\$111.00</u>	<u>3.0%</u>
40					
41 <b>Other Student Fees:</b>					
42 Graduate Fees: Idaho Resident					
43 Graduate Resident Tuition	\$6,490.00	\$6,674.00	\$6,674.00	\$184.00	2.8%
44 Full-Time Grad Fee	2,232.00	2,302.00	2,302.00	70.00	3.1%
45 Consolidated Mandatory Fee:	0.00	0.00	0.00	0.00	0.0%
46 Student Enrollment, Engagement and Success	210.00	210.00	210.00	0.00	0.0%
47 Institutional Operations, Services and Support	727.00	771.00	771.00	44.00	6.1%
48 Student Health and Wellness	167.00	167.00	167.00	0.00	0.0%
49 Student Government	100.00	100.00	100.00	0.00	0.0%
50 Student Government - Opt Out Portion	6.00	6.00	6.00	0.00	0.0%
51 <b>Total Graduate Full-time Fees</b>	<u>\$9,932.00</u>	<u>\$10,230.00</u>	<u>\$10,230.00</u>	<u>\$298.00</u>	<u>3.0%</u>
52					

**LEWIS-CLARK STATE COLLEGE**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

	FY24 Fees	FY25 Initial Notice	Requested		
			FY 2025 Rates	Change	% Chg.
<b>Student Fees:</b>					
53 Graduate Fees: Non-resident					
54 Graduate Nonresident Tuition	\$21,118.00	\$21,740.00	\$21,740.00	\$622.00	2.9%
55 Out-of-state Full-time Grad Fee	2,232.00	2,302.00	2,302.00	70.00	3.1%
56 Consolidated Mandatory Fee:	0.00	0.00	0.00	0.00	0.0%
57 Student Enrollment, Engagement and Success	210.00	210.00	210.00	0.00	0.0%
58 Institutional Operations, Services and Support	727.00	771.00	771.00	44.00	0.0%
59 Student Health and Wellness	167.00	167.00	167.00	0.00	0.0%
60 Student Government	100.00	100.00	100.00	0.00	0.0%
61 Student Government - Opt Out Portion	6.00	6.00	6.00	0.00	0.0%
62 <b>Total Out-of-state Graduate Full-time Fees</b>	<b>\$24,560.00</b>	<b>\$25,296.00</b>	<b>\$25,296.00</b>	<b>\$736.00</b>	<b>3.0%</b>
63					
64 Part-time Graduate Fees					
65 Part-time Tuition	\$444.75	\$457.25	\$456.00	\$11.25	2.5%
66 Consolidated Mandatory Fee:	0.00			0.00	0.0%
67 Student Enrollment, Engagement and Success	1.05	1.05	1.05	0.00	0.0%
68 Institutional Operations, Services and Support	41.90	43.40	44.65	2.75	6.6%
69 Student Health and Wellness	5.95	5.95	5.95	0.00	0.0%
70 Student Government	1.35	1.35	1.35	0.00	0.0%
71 Student Government - Opt Out Portion	1.00	1.00	1.00	0.00	0.0%
72 <b>Total Graduate Part-time Cr Hr Fees</b>	<b>\$496.00</b>	<b>\$510.00</b>	<b>\$510.00</b>	<b>\$14.00</b>	<b>2.8%</b>
73					
74 <b>Non-Resident Tuition (includes mandatory fees listed above):</b>					
75 Undergraduate Nonresident - FT	\$21,386.00	\$22,028.00	\$22,028.00	\$642.00	3.0%
76 Undergraduate Nonresident - PT	N/A	N/A	N/A	N/A	N/A
77 Undergraduate Nonresident - Summer	N/A	N/A	N/A	N/A	N/A
78 Nonres - Asotin County (LCSC)	\$11,686.00	\$12,036.00	\$12,036.00	\$350.00	3.0%
79 Professional Fees:					
80 NONE	N/A	N/A	N/A	N/A	N/A
81 Self-Support Fees:					
82 NONE	N/A	N/A	N/A	N/A	N/A
83 Online Program Fees					
84 NONE	N/A	N/A	N/A	N/A	N/A
85 Other Fees:					
86 WUE (Tuition ONLY)	\$9,267.00	\$9,534.00	\$9,534.00	\$267.00	2.9%
87 Portfolio Class Fee	\$50.00	\$50.00	\$50.00	\$0.00	0.0%
88 Idaho Correctional Education Per Credit Hour Fee	\$310.00	\$310.00	\$310.00	\$0.00	0.0%
89 Idaho Correctional Education Full-Time Tuition	\$3,439.00	\$3,439.00	\$3,439.00	\$0.00	0.0%
90 Industry BAS Per Credit Hour Fee (New)	\$0.00	\$228.00	\$228.00	\$228.00	NEW
91 Industry BAS Full-Time Tuition (New)	\$0.00	\$2,500.00	\$2,500.00	\$2,500.00	NEW
92 In-service Fees/Cr Hr - Undergrad	\$138.00		\$142.00	\$4.00	2.9%
93 In-service Fees/Cr Hr - Graduate	\$180.00		\$185.00	\$5.00	2.8%
94 Course Overload Tuition (20 cr. or more)	\$378.00	\$389.00	\$389.00	\$11.00	2.9%
95 High School Student on Campus/Online Credit Hour Fees					
96 (25% of part-time credit hour fee)					
97 Idaho High School Student	\$75.00	\$75.00	\$75.00	\$0.00	0.0%
98 Washington High School Student	\$95.00	\$97.00	\$97.00	\$2.00	2.1%
99 WA In-High School Credit Hour Fees	\$95.00	\$97.00	\$97.00	\$2.00	2.1%

**Full- & part-time fees are effective Fall Semester 2024. Full-time summer fees are effective Summer 2025.**

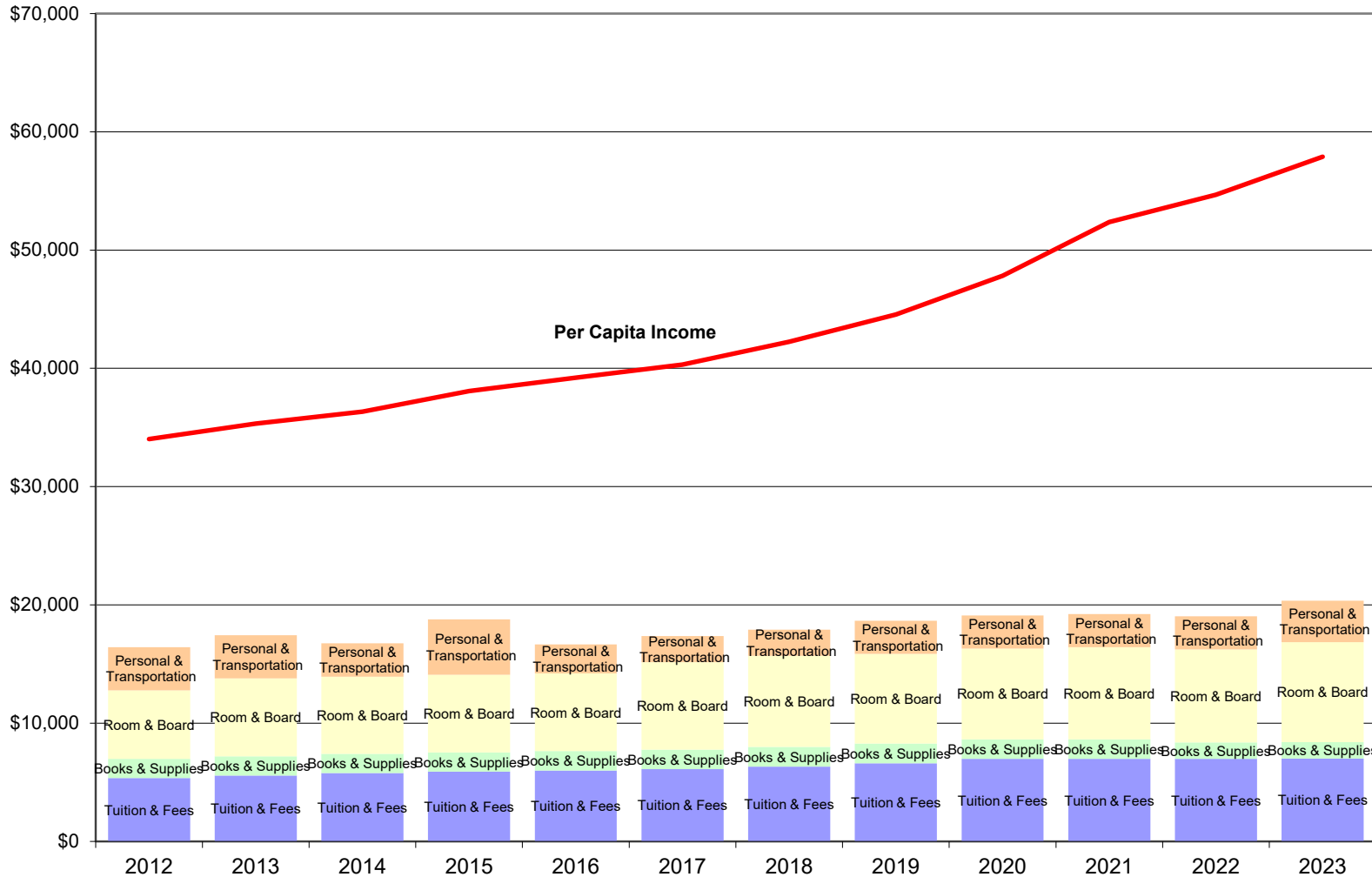
**LEWIS-CLARK STATE COLLEGE**  
**4-year History of Board Approved Fees plus FY25 Requested Fees**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

<b>Student Fees:</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>3.0% Request FY 2025</b>	<b>5-Year Increase</b>	<b>% Increase</b>
<b>1 Full-time Fees</b>							
2 Tuition (Unrestricted)	\$ 5,826.00	\$ 5,826.00	\$ 5,826.00	\$ 6,178.00	\$ 6,356.00	\$ 530.00	9.1%
3 Technology Fee	136.00					(136.00)	-100.0%
4 Facilities Fees	189.00					(189.00)	-100.0%
5 Student Activity Fees	831.00					(831.00)	-100.0%
6 Consolidated Mandatory Fee:		1,156.00				-	-100.0%
7 Student Enrollment, Engagement and Success			221.50	210.00	210.00	210.00	100.0%
8 Institutional Operations, Services and Support			678.50	727.00	771.00	771.00	100.0%
9 Student Health and Wellness			164.00	167.00	167.00	167.00	100.0%
10 Student Government			100.00	100.00	100.00	100.00	100.0%
11 Student Government - Opt Out Portion			6.00	6.00	6.00	6.00	100.0%
<b>12 Total Full-time Fees</b>	<b>\$ 6,982.00</b>	<b>\$ 6,982.00</b>	<b>\$ 6,996.00</b>	<b>\$ 7,388.00</b>	<b>\$ 7,610.00</b>	<b>\$ 628.00</b>	<b>9.0%</b>
13 Percentage Increase	0.0%	0.0%	0.2%	5.6%	3.0%		
<b>14</b>							
<b>15 Part-time Credit Hour Fees</b>							
16 Tuition	\$ 308.75	\$ 308.75	\$ 308.75	\$ 326.75	\$ 335.00	\$ 26.25	8.5%
17 Technology Fee	8.25					(8.25)	-100.0%
18 Facilities Fees	8.00					(8.00)	-100.0%
19 Student Activity Fees	31.00					(31.00)	-100.0%
20 Consolidated Mandatory Fee:		47.25				-	-100.0%
21 Student Enrollment, Engagement and Success			1.25	1.05	1.05	1.05	100.0%
22 Institutional Operations, Services and Support			39.75	41.90	44.65	44.65	100.0%
23 Student Health and Wellness			5.75	5.95	5.95	5.95	100.0%
24 Student Government			1.50	1.35	1.35	1.35	100.0%
25 Student Government - Opt Out Portion			1.00	1.00	1.00	1.00	100.0%
<b>26 Total Part-time Cr Hr Fees</b>	<b>\$ 356.00</b>	<b>\$ 356.00</b>	<b>\$ 358.00</b>	<b>\$ 378.00</b>	<b>\$ 389.00</b>	<b>\$ 33.00</b>	<b>9.3%</b>
<b>27</b>							
<b>28 Summer Credit Hour Fees</b>							
29 Tuition	\$ 232.25	\$ 232.25	\$ 232.25	\$ 251.25	\$ 260.75	\$ 28.50	12.3%
30 Technology Fee	8.25					(8.25)	-100.0%
31 Facilities Fees	8.00					(8.00)	-100.0%
32 Student Activity Fees	107.50					(107.50)	-100.0%
33 Consolidated Mandatory Fee:		123.75				-	-100.0%
34 Student Enrollment, Engagement and Success			1.50	1.50	1.50	1.50	100.0%
35 Institutional Operations, Services and Support			120.00	121.00	122.50	122.50	100.0%
36 Student Health and Wellness			4.25	4.25	4.25	4.25	100.0%
37 Student Government			-	-	-	-	0.0%
38 Student Government - Opt Out Portion			-	-	-	-	0.0%
<b>39 Total Summer Cr Hr Fees</b>	<b>\$ 356.00</b>	<b>\$ 356.00</b>	<b>\$ 358.00</b>	<b>\$ 378.00</b>	<b>\$ 389.00</b>	<b>\$ 33.00</b>	<b>9.3%</b>
<b>40</b>							
<b>41 Full-Time Summer Fees</b>							
42 Tuition (Unrestricted)		\$ 2,913.00	\$ 2,913.00	\$ 3,089.00	\$ 3,178.00	\$ 3,178.00	100.0%
43 Consolidated Mandatory Fee:		578.00				-	-100.0%
44 Student Enrollment, Engagement and Success			110.75	105.00	105.00	105.00	100.0%
45 Institutional Operations, Services and Support			339.25	363.50	385.50	385.50	100.0%
46 Student Health and Wellness			82.00	83.50	83.50	83.50	100.0%
47 Student Government			50.00	50.00	50.00	50.00	100.0%
48 Student Government - Opt Out Portion			3.00	3.00	3.00	3.00	100.0%
<b>49 Total Full-time Fees</b>	<b>\$ -</b>	<b>\$ 3,491.00</b>	<b>\$ 3,498.00</b>	<b>\$ 3,694.00</b>	<b>\$ 3,805.00</b>	<b>\$ 3,805.00</b>	<b>100.0%</b>
<b>50</b>							
<b>51 Other Student Fees</b>							
52 Graduate Fees: Idaho Resident							
53 Graduate Resident Tuition		\$ 5,826.00	\$ 6,128.00	\$ 6,490.00	\$ 6,674.00	667400%	100.0%
54 Full-Time Grad Fee		2,018.00	2,108.00	2,232.00	2,302.00	230200%	100.0%
55 Consolidated Mandatory Fee:		1,156.00				0%	-100.0%
56 Student Enrollment, Engagement and Success			221.50	210.00	210.00	21000%	100.0%
57 Institutional Operations, Services and Support			678.50	727.00	771.00	77100%	100.0%
58 Student Health and Wellness			164.00	167.00	167.00	16700%	100.0%
59 Student Government			100.00	100.00	100.00	10000%	100.0%
60 Student Government - Opt Out Portion			6.00	6.00	6.00	600%	100.0%
<b>61 Total Graduate Full-time Fees</b>	<b>\$ -</b>	<b>\$ 9,000.00</b>	<b>\$ 9,406.00</b>	<b>\$ 9,932.00</b>	<b>\$ 10,230.00</b>	<b>\$ 10,230.00</b>	<b>100.0%</b>
<b>62</b>							

**LEWIS-CLARK STATE COLLEGE**  
**4-year History of Board Approved Fees plus FY25 Requested Fees**  
**Annual Full-Time Fees and Part-Time Credit Hours Fees**

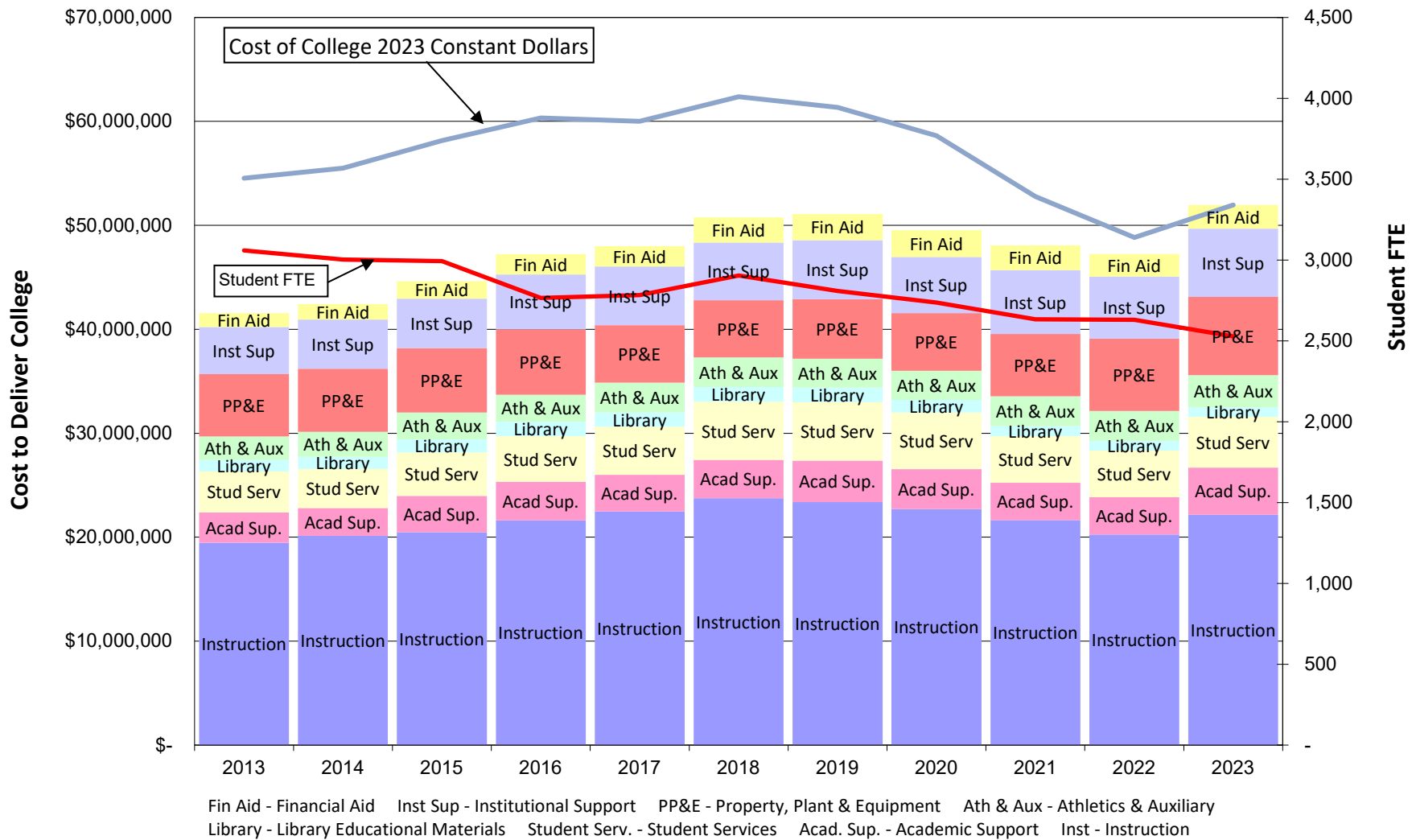
	FY 2021	FY 2022	FY 2023	FY 2024	3.0% Request FY 2025	5-Year Increase	% Increase
<b>Student Fees:</b>							
63 Graduate Fees: Non-resident							
64 Graduate Nonresident Tuition		\$ 19,082.00	\$ 19,980.00	\$ 21,118.00	\$ 21,740.00	2174000%	100.0%
65 Out-of-state Full-time Grad Fee		2,018.00	2,108.00	2,232.00	2,302.00	230200%	100.0%
66 Consolidated Mandatory Fee:		1,156.00				0%	-100.0%
67 Student Enrollment, Engagement and Success			221.50	210.00	210.00	21000%	100.0%
68 Institutional Operations, Services and Support			678.50	727.00	771.00	77100%	100.0%
69 Student Health and Wellness			164.00	167.00	167.00	16700%	100.0%
70 Student Government			100.00	100.00	100.00	10000%	100.0%
71 Student Government - Opt Out Portion			6.00	6.00	6.00	600%	100.0%
72 <b>Total Out-of-state Graduate Full-time Fees</b>	<b>\$ -</b>	<b>\$ 22,256.00</b>	<b>\$ 23,258.00</b>	<b>\$ 24,560.00</b>	<b>\$ 25,296.00</b>	<b>\$ 25,296.00</b>	<b>100.0%</b>
73							
74 Part-time Graduate Fees							
75 Part-time Tuition		\$ 402.75	\$ 420.75	\$ 444.75	\$ 456.00	45600%	100.0%
76 Consolidated Mandatory Fee:		47.25				0%	-100.0%
77 Student Enrollment, Engagement and Success			1.25	1.05	1.05	105%	100.0%
78 Institutional Operations, Services and Support			39.75	41.90	44.65	4465%	100.0%
79 Student Health and Wellness			5.75	5.95	5.95	595%	100.0%
80 Student Government			1.50	1.35	1.35	135%	100.0%
81 Student Government - Opt Out Portion			1.00	1.00	1.00	100%	100.0%
82 <b>Total Graduate Part-time Cr Hr Fees</b>	<b>\$ -</b>	<b>\$ 450.00</b>	<b>\$ 470.00</b>	<b>\$ 496.00</b>	<b>\$ 510.00</b>	<b>\$ 510.00</b>	<b>100.0%</b>
83							
84 Nonresident Tuition:							
85 Nonres Tuition Premium	\$ 13,256.00	\$ 13,256.00	\$ 13,256.00	\$ 13,998.00	\$ 14,418.00	\$ 1,162.00	8.8%
86 Nonres Tuition-Asotin County Premium	\$ 4,070.00	\$ 4,070.00	\$ 4,070.00	\$ 4,298.00	\$ 4,426.00	\$ 356.00	8.7%
87 Other Fees:							
88 Western Undergrad Exchge	\$ 3,492.00	\$ 2,914.00	\$ 2,914.00	\$ 3,089.00	\$ 3,178.00	\$ (314.00)	-9.0%
89 Portfolio Class Fee			\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	100.0%
90 Idaho Correctional Education Per Credit Hour Fee				\$ 310.00	\$ 310.00	\$ 310.00	100.0%
91 Idaho Correctional Education Full-Time Tuition				\$ 3,439.00	\$ 3,439.00	\$ 3,439.00	100.0%
92 Industry BAS Per Credit Hour Fee (NEW)					\$ 228.00	\$ 228.00	100.0%
93 Industry BAS Full-Time Tuition (NEW)					\$ 2,500.00	\$ 2,500.00	100.0%
94 In-service Fees/Cr Hr - Undergrad	\$129.00	\$129.00	\$131.00	\$ 138.00	\$ 139.00	\$10.00	7.8%
95 In-service Fees/Cr Hr - Graduate	\$170.00	\$167.00	\$172.00	\$ 180.00	\$ 181.00	\$11.00	100.0%
96 Overload (20 cr. or more)	\$ 356.00	\$ 356.00	\$ 358.00	\$ 378.00	\$ 389.00	\$ 33.00	9.3%
97 High School Student on Campus/Online Credit Hour Fees							
98 (25% of part-time credit hour fee)							
99 Idaho High School Student	\$ 89.00	\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	\$ (14.00)	-15.7%
100 Washington High School Student	\$ 89.00	\$ 89.00	\$ 90.00	\$ 95.00	\$ 97.00	\$ 8.00	9.0%
101 WA In-High School Credit Hour Fees	\$ 89.00	\$ 89.00	\$ 90.00	\$ 95.00	\$ 97.00	\$ 8.00	9.0%

### Cost of Attending College vs. Per Capita Income Lewis-Clark State College

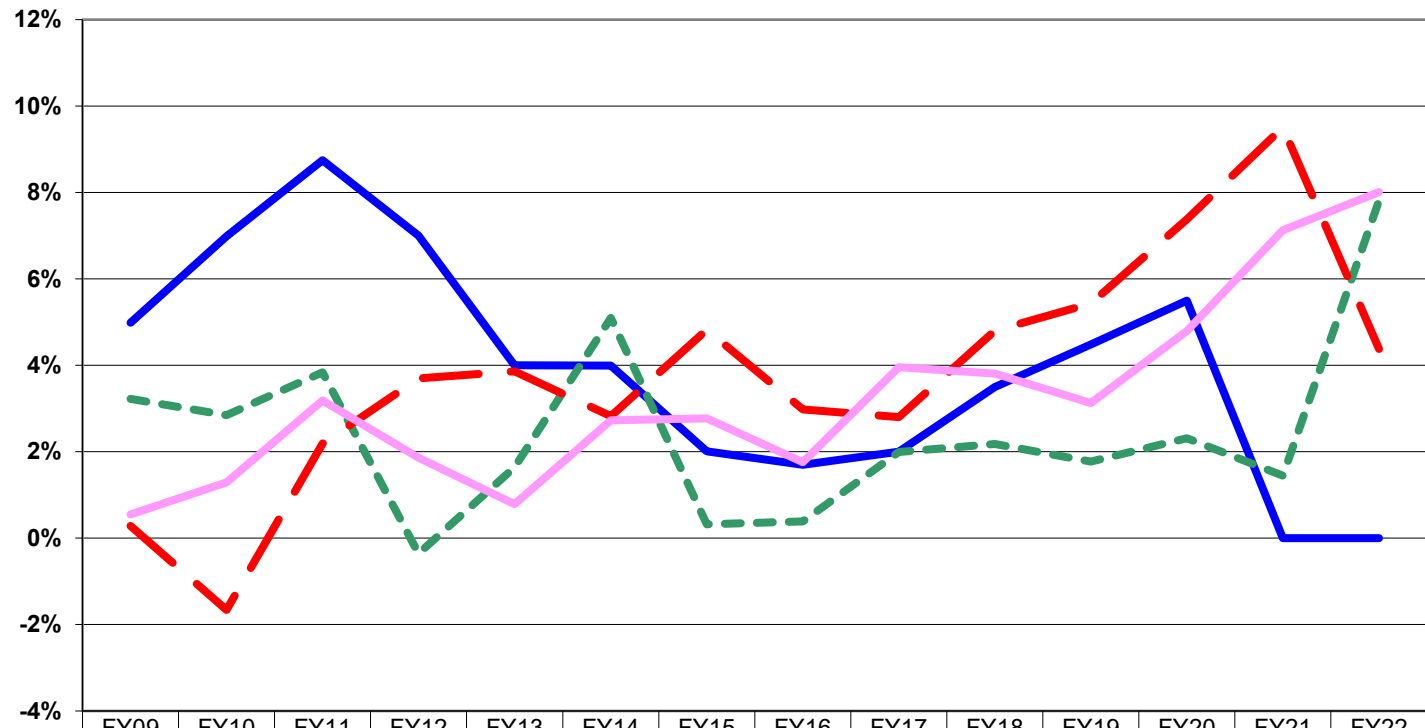


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

## Cost to Deliver College Lewis-Clark State College



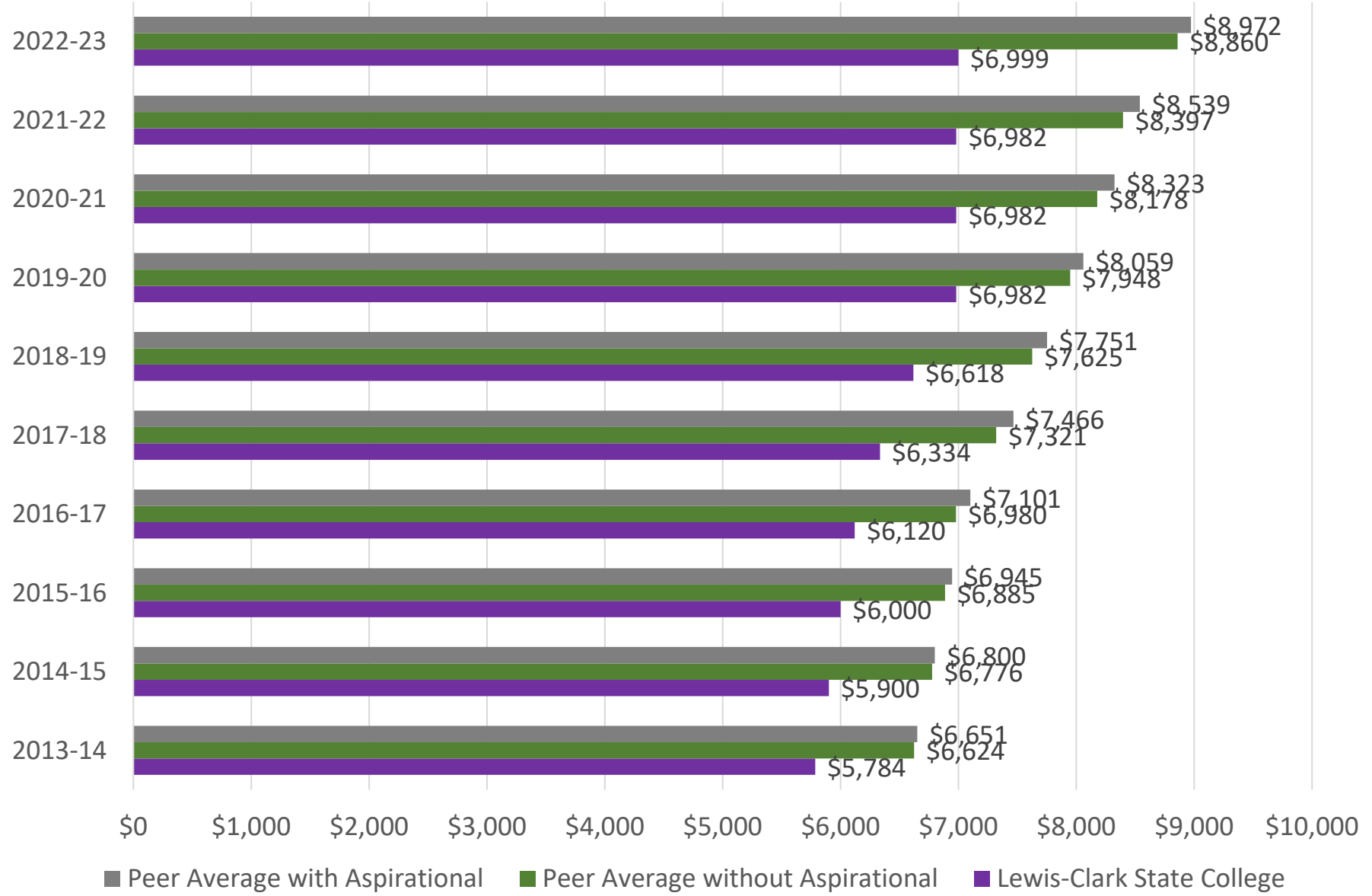
**Lewis-Clark State College**  
**Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage**  
 % Increase from Prior Year



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Resident Tuition and Fees	4.99%	6.98%	8.75%	7.00%	4.00%	3.99%	2.01%	1.69%	2.00%	3.50%	4.48%	5.50%	0.00%	0.00%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	5.10%	0.32%	0.38%	1.99%	2.18%	1.77%	2.31%	1.45%	7.81%
Idaho Per Capita Income	0.29%	-1.66%	2.19%	3.70%	3.86%	2.82%	4.82%	2.98%	2.80%	4.80%	5.43%	7.38%	9.51%	4.38%
Idaho Average Annual Wage	0.55%	1.29%	3.18%	1.86%	0.79%	2.72%	2.77%	1.76%	3.95%	3.81%	3.12%	4.79%	7.13%	8.01%

Source: Bureau of Economic Analysis, U.S. Department of Commerce  
 Division of Financial Management Economic Forecast, January 2022

### Lewis-Clark State College





# LC State Tuition & Fee Request

Dr. Julie Crea

# Legislative Funding

- CEC, healthcare, and variable benefits
- Operational capacity + EWA = \$494,900, anticipate use for:
  - Remaining Schweitzer Career and Technical Education Ctr Occupancy Cost
  - Marketing & Promotion/Recruiting
  - Minimize Impact to Tuition



# Tuition & Fee Request

- **3.0% request**
  - 1.96% - CEC
  - .48% inflationary adj. - utilities, contracts, and fuel
  - 0.56% net student tech fee, ID card, and intramurals



# Fiscal optimization and efficiency

- Current Initiatives:
  - Presidential Priorities: People & Processes - Streamlining administrative processes
- Prior Initiatives:
  - Student Affairs: One-Stop
  - Student Support Services: One-Stop
  - Workforce and service reductions
  - Reorganizations/Realignments
  - Flat budgets and streamlining





**Thank you. Questions?**

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## **University of Idaho Tuition and Fee Narrative**

### **The Fee Process**

The University of Idaho collaborative fee process kicked off last fall with the call for proposed changes to dedicated student activity fees. At the same time, university leadership focused on identifying funding needs and potential sources, including state and tuition funds. Throughout the fall and early spring, this work continued, with active participation by the Dedicated Student Activity Fee Committee (DSAFC). The DSAFC representative committee includes student leaders from the Associated Students of the University of Idaho (ASUI), the Graduate and Professional Students Association (GSPA), and the Student Bar Association (SBA) representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted data to the DSAFC. A public meeting of the DSAFC was held on January 25, 2024, with each unit requesting an increased or new fee presenting their request.

The DSAFC committee met several times in February to discuss the fee requests from each unit. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 27<sup>th</sup>. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes, which was issued on March 6<sup>h</sup> as required by Board policy. The period of public comment is open through April 16<sup>th</sup> and will include a public presentation and open forum on proposed student fees on March 28<sup>th</sup>. During this period, students and interested citizens may provide comments, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents, and a recording of the March 28<sup>th</sup> open forum will be available.

### **Tuition and Fee Request Overview**

The FY 2025 proposal for tuition and fee changes reflects the University of Idaho's ongoing commitment to maintain accessibility, while at the same time addressing the rising costs of providing high quality education and experiences to our students. The university is requesting tuition increases of \$216 per year for undergraduate and graduate students. These increases will generate approximately \$2.0M to fund the non-state funded portion of the 3% CEC for General Education positions and a portion of the impact of inflation. The FY 2025 proposal also includes a \$52 per year increase for full-time mandatory fees which funds the 3% CEC for fee-funded positions as well as several programmatic fee increases as proposed by the Dedicated Student Activity Fee Committee. Overall, the tuition and fee increase for full-time undergraduate students is \$268 per year, or 3.0% for residents and 1.0% for non-residents. For full-time graduate students, the proposed increase is \$268 per year as well, or 2.5% for residents and 0.9% for non-residents.

**The specific components of the tuition and fee request are as follows:**

### **Undergraduate Resident and Non-Resident Tuition**

The University of Idaho is requesting a \$216 per year increase to the undergraduate resident tuition of \$6,540, and the undergraduate non-resident tuition of \$25,776 per full-time student per year, bringing the proposed tuition rates to \$6,756 per year for residents and \$25,992 per year for non-residents. When combined with proposed fees, this results in a total tuition and fee package of \$9,084 per year for undergraduate resident and \$28,320 per year for undergraduate non-resident students.

### **Western Undergraduate Exchange (WUE) Tuition and Fees – New Students (FY 2023, FY 2024 and FY 2025)**

FY 2025 represents the third year of a four-year phased implementation of the WICHE WUE rate calculation methodology. Prior to FY 2023, the university had set the WUE rate equal to 150% of the full-time undergraduate resident combined tuition and fee rate. Per WICHE, the correct calculation is 100% of the full-time resident combined tuition and fee rate plus 50% of only the full-time resident tuition rate. To shift to the correct methodology, the university has the approval of WICHE to implement the WICHE methodology for new students starting FY 2023 (Fall 2022), while continuing the old methodology for students enrolled prior to FY 2023. Based on this, the University of Idaho is requesting an increase of \$376 per year to the WUE tuition and fee package for WUE students enrolled starting in FY 2023, FY 2024, or FY 2025 taking it from \$12,086 to \$12,462. This is based on the WICHE calculation equal to the full-time resident combined tuition and fee rate of \$9,084 plus 50% of the full-time resident tuition only of \$6,756 or \$3,378.

### **Western Undergraduate Exchange (WUE) Tuition and Fees – Ongoing (Prior to FY 2023)**

As indicated above, the university will continue using 150% of the full-time undergraduate tuition and fee rate for WUE students who enrolled prior to FY 2023. Based on this, the University of Idaho is requesting an increase of \$402 per full-time student per year to the WUE tuition and fee package total for ongoing WUE students. This will increase the WUE total tuition and fees from \$13,224 to \$13,626 and is based on the requested full-time resident tuition and fee total of \$9,084 multiplied by 150%.

### **Graduate Resident and Non-Resident Tuition**

The University of Idaho is requesting a \$216 per year increase to the graduate resident tuition of \$8,272 and the graduate non-resident tuition of \$27,508 per full-time student per year, bringing the proposed tuition rates to \$8,488 per year for residents and \$27,724 per year for non-residents. When combined with proposed fees, this results in a total tuition and fee package of \$10,816 per year for graduate resident and \$30,052 per year for graduate non-resident students.

## Consolidated Mandatory Fee Details

Increases to elements of the consolidated mandatory fee are as follows and will generate an estimated \$825K per year:

\$ 8.36	Student Enrollment, Engagement and Success
31.40	Institutional Operations, Services and Support
9.30	Student Health and Wellness
2.64	Student Government
<u>0.30</u>	<u>Student Government – Opt Out Portion</u>
\$52.00	Total Consolidated Mandatory Fee Increase

These mandatory fee changes include a \$5.26 per year increase to the student computing fee to fund the 3% CEC for positions fully or partially funded by this fee, continue improvement of the statewide wireless network, improve student training and communications from Office of Information Technology (OIT), and fund new student positions in OIT. Additionally, it includes a \$34.38 per year increase in student activity fees aimed at funding the 3% CEC for fee-funded positions and \$14.94 in increases for programmatic funding support including a new \$4.00 fee supporting career services. Finally, this proposal includes a decrease of \$2.58 per year to the facility fee, bringing the total consolidated mandatory fee increase to an even \$52.00 per year or \$2,328.00.

## Part-Time Tuition and Fees

The University of Idaho is requesting a tuition increase of \$13 per student credit hour for undergraduate and a \$15 per student credit hour for graduate students. This, coupled with no change in the proposed part-time fee rates results in total part-time tuition and fee rates of \$454 and \$601 per student credit hour for resident undergraduate and graduate students respectively and \$1,416 and \$1,670 per student credit hour for nonresident undergraduate and graduate students respectively.

## New Student Orientation

The University of Idaho is proposing an increase from \$125 to \$180 per student to address the increased expenses associated with staffing, venue and food at the event. The department has been actively working to reduce expenses without cutting the necessary programming for the orientation. The increased revenue from this increase will allow the University of Idaho to continue offering a high-quality welcoming event and a highlight for our incoming students and families.



## **Professional, Self-Support and Online Program Fees**

The University of Idaho is requesting the following changes to professional, self-support fees and online program fees:

### Professional Fees:

- Law Professional Full-Time Fee: Increase to \$15,884 per year; an increase of \$500 or 3.3%
- Law Professional Part-Time Fee: Increase to \$882 per credit hour; an increase of \$27 or 3.2%
- Art & Architecture Full-Time Fee: No change, remains at \$1,432 per year
- Art & Architecture Part-Time Fee – Undergraduate: No change, remains at \$72 per credit hour
- Art & Architecture Part-Time Fee – Graduate: No change, remains at \$80 per credit hour

### Self-Support Program Fees:

- McCall Field Campus Environmental Ed Graduate Certificate: Increase to \$21,768 for the 2-semester program; an increase of \$1,232 or 6.0%
- McCall Field Campus MNR Environmental Ed/Science Communications: Increase to \$27,534 for the 2-semester + summer program; an increase of \$1,558 or 6.0%
- Master of Science in Athletic Training: No change, remains at \$23,571 for the 1 year/3 semester program.
- Doctorate in Athletic Training: No change, remains at \$21,462 for the 1 year/3 semester program.

### Institutional Online Program Fees:

- Master of Public Administration: No change, remains at \$3,750 per semester
- Bachelor of Business Administration: No change, remains at \$360 per credit hour
- Master of Business Administration: New fee, \$850 per credit hour
- Master of Natural Resources: New fee, \$738 per credit hour
- Master of Science in Environmental Science: New fee, \$738 per hour

Memos providing additional information related to professional, self-support and online program fee changes are included in the agenda materials.

### **Attachments**

Attachment 1 Schedule detailing the tuition and fee changes

Attachment 2 Schedule displaying a 4-year history of Board-approved fees and the FY2025 requested fees

Attachment 3 Chart: Cost of Attending College vs. Per Capita Income

Attachment 4 Chart: Cost to Deliver College and Cost to Deliver Per FTE

Attachment 5 Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage

Attachment 6 Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers

Attachment 7 Increase in Law Professional Fee

Attachment 8 Increase in McCall Field Campus Env Ed Graduate Cert Self-Support Fee

Attachment 9 Increase in McCall Field Campus MNR Env Ed/Sci Comm Self-Support Fee

Attachment 10 Master of Business Administration Online Program Fee

Attachment 11 Master of Natural Resources Online Program Fee

Attachment 12 Master of Science in Environmental Science Online Program Fee

**UNIVERSITY OF IDAHO**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees**

	FY24	FY25	Requested		
	Rates	Initial Notice	FY 2025 Rates	Change	% Chg.
<b>Student Tuition &amp; Fees:</b>					
<b>1 Full-Time Undergraduate:</b>					
2 Resident Tuition	\$ 6,540.00	\$ 6,756.00	\$ 6,756.00	\$216.00	3.3%
3 Consolidated Mandatory Fee:				0.00	0.0%
4 Student Enrollment, Engagement and Success	115.32	123.68	123.68	8.36	7.2%
5 Institutional Operations, Services and Support	1,648.10	1,679.50	1,679.50	31.40	1.9%
6 Student Health and Wellness	372.32	381.62	381.62	9.30	2.5%
7 Student Government	132.06	134.70	134.70	2.64	2.0%
8 Student Government - Opt Out Portion	8.20	8.50	8.50	0.30	3.7%
9 <b>Total Full-Time Undergraduate</b>	<b>\$8,816.00</b>	<b>\$9,084.00</b>	<b>\$9,084.00</b>	<b>\$268.00</b>	<b>3.0%</b>
10					
<b>11 Part-Time Undergraduate per Credit Hour:</b>					
12 Resident Tuition	\$ 389.00	\$ 402.00	\$ 402.00	\$13.00	3.3%
13 Consolidated Mandatory Fee:				0.00	0.0%
14 Student Enrollment, Engagement and Success	0.44	0.44	0.44	0.00	0.0%
15 Institutional Operations, Services and Support	42.07	42.07	42.07	0.00	0.0%
16 Student Health and Wellness	6.45	6.45	6.45	0.00	0.0%
17 Student Government	2.86	2.86	2.86	0.00	0.0%
18 Student Government - Opt Out Portion	0.18	0.18	0.18	0.00	0.0%
19 <b>Total Part-Time Undergraduate</b>	<b>\$441.00</b>	<b>\$454.00</b>	<b>\$454.00</b>	<b>\$13.00</b>	<b>2.9%</b>
20					
<b>21 Part-Time Undergraduate Summer per Credit Hour:</b>					
22 Resident Tuition	\$ 389.00	\$ 402.00	\$ 402.00	\$13.00	3.3%
23 Consolidated Mandatory Fee:				0.00	0.0%
24 Student Enrollment, Engagement and Success	0.44	0.44	0.44	0.00	0.0%
25 Institutional Operations, Services and Support	42.07	42.07	42.07	0.00	0.0%
26 Student Health and Wellness	6.45	6.45	6.45	0.00	0.0%
27 Student Government	2.86	2.86	2.86	0.00	0.0%
28 Student Government - Opt Out Portion	0.18	0.18	0.18	0.00	0.0%
29 <b>Total Part-Time Undergraduate Summer</b>	<b>\$441.00</b>	<b>\$454.00</b>	<b>\$454.00</b>	<b>\$13.00</b>	<b>2.9%</b>
30					
<b>31 Full-Time Graduate (students enrolled in 9 or more credit hours):</b>					
32 Graduate Resident Tuition	\$ 8,272.00	\$ 8,488.00	\$ 8,488.00	\$216.00	2.6%
33 Consolidated Mandatory Fee:				0.00	0.0%
34 Student Enrollment, Engagement and Success	115.32	123.68	123.68	8.36	7.2%
35 Institutional Operations, Services and Support	1,648.10	1,679.50	1,679.50	31.40	1.9%
36 Student Health and Wellness	372.32	381.62	381.62	9.30	2.5%
37 Student Government	132.06	134.70	134.70	2.64	2.0%
38 Student Government - Opt Out Portion	8.20	8.50	8.50	0.30	3.7%
39 <b>Total Full-Time Graduate</b>	<b>\$10,548.00</b>	<b>\$10,816.00</b>	<b>\$10,816.00</b>	<b>\$268.00</b>	<b>2.5%</b>
40					
<b>41 Part-Time Graduate per Credit Hour:</b>					
42 Graduate Resident Tuition	\$ 534.00	\$ 549.00	\$ 549.00	\$15.00	2.8%
43 Consolidated Mandatory Fee:				\$0.00	0.0%
44 Student Enrollment, Engagement and Success	0.44	0.44	0.44	0.00	0.0%
45 Institutional Operations, Services and Support	42.07	42.07	42.07	0.00	0.0%
46 Student Health and Wellness	6.45	6.45	6.45	0.00	0.0%
47 Student Government	2.86	2.86	2.86	0.00	0.0%
48 Student Government - Opt Out Portion	0.18	0.18	0.18	0.00	0.0%
49 <b>Total Part-Time Graduate</b>	<b>\$586.00</b>	<b>\$601.00</b>	<b>\$601.00</b>	<b>\$15.00</b>	<b>2.6%</b>
50					
<b>51 Part-Time Graduate Summer per Credit Hour:</b>					
52 Graduate Resident Tuition	\$ 534.00	\$ 549.00	\$ 549.00	\$ 15.00	2.8%
53 Consolidated Mandatory Fee:				0.00	0.0%
54 Student Enrollment, Engagement and Success	0.44	0.44	0.44	0.00	0.0%
55 Institutional Operations, Services and Support	42.07	42.07	42.07	0.00	0.0%
56 Student Health and Wellness	6.45	6.45	6.45	0.00	0.0%
57 Student Government	2.86	2.86	2.86	0.00	0.0%
58 Student Government - Opt Out Portion	0.18	0.18	0.18	0.00	0.0%
59 <b>Total Part-Time Graduate</b>	<b>\$586.00</b>	<b>\$601.00</b>	<b>\$601.00</b>	<b>\$15.00</b>	<b>2.6%</b>

**UNIVERSITY OF IDAHO**  
**Changes to Student Fees for FY 2025**  
**Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees**

Student Tuition & Fees:	FY24	FY25	Requested		
	Rates	Initial Notice	FY 2025 Rates	Change	% Chg.
<b>Non-Resident Tuition (includes mandatory fees listed above):</b>					
Undergraduate Nonresident - FT	\$ 28,052.00	\$ 28,320.00	\$ 28,320.00	\$268.00	1.0%
Undergraduate Nonresident - PT	1,403.00	1,416.00	1,416.00	\$13.00	0.9%
Undergraduate Nonresident - Summer	441.00	454.00	454.00	\$13.00	2.9%
Graduate Nonresident - FT	29,784.00	30,052.00	30,052.00	\$268.00	0.9%
Graduate Nonresident - PT	1,655.00	1,670.00	1,670.00	\$15.00	0.9%
Graduate Nonresident - Summer	586.00	601.00	601.00	\$15.00	2.6%
<b>Professional Fees:</b>					
Law - FT	\$ 15,384.00	\$ 15,884.00	\$ 15,884.00	\$500.00	3.3%
Law - PT	855.00	882.00	882.00	\$27.00	3.2%
Art & Architecture - FT	1,432.00	1,432.00	1,432.00	\$0.00	0.0%
Art & Architecture - PT Undergrad	72.00	72.00	72.00	\$0.00	0.0%
Art & Architecture - PT Grad	80.00	80.00	80.00	\$0.00	0.0%
<b>Self-Support Fees:</b>					
Master of Science in Athletic Training (1 year/3 semesters) *	23,571.00	23,571.00	23,571.00	\$0.00	0.0%
Doctorate in Athletic Training (1 year/3 semesters) *	21,462.00	21,462.00	21,462.00	\$0.00	0.0%
McCall Field Campus Env Ed Graduate Cert (1 year/2 semesters)	20,536.00	21,768.00	21,768.00	\$1,232.00	6.0%
McCall Field Campus MNR Env Ed/Sci Comm (1year + summer)	25,976.00	27,534.00	27,534.00	\$1,558.00	6.0%
<i>* Fee goes into effect Summer 2024</i>					
<b>Online Program Fees</b>					
Master of Public Administration (per semester)	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$0.00	0.0%
Bachelor of Business Administration (per SCH)	360.00	360.00	360.00	\$0.00	0.0%
Master of Business Administration (per SCH)	-	850.00	850.00	\$850.00	NEW
Master of Natural Resources (per SCH)	-	738.00	738.00	\$738.00	NEW
Master of Science in Environmental Science (per SCH)	-	738.00	738.00	\$738.00	NEW
<b>Other Fees:</b>					
WUE - New Students (tuition + fees)	\$ 12,086.00	\$ 12,462.00	\$ 12,462.00	\$ 376.00	3.1%
WUE - Continuing Students (tuition + fees)	13,224.00	13,626.00	13,626.00	402.00	3.0%
In-service Fees/Cr Hr - Undergrad	\$138.00		\$142.00	\$4.00	2.9%
In-service Fees/Cr Hr - Graduate	\$180.00		\$185.00	\$5.00	2.8%
Course Overload Tuition	\$389.00	402.00	402.00	\$13.00	3.3%
Dual Credit Fee	\$75.00	75.00	75.00	\$0.00	0.0%
New Student Orientation	\$125.00	\$180.00	\$180.00	\$55.00	44.0%

