

PLANNING, POLICY AND GOVERNMENT AFFAIRS
JANUARY 27, 2017

SUBJECT

Establishment of a Community College District in Bonneville County

REFERENCE

December 2015 Progress report from Idaho Falls Mayor Rebecca Casper

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-2103 and 33-2104, Idaho Code

BACKGROUND/DISCUSSION

In fall 2014, an Eastern Idaho Higher Education Discussion Group was formed to begin exploration of community interest, support and concerns related to possible establishment of a community college in eastern Idaho. The Group was made up of area community leaders, legislators and higher education representatives. The Group engaged a consultant to perform an initial feasibility study, the purpose of which was twofold: 1) to determine if there is support in the community for establishing a community college taxing district, and 2) if there is support for a taxing district to identify information needed to assist in ensuring well-informed voters. The study included a number of concrete conclusions and recommendations (see pages 57-58 of Attachment 2/pdf pages 67-68). The Group met regularly through early 2016.

In February 2016 the formation of a Community College Study Panel was announced. The purpose of the Panel was to make an assessment as to the possibility of having a community college in eastern Idaho, and what it might look like. The Panel engaged a consulting firm to collect data and make findings needed for the Panel “to make a well-informed decision regarding the feasibility of establishing a community college taxing district in Idaho Falls.” Findings from the report include:

1. Based on state and national statistics, labor market indicators, and the need for increased education opportunities, there is a need for a community college in eastern Idaho.
2. Eastern Idaho Technical College (EITC) would likely reach 4,000 students within six years. When EITC transitions to a community college it is expected to immediately grow from 700 to 1,500 students.
3. Over 900 jobs would be created or sustained and nearly \$66 million in additional economic activity would result from operations and student spending. A full return on investment would occur after nine years.

The report includes the following recommendation: “Given the combination of an existing technical college campus with capacity for future enrollments, the demonstrated need for an affordable tuition option for students, a modest investment needed from the state and property owners and the economic benefit that will result leads the Community College Study Panel to unanimously

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recommend the expansion of EITC to a comprehensive community college. This will be accomplished through a ballot initiative to establish a community college taxing district.”

Citizens for Affordable Higher Education (CAHE), a non-profit organization, was subsequently formed to manage the campaign for the creation of a community college district. CAHE begin circulating a petition to create a community college district. The petition reads as follows:

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Bonneville County, respectfully petition for the creation of the following:

- 1. A community college district to support and supervise the College of Eastern Idaho, which shall be a successor entity to Eastern Idaho Technical College.*
- 2. That said proposed community college district shall encompass all of Bonneville County, Idaho.*

State law requires not less than one thousand valid signatures in order to file the Petition with the County Clerk. “In the event the petition is found by the county clerk to contain the required number of signatures, the clerk shall file the original in his office, and forthwith mail the copy thereof to the state board of education for its consideration and recommendation. The state board of education shall consider the existing opportunities for education beyond grade twelve (12) in the proposed district, the number of prospective students for such community college, the financial ability of the proposed district to maintain such college and furnish the standard of education contemplated by this chapter with income from tuition and other sources as herein provided. If the state board approves the establishment of such community college, it shall so advise the board of county commissioners within thirty (30) days after the receipt of such petition or petitions, and recommend that an election be called as herein provided for the organization of such district.” (Section 33-2104(c), Idaho Code)

The County Clerk of Bonneville County transmitted to the Board an affidavit, dated December 28, 2016, certifying receipt of 2,852 certified signatures in support of the petition. The Board has 30 calendar days, exclusive of the first day (i.e. receipt of petition) and holidays, and inclusive of the last day, in which to make its recommendation. The petition was received on December 30, 2016. January 2nd and 16th are State holidays. Thus the Board must “advise the board of county commissioners” no later than Friday, February 3, 2017.

Section 33-2103, Idaho Code, sets forth minimum requirements for the formation of a community college district, as follows:

- 1) The community college district must contain the area, or any part thereof, of four (4) or more school districts and the area or any part thereof, of one (1) or more counties;

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- 2) Aggregate enrollment in grades nine (9) through twelve (12) is not less than 2,000 students; and
- 3) The market value of real and personal property value of the proposed district must not be less than \$100,000,000.

The statute further directs that “the state board of education in considering a petition filed pursuant to Section 33-2104, Idaho Code, shall verify all the above requirements, as well as determine the number of the students expected to attend and the facilities available, or to be made available, for operation of the school.”

In addition, Section 33-2104, Idaho Code, requires the Board to review the following information in determining whether to approve any petition:

- 1) Existing postsecondary opportunities within the proposed district;
- 2) Number of prospective students for the proposed community college;
- 3) Financial viability of the new community college with income from tuition and sources as provided by law.

Section 33-2103, Idaho Code Requirements:

1) Number of Local School Districts

The area of the proposed district includes the area (in whole or in part) of six (6) school districts:

Shelley Joint School District #60
Idaho Falls School District #91
Swan Valley Elementary School District #92
Bonneville Joint School District #93
Soda Springs Joint School District #150
Ririe Joint School District #252

2) Aggregate Enrollment of High School Students*

2011-12	2012-13	2013-14	2014-15	2015-16
6,957	7,046	7,100	7,295	7,517

* Swan Valley has one elementary school serving grades pre-K through 8. High school students are bused to Ririe High School.

3) Taxable Market Value

The market value for assessment purposes as shown by the equalized assessment rolls of real and personal property” for Bonneville County for calendar year 2016 was \$6,015,451,870 (Source: Rick Anderson, Property Tax Policy Specialist, Idaho Tax Commission, December 29, 2016).

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Section 33-2104, Idaho Code Requirements:

1) Existing Opportunities for Postsecondary Education

Eastern Idaho Technical College, located in Idaho Falls, offers only career technical education courses leading to a certificate or associate of applied science degree. No academic transfer courses are offered. Enrollment is capped in many programs due to accreditation requirements or the physical and equipment limitation of some career technical courses. Fall 2016 headcount was 676, while full-time equivalent was 470.

University Place is a higher education center located in Idaho Falls. Idaho State University offers certificates, associates and baccalaureate degrees. The University of Idaho offers certificate and baccalaureate degrees. Both universities also offer graduate programs. Below is a five year history of aggregate enrollment at University Place.

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Headcount*	3,590	3,153	3,054	2,972	2,466
FTE**	1,416	1,316	1,203	1,168	1,170

Beginning in 2013 College of Southern Idaho began offering lower division academic transfers courses from a satellite campus in Idaho Falls. Below is a two year history of enrollment at this campus.

Fall Semester	2015	2016
Headcount*	152	200
FTE**	82	111

* unduplicated

** unduplicated; FTE = 30 credit hours

2) Projected Enrollment

EITC administration provided the following enrollment projections, which were relied upon by both the Citizens for Affordable Higher Education (CAHE) and Board staff for purposes of identifying the number of prospective students.

	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Headcount by semester	700	1,500	2,300	2,950	3,400	3,950	4,400
Growth in headcount per year		114%	53%	28%	15%	16%	11%
General Education (lower division) Students		770	1,530	2,110	2,500	3,000	3,360
Career Technical Education (CTE) Students	700	730	770	840	900	950	1,040

The six year projection came from a review of the College of Western Idaho's growth pattern, the application of College of Southern Idaho student enrollment in Idaho Falls and some demographic multiplying factors (e.g. population of the Idaho Falls metropolitan statistical area).

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Historic population growth in Bonneville County would suggest an increase in demand for postsecondary opportunities.

2000 Census	2010 Census	Annualized Chg (2000-10)	2015 Estimate	Number Chg	Annualized Chg (2010-15)
85,522	104,234	2.4%	110,089	5,855	1.1%

3) Financial Viability

In summer 2015 a financial pro forma was prepared in consultation with EITC administration. The pro forma was also vetted with Board staff and legislators. The pro forma uses the following material revenue assumptions:

- a) Tuition = \$120 per credit hour
- b) Projected enrollment growth as depicted in #2, above.
- c) District property tax assessment at \$15 per \$100,000 of assessed value
- d) \$5 million one-time General Fund appropriation from the state community college start-up account (per H459 and S1429 (2016)), for the first fiscal year of operation
- e) Phased-in request for state General Fund support commensurate with enrollment increases
- f) \$200,000 liquor funds [contingent on amendment to Idaho Code §23-404(1)(b)(iii)] and appropriation
- g) Transfer of all EITC real and personal property to the community college district. As such, no new infrastructure would be needed with use of existing EITC facilities, furniture, fixtures and equipment.

Based upon the projected revenues and expenditures noted in Attachment 7, the proposed community college would appear to have sufficient revenues with which to support college normal expenditures.

IMPACT

Approval of the resolution as provided in Attachment 1 will allow for an election to be called in Bonneville County for creation of a community college taxing district pursuant to the requirements of Section 34-106, Idaho Code.

ATTACHMENTS

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Attachment 2 – Idaho Falls Community College Feasibility Study	Page 10
Attachment 3 – Memo to Community College Citizen Study Panel	Page 153
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Attachment 6 – County Clerk Affidavit Certification of Signatures	Page 203
Attachment 7 – Estimated Revenues and Expenditures	Page 204

STAFF COMMENTS AND RECOMMENDATIONS

Staff finds that the minimum requirements for the formation of a community college district set forth in Section 33-2103, Idaho Code are duly satisfied by the

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petitioners. Staff has also determined “the number of the students expected to attend and the facilities available” for operation of the college.

Pursuant to Section 33-2104, Idaho Code, existing postsecondary opportunities “in the proposed district, the number of prospective students for such community college, and the financial ability of the proposed district” to provide and maintain lower-division and career technical educational programs have been properly considered and reviewed.

Staff finds that the statutory requirements for formation of a community college district have been satisfied and recommends approval of the petition.

