



IDAHO STATE BOARD OF EDUCATION
CY2015-2019
FY2016-2020
Strategic Plan

An Idaho Education: High Potential – High Achievement



VISION

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

MISSION

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

AUTHORITY AND SCOPE:

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

**State Board of Education Governed
 Agencies and Institutions:**

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

GOAL 1: A WELL EDUCATED CITIZENRY

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

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

Performance Measures:

- Annual number of state-funded scholarships awarded and total dollar amount.
Benchmark: 20,000, \$16M
- Proportion of graduates with debt.
Benchmark: 50% or less
Benchmark: 85% graduating student debt of peers
Benchmark: 10% reduction of average default rate in 5 years
- Percentage of Idaho High School graduates meeting college placement/entrance exam college readiness benchmarks.
Benchmark: SAT – 60%
ACT – 60%
- Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP):
 - Dual credit
Benchmark: 30% students per year
Benchmark: 180,000 credits per year
 - Technical Competency Credit
Benchmark: 27% students per year enrolled.
 - Advanced Placement (AP) exams taken each year.
Benchmark: 10% students per year
Benchmark: 10,000 exams taken per year
- Percent of high school graduates who enroll in postsecondary institutions:
 - Within 12 months of graduation
Benchmark: 60%
 - Within 36 months of graduation
Benchmark: 80%
- Cost of Attendance (to the student)
Benchmark: TBD
- Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

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

Performance Measures:

- Percent of Idahoans ages 35-64 who have a college degree.
Benchmark: 37%

- Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)
Benchmark: 20
- Number of GEDs awarded per population
Benchmark: 5,000
- Number of non-traditional college graduates (age>39)
Benchmark: 2,000
- Gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

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

Performance Measures:

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
Benchmark: 60%
- High School Cohort Graduation rate.
Benchmark: 95%
- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)
2-year Institution Benchmark: 75%
4-year Institution Benchmark: 85%
- Unduplicated percent of graduates as a percent of degree seeking student FTE.
Benchmark: 20%
- Percent of graduates at each level relative to Board target numbers.
Benchmark: Certificates – 7% by 2020
Benchmark: Associate’s – 12% by 2020
Benchmark: Bachelor’s – 30% by 2020
Benchmark: Graduate degree – 13% by 2020
- Gap in educational attainment measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

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

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.

Benchmark: ACT – 24

Benchmark: SAT – 1550

- Percent of students meeting college readiness benchmark on SAT in Mathematics.
Benchmark: 60%
- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

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

Performance Measures:

- Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
Benchmark: 1:0.25
- Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.
Benchmark: 8 graduates at any one time
- Number of Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.
Benchmark: TBD
- Percentage of Family Medicine Residency graduates practicing in Idaho.
Benchmark: 60%
- Percentage of Psychiatry Residency Program graduates practicing in Idaho.
Benchmark: 50%
- Number of graduates in high demand fields as defined by the Idaho Department of Labor.
Benchmark: TBD

GOAL 2: Innovation and Economic Development

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

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

Performance Measures:

- Percentage of graduates employed in Idaho 1 and 3 years after graduation
Benchmark: 1 year - 75%
Benchmark: 3 years - 75%
- Percentage of students participating in internships.
Benchmark: 30%
- Percentage of students participating in undergraduate research.
Benchmark: 30%

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

Performance Measures:

- Institution expenditures from competitive Federally funded grants
Benchmark: \$112M
- Institution expenditures from competitive industry funded grants
Benchmark: \$7.2M
- Funding of sponsored projects involving the private sector.
Benchmark: 10% increase
- Total amount of research expenditures
Benchmark: 20% increase
- Number of startups, number of patents, number of disclosures, etc.
Benchmark: 10% increase

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

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

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

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

- Median SAT/ACT scores of students in public institution teacher training programs.
Benchmark: ACT – 24
Benchmark: SAT – 1550
- Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis II.
Benchmark: 90%

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

- Percent of Idaho community college transfers who graduate from four year institutions.
Benchmark: 50%
- Percent of dual credit students who go-on to postsecondary education within 12 months of graduating from high school.
Benchmark: 80%
- Percent of dual credit students who graduate high school with an Associate's Degree
Benchmark: 10%

- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
Benchmark: 2 year – less than 55%
Benchmark: 4 year – less than 20%
- Percent of postsecondary students participating in a remedial program who completed the program or course
Benchmark: 95%

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

- Expense per student FTE
Benchmark: \$12,000
- Graduates per \$100,000
Benchmark: 1.7
- Number of degrees produced
Benchmark: 14,000
- Number of graduates
Benchmark: 13,000
- Cost per undergraduate weighted student credit hour
Benchmark: \$400
- Average net cost to attend public institution.
Benchmark: 4 year - 90% of peers (using IPEDS calculation)
Benchmark: 2 year - TBD
- Median number of credits earned at completion of Associate's or Baccalaureate degree program.
Benchmark: 115% of required for transfer students
Benchmark: 115% of required for non-transfer students
- Institutional reserves comparable to best practice.
Benchmark: A minimum target reserve of 5% of operating expenditures.

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

Key External Factors

Accreditation

Eligible Idaho public Universities are regionally accredited by the Northwest Commission on Colleges & Universities (NWCCU). To that end, there are 24 Eligibility Requirements and Five Standards that contain 114 subsets for which the institutions must maintain compliance. The five Standards for Accreditation are best understood within the context of the seven-year accreditation cycle. Although each is to be addressed during different stages of the cycle (Standard One in year one, Standard Two in year three, and Standards Three, Four, and Five in year seven), the standards are interconnected and build upon each other in a recursive cycle of continuous improvement. For that reason, as an institution focuses on a given standard(s) for its

Self-Evaluation Report, it does so in light of the standard(s) that have already been addressed, with the result that the information and analysis of previously addressed standards may be updated, expanded, and modified to produce a cohesive report. The five Standards for Accreditation are statements that articulate the quality and effectiveness expected of Accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's Mission and Core Themes;
- The translation of the Mission's Core Themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

The accreditation process is intended to be one of continuous improvement, involving both self-assessment and peer-review at the various stages. This process necessitates flexibility and the capacity to make changes based on both the Eligibility Requirements and Standards of the NWCCU at times that may not be in alignment with state processes. In addition, the NWCCU may make recommendations to Institutions that could be in conflict with state timelines and content requirements.

Current Initiatives

1. Support and facilitate the implementation of the Governor's Task Force for Improving Education 20 recommendations.
2. Ensure college and career readiness
3. Development of intentional advising along the k-20 continuum that links education with careers
4. Support accelerated high school to postsecondary education and career pathways
5. Develop statewide model for remedial placement and education
6. Provide clear statewide articulation and transfer options
7. Establish metrics and accountability for all components of the public education system
8. Strengthen collaborations between education and business/industry partners
9. Provide meaningful financial aid/support
10. Develop transfer coordinated admission policies between community colleges and four year institutions to create pathways from 2 year to 4 year institutions.
11. Continued assessment of postsecondary institution mission fulfillment and effectiveness through the accreditation process.