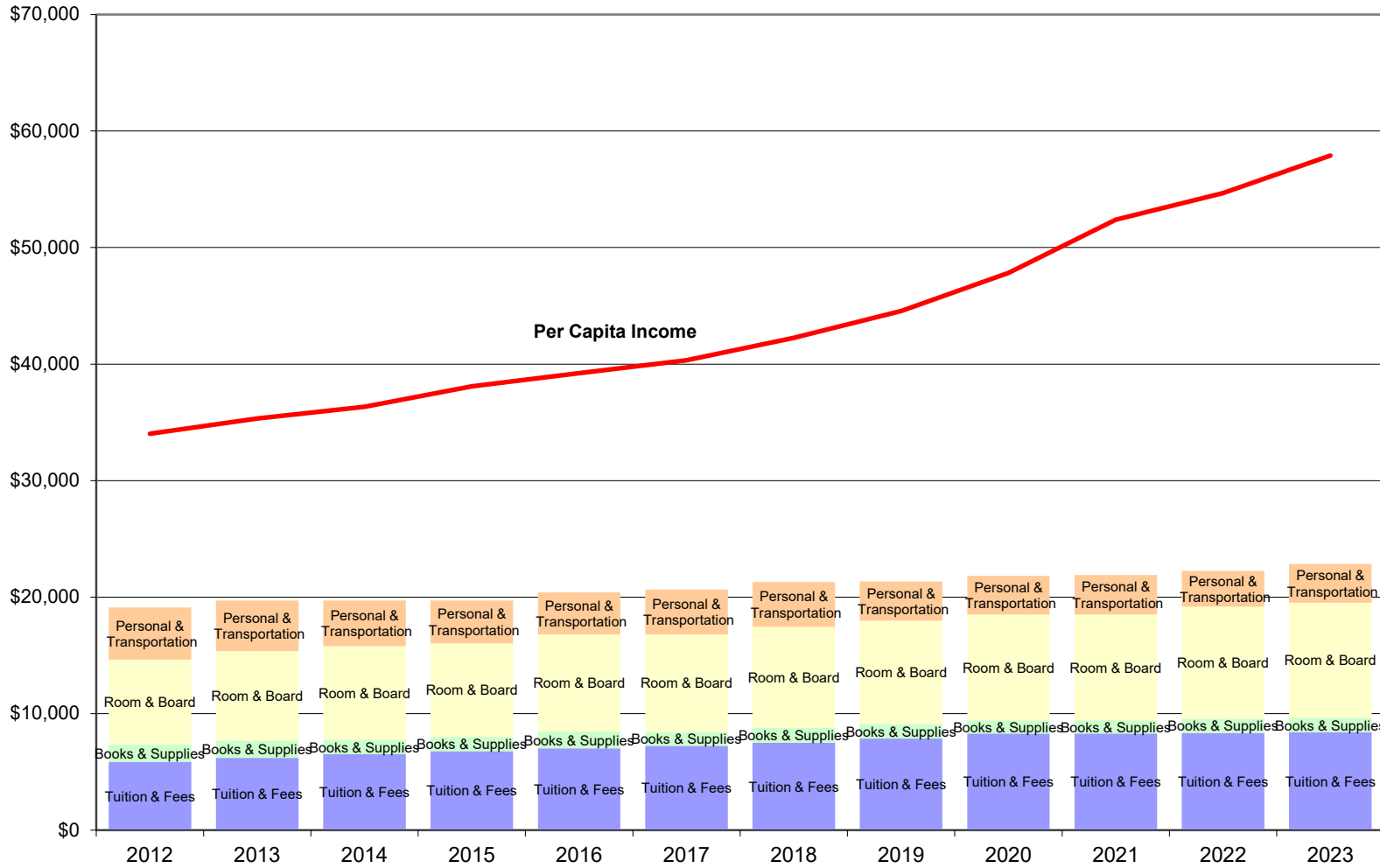
**Full- & part-time fees are effective Fall Semester 2024 unless otherwise noted. Summer rates are effective Summer 2025.**

## UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY25 Requested Fees  
Annual Full-Time Fees and Part-Time Credit Hours Fees

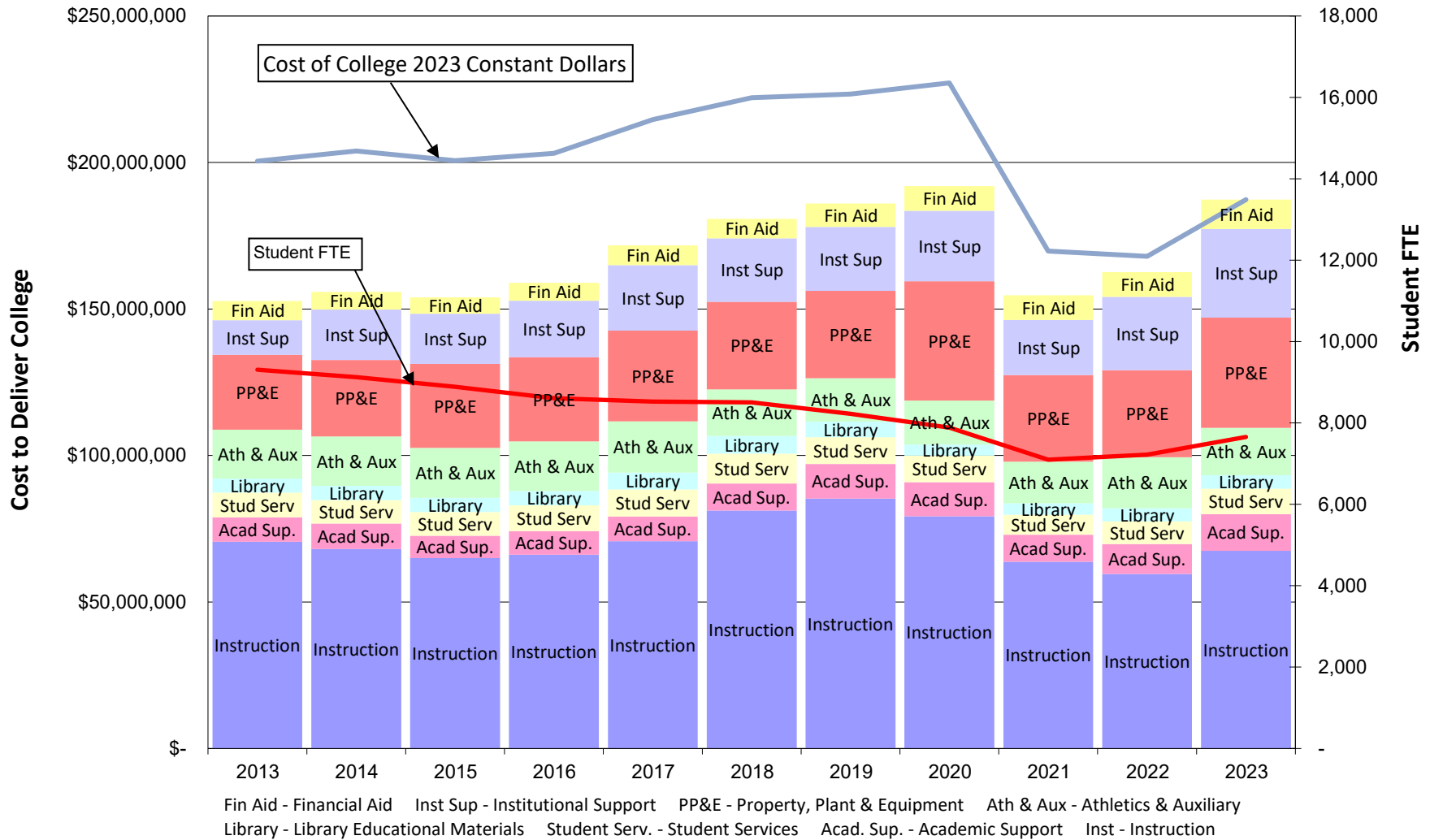
	FY 2021	FY 2022	FY 2023	FY 2024	Request FY 2025	5-Year Increase	% Increase
<b>Student Fees:</b>							
<b>1 Full-time Fees</b>							
2 Tuition (Unrestricted)	\$6,181.80	\$6,181.80	\$6,180.00	\$6,540.00	\$6,756.00	\$574.20	9.29%
3 Technology Fee	165.40					(165.40)	-100.00%
4 Facilities Fees	821.62					(821.62)	-100.00%
5 Student Activity Fees	1,135.18					(1,135.18)	-100.00%
6 Consolidated Mandatory Fee:		2,158.20				0.00	-100.00%
7 Student Enrollment, Engagement and Success			114.38	115.32	123.68	123.68	100.00%
8 Institutional Operations, Services and Support			1,605.38	1,648.10	1,679.50	1,679.50	100.00%
9 Student Health and Wellness			358.92	372.32	381.62	381.62	100.00%
10 Student Government			129.32	132.06	134.70	134.70	100.00%
11 Student Government - Opt Out Portion			8.00	8.20	8.50	8.50	100.00%
12 <b>Total Full-time Fees</b>	<b>8,304.00</b>	<b>8,340.00</b>	<b>8,396.00</b>	<b>8,816.00</b>	<b>9,084.00</b>	<b>780.00</b>	<b>9.39%</b>
13 Percentage Increase	0.0%	0.4%	0.7%	5.0%	3.0%		
14							
<b>15 Part-time Credit Hour Fees</b>							
16 Undergraduate Tuition	\$368.00	\$368.00	\$368.00	\$389.00	\$402.00	\$34.00	9.24%
17 Undergraduate Fees	\$47.00					(47.00)	-100.00%
18 Consolidated Mandatory Fee:		\$47.00				\$0.00	-100.00%
19 Student Enrollment, Engagement and Success			\$0.44	\$0.44	\$0.44	\$0.44	100.00%
20 Institutional Operations, Services and Support			\$42.07	\$42.07	\$42.07	\$42.07	100.00%
21 Student Health and Wellness			\$6.45	\$6.45	\$6.45	\$6.45	100.00%
22 Student Government			\$2.86	\$2.86	\$2.86	\$2.86	100.00%
23 Student Government - Opt Out Portion			\$0.18	\$0.18	\$0.18	\$0.18	100.00%
24 <b>Total Part-time Cr Hr Fees</b>	<b>\$415.00</b>	<b>\$415.00</b>	<b>\$420.00</b>	<b>\$441.00</b>	<b>\$454.00</b>	<b>\$39.00</b>	<b>9.40%</b>
25							
<b>26 Other Student Fees</b>							
27 Academic Year Graduate Fees:							
28 Full-Time Tuition	\$6,181.80	\$6,181.80	\$6,180.00	\$6,540.00	\$6,756.00	\$574.20	9.29%
29 Full-Time Grad	\$1,572.00	\$1,572.00	\$1,572.00	\$1,732.00	\$1,732.00	\$160.00	10.18%
30 Full-Time Other Fees	\$2,122.20	\$2,158.20	\$2,216.00	\$2,276.00	\$2,328.00	\$205.80	9.70%
31 Total	\$9,876.00	\$9,912.00	\$9,968.00	\$10,548.00	\$10,816.00	\$940.00	9.52%
32 Part-Time Tuition	\$415.00	\$415.00	\$415.00	\$438.00	\$453.00	\$38.00	9.16%
33 Part-Time Grad	\$87.00	\$87.00	\$87.00	\$96.00	\$96.00	\$9.00	10.34%
34 Part-Time Other Fees	\$47.00	\$47.00	\$52.00	\$52.00	\$52.00	\$5.00	10.64%
35 Total	\$549.00	\$549.00	\$554.00	\$586.00	\$601.00	\$52.00	9.47%
36 Summer Session							
37 On-Campus							
38 Part-Time Undergrad Tuition	\$368.00	\$368.00	\$368.00	\$389.00	\$402.00	\$34.00	9.24%
39 Part-Time Grad Tuition	\$415.00	\$415.00	\$415.00	\$438.00	\$453.00	\$38.00	9.16%
40 Part-Time Grad Fee	\$87.00	\$87.00	\$87.00	\$96.00	\$96.00	\$9.00	10.34%
41 Part-Time Other Fees (UG & GR)	\$47.00	\$47.00	\$52.00	\$52.00	\$52.00	\$5.00	10.64%
42 Nonresident Tuition (See Notes A & B)							
43 Full-Time Tuition (UG & GR) Premium	\$19,236.00	\$19,236.00	\$19,236.00	\$19,236.00	\$19,236.00	\$0.00	0.00%
44 Part-Time Tuition Undergrad Premium	\$962.00	\$962.00	\$962.00	\$962.00	\$962.00	\$0.00	0.00%
45 Part-Time Tuition Grad Premium	\$1,069.00	\$1,069.00	\$1,069.00	\$1,069.00	\$1,069.00	\$0.00	0.00%
46 Professional Fees:							
47 Law College FT	\$12,884.00	\$13,384.00	\$14,384.00	\$15,384.00	\$15,884.00	\$3,000.00	23.28%
48 Law College PT	\$716.00	\$744.00	\$799.00	\$855.00	\$882.00	\$166.00	23.18%
49 Art & Architecture FT UG & GR	\$1,390.00	\$1,390.00	\$1,432.00	\$1,432.00	\$1,432.00	\$42.00	3.02%
50 Art & Architecture PT Undergrad	\$70.00	\$70.00	\$72.00	\$72.00	\$72.00	\$2.00	2.86%
51 Art & Architecture PT Grad	\$77.00	\$77.00	\$80.00	\$80.00	\$80.00	\$3.00	3.90%
52 Self-Support Program Fees:							
53 Executive MBA (2 years)	\$47,900.00	\$47,900.00	\$47,900.00	N/A	N/A	N/A	N/A
54 Masters of Science Athletic Trainng (1 yr/3	\$22,434.00	\$22,434.00	\$22,995.00	\$23,571.00	\$23,571.00	\$1,137.00	5.07%
55 Doctorate in Athletic Training (1 year/3 Serr	\$19,941.00	\$19,941.00	\$20,938.00	\$21,462.00	\$21,462.00	\$1,521.00	7.63%
56 McCall Field Campus Env Ed Graduate Cer	\$17,936.00	\$17,936.00	\$19,192.00	\$20,536.00	\$21,768.00	\$3,832.00	21.36%
57 McCall Field Campus MNR Env Ed/Sci Con	\$22,688.00	\$22,688.00	\$24,276.00	\$25,976.00	\$27,534.00	\$4,846.00	21.36%
58 Online Program Fees:							
59 Master of Public Admin (per semester)	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$0.00	0.00%
60 Bachelor of Business Admin (per credit)				\$360.00	\$360.00	N/A	N/A
61 Master of Business Admin (per credit)					\$850.00	N/A	N/A
62 Master of Natural Resources (per SCH)					\$738.00	N/A	N/A
63 Master of Science in Environmental Science (per SCH)					\$738.00	N/A	N/A
64 Other Fees:							
65 Overload Fee	\$368.00	\$368.00	\$368.00	\$389.00	\$402.00	\$34.00	9.24%
66 Western Undergrad Exchge Prem. Pre-Fall	\$4,152.00	\$4,170.00	\$4,198.00	\$4,408.00	\$4,542.00	\$390.00	9.39%
67 Western Undergrad Exchge Fall 2022 or later			\$3,090.00	\$3,270.00	\$3,378.00	\$3,378.00	New
68 In-service Fees/Cr Hr - UG	\$129.00	\$129.00	\$131.00	\$138.00	\$138.00	\$9.00	6.98%
69 In-service Fees/Cr Hr - Grad	\$170.00	\$167.00	\$172.00	\$180.00	\$180.00	\$10.00	5.88%

### Cost of Attending College vs. Per Capita Income University of Idaho

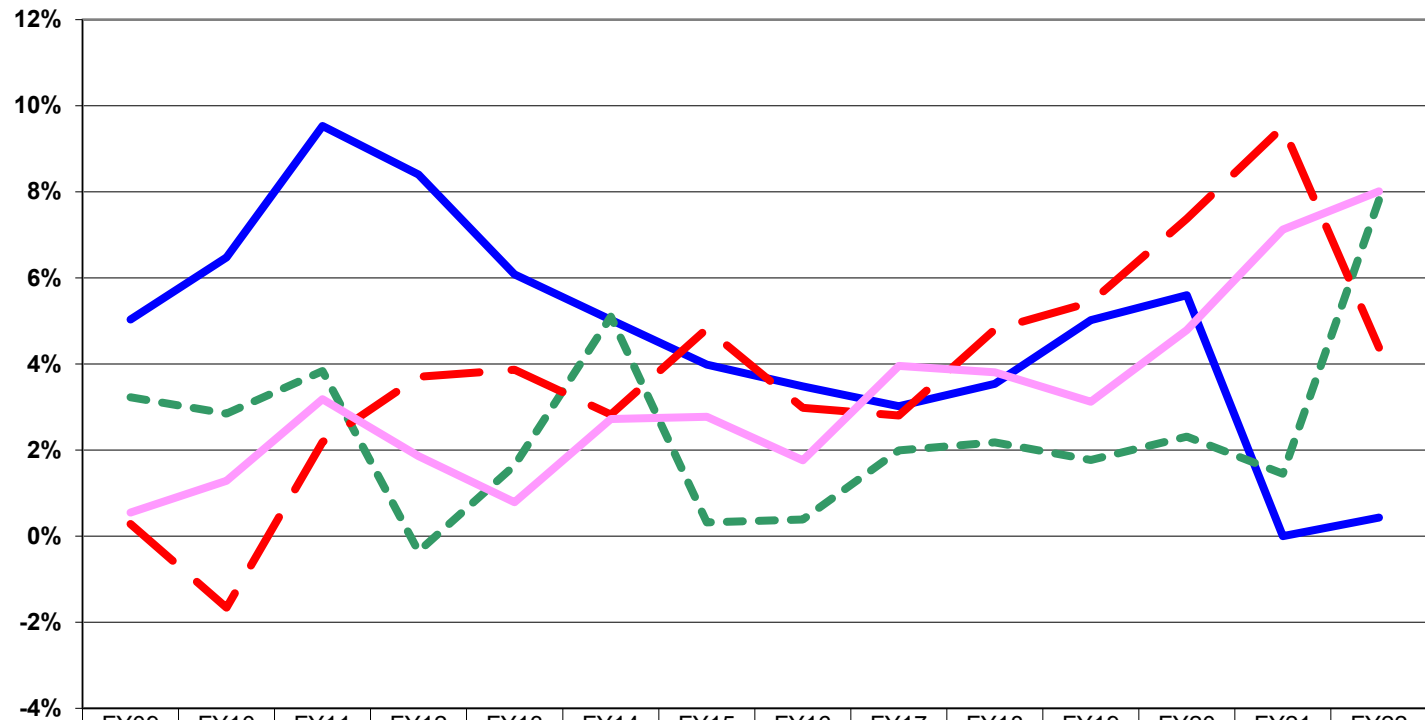


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

## Cost to Deliver College University of Idaho



**University of Idaho  
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage  
% Increase from Prior Year**

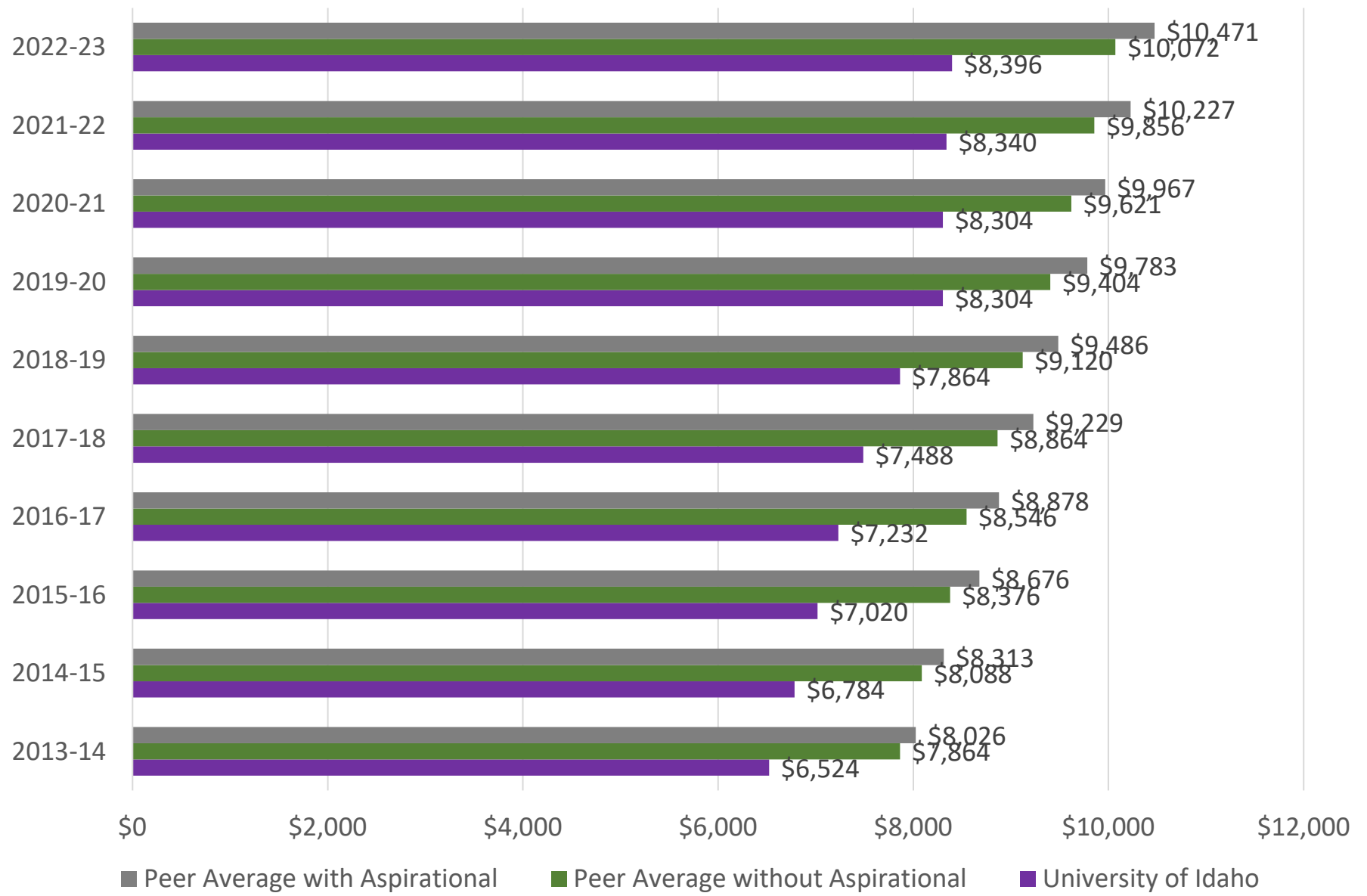


	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
<b>Resident Tuition and Fees</b>	5.03%	6.48%	9.53%	8.40%	6.08%	5.02%	3.99%	3.48%	3.02%	3.54%	5.02%	5.60%	0.00%	0.43%
<b>Consumer Price Index</b>	3.23%	2.85%	3.84%	-0.36%	1.64%	5.10%	0.32%	0.38%	1.99%	2.18%	1.77%	2.31%	1.45%	7.81%
<b>Idaho Per Capita Income</b>	0.29%	-1.66%	2.19%	3.70%	3.86%	2.82%	4.82%	2.98%	2.80%	4.80%	5.43%	7.38%	9.51%	4.38%
<b>Idaho Average Annual Wage</b>	0.55%	1.29%	3.18%	1.86%	0.79%	2.72%	2.77%	1.76%	3.95%	3.81%	3.12%	4.79%	7.13%	8.01%

Source: Bureau of Economic Analysis, U.S. Department of Commerce  
Divison of Finanical Management Economic Forecast, January 2022



### University of Idaho





February 5, 2024

Re: College of Law Professional Fee Proposal Request

Dear Members of the Board,

The College of Law requests an increase in the Law School Dedicated Professional fee of \$500 per year for Fiscal Year 2025. This dollar amount represents almost increase of 3% over the current level of \$15,384 per year to \$15,884 per year.

This proposed fee is necessary to maintain the high quality of education we provide to students. This fee is not, nor should it be perceived as, a substitute for other funding from the University or from any other source. We fear that that perception could lead to the ultimate functional privatization of the College of Law, which would be detrimental to legal education in the State of Idaho. Out of necessity, the fee has been used by the College of Law to preserve the quality of legal education despite recent years of financial challenges.

The requested fee increase serves two general purposes: it allows us to continue to achieve our statewide, land grant mission as Idaho's public law school, and it supports specific areas of strategic investment identified by our faculty as well as the accreditation visit by the American Bar Association. This fee increase is driven in large part by our need to hire and replace a significant number of faculty and staff in an employment market that is very competitive (especially in Boise, which is currently among the least affordable cities in the United States). Moreover, because the College pays a number of faculty and staff using the professional fee fund, we must also ensure that we have sufficient funds available to meet any requirements that the legislature and/or the University impose with respect to CEC for those fee-funded employees.

These proposed uses for the fee increase have long been supported by the law student leadership. It is important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The fee increase reflects this balancing of interests, though the College's overall funding needs are greater than can be supported by fee increases alone.

Sincerely,

A handwritten signature in black ink, appearing to read 'Johanna Kalb', written in a cursive style.

Johanna Kalb  
Dean, College of Law

09 February 2024

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science Communication Graduate Certificate Program Fee

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources (CNR) to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in a graduate certificate in Environmental Education and Science Communication (Board approved in 2005).

The purpose of this memo is to request a 6% increase in the self-support program fee for the school year 2024 - 2025 from the current rate of \$10,268 per semester, to \$10,884 per semester.

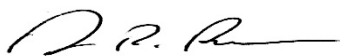
Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2024.

Talented students come to our program in McCall from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21<sup>st</sup> century economy.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,



Dennis Becker, PhD  
Dean, College of Natural Resources

09 February 2024

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science  
Communication Masters of Natural Resources (MNR) Program Fee

Dear Members of the Board,

In 2017, the State Board of Education approved a self-support program fee request from the College of Natural Resources (CNR) to support the operation of a successful Master of Natural Resources (MNR) program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in a MNR with special emphasis on Environmental Education and Science Communication.

The purpose of this memo is to request a 6% increase in the self-support program fee for the school year 2024 – 2025 from the current rate of \$12,988 per semester, to \$13,767 per semester.

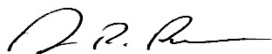
Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2024.

Talented students come to our program in McCall from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21<sup>st</sup> century economy.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,



Dennis Becker, PhD  
Dean, College of Natural Resources



University of Idaho

College of Business  
and Economics

January 10, 2024

RE: University of Idaho Master of Business Administration (MBA) - Online Program Fee

Dear Members of the State Board of Education,

The University of Idaho's College of Business and Economics faculty recently updated the curriculum of our Master of Business Administration (MBA) degree program. These changes include updating/modernizing core requirements and other curricular updates (e.g., enabling students to take electives across other University of Idaho colleges to promote an interdisciplinary focus, breaking courses into eight-week modules). Additionally, the delivery modality of the program has been updated from face-to-face delivery to 100% online delivery. These changes have made their way through our institutional curricular process, and the revised MBA will launch in Fall 2024.

When the University of Idaho last offered its MBA Program, the University levied a "Self-Support Academic Program Fee." Because of the changes made to the program's delivery modality, the purpose of this memo is to request an **institutional online program fee** consistent with Board Policy V.R.3.b.ii at \$850 per credit hour in lieu of tuition and the consolidated mandatory fee. This price point generally aligns with the per credit hour rate at our regional peer institutions, and the total costs to complete the program will be lower than our peers. This program meets the requirements of this board policy as (1) the program consists of a "grouping of courses that provide the student with the knowledge required for a baccalaureate, masters', specialist or doctoral degree" and (2) all courses will be offered and delivered via a distance learning modality.

Sincerely,

Lisa M. Victoravich, Ph.D.

Dean, College of Business and Economics  
University of Idaho



**OFFICE OF THE DEAN**  
College of Natural Resources  
Perimeter Drive MS1138  
Moscow, ID 83844-1138

11 March 2024

Re: College of Natural Resources/Master of Natural Resources Online Professional Fee Proposal Request

Dear Members of the Board,

The Master of Natural Resources (MNR) degree is a fully online interdisciplinary professional graduate degree program designed for current and aspiring professionals to enhance their educational credentials for a career in natural resources. The fundamental objective of the MNR program is to integrate and scale various perspectives — ecology and management; planning, policy, and society; and tools and technology — into a systems view of natural resources. The MNR program is accessible to graduate students of diverse academic backgrounds providing credentials and skills for the effective management of the environment and its natural resources.

MNR students currently choose from 59 different online graduate courses (500+ level), plus an additional 21 upper division online undergraduate courses. MNR courses may also be used to fulfill degree requirements for M.S. in Environmental Science and other graduate degree programs at the University of Idaho, including on-campus residential students. All MNR courses can be combined with any certificate program at the University of Idaho, including the GIS Certificate in the College of Science, professional certification by the Association for Fire Ecology, and certification for Federal Series GS-401, GS-408, GS-454, and GS-460. The Federal Series certifications in natural resources are among the few fully online credentialing programs in the United States. MNR is considered a terminal professional degree.

The purpose of this memo is to request the conversion of the MNR program from a tuition-based program to an institutional online fee-based program. The College of Natural Resources is requesting a fee beginning in Academic Year 2024-5 with a per credit cost of \$738.00.

Specifically, this request will:

- 1) Set a per credit rate still below national averages and trends while providing resources directly to the MNR program to create a self-determination route for growth and contraction;
- 2) Provide direct resources to this unique online program to ensure the necessary instruction, technology and student support is applied directly to this unique cohort of students;
- 3) Set competitive pricing for MNR, typically completed through 30 credit hours with a total cost for degree attainment per student at \$22,140;
- 4) Will not affect any students for the academic year 2023-4.

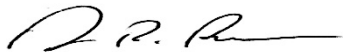
Eduventures conducted a national market analysis of online master's programs in the Natural Resources cluster during the fall 2023. Five competitor online programs were profiled: Colorado State University, Denver University, Oregon State University, Unity Environmental University, and Virginia Tech. According to the Eduventures analysis, peer institutions account for 27% of all natural resource specific programs nationally, but just 15% of master's degrees awarded, suggesting high competition. Within this cluster, Environmental Studies has gained share at the expense of Environmental Science, while Natural Resource

codes have posted flat share. Regionally, online master's programs in the western United States are less common, suggesting market opportunity.

The Eduventures (2023) analysis identified UI-MNR as the largest natural resources program in the country. Eduventures estimates that the UI-MNR program is approaching a 9% national market share for natural resource master's degrees in the United States. Eduventures analysis shows continuing strength and undercapacity of online natural resource master's programs that should benefit UI-MNR

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Becker", with a long horizontal flourish extending to the right.

Dennis Becker, PhD  
Dean, College of Natural Resources



OFFICE OF THE DEAN  
 College of Natural Resources  
 Perimeter Drive MS1138  
 Moscow, ID 83844-1138

11 March 2024

Re: College of Natural Resources/Master of Environmental Science Online Professional Fee Proposal Request

Dear Members of the Board,

The Master of Environmental Science Online Degree (ENVS-online) is a fully online interdisciplinary degree program geared toward working professionals who are passionate about the role of science in environmental issues. ENVS-online incorporates concepts of waste management, pollution, policy and law, water science, land use, and energy systems. The ENVS-online program is accessible to graduate students of diverse academic backgrounds providing credentials and skills for the effective management of the environment and its natural resources.

ENVS-online students currently choose from 45 different online graduate courses (500+ level) for a total of 107 credits, plus an additional 16 upper division online undergraduate courses for an additional 45 credits. ENVS-online courses may also be used to fulfill degree requirements for the Master of Natural Resources and other graduate degree programs at the University of Idaho, including on-campus residential students. All ENVS-online courses can be combined with any certificate program at the University of Idaho, including the the GIS Certificate in the College of Science and certification for Federal Series GS-401, GS-408, GS-454, and GS-460. The Federal Series certificates are among the few fully online credentialing programs in the United States. ENVS-online is not considered a terminal professional degree.

The purpose of this memo is to request the conversion of the MNR program from a tuition-based program to an institutional online fee-based program. The College of Natural Resources is requesting a fee beginning in Academic Year 2024-5 with a per credit cost of \$738.00.

Specifically, this request will:

- 1) Set a per credit rate still below national averages and trends while providing resources directly to the ENVS-online program to create a self-determination route for growth and contraction;
- 2) Provide direct resources to this unique online program to ensure the necessary instruction, technology and student support is applied directly to this unique cohort of students;
- 3) Set competitive pricing for ENVS-online, typically completed through 30 credit hours with a total cost for degree attainment per student at \$22,140;
- 4) Will not affect any students for the academic year 2023-4.

Eduventures conducted a national market analysis of online master's programs in the Natural Resources cluster during the fall 2023. Five competitor online programs were profiled: Colorado State University, Denver University, Oregon State University, Unity Environmental University, and Virginia Tech. According to the Eduventures analysis, peer institutions account for 27% of all natural resource specific programs nationally, but just 15% of master's degrees awarded, suggesting high competition. Within this cluster, Environmental Studies has gained share at the expense of Environmental Science, while Natural Resource

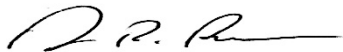


codes have posted flat share. Regionally, online master's programs in the western United States are less common, suggesting market opportunity.

Like our competitors, the ENVS-online program appeals to aspiring and working professionals. Most are seeking to enhance their skills to take on new responsibilities, move up in their organizations, or qualify for new jobs. Most are part-time students (76%) with an average time to completion of three years to attain the required 30 credits.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Becker", written in a cursive style.

Dennis Becker, PhD  
Dean, College of Natural Resources



University  
of Idaho

# FY 2025 STUDENT TUITION AND FEE OVERVIEW

APRIL 2024



# RESIDENT UNDERGRADUATE TUITION AND FEES

<b>Resident Rates per Year:</b>	<b>FY2024</b>	<b>FY2025</b>	<b>\$ Change</b>	<b>% Change</b>
Tuition	\$6,540.00	\$6,756.00	\$216.00	3.3%
Student Enrollment, Engagement and Success	115.32	123.68	8.36	7.2%
Institutional Operations, Services and Support	1,648.10	1,679.50	31.40	1.9%
Student Health and Wellness	372.32	381.62	9.30	2.5%
Student Government	132.06	134.70	2.64	2.0%
Student Government – Opt Out Portion	8.20	8.50	0.30	3.7%
<b>Total Full-Time Tuition &amp; Fees</b>	<b>\$8,816.00</b>	<b>\$9,084.00</b>	<b>\$268.00</b>	<b>3.0%</b>

# FY 2025 STUDENT TUITION AND FEE USES



- CEC
- Benefits



# DEDICATED STUDENT ACTIVITY FEES

	REQUESTED BY UNITS	STUDENT RECOMMENDATION	SBOE REQUEST
CURRENT TOTAL		\$1,420.94	\$1,420.94
<i>Changes:</i>			
<i>Change in Employee Compensation (CEC)</i>	(1%) \$11.46	(3%) \$34.38	(3%) \$34.38
<i>Academic Success</i>	3.00	3.00	3.00
<i>Office of Undergraduate Research</i>	0.34	0.34	0.34
<i>Career Services (NEW FEE)</i>	6.96	4.00	4.00
<i>Equity &amp; Diversity Admin Support</i>	2.66	2.66	2.66
<i>Tribal Relations: Tribal Liaison</i>	1.64	1.64	1.64
<i>Women's Center</i>	5.24	3.00	3.00
<i>Golf Course (NEW FEE)</i>	2.00	0.00	0.00
<i>Student Government (Optional Fee)</i>	0.30	0.30	0.30
<i>Total Changes:</i>	\$33.60	\$49.32	\$49.32
PROPOSED TOTAL		(3.5%) \$1,470.26	(3.5%) \$1,470.26



# FACILITY AND TECHNOLOGY FEES

<b>MANDATORY FEE TYPE</b>	<b>CURRENT RATE</b>	<b>PROPOSED INCREASE</b>	<b>PROPOSED RATE</b>
Facility Fee	\$680.06	\$ (2.58)	\$677.48
Technology Fee	175.00	5.26	180.26
<b>TOTAL</b>	<b>\$855.06</b>	<b>\$ 2.68</b>	<b>(0.3%) \$857.74</b>



# OTHER FULL-TIME TUITION AND FEES

<b>RATES PER YEAR:</b>	<b>FY2024</b>	<b>FY2025</b>	<b>\$ Change</b>	<b>% Change</b>
Undergraduate Non-Resident Tuition and Fees	\$ 28,052	\$ 28,320	\$ 268	1.0%
Western Undergraduate Exchange Tuition and Fees – FY 2023 or later	12,086	12,462	376	3.1%
Western Undergraduate Exchange Tuition and Fees – Pre-FY 2023 Continuing Students	13,224	13,626	402	3.0%
Graduate Resident Tuition and Fees	10,548	10,816	268	2.5%
Graduate Non-Resident Tuition and Fees	29,784	30,052	268	0.9%

# FY 2025 INCREASED ALLOCATIONS



	<b>OPERATIONAL CAPACITY ENHANCEMENT</b>	<b>TUITION</b>	<b>TOTAL</b>
<b>REVENUE INCREASES:</b>	\$2,139,100	\$1,980,000	\$4,119,100
<b>USES:</b>			
Healthcare Workforce Development	1,338,900		1,338,900
Cybersecurity Workforce Expansion	800,200		800,200
CEC Fund Shift Coverage		1,414,500	1,414,500
Benefits		565,500	565,500
<b>TOTAL USES:</b>	\$2,139,100	\$1,980,000	\$4,119,100





# FISCAL OPTIMIZATION AND EFFICIENCY

- \$22M Base Budget Reduction
- Vandal Hybrid Budget Model
- Microturbine Project
- Utility System P3
- Housing System P3
- Shared Services
  - Advising
  - Marketing & Communications
  - Advancement
  - Finance
  - HR
  - IT

**WORK SESSION**  
**APRIL 17-18, 2024**

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**SUBJECT**

FY 24 Accountability Oversight Committee Annual Report

**REFERENCE**

August 2017	The Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools.
December 2018	The Board received the AOC's fiscal year 2019 report with an analysis on the first year of implementation of the state's new K-12 school accountability system.
June 2020	The Board received the AOC's fiscal year 2020 report with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-19 Student Achievement Report.
February 2021	The Board adopted recommendations from the AOC related to the state's high school accountability assessment, initiating the negotiated rulemaking process which led to changes to IDAPA 08.02.03.111.
April 2021	The Board adopted recommendations from the AOC to shift the accountability school quality measure to chronic absenteeism, initiating the negotiated rulemaking process which led to changes to IDAPA 08.02.03.112.
June 2021	The Board received the AOC's fiscal year 2021 report with recommendations to restructure future reports.
April 2022	The Board received the AOC's fiscal year 2022 report with recommendations to improve student outcomes, as related to analysis of the data in the SDE's 2020-21 Student Achievement Report.
April 2023	The Board received the AOC's fiscal year 2023 report and supported use of the executive summary.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.Q.  
Accountability Oversight Committee  
Idaho Code § 33-110  
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

**BACKGROUND/DISCUSSION**

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.

**WORK SESSION**  
**APRIL 17-18, 2024**

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- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education (SDE) staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

The AOC's annual reports are focused on recommendations to the Board and SDE resulting from the committee's review and analysis of substantial data, as presented in annual SDE Student Achievement Reports. The data included at the request of the AOC includes standard measures given annually and additional data related to the subject-area focus for that year. For the 2022-23 Student Achievement Report, the focus area was English Language Arts and English Learners. As a result, the committee put particular emphasis on analyzing data related to the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT) in English Language Arts / Literacy, and the English Language Proficiency Assessment for English Learners.

To ensure the Board and public can identify the AOC's highest priority recommendations, the committee's FY 24 Report (Attachment 1) includes a focused Executive Summary. With support from the Board, the AOC will publish the Executive Summary as a separate document for distribution and implementation. The full report includes conclusions summarizing data analysis by subject and then presents recommendations, divided between policy recommendations for the Board and implementation recommendations for SDE. The recommendations are further separated between short-term and long-term actions. The FY 24 Accountability Report includes one appendix: Appendix A, the 2022-2023 Student Achievement Report.

The following recommendations and corresponding data from the FY 24 AOC Recommendations Report have been identified as the most critical for the Board to understand in depth:

**Early Literacy**

Priority Recommendation for the Board and Department (short-term):

- Develop a growth model for the IRI that creates fall-to-spring targets at the individual student level to encourage continued growth for all students.

**Middle Grades Math**

Priority Recommendation for the Board and Department (short-term):

- Collaborate with Smarter Balanced to create an actionable report on student performance on Idaho's Academic Content Standards for Mathematics.

**High School to Postsecondary Go On Rates**

Priority Recommendation for the Board and Department (short-term):

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- In alignment with Idaho Launch and Idaho’s job market, substantially expand the data reported, to include degrees and certifications completed in high school and a broader range of students’ postsecondary choices.

**IMPACT**

The recommendations outlined in the FY 24 AOC Recommendations Report are intended to guide the Board and Department to adjust policies, practices, and systems to support improved student achievement in areas aligned to the Board’s strategic plan. Board staff and IDE staff will need to collaborate on next steps toward implementation, including distribution of the Executive Summary. As written, none of the priority recommendations impact statute or administrative code at this time. However, agency staff could determine that steps towards implementation necessitate change. If this occurs, staff will bring the suggested changes to the Board for approval through the appropriate process.

All other recommendations in the full report will be reviewed individually by the appropriate agency to determine timelines and appropriate actions. Any recommendations that impact statute or Administrative Code may be brought back to the Board for consideration as legislative ideas.

**ATTACHMENTS**

Attachment 1 – FY 24 Accountability Oversight Committee Recommendations Report, March 2024 (including Appendix A: 2022-23 Student Achievement Report)

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Priority recommendations from this report are aligned to the Board’s strategic plan, specifically increasing performance across K-3 literacy, middle-grades math, and the go-on rate. Board Staff recommends continued support for the priority recommendations presented in the Executive Summary of the FY 24 Accountability Oversight Committee Recommendations Report.

**BOARD ACTION**

This agenda item is for informational purposes only.

# ACCOUNTABILITY OVERSIGHT COMMITTEE



## FY 24 Recommendations Report March 2024

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Appendix A: 2022-2023 Student Achievement Report

## SECTION 1: INTRODUCTION

### Background

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide accountability system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC reviews certain data in alternating years, with attention given to certain content areas each year (particularly English language arts (ELA) or math). The FY 24 report has an ELA focus.

In summer and fall 2023, the AOC, Board staff, and State Department of Education (SDE) staff agreed to continue the collaborative approach that has been used in recent years for this work. The group reviewed previously established plans regarding the data the AOC would review, and the SDE compiled the data into the 2022-2023 Student Achievement Report (Appendix A).

On January 12, 30, 31 and February 16, 2024, the AOC reviewed the data included in the 2022-2023 Student Achievement Report and began developing this report. Each data review included a time for analysis, discussion, and development of related recommendations to improve outcomes. Additionally, AOC members made suggestions regarding potential data analyses to be considered for future reports, as provided in Appendix B.

The AOC is presenting this report to the State Board of Education for consideration at the April 2024 meeting.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

## Report Structure

The following report is structured around key metrics of student achievement. The FY 24 report has an English Language Arts (ELA) emphasis.

A brief and focused Executive Summary is provided as Section 2. If approved by the Board, the Executive Summary will also be released as a stand-alone document for distribution to districts, schools, and partners. The Executive Summary provides the AOC's three priority recommendations paired with figures that summarize related data.

Section 3 provides the AOC's conclusions and recommendations. The conclusions represent a summary of the AOC's data interpretations with an emphasis on points of celebration and concern. The AOC's recommendations are presented after the conclusions, split between policy recommendations for the Board and implementation recommendations for the SDE. The recommendations are further separated between short-term and long-term actions and include notes to indicate if they are ongoing recommendations (e.g., previously included in the FY 22 or FY 23 AOC Report). The conclusions presented in Section 3 are based on the AOC's full analysis of the Student Achievement Report data, as provided in Section 4.

Section 5 includes a list of AOC committee members and their affiliations.

## DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.



## SECTION 2: EXECUTIVE SUMMARY

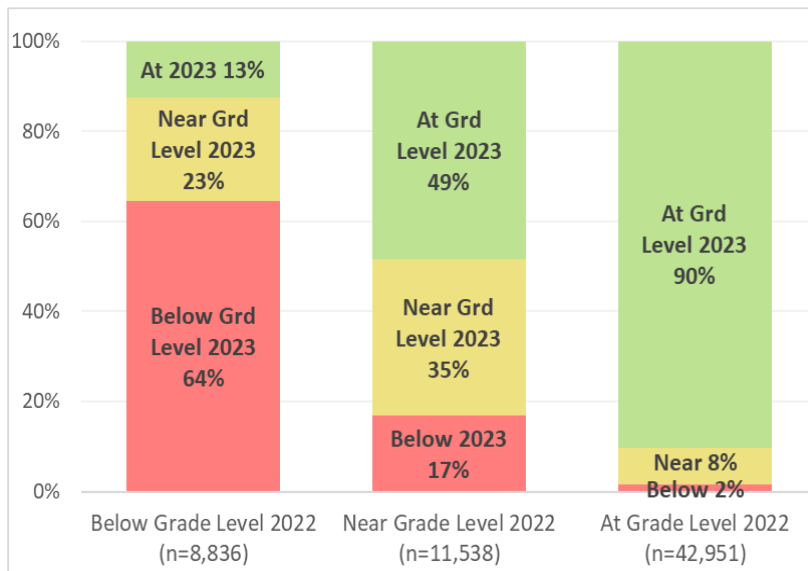
The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 24 AOC Recommendations Report, including Appendix A: 2022-2023 Student Achievement Report. Please see the full report for additional details.

### Positive Findings

- After the percentage of K-3 students At Grade Level on the IRI fell to a pandemic low of 65% in 2021, the All Students K-3 group had an At Grade Level rate of 69% in 2023.
- High school ISAT ELA scores continue to improve when compared to prior years.
- Longitudinal ISAT math mean scale score data for all grades shows that while math scores were impacted by the pandemic and have not fully recovered, progress has been made.
- English Learners’ performance on the English Language Proficiency Assessment shows students steadily improving over time.
- American Indians / Alaskan Natives have had a steadily increasing 5 Year Cohort Graduation Rate for the past five years; 2018: 63%; 2019: 70%; 2020: 68%; 2021: 73%; and 2022: 76%.

### Early Literacy

Figure 1: IRI 2022-23 Performance Relative to 2021-22 Score



### Findings

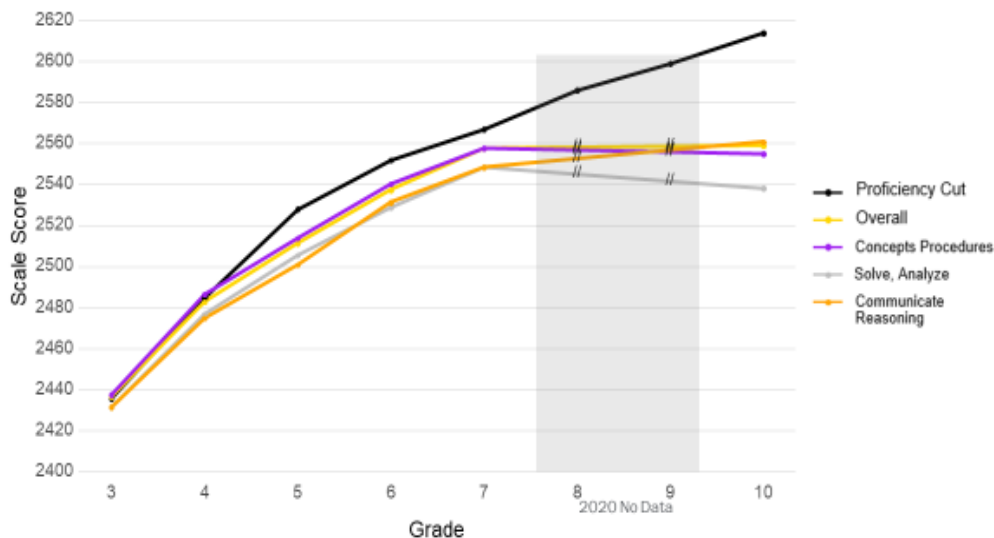
- Most Below and At Grade Level students score in the same category both years.
- There is upward movement, with 36% of students who scored Below Grade Level and 49% of Near Grade Level moving up.
- There is some downward movement of At Grade Level students and Near Grade Level students scoring in a lower category in 2023.

#### Priority Recommendation

Develop a growth model for the IRI that creates fall-to-spring targets at the individual student level to encourage continued growth for all students.