BOARD ACTION

I move to approve the Resolution set forth in Attachment 1 recommending the formation of a community college district located in eastern Idaho, the boundaries of which shall be made up by the boundaries of Bonneville County, and the establishment of a new community college therein to be known as the College of Eastern Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO STATE BOARD OF EDUCATION

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**RESOLUTION APPROVING PETITION
FOR FORMATION OF A COMMUNITY COLLEGE DISTRICT
IN BONNEVILLE COUNTY, IDAHO**

WHEREAS, Idaho Code §33-2103 authorizes qualified electors to petition for the formation of a community college district; and

WHEREAS, said petition must be filed with the clerk of the board of county commissioners of the county in which the proposed district is to be located; and

WHEREAS, there was filed with the Bonneville County Clerk a petition for the formation a community college district to support and supervise the College of Eastern Idaho, which shall be a successor entity to Eastern Idaho Technical College, and that said proposed community college district shall encompass all of Bonneville County, Idaho; and

WHEREAS, the Bonneville County Clerk duly verified 2,852 petitioners signatures as those of qualified electors; and

WHEREAS, the Bonneville County Clerk transmitted certification of said verification and copies of said petition the Idaho State Board of Education on December 28, 2016; and

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WHEREAS, the Idaho State Board of Education received verification and copies of said petition on December 30, 2016 for its consideration and recommendation pursuant to Idaho Code §33-2103, §2104(c); and

WHEREAS, the proposed district includes the area (in whole or in part) of six (6) school districts (Shelley Joint School District #60, Idaho Falls School District #91, Swan Valley Elementary School District #92, Bonneville Joint School District #93, Soda Springs Joint School District #150 and Ririe Joint School District #252) with an aggregate secondary enrollment of 7,517 (academic year 2015-16); and

WHEREAS, the market value for assessment purposes as shown by the equalized assessment rolls of real and personal property for Bonneville County is \$6,015,451,870 (calendar year 2016); and

WHEREAS; existing postsecondary opportunities in the proposed district, the number of prospective students for such community college, and the financial ability of the proposed district to provide and maintain lower-division academic and career-technical educational programs have been properly considered and reviewed by the Idaho State Board of Education.

NOW, THEREFORE, BE IT RESOLVED, by the Idaho State Board of Education:

SECTION 1. That this Board approves the petition for establishment of a community college district in Bonneville County, and recommends that an election be called for the organization of such district on one of the election dates enumerated in Idaho Code §34-106.

SECTION 2. That a copy of this Resolution shall be delivered to the Board of County Commissioners, Bonneville County, Idaho.

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SECTION 3. That this Resolution shall become effective immediately upon its adoption and approval.

ADOPTED and APPROVED by the Idaho State Board of Education, this _____ day of January, 2017.

APPROVED:

Emma Atchley, President

IDAHO FALLS COMMUNITY COLLEGE FEASIBILITY STUDY

Exploration of community interest, support and concerns related to the
establishment of a Community College in Idaho Falls.

Prepared by
Gee Consulting LLC
Spring 2015

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**IDAHO FALLS COMMUNITY COLLEGE
FEASIBILITY STUDY**

Spring 2015

CHAPTER 1

Introduction

The community of Idaho Falls has explored the possibility of establishing a community college previously. The following excerpts from Joseph H. Groberg, Master's Thesis, "Higher Education In Idaho Falls," 1998, provides a summary of the attempts to develop a community college In Idaho Falls.

Groberg states: "The original idea of using junior colleges for higher education in principal cities of the state of Idaho was first advanced by Idaho's Commission of Education in 1914."

"The first junior-college legislation became state law in 1939 after the people of Boise lobbied for a local taxing district to support a private junior college which it started there in 1932. Under that law Boise and Coeur d'Alene voted to convert their local private junior colleges to public junior colleges."

"Later versions of the junior-college act identified six potential junior-college districts in six population centers of the state. The principal cities in each district were: Boise, Pocatello, Idaho Falls, Lewiston, Twin Falls, and Coeur d'Alene."

"A vote was held April 17, 1962 for Idaho Falls to establish a community college. Over 86% voted no. The vote may have been influenced by belief that Idaho Falls junior-college would compete with Ricks College."

"In 1964 Twin Falls voted to create a junior-college district by a barely two thirds margin leaving Idaho Falls as the only large city in Idaho without a college or university."

"In the early 1990's, a committee to convert Eastern Idaho Technical College to a community college was formally organized in the Idaho Falls Mayor's office. They believe that Eastern Idaho Technical College already provided all but the academic portion of the traditional community college program. Their intention was to add academic courses to EITC's curriculum."

"In 1994, after a vigorous campaign, voters focused on the single issue of local property taxes. A two thirds positive vote was needed and a two thirds negative vote was received. Local opposition to the community college arose from three groups: leaders of the Idaho State University Alumni Association, opponents of property tax generally, and public school employees and patrons who believe the community college would compete with the school districts for tax support."

Mike Rush, Executive Director of the Idaho State Board of Education prepared and presented a summary of numerous activities related to the establishment of community colleges to the Legislative Council Interim Committee on Community Colleges in June of 2006. Dr. Rush stated:

“In 1963 there was a proposal for a vocational program for the state of Idaho. Idaho State College, Boise Junior College, and North Idaho Junior College were designated as area vocational schools in 1963. The state board established policies for area vocational schools in 1964 and schools were added in Twin Falls and Lewiston in 1965, as well as in Idaho Falls in 1970.”

The state of Idaho has struggled with the establishment of community colleges as demonstrated by the following summary of various studies that have been conducted as explained by Dr. Rush.

“With regard to more recent studies on community colleges, one of the two major studies in the state was Idaho Task Force on Higher Education, commissioned by the Idaho Association of Commerce and Industry in 1983. The next study was a Governor’s Task Force On Education For The 80s; there was a task force on vocational education in Southwest Idaho in 1984; some analysis was done by the legislative budget office in 1985 on junior colleges in Idaho; there was a committee on post-secondary education in Southeast Idaho in 1989; a legislative counsel committee on community colleges in 1990; the Mayor’s Community College Committee in Idaho Falls and Bonneville County in 1991; the National Center for Higher Education report in 1995; a national study on the state governments and community colleges 1998; the Community College Development subcommittee in 1998, and the 2006 Legislative Council Interim committee.”

Recent events in the state of Idaho have rekindled the idea of establishing a community college in the Idaho Falls area. These events include:

- Gov. Dirk Kempthorne's Idaho college initiative entitled Excellence, Access and Affordability: A Vision for The 21st Century Community college System in Idaho. Which encouraged the creation of community colleges in the state.
- Gov. Kempthorne, and Gov. Otter's budget allocation of \$5 million to help create community colleges in the state.
- The recommendation from the 2006 Legislative Committee on Community colleges and Postsecondary Professional Technical Education to adopt legislation to add community colleges to the state wide system of statewide postsecondary institutions.
- The voter approval of a taxing district in Ada and Canyon Counties to establish the College of Western Idaho.
- The goal to have 60% of all Idaho citizens complete some form of certification or degree in postsecondary education.
- Idaho’s low ranking in the nation of high school graduates who pursue postsecondary education.
- CSI’s agreement with EITC to offer academic classes. CSI determined the need was sufficient to rent a building and offer classes.

Eastern Idaho Technical College in Idaho Falls

Established in 1970 Eastern Idaho Technical College (EITC) is located in Idaho Falls and serves a nine county region. The counties are Bonneville, Bingham (a portion), Butte, Custer, Clark, Fremont, Jefferson, Lemhi, Madison, and Teton. EITC provides technical certificates and Associate of Applied Science degrees in numerous technical programs. The college enrolls over 800 students in credit offerings and thousands in noncredit programming. The Idaho State Board of Education (SBOE) governs the college. EITC is the only technical college that is not located within a community college or university in Idaho. Eastern Idaho Technical College is funded primarily with state monies and student tuitions and fees.

Project Goals

The goal of this feasibility study is to provide the information needed to make a well-informed decision regarding the feasibility of establishing a community college taxing district in Idaho Falls.

Chapter 2

Area Demographics

The following data provide some basic demographic information for the counties in Region 6.

Table 1: Demographic Information for Region 6

County	Population	Percentage of population under 18 yrs. of age	Percentage of Hispanic population	Percentage of high school graduates	Percentage of population with four-year college degrees
Bonneville	107,517	31.3%	12.4%	90.5%	26%
Bingham	45,290	31.8%	17.6%	84.6%	17.3%
Butte	2,642	25.4%	5.3%	89.2%	17.9%
Clark	867	27.1%	42.2%	70.1%	11.4%
Custer	4,249	18.3%	4.2%	89.6%	26.3%
Fremont	12,927	28.9%	12.5%	87.9%	19.7%
Jefferson	26,914	34.7%	10.4%	89.4%	22%
Lemhi	7,712	17.8%	2.9%	90.4%	23.8%
Madison	37,450	26.7%	6.6%	94.9%	33.7%
Teton	10,275	28.7%	17.3%	87.8%	34.4%
Total	255,843				

Source: 2010 census data.

Region 6, the region served by Eastern Idaho Technical College, has a population of 250,000 people. Approximately 28% of the population is under 18 years of age. Some counties have an extremely large number of individuals who have completed a minimum of a baccalaureate degree while other counties have a very small number of people who have attained this level of education. Many of those with baccalaureate degrees are employed by the Idaho National Lab (INL) or BYU-Idaho. The majority of the counties are racially diverse with a significant population identifying as Hispanic. The average percentage of high school graduates is less than 90%.

A community college located in Idaho Falls would attract students from a larger geographic area than just the nine counties in Region 6. The following data shows the populations for the remaining counties in southeastern Idaho.

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Table 2: County Populations of Southeastern Idaho

County	Population
Bannock	82,839
Power	7,719
Caribou	6,808
Oneida	4,275
Franklin	12,854
Bear Lake	5,943
Total	120,438

Source: 2010 census data.

The total population for the Eastern tier of counties in Idaho from the city of Salmon to the Utah state line is 376,281 people. It is anticipated that this would be the primary area that would be served by a community college in Idaho Falls.