## Middle Grades Math

Figure 2: Longitudinal Mean ISAT Math Scale Score, Composite & Claims, 2021-22 Grade 10 Matched Cohort (n=15,998)



### Finding

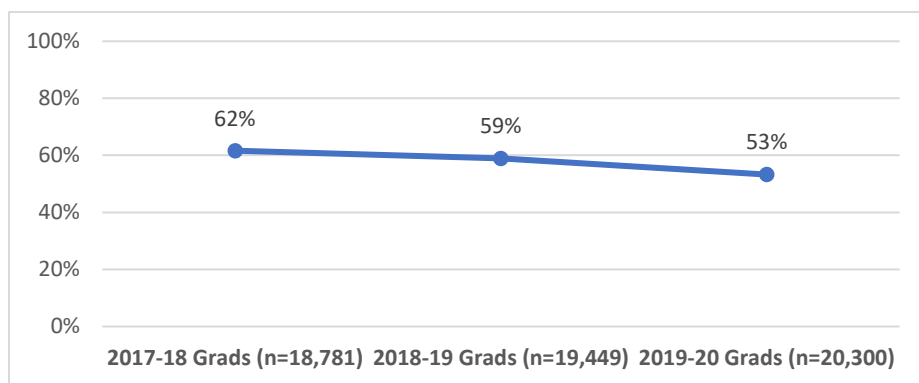
Cohort data shows performance differences between the test’s sub-categories (claims), but does not allow identification of specific skills that are particularly challenging for students at certain grade levels.

### Priority Recommendation

Collaborate with Smarter Balanced to create an actionable report on student performance on Idaho’s Academic Content Standards for Mathematics.

## High School to Postsecondary Go On Rates

Figure 3: 3 year Go On Rates, by Graduation Cohort



### Finding

While the current Go On Rate data is accurate, it does not allow for a clear of understanding of what students are doing after high school, and is missing key metrics.

### Priority Recommendation

In alignment with Launch and Idaho’s job market, substantially expand the data reported, to include degrees and certifications completed in high school and a broader range of students’ postsecondary choices.

## SECTION 3: RECOMMENDATIONS

### Suggestions for Reading Section 3

Before reading the following subsections, readers should look at the Associated Analysis and Associated Data lists directly under the header of each subsection. The Associated Analysis guides readers to the data analyses and interpretations found in Section 4 of this report. The Associated Data directs readers to the relevant figures, tables, and bulleted data interpretations found in the 2022-2023 Idaho State Department of Education Student Achievement Report (Appendix A). Reviewing this relevant information will prepare readers to process the conclusions and recommendations contained in each subsection. To further guide readers, the relevant SDE Student Achievement Report figures and tables are listed within the body of the following subsections so readers can quickly revisit them as they read.

#### Recommendations Definitions

Based on the AOC's experience with the time and energy it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 3.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after the Board's approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

### Important Data Consideration

For all categories of data, in recent years, there was a noticeable decrease in the group (n) size for Economically Disadvantaged students. This is primarily attributable to difficulty in accurately identifying students for this category for two specific reasons. First, during the past decade or so, the number of schools identified as schoolwide Title I schools has increased. When schools are identified for schoolwide Title I, lunch is provided free for all students and families are not asked to complete free and reduced lunch forms. Second, during the pandemic (SY 2020-21 and 2021-22), free lunch was provided to all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

## English Language Arts/Literacy and English Language Learning

### Conclusions: Idaho Reading Indicator (IRI)

**Associated Analysis:** AOC Recommendations Report, Section 4, pgs. 23-27

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 2-19, pgs. 15-31

#### Data Considerations:

- Idaho’s vendor for the IRI, Istation, made two significant changes to the test between 2021-22 and 2022-23.
  - o For 2022-23, Istation re-normed their test, which adjusted the expectations for students to be identified at a certain percentile, and therefore, to fall into each performance category (At Grade Level, Near Grade Level, Below Grade Level).
  - o For 2022-23, Istation developed a continuous scale for their test, thus adjusting the scale score ranges for each performance category.

#### Conclusions:

- Spring 2023 At Grade Level performance for All Students (K-3) was 69%, up from the pandemic low of 65% and close to the 2019 pre-pandemic high of 70%.
  - Kindergarten and 2<sup>nd</sup> grade had 2023 performance that met or exceeded pre-pandemic levels.
  - 1<sup>st</sup> and 3<sup>rd</sup> grades have not recovered to pre-pandemic levels, which may reveal a longer-term pandemic impact. The 3<sup>rd</sup> grade At Grade Level rate hit a post-pandemic low in spring 2023.
  - Growth during 2<sup>nd</sup> grade is the greatest of any grade and accounts for most of the improvement that occurs between kindergarten and 3<sup>rd</sup> grade.
- Student subgroup performance (i.e., race/ethnicity & student group) is not comparable across school years 2021-22 and 2022-23 because of the re-norming and re-scaling of the IRI. Thus, additional years of data are needed to detect trends.
- Although Idaho is effective at advancing most K-3 students from lower to higher performance categories, some students have performance that stagnates.
  - Cohort analyses show that by spring of 2<sup>nd</sup> grade, approximately 25% of students remain Near or Below Grade Level and most do not successfully move upward during 3<sup>rd</sup> grade.
  - Cohort analyses show that the strongest IRI gains occur during 2<sup>nd</sup> grade. This could be due to any combination of the following: effective instruction, robust curricula, and alignment between instruction and the IRI. Further research on what is spurring 2<sup>nd</sup> grade growth could allow for identification of best practices.

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- Year-over-year comparisons of individual student performance levels between reveal that 64% of students who scored Below Grade Level in spring 2022 remained at that level in spring 2023, while between 10-17% of students performing At Grade Level or Near Grade Level in spring 2022 fell back to a lower performance category in spring 2023.
- IRI domain analyses provide important insights into strengths and weaknesses in early literacy.
- Additional years of data are needed to determine full-time kindergarten impacts on early literacy achievement.
  - When comparing fall to spring scores in 2022-23, students in full-time kindergarten had a higher increase in the percentage of students At Grade Level (improvement in proficiency was 7 points higher than part-time kindergartners).
  - There may be differences in the type of students in full-time and part-time kindergarten, so additional demographics data is needed to conduct a deeper analysis of the data.

## Conclusions: ISAT English Language Arts (ELA)

**Associated Analysis:** AOC Recommendations Report, Section 4, pgs. 27-29

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 20-30, pgs. 32-46

### Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint with a computer adaptive test (CAT) that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.
- In 2022-23, Idaho moved the high school assessment from 10<sup>th</sup> grade to 11<sup>th</sup> grade. Students whose 10<sup>th</sup> grade score from the prior year (2021-22) was proficient or advanced using the 11<sup>th</sup> grade cut scores were allowed to re-use their score in 2022-23 without re-testing. It is impossible to know the impact this may have had on high school scores.

### Conclusions:

- Given the blueprint changes, more years of data are needed to re-establish consistent monitoring of post-pandemic trends.
- Year-over-year high school performance is consistently improving.
- After gains of 1 to 3 percentage points across grades 3-8 in 2020-21 and 2021-22, the percentage of students scoring proficient dropped to new lows in 2023. Notably, these drops may be due to test fatigue caused by the lengthened blueprint.

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- Individual student comparisons of year-over-year performance levels reveal substantial numbers of students in a given performance category one year falling into lower performance categories the following year. For example, of students who scored Proficient in 2021, 26% scored Basic or Below Basic in 2022.
  - There is some evidence, however, that Idaho can initiate and sustain solid year-over-year growth. Between 2017 and 2019, the mean scale score rose by 9 points. It is possible the pandemic disrupted this emerging upward trend and once the test blueprint is stabilized, improved performance will re-emerge.
- Performance gaps between subgroups and their reference groups remain. While the All Students group had a proficiency rate of 52% in 2023, students in most other subgroups did not have the majority score proficient or advanced.
- Cohort analyses reveal consistent group average performance at or slightly above proficiency across the grade levels both pre and post pandemic.

## Conclusions: English Language Proficiency Assessment

**Associated Analysis:** AOC Recommendations Report, Section 4, pgs. 29-30

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 31-37, pgs. 47-53

### Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students “testing out” of the programs. As a result, the 2020-21 cohort of students was substantially different than the prior year, since higher performing students had tested out.
- Since modified exit criteria were implemented during the pandemic, it is impossible to know how much the scores in 2020-21 and future years (2021-22, 2022-23) are a result of the change in exit criteria vs. pandemic impacts.

### Conclusions:

- English Learner performance consistently improves the longer they are in the program. This is a highly positive finding and should be recognized.
  - Additional research should be conducted, including comparisons to performance in other states to determine if Idaho has a standout program.
  - A case study would be beneficial to identify best practices.

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## Recommendations - ELA/Literacy and English Learning

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Maintain the commitment to K-3 Literacy (FY 22 & FY 23 Rec).
  - a. Focus on cohorts of students most impacted by the pandemic (FY 23 Rec).
  - b. Continue to monitor cohorts up to grade 6 to identify if accelerated learning efforts have addressed pandemic impacts.
  - c. Ensure the state’s new professional development/mentoring platform has an effective mechanism for identifying and sharing best practices in K-3 Literacy (FY 23 Rec).
2. Continue systematic collection and analyses of data regarding the impact of expanded full-time kindergarten in the state (FY 23 Rec).
3. Expand partnerships with stakeholder groups committed to serving specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials (FY 22 & FY 23 Rec).

#### Long-term Actions

1. Based on recommendations from appropriate stakeholder groups, develop plans to reduce performance differentials between subgroups (FY 22 & FY 23 Rec).

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Provide focused professional development to districts, schools, administrators, and other educational leaders on how to interpret IRI and ISAT data (particularly domain and claim data) and use it to make instructional and curriculum decisions (FY 22 & FY 23 Rec).
  - a. Support districts and schools in identifying how to use IRI and ISAT data to formulate strategic

#### Long-term Actions

1. Track cohorts and continue implementation support related to K-3 literacy (FY 22 Rec), with expansion to K-6 to ensure accelerated learning continues with students impacted by the pandemic (FY 23 Rec).
2. Maintain high quality professional development on literacy and use of IRI and ISAT Claim level data (FY 23 Rec).

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- interventions for specific student subgroups.
- Promote use of the ISAT interims and interim data as tools to support instruction (FY 23 Rec).
  - Collect and analyze data to measure how the use of ISAT interims impacts summative assessment performance.
- b. Ensure professional development is appropriately targeted and differentiated across roles (teachers, vs. administrators, etc.) (FY23 Rec).
  - c. Review the effectiveness of existing state literacy initiative efforts to ensure LEAs receive strong support (FY23 Rec).
2. Facilitate sharing of full-time kindergarten best practices between LEAs (FY 23 Rec).
  3. In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations (FY 22 & FY 23 Rec).
  4. Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize / reward them and share their strategies (FY 22 & FY 23 Rec).
  5. Conduct analysis of other states EL programs to establish Idaho's relative performance standing.
    - a. Identify and share best practices.



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## Mathematics

### Conclusions: ISAT Math

**Associated Analysis:** AOC Recommendations Report, Section 4, pgs. 30-31

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 38-43, pgs. 54-62

#### Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint for the computer adaptive portion of the test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.
- In 2022-23, Idaho moved the high school assessment from 10<sup>th</sup> grade to 11<sup>th</sup> grade. Students whose 10<sup>th</sup> grade score from the prior year (2021-22) was proficient or advanced using the 11<sup>th</sup> grade cut scores were allowed to re-use their score in 2022-23 without re-testing. It is impossible to know the impact this may have had on high school scores.

#### Conclusions:

- Given the blueprint changes, more years of data are needed to re-establish consistent monitoring of post-pandemic trends.
- Mean scale score changes show the impact of the pandemic, and though math performance has not fully recovered, steady post-pandemic improvement is clear.
- Performance trends both before and after the pandemic reveal underlying system capabilities able to produce mathematics performance improvements for the All Students group of about 3 scale score points per year.
  - These improvements are reflected in quite small changes in the percentages of students scoring basic (slightly decreased) and advanced (slightly increased).
  - There were no meaningful changes in the percentages of students who scored below basic and proficient as mean scale scores improved.
- Mathematics performance continues to deteriorate with increasing grade level. The percentage of students scoring proficient is highest in 3<sup>rd</sup> grade and lowest in high school. This pattern has been consistent for many years.
- Analysis of multiple cohorts reveals a consistent pattern of mean scale scores falling below grade level proficiency expectations after 4<sup>th</sup> grade. After 4<sup>th</sup> grade, the gap between the cohort's mean score and proficiency expectations widens.
- Performance gaps of all sizes remain between subgroups and their reference groups.

## Recommendations – Mathematics

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Support the recommendations of the Math Work Group (FY 23 Rec).
2. Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials (FY 22 & FY 23 Rec).
  - a. Actively engage in the newly formed STEP group to improve coordination with Idaho’s American Indian tribes and identify best practices from this work that could be used with others.

#### Long-term Actions

1. Develop budgets and engage with the legislature to identify and request resources and funds needed to implement the Math Work Group’s long-term recommendations (FY 23 Rec).

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Support the recommendations of the Math Work Group (FY 23 Rec).
2. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction (FY 20, FY 22, FY 23 Rec).
  - a. Professional development needs to be embedded and connected to content (FY 22 & FY 23 Rec).
  - b. Ensure professional development is appropriately differentiated by role (FY 23 Rec).
  - c. Support educators in understanding and engaging their students in the depth and rigor of the math standards (FY 23 Rec).
  - d. Ensure math performance data is widely shared and used (FY 23 Rec).
    - Promote use of ISAT interims and interim data as tools to support instruction.

#### Long-term Actions

1. With support of the Board, ensure plans are developed to implement the Math Work Group’s recommendations (FY 23 Rec).
2. Work with the Board to develop budgets and engage with the legislature to develop support for providing resources and funds to implement the Math Work Group recommendations (FY 23 Rec).
3. While developing the new ISAT aligned to Idaho’s updated academic content standards, work with the vendor(s) to create a plan to report computer adaptive test (CAT) and performance task (PT) scores separately.

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- Use ISAT claim and target data at all appropriate levels to guide professional development and instructional changes.
- 3. Promote on-grade level core math instruction for all students, including students in special education, ELs & Title I (FY 23 Rec).
- 4. Work with appropriate vendors to gather more specific ISAT math data and improve the individual student report that goes to students and families.
  - a. Work with Smarter Balanced to create a report on student performance on the Mathematics Academic Content Standards.
  - b. Work with Cambium to improve the individual student reports, including adding individual student growth targets.
- 5. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies (FY 22 and FY 23 Rec.)

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## High School - Graduation and Go On Rates

### Conclusions: Graduation Rates

**Associated Analysis:** AOC Recommendations Report, Section 4, pgs. 32-33

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 44-48, pgs. 63-67

#### Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding the students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a grade equivalency diploma (GED) or high school equivalency exam (HSE) are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

#### Conclusions:

- From 2017 to 2023, 4 year and 5 year graduation rates remained stable, with 4 year between 80-82% and 5 year between 82-84%.
- From 2018 to 2023, when disaggregated by race, ethnicity, and student group, 4 year and 5 year graduation rates remained stable for most groups, but substantial differences in graduation rates remained between the subgroups.
- An important exception to the relative stability of graduation rates occurred with the American Indian/Alaskan Native group. Their 4 year cohort graduation rates varied between 65% and 74% with some evidence of a small upward bias through the years. Their 5 year cohort graduation rates, however, showed a clearer upward trend: 2018: 63%; 2019: 70%; 2020: 68%; 2021: 73%; and 2022: 76%.

### Conclusions: Go On Rates

**Associated Analysis:** AOC Recommendations Report, Section 4, pgs. 33-35

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 49-54, pgs. 68-71

#### Data Considerations:

- The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2021-22 graduates who pursued postsecondary education in the 2022-23 school year, and the most recent 3 year Go On rates are for 2019-20 graduates who pursued opportunities in 2020-21, 2021-22, or 2022-23.

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- There has been a nationwide decrease in the percentage of high school graduates pursuing higher education during and post-pandemic. The decline in Go On rates since 2018 (from 69% to 62%) has been significant.<sup>1</sup>

**Conclusions:**

- The All Students 1 year Go On rate was stable (44-46%) between 2019-20 and 2021-22.
  - Differences in 1 Year Go On rates persist between subgroups and their relevant comparison groups.
- 3 Year Go On rates for the All Students group decreased between 2017-18 and 2019-20, from 62% to 53%. However, most of this drop (6 percentage points) occurred with the 2019-20 graduates who graduated the year of the pandemic.
- More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rates trends.
- The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as it is a combination of metrics, and is missing key data.

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<sup>1</sup> NCES, 2023

## Recommendations – High School – Graduation and Go On Rates

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and support them in pursuing appropriate postsecondary options (FY 22 & FY 23 Rec).
2. Utilize partnerships with stakeholder groups focused on specific student subgroups to develop strategies to address differentials in graduation rates between student groups (FY 22 & FY 23 Rec.).
3. In alignment with Launch and Idaho’s robust job market, substantially expand the data reported about students’ postsecondary choices. At a minimum, separately report the following:
  - % of high school graduates who earned associate degrees before graduation
  - % of high school graduates who earned certificates before graduation
  - % of high school graduates who go on to pursue certificates (1 yr +)
  - % of high school graduates who enroll in an apprenticeship
  - % of high school graduates who enter the military
  - % of high school graduates who sign up for 1 yr + of service (missions, etc.)
  - % of high school graduates who go on to a community college
  - % of high school graduates who go on to a 4 year college or university

#### Long-term Actions

1. Engage with the SDE to collaboratively develop a dropout prevention plan (FY 22 & FY 23 Rec).
2. As a part of the SLDS / ISEE remodel, create standardized codes for: common high school courses, credit given (full, partial, incomplete), and course recovery (FY 23 Rec).

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Implementation Recommendations – State Department of Education

**Short-term Actions**

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for students (FY 23 Rec).
  - a. Gather evidence regarding districts' early warning systems and dropout prevention efforts. Identify best practices used within and out of state. Present research and recommendations to the Board (FY 22 Rec).
  - b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention (FY 23 Rec).
2. Identify highly effective districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies (FY 22 & FY 23 Rec).
3. Provide outreach and professional development to LEAs to support the Board's efforts to report more diverse data about students' postsecondary choices.

**Long-term Actions**

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22 & FY 23 Rec).

## Enrollment and Attendance

### Conclusions: Enrollment

**Associated Analysis:** AOC Recommendations Report, Section 4, pg. 35

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figure 1, pg. 14

#### Conclusions

- Enrollment dipped during the 2020-21 school year, likely due to the pandemic and multiple modes of instruction (in-person, remote, hybrid).
- Annual enrollment increases in Idaho appear to have resumed post-pandemic, although at a lower growth rate.

### Conclusions: Attendance

**Associated Analysis:** AOC Recommendations Report, Section 4, pgs. 35-36

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 55-56, pgs. 72-74

#### Attendance Definitions

The following definitions for attendance are used in this report, as aligned to the Attendance Works model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

#### Data Considerations

- The definition of “chronically absent” and “severely chronically absent” include absences for any reason, including excused absences (based on district or school policy).
  - Since absences for medical reasons (including contracting Covid-19 or being quarantined due to a close contact) are included, the population of students identified as chronically absent during 2020-21 and 2021-22 likely includes students who would not have had similar absenteeism pre-pandemic.
  - Anecdotal information received by AOC members and Board and SDE staff indicates that some districts and schools made policies regarding student attendance while sick stricter (requiring no fever, etc.) during and after the pandemic, which could lead to additional absences related to illness.
  - The correlation between absenteeism and performance may be lower during and coming out of the pandemic than at other times, since the group of students



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experiencing absences could include higher performing students who are more likely to maintain proficiency despite their absences.

**Conclusions**

- Rates of chronic absenteeism and severe chronic absenteeism were highest in 2021-22 (25%), but improved modestly in 2022-23 (20%). Additional years of data are needed to determine if this is the beginning of a trend of improved attendance post pandemic.
- Except for 2020-21, rates of chronic absenteeism and severe chronic absenteeism exhibit little variability across grade level bands (i.e., K-5, 6-8, & 9-12). Thus, efforts to address absenteeism are needed across all grades. However, the resources and strategies chosen should be tailored to the specific challenges of each age group.

**Recommendations – Enrollment and Attendance**

Policy Recommendations – State Board of Education

**Short-term Actions**

1. Research a valid and reliable metric to identify students facing economic disadvantage, ensuring the data gathering process is consistent and manageable for LEAs (FY 23 Rec).
2. Continue support for the [Attendance Works](#) framework (FY 23 Rec).
3. Work to ensure all parties (Board, SDE, LEAs) understand and use common terminology and measures related to attendance and absenteeism (FY 23 Rec).

**Long-term Actions**

1. Once a new way of identifying students facing economic disadvantage is identified, integrate the data gathering into the SLDS / ISEE remodel.
2. Develop budget plans that address sustainability of funding to LEAs for implementing strategies to reduce chronic absenteeism in alignment with the Attendance Works model (FY 22 & FY 23 Rec).

Implementation Recommendations – State Department of Education

**Short-term Actions**

1. Work with the Board to find a valid and reliable metric to identify students facing economic disadvantage (FY 23 Rec).
2. Provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and recommend Attendance Works strategies to improve attendance (FY 22 & FY 23 Rec).

**Long-term Actions**

1. Implement an updated collection process for economic disadvantage data and ensure LEAS understand the collection process (FY 23 Rec).
2. Work with the Board to support development of budgets to sustain funding to LEAs for implementation of strategies to reduce chronic absenteeism in alignment with the Attendance Works model (FY 22 & FY 23 Rec).

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3. Collaborate with stakeholder groups to build awareness and knowledge of the inclusion of chronic absenteeism in the state's accountability framework and the strategies outlined in the Attendance Works model (FY 22 & FY 23 Rec).

## SECTION 4: DATA ANALYSIS

### Important Data Consideration

For all categories of data, in recent years, there was a noticeable decrease in the group (n) size for Economically Disadvantaged students. This is primarily attributable to difficulty in accurately identifying students for this category for two specific reasons. First, during the past decade or so, the number of schools identified for schoolwide Title I schools has increased. When schools are identified for schoolwide Title I, lunch is provided free for all students and families are not asked to complete free and reduced lunch forms. Second, during the pandemic (SY 2020-21 and 2021-22), free lunch was provided to all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

### English Language Arts/Literacy

#### Data Analysis: Idaho Reading Indicator (IRI)

##### Data Considerations:

- Idaho’s vendor for the IRI, Istation, made two significant changes to the test between 2021-22 and 2022-23.
  - o For 2022-23, Istation re-normed their test, which adjusted the expectations for students to be identified at a certain percentile, and therefore, to fall into each performance category (At Grade Level, Near Grade Level, Below Grade Level).
  - o For 2022-23, Istation developed a continuous scale for their test, thus adjusting the scale score ranges for each performance category.

##### IRI – Composite Scores

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 2-10, pgs. 16-24

##### Data Analysis

- When comparing across years on the same set of norms (i.e., the old norms used by Istation through 2021-22), spring 2018-19 (pre-pandemic) set the high of 70% of All Students K-3 performing At Grade Level, and spring 2020-21 set a low of 65%. After achieving 68% in spring 2021-22, performance increase slightly in spring 2022-23 to 69%. Please note that spring 2023 performance decreased to 66% At Grade Level when looking at results from the re-norming (fig. 2, pg. 16).

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- Post-pandemic recovery varies by grade level (old norms, fig. 3, pg. 17)
  - As off 2022-23, kindergarten spring At Grade Level performance recovered all pandemic losses (2 percentage points) and exceeded the grade's previous high performance (pre-pandemic, 63%) reaching a new high of 66%.
  - By 2022-23, 2<sup>nd</sup> grade At Grade Level performance recovered all pandemic losses (6 percentage points) and matched the pre-pandemic high of 75%.
  - 1<sup>st</sup> and 3<sup>rd</sup> grade have not recovered to pre-pandemic highs. After gaining 2 to 4 percentage points in 2021-22, both grades had decreased performance (by 2 to 3 points) in 2022-23.
- Student subgroup performance is not comparable across school years 2021-22 and 2022-23 because of the re-norming and re-scaling of the IRI. Thus, additional years of data are needed to detect trends (figs. 4-6, pgs. 18-20).
- Comparing the performance category a student is in spring of one year to the performance category the student is in the following spring (figs 7-8, pgs. 21-22) reveals:
  - 36-40% of students who scored Below Grade Level in the spring of one year moved higher into Near Grade Level or At Grade Level performance in the following year. However, 60-64% of these students remained Below Grade Level the following spring.
  - Approximately 50% of students who scored Near Grade Level in the spring of one year moved higher into At Grade Level performance the following spring. 35% remained at Near Grade Level the following spring, while 14-17% dropped into Below Grade Level performance.
  - 90% of students performing At Grade Level in spring of one year remained At Grade Level the following spring, while 10% dropped into Near Grade Level and Below Grade Level performance.
- 2023 Grade 2 and 2023 Grade 3 cohort analyses reveal similar patterns of longitudinal performance (figs. 9-10, pgs. 23-24).
  - Although increases in the number of students At Grade Level occurred each year, the largest increases (11 and 13 percentage points) occurred when students were in Grade 2.
  - Although decreases in the number of students performing Near Grade Level occurred each year, the largest decreases (9 percentage points for each cohort) occurred when students were in Grade 2.
  - Below Grade Level performance decreased each year but to a lesser degree when compared to Near Grade Level decreases.

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**IRI – Domain Scores**

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 11-17, pgs. 25-29

**What the IRI Domains Measure<sup>2</sup>**

- ✓ Text Fluency: The Text Fluency subtest measures the ability to read text accurately with meaning in a specified period of time.
- ✓ Vocabulary: The Vocabulary subtest measures knowledge of word meanings by identifying pictures, synonyms, and definitions.
- ✓ Letter Knowledge: The Letter Knowledge subtest measures the ability to identify the symbol for a letter’s name and its sound.
- ✓ Phonemic Awareness: The Phonemic Awareness subtest measures the ability to recognize the beginning sound of a word presented orally and to blend phonemes (the smallest spoken parts of language) into a word.
- ✓ Spelling: The Spelling subtest measures the ability to apply Letter Knowledge and Alphabetic Decoding skills to correctly spell words.
- ✓ Reading Comprehension: The Reading Comprehension subtest measures the ability to read and understand text.
- ✓ Listening Comprehension: The Listening Comprehension subtest measures the ability to listen to and understand grade-level sentences and paragraphs.
- ✓ Alphabetic Decoding: The Alphabetic Decoding subtest measures the ability to apply Letter Knowledge skills to identify non-words presented by the narrator.

**Data Analysis**

- Text Fluency Domain (fig. 11, pg. 25): 2<sup>nd</sup> grade demonstrated strong fall to spring growth in the percentage of students At Grade Level on this domain. 3<sup>rd</sup> grade did not have the same trend, as fall and spring scores were similar.
- Vocabulary Domain (fig. 12, pg. 26): Kindergarten showed no improvement in percent At Grade Level from fall 2022 to spring 2023, while 1<sup>st</sup> grade achieved a 3 percentage point gain, and 2<sup>nd</sup> and 3<sup>rd</sup> grades had 8 percentage point gains.
- Letter Knowledge Domain (fig. 13, pg. 27): Kindergarten At Grade Level performance increased 20 percentage points fall to spring, and the percentage of students performing Below Grade Level fell from 29% in the fall to 13% in the spring.
  - Most 1<sup>st</sup> grade students are not administered this domain test because they scored high enough in kindergarten to “test out.” Thus, only the lowest performing kindergarteners in spring are administered this test in the fall of 1<sup>st</sup>

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<sup>2</sup> Istation, n.d.

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grade, so the percentage of students scoring At Grade Level will be lower than the Kindergarten results.

- Phonemic Awareness Domain (fig. 14, pg. 27): Kindergarten At Grade Level performance increased 19 percentage points fall to spring, and the percentage of students performing Below Grade Level fell from 25% in the fall to 16% in the spring.
  - This is an additional domain that is primarily for kindergarten students, with most 1<sup>st</sup> grade students not tested because they scored high enough in kindergarten to “test out.” Thus, only the lowest performing kindergarteners in spring are administered this test in the fall of 1<sup>st</sup> grade, so the percentage of students scoring At Grade Level will be lower than the Kindergarten results.
- Spelling Domain (fig. 14, pg. 28): 1<sup>st</sup> grade At Grade Level performance improved 1 percentage point fall 2022 to spring 2023. 2<sup>nd</sup> grade gained 14 percentage points and 3<sup>rd</sup> grade gained 7 percentage points.
- Comprehension Domain (fig. 15, pg. 29): 57% of 1<sup>st</sup> graders, 68% of 2<sup>nd</sup> graders, and 70% of 3<sup>rd</sup> graders in spring 2023 performed At Grade Level.
- Listening Comprehension Domain (fig. 16, pg. 29): Kindergarten At Grade Level performance increased 5 percentage points from fall 2022 to spring 2023. The percentage performing Near Grade Level decreased by 4 percentage points and Below Grade Level decreased by 1 percentage point.
- Alphabetic Decoding Domain (fig. 17, pg. 29): The percentage of 1<sup>st</sup> graders At Grade Level increased 10 percentage points from 50% in fall 2022 to 60% in spring 2023, while the percentage Below Grade Level decreased by 9 percentage points.
  - Given the number of 1<sup>st</sup> graders who did not score At Grade Level on this important skill in spring 2022-23, continued monitoring should be considered.

**IRI – Full-time vs. Part-time Kindergarten**

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 18-19, pgs. 30-31

**Definitions**

- ✓ Part-time kindergarteners: Students who attend kindergarten a partial day, 4 to 5 days per week or for a full school day 2 to 3 days per week.
- ✓ Full-time kindergarteners: Students who attend kindergarten for a full school day, 4 to 5 days per week, thus completing similar instructional hours as other elementary students in their LEA.

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**Data Considerations**

- It is important to note that due to changes in funding, there was a significant increase in the number of LEAs offering full-time kindergarten to some or all of their students free of charge. Thus, there are population differences between 2021-22 and 2022-23, so comparisons across years should be done cautiously, as additional years of data are needed to understand the difference in performance between full-time kindergartners and their part-time peers.

**Data Analysis**

- As of 2023, 77% of kindergarteners were full time. This is up from 38% in 2020. Additionally, between 2022 and 2023 there was a 27 percentage point increase in the percentage of full-time kindergarteners (fig. 18, pg. 30).
- Data from 2021-22 and 2022-23 appears to show that full-time kindergarten is more effective at increasing the percentage of students At Grade Level between the fall and spring administrations of the IRI.
  - During 2022-23, there was a 25 percentage point increase from fall to spring in the percentage of full-time kindergarten students who scored At Grade Level and an 18 point increase for part-time kindergarteners. This is a 7 percentage point difference in favor of full-time kindergarten (fig. 19, pg. 31).
  - In 2021-22, when 50% of kindergartners were full-time, the fall-to-spring growth in the percentage of full-time kindergartners scoring At Grade Level was 10 percentage points higher than their part-time kindergarten peers.

**Data Analysis: Idaho Standards Achievement Test (ISAT) ELA**

**ISAT ELA**

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 20-30, pgs. 32-46

**Data Considerations:**

- After a gap in testing in 2019-20, for the following two years (SY 2020-21 and 2021-22), Idaho used a shortened blueprint with a computer adaptive test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact. Thus, when longitudinal comparisons are made in this report, 2021-22 data is the last year considered since 2023-24 data is needed to provide context to the 2022-23 scores.
- In 2022-23, Idaho moved the high school assessment from 10<sup>th</sup> grade to 11<sup>th</sup> grade. Students whose 10<sup>th</sup> grade score from the prior year (2021-22) was proficient or advanced using the 11<sup>th</sup> grade cut scores were allowed to re-use their score in 2022-23

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without re-testing. It is impossible to know the impact this may have had on high school scores.

**Data Analysis**

- Proficiency rates for the All Students (grades 3-8 and 11 combined), individual grade levels (grades 3-8), and the majority of student groups decreased in 2023 (as compared to 2022). However, these year-over-year decreases may be due to test fatigue caused by the increased length of the 2023 assessment. Thus, additional years of data, particularly with the return to the shortened blueprint in 2023-24, are needed to understand long-term trends (figs. 20-24, pgs. 34-38).
- The High School (grade 11) Total Proficient rate increased 3 percentage points in 2023 (fig. 21, pg. 35). It is impossible to know if this was impacted by the test's shift from grade 10 to grade 11.
  - Prior to 2023, the high school proficiency rate had increased 1 percentage point per year since 2019. The 3 point jump in 2023 might be an acceleration of that trend, but if so, the cause is not known at this time.
- Substantial achievement differences between racial and ethnic subgroups remained and showed no evidence of decreasing (fig. 22, pg. 36).
  - For example, the percentage of Hispanic/Latin students scoring Basic or Below Basic has ranged between 62% to 66% since 2019. The same statistic for Whites is 39% to 43%. American Indian/Alaskan Native and Black/African American subgroups have even larger differences between them and Whites.
- Except for Female, Male, and Students of Military Families, large achievement differentials remain between student subgroups and their reference groups. These subgroups include special education, English Learners (EL), migrant, homeless, foster, etc. (figs. 23-24, pgs. 37-38).
- Analyses of year-over-year movement of individual students between performance levels reveal underlying challenges with ensuring all students progress one academic year or more between testing years (fig. 26, pg. 40).
  - 65% of students who scored Below Basic in 2021 scored in the same category in 2022.
  - 22% of students who scored Basic in 2021 scored Below Basic in 2022.
  - By 2022, 26% of the 2021 Proficient students had fallen back into Basic or Below Basic, and 35% of Advanced students had fallen one or more categories.
- From 2017-18 to 2019-20, the ISAT ELA mean scale score rose from 2516 to a pre-pandemic high of 2525. After the mean scale score dropped 2 points to 2523 in 2020-21, the score recovered to 2525 in 2021-22. However, in 2022-23 the mean scale score dropped 5 points to 2520, the level it was at in 2018. It is likely this drop was caused by



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the change in the test blueprint, but additional years of data are needed (fig. 28, pgs. 42-43).

- Cohort analyses reveal consistent group average performance at or slightly above proficiency across the grade levels both pre- and post-pandemic (fig. 29-30, pgs. 44-46).
- 8<sup>th</sup> grade cohort differences across claim scores were relatively stable until 6<sup>th</sup> grade and then during 7<sup>th</sup> grade all the claim scores converged into consistent performance at or above the proficiency cut score. The convergence eliminated or reduced the historical differences across claim scores. All claim scores then decreased in unison in 2023 (fig. 30, pg. 46). Similar patterns in other cohorts were found in previous analyses.
  - Please note that these interpretations are based on visualizing patterns of lines in figures. Therefore, more in-depth and sophisticated statistical analyses of these patterns are needed to verify that they exist and measure their magnitude.

## Data Analysis: English Language Proficiency Assessment (ELPA)

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 31-37, pgs. 47-53

### Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students “testing out” of the programs. As a result, the 2020-21 cohort of students was substantially different than the prior year since higher performing students had tested out.
- Since modified exit criteria were implemented during the pandemic, it is impossible to know how much the scores in 2020-21 and future years (2021-22, 2022-23) are a result of the change in exit criteria vs. pandemic impacts.

### Data Analysis

- After the modified exit criteria / pandemic drop in 2021, performance category percentages for All Students (K-12) essentially held steady in 2022 and 2023 (fig. 32, pg. 49).
- All grade level bands exhibited substantial improvement in student performance the longer students remained in the program (fig. 34, pg. 51).
  - For example, in 2023, 51% of K-5 students in their first year in the program scored in the two lowest levels, Entering and Emerging. By comparison, for K-5 students who were in the program 4 or more years, only 8% performed at the two lowest levels.
- Cohort analyses of students provide additional insight into students in the program for four years or more (figs. 35-37, pgs. 52-53).

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- Note: The cohort analysis does not include data for students who exited the cohort, so particularly for the middle school and high school cohorts, the cohorts are likely made up of students who are experiencing the greatest challenges acquiring English. Additionally, our data for this report does not include contextual information regarding how long students had been in the EL program before the first year of cohort analyses (i.e., the 7<sup>th</sup> grade cohort could include students new to the U.S. along with students who had been in the program for multiple years without exiting).
- Cohort analyses provide some support for the assertion that student performance improves the longer they remain in the program, but it also might provide important context for this assertion since program effects appear stronger for younger students.
  - For example, the 2023 Grade 3 cohort demonstrated steadily improved performance between kindergarten and 3<sup>rd</sup> grade. The percentages of students in the top three categories (i.e., 4, 5, & 6) climbed from 11% in kindergarten to 46% in 3<sup>rd</sup> grade. Similarly, category 3-Developing went from 14% to 40% (fig. 35, pg. 52).

## Mathematics

### Data Analysis: ISAT Math

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 38-43, pgs. 54-63

#### Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint for the computer adaptive portion of the test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact. Thus, when longitudinal comparisons are made in this report, 2021-22 data is the last year considered since 2023-24 data is needed to provide context to the 2022-23 scores.
- In 2022-23, Idaho moved the high school assessment from 10<sup>th</sup> grade to 11<sup>th</sup> grade. Students whose 10<sup>th</sup> grade score from the prior year (2021-22) was proficient or advanced using the 11<sup>th</sup> grade cut scores were allowed to re-use their score in 2022-23 without re-testing. It is impossible to know the impact this may have had on high school scores.

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Data Analysis

- After steadily increasing in the years leading up to the pandemic, the All Students (grades 3-8 and 11) mean ISAT Math scale score dropped 11 percentage points in 2020-21 to 2506, matching its 2015 level. While the ISAT Math mean score has not yet fully recovered, it has increased 3 points the past two years, to 2509 in 2021-22 and 2512 in 2022-23 (fig. 42, pg. 60).
- The Total Proficient rates for the All Students group, majority of grades, and most student groups decreased between 2022 and 2023. However, these year-over-year decreases may be due to test fatigue caused by the increased length of the 2023 assessment. Thus, additional years of data, particularly with the return to the shortened blueprint in 2024, are needed to understand long-term trends (figs. 38-41, pgs. 55-59).
  - From a pre-pandemic high of 44%, the All Students Total Proficient rate fell to a post-pandemic low of 40% in 2021, a level roughly equivalent to 2014-15 (the first year of ISAT by Smarter Balanced testing). However, 3 percentage points of the loss were recovered in 2022 (fig. 38, pg. 55).
  - Except for high school, no grade level has recovered to pre-pandemic highs in Total Proficient students (fig. 39, pg. 57).
    - High school performance has been unchanged since 2019 with 34 to 35% of students scoring Proficient or Advanced (the lowest proficiency rate of any grade).
    - Mathematics performance continues to deteriorate with increasing grade level. In 2023, 49% of 3<sup>rd</sup> graders scored Proficient or Advanced. By high school, the proficiency rate was 35%.
- Achievement differences between student groups persist (figs. 40-41, pgs. 58-59).
  - For example, in 2023, 61% of Asians and 46% of Whites performed at proficient or advanced levels. Only 19% of American Indians and Black, African Americans performed at proficient or advanced levels in 2023 (fig. 40, pg. 58).
  - In 2023, 42% of military connected students, 39% of females, and 44% of males performed at proficient or advanced levels. Only 16% of migrants, 14% of English learners, and 12% of students with disabilities performed at proficient or advanced levels (fig. 41, pg. 59).
- Longitudinal data of multiple cohorts shows similar performance patterns (fig. 43, pgs. 62-63).
  - Cohort trend lines from three previous AOC Student Achievement Reports plus this one (i.e., 8 cohorts of students) show performance diverging from and thereafter underperforming grade level proficiency expectations after 4<sup>th</sup> grade.
  - All but one of the eight cohort trend lines show an additional divergence in the middle grades that accelerates the underperformance in relation to grade level proficiency expectations.

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- Please note that these interpretations are based on visualizing patterns of lines in figures. Therefore, more in-depth and sophisticated statistical analyses of these patterns are needed to verify that they exist and measure their magnitude.

## High School – Graduation and Go On Rates

### Data Analysis: Graduation Rates

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 44-48, pgs. 64-68

#### Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding the students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a GED or HSE are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

#### Data Analysis

- For the 2017 to 2023 cohorts, the 4 year cohort graduation rates remained stable between 80% and 82% (fig. 44, pg. 64).
- For the 2017 to 2022 cohorts, the 5 year cohort graduation rates remained stable between 82% and 84% (fig. 44, pg. 64).
- Between the 2019 and 2023 cohorts, 4 year cohort graduation rates grouped by race/ethnicity appear stable. No groups experienced appreciable increases or decreases, when taking into consideration the group's size and potential pandemic year impacts. Group size is an important consideration since smaller groups will usually have greater variability across the years (fig. 45, pg. 65).
  - While rates are generally stable for each group, there are graduation rate differences between race/ethnicity subgroups.
    - For the lowest performing groups, graduation percentages range in the high 60's to low 70's (e.g., American Indian/Alaskan Native and Black/African American).
    - For the middle performing groups, graduation percentages range in the 70's (e.g., Hispanic/Latin, Native Hawaiian/Other Pacific Islander, and Two or More Races).
    - For the highest performing groups, graduation percentages range in the 80's (e.g., Asian and White).
- From 2019 to 2023, 4 year cohort graduation rates grouped by student group appear stable. No groups experienced appreciable increases or decreases, when taking into

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consideration the group's size and potential pandemic year impacts. Group size is an important consideration since smaller groups will usually have greater variability across the years (fig. 46, pg. 66).

- While rates are stable for each group, there are graduation rate differences between student groups.
  - Graduation rates for Students in Foster Care range in the high 30's to low 40's.
  - Students Who are Homeless and Students with Disabilities have graduation rates ranging in the 50's.
  - For Economically Disadvantaged, English Learners, and Migratory Students graduation percentages range in the 60's to low 70's.
  - For Students of Military Families, Males, and Females graduation rates range from the mid 70's to the low to mid 80's.
- In general, 2018-2022 five year cohort graduation rates, grouped by either race-ethnicity or student group, were higher by a few percentages points when compared to 4 year rates for the same groups and followed the patterns found in the 4 year cohort graduation rates (figs. 47-48, pgs. 67-68).
  - An important exception to these patterns occurred with the American Indian/Alaskan Native group. Their 4 year cohort graduation rates varied between 65% and 74% with some evidence of a small upward bias through the years. But their 5 year cohort graduation rates show a clearer upward trend: 2018: 63%; 2019: 70%; 2020: 68%; 2021: 73%; and 2022: 76%.

## Data Analysis: Go On Rates

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 49-54, pgs. 69-72

### Data Considerations:

- The Go On rates for a given year (i.e. 2021-22) are the rate for that graduation cohort (i.e. students who graduated in 2021-22).
- The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2021-22 graduates who pursued postsecondary education in the 2022-23 school year, and the most recent 3 year Go On rates are for 2019-20 graduates who pursued opportunities in 2020-21, 2021-22, or 2022-23.

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**1 Year Go On Rates**

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 49-51, pgs. 69-71

**Data Analysis**

- The All Students 1 Year Go On rates remained steady at about 45% between 2019-20 and 2021-22 (fig. 49, pg. 70).
- 1 Year Go On rates varied by race / ethnicity (fig 50, pg. 70).
  - American Indian/Alaskan Native rates decreased from 39% in 2019-20 to 29% in 2021-22. This was the lowest go on rate for any ethnic group in 2021-22.
  - The 1 year Go On rate for Native Hawaiian/Other Pacific Islander increased from 28% in 2019-20 to 47% in 2021-22.
  - After dropping 4 percentage points between 2019-20 and 2020-21, the Asian group’s Go On rate increased 8 percentage points in 2021-22, a post-pandemic high.
  - All other ethnic groups experienced some variability in Go On rates between 2019-20 and 2021-22, with no trends emerging.
  - Black/African Americans, a historically lower performing group on other measures, have the second highest Go On rate of all ethnic groups.
  - Differences in go on rates persist between groups based on race/ethnicity. However, as 2021-22 and 2022-23, except for American Indian/Alaskan Native and to a lesser degree Hispanic/Latin groups, all other groups have Go-On rates that meet or exceed the All Students group.
- 1 Year Go-On rates varied by student subgroup (fig. 51, pg. 71).
  - All of the student subgroups, including Economically Disadvantaged, English Learners, Students Who are Homeless, and Students with Disabilities, performed below the All Students group by 10 to 28 percentage points, depending on the group and year being compared.
  - Students with Disabilities were the lowest performers. Of the 2021-22 cohort, 19% went on within one year of graduation, compared to 45% of the All Students group.

**3 Year Go On Rates**

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 52-54, pgs. 71-72

**Data Analysis**

- The 3 Year Go On rates for the All Students group decreased each year between 2017-18 and 2019-20, from 62% to 53%. However, most of this drop (6 percentage points) occurred with the 2019-20 graduates (fig. 52, pg. 71).

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- Based on 2019-20 3 Year Go On rates, it appears that for most race/ethnicity groups, rates were negatively impacted by the pandemic, but additional years of data are needed to fully understand the effects (fig. 53, pg. 72).
  - The 3 Year Go On rates for American Indian/Alaskan Native and Asian students were not as impacted as other groups, as their rates held steady between 2018-19 and 2019-20 (American Indian/Alaskan Native: 44% and Asian: 70%).
  - All other race/ethnicity groups experienced negative trends in 3 Year Go On rates from 2017-18 to 2019-20.
    - Decreases over the three years ranged from a high of 16 percentage points for Native Hawaiian/Other Pacific Islander to a low of 4 percentage points for Black/African American.
- It appears that 3 Year Go On rates for other student groups were negatively impacted by the pandemic, but additional years of data are needed to fully understand possible effects (fig. 54, pg. 72).
  - Across the two years leading up to the pandemic (2017-18 and 2018-19), Economically Disadvantaged, Students Who are Homeless, and Students with Disabilities all experienced year-over-year declines of 2 to 4 percentage points. These declines then accelerated during the 2019-20 pandemic year with additional decreases of 4 to 5 percentage points.
  - English Learners also experienced a drop in 3 Year Go On rates for 2019-20 graduates. The difference between them and the other groups is that for English Learners their 3 Year Go On rates did not show a downward trend before the 2019-20 pandemic year. They remained steady at 41% the two years prior to the pandemic year and then dropped 5 percentage points for the 2019-20 cohort.

## Enrollment and Attendance

### Data Analysis: Enrollment

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figure 1, pg. 14

#### Data Analysis

- Idaho public schools enrolled an additional 866 students in 2022-23 (fig. 1, pg. 14).
- After a pandemic low in enrollment occurred in 2020-21, enrollments rebounded by 5,415 students in 2021-22, exceeding the pre-pandemic high (fig. 1, pg. 14).

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## Data Analysis: Attendance

**Associated Data:** 2022-2023 Student Achievement Report (App. A), Figures 55-56, pgs. 73-75

### Attendance Definitions

The following definitions for attendance are used in this report, as aligned to the Attendance Works model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

### Data Considerations

- The definition of “chronically absent” and “severely chronically absent” include absences for any reason, including excused absences (based on district or school policy).
  - Since absences for medical reasons (including contracting Covid-19 or being quarantined due to a close contact) are included, the population of students identified as chronically absent during 2020-21 and 2021-22 likely includes students who would not have had similar absenteeism pre-pandemic.
  - Anecdotal information received by AOC members and Board and SDE staff indicates that some districts and schools made policies regarding student attendance while sick more strict (requiring no fever, etc.) during and after the pandemic, which could lead to additional absences related to illness.
  - The correlation between absenteeism and performance may be lower during and coming out of the pandemic than at other times, since the group of students experiencing absences could include higher performing students who are more likely to maintain proficiency despite their absences.

### Data Analysis

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. During and after the pandemic, adequate attendance dropped to 82% in 2020-21 and just 75% in 2021-22. The percentage rebounded to 80% in 2022-23 (fig. 55, pg. 74).
- In 2018-19 (pre-pandemic), adequate attendance rates were similar across grade bands (K-5: 88%, 6-8: 87%, and 9-12: 86%). In 2020-21 (during the pandemic), adequate attendance rates diverged across grade bands (K-5: 86%, 6-8: 82%, 9-12: 77%). Highly similar adequate attendance rates across all grade bands re-emerged post-pandemic in 2021-22 and 2022-23 (fig. 56, pg. 75).



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## SECTION 5: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

### Chair

Roger Stewart, Ph.D. Retired Professor, College of Education, Boise State University  
Designated Seat: Student Achievement Assessment and Data

### Ex-Officio Members

Linda Clark, Ed.D. Vice President, Idaho State Board of Education  
Retired Superintendent, West Ada School District #2

Cindy Siddoway Member, Idaho State Board of Education  
Owner, Siddoway Sheep Co. and Juniper Mountain Ranch  
Former School Board Trustee, West Jefferson School District #253

Ryan Cantrell, Ed.S. Chief Deputy Superintendent, Idaho State Department of Education

### Designated Members

Julian Duffey, M.Ed. Special Education Director, Jefferson County School District #251  
Owner, Balance Point, LLC.  
Designated Seat: Special Education

Jodie Mills, Ed.S. Administrator of Teaching and Learning, Boise School District #1  
Designated Seat: School District Assessment and Accountability

Geoff Penrose, Ed.S. Principal, Sandpoint Middle School, Lake Pend Oreille School District #84  
Designated Seat: School Level Administrator

Wendy Johnson, Ed.S. Superintendent, Kuna School District #3  
Designated Seat: School District Superintendent

### At-Large Members

Iris Chimburas Director of Indian Education, Lapwai School District #341  
Member, Indian Education Committee

Anne Ritter, MS.Ed., J.D. Board Member, Meridian Medical Arts Charter School  
Former School Board Trustee, West Ada School District #2

### Staff

Alison Henken, M.P.P. K-12 Accountability and Projects Program Manager, Idaho Office of the  
State Board of Education

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2022-23

# Student Achievement Report



IDAHO DEPARTMENT OF EDUCATION  
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR  
BOISE, IDAHO 83702  
208 332 6800 OFFICE / 711 TRS  
[WWW.SDE.IDAHO.GOV](http://WWW.SDE.IDAHO.GOV)

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## DATA NOTES

The data presentations in this report conform to the rules and standard practices adopted by the Idaho Department of Education (the Department) to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

### Redaction

In compliance with Idaho law, we redact data to protect personal identity. This means that we do not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council (DMC) Policies and Procedures call for at least two cells to be redacted in most cases where any total is available, to prevent any cell required for redaction from being derived. Under DMC policy, additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The Department uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by “blurring” the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the “NSIZE” notation. Cells that meet the n size requirement but cannot be disclosed because of their relationship to another cell that is redacted, are blurred with the use of “>” or “<” notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

### Level of Precision and Rounding Error

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data, and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. Slight, apparent differences from 100% of up to one percentage point in the sum of rates per category (usually a stacked bar) result from rounding error and not real discrepancies.

## School Year (SY) Naming Convention

By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2019-20 school year is labeled 2020. In this report, when a school year is identified with one date, for example 2023 refers to the school year starting in the previous calendar year's fall (i.e., 2022) and ending in named school year's spring (i.e., 2023)

## Sample Size

Throughout this report, the sample size or student count is expressed whin parenthesis with or without a notation of "n=".

## DATA CONSIDERATIONS

The following considerations should be considered when interpreting the results available in this report.

### 2019 Pre-Pandemic Baseline

This report includes results from the 2018-19 school year as the pre-pandemic baseline. Idaho continues to make a recovery from the COVID-19 pandemic, and it is important to keep track of the effect and progress. Because of COVID-19, many programs, including statewide assessments, ceased in Spring 2020. For this reason, results from the school year 2020 may not be available.

### IRI Considerations

IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. Several graphs show 2022-23 findings using both the new and old norms.

### ISAT Considerations

The Idaho State Board of Education adopted the adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores are in development, the shortened blueprint does not offer claim-level scores. Idaho used shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graphs available in this report show the performance of students in grades 3-8 and high school (grade 10 through 2022, grades 10 and 11 in 2023), across the four achievement levels. As of 2023, the high school ISAT was taken in Grade 11 and evaluated against Grade-11 standards. Two other features were

added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade-10 or other high school students could take the Grade-11 ISAT for banking, if they had completed relevant curriculum. Please see [Accountability Business Rules](#) or Appendix I for details.

### **ELPA Considerations**

In 2017, the Department slightly lowered the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for exiting the program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, the Department implemented another exit criterion update in 2019-20. These modifications lowered the overall composite proficiency level exit cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0<sup>1</sup>.

---

<sup>1</sup> This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

## **INTRODUCTION**

The Assessment and Accountability Department, on behalf of the Idaho Department of Education, presents Idaho’s 2022-23 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.<sup>2</sup> Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability staff, as well as reflections from other department staff.

Questions about the data or observations can be directed to the Assessment and Accountability Department.

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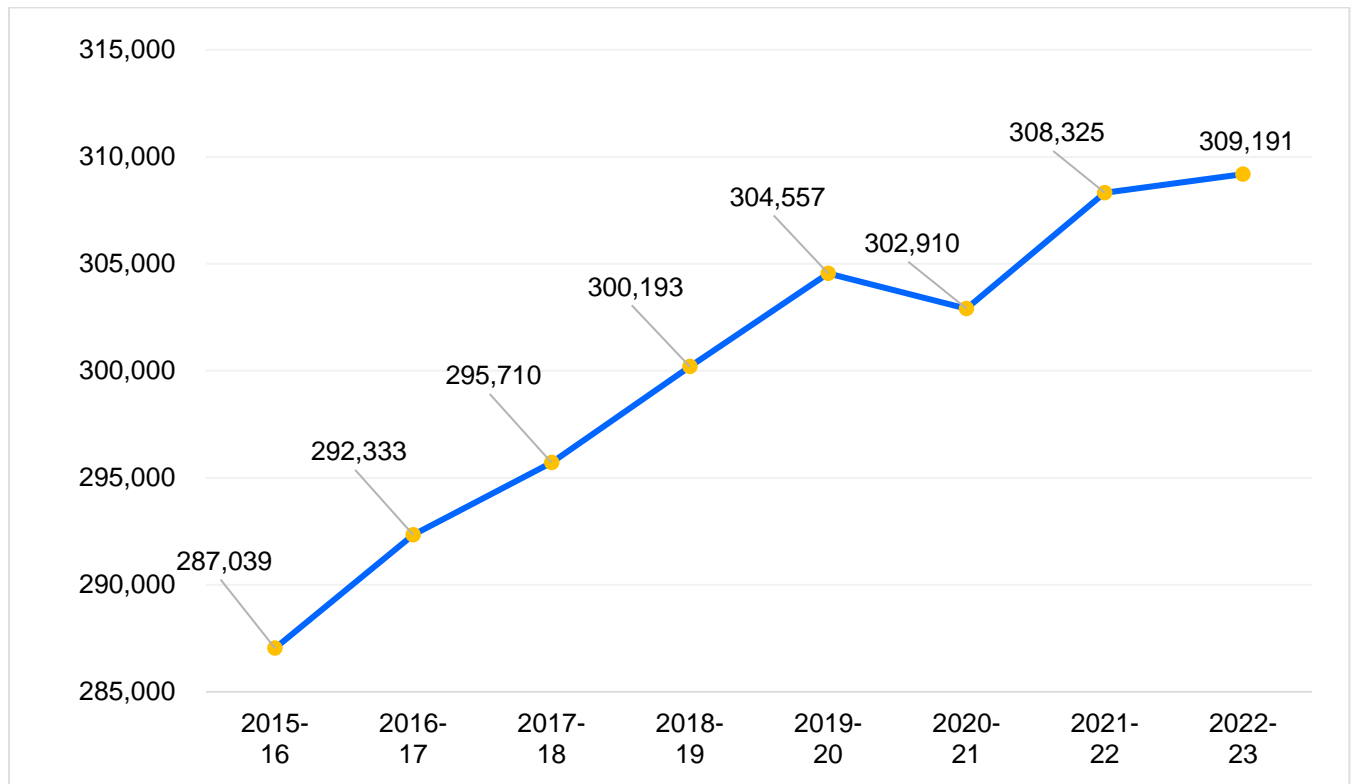
<sup>2</sup> Inclusion and weighting rules vary depending on the accountability metric and requirement.

## ENROLLMENT

This report reviews the achievements of the 309,191 students in Idaho’s public schools in 2022-23. These official numbers come from the Spring Enrollment Count, which includes all students in grades kindergarten through 12 enrolled on the first Friday of May. The districts and charter schools statewide report enrollment via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind; (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

As seen in Figure 1, enrollment has increased by about 900 students since last year; by 4,600 students over the past four years since 2019-20, and by about 22,000 since 2015-16. Growth since last year is 0.3%, considerably lower than the 1.1% annual growth from 2016 through 2023. Coming years will reveal whether this slowed growth will continue.

Figure 1: Idaho Public School Enrollment over Three Years





## ENGLISH LANGUAGE ARTS AND LITERACY

This section reviews Idaho students' performance on English language arts and literacy assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10; and the English Language Proficiency Assessment (ELPA) for students learning English in kindergarten through grade 12.

### IRI

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. Second, it was approximately 2-4 minutes long and it measured one aspect of literacy – oral reading fluency.

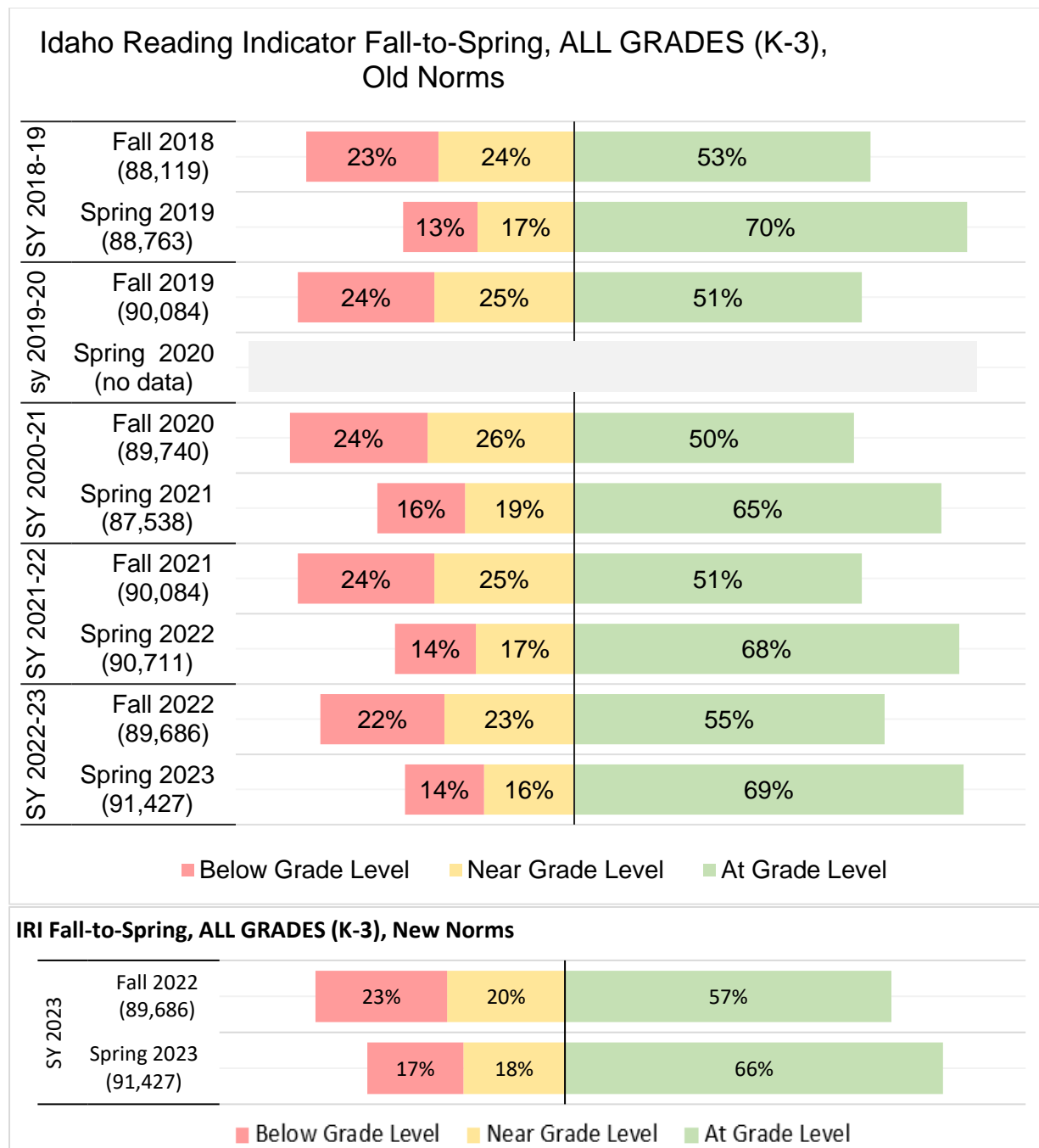
By contrast, the new IRI is a computer-adaptive screener and diagnostic assessment taken on a tablet or computer. It uses multiple, short tests to measure the foundational skills of literacy: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, Alphabetic Decoding, Reading Comprehension, and Text Fluency. Students in each grade complete a specific combination of these sub-tests. For example, kindergarteners are not assessed in text fluency. The IRI reports scores for each subtest and for overall literacy ability.

### Data Considerations

IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. Several graphs show 2022-23 findings using both the new and old norms.

Figure 2 shows old norms in the top section, and new norms for 2022-23 in the bottom section.

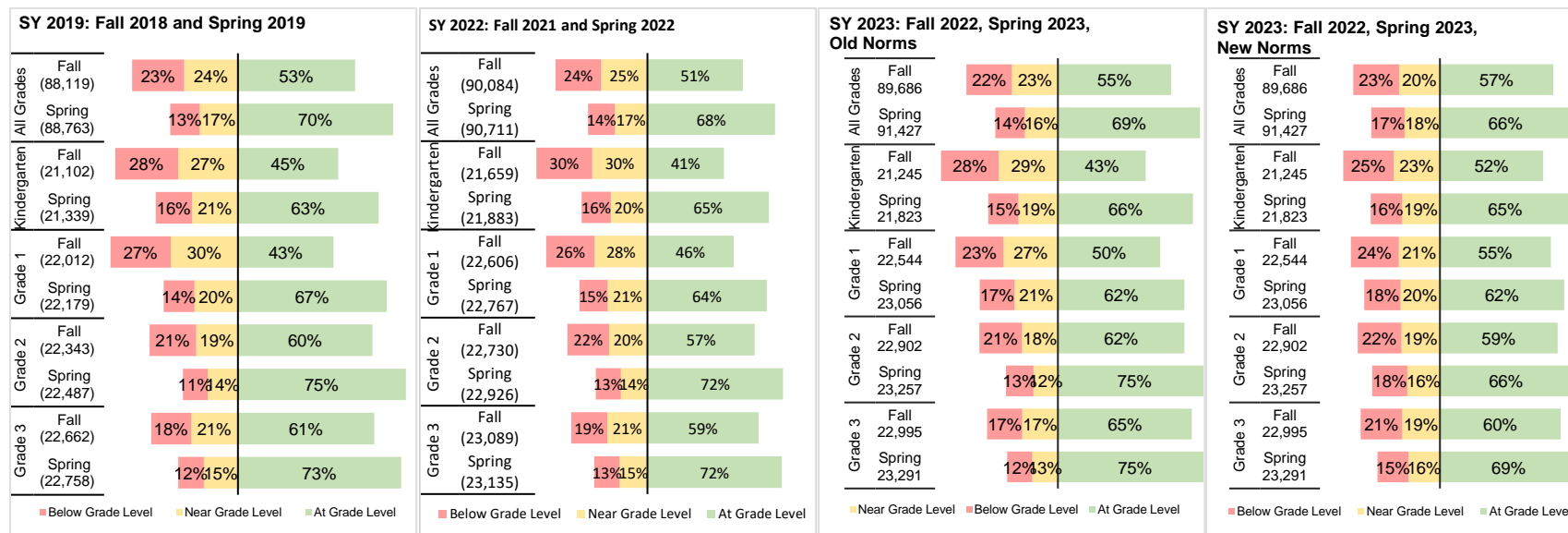
Figure 2: IRI Fall-to-Spring Performance Old Norms (Top) & New Norms SY 2023 (Bottom)



**Note.** Old norms in 2023 are not reportable to the Department's accountability system. They appear in the top graph for comparison purposes, only. The new-norm scores reported in the bottom graph are the ones used in the Report Card and the accountability system.

This graph shows each grade’s performance in three separate years, with both the final two showing scores based on Old Norms, and then New Norms, respectively.

Figure 3: Fall and Spring IRI Performance Across Years – Old Norms and New Norms

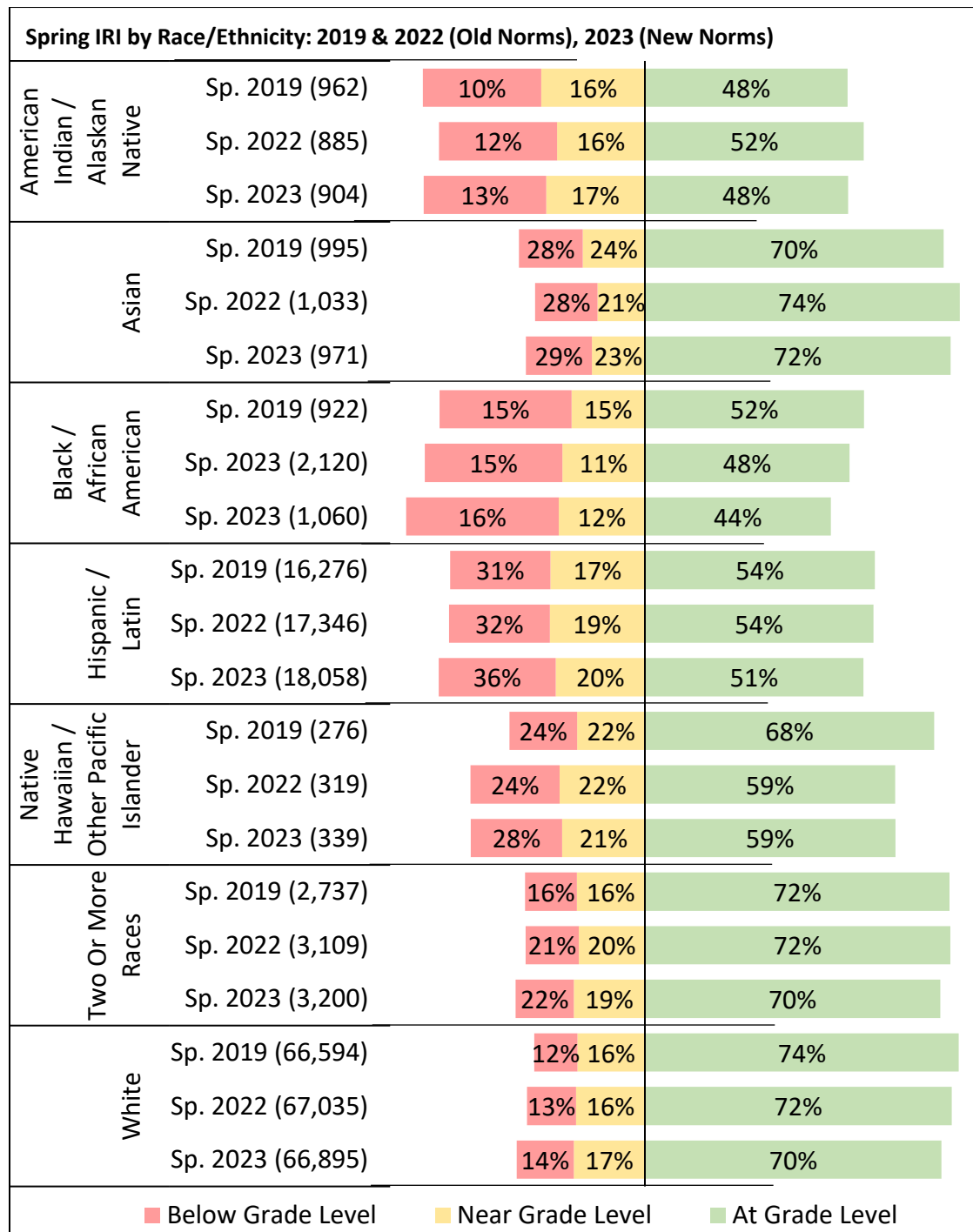


**Note.** Old norms in 2023 are not reportable to the Department’s accountability system. They appear here for comparison purposes, only.

IRI Performance by Race-Ethnicity – All Grades

Figure 4 shows IRI performance by race-ethnicity groups.

Figure 4: Spring IRI Performance by Race and Ethnicity: 2019 & 2022 (Old Norms) and 2023 (New Norms)



IRI Performance by Student Group – All Grades

Figure 5 and Figure 6 show statewide IRI performance of all grades by student groups.

Figure 5: Spring IRI Performance by Student Group Performance: 2019 & 2022 (Old Norms) and 2023 (New Norms)

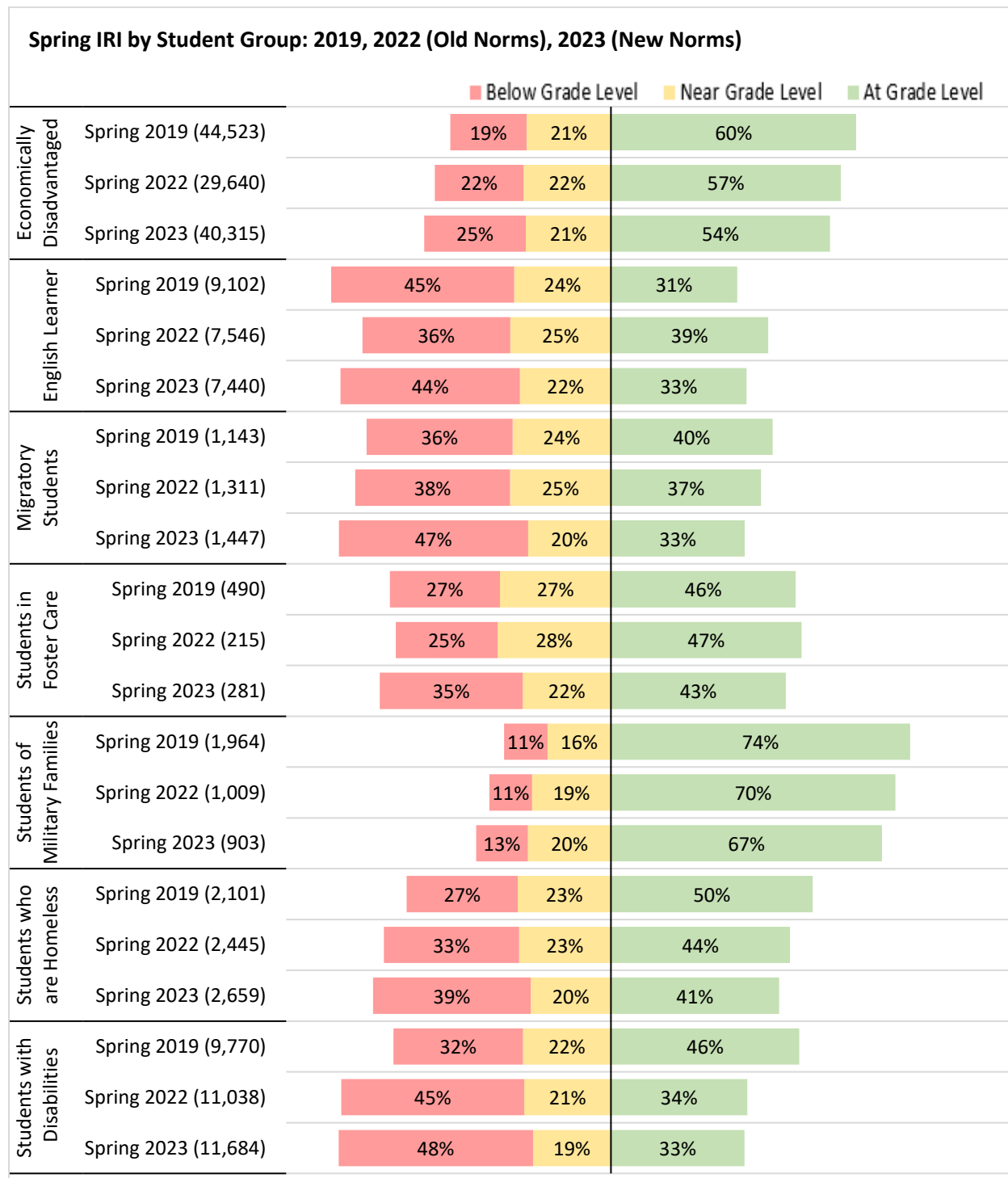
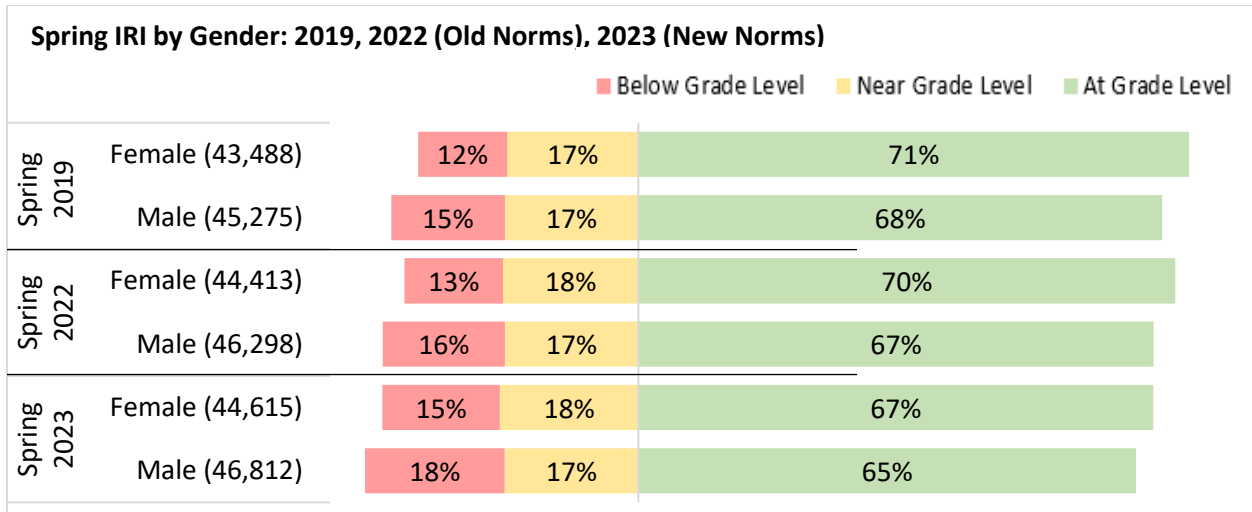


Figure 6: Spring IRI Performance by Gender: 2019 & 2022 (Old Norms), 2023 (New Norms)



**How much did Idaho students move across proficiency levels?**

Two types of cohort analyses were conducted on IRI to better understand the achievement trend. First, Figure 7 shows the change versus stability of students’ IRI performance levels across two measurement times, 2022 versus 2023. Each vertical, stacked bar includes all the students in the cohort who started at a specific IRI performance level in 2022: the far-left bar represents those starting at Below Grade Level; at the far right are students starting in At Grade Level. The stacked sections within a bar show where a student was in 2023, e.g., 64% who started Below Grade Level in 2022 were still there in 2023 (red section, first bar).

This analysis only includes grades 1 through 3 in 2023 and grades K through 2 in 2022 because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2022 that was one grade below those included in 2023. Matching across time also loses students who move from the state or leave public schools.

**Figure 7: IRI Performance Level in 2023 Per 2022 Starting Level (Old Norms)**

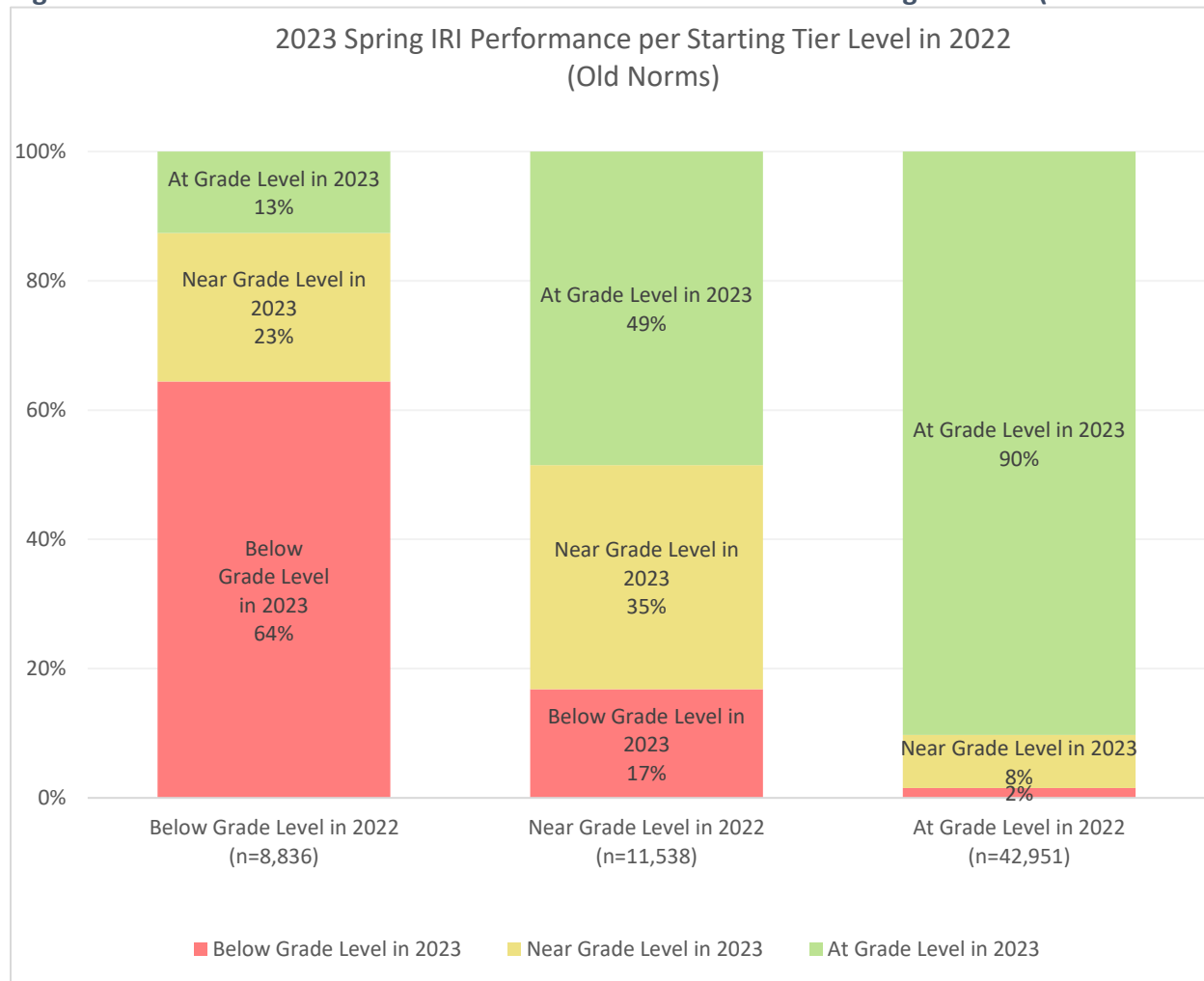
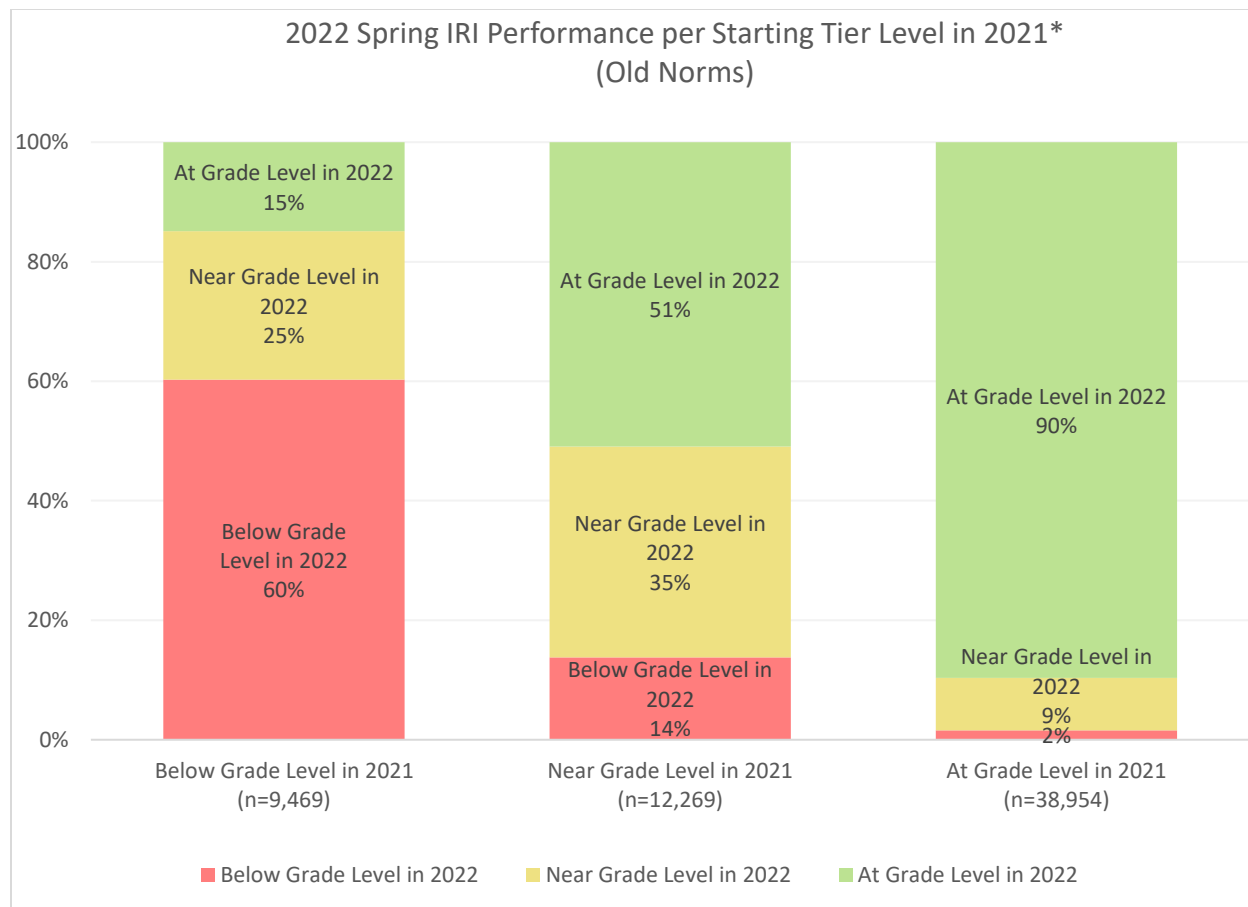


Figure 8 below from 2022 compares to the updated version for 2023, seen on the prior page.

**Figure 8: IRI Performance Level in 2022 Per 2021 Starting level (Old Norms)**





Second, we followed the performance of those students who were in kindergarten in the 2020-21 school year for the subsequent two years. The students needed to participate in Spring IRI in all three years to be included in this analysis with a chronological grade level progression. **Error! Not a valid bookmark self-reference.** shows the spring IRI performance for 2023 grade 2 cohort using old norms for comparison purposes.

Figure 9: 2023 Grade 2 Cohort: Spring IRI Performance Level by Year

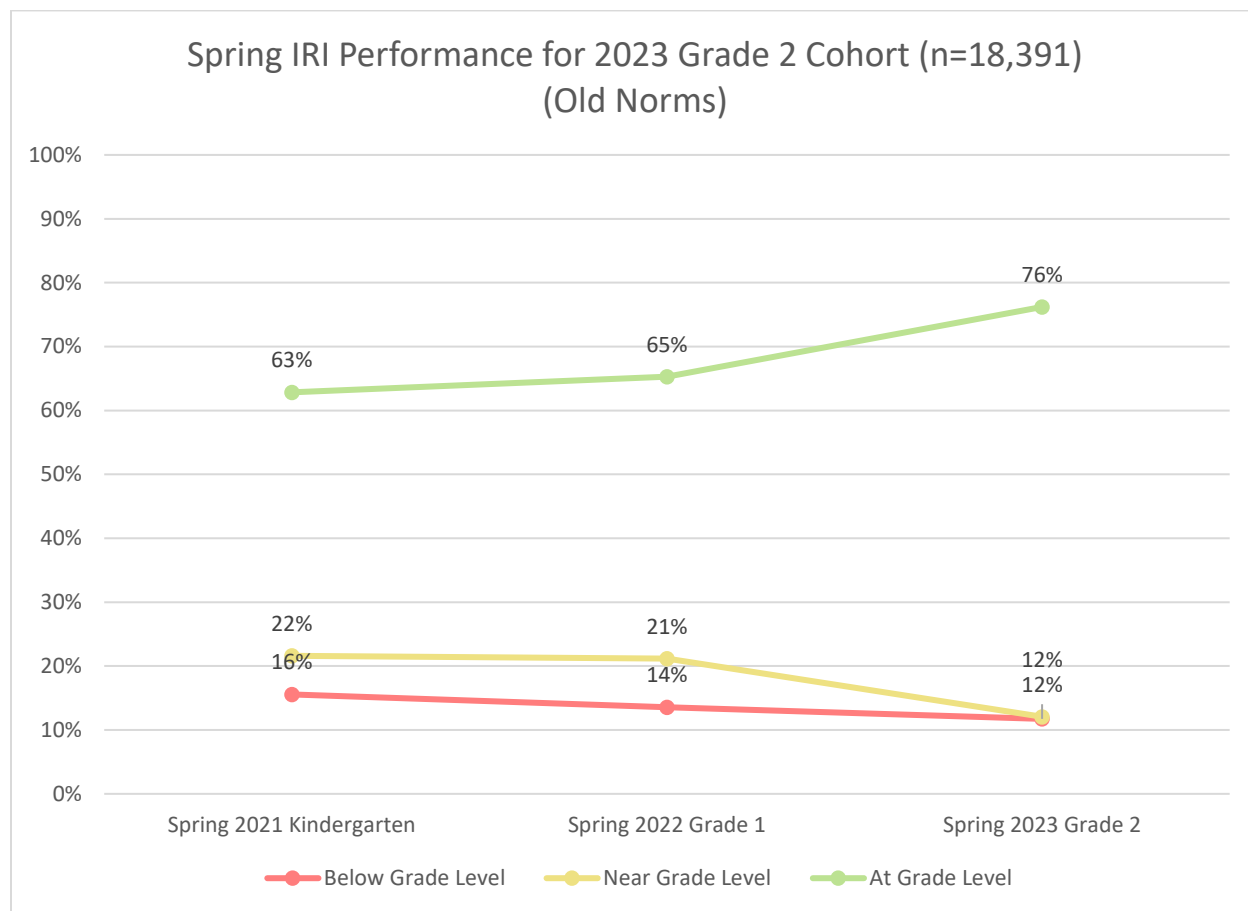
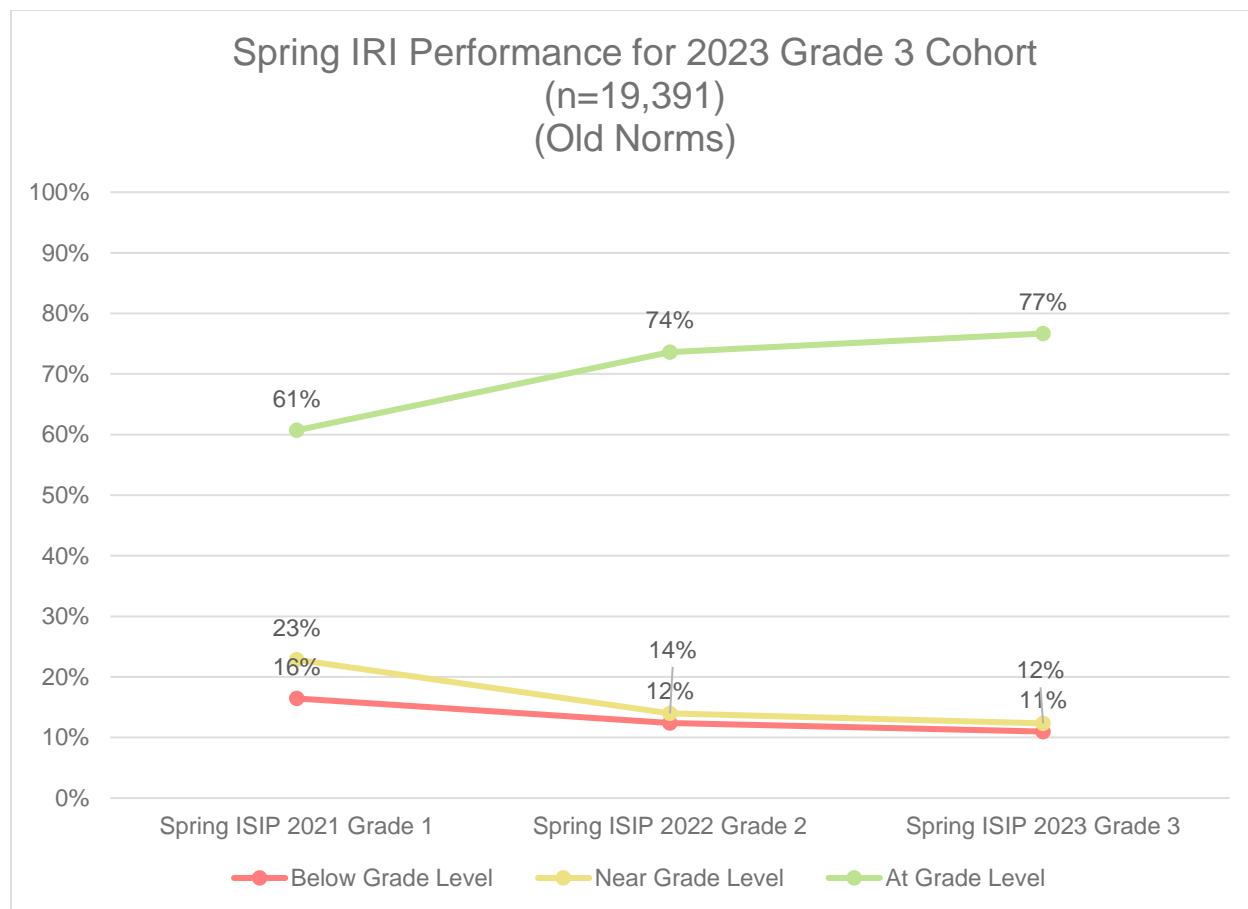


Figure 10: Grade 3 Cohort: Spring IRI Performance Level by Year



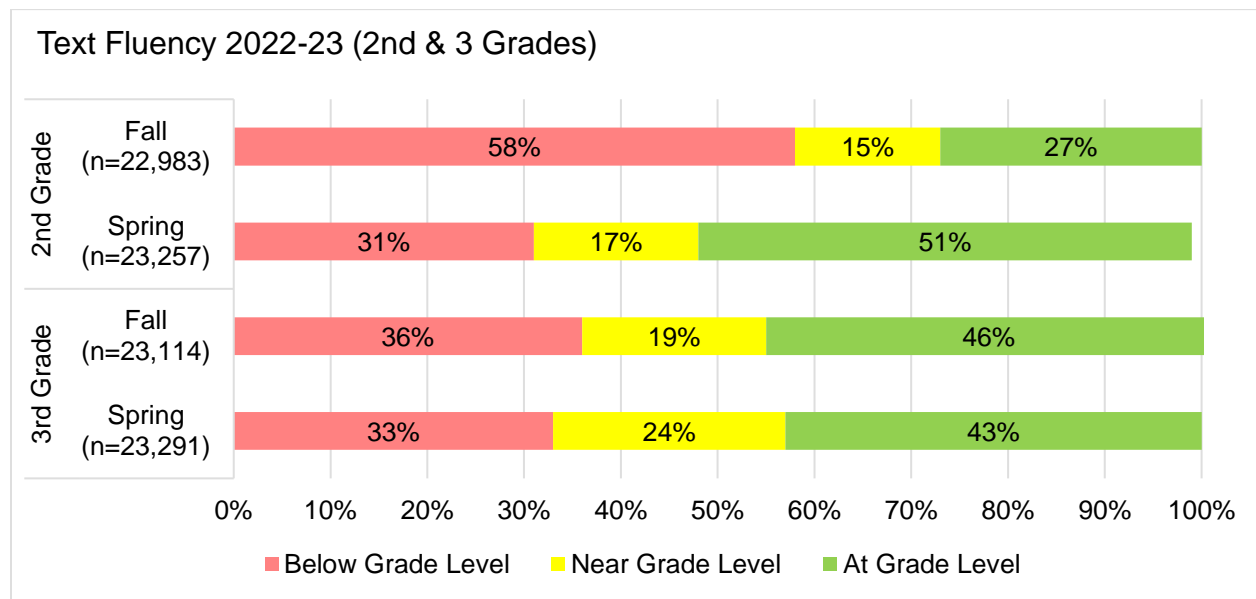
**IRI Performance per Domain in 2023 – Per Grade (New Norms)**

All scores reported in this section are **SY 2023 evaluated against new norms**, meaning they are based on the norms newly adopted in SY 2023.

At the beginning of the academic year, all students (K-3) are assessed on the IRI in many different subtests assigned to their corresponding grade level. As students engage in the assessment through the year, they have the chance to "gate up" from a subtest, indicating that they have achieved a score high enough to no longer require testing in that specific skill area. Students may also have a chance to "gate down" to subtests at their level. Consequently, by the end of the year, most students do not take every subtest, because they have progressed beyond the need for certain skills assessments. This produces a variation in the number of children taking each subtest at the beginning and end of each year and compromises the interpretability of that subtest's findings. In two instances graphed below, *Letter Knowledge* and *Phonemic Awareness*, the Spring of 1<sup>st</sup> grade is eliminated from the graph. A data note accompanies the affected graphs.

Also, performance rates are calculated at 10 places beyond the decimal and rounded for reporting. Slight, apparent differences from 100%, up to one percentage point in the sum of rates per bar result from rounding error and not real discrepancies.

**Figure 11: IRI Text Fluency per Grade in Fall and Spring in SY 2023**



**Note.** Rates are calculated at 10 places beyond the decimal and rounded for reporting. Slight, apparent differences from 100%, up to one percentage point in the sum of rates per bar result from rounding error and not real discrepancies.