Table 3: Economic Indicators for Counties in Region 6

	Home Value	Per Capita Income	Median Household Income	Percentage Living in Poverty
Bonneville	\$154,700	\$22,657	\$50,872	11.4%
Bingham	\$135,400	\$18,872	\$47,941	15.2%
Butte	\$110,300	\$20,995	\$41,131	15.7%
Clark	\$111,700	\$20,032	\$33,200	14.9%
Custer	\$150,600	\$23,965	\$39,541	16.1%
Fremont	\$147,600	\$19,475	\$44,520	12.4%
Jefferson	\$157,500	\$19,598	\$52,023	13.1%
Lemhi	\$186,900	\$23,998	\$34,122	23.3%
Madison	\$169,600	\$15,133	\$32,059	35.8%
Teton	\$222,700	\$22,436	\$53,931	11.7%

Source: 2010 census data

The home value is significantly higher in Teton County compared to the rest of the region. Per capita income averages a little above \$20,000 per year. Four of the counties have a median household income below \$35,000 while three the counties have medium household incomes that exceed \$50,000. The poverty level is 23% in Lemhi County and 35% in Madison County. The rest of the counties have poverty rates around 15%. The economic diversity of the region is significant. Once again, the economic differences are this is significantly impacted by the INL and BYU Idaho. Teton County is impacted by its scenic beauty and ability to attract many nonresident homeowners.

Chapter 3

Methodology

The Mayor of Idaho Falls, Rebecca Casper, convened a group of interested individuals to explore the possibility of establishing a community college taxing district in Idaho Falls. This group of individuals has been meeting since the fall of 2014 and includes:

- Rebecca Casper (City of Idaho Falls)
- Damond Watkins (Maleluca),
- Dana Kirkham (City of Ammon)
- Dave Hanneman (City of Idaho Falls)
- Anne Seifert (INL)
- Dean Mortimer (Idaho Legislature)
- Ed Marhon (City of Idaho Falls)
- Fenton Broadhead (BYU Idaho)
- Jeff Fox (CSI)
- Todd Schwarz (CSI)
- Josh Sakelaris (CSI)
- Kenneth Edmunds (Idaho Department of Labor)
- Lisa Burtenshaw (Idaho Falls School Board)
- Marsha Bala (INL)
- Richard Holman (Nuclear Infrastructure Assoc.)
- Sean Colletti (City of Ammon)
- Steve Albiston (EITC)
- Wendy Horman (Idaho Legislature)
- Marc Skinner (University Of Idaho)
- Mike Rush (Idaho State Board of Education)
- Dwight Johnson (Idaho Division of Professional Technical Education)

In January 2015, the group contacted Gee Consulting, LLC. to discuss the possibility of conducting a feasibility study. The purpose of this feasibility study is twofold: 1) to determine if there is support in the community for establishing a community college taxing district, and 2) if there is support for a taxing district to identify information needed to assist in ensuring well-informed voters.

In order to gather the perceptions and level of knowledge about Community colleges and thoughts on student use and level of community support for the idea it was decided to use two methods to obtain information from a variety of people: 1) face-to-face individual and group interviews with selected individuals in the community and 2) electronic surveys completed by current post-secondary students.

The working committee was asked to review draft interview questions and develop a list of individuals to be interviewed. The interview appointments were made by administrative assistants in the Mayor's office and Eastern Idaho Technical College.

Students enrolled at Eastern Idaho Technical College and students enrolled at the College of Southern Idaho in Idaho Falls were given the opportunity to complete surveys utilizing the computer based tool Survey Monkey. Students were notified of the opportunity to complete the survey via an e-mail message from each of the institutions. The e-mail explained the survey process and the goals of the survey. The survey instrument remained open for a four-week time period. Students were reminded halfway through the survey period to complete the survey.

A survey instrument was developed for Idaho State University students attending University Place. The ISU administration reviewed the survey and decided not to administer it.

INDIVIDUAL AND GROUP INTERVIEWS

At the beginning of the interview the following introductory statement and ground rules were discussed with each individual or group interviewed.

Introduction Statement

There is a group of community leaders in the Idaho Falls area who are conducting a study to determine the feasibility of creating a comprehensive community college. Discussions include the expansion of the role of Eastern Idaho Technical College to the role of a community college. Based upon the findings of this feasibility study, the voters may have the opportunity to establish a community college taxing district that would provide for the creation of a community college in Idaho Falls.

Thank you for your willingness to participate in this study. The information you provide will be very valuable in providing guidance for this important initiative.

In addition to the introductory statement the following ground rules were reviewed with each interviewee.

Interview Ground Rules Confidentiality

Be assured that your name, address, or any other identifying information will not be recorded as part of your comments made here today. Your name and title will be compiled in a comprehensive list of all participants.

Because your comments are very important, I will be taking notes. I will not, however, be writing down any identifying information. Your comments will be kept anonymous. I will summarize the main themes and ideas expressed here, as well as some quotes to speak to those themes.

The interview questions included some common questions (shown in blue below) and others that were designed specifically for different constituency groups (shown in black below). The constituency groups were community stakeholders, Eastern Idaho Technical College staff and faculty, higher education administrators, and public school administrators.

Each interview was scheduled for 45 minutes and all interviews were conducted by Jerry Gee.

The responses to each interview were compiled anonymously and in a comprehensive listing under each question. All of the responses for each of the four interviews can be found in Appendix B. A listing of the individuals interviewed is found in Appendix A.

The following questions were asked each individual interviewed for each of the four constituent groups. These questions were reviewed with the committee prior to the beginning of the interview process. The questions were asked in the same order. Follow up questions were asked as needed for additional information and clarification.

Idaho Falls Community Stakeholders Interview Questions

1. What is your understanding of the role and mission of Eastern Idaho Technical College?
2. The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?
3. What do you see as the role and mission of a comprehensive community college?
4. What are the advantages to the Idaho Falls area in having a comprehensive community college?
5. What are the disadvantages of the Idaho Falls area having a comprehensive community college?
6. If a community college were to be created in the Idaho Falls area, who do you see the college serving?
7. What is your understanding of how community colleges in Idaho are governed?
8. Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?
9. What impact would a community college have on economic development of the area?
10. Eastern Idaho Technical College serves a multi-county region. Do you think any of those counties would be interested in being part of the taxing base for a community college in the Idaho Falls area?
11. What do you see as the biggest obstacle in getting voters to establish a community college taxing district?
12. Any additional comments you would like to share.

Eastern Idaho Technical College Faculty and Staff Interview Questions

1. What is your understanding of the role and mission of Eastern Idaho Technical College?
2. The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?
3. What do you see as the role and mission of a comprehensive community college?
4. What are the advantages to Idaho Falls having a comprehensive community college?
5. What are the disadvantages of Idaho Falls having a comprehensive community college?
6. If the role and mission of Eastern Idaho Technical College was expanded to a community college how would that conversion affect you?
7. What is your understanding of how community colleges in Idaho are governed?

8. Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?
9. What impact would a community college have on economic development of the area?
10. What are the opportunities that a community college would provide to students that are not currently provided by Eastern Idaho Technical College?
11. What do you see as the biggest obstacle in getting voters to establish a community college taxing district?
12. Any additional comments you would like to share.

Higher Education Administrators Interview Questions

1. What is your understanding of the role and mission of Eastern Idaho Technical College?
2. What do you see as the role and mission of a comprehensive community college?
3. What are the advantages to Idaho Falls having a comprehensive community college?
4. What are the disadvantages of Idaho Falls having a comprehensive community college?
5. If a community college were to be created in the Idaho Falls area, who do you see the college serving?
6. What is your understanding of how community colleges in Idaho are governed?
7. Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?
8. What impact would a community college have on economic development of the area?
9. Eastern Idaho Technical College serves a multi-County region. Do you think any of those counties would be interested in being part of the taxing base for a community college in Idaho Falls?
10. What do you see as the biggest obstacle in getting voters to establish a community college taxing district?
11. How do you see your institution working with and supporting a community college in Idaho Falls?
12. Any additional comments you would like to share.

Public School Administrators Interview Questions

1. What is your understanding of the role and mission of Eastern Idaho Technical College?
2. The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?
3. What do you see as the role and mission of a comprehensive community college?
4. What are the advantages to Idaho Falls having a comprehensive community college?
5. What are the disadvantages of Idaho Falls having a comprehensive community college?
6. If a community college were established in Idaho Falls would that impact the number of students that would go on to college?

7. Would a community college in Idaho Falls impact where your high school graduates start their college educations, including dual credit?
8. What is your understanding of how community colleges in Idaho are governed?
9. Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?
10. What impact would a community college have on economic development of the area?
11. What do you see as the biggest obstacle in getting the voters to establish a community college taxing district?
12. Any additional comments you would like to share.

STUDENT SURVEYS

College of Southern Idaho Student Survey Questions

Gender _____

Age _____

Major _____

Freshman _____ Sophomore _____

Are you jointly enrolled at another college? If so what college? ISU, U of I, BYU-Idaho, EITC, BSU, Other

Mark all responses that apply to your situation.

1. Idaho Falls has University Place that offers many lower level general education classes. Why did you choose to enroll in CSI classes versus classes offered at University Place?
 - a. CSI offered classes that were not available at University Place.
 - b. Tuition and Fees were less at CSI than University Place.
 - c. Classes were offered at times that were more convenient for me at CSI.
 - d. CSI's reputation for quality educational programming.
2. Which of the following statements do you believe are true?
 - a. Eastern Idaho Technical College's primary role is to provide students the education they need to enter their chosen profession with a certificate or two year degree.
 - b. The tuition and fees for community colleges are much higher than they currently are at EITC.
 - c. More classes are taught with part-time faculty instead of full-time faculty at EITC.
 - d. The primary goal of students at a community college is to transfer to a four-year institution.
 - e. Most colleges and universities will not transfer community college credits.
 - f. Most community colleges think student athletics is the most important thing.
3. Once you complete your education at CSI in Idaho Falls which of the following identifies your educational/professional goals?
 - a. I plan to get a job.
 - b. I plan to attend classes at CSI in Twin Falls.