Figure 12: IRI Vocabulary per Grade in Fall and Spring in SY 2023

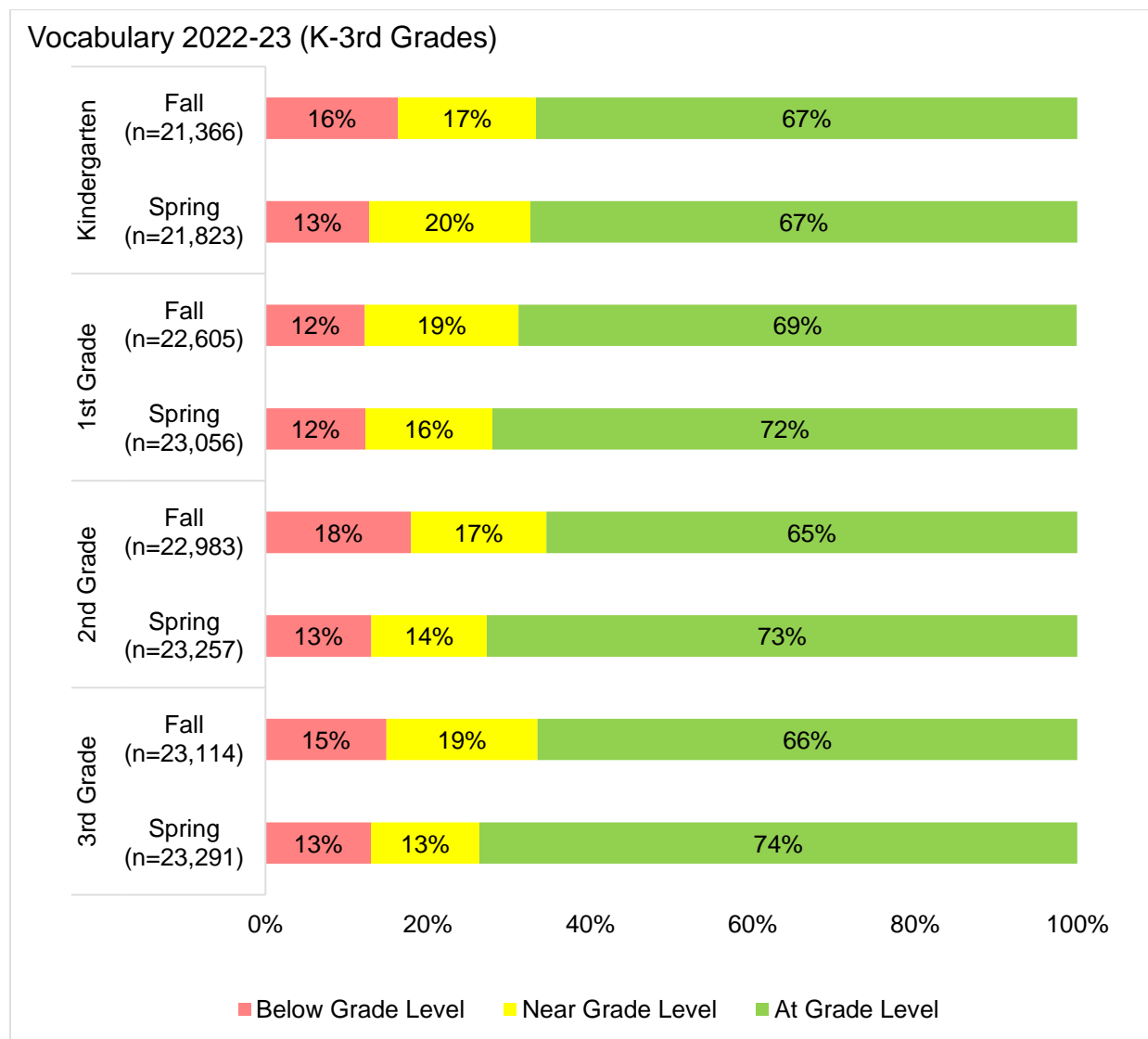
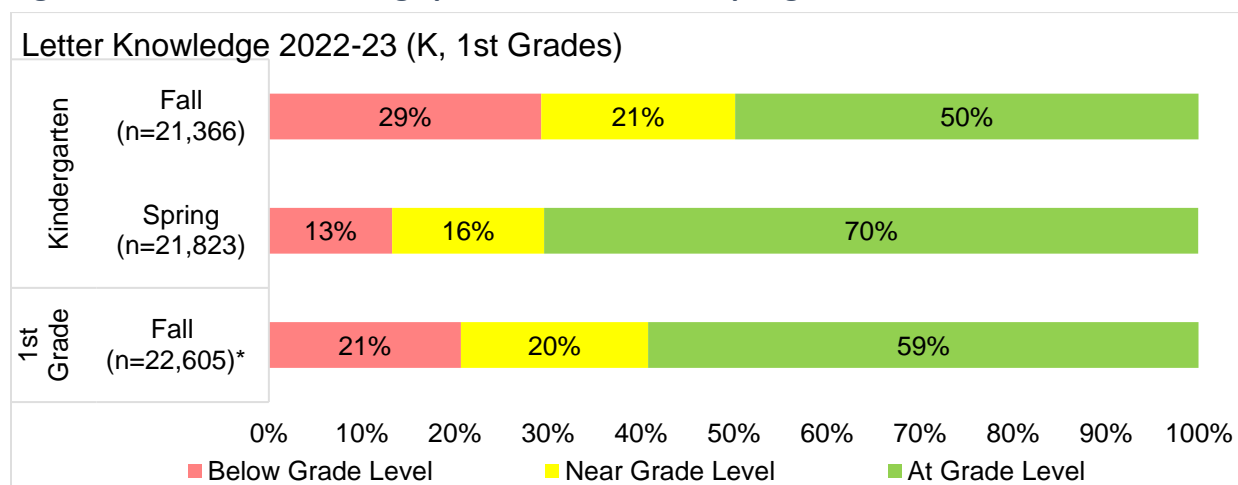


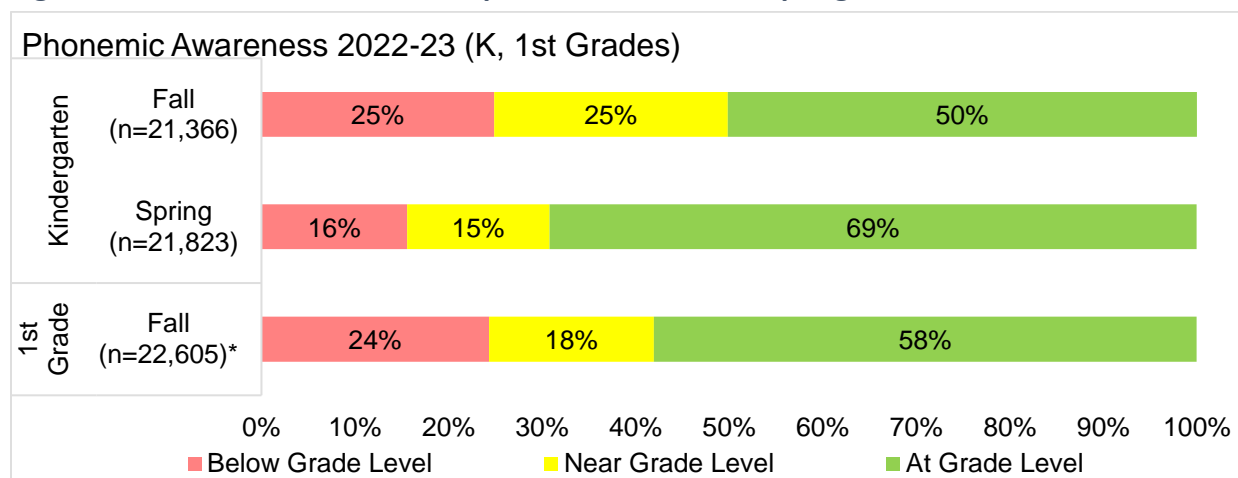
Figure 13: IRI Letter Knowledge per Grade in Fall and Spring in SY 2023



**Note.** Shown are findings evaluated against new norms.

\*As students engage in the assessment through the year, they have the chance to "gate up" from a subtest, indicating that they have achieved a score high enough to no longer require testing in that specific skill area. Students may also have a chance to "gate down" to subtests at their level. The number of children taking each subtest at the beginning and end of each year varies for this reason. 1<sup>st</sup>-grade, spring scores are not included because most students did not take this sub-test because of gating.

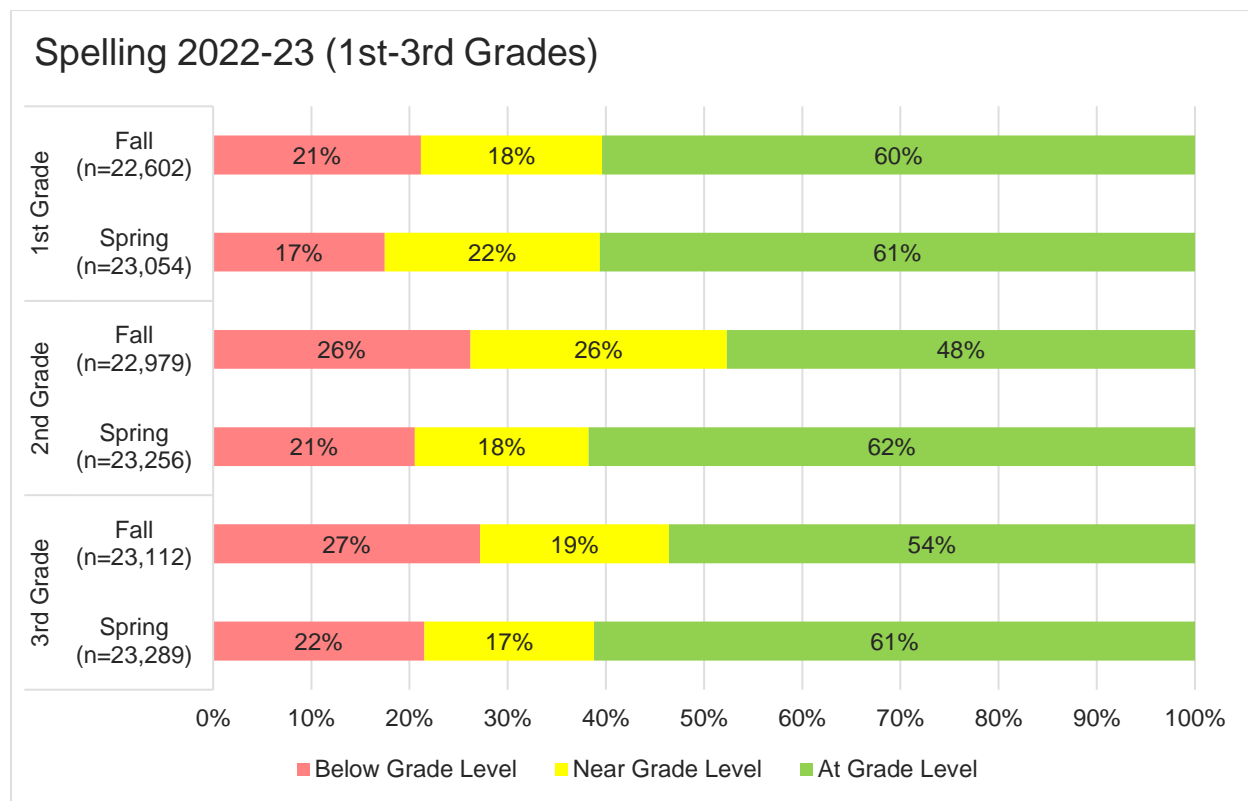
Figure 14: IRI Phonemic Awareness per Grade in Fall and Spring in SY 2023



**Note.** Shown are findings evaluated against new norms.

\*As students engage in the assessment through the year, they have the chance to "gate up" from a subtest, indicating that they have achieved a score high enough to no longer require testing in that specific skill area. Students may also have a chance to "gate down" to subtests at their level. The number of children taking each subtest at the beginning and end of each year varies for this reason. 1<sup>st</sup>-grade, spring scores are not included because most students did not take this sub-test because of gating.

Figure 14: IRI Spelling per Grade in Fall and Spring in SY 2023



**Note.** Shown are findings evaluated against new norms.

Figure 15: IRI Comprehension per Grade in Fall and Spring in SY 2023

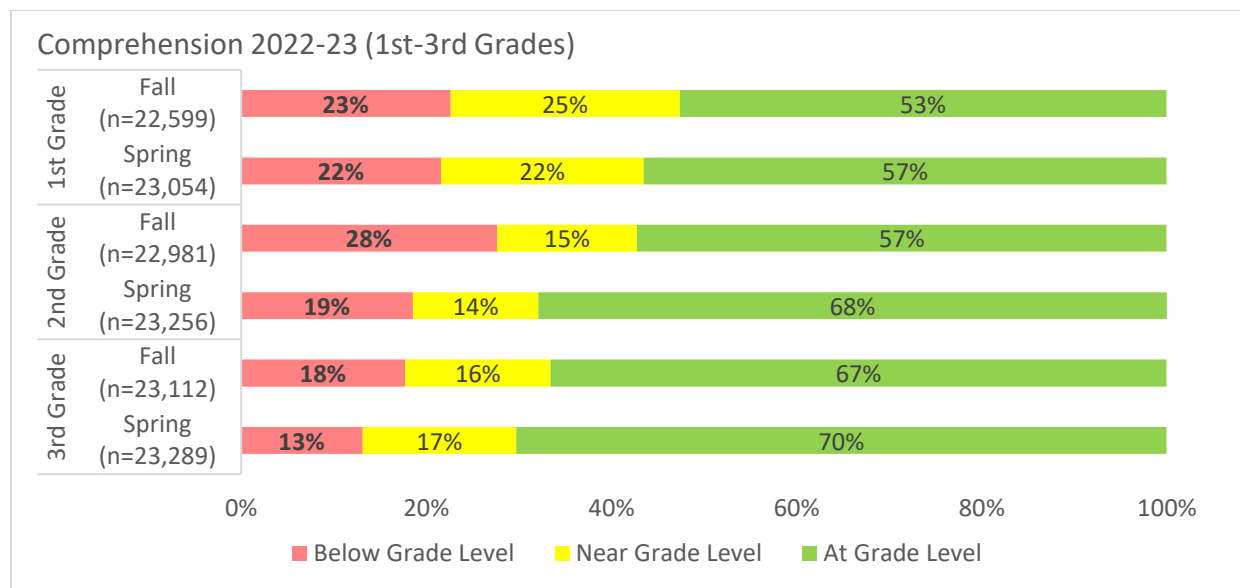


Figure 16: IRI Comprehension per Grade in Fall and Spring in SY 2023

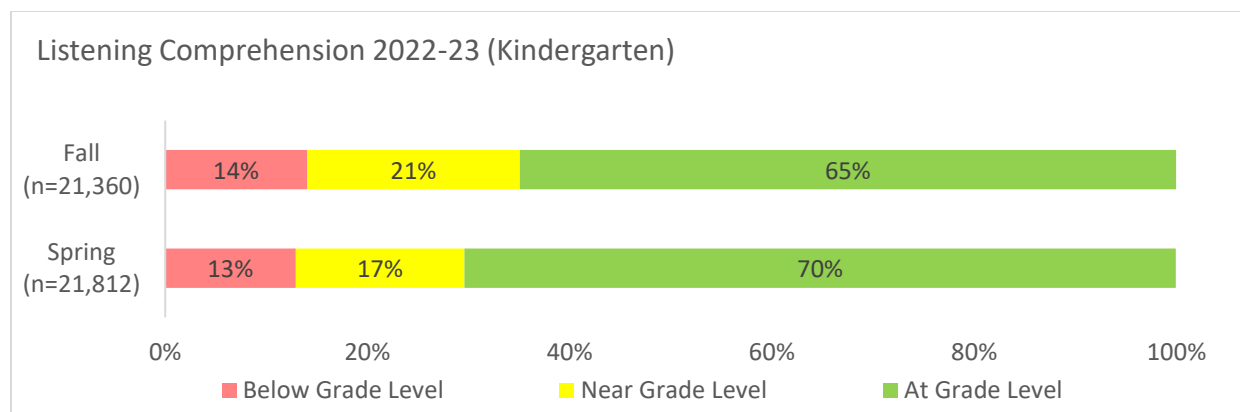
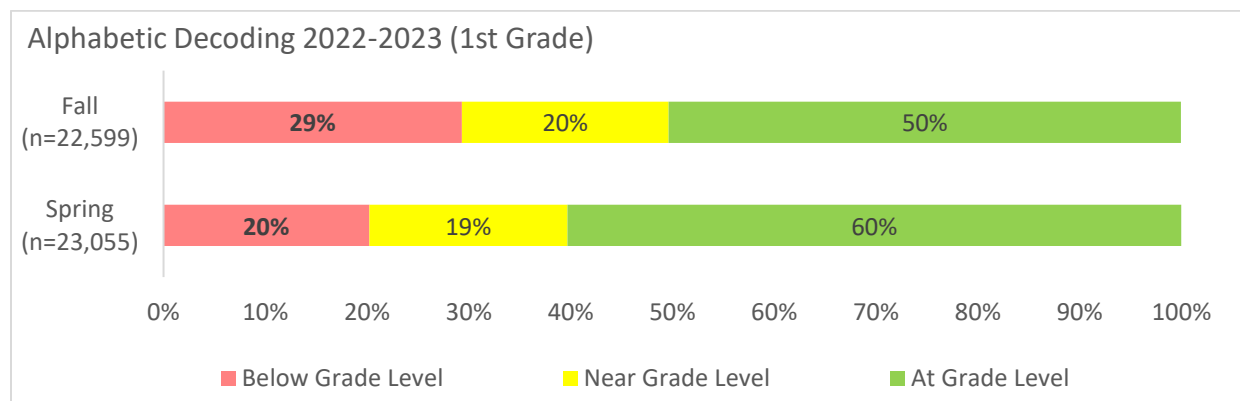


Figure 17: IRI Alphabetic Decoding per Grade in Fall and Spring in SY 2023



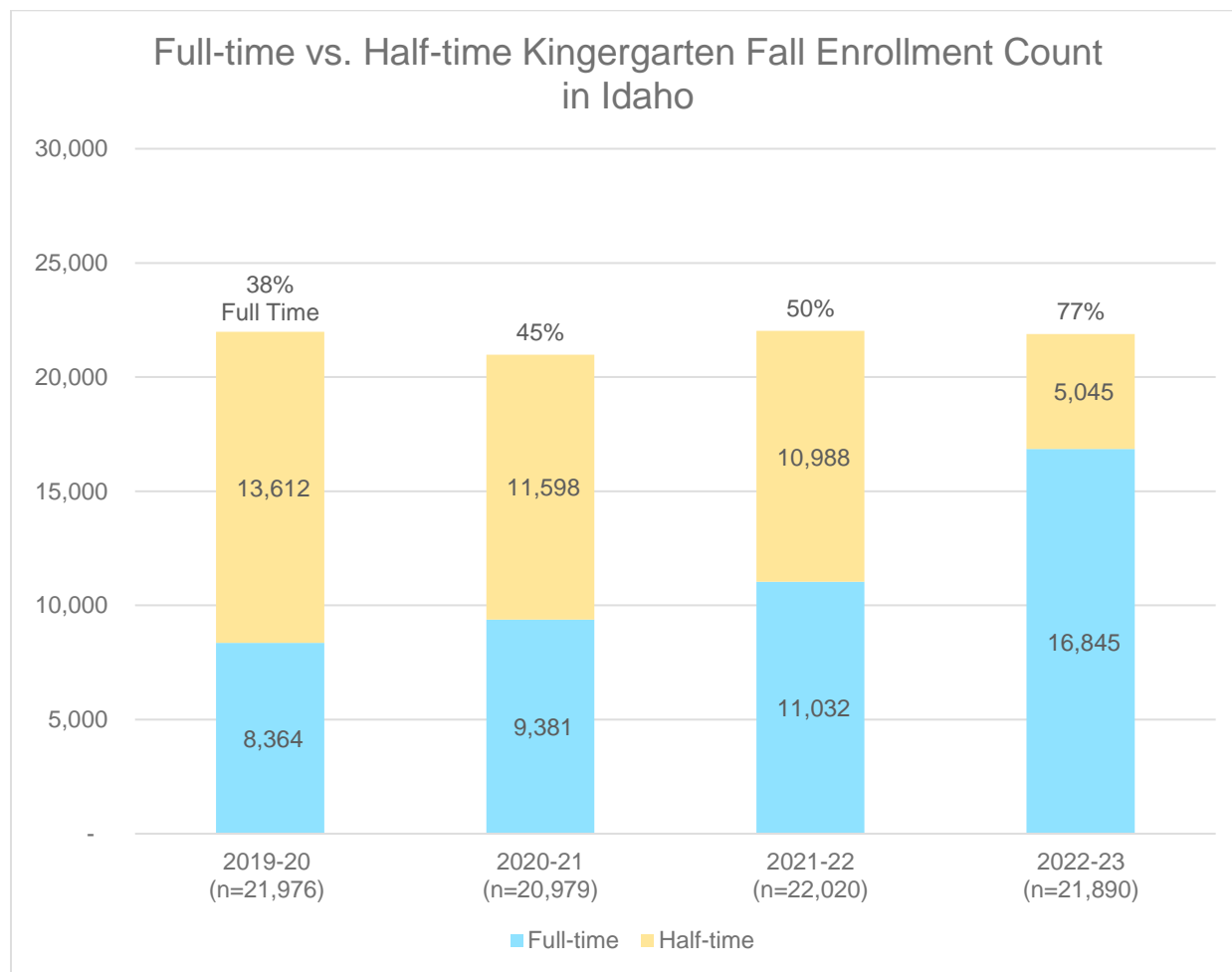
**Note.** Shown are findings evaluated against new norms.

**IRI Performance: Full-time v. Part-time Kindergarten**

The kindergarten enrollment count has been stable from 21,000 to 22,000 since 2019. In 2019, about 40% of kindergarteners in Idaho were enrolled in a full-time program. The proportion of students in a full-time kindergarten program has increased by nearly 40 percentage points between 2019 and 2023. See Figure 18.

- Part-time kindergarteners: Students who attend kindergarten a partial day, 4 to 5 days per week or for a full school day 2 to 3 days per week.
- Full-time kindergarteners: Students who attend kindergarten for a full school day, 4 to 5 days per week, thus completing similar instructional hours as other elementary students in their LEA.

**Figure 18: Full- vs. Part-time Kindergarten Fall Enrollment Count in Idaho: SYs 2020-23**



**Note.** By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2019-20 school year is labeled 2020. The numbers above are enrollment counts in the fall of each school year, which occurs in the calendar year preceding the labeled year.

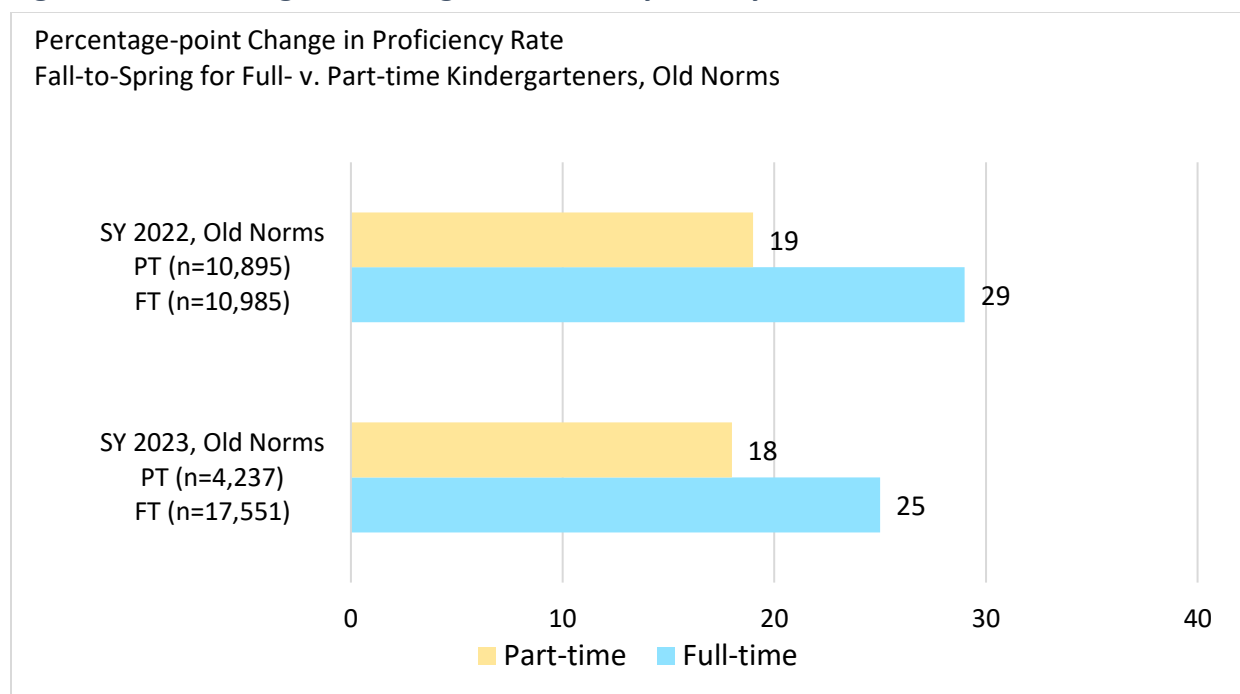


**IRI and Full-time v. Part-time Kindergarten: Proficiency Rate Changes**

Full-time and part-time kindergarten IRI fall to spring increases in at-grade level performance were compared across 2022 and 2023. We compared performance across the two years using the same (“old”) norming system, though in 2023 the Department no longer reports these old norms for any official use.

As seen below, those attending full-time kindergarten were more likely than those attending part-time school to move from non-proficient to proficient performance from their kindergarten fall to spring. In 2022, the difference was greater, with ten (10) percentage points more full-time than part-time students moved into proficiency by spring. This gap decreased to seven (7) points in SY 2023.

**Figure 19: IRI Kindergarten Change in Proficiency Rate by Full- v Part-time on Old Norms**



**Note.** Old norms prior to 2023 were the official norms; New norms are official as of SY 2023. Old norms in 2023 appear here for comparison purposes, only but are not reportable to the Department’s accountability system.

## ISAT English Language Arts and Literacy (ELA)

Students in grades 3-8 and 11 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).<sup>3</sup> These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. ISAT Math and ELA comprise key elements of Idaho's school accountability system.

The ISAT English language arts and math items address a variety of aptitudes, from short-term recall to reading, subtraction, and problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school year. It consists of two parts, a computer-adaptive test and performance tasks. The main objectives are threefold: (1) To indicate both student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state; (2) to provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college and career ready; and (3) to optimize students' ability to demonstrate their full knowledge and skills by leveraging the strengths of computer-adaptive testing. These summative assessments are an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment or IDAA for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet four participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

---

<sup>3</sup> School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

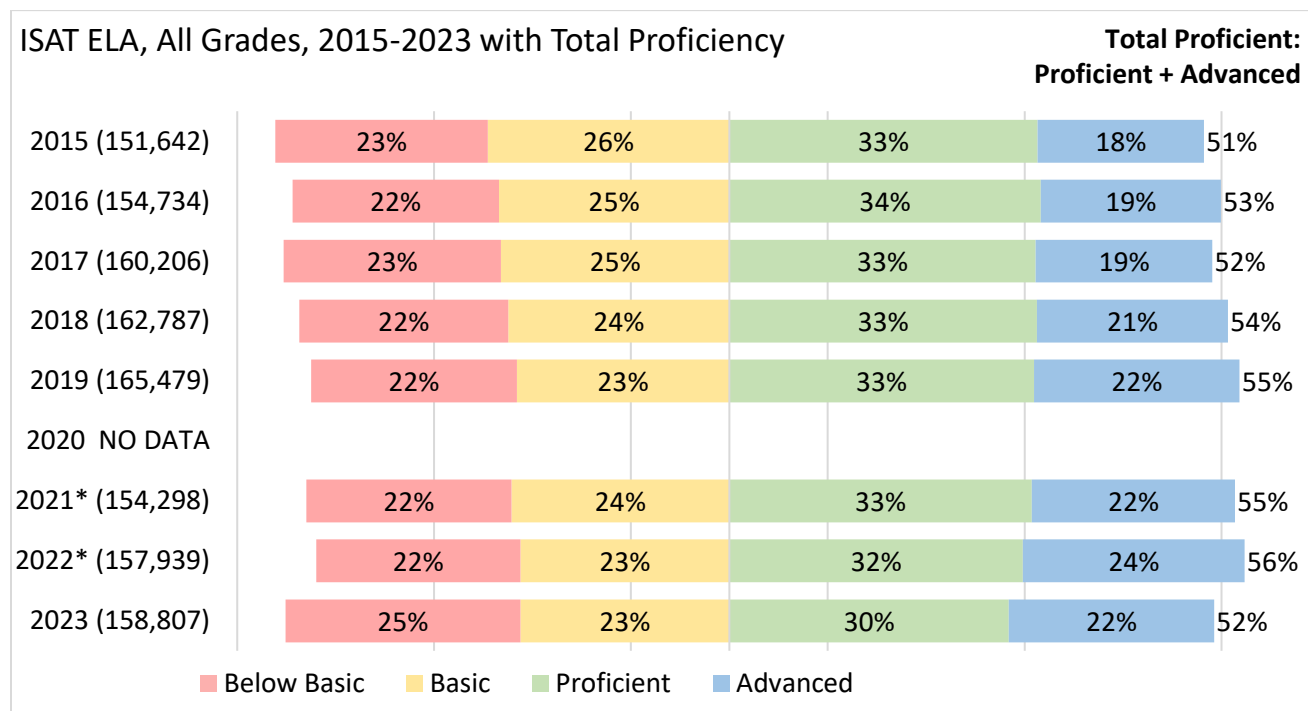
**Data Considerations**

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores are in development, the shortened blueprint does not offer claim-level scores. Idaho used shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graphs below show the performance of students in grades 3-8 and high school (grade 10 through 2022, grades 10 and 11 in 2023), across the four achievement levels. As of 2023, the high school ISAT was taken in Grade 11 and evaluated against Grade-11 standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade-10 or other high school students could take the Grade-11 ISAT for banking, if they had completed relevant curriculum. Please see [Accountability Business Rules](#) or Appendix I for details.

ISAT ELA Performance, All Grades

Figure 20: ISAT ELA Performance All Grades, SYs 2015-2023

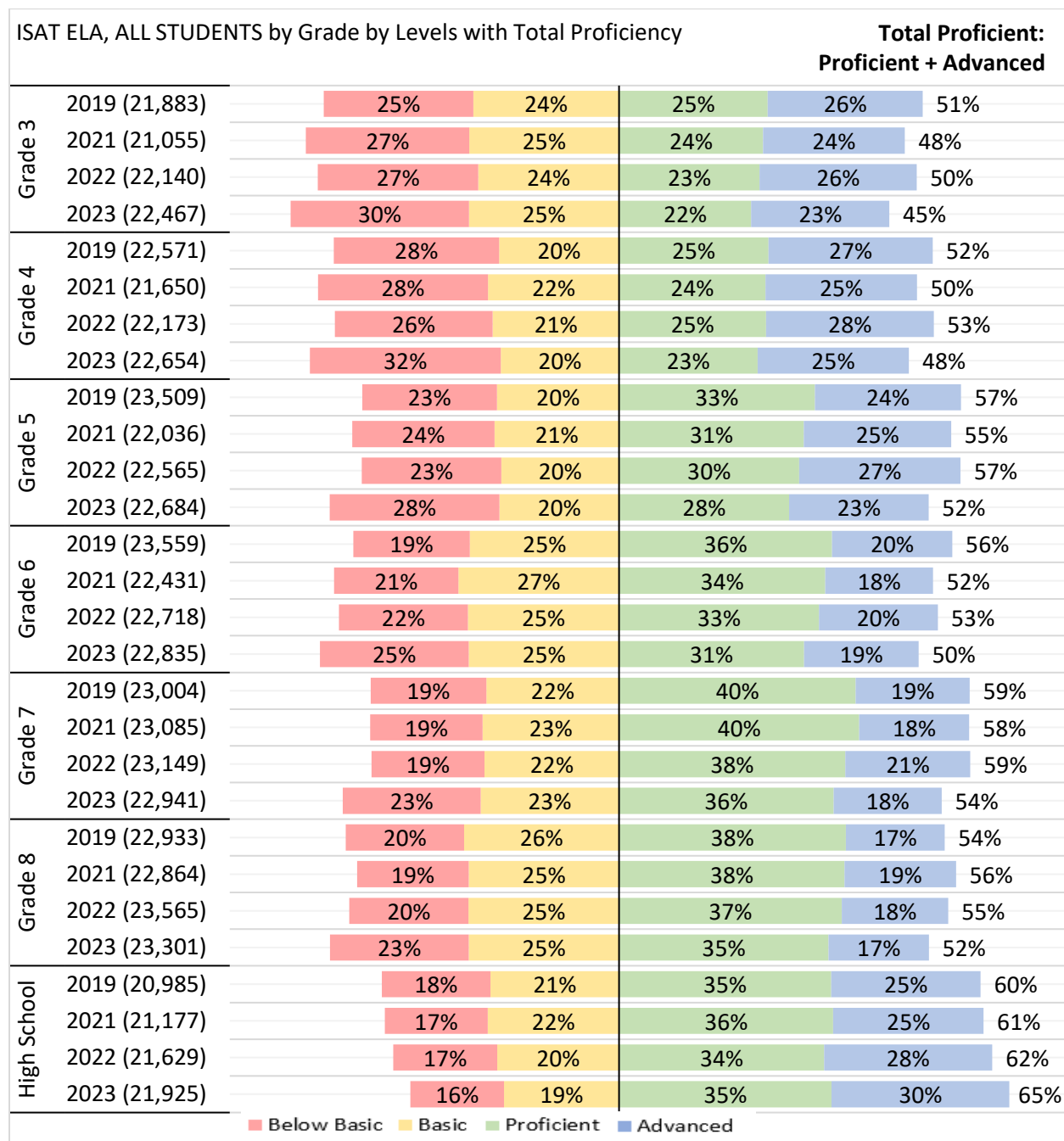


**Note.** Data are not available in 2020 because of COVID-related lapses in test-taking.

\* Both 2021 and 2022 ISAT were on the shortened blueprint.

ISAT ELA Performance by Grade

Figure 21: ISAT ELA Performance by Grade SYs 2019, 2021\*, 2022\*, 2023

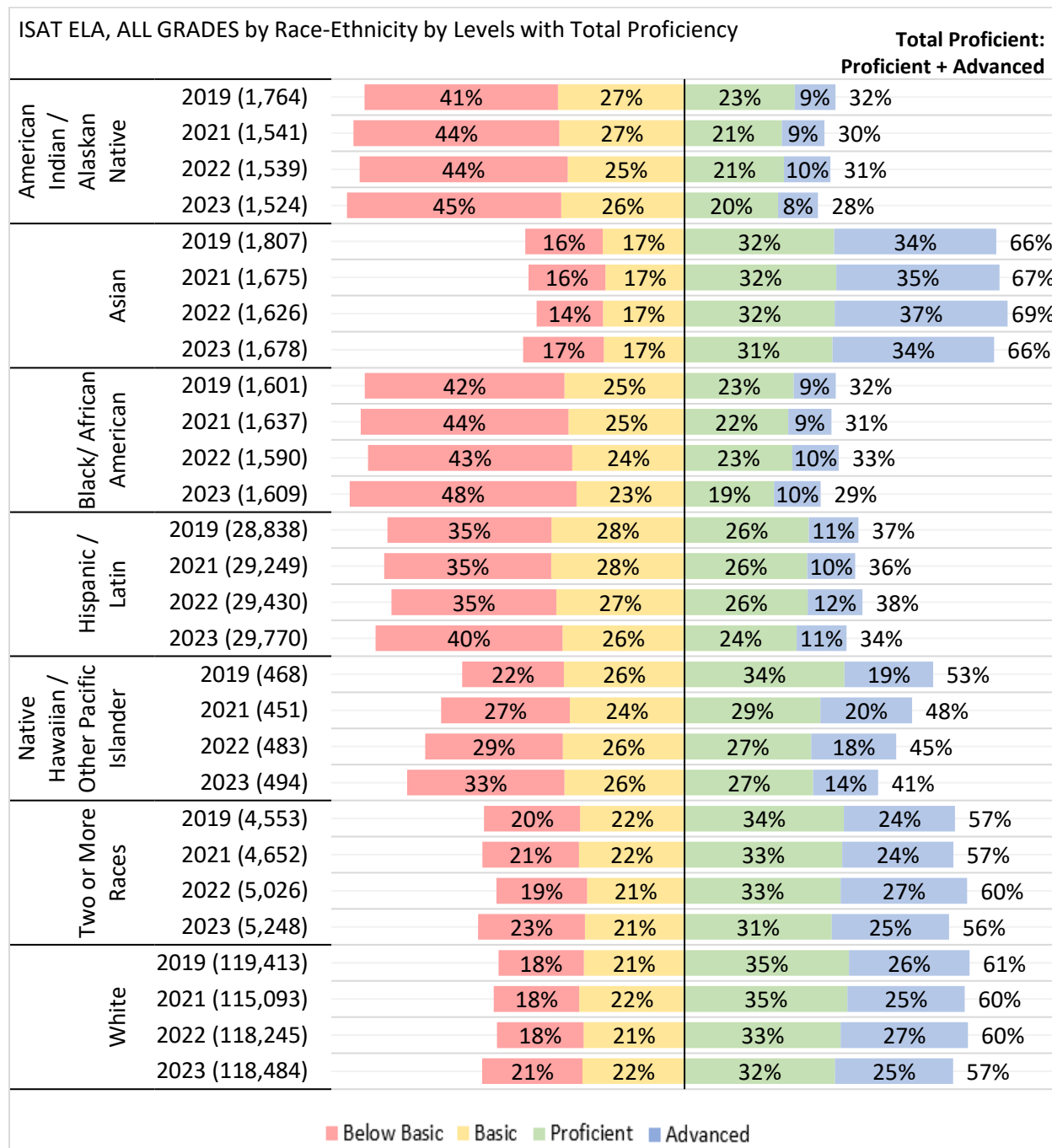


\* Both 2021 and 2022 ISAT were on the shortened blueprint.

**ISAT ELA Performance by Race and Ethnicity**

As seen in this graph, every race-ethnicity group lost between two (2) and four (4) percentage points in proficiency rate since last year, with greater losses occurring in more of the lower-performing groups.

**Figure 22: ISAT ELA Performance by Race and Ethnicity in 2019, 2021\*, 2022\*, 2023**

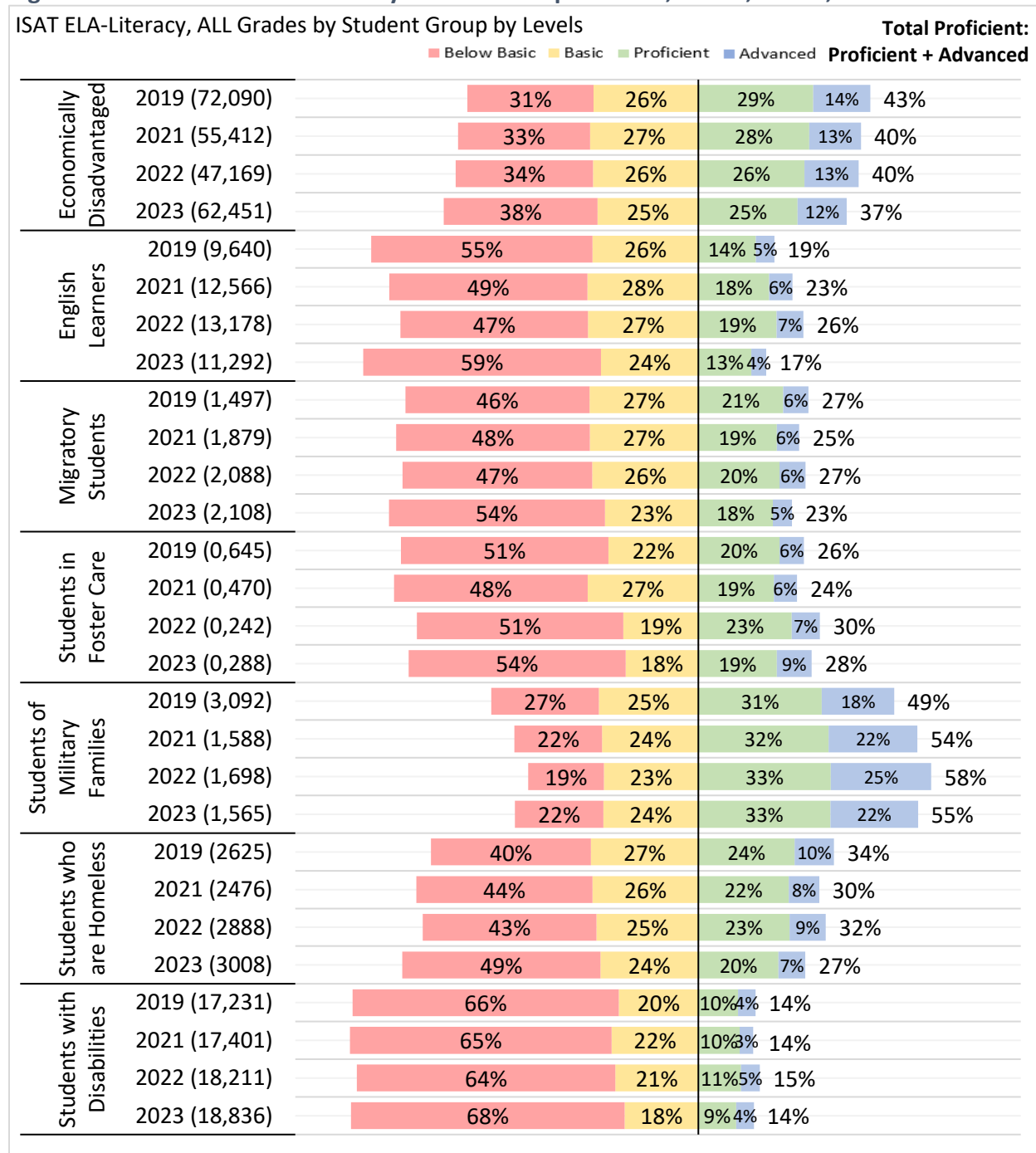


\* Both 2021 and 2022 ISAT were on the shortened blueprint.

**ISAT ELA Performance by Student Group**

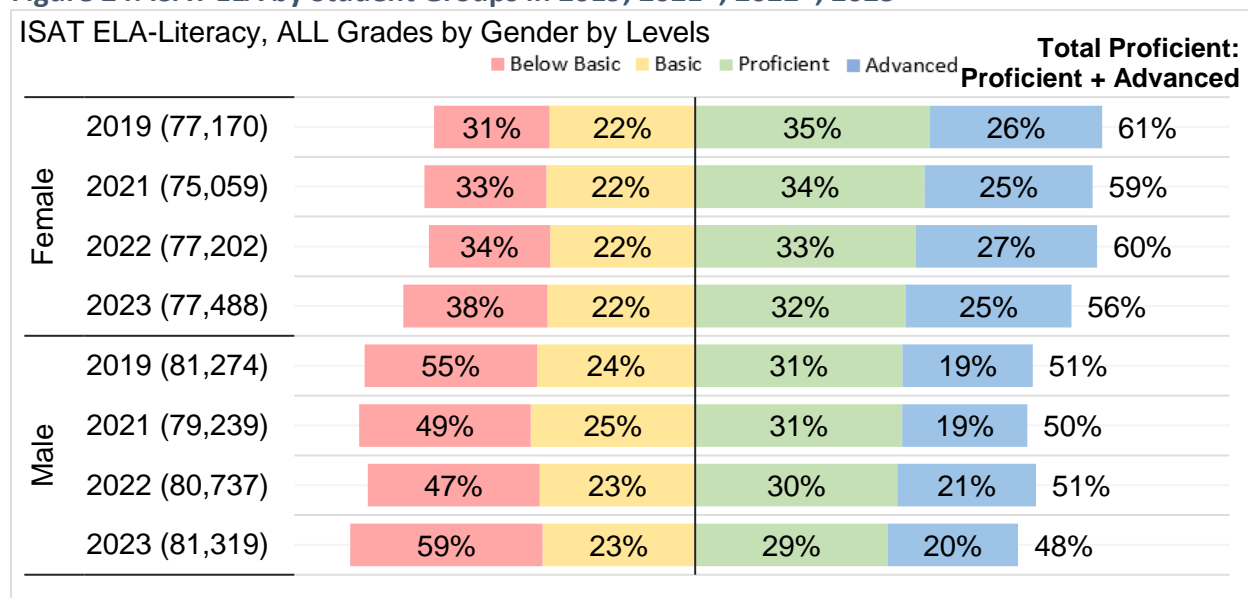
As seen in this graph, every student group declined in proficiency rate since last year, losing 1-7 percentage points. The greatest losses were among migrant students and those experiencing homelessness.

**Figure 23: ISAT ELA Performance by Student Groups in 2019, 2021\*, 2022\*, 2023**



\* Both 2021 and 2022 ISAT were on the shortened blueprint.

Figure 24: ISAT ELA by Student Groups in 2019, 2021\*, 2022\*, 2023



\* Both 2021 and 2022 ISAT were on the shortened blueprint.



**ISAT ELA – How Much Did Idaho Students Move Across Proficiency Levels?**

Figure 25 compares ISAT ELA performance of one cohort of all Idaho students across two years. Each vertical, stacked bar includes all the students in the cohort who started at a specific ISAT ELA proficiency level in 2022: the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar show where a student was in 2023, e.g., 67% who started Below Basic in 2022 were still there in 2023 (red section, first bar).

This analysis only includes grades 4 through 8 in 2023 and grades 3 through 7 in 2022 because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2022 that was one grade below those included in 2023. Matching across time also loses students who move from the state or leave public schools.

**Figure 25: ISAT ELA Proficiency Level in 2023 Per 2022 Starting Level**

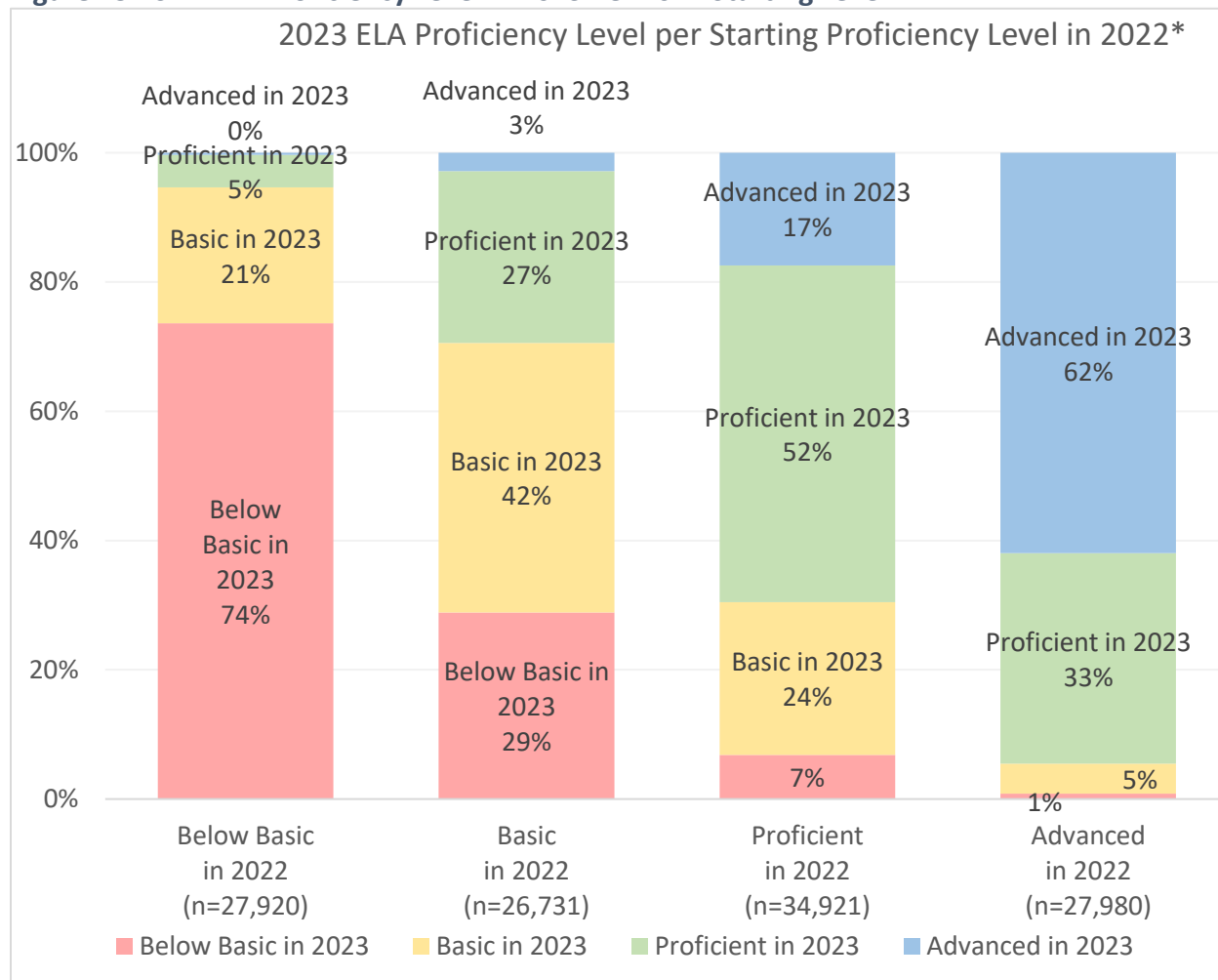


Figure 26 below from 2022 compares to the updated version for 2023, seen on the prior page.