- c. I plan to continue my education at a four-year college.
 - d. I plan on joining the military.
 - e. I'm not sure what I'm going to do once I complete my education at CSI.
 - f. I plan on enrolling in classes at University Place.
 - g. I plan to enroll in a technical program at EITC.
4. Do you think it would be advantageous for students to have access to a comprehensive community college in Idaho Falls?
- a. Yes, A comprehensive community college would provide other educational choices to students that are not currently available.
 - b. No, With EITC, University Place, ISU, and BYU-Idaho, and CSI there are enough educational choices in the area.
5. If there was a comprehensive community college in Idaho Falls do you anticipate that you would ever enroll?
- a. Yes, in transfer classes.
 - b. Yes, in professional technical classes
 - c. Yes, in work force training classes.
 - d. Yes, in personnel interest classes.
 - e. No.

Additional comments:

Eastern Idaho Technical College Student Survey Questions

Gender _____

Age _____

Major _____

Freshman _____ Sophomore _____

Workforce Training Student _____

Certificate Seeking _____

Associate Degree Seeking _____

Are you jointly enrolled at another college? If so what college? ISU, U of I, BYU-Idaho, EITC, BSU, Other

Mark all responses that apply to your situation.

1. If Idaho Falls had a comprehensive community college that offered the same technical program in which you are currently enrolled would you have—
- e. Made the same decision and enrolled in the same technical program at the community college.
 - f. Enrolled in a different educational program that was not available at Eastern Idaho Technical College but was available through the community college.

- g. Not enrolled at all because it is a community college.
 - h. Other
2. Which of the following statements do you believe are true about comprehensive community colleges?
- g. They do not offer as many professional technical programs as EITC.
 - h. The tuition and fees for community colleges are much higher than they currently are at EITC.
 - i. More classes are taught with part-time faculty instead of full-time faculty.
 - j. The primary goal of students at a community college is to transfer to a four-year institution.
 - k. The general education requirements for an Associate of Applied Science at a community college require more credits than are required at EITC.
 - l. Most colleges and universities will not transfer community college credits.
 - m. Most community colleges think student athletics is the most important thing.
3. Once you complete your education at Eastern Idaho Technical College which of the following identifies your educational/professional goals?
- h. I plan to get a job in the field in which I am trained.
 - i. I plan to continue my education at a four-year college.
 - j. I plan on joining the military.
 - k. I plan on continuing my education and getting advanced training in my chosen field.
 - l. I'm not sure what I'm going to do once I complete my education at EITC.
4. I enrolled in EITC because-
- a. It offered the technical program I was interested in.
 - b. It was close to home.
 - c. It allowed me to work and go to school at the same time.
 - d. I have personal obligations that wouldn't allow me to go to school elsewhere.
5. Do you think it is advantageous for students to have access to a comprehensive community college in Idaho Falls?
- a. Yes, A comprehensive community college would provide other educational choices to students that are not currently available.
 - b. No, With EITC, University Place, ISU, and BYU-Idaho there are enough educational choices in the area.
6. If there was a comprehensive community college in Idaho Falls do you anticipate that you would ever enroll?
- f. Yes, in transfer classes.
 - g. Yes, in professional technical classes
 - h. Yes, in work force training classes.
 - i. Yes, in personnel interest classes.
 - j. No.

Chapter 4

Interview and Survey Results

Individual Interviews Summary

Community Members

Forty seven individuals from the community were interviewed. The following is a summary of common responses for each question. In some cases the summary statements are actual quotes from individuals. The list of individuals interviewed can be found in Appendix A. All interview responses can be found in Appendix B.

1. What is your understanding of the role and mission of Eastern Idaho Technical College?

- EITC offers programs for students to get skills needed for employment.
- EITC provides some remedial and some adult basic education programming.
- EITC offers limited general education courses.
- A few people expressed concerns that the professional-technical education would be discontinued if EITC became a comprehensive community college.
- Workforce training is a key component of EITC's role and mission.

2. The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?

- The University of Idaho and Idaho State University are located at University Place in Idaho Falls.
- Not sure what the role of ISU is in Idaho Falls.
- ISU offers some undergraduate courses that could lead to a baccalaureate degree.
- BYU-Idaho serves a large number of LDS students from the Idaho Falls area. BYU-Idaho's presence is limited primarily to Rexburg other than through internship programs throughout the area.
- The University of Idaho only offers graduate programs to Idaho National Laboratory employees.
- Not sure if students can complete a bachelor's degree in Idaho Falls.
- The cost of attending all three colleges.
- Community members were very grateful that the universities have a presence in Idaho Falls.
- Interviewees expressed not being clear on how effective the universities are in meeting the community's educational needs.

3. What do you see as the role and mission of a comprehensive community college?

- A community college would meet the needs in general education that are not currently being met by EITC.
- Students would be able live at home, work, and go to school.
- A community college would be an affordable option.

- A community college would allow students to try college in a secure environment.
- A community college would allow for the expansion of dual and concurrent enrollment for high school students.
- The number of people in Idaho Falls that would go to college should increase.
- Eastern Idaho Technical College's technical programs would remain if it became a community college.
- A role and function of a community college would include workforce development.
- Remedial education would be part of the college's role and mission.

4. What are the advantages to the Idaho Falls area in having a comprehensive community college?

- It would provide an opportunity for students who are not decided on their major to go to school.
- Community colleges provide a college education at a significantly decreased cost.
- It allows students to live at home and go to school.
- It would be a source of economic development to the community.
- A community college could be a source of community pride.
- A community college should enhance the cultural activities of the community.
- A community college should increase the number people going to college.
- In order for a community college to be successful there needs to be open discussions with the universities in the area to resolve any turf issues.
- The biggest positive factors of a community college are cost and location.
- Not all interviewees were sure that a community college is needed in Idaho Falls where there already is a physical presence with EITC, ISU, U of I, and BYU Idaho.
- A community college would help meet the educational needs of students returning from missions.

5. What are the disadvantages of the Idaho Falls area having a comprehensive community college?

- A community college would probably have a negative impact on Idaho State University's enrollment and revenue.
- Attempting to pass a taxing district for a community college.
- There aren't any disadvantages to having a community college.
- The local property tax costs associated with the community college.
- Is there a real need for a community college in the community?
- Idaho State University may see a community college as competition.
- Competing with public schools for a tax dollar.
- Loyalty to BYU Idaho.

6. If a community college were to be created in the Idaho Falls area, who do you see the college serving?

- A community college would increase the number of high school graduates that attend school.
- Returning non-traditional adult students would be served by a community college.
- Educational opportunities in our rural communities could be enhanced by a community college
- A community college could be an asset in the economic development of the area.
- A community college would serve people who are place bound in the Idaho Falls community.
- A community college probably would draw some students who are currently going to Idaho State University.
- Retirees might take advantage of some educational programming.
- A number of students are going to Utah community colleges; hopefully those students would stay home.
- Students who are 18 to 24 years old who are just coming off of a mission.

7. What is your understanding of how community colleges in Idaho are governed?

- I do not know how community colleges are governed.
- They are governed by the State Board of Education.
- The Department of Education governs community colleges in Idaho.
- I'm not sure how they are governed, but the legislature sets their annual allocation.
- Community colleges are governed by a local Board of Trustees.
- Community colleges are governed the same as the universities.
- The County Commissioners have some type of a role in the governance of community colleges.

8. Community colleges are funded with four specific funding sources, the state appropriation, student's tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?

- What makes sense and what people will be willing to pay are two different things.
- The tolerance for increasing property taxes in this area is very low.
- I'm not sure what people would be willing to pay.
- The 66 2/3 majority to establish a taxing district is hard to achieve.
- Look at what the other community colleges assessing.
- The range of dollar amounts suggested was between \$0 per \$100,000 of valuation up to \$200 per hundred thousand dollars' worth of valuation per year. The most common response was \$10 a month or \$120 annually per \$100,000 valuation.

9. What impact would a community college have on economic development of the area?

- The economic impact of a community college in this area would be huge.
- A community college would be very helpful in recruiting new businesses.
- A community college would help assure that we have and keep a skilled workforce in Idaho Falls.
- A community college would help attract INL employees.
- The economic impact of the college itself would be significant.
- It's really hard to say because we have such a low unemployment rate I'm not sure a community college would impact our community that much.

10. Eastern Idaho Technical College serves a multi-county region. Do you think any of those counties would be interested in being part of the taxing base for a community college in the Idaho Falls area?

- The rural counties would probably not want to join the taxing district.
- It's important we assess what the counties are currently paying in out of district tuition to the other community colleges in the state.
- None of the area counties would like to join a taxing district.
- There is a pent-up need in all the counties for community college education.
- Jefferson County, Teton County, Fremont, Madison, Bingham, Butte counties might want to join.

11. What do you see as the biggest obstacle in getting voters to establish a community college taxing district?

- Convincing individuals that they need to tax themselves for this purpose.
- Educating people of the need for a community college.
- Eastern Idaho Technical College is already perceived as being a community college.
- Many people have strong allegiances to other colleges.
- If Idaho State University opposes it, it will be extremely difficult.
- Nothing is broken. What are we trying to fix?

12. Any additional comments you would like to share.

- It is important that we make sure that the community has input.
- Who will lead this campaign?
- Is this a perceived need or is it real?
- EITC must be supportive of this initiative.
- In order for this to be successful we need the County and City governments united on the issue.
- Idaho State University's endorsement of this would be huge.
- Is the \$5 million from the legislature still available for establishing community colleges?
- Is BYU Idaho supportive?
- Having LDS support will be very important.

Group Interview Summary

Eastern Idaho Technical College Staff

There were two meetings held and a total of 26 EITC personnel attended. A complete list of all participants can be found in Appendix A. The following is a summary of common responses to the interview questions. All responses can be found in Appendix D.

- 1. What is your understanding of the role and mission of Eastern Idaho Technical College?**
 - To provide students a quality and affordable education.
 - To provide students the steppingstone into their careers.

- 2. The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?**
 - Each of these universities help students achieve a four-year degree.
 - These universities provide limited majors in Idaho Falls.
 - They all provide great programs in Idaho Falls.
 - The class sizes are small at University Place.
 - Actually you can't get a degree here in Idaho Falls, you have to go to the main campus unless it's a graduate degree.

- 3. What do you see as the role and mission of a comprehensive community college?**
 - A community college would provide affordable education in a variety of programs.
 - Community colleges provide an intimate class setting with smaller classes.
 - Students would be able to afford a four-year education after completing two years at a community college.
 - Community college provides ease of transferability.
 - Community colleges are cost effective.
 - Why wouldn't a student get their general education classes at a community college?
 - Idaho State University should love having a community college here where graduates would feed directly into the Junior level.