Figure 26: ISAT ELA Proficiency Level in 2022 Per 2021 Starting Level

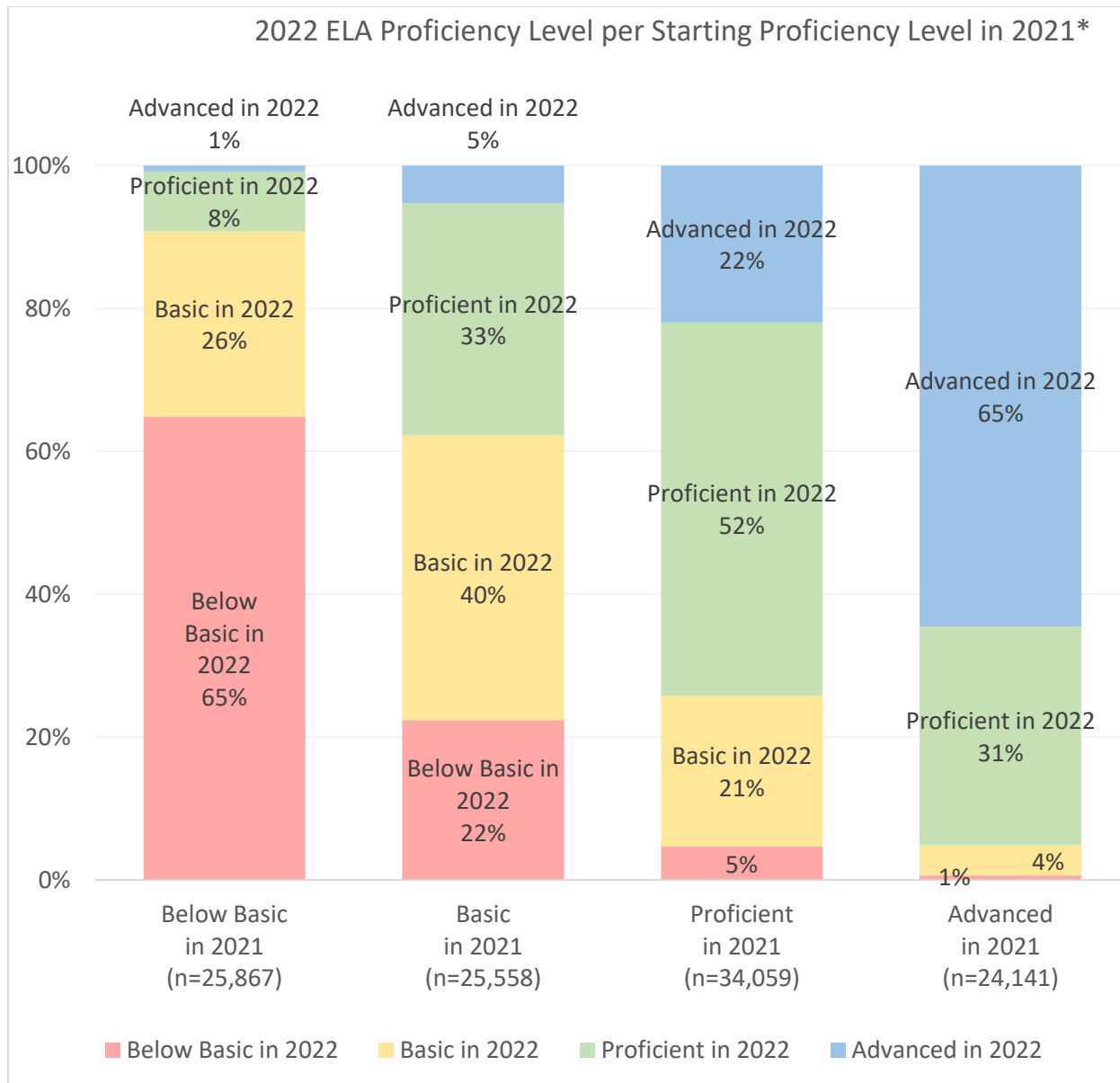
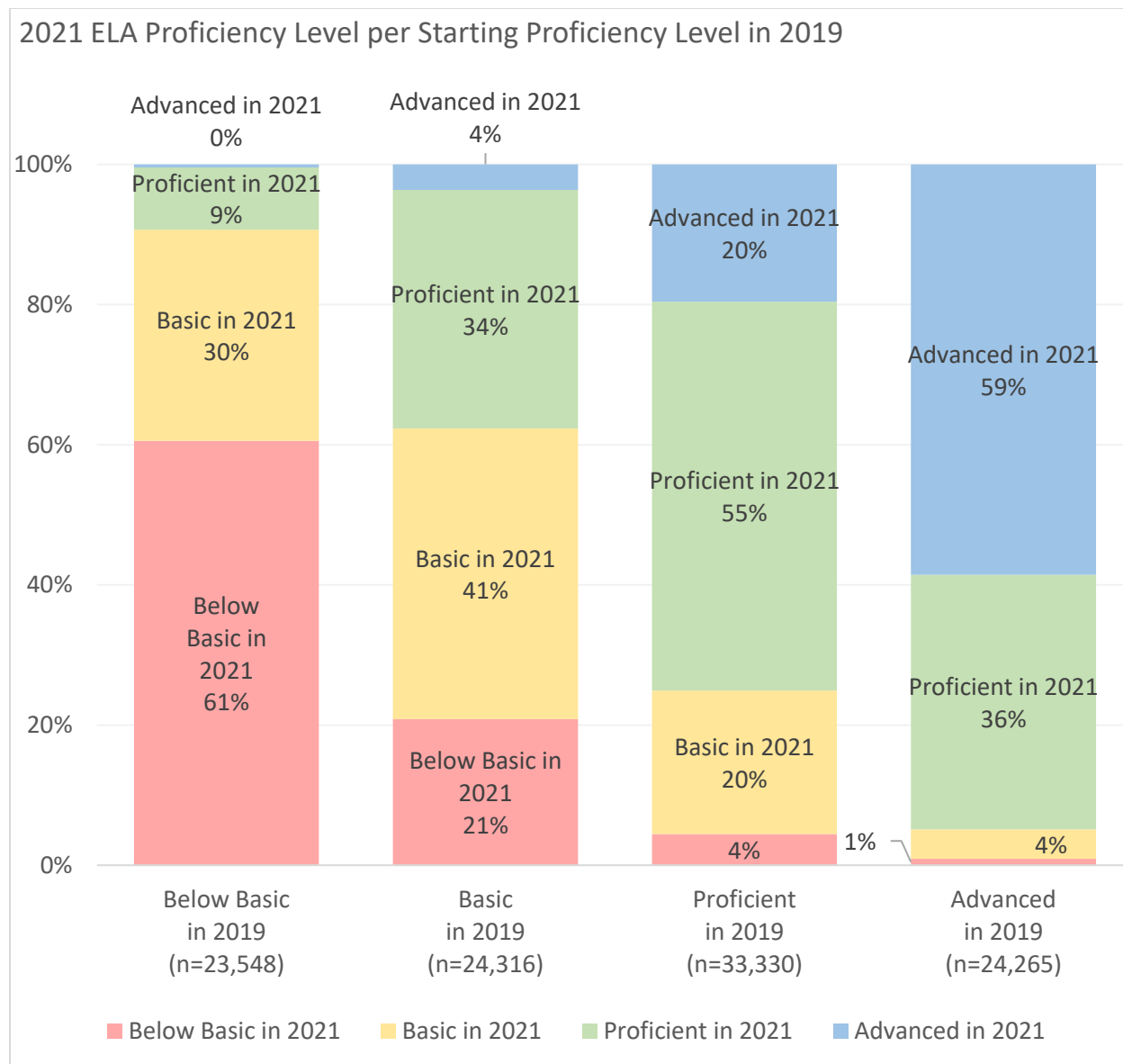


Figure 27 below from 2021 compares to the 2023 and 2022, seen on the prior pages.

**Figure 27: ISAT ELA Proficiency Level in 2021 Per 2019 Starting Level**



**ISAT ELA Mean Performance Across the Years**

This section compares the mean statewide ELA performance of Idaho students per year, across all grades, with the expected proficiency cut score of those students by comparing mean scale scores and mean expected scores.

**Calculation of mean scale score per year.** Each year’s reported scale score is a weighted average, calculated as follows.

- Multiply each grade’s mean scale score by the number of students taking the assessment in that grade;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

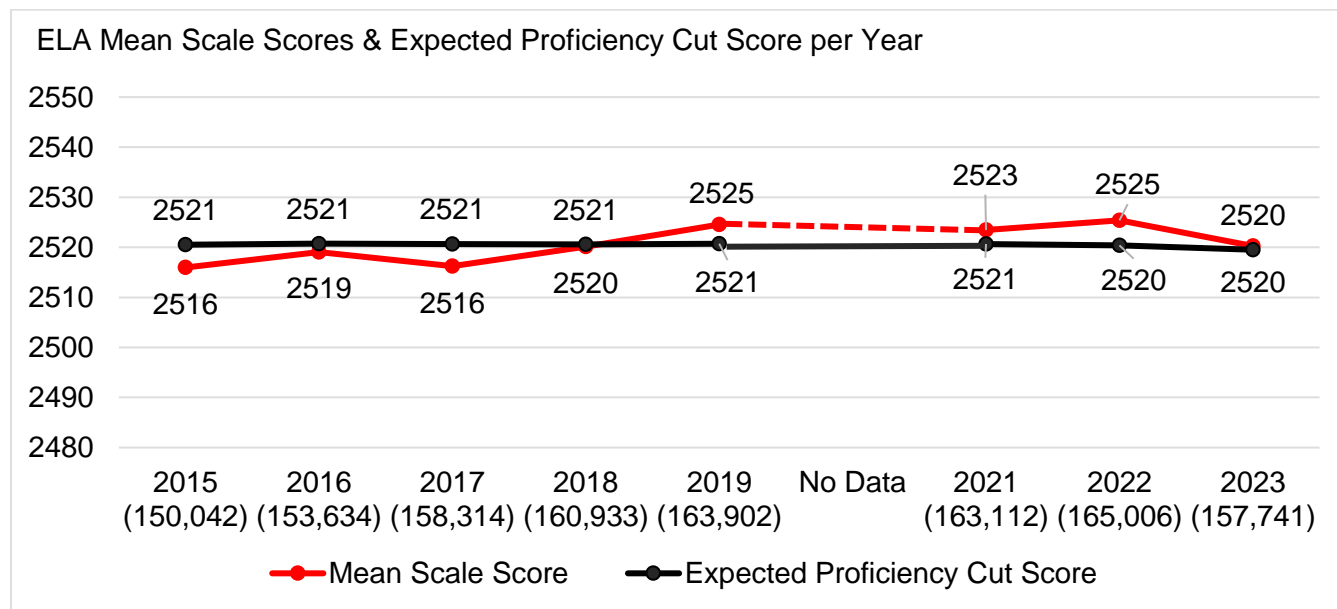
**Calculation of expected mean cut score per year.** A parallel method was used to calculate the expected cut score per year:

- Multiply each grade’s standard cut score (which rises gradually from grade 3-10) by the number of students taking the assessment in that grade, that year;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

This method explains why the expected mean cut scores differ somewhat per year. They reflect the differing numbers of students per grade taking the assessment.

Figure 28 shows relatively stable means since COVID-19, except for a decline of five points this year. When analyses removed newly included 11<sup>th</sup>-graders from this year’s mean and cut score, both dropped by three (3) points to 2017.

Figure 28: ISAT ELA Mean Scale Scores per Year



**Note.** This graph included just 10<sup>th</sup> graders through SY 2022, but it included both 10<sup>th</sup>-graders (14,680) and 11<sup>th</sup>-graders (7,118) in 2023, because students could use either grade’s scores in their final year. No data were available in 2020 because of COVID-related lapses in testing.

**Longitudinal Review of ISAT ELA Performance**

The following graphs show cohort analyses of two student cohorts: those in Grade 7 in 2023 and those in Grade 8 in 2023. The analyses followed each group of students, starting in their 3<sup>rd</sup> grade and progressing through their cohort grade (either Grade 8 or Grade 7).

**Method.** The cohort analyses and graphs for 2023 were generated following the same process as the cohort analysis in 2022, with adjustments to the formatting and specific cohorts. Data were taken from all summative tests with claim scores in Idaho back to 2018. Students who took two summative tests in one school year or who repeated a grade across school years were removed from the dataset. Test scores for individual students were linked across years using the student identification variable.

The different cohorts for ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year. Those years appear in Table 1. Shaded areas indicate that no testing was performed in 2020 because of COVID-19.

**Table 1: Cohort Test Grades and Years for 2022-23 Analysis**

Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year
8	2023	7	2023
7	2022	6	2022
6	2021	5	2021
5	2020	4	2020
4	2019	3	2019
3	2018		

Note: No testing in 2020 because of COVID-19.

For each of the two ELA cohorts, the same analysis was performed:

1. Calculate the mean overall and mean claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year’s total sample size for the grade.

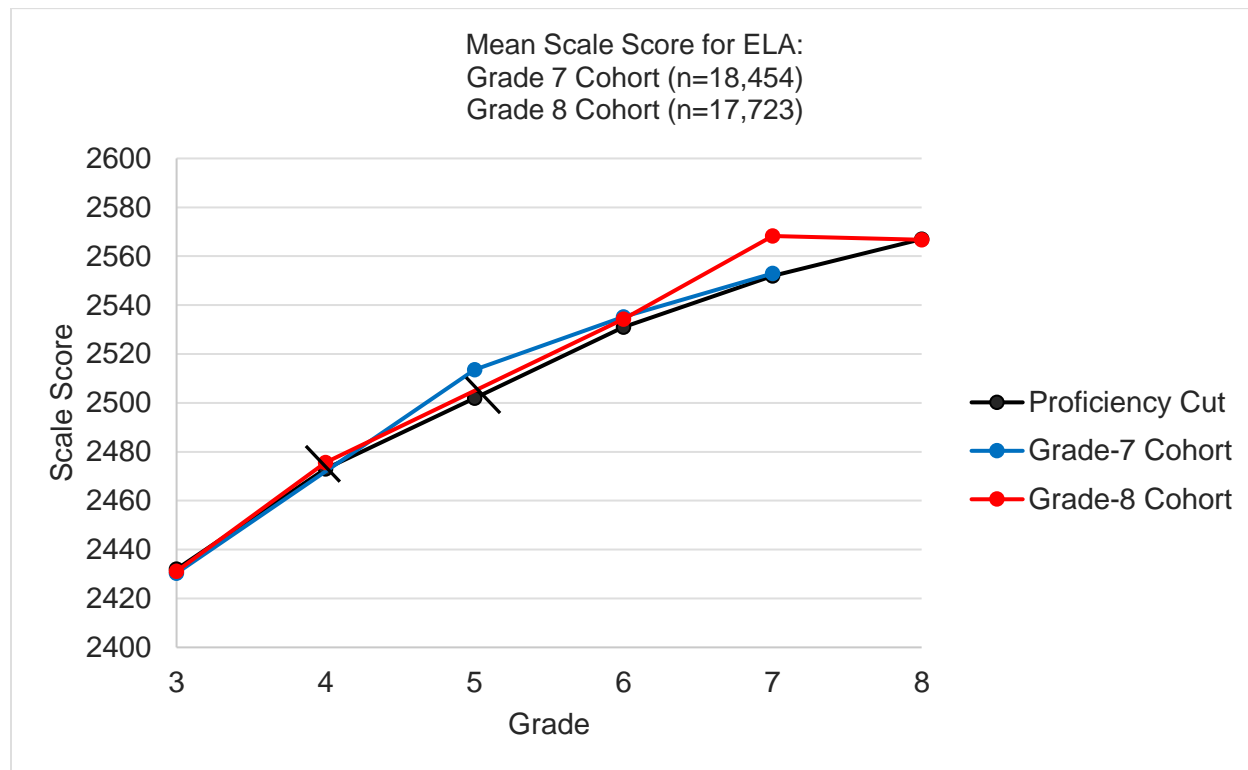
Three plots in total were generated.

1. Grade-8 cohort graph with overall, claim scores, and proficient cut—the same formatting as plots from last year.
2. Overall score and proficiency cut score with Grade-7 and Grade-8 cohorts (no claim scores). In this graph, there are three lines (two overall score lines for the two cohorts and the proficiency cut line).

A slash line “\” symbol appears over years with missing data in the plots to indicate the lack of data for that year.

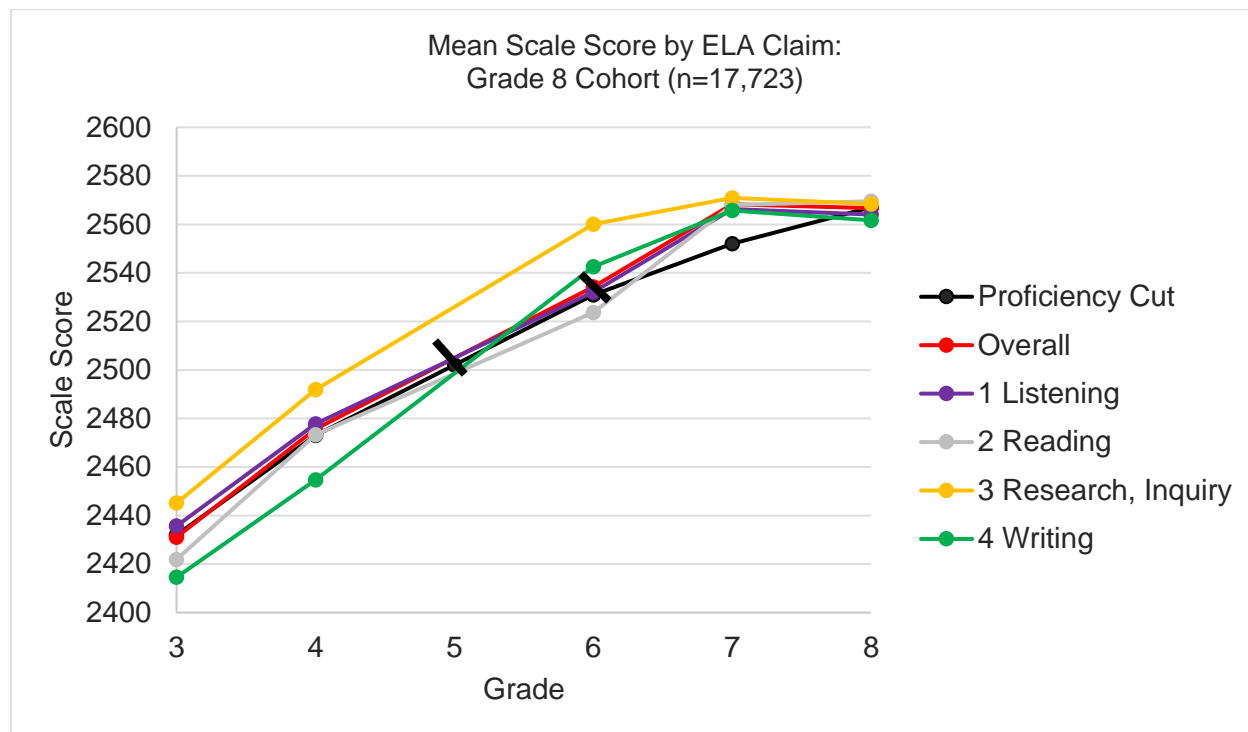
ISAT ELA Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score

Figure 29: ISAT-ELA Longitudinal Analysis – 2023 Grade 7 & 8 Cohorts



ISAT ELA Longitudinal Analysis – Overall and Claim Scores 2023 for 8<sup>th</sup> Grade Cohort  
Compared to Proficiency Cut Score

Figure 30: ISAT ELA Longitudinal Analysis by Claims – 2023 Grade-8 Cohort





## ELPA

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based English language instruction educational program. The WIDA Screener for Kindergarten and the WIDA Screener (second semester grade 1-12), is used to identify newly enrolled, potential English learners for additional language support services. After identification, Idaho English learners (ELs) participate annually in a standardized statewide English language proficiency assessment (ACCESS for ELLs/WIDA Alternate ACCESS) to monitor academic English language growth in four language domains: Reading, Writing, Listening, and Speaking. ACCESS for ELLs is typically administered in the last week of January to the first week in March.

ACCESS for ELLs delivers proficiency level scores ranging from 1.0 to 6.0 for students in kindergarten through grade 12. Proficiency levels are reported under the following domain and composite scores: Reading, Writing, Listening, Speaking, Oral Proficiency, Comprehension, Overall, and Literacy. Idaho has based screening and exit criteria on these proficiency level scores since 2016.

### Data Considerations

In 2017, the Department slightly lowered the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for exiting the program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS for ELLs performance levels and ISAT ELA performance, the Department implemented another exit criterion update in 2019-20. These modifications lowered the overall composite proficiency level exit cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0<sup>4</sup>.

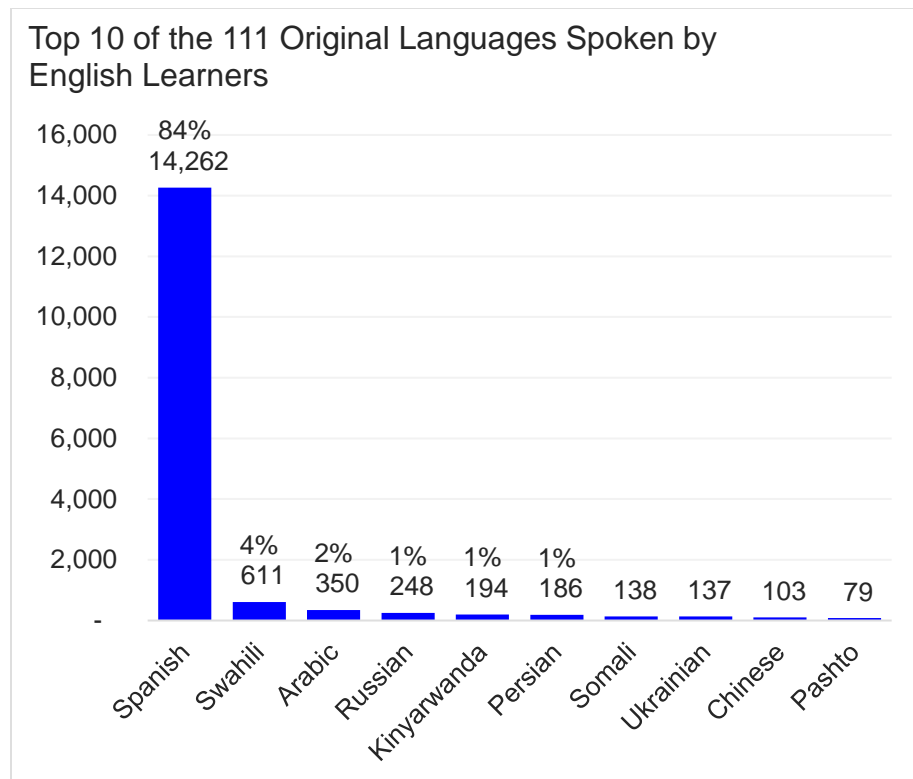
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<sup>4</sup> This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

### Languages of Origin Spoken by English Learners

Nearly 85% of English learners speak Spanish in Idaho.

Figure 31: Top 10 Languages of Origin Spoken by English Learners, 2023

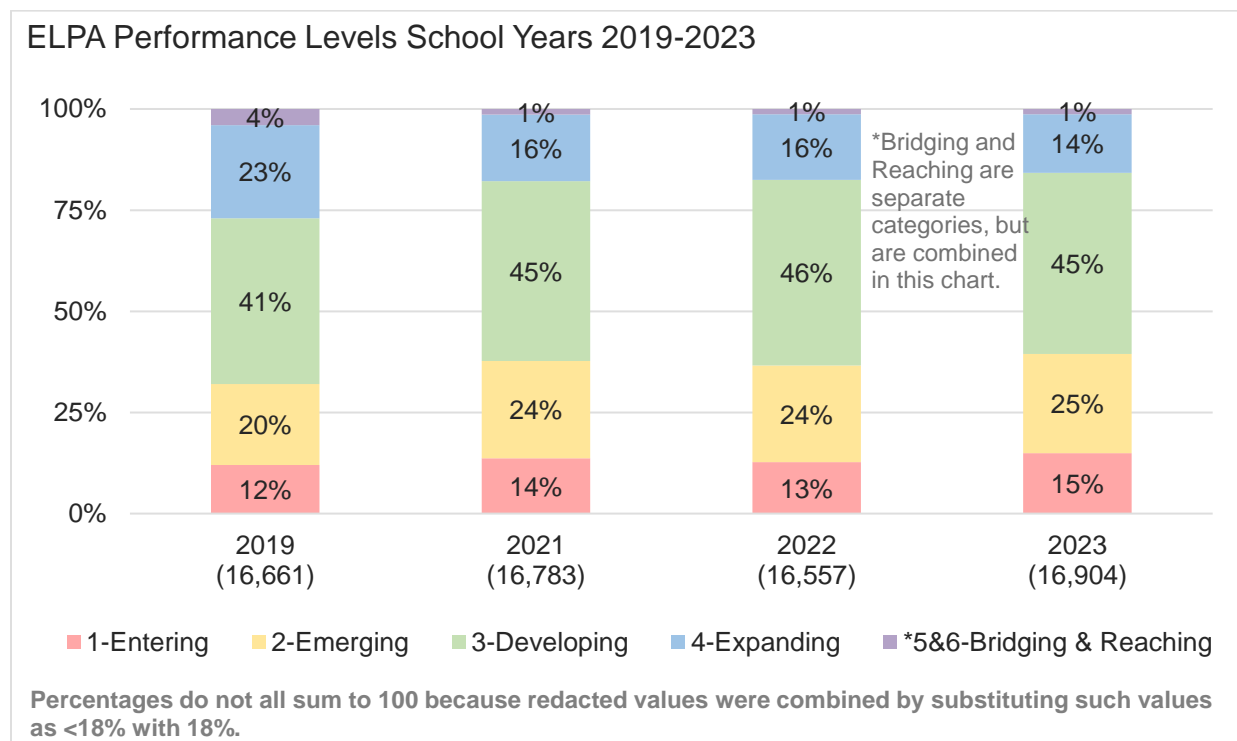


**ELPA Performance, All Grades**

Figure 32 shows that from 2019 through 2023, the proportions of English learners in each proficiency level remained relatively stable, considering the exit criteria applied in 2020<sup>5</sup>.

The relative stability since 2021 included slightly more in the two middle categories – Emerging and Developing – and slightly fewer in the top two categories.

**Figure 32: English Learners’ (ELs) ELPA Performance, 2019-2023**



<sup>5</sup> In 2021, the total proportion of ELs in Expanding and Bridging declined by 12 percentage points, mostly because of the modified exit criteria applied in 2020.

ELPA Performance by Grade

Figure 33: ELs' ELPA Performance by Grade, 2019-2023

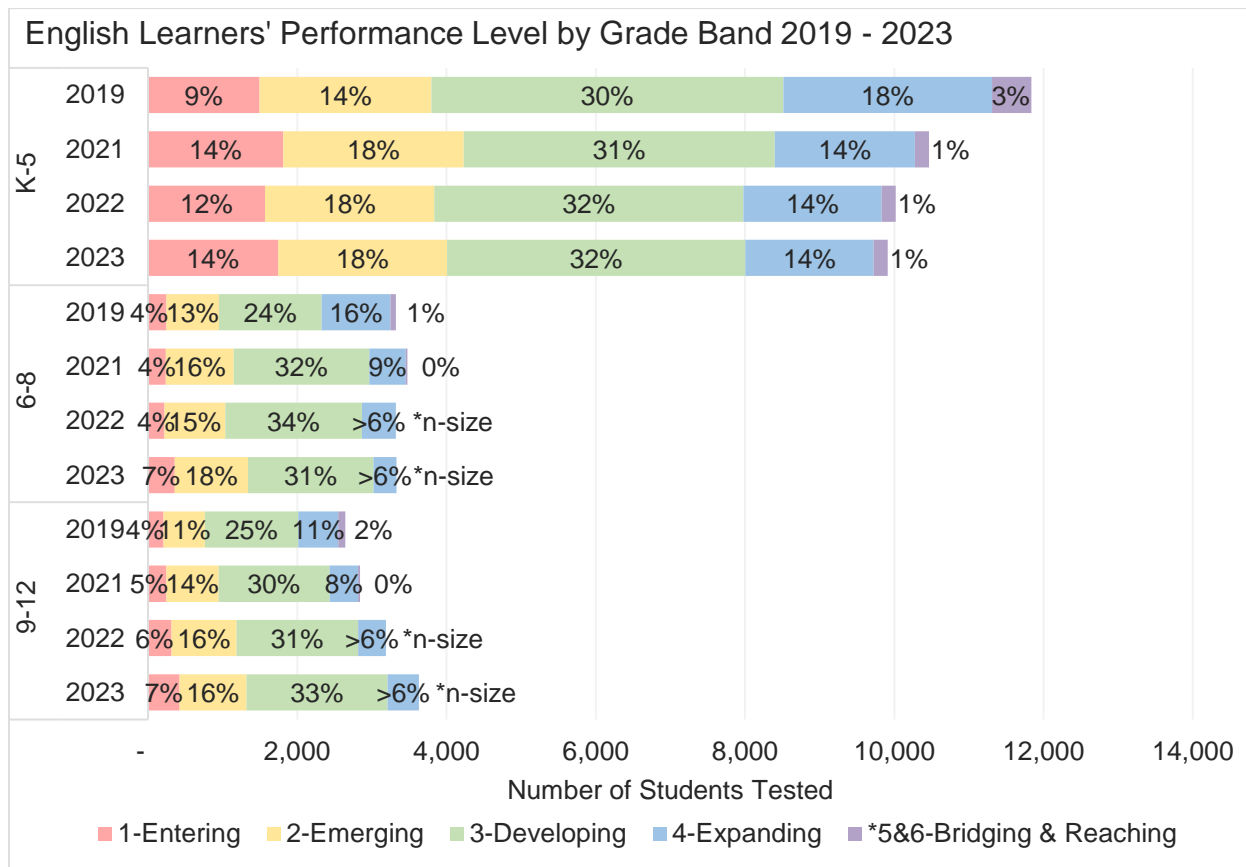
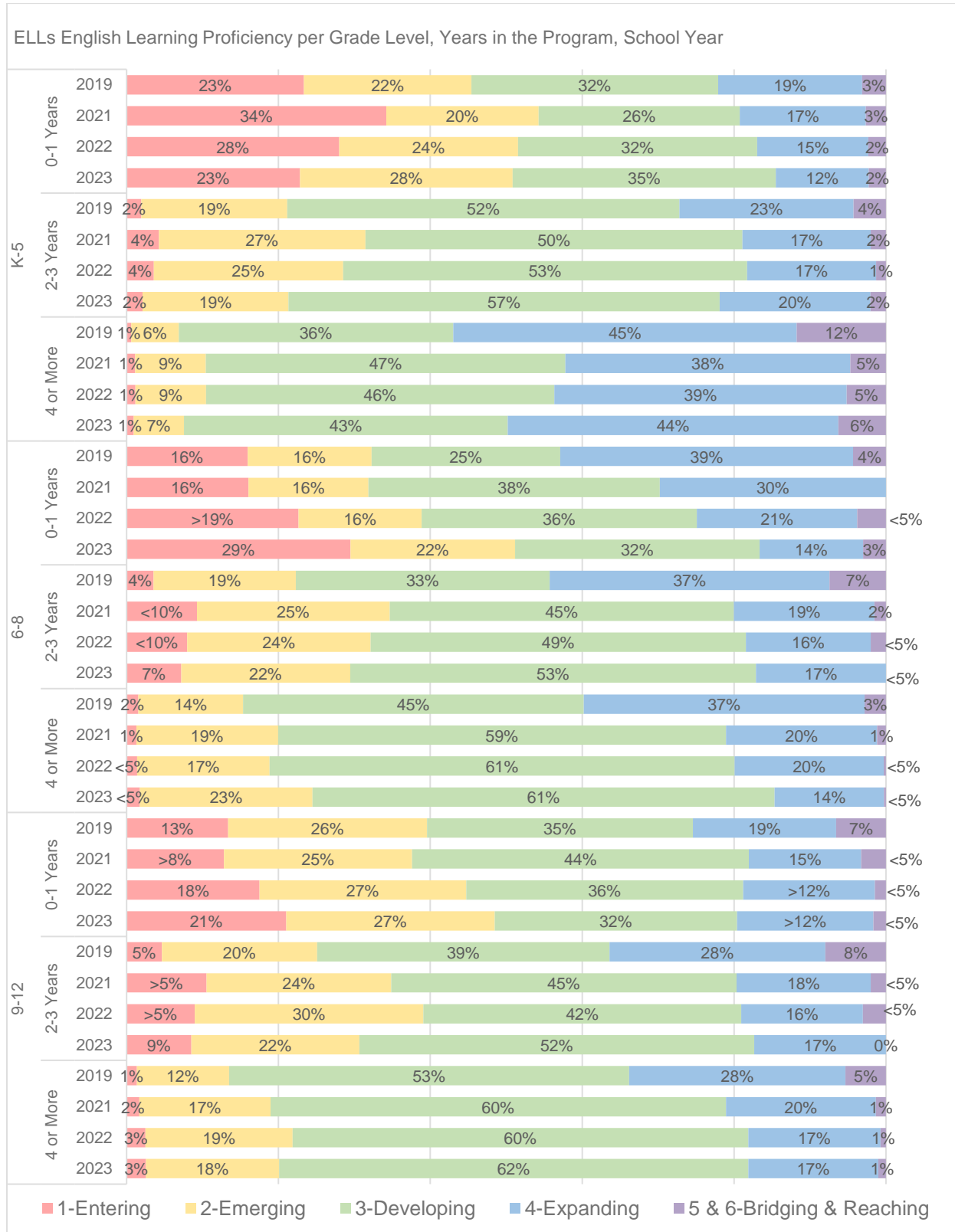


Figure 34: ELs' ELPA Performance by Grade and Years in the Program, 2019-2023 (new 2023, S22)



**ELPA Cohort Analysis**

This analysis followed those English learners who were in kindergarten in the 2019-20 school year for the subsequent four years for their ELPA performance trend. Students who entered or exited the cohort between the school year 2020-21 and 2022-23, who did not advance their grade level chronologically, who participated in Alternate Assessment, or who missed one or more administration are not included in this analysis. Similarly, the same analysis was conducted for the 2023 4<sup>th</sup> grade cohort and 2023 11<sup>th</sup> grade cohort.

**Figure 35: ELPA Performance for 2023 Grade 3 Cohort**

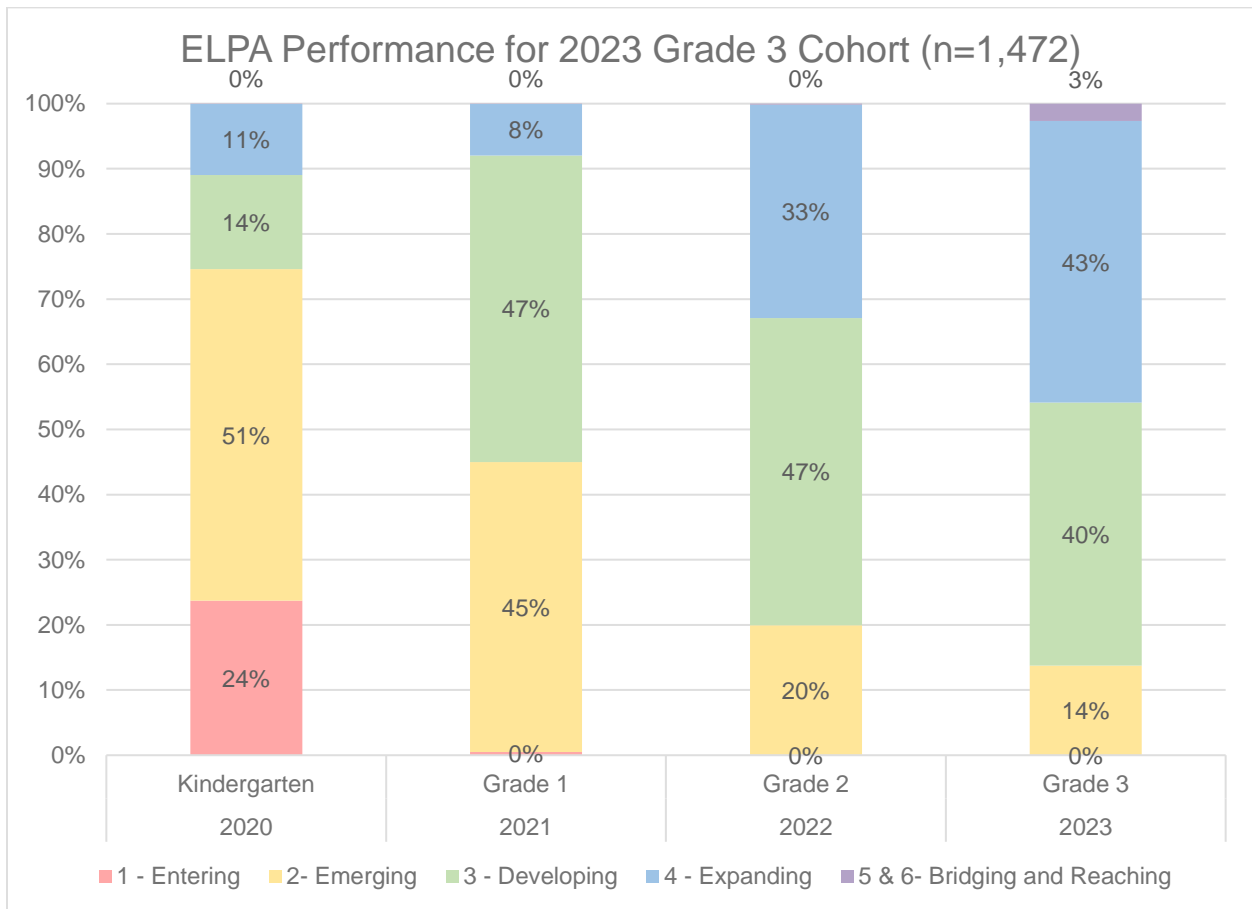


Figure 36: ELPA Performance for 2023 Grade 7 Cohort

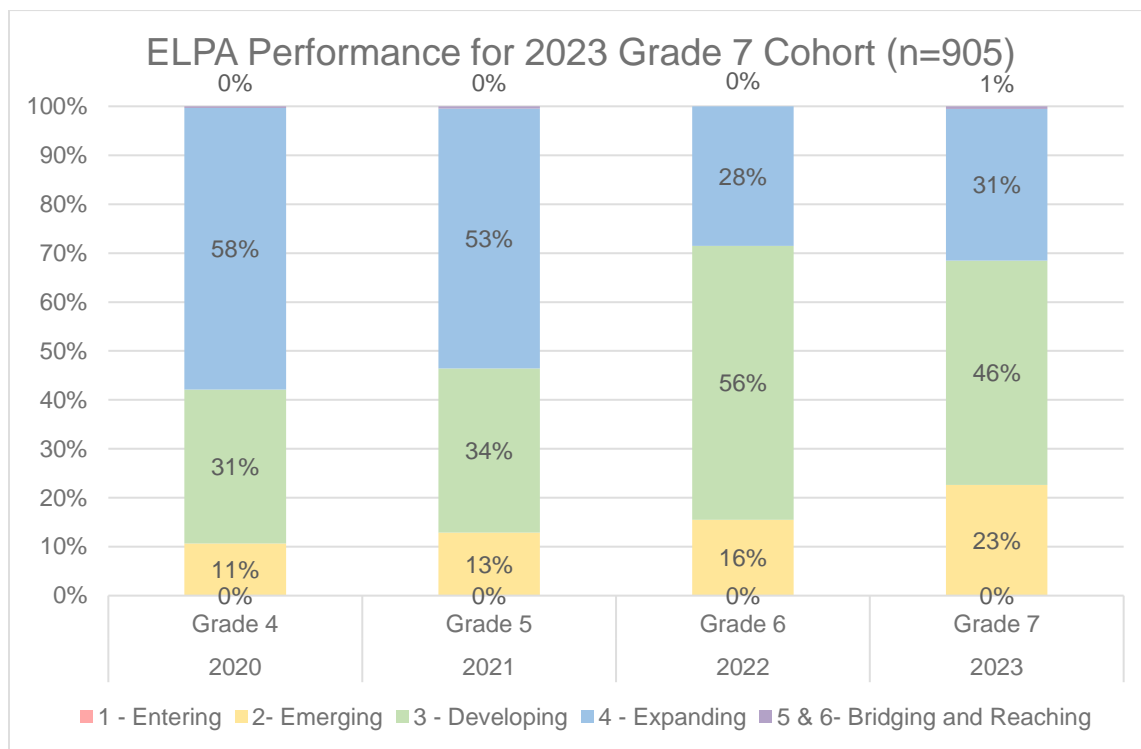
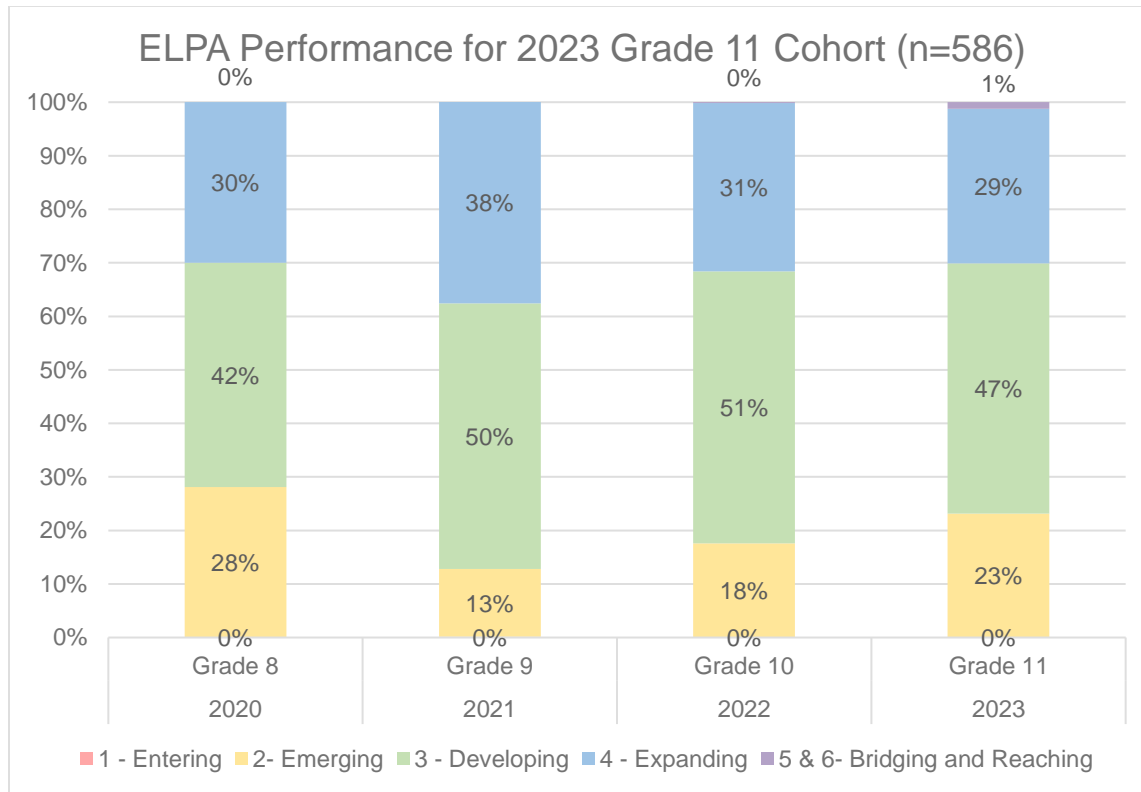


Figure 37: ELPA Performance for 2023 Grade 11 Cohort



## MATHEMATICS

Idaho students are tested in mathematics using the Idaho Standards Achievement Test (ISAT).

### ISAT Math

Students in grades 3-8 and 11 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in Mathematics (Math).<sup>6</sup> These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. ISAT Math comprises a key element of Idaho's school accountability system.

The ISAT Math items address a variety of aptitudes, from subtraction to problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school year. It consists of two parts, a computer-adaptive test and performance tasks. The main objectives are threefold: (1) To indicate both student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state; (2) to provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college and career ready; and (3) to optimize students' ability to demonstrate their full knowledge and skills computer-adaptive testing. These summative assessments are an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment or IDAA for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet four participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

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<sup>6</sup> School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.



This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

**Data Considerations**

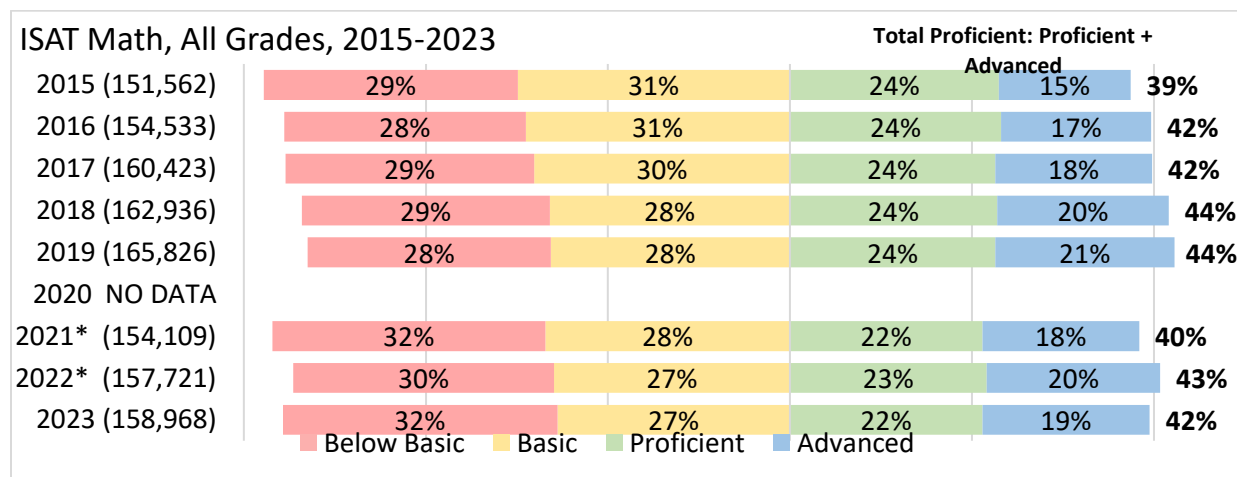
The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores are in development, the shortened blueprint does not offer claim-level scores. Idaho used shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

After students take the ISAT Math assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graphs below show the performance of students in grades 3-8 and high school (grade 10 through 2022, grades 10 and 11 in 2023), across the four achievement levels. As of 2023, the high school ISAT was taken in Grade 11 and evaluated against Grade-11 standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade-10 or other high school students could take the Grade-11 ISAT for banking, if they had completed relevant curriculum. Please see [Accountability Business Rules](#) or Appendix I for details.

**ISAT Math Performance, All Grades**

This section reviews ISAT-Math achievement in Idaho.

**Figure 38: ISAT Math Performance, All Grades, SYs 2015-2023**

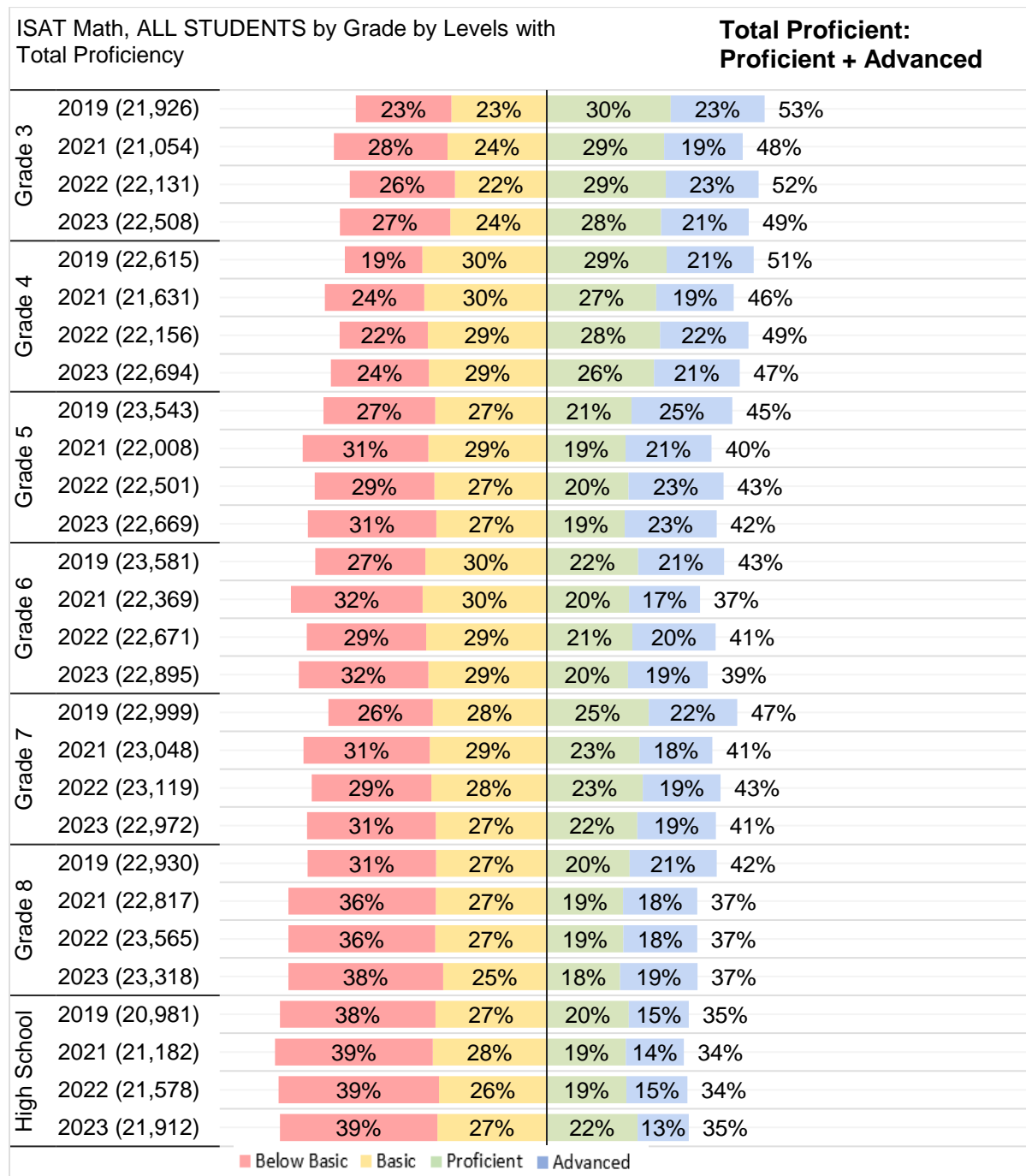


*Note. Data are not available in 2019-20 because of COVID-related lapses in test-taking.*  
*\* Both 2021 and 2022 ISAT were on the shortened blueprint.*



ISAT Math Performance by Grade

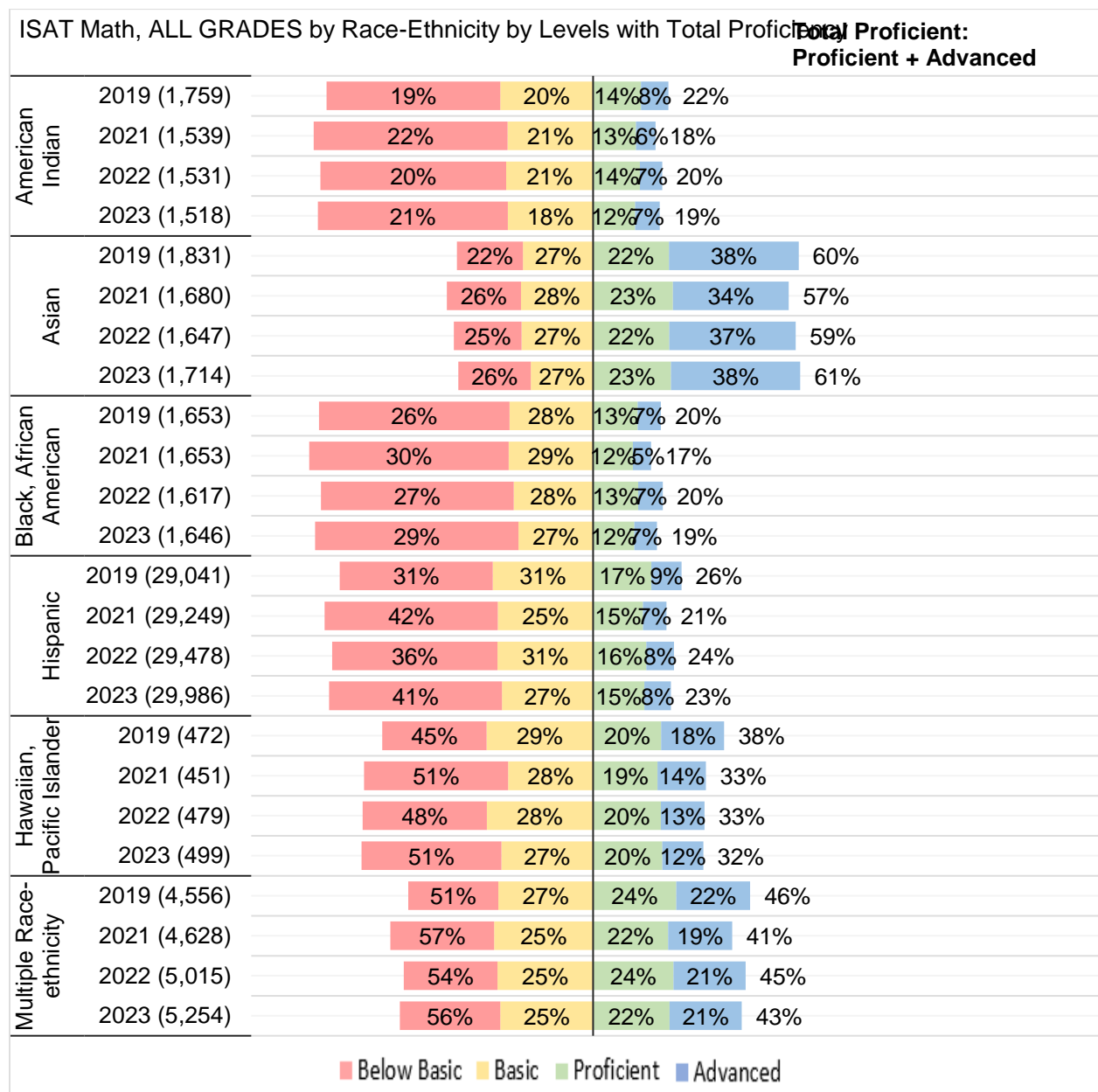
Figure 39: ISAT Math Performance by Grade across Years



\* Both 2021 and 2022 ISAT were on the shortened blueprint.