- 4. What are the advantages to Idaho Falls having a comprehensive community college?**
 - A community college would help the underserved student population in this area.
 - The infrastructure is already in place with this tremendous EITC campus.
 - A community college would provide students the opportunity to go to school with less expensive tuition than the universities are charging.
 - A community college is a great place for a student to start because the role and mission is to help students.

- 5. What are the disadvantages of Idaho Falls having a comprehensive community college?**
 - Taxes

- There aren't any.
 - There will be significant growing pains for EITC.
- 6. If the role and mission of Eastern Idaho technical college was expanded to a community college how would that conversion affect you?**
- I would hope the expansion to a community college would be a very positive situation.
 - It should increase the diversity on the campus.
 - EITC could provide a lot more classes.
 - Concern was expressed about some professional technical education programs being discontinued after a few years.
- 7. What is your understanding of how community colleges in Idaho are governed?**
- Community colleges are governed by the State Board of Education.
 - A portion of the community college revenue comes from local taxpayers.
 - I'm not sure how the college would be governed. I just know that it would probably get more funding than we currently get at EITC.
 - Community colleges are governed by an elected Board.
- 8. Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?**
- It's really hard to say what the taxpayers would be willing to pay.
 - The school districts have a hard time passing bond issues.
 - It will take a very well informed voter to vote yes.
- 9. What impact would a community college have on economic development of the area?**
- EITC would grow significantly if it became a community college. That in itself is a major economic impact to the community.
 - Businesses would probably want to relocate to the community.
 - A community college should help in recruiting new businesses and then providing new educational programming to meet their needs.
- 10. What are the opportunities that a community college would provide to students that are not currently provided by Eastern Idaho technical college?**
- A community college would add a lot more programs to EITC.
 - EITC would grow significantly in enrollment.
 - The recruitment trail right now is very competitive and we would be able to play on an even field with the other colleges in the region.
 - The reduced cost to students should be a big factor.
 - Students would be able to stay-at-home and go to school.

- A community college would increase the number of classes and the college could provide high school students the opportunity to go to college while they are still in high school.

11. What do you see as the biggest obstacle in getting voters to establish a community college taxing district?

- Convincing the taxpayers to assess the tax.
- ISU coming out in opposition to establishing a community college.
- There is a perception in the community that EITC already is a community college.
- Helping the community understand why we need a community college.
- Undereducated people are often intimidated by education and really don't understand. When you don't understand something it's hard to support it.

12. Any additional comments you would like to share.

- Idaho Falls has strong leadership in this community that needs to be involved.
- Currently the EITC faculty and staff are not being asked to influence the voters. However, EITC employees would love to get involved.
- Changing a person's life with education is priceless.
- Seeing a community college prosper and grow would be tremendous.

Individual Interviews Summary
Higher Education Administrators

Administrators from Eastern Idaho Technical College, Idaho State University, State Board of Education, Division of Professional Technical Education, College of Southern Idaho, and BYU- Idaho were interviewed. A complete list of all the individuals interviewed can be found in Appendix A. The following is a summary of common responses to interview questions. All responses can be found in Appendix C.

1. What is your understanding of the role and mission of Eastern Idaho Technical College?

- The college provides professional technical education for students in the technical college district number six which includes nine counties.
- The college provides workforce training and upgrading of skills.
- Adult basic education is part of the college's role and mission.
- EITC provides some community education.
- EITC is the only state governed and funded technical college in Idaho.

2. What do you see as the role and mission of a comprehensive community college?

- The primary role and mission for a community college would be academic transfer.
- Community colleges are open entry institutions.
- Community colleges provide open access and affordable education that is responsive to the community's needs.
- Transfer of credits from a community college to a four-year institution is seamless.

3. What are the advantages to Idaho Falls having a comprehensive community college?

- A community college would expand the cultural opportunities in the area.
- High school graduates could remain at home and go to school.
- It would provide a sense of community.
- It would provide lower cost as well as bolster the economy.
- Local control with the local board would be very positive.
- Community colleges provide a tremendous cost-saving to the users. Tuition would probably be between \$100 and \$115 per credit hour compared to over \$300 per credit hour at the universities for the same classes.
- A community college would have a significant impact on economic development in the community by helping attract new businesses.

4. What are the disadvantages of Idaho Falls having a comprehensive community college?

- There aren't any disadvantages.
- A lot of people would not want to see their taxes go up.
- The average person in Idaho Falls doesn't have any idea about how community colleges are structured and what they do.
- Somehow we need to devise a way to lessen the impact to ISU due to decreasing enrollments.
- A community college needs to be funded appropriately.
- Having facilities in place at EITC is a great advantage.

5. If a community college were to be created in the Idaho Falls area, who do you see the college serving?

- I would see the majority of the students enrolled in the community college coming from this region.
- If we took all the students that BYU-Idaho did not admit we could fill a community college.
- A quality educational program will attract students.
- Currently all of the educational needs in the outlying areas are not being met. Online instruction in outlying areas would be enhanced with a community college.
- College is expensive, and a community college would allow students to stay at home, pay a lower cost, and work.
- Dual credit or concurrent enrollment should increase.

6. What is your understanding of how community colleges in Idaho are governed?

- Community colleges are governed by the State Board of Education.
- Community colleges have their own local Board of Trustees.

- 7. Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?**
- On a \$200,000 home the property taxes should be from \$7-\$12 a month.
 - Farmers often express that they share an unfair burden on property taxes.
 - It probably needs to be a fairly low amount for example \$24 per hundred thousand dollars of valuation annually.
 - The real expense of starting a college is infrastructure and it's already here.
 - Zero or as low as possible.
 - I would think we could go as high as \$120 per year per \$100,000 valuation.
- 8. What impact would a community college have on economic development of the area?**
- The College of Southern Idaho is a great model for how a community college can assist the community with economic development.
 - A community college would stimulate the community unbelievably.
 - A community college would have a huge impact on attracting new businesses. Getting a company to relocate is hard and companies are looking for communities who support strong educational programming.
 - Twin Falls has grown because the college grew and the college grew because Twin Falls grew.
 - Companies want an educated workforce not just a skilled workforce.
- 9. Eastern Idaho Technical College serves a multi-County region. Do you think any of those counties would be interested in being part of the taxing base for a community college in Idaho Falls?**
- I don't see any counties wanting to join a taxing district.
 - Jefferson County, Bannock County, Teton County, Madison County, should be asked if they want to join a taxing district.
 - Bingham County cannot join because is not in our service area.
 - Each of the Counties should consider it, however, as conservative as they are they probably won't.
 - It's my understanding that it takes two thirds majority to establish a taxing district, but only a simple majority to add additional counties.
- 10. What do you see as the biggest obstacle in getting voters to establish a community college taxing district?**
- The cost and getting people out to vote.
 - We have got to provide sound information to develop a well-informed voter pool.
 - I know we have legislative support and the Governor mentioned community college expansion in his State of the State Address.
 - I would hope that the LDS church will be supportive.

- I do think the establishment of a community college in Idaho Falls would threaten Idaho State University, but it's not a threat to BYU-Idaho at all.
- Showing people the benefits of a community college.
- Being able to answer the question of “why is this a value to me?”
- A community college is an extremely valuable investment for this community. We already have the land and infrastructure for the college.

11. How do you see your institution working with and supporting a community college in Idaho Falls?

- Idaho State University's administration has expressed that they just can't afford to teach remedial classes. They also have trouble finding faculty to teach remedial and low level courses.
- We need to investigate how much money Idaho State University could potentially lose by having a community college established in Idaho Falls.
- It's nice to see community leaders trying to make this happen.
- Idaho State University often indicates that part of its role and mission is to be a community college. It even refers to itself in some campaigns as a Communiversitiy.
- I don't see a problem at all with working with the universities in this area. I think they would all appreciate the students that would transfer to them on the junior level.

12. Any additional comments you would like to share.

- Getting student testimonies could be very important.
- EITC has grown significantly since it was founded in 1970, and has been a very effective institution. It's now time for it to take the next step.
- A community college here could have a huge role in providing general education credits for BYU-Idaho. Particularly for students who are off-track. Every week we get requests from students who are enrolled in BYU-Idaho for class offerings to get them back on track.
- Every community that has a community college and another higher education institution has seen an increase in the other higher education institutions enrollment when a community college was established.
- University Place was originally designated as a community college with its primary mission being teaching 100 and 200 level courses. Since then it has switched with more of an emphasis on 300 and 400 level course work along with graduate programming.
- University Place generates approximately \$10 million in tuition and fees for Idaho State University. That is a significant issue.
- BYU-Idaho plans to grow 1,000 to 1,500 students each year for the next 5 to 6 years.
- A community college would really help BYU-Idaho with the pathway students.
- Idaho Falls is a community that wants to wrap its arms around something. A comprehensive community college could be that very thing.

- ISU needs to shift their goal and realize that a community college can be an unbelievably strong feeder school.
- There needs to be an educational corridor from the Rexburg to Pocatello area and that educational corridor should have all aspects of higher education included. The educational corridor could be promoted and would attract significant numbers of students and businesses.

Group Interviews Summary

Public School Administrators and Counselors

The interviews included meetings with the regional high school principals and a meeting with school District 93 counselors. A complete list of all individuals interviewed can be found in Appendix A. The following is a summary of common responses. All responses can be found in Appendix E.

- 1. What is your understanding of the role and mission of Eastern Idaho Technical College?**
 - They provide opportunities and technical programs that lead to an Associate Degree or certificate.
 - Workforce training and community education is part of their mission.
 - I don't know.
- 2. The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?**
 - The University of Idaho provides advanced degrees and graduate programs for the INL.
 - ISU has a satellite campus at University Place which offers some baccalaureate degrees.
 - BYU-Idaho does not have a physical presence in Idaho Falls, but regionally has an extremely large impact.
 - University Place is geared toward engineers. It does do some undergraduate level work.
 - University Place does not recruit students and I don't see it attracting a lot of students from our high schools.
- 3. What do you see as the role and mission of a comprehensive community college?**
 - Community colleges provide affordable postsecondary educational opportunities.
 - Cost is a big factor in kids going to school.
 - Having a community college in Idaho Falls could assist in meeting the 60% goal for the state.
 - Students could live at home and attend school.
 - A community college would address the educational needs of nontraditional students.
 - A community college would give us a chance to offer more dual credit classes. Currently our biggest supplier of dual credit instruction is Northwest Nazarene. We do have some dual credit classes with ISU and CSI.

- It would be great to have more high school students attend classes at the high school for half a day and at the community college the other half of the day.
- Utah State University is the biggest recruiter for students in this area and a lot of students choose to go there.
- The educational gap we have in this area is the lack of a comprehensive community college.

4. What are the advantages to Idaho Falls having a comprehensive community college?

- Students can remain at home and pursue an education at a reasonable price.
- A community college should have a significant impact on the community.
- It provides students who may not have all the basic skills they need a chance to start their educational program.
- Students could go to the community college part-time while going to high school part-time.
- The cost of a community college is a less.
- Local control is important.

5. What are the disadvantages of Idaho Falls having a comprehensive community college?

- Some people will see it as just another tax they have to pay.
- We already have University Place and EITC why do we need more?
- I'm worried the community college would hire my good teachers.

6. If a community college were established in Idaho Falls would that impact the number of students who would go on to college?

- A community college would really increase the dual enrollment opportunities; students could be in high school in the morning and the college in the afternoons for example.
- Our high schools operate on a trimester schedule and many students complete their graduation requirements and could access a community college while there still in high school.
- The ease of access a community college provides is a key.
- Many students would work part-time while they go to school.
- The number of students going on to college would increase significantly.

7. Would a community college in Idaho Falls impact where your high school graduates start their college educations, including dual credit?

- Cost is a big factor in preventing students from going on to college.
- University Place does a pretty good job.
- I'm not sure why CSI is here.
- Yes.

- 8. What is your understanding of how community colleges in Idaho are governed?**
- Well I assume the State Board of Education would be the overall governing board.
 - Community colleges have a local board that is elected.
 - I really don't know.
 - I assume the community colleges have some type of advisory board.
- 9. Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?**
- The bond that we recently passed we were able to keep the bond levy at \$10 per month per \$100,000 valuation which equaled \$120 per year. We had not been successful in getting a bond issue passed until we went to that level.
 - We are asking the taxpayers to pass a levy of \$4.92 a month per \$100,000 valuation.
 - Under \$50 per year you probably have a shot.
- 10. What impact would a community college have on economic development of the area?**
- It would help draw businesses to relocate to the area.
 - I can see a community college as having a major impact on INL and the medical community. They're the largest employers in the area.
 - People are looking for educational opportunities when they relocate.
 - The reduced cost of attending a community college should be a factor.
- 11. What do you see as the biggest obstacle in getting the voters to establish a community college taxing district?**
- We have a group of people in this area who are against virtually everything.
 - The money that would need to be generated by taxes.
 - There could possibly be some facility needs.
 - Idaho State University might be an obstacle.
 - Finding a good qualified staff.
 - There has to be a compelling need established for people to vote for it.
- 12. Any additional comments you would like to share.**
- Establishing a community college is essential.

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Student Survey Demographics and Results

The responses to the student surveys completed via Survey Monkey are summarized below.

Responses by college and gender:

College	Total Responses	Male	Percent	Female	Percent
EITC	98	26	26.53%	72	73%
CSI	22	9	40.91%	13	59%

Respondents by age:

Age	CSI respondents	Percentage	EITC respondents	Percentage
18 to 24	7	30.43%	30	30%
25 to 34	7	30.43%	33	33%
35 to 44	8	34.78%	26	26%
45 to 54	1	4.35%	10	10%
Total	23		99	

Respondent's current year in college:

College	Total responses	Freshman	Percent	Sophomore	Percent
EITC	98	51	52.04%	47	48%
CSI	22	11	50%	11	50%

Are you jointly enrolled at another college? If so what college?

College	CSI respondents	Percentage	EITC respondents	Percentage
ISU	1	14.29%	5	83%
U of I	1	14.29%	1	17%
BYU-Idaho	0	0 %	0	0%
BSU	0	0 %	0	0%
EITC	5	71.43%	0	0%
Total	7		6	

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Questions for all students:

Do you think it is advantageous for students to have access to a comprehensive community college and Idaho Falls?

Answer Choices	Number of CSI Responses	Percent	Number of EITC Responses	Percent
Yes, a comprehensive community college would provide other educational choices that are not currently available.	22	100%	73	75%
No, with EITC, University Place, ISU, and BYU-Idaho there are enough educational choices in the area.	0	0%	24	25%
Total	22		97	

If there was a comprehensive community college in Idaho Falls do you anticipate that you would ever enroll? (Check all that apply)

Answer Choices	Number of CSI Responses	Percentage
Yes, in transfer classes	16	73%
Yes, in professional-technical classes	7	32%
Yes, in workforce training classes	8	36%
Yes, in personal interest classes	10	45%
No	1	5%
Total	22	

CSI student questions:

Idaho Falls has University Place that offers many lower-level general education classes. Why did you choose to enroll in CSI classes versus classes offered at University Place? Students were asked to select all answers that applied.

Answer choices	number of CSI responses	percentage of responses
CSI offered classes that were not available at University place	8	35%
Tuition and fees were less at CSI than at University place.	18	78%
Classes were offered at times that were more convenient for me at CSI	14	61%
CSI's reputation for quality educational programming	9	39%
Total number of students responding	22	

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Which of the following statements do you believe are true? (Select all true statements)

Answer Choices	Number Of CSI Responses	Percentage
Eastern Idaho Technical College's primary role is to provide students the education they need to enter their chosen profession with a certificate or two-year degree.	11	58%
The tuition and fees for community colleges are much higher than they currently are at EITC.	2	11%
More classes are taught by part-time faculty instead of full-time faculty at EITC.	2	11%
The primary goal of students at a community college is to transfer to a four-year institution.	13	68%
Most colleges and universities will not transfer community college credits.	3	16%
Most community colleges think student athletics is the most important thing.	0	0%
Total number of students responding	19	

Once you have completed your education at CSI in Idaho Falls which of the following identifies your educational/professional goals?

Answer Choices	Number of CSI Responses	Percentage
I plan to get a job.	3	14%
I plan to attend classes at CSI in Twin Falls.	0	0%
I plan to continue my education at a four-year college and earn a bachelor's degree.	17	77%
I plan to join the military.	0	0%
I'm not sure what I'm going to do when I complete my education at CSI	2	9%
I plan on enrolling in classes at University Place	0	0%
I plan to enroll at EITC.	0	0%
Total	22	

EITC student questions:

Which of the following best describes your educational goals?

Answer Choices	Number of EITC Responses	Percent
Workforce training student	1	1%
Certificate seeking	6	6%
Associate degree seeking	91	93%
Total	98	

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If Idaho Falls had a comprehensive community college that offered the same technical program in which you are currently enrolled, would you have....

Answer Choices	Number of EITC Responses	Percentage
Made the same decision and enrolled in the same technical program at the community college.	62	63%
Enrolled in a different education program that was not available at EITC but was available through the community college.	22	22%
Not enrolled at all because it is a community college.	1	1%
Other	14	14%
Total	99	

Which of the following statements do you believe are true about comprehensive community colleges?
(Select all true statements)

Answer Choices	Number of EITC Responses	Percentage
Community colleges do not offer as many professional-technical programs as EITC	23	26%
The tuition and fees for community colleges are much higher than they currently are at EITC	48	54%
Most classes are taught with part-time faculty instead of full-time faculty at community colleges.	17	19%
The primary goal of students at a community college is to transfer to a four-year institution.	49	55%
The general education requirements for an Associate of Applied Science degree at a community college require more credits that are required at EITC.	28	31%
Most colleges and universities will not transfer community college credits.	25	28%
Most community colleges think student athletics is the most important thing.	9	10%
Total number of students responding	89	

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Once you've completed your education at EITC which of the following identifies your educational/professional goals?

Answer Choices	Number of EITC Responses	Percentage
I plan to get a job in the field in which I am trained.	59	60%
I plan to continue my education in a four-year college and earn a bachelor's degree.	28	28%
I plan to join the military.	0	0%
I plan to continue my education and get advanced certification in my chosen field.	8	8%
I'm not sure what I'm going to do when I complete my education at EITC.	4	4%
Total	99	

I enrolled at Eastern Idaho technical college because... (Select all responses that pertain to your situation)

Answer Choices	Number of EITC Responses	Percentage
It offered the technical program I was interested in.	79	80%
It was close to home	74	75%
It allowed me to work and attend school at the same time.	69	70%
I had personal obligations that would not allow me to go to school elsewhere.	30	30%
Total	99	

CSI student comments:

- CSI is cheaper and more affordable than ISU. I'm doing the same program at CSI rather than ISU because of the price.
- I think a community college in Eastern Idaho would be a great idea. It is long overdue.
- Eastern Idaho Technical College does not offer classes in the evening and the credits do not transfer as academic credits.
- I love CSI and I think that once people realize there is a campus in Idaho Falls there will be an outpouring of support and students being able to take classes that are more than the courses that Eastern Idaho Technical College offers.

EITC student comments:

- I got my first degree at a community college and it was a good experience.
- I'm not sure how making EITC a community college would make things better. It's pretty awesome as it is.

- This technical college is great because I've been able to work and go to school. Other schools don't allow that.
- Yes please!!!!!!
- Eastern Idaho Technical College has the most helpful and respectful staff. They are willing to help as much as they can. The campus offers you a safe positive environment.
- I think this would be a benefit if we had a community college.
- Being able to attend a community college to get all general education credits would be ideal. That would be helpful when students expand their education at a four-year college or university then they wouldn't have to pay the extreme amounts those credits would cost and they could focus on their main studies.
- I've been hoping for a long time that EITC would expand into a full-fledged community college. I hope it will happen.
- I feel that I would like to continue my education after EITC. When I first started at EITC I was just going to get a certificate and now I want more. I hope to one day to have my Master's degree. I believe that a community college would benefit my lifestyle as a single mother. As long as it's not too costly.