ISAT Math Performance by Race-Ethnicity

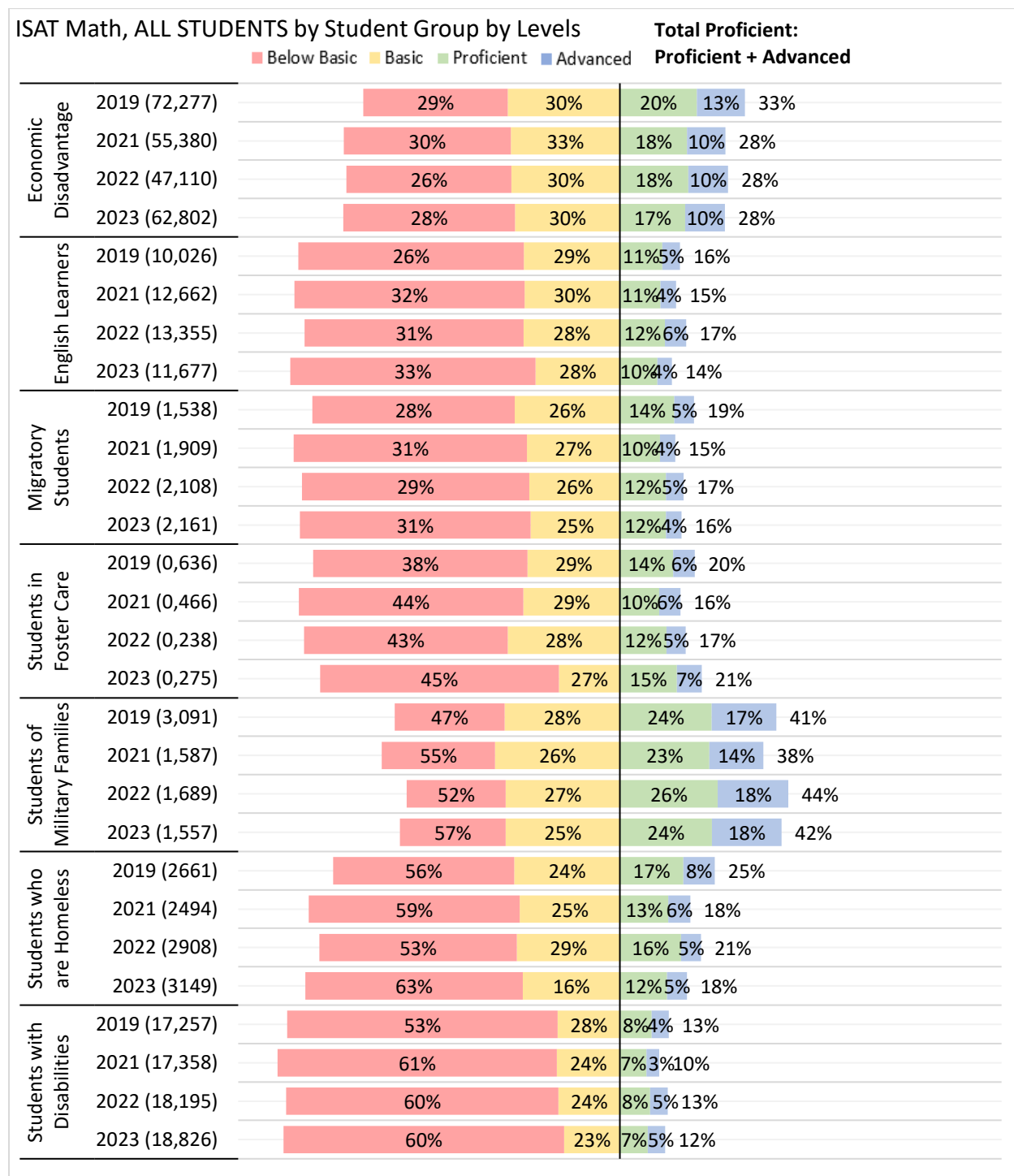
Figure 40: ISAT Math Performance by Race-Ethnicity across Years (23\_S25)



\* Both 2021 and 2022 ISAT were on the shortened blueprint.

ISAT Math Performance by Student Group

Figure 41: ISAT Math Performance by Student Group across Years



Note. Data are not available because of COVID-related lapses in test-taking.

\* Both 2021 and 2022 ISAT were on the shortened blueprint.

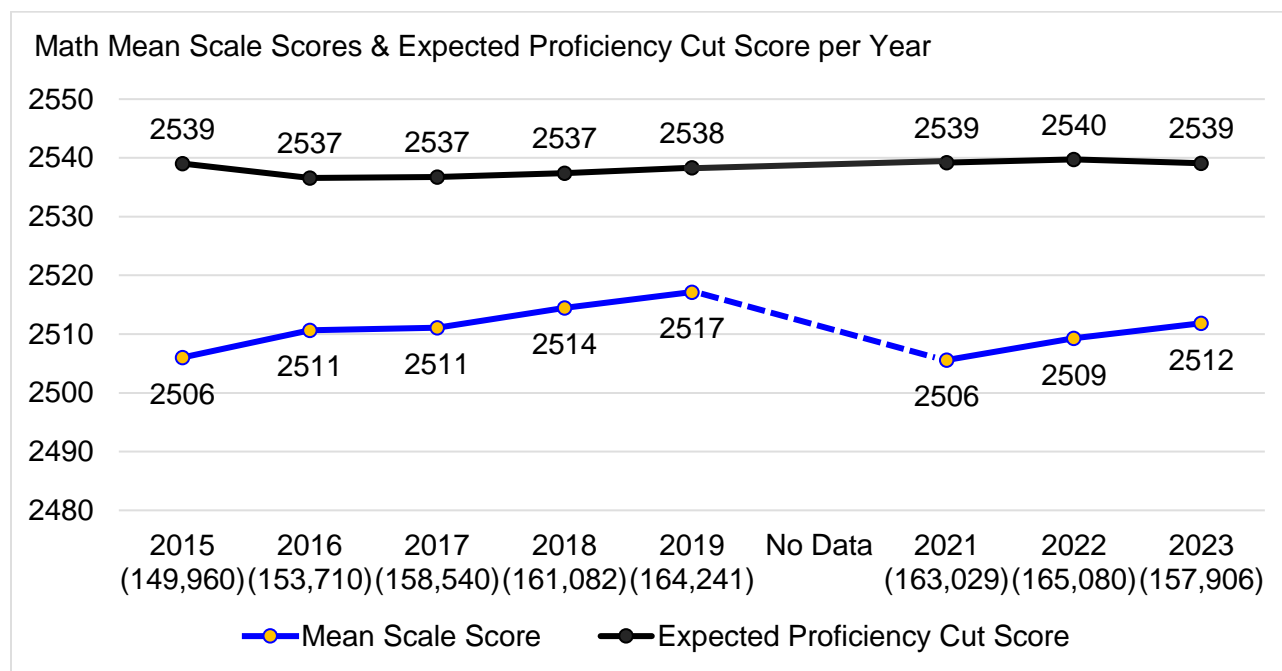
Idaho students' achievement in math is measured annually in the Spring summative ISAT Math assessment. After students take the ISAT Math assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores.

In this section we review the performance of (a) proficiency levels of all students across all grades (3-8 and 10); (b) scale scores of three grade cohorts of student as they progress from grades 3 through 10; (c) average scale scores versus cut scores for all students; and (d) performance of various race-ethnicity and other student groups, averaged across all grades 3-8 and 10.

### ISAT Math Average Performance Across the Years

This section reviews the mean scale scores in Math per year, across all grades.

Figure 42: ISAT Math Mean Scale Scores across Years



**Note.** This graph included just 10<sup>th</sup>-graders through 2022 but included both 10<sup>th</sup>-graders (12,615) and 11<sup>th</sup>-graders (9,173) in the final grade in 2023. This change made a difference in the distance to the cut score in 2023, (27 points instead of 24), and it lowered both the cut score (to 2534) and the Idaho mean scale score (to 2509).

No data are available in 2020 because of COVID-related lapses in testing.

**Calculation of mean scale score per year.** Each year's reported scale score is a weighted average, calculated as follows.

- Multiply each grade's mean scale score by the number of students taking the assessment in that grade;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

**Calculation of expected mean cut score per year.** A parallel method was used to calculate the expected cut score per year:

- Multiply each grade's standard cut score (which rises gradually from grade 3-10) by the number of students taking the assessment in that grade, that year;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

This method explains why the expected mean cut scores differ somewhat per year. They reflect the differing numbers of students per grade taking the assessment.

**Longitudinal Review of ISAT Math Performance**

The following graphs show cohort analyses of two student cohorts: those in Grade 7 in 2023 and those in Grade 8 in 2023. The analyses followed each group of students, starting in their 3<sup>rd</sup> grade and progressing through their cohort grade (either Grade 8 or Grade 7).

**Method.** The cohort analyses and graph for 2023 were generated following the same process as the cohort analysis in 2022, with adjustments to the formatting and specific cohorts included. Data were taken from all summative tests with claim scores in Idaho going back to 2018. Students who took two summative tests in one school year or who repeated a grade across school years were removed from the dataset. Test scores for individual students were linked across years using the student identification variable.

The different cohorts for Math were then formed separately by selecting all students who had summative tests for the corresponding grade in each year. Those years appear in Table 2. Shaded areas indicate that no testing was performed in 2020 because of COVID-19.

**Table 2: Cohort Test Grades and Years for 2022-23 Analysis**

Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year
8	2023	7	2023
7	2022	6	2022
6	2021	5	2021
5	2020	4	2020
4	2019	3	2019
3	2018		

Note: No testing in 2020 because of COVID-19.

For each of the two Math cohorts, the same analysis was performed:

3. Calculate the mean overall and mean claim scores for each year.
4. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year’s total sample size for the grade.

Three plots in total were generated.

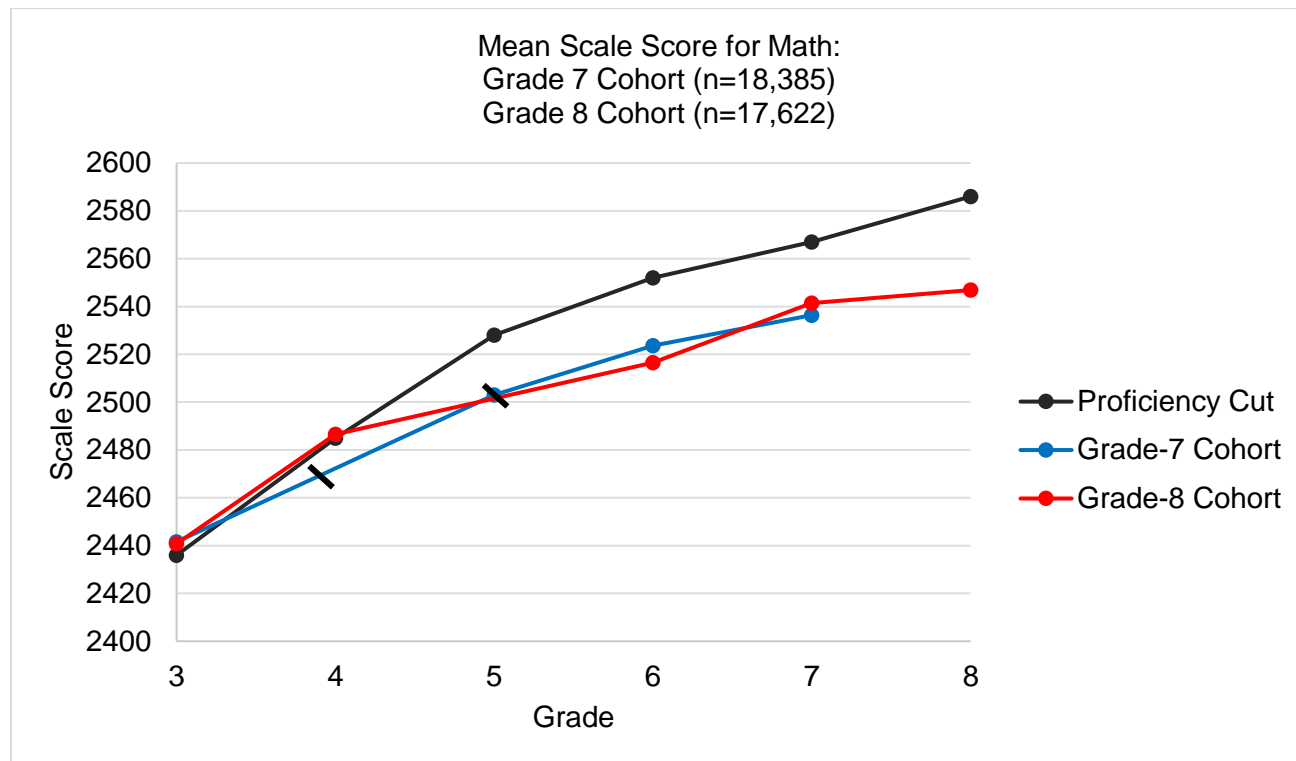
3. Overall score and proficiency cut score with Grade-7 and Grade-8 cohorts. In this graph, there are three lines (two overall score lines for the two cohorts and the proficiency cut line)

A slash line “\” symbol appears over years with missing data in the plots to indicate the lack of data for that year.



ISAT Math Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score

Figure 43: ISAT Math Longitudinal Analysis – 2023 Grade 7 & 8 Cohorts (23\_S26)



## HIGH SCHOOL GRADUATION RATES AND GO-ON RATES

Idaho students’ rates of graduation and going on to post-secondary education appear in this section.

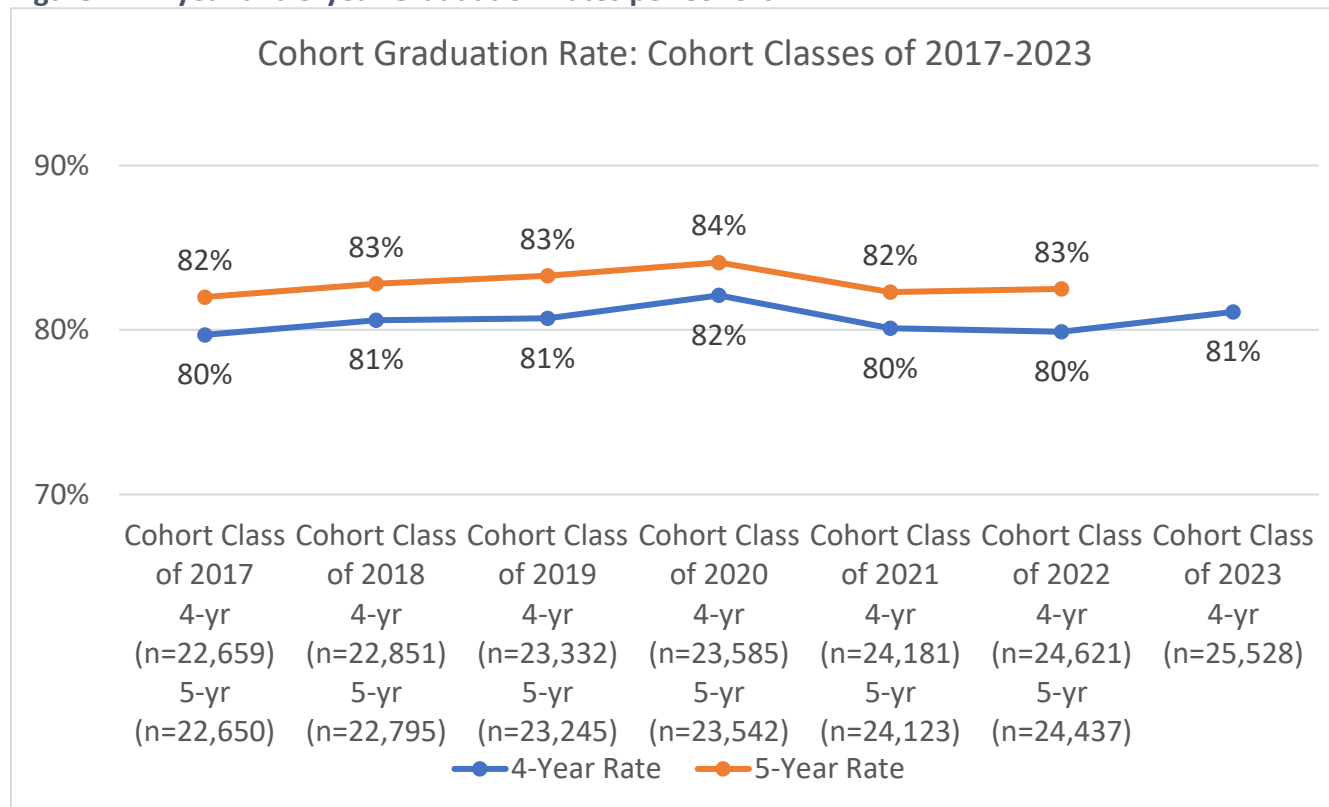
### Graduation Rate

We report graduation rate in two measures: the proportion graduating within four years of entering 9<sup>th</sup> grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9<sup>th</sup> grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9<sup>th</sup> grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho’s public-school system in their fifth year.

#### Cohort Graduation Rate: Cohort Classes of 2017–2023

In 2023, 81% of Idaho’s high school students graduated in four years. As seen in Figure 44:

Figure 44: 4-year and 5-year Graduation Rates per Cohort



Cohort Graduation Rate: Cohort Class of 2023

Figure 45: 4-Year Cohort Graduation Rate by Race/Ethnicity

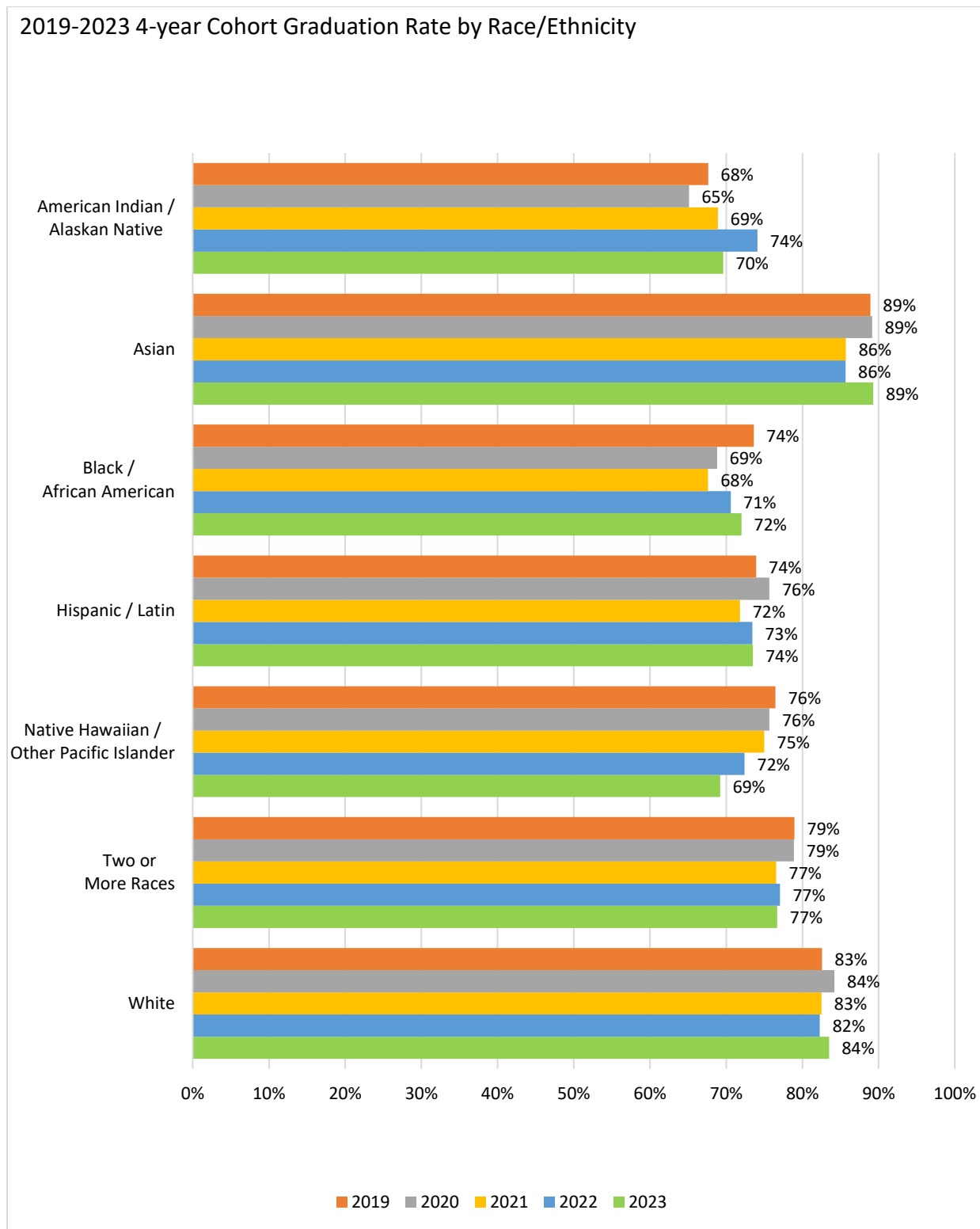
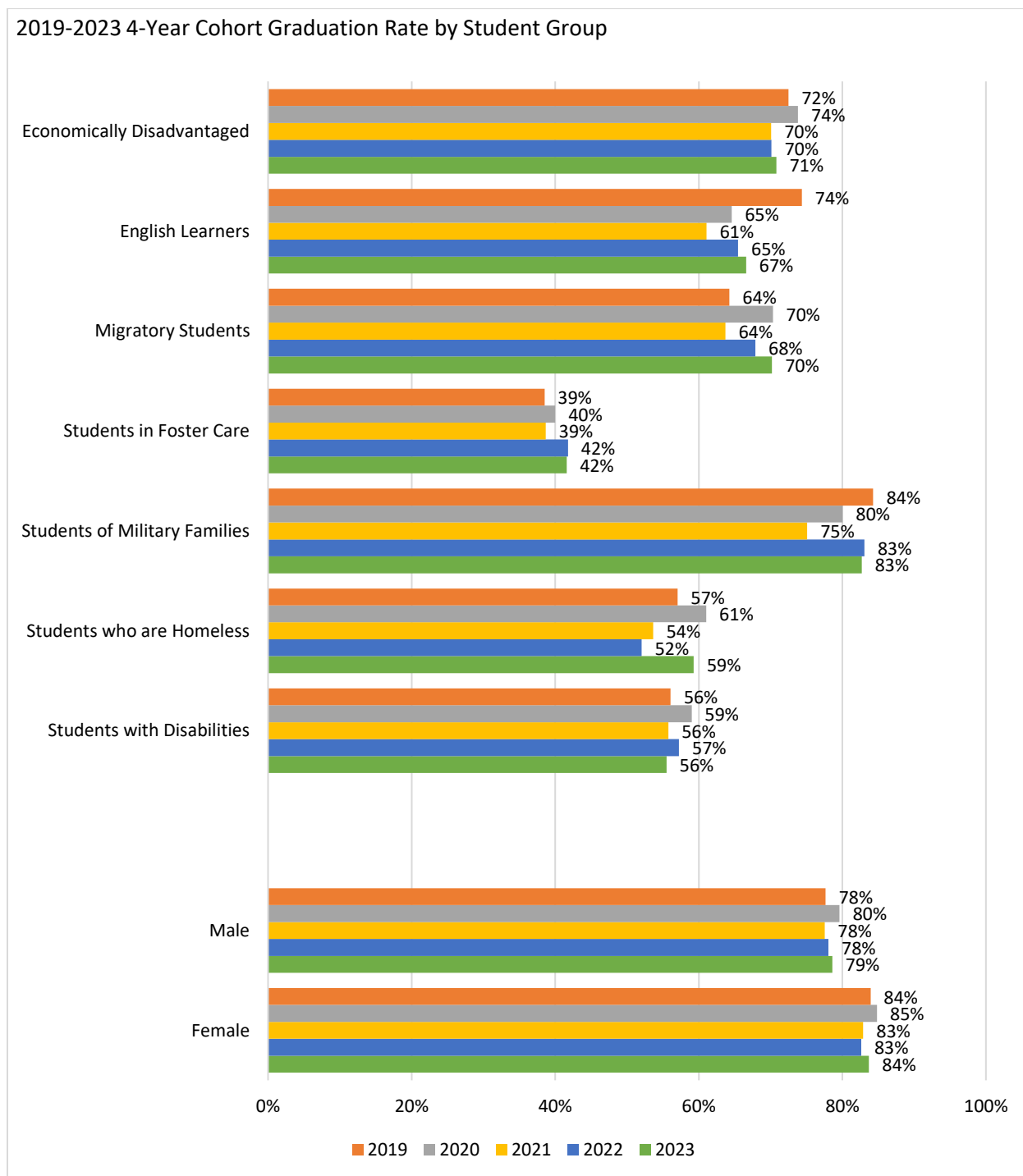


Figure 46: 4-Year Cohort Graduation Rate by Student Group



Note. The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change. 5-Year Graduation Rates Across Years

Cohort Graduation Rate: Cohort Class of 2022

Figure 47: 5-Year Cohort Graduation Rate by Race/Ethnicity

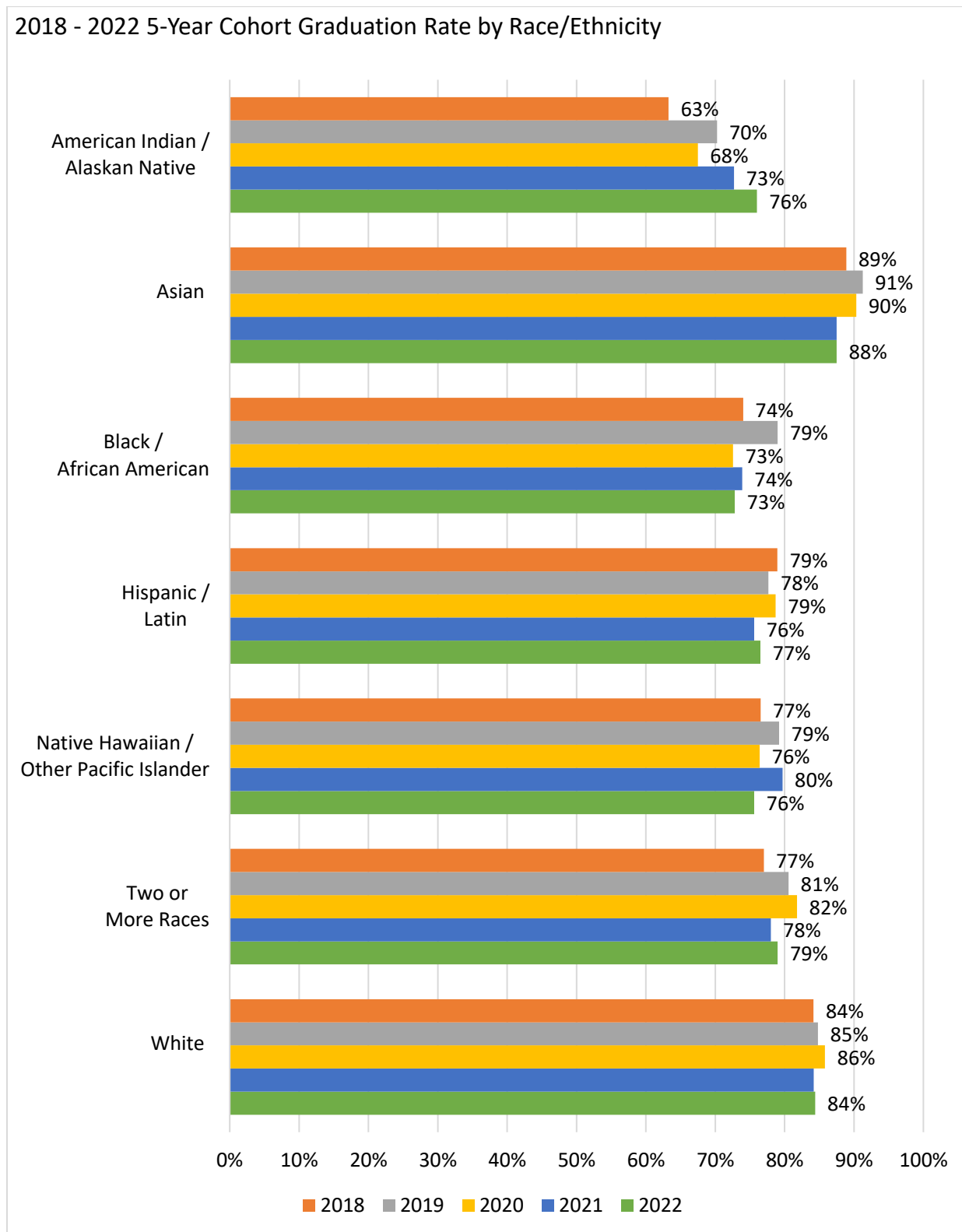
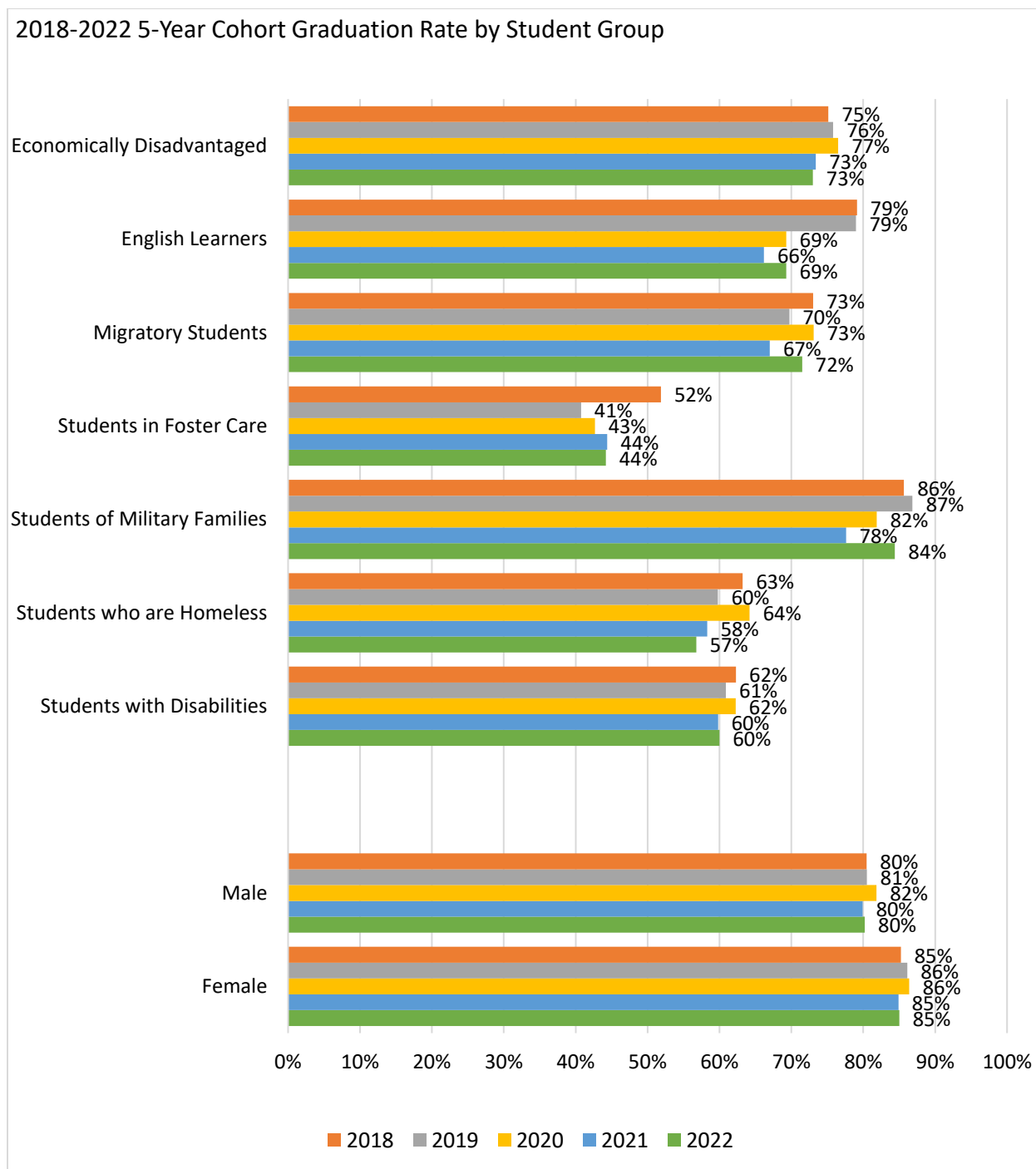


Figure 48: 5-Year Cohort Graduation Rate by Student Group



Note. The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

## Go-On Rates

Students' rates of continuing to post-secondary training strongly affect a state's economy and its citizens' lifetime earnings. Idaho's go-on rates reflect the percentage of high school graduates who pursue post-secondary education within one, three, or five years of graduation. Go-on status is counted based on the student's graduation year (not on the graduation cohort, which drives the calculation of graduation rates). The denominators used to calculate go-on rates include all students who graduated in the spring or summer of the academic year. For instance, the 1-year go-on rate for 2019-20 is the proportion of all students graduating in spring or summer 2019 (at the end of the 2019-20 academic year) who pursued higher education within one year of graduating. The 3-year go-on rates maintain the same graduating class but consider the percentage that enrolled in post-secondary education within three years of graduating.

Idaho's Office of the State Board of Education (OSBE) provided the go-on data, which it now terms "college-going" data. Counted in these data are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

The two data sources OSBE consults are (1) the eight Idaho public, post-secondary institutions; and (2) the National Student Clearinghouse (NSC)<sup>7</sup>, which receives data from institutions nationwide that accept federal financial aid. Some known post-secondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.<sup>8</sup>

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<sup>7</sup> National Student Clearinghouse: <https://www.studentclearinghouse.org/>

<sup>8</sup> Included in the rate calculation are students attending all Idaho public, post-secondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). These Idaho schools appeared in the NSC counts last year: Apollo College, Boise State University, Brigham Young University – Idaho, Broadview University, College America - Stevens Henager, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, Idaho State University, ITT Technical Institute – Boise, Lewis-Clark State College, North Idaho College, Northwest Nazarene University, Stevens-Henager College, Stevens-Henager College Nampa, The College of Idaho, University of Idaho. In addition, in a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE-Research on request.

1-Year Go-On Rates

Figure 49: 1-Year Go-On Rates

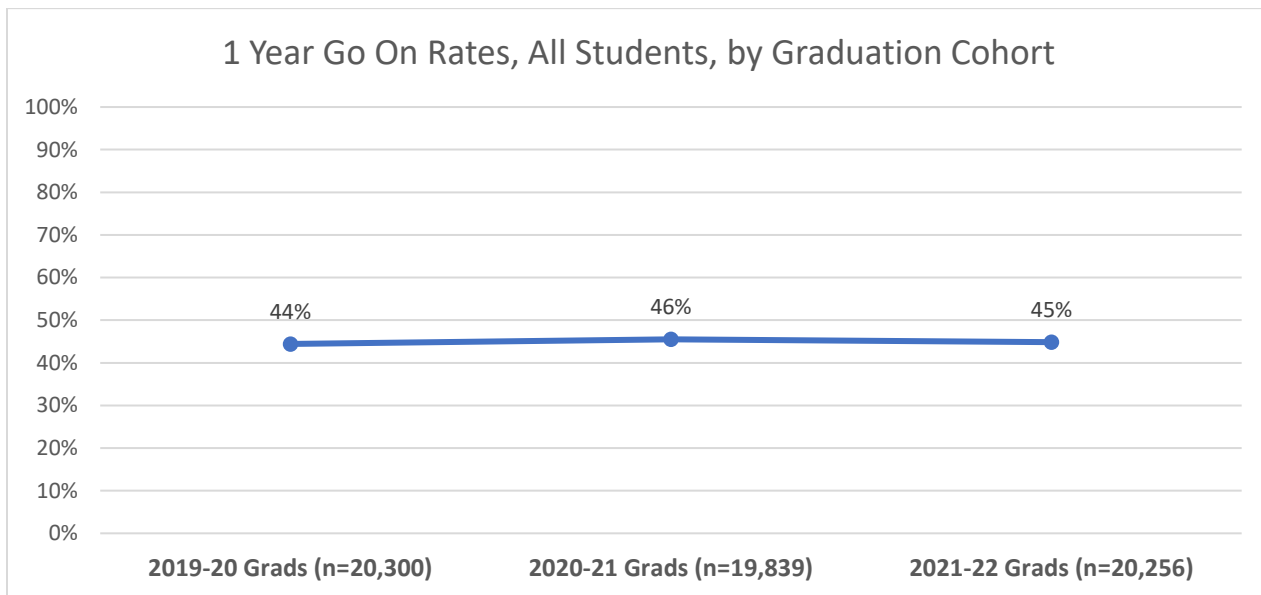


Figure 50: 1-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

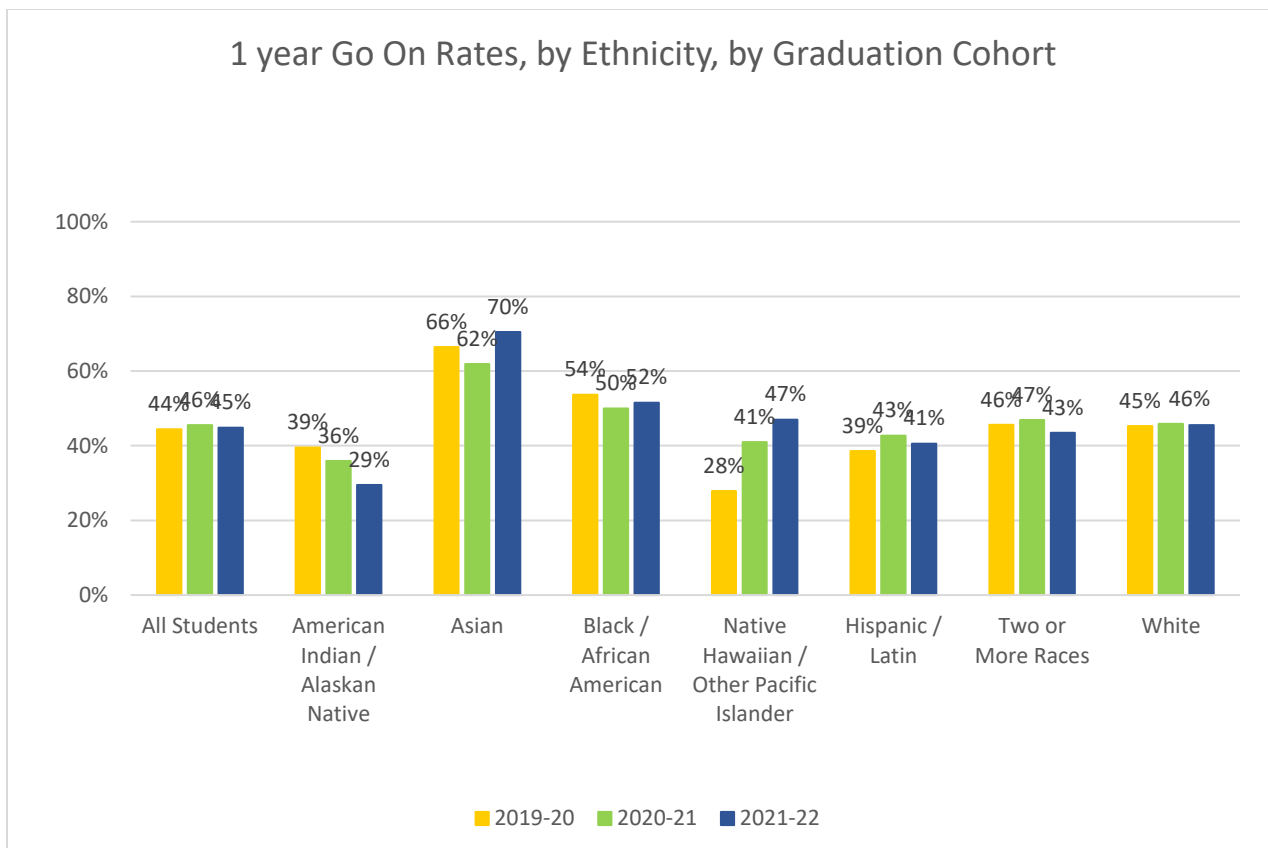
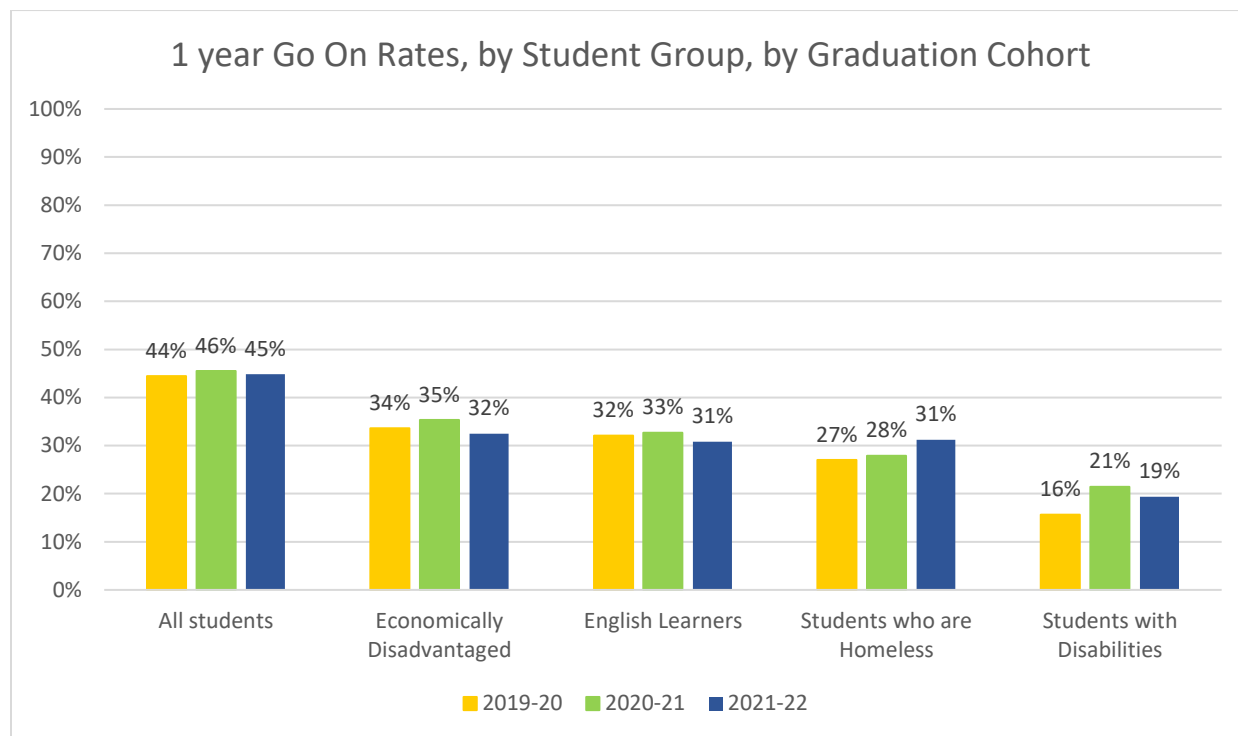




Figure 51: 1-Year Go-On Rates by Student Groups



3-Year Go-On Rates

Figure 52: 3-Year Go-On Rates

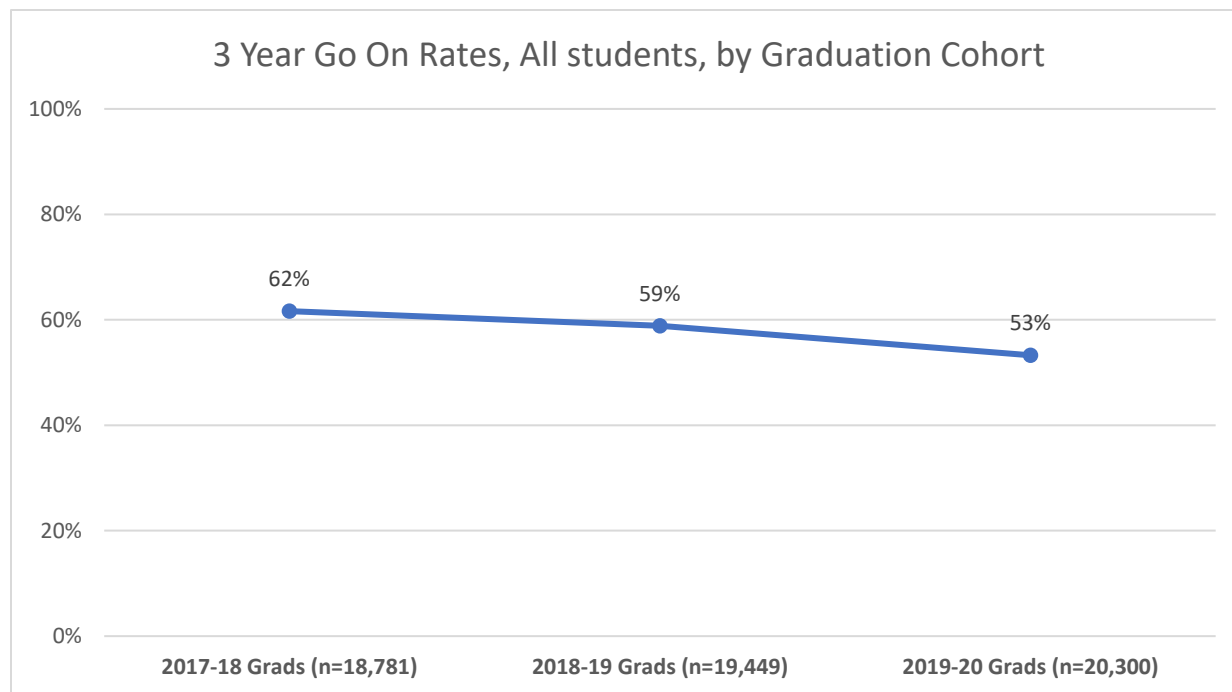


Figure 53: 3-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

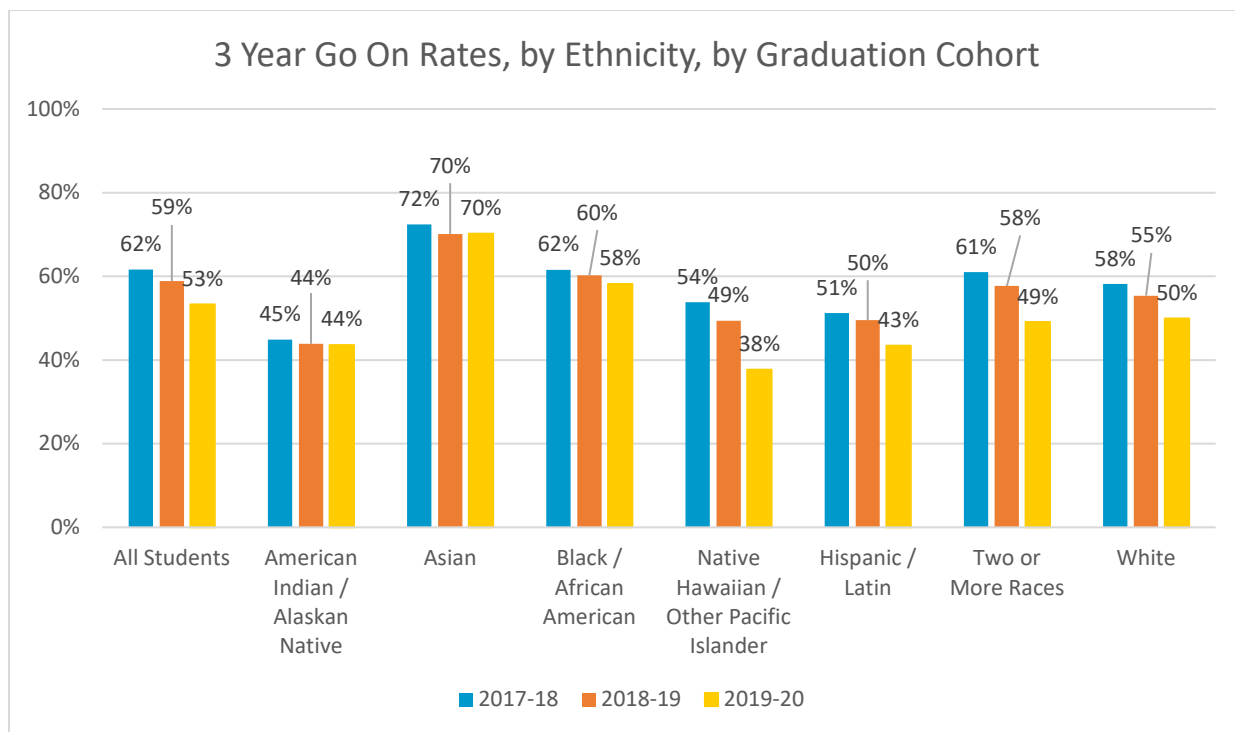
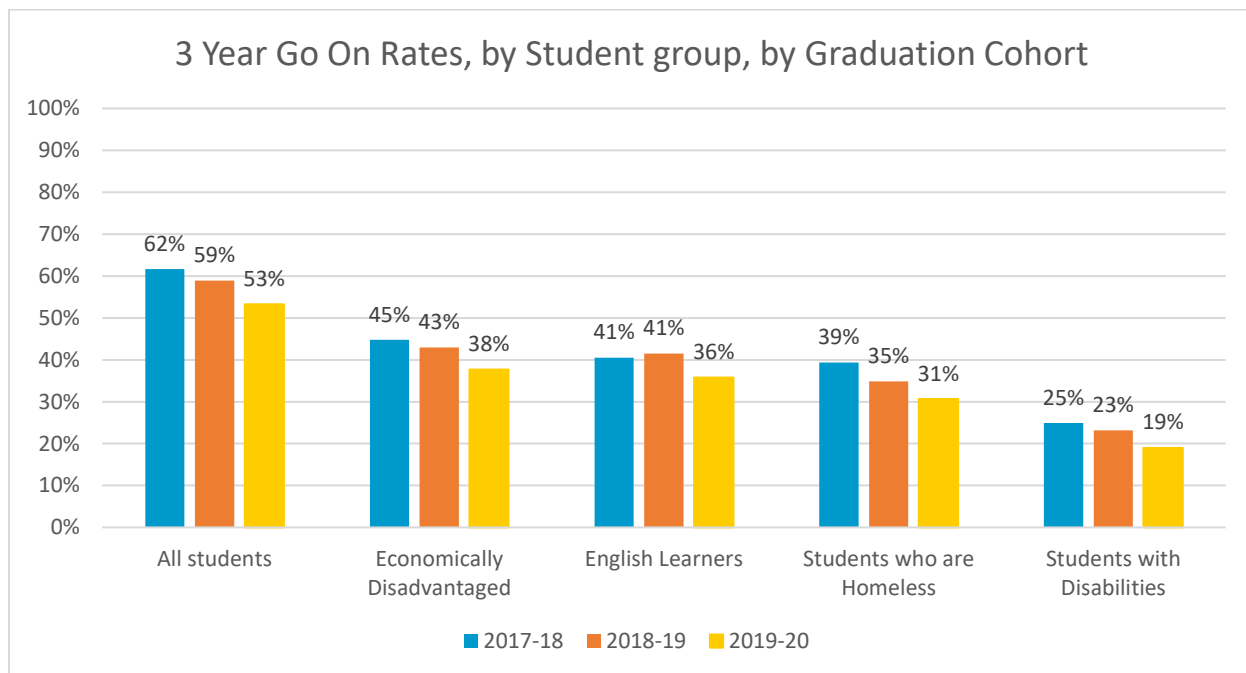


Figure 54 shows that several student groups experienced quite low 3-year go-on rates. The disparity between the highest- and lowest-matriculating groups dropped from 31 percentage points in 2017 to 28 points in 2022.

Figure 54: 3-Year Go-On Rates by Student Groups and Class Cohort



## ATTENDANCE AND CHRONIC ABSENTEEISM

For this report, we categorized and analyzed the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster of students in attendance in an Idaho school on the first Friday in May. **Adequate Attendance** is defined as attendance on 91%-100% of the days in the entire school year. **Chronic Absence** is defined as attendance on less than 90% of the days in the entire school year. Specifically, chronic absence is further divided into two categories:

- **Chronically absent:** 81%-90% of days in attendance
- **Severely chronically absent:** 80% or fewer days in attendance.

### How attendance is calculated

Proportion of Days Reported Positive Attendance = Numerator / Denominator, where:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year.
- Numerator = total number of instructional days of positive reported attendance for at least 1 hour, at the enrolled school, for the entire school year.

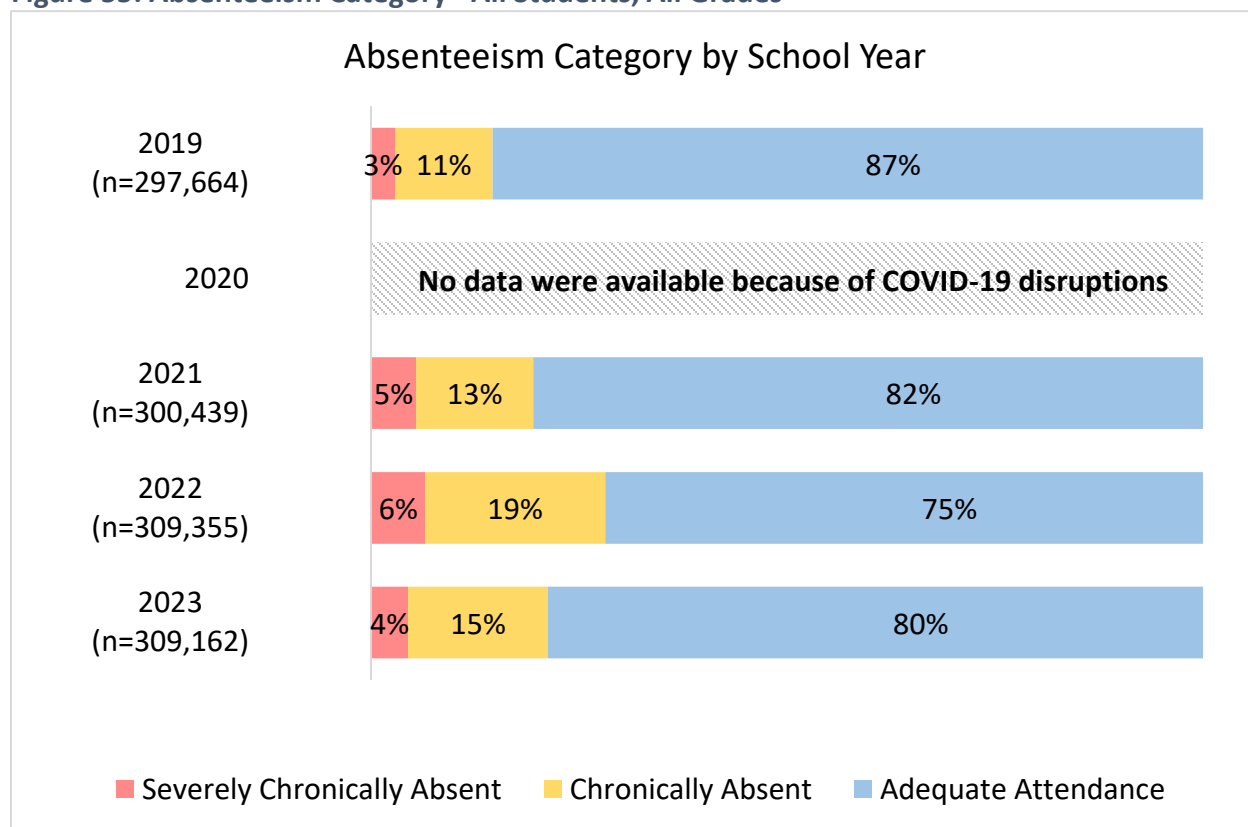
We analyzed those percentages using 10-percentage-point categories.

In all four years, at least 2% of students reported attendance in more than one school. We analyzed and reported students in only a single school, choosing the one with the highest proportion, because we lacked the data required to combine multiple values.

### Absenteeism Category per Year

Figure 55 shows the impact of the COVID years on absenteeism, and the recovery that appears to be underway. The proportion attending adequately has partially rebounded from the deep decline post-COVID, hitting 80% this year. This represents a 5-percentage-point increase since last year, a significant portion of the distance back to the pre-COVID level of 87%.

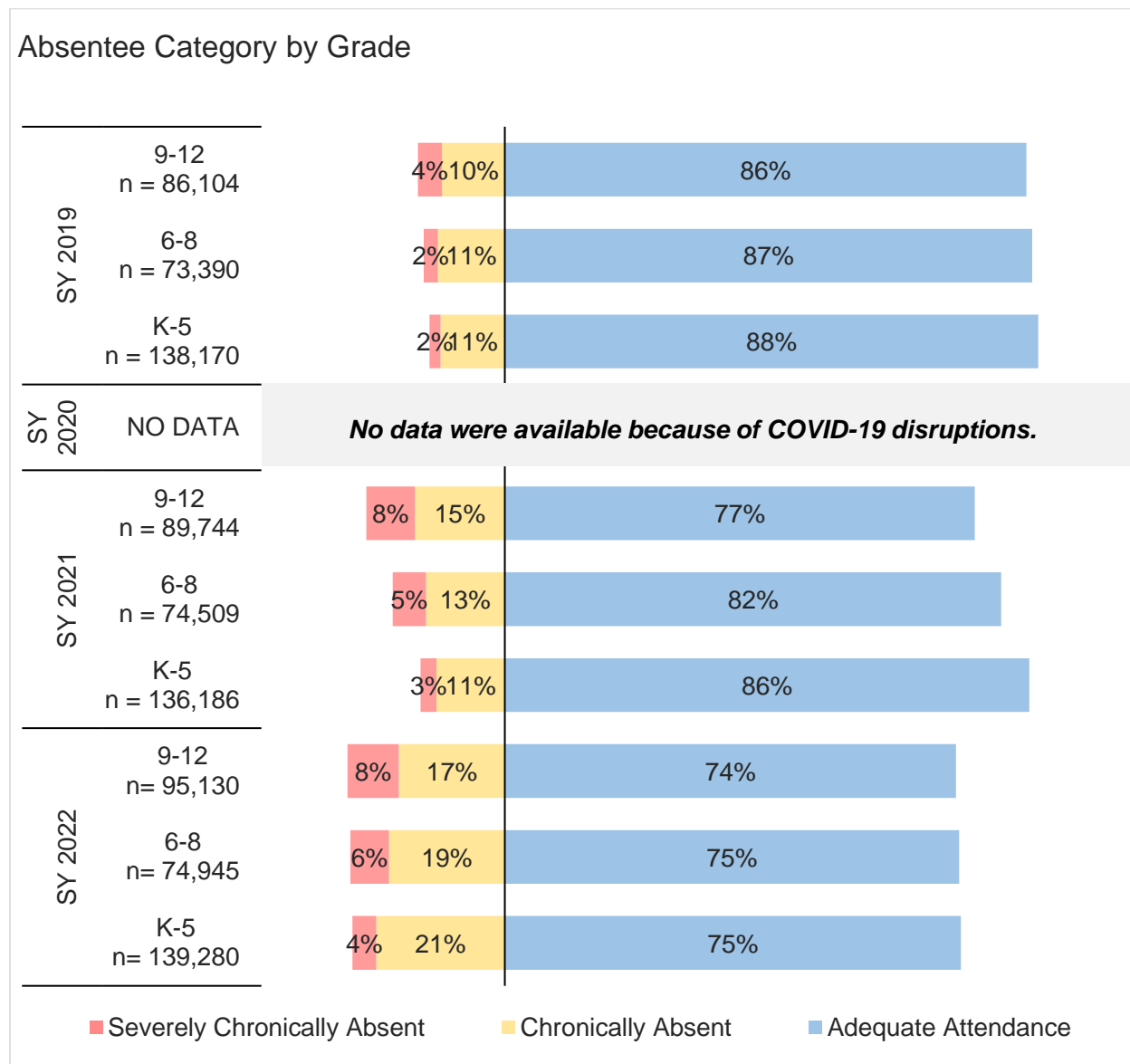
**Figure 55: Absenteeism Category– All Students, All Grades**



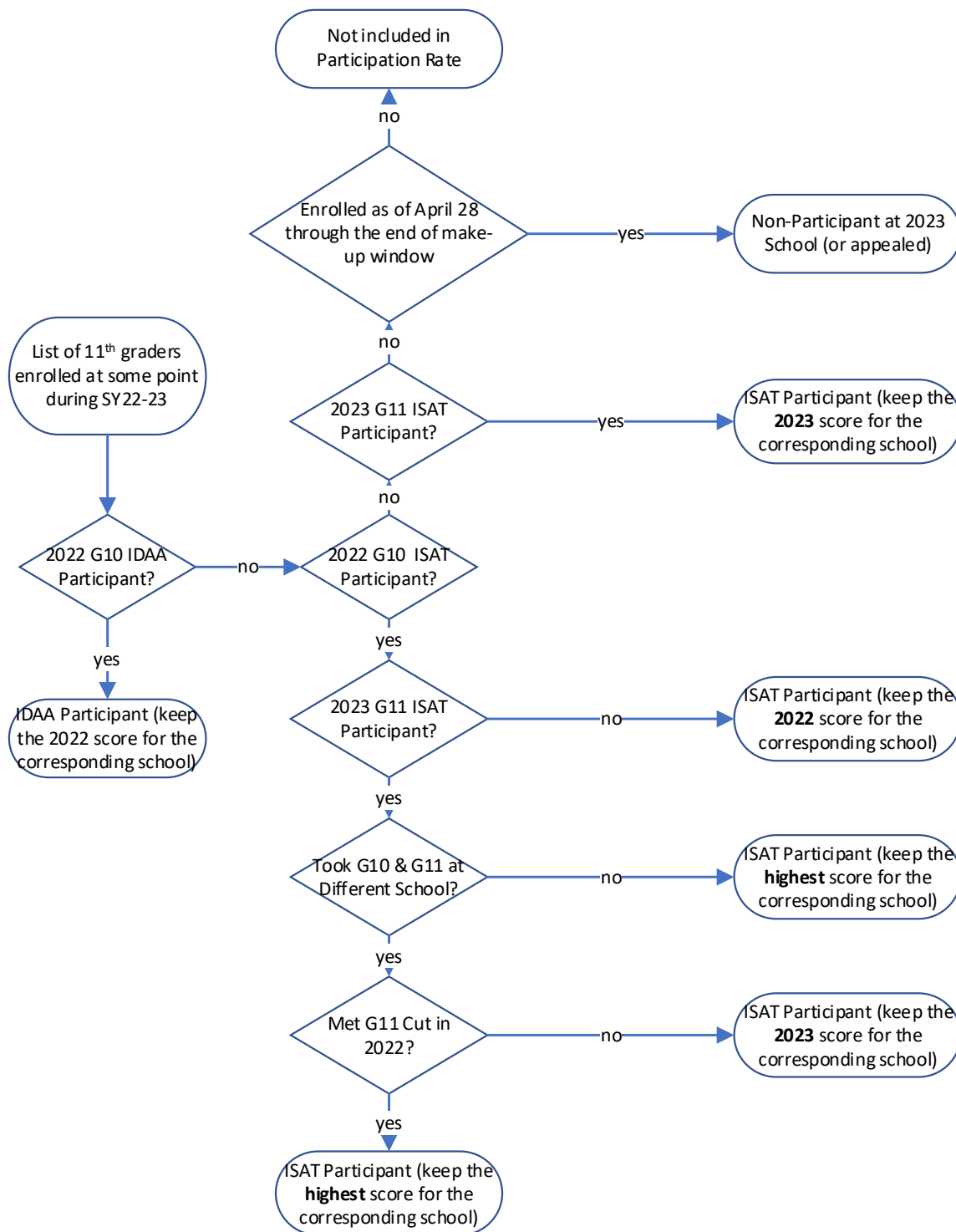
### Absenteeism Category by Grade: 2019-2023

Figure 56 shows the impact of the COVID years on absenteeism, and how the apparent recovery manifests across the grades.

**Figure 56: Absenteeism Category by Grade**



# Appendix I. ISAT/IDAA Grade 11 Participation Flow Chart





# **ACCOUNTABILITY OVERSIGHT COMMITTEE**

# **FY 24 RECOMMENDATIONS REPORT**

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# Executive Summary

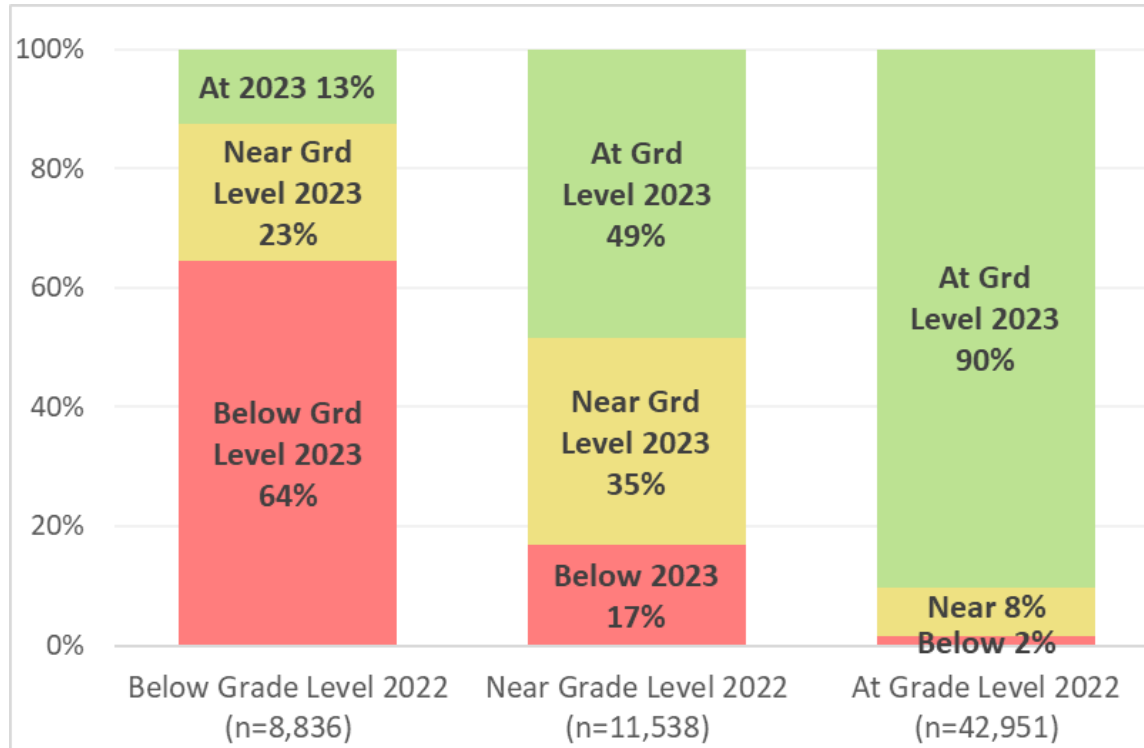
## Positive Findings

- In reviewing IRI data using the old norms, IRI K-3 All Students for spring 2022-23 reached a high of 69% At Grade Level.
- HS ISAT ELA proficiency continues to steadily increase.
- Math mean scale score data shows some improvement in scale scores post-pandemic.
- English Learners performance on the English Language Proficiency Assessment shows students steadily improve over time.
- The American Indian / Alaskan Native group has improved their 3 year Go On rates from 63% in 2017-18 to 76% in 2021-22.



# Executive Summary - Early Literacy

## IRI 2022-23 Performance Relative to 2021-22 Score

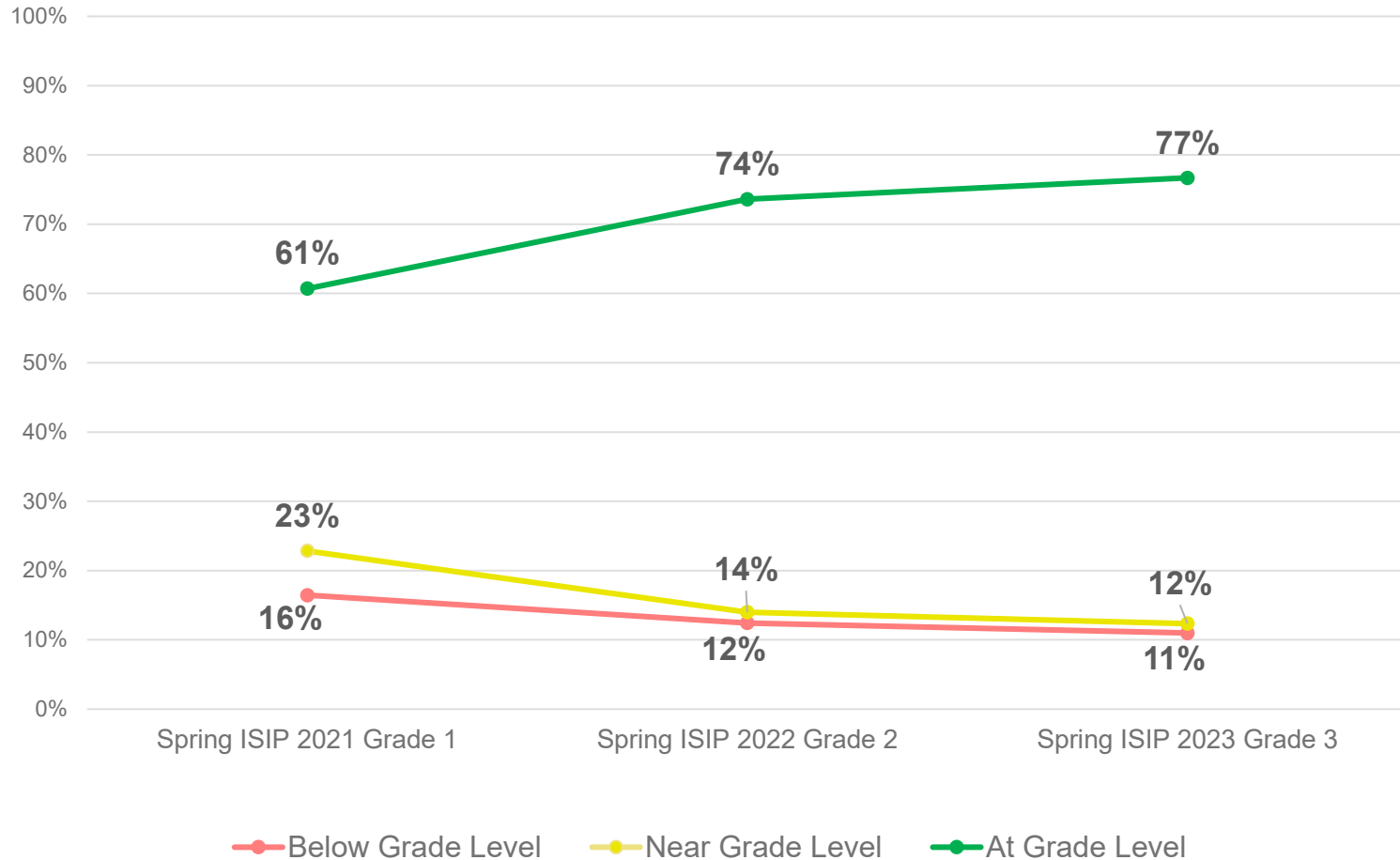


### Priority Recommendation

Develop a growth model for IRI that creates fall-to-spring targets at the individual student level to encourage continued growth for all students.

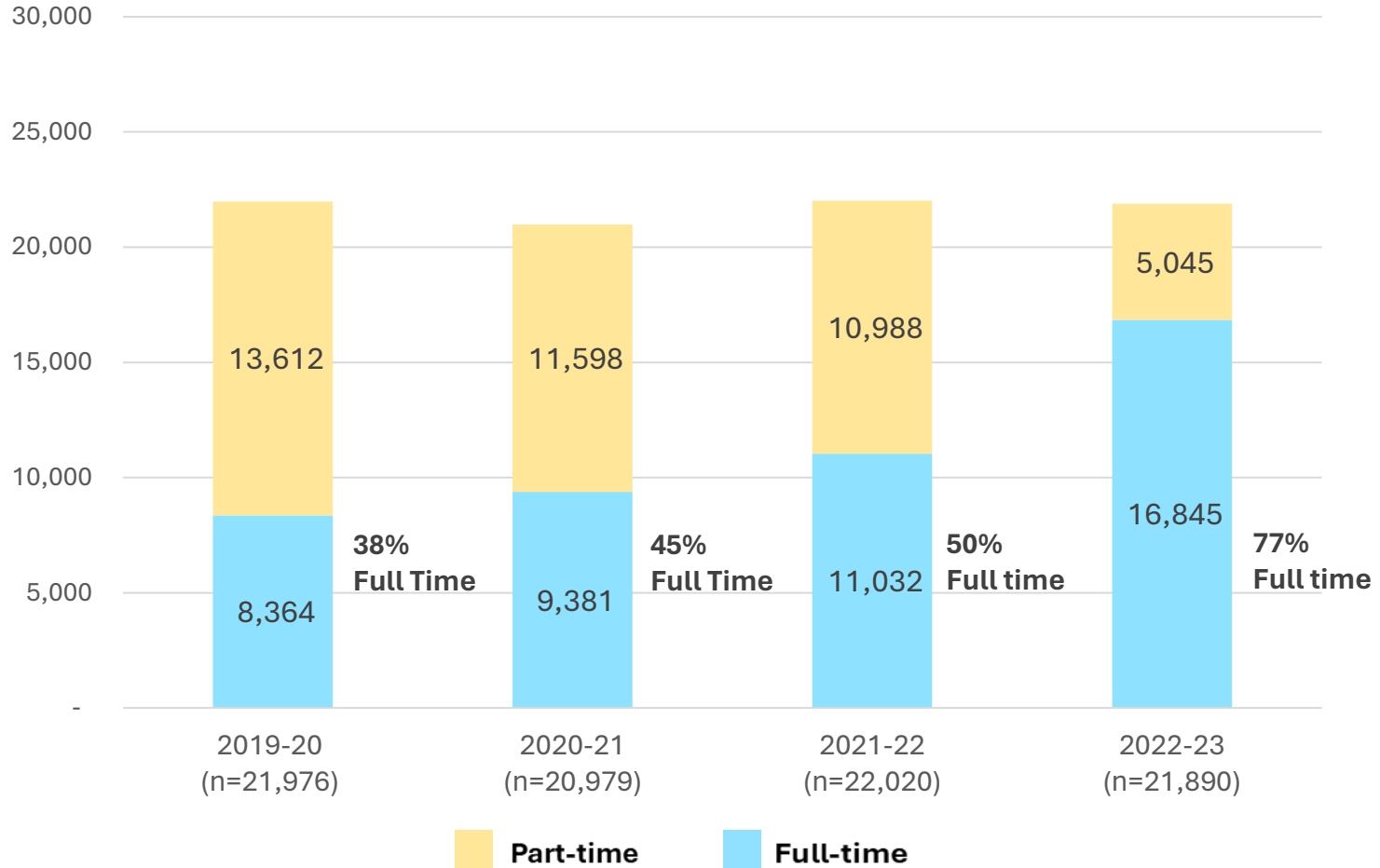
# Additional IRI Data - Cohort Data

Spring IRI Performance for 2023 Grade 3 Cohort, Old Norms  
(n=19,391)

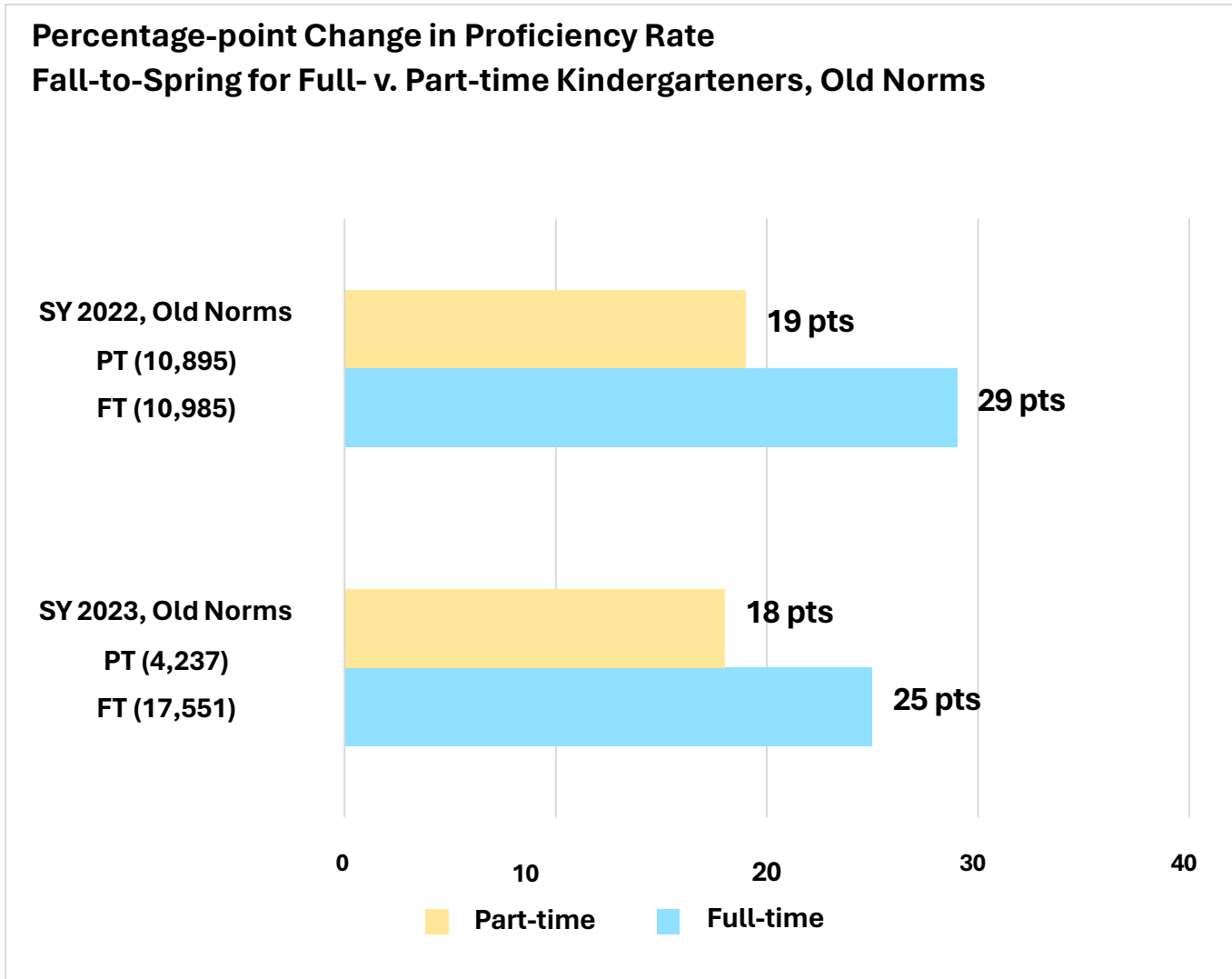


# 2022-23 Full-time vs. Part-time K Enrollment

Full-time vs. Part-time Kindergarten Fall Enrollment

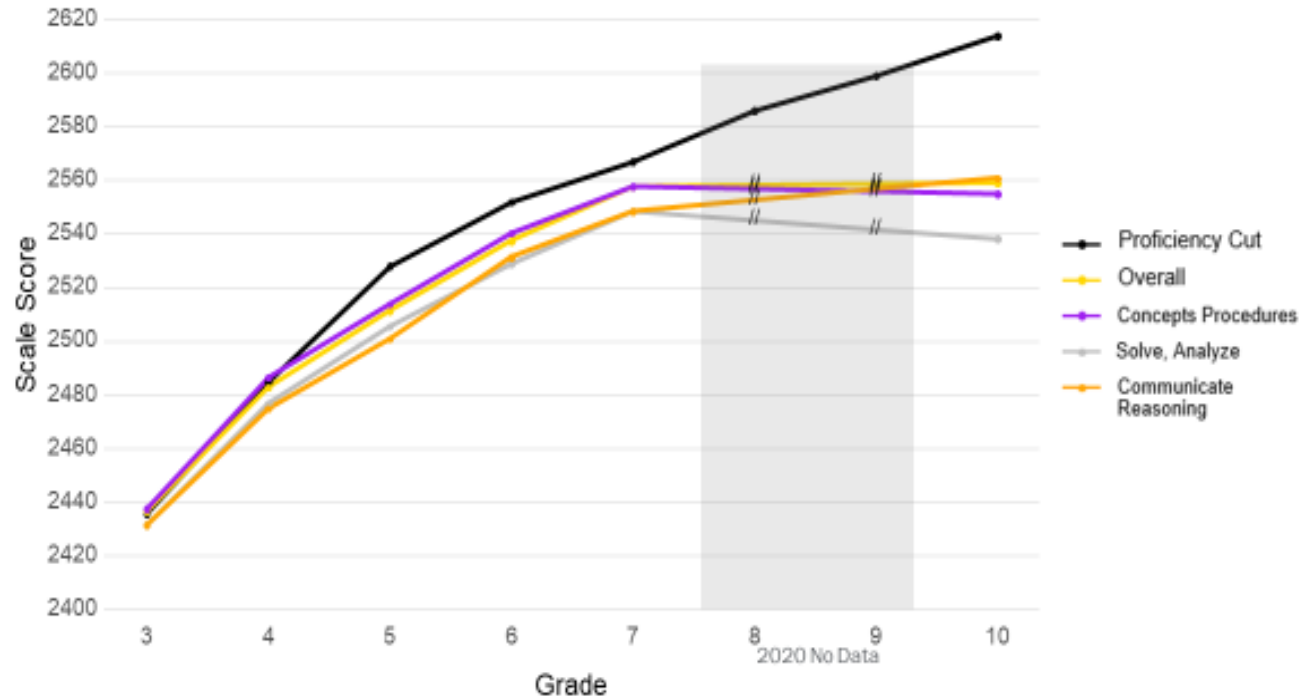


# Additional IRI Data - Kindergarten Data



# Executive Summary - Middle Grades Math

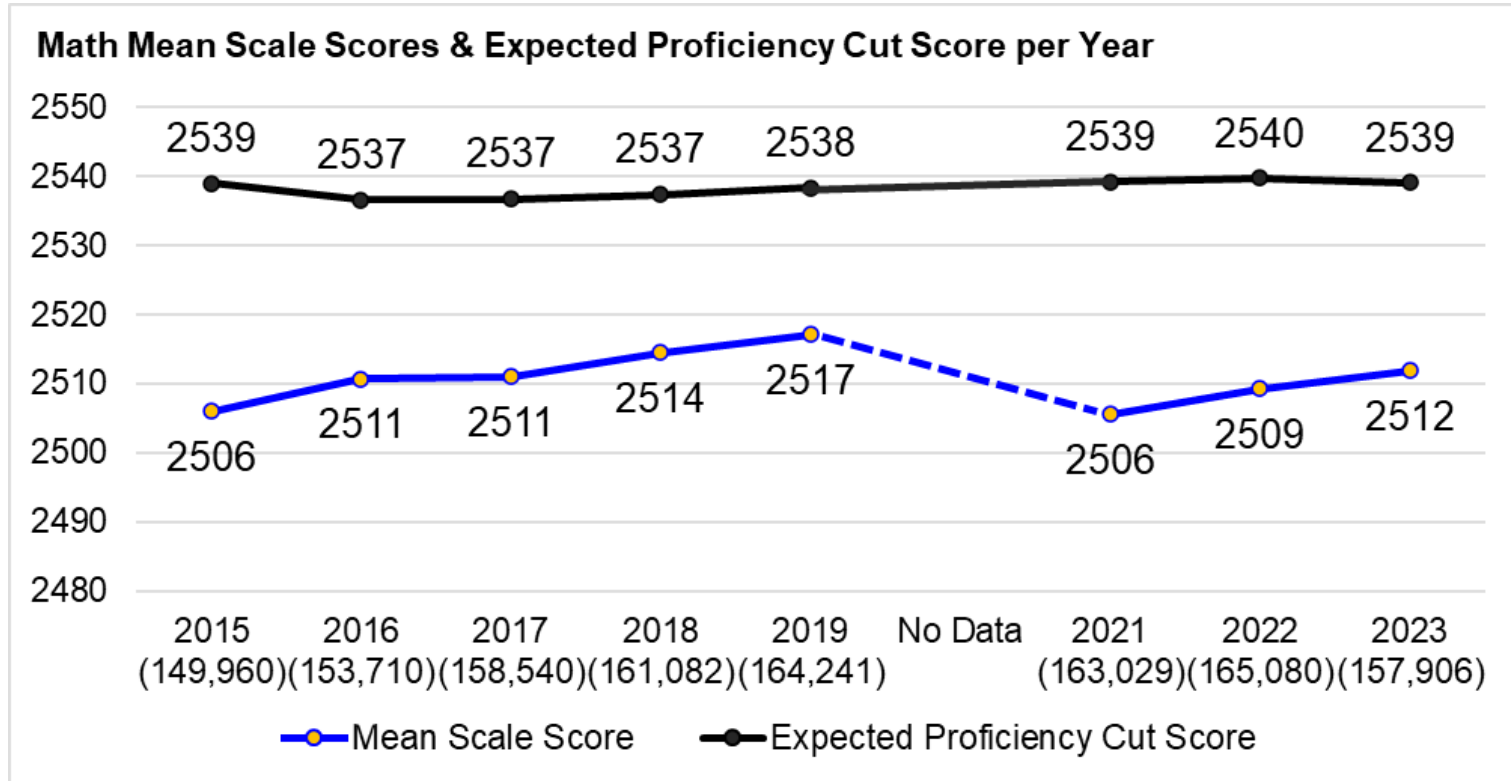
Longitudinal Mean ISAT Math Scale Score, Composite & Claims, 2021-22  
Grade 10 Match Cohort (n = 15,998)



## Priority Recommendation

Collaborate with Smarter Balanced to create an actionable report on student performance on Idaho's Academic Content Standards for Mathematics.

# Additional Math Data - ISAT Math Data

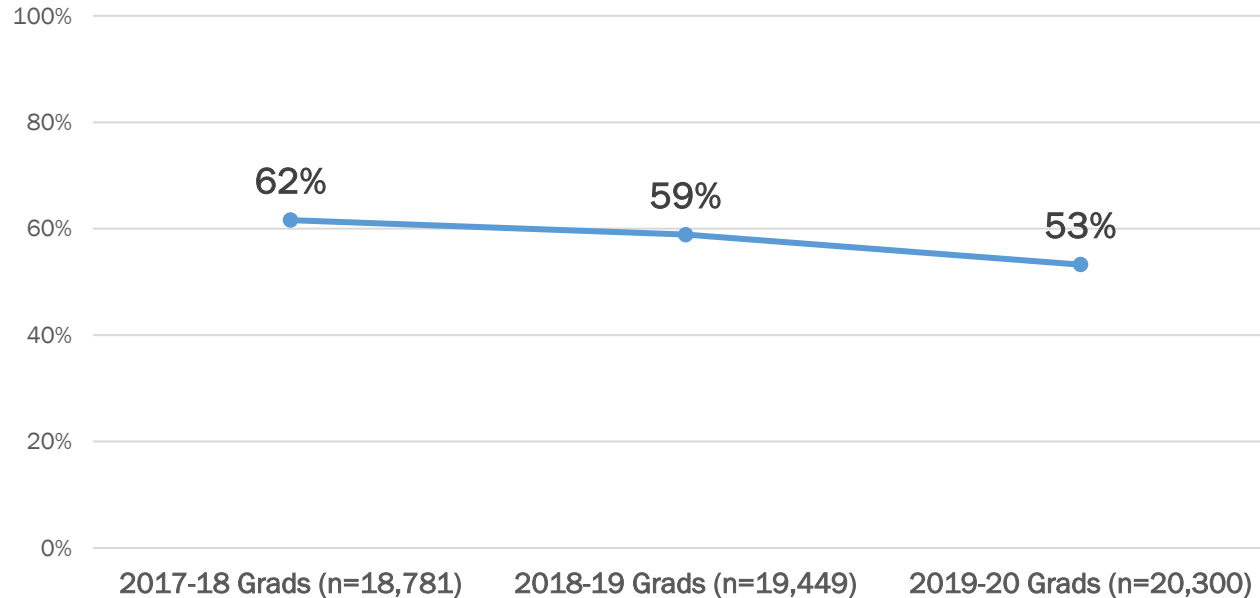


**Note.** This graph included just 10<sup>th</sup>-graders through 2022 but included both 10<sup>th</sup>-graders (12,615) and 11<sup>th</sup>-graders (9,173) in the final grade in 2023. This change made a difference in the distance to the cut score in 2023, (27 points instead of 24), and it lowered both the cut score (to 2534) and the Idaho mean scale score (to 2509).

No data are available in 2020 because of COVID-related lapses in testing.

# Executive Summary - Go On Rates

## 3 Year Go On Rates, by Graduation Cohort

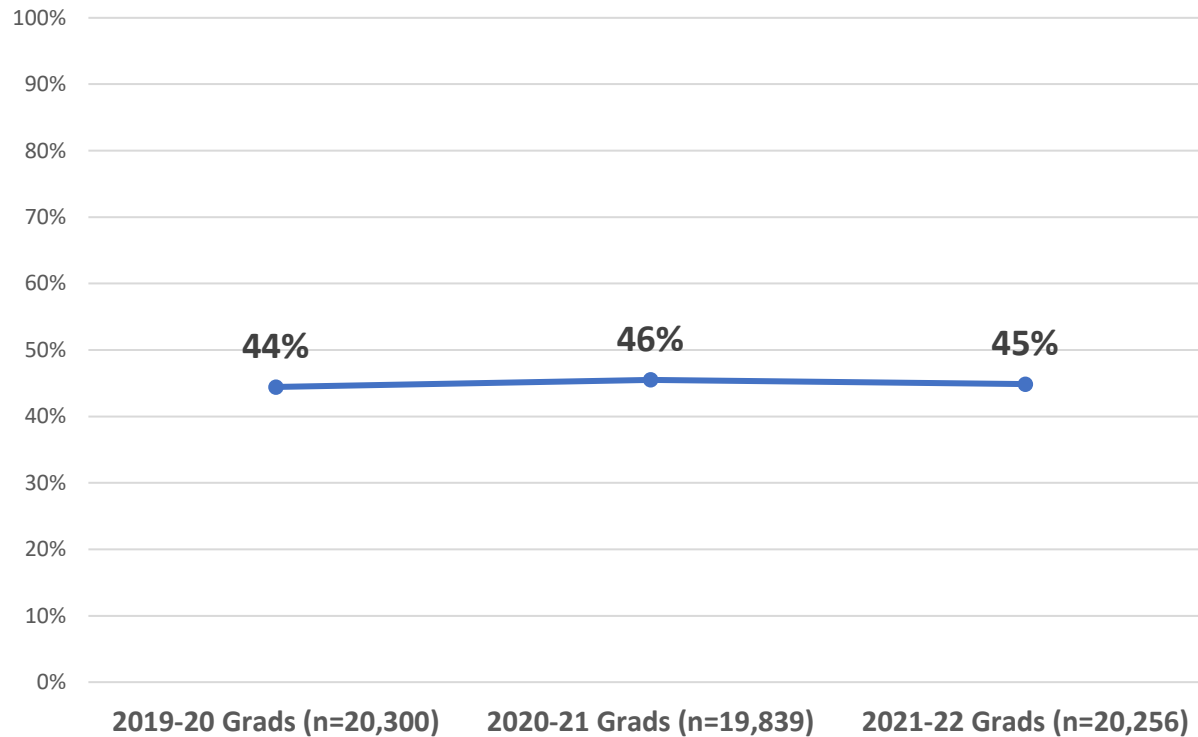


## Priority Recommendation

In alignment with Launch and Idaho's job market, substantially expand the data reported, to include degrees and certifications completed in high school and a broader range of students' postsecondary choices

# Additional Go On Rates Data

## 1 Year Go On Rates, by Graduation Cohort



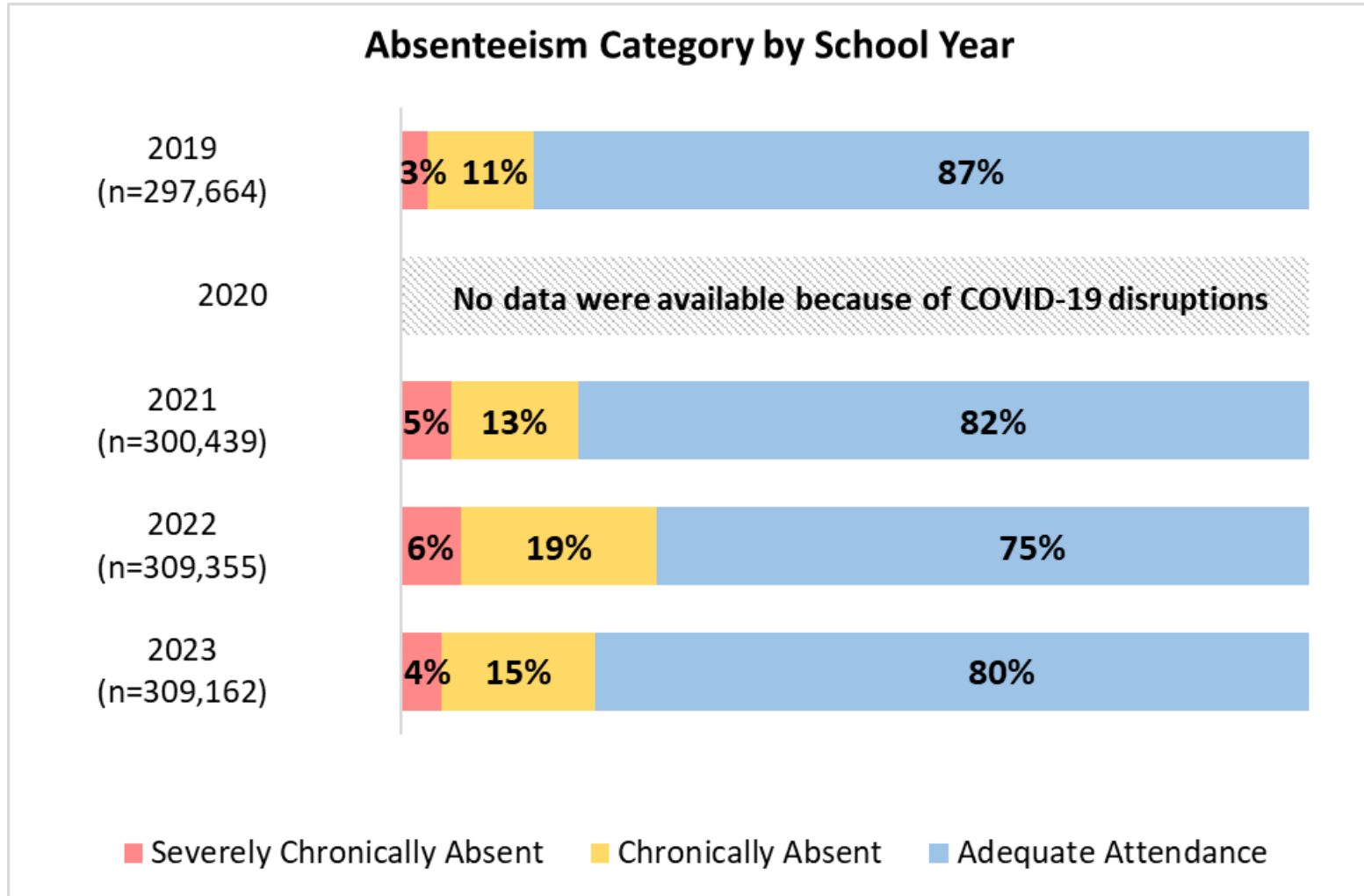


# Go On Rates Recommendation Specifics

To better understand the postsecondary work students complete during high school and their postsecondary choices, the AOC recommends that, at a minimum, the state gather and report the following data:

- % of HS grads who earned associate degrees before graduation
- % of HS grads who earned certificates before graduation
- % of HS grads who go on to pursue certificates (1 yr +)
- % of HS grads who enroll in an apprenticeship
- % of HS grads who enter the military
- % of HS grads who sign up for 1 yr + of service (missions, etc.)
- % of HS grads who go on to a community college
- % of HS grads who go on to a 4 year college or university

# Absenteeism Data



## Next Steps

- Staff will create a stand-alone Executive Summary for distribution.
- Staff will develop a timeline for work with Smarter Balanced to create a report to show student performance on the ISAT Math at the academic standards level.
- The AOC will begin work on a model to create individual student growth targets on the IRI.
- Board and SDE staff will create a plan and timeline for expanding the Go On Rates data.