Summary of the Most Common Themes

The overwhelming majority of people interviewed felt that there needs to be a community college in the Idaho Falls region.

There is not a clear understanding of the differences in the role of EITC and a comprehensive community college.

The relationship between Idaho State University and the University of Idaho and the INL was seen as being very positive. Beyond the programs offered for the INL, interviewees did not know what is being offered at University Place but did have the perception that there are some undergraduate courses offered by Idaho State University.

The general consensus is that the BYU-Idaho serves a large number of LDS students from the Idaho Falls region.

The cost of attending the universities was seen as a significant factor in impacting student participation.

Most interviewees understood that a community college could provide the general education courses that are not able to be offered by EITC.

Increasing high school participation in dual credit and concurrent enrollment were seen as a positive aspect of the role and mission of the community college.

Concern was expressed that a portion of the professional-technical education that is currently being offered at EITC would be discontinued if it were to become a community college.

Developmental/remedial education was seen as a key part of the community college's role and mission.

There were numerous advantages identified in having a community college that included:

- Providing a college education at a significantly lower cost.
- Allowing students to live at home work and go to school.
- A community college would enhance the cultural activities of the community.
- A community college should increase the number of high school graduates who go to college.
- The greatest advantages of having a community college are reduced cost and location.

A small number of the interviewees were not sure a community college is needed in Idaho Falls when there is EITC, Idaho State University, University of Idaho and BYU Idaho in the region.

The overwhelming disadvantage of the community college would be the establishment of a taxing district.

Numerous interviewees expressed that the local school districts are having trouble passing bond issues and that if this is an indication of voter support for it community college taxing district it will be difficult for it to pass.

Loyalty to institutions like BYU-Idaho and Idaho State University were expressed as possible negative impacts.

A community college was seen as serving the rural areas to a larger extent than is currently provided.

Very few of the interviewees knew how community colleges are governed in the state of Idaho.

There was a strong consensus with the interviewees that getting a super majority of 66 2/3 to establish a taxing district will be hard to achieve.

Establishing the proper amount for a mill levy that would be assessed for community college is a key factor in getting voter approval.

There was an almost unanimous consensus of the interviewees that having a community college would have a positive impact economically on the area.

The interviewees were not optimistic that additional counties would want to be part of a taxing district, however, they felt it was important to show them the benefits and ask if they would like to join.

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In order for a taxing district to be established interviewees felt it was important that EITC, ISU, the LDS church, BYU-I and key business leaders be supportive.

When asked, most individuals who were interviewed indicated that they would be willing to assist in promoting a community college in Idaho Falls.

Chapter 5

Supporting Information and Data

Based upon the results of the face-to-face individual and group interviews and student surveys the following information is included to assist in making a well-informed decision as to whether Idaho Falls should pursue establishing a taxing district for a community college. If the decision is made to move forward with a campaign for establishing a taxing district this information can also be used to help educate the public on the advantages and disadvantages of comprehensive community college.

Section I. HOW ARE IDAHO COMMUNITY COLLEGES AND EASTERN IDAHO TECHNICAL COLLEGE (EITC) ALIKE AND DIFFERENT?

In Idaho, community colleges provide educational programming in the following instructional areas:

- Developmental (remedial) Education
- Transfer Student coursework
- Offers Associate of Science and Associate of Arts degrees (includes 64 credit hours of general education required for these degrees)
- Career and Technical Education (certificate or degree)
- Non-credit workforce Training
- Adult Basic Education/GED
- Community Education

Each of these instructional areas is an important part of the variety of services that Idaho Community colleges provide their communities and the state of Idaho.

EITC provides educational programming in the following areas:

- Developmental (remedial) Education
- Offers Associate of Applied Science degree (includes 16 credit hours of general education required for this degree)
- Career and technical education (certificate or degree)
- Non-credit workforce training
- Adult Basic Education/GED
- Community Education

When comparing the educational programming of the community colleges versus EITC the most significant difference is in the number of credit hours offered in general education and the ability to offer the Associate of Science and Associate of Arts degrees. The community colleges offer a minimum of 64 credit hours of general education for the AA and AS degrees. The associate of arts is identified in state board policy as the transferable degree from community colleges to baccalaureate granting

colleges and universities. EITC's role and mission is to offer 16 credit hours of general education that are required for the Associate of Applied Science degree which is considered a terminal not a transfer degree.

As a state-supported technical college there is not complete agreement as to whether community education should be part of the EITC role and mission.

Section II. COMPARISON OF MISSION STATEMENTS

Idaho Community Colleges

The College of Southern Idaho Mission Statement:

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

The College of Southern Idaho Philosophy Statement:

The College of Southern Idaho recognizes all individuals as having value in a democratic society. CSI believes that education is for everyone and at all stages of life-meeting students where they are, helping them where they want to be, and instilling the importance of lifelong learning. CSI strives to foster intellectual curiosity, critical thinking, informed engagement, social and civic responsibility, and productive global citizenship.

North Idaho College Mission Statement:

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

North Idaho College Vision Statement:

North Idaho College will be...

- A comprehensive community college, a regional leader in integrated education system, and a catalyst for positive change.
- A student centered institution that embraces innovation and flexibility in response to community's needs.
- The first choice of students seeking an accessible and affordable quality education.
- An institution dedicated to scholarship, personal growth, and life-long learning.

The College of Western Idaho Mission Statement:

The College of Western Idaho is a public, open access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in Western Idaho.

The College of Western Idaho Vision Statement:

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

Common Themes in the Idaho Community College mission and philosophy/vision statements include:

- comprehensive community colleges
- provide quality educational programming
- meets the diverse needs of the communities served
- prepare students to lead enriched, productive, and responsible lives
- affordable access
- teaching excellence
- opportunities for lifelong learning

Eastern Idaho Technical College

EITC serves students in the nine county service area by being a minimal cost, open-door institution that champions technical programs, customizes industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

Eastern Idaho Technical College mission

Eastern Idaho Technical College provides superior educational services in a positive learning environment that “champions” student success and regional workforce needs.

Eastern Idaho Technical College vision

Our vision is to be a superior professional-technical college. We value a dynamic environment and that as a foundation for building our college into a nationally recognized technical education role model. We are committed to educating all students to progressive improvement educational philosophies. We will continue to provide high-quality education and state-of-the-art facilities and equipment for students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

The role and mission of Eastern Idaho Technical College and those of the community colleges are very similar in many aspects. The focus on professional-technical education and workforce training as the primary mission of EITC is the major difference between it and the Idaho community colleges.

Section III. CURRENT POSTSECONDARY COURSE AND DEGREE OFFERINGS PROVIDED IN IDAHO FALLS.

As mentioned previously in this report, University Place in Idaho Falls was originally established to meet the community college mission. Over the years transitions have occurred where the emphasis has become more focused on upper-level and graduate level programming.

Idaho State University currently offers various undergraduate and graduate degrees in Idaho Falls. The following degree options were offered during the spring of 2015 semester.

Certificate Programs:

- Business Administration
- Geo Technologies

Undergraduate Degrees:

- Business (AS degree)
- Physics (AS degree)
- General Studies (AA degree)
- General Studies (BA degree)
- History (BA degree)
- Workplace Training and Leadership (BS degree)
- Nursing (BS degree)
- Applied Technology (BAT degree)

Portions of the following Bachelors degrees are offered at University Place and may require some classes in Pocatello;

- Business Administration (BBA degree)
- Elementary Education (BS or BA degree)
- Secondary Education (BS or BA degree)
- Computer Science (BS degree)
- Electrical Engineering (BS degree)
- Mechanical Engineering (BS degree)
- Nuclear Engineering (BS degree)
- Health Science (BS degree)

Graduate degrees offered at University Place

- Business Administration (Masters degree)
- Education (Masters degree)
- Organizational Learning and Performance (Masters degree)
- Nursing (Masters degree)
- Education (Ed.D)

The following graduate degrees may require some classes in Pocatello.

- Environmental Engineering (Masters degree)
- Waste Management Environmental Science (Masters degree)
- Health Physics (Masters degree)
- Measurement and Control Engineering (Masters degree)
- Nuclear Science and Engineering (Masters degree)
- Applied Science and Engineering (PhD)
- Nuclear Science and Engineering (PhD)

Enrollment at University Place in Idaho State University classes was reported to be approximately 2,400 students per semester with 80% of those students taking lower level courses which equates to approximately 1,920 undergraduate students.

The role for Idaho State University at University Place was originally designed as a community college with its primary mission being the teaching of 100 and 200 level general education courses. In the last few years the University has had more of an emphasis on 300 and 400 level courses along with graduate programming.

ISU is considering having University Place become a Polytechnic institution with emphasis in science and engineering. Liberal arts and business would also be part of the curriculum.

The **College of Southern Idaho** established a physical presence in Idaho Falls during the fall of 2014. CSI during the spring semester of 2015 offered classes in:

- Art
- Biology

- Business
- Chemistry
- Oral communications
- Economics
- English composition
- Geology
- Humanities
- Math

CSI enrolled approximately 300 students during the spring semester. The fall semester’s enrollment was approximately 100 students.

Section IV. ENROLLMENT INFORMATION

The following table shows the credit enrollment for the Idaho Community Colleges and EITC for the 2012-14 school year.

Table 4: Idaho Community and Technical College Enrollments 2013-14

Institution	Annual Academic Enrollment Headcount	Annual Professional-Technical Enrollment Headcount	Annual Enrollment Headcount	Annual FTE (Full Time Equivalency)
College of Southern Idaho	10,557	1,190	11,747	4,468
College Western Idaho	12,633	1,311	13,944	6,896
North Idaho College	6,679	1,075	7,754	4,168
Eastern Idaho Technical College		1,038	1,038	507
Total	29,869	4,614	34,210	16,039

Source: Idaho State Board of Education Annual Enrollment Report

In the fall of 2013 the three community colleges in Idaho enrolled 29,869 academic students. Many of the students were part-time. The three community colleges and Eastern Idaho Technical College enrolled 4,614 additional professional-technical education students for total enrollment of 34,210 students. Full Time Equivalency (FTE) is calculated by the total number of credit hours students are enrolled in divided by the full-time equivalency of 30 credit hours per year.

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Table 5: Total FTE Enrollments for Idaho Community Colleges 2013-2014

Total Community colleges	Academic Annual FTE	Professional Technical Annual FTE	Total Annual FTE
Total	13,159	2,373	15,531

Source: Idaho State Board of Education Annual Enrollment Report

The following table shows the total Lower Division FTE enrollments for all Idaho Universities combined. Lower Division are 100 and 200 level courses.

Table 6: Total of All Idaho Universities Lower Division Course Enrollments 2013-2014

Institution	Annual FTE Lower Division Enrollment 2013-14
Boise State University	9,341
Idaho State University	5,304
University of Idaho	4,990
Lewis Clark State College	1,363
Total	20,998

Source: Idaho State Board of Education annual enrollment report

Comparing the academic FTE of the community colleges in 2013-14 the community colleges enrolled 13,159 academic annual FTE. The four-year colleges and universities enrolled 20,998 annual FTE in the lower division courses which are comparable to the courses taught at the community colleges. Combining the academic Annual FTE enrollments for the community colleges and for the four-year colleges and universities lower-level enrollments, the state of Idaho in the public higher education institutions served 34,157 annual FTE. Approximately 39% of the FTE in lower-level coursework occurred at the three community colleges.

Dual Credit Enrollment by Idaho Colleges and Universities

A key component of the community college’s role and mission is to provide high school students the opportunity to take classes while in high school. Idaho provides high school students a reduced tuition rate for taking dual credit or concurrent classes. The following table shows the impact that the community colleges have in Idaho in serving the students educational needs.

Table 7: Summary of Dual Credit Enrollments for the 2012-13 Academic Year

Institution	Duplicated Headcount
Boise State University	2,641
Idaho State University	1,929
University of Idaho	1,303
Lewis-Clark State College	558
Total four-year institutions	6,431
College of Southern Idaho	3,049
College Western Idaho	1,333
North Idaho College	1,302
Total community colleges	5,684

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Source: Idaho State Board of Education Annual Enrollment Report

The community colleges in Idaho have made it a priority to serve high school students in dual and concurrent enrollment classes. During the interview process local educators indicated that Northwest Nazarene University is providing a significant number of dual credit courses in the Idaho Falls region. Idaho State University has also been very successful in providing dual credit programming. Many people express that if there were a community college in the Idaho Falls area that they anticipated that dual and concurrent enrollment would expand significantly.

Potential Community college Enrollment

In order to predict potential enrollment in a new community college a number of factors must be considered. The first factor is the number of high school students located in in the community college service region. Another factor is the rate in which students have historically gone on to college. Trying to predict nontraditional student and part-time enrollments is much more difficult.

Table 8: 2014-2015 High School Enrollments (upper class) In Region 6

School District	Juniors	Seniors	Total Upper Class Enrollment
Idaho Falls #91	647	585	1,232
Bonneville County #93	777	719	1,496
Madison district #321	352	391	743
Blackfoot district #55	268	281	549
Butte Co. #111	24	19	43
Clark Co #161	16	5	21
Salmon district #291	66	69	135
Fremont district #215	151	132	283
South Lemhi #292	5	9	14
Teton district #401	119	96	215
Jefferson Co #251	329	316	645
West Jefferson #253	53	56	109
Sugar-Salem #322	145	120	265
Shelley district #60	160	145	305
Aberdeen district #58	53	56	109
Snake River district #52	125	146	271
Total	3,290	3,145	6,435

Source: Idaho State Department of Education

Bonneville County high school has the largest senior class with 719 students in the region. Idaho Falls is second with 585 students. These high school students would not have to relocate to enroll in a community college in Idaho Falls. The combined junior and senior population for these two school districts equals 2,728 students. It is assumed that a large number of the students would access dual or concurrent credits through a local community college while still in high school. Each of the community colleges in Idaho have established outreach centers that provide educational programming in various communities throughout their service area. It is anticipated that after a period of time a community

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college in Idaho Falls would expand it's offering to smaller communities through outreach centers or by providing educational opportunities in the high schools.

Idaho High School Graduate's "go on" Rate.

The Idaho State Board of Education has developed an initiative to encourage students to continue their education after completing high school. Idaho ranks in the bottom five of all 50 states in the United States in the percentage of students who enroll in postsecondary educational programming. In order for Idaho to succeed in having 60% of its adult population complete at least two years of postsecondary education the high school "go on" rate must significantly improve. One way the "go on" rate can improve is by having higher education opportunities readily available to all citizens of the state.

Table 9: 2014 Rate of High School Graduates Enrolling In College, Region 6

School District	Number of Graduates 2014	Number Enrolled in College Fall 2014	Percentage Enrolled in College Fall 2014	Four-year Average Percentage Enrolled 2011-2014
Idaho Falls #91	619	264	43%	50%
Bonneville County #93	586	246	42%	45%
Madison district #321	342	100	29%	44%
Blackfoot district #55	279	77	28%	36%
Butte Co. #111	24	10	42%	67%
Clark Co #161	13	7	54%	51%
Salmon district #291	55	26	47%	44%
Fremont district #215	157	28	18%	31%
South Lemhi #292	3	0	0%	64%
Teton district #401	107	42	39%	44%
Jefferson Co #251	252	78	31%	40%
West Jefferson #253	42	8	19%	34%
Sugar-Salem #322	130	30	23%	36%
Shelley district #60	131	42	32%	39%
Aberdeen district #58	55	14	25%	49%
Snake River district #52	116	29	25%	40%
Total	2,911	1,001	34%	

Source: Idaho State Board of Educational Longitudinal Data Study

In the spring of 2014, 2,911 students graduated from the region six high schools. Of those students 1,001 were identified as enrolling in college during the fall of 2014. This equates to 34%. In the fall of

2013 the state average for high school graduates who enrolled in the fall semester after graduating high school was 53%. Only one small school district in the region had 50% of its high school graduates enroll in college immediately after high school. There can be a number of different reasons why students choose not to further their education immediately after graduating high school. Factors that must be considered are the location and costs of available colleges and universities.

The number of students who go on to college after high school graduation does fluctuate from year to year. The following four year average helps establish a more accurate prediction of graduates behavior related to enrolling in college immediately after high school.

Table 10: Four-year Average for Students Going to College, Region 6

Year	Graduates	Number attending college	Percentage
2011	3279	1529	47%
2012	2853	1414	50%
2013	2658	1141	43%
2014	2911	1001	34%
Five year total	11701	5085	43%

Source: Idaho State Board of Education Longitudinal Study Data

A four-year average of the entire high school population within region six shows an average of 43% of the high school graduates enroll in postsecondary education immediately after high school. This is still significantly below the statewide average of 53% in 2013.

As mentioned earlier, location and cost are two determining factors in determining whether a student will choose to go on to school immediately after high school. The following chart shows where the high school graduates in 2014 chose to attend school.

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Table 11: 2014 College Enrollees and Where They Chose to Attend College

School District	Public College	Private College	4 year Institution	2 year Institution	In Idaho	Out of Idaho
Idaho Falls #91	231	51	230	34	159	105
Bonneville County #93	153	93	216	30	148	98
Madison #321	28	72	95	5	73	27
Blackfoot #55	65	12	60	17	52	25
Butte Co. #111	10	0	8	2	9	1
Clark Co #161	6	1	4	3	4	3
Salmon #291	20	6	23	3	14	12
Fremont #215	22	6	24	4	16	12
South Lemhi #292	0	0	0	0	0	0
Teton #401	28	14	33	9	29	13
Jefferson Co #251	55	23	71	7	62	16
West Jefferson #253	3	5	8	0	4	4
Sugar-Salem #322	14	16	28	2	21	9
Shelley #60	23	19	41	1	35	7
Aberdeen #58	11	3	13	1	12	2
Snake River #52	17	12	26	3	22	7
Total	686	333	880	121	660	341

Source: Idaho State Board of Educational Longitudinal Study Data

In comparing the “go on” rates for high school districts located in the community college service areas compared to the high school “go on” rates in region 6, the number of students who choose to immediately enroll in college where community colleges are in close proximity are significantly higher than the number of students who choose to immediately enroll in college in the Idaho Falls area.

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Table 12: Going On to College Data for Selected Schools in the CWI Service Area 2014

High School	Total In Class	En-rolled	Public	Private	Four Year	Two Year	In-State	Out-Of-State
BOISE HIGH SCHOOL	448	330	247	83	293	37	172	158
BORAH HIGH SCHOOL	434	242	199	43	165	77	184	58
CALDWELL SENIOR HIGH SCHOOL	282	148	111	37	82	66	106	42
FRUITLAND HIGH SCHOOL	104	61	54	7	32	29	28	33
MERIDIAN HIGH SCHOOL	309	168	132	36	106	62	138	30
MOUNTAIN HOME HIGH SCHOOL	219	112	98	14	80	32	90	22
NAMPA HIGH SCHOOL	285	129	107	22	64	65	108	21
PAYETTE HIGH SCHOOL	91	35	30	5	20	15	21	14
CAPITAL HIGH SCHOOL	427	249	220	29	181	68	190	59
CENTENNIAL HIGH SCHOOL	373	231	183	48	169	62	148	83
VALLIVUE SENIOR HIGH SCHOOL	348	157	129	28	74	83	126	31
Total	3320	1862	1510	352	1266	596	1311	551

Source: Source: Idaho State Board of Education Longitudinal Study Data

Table 13: Going On to College Data for Selected Schools in the NIC Service Area 2014

High School	Total In Class	En-rolled	Public	Private	Four Year	Two Year	In-State	Out-Of-State
BONNERS FERRY HIGH SCHOOL	99	41	37	4	23	18	34	7
COEUR D ALENE SR HIGH SCHOOL	312	202	184	18	97	105	146	56
KELLOGG HIGH SCHOOL	86	42	40	2	18	24	37	5
LAKE CITY HIGH SCHOOL	308	185	167	18	95	90	149	36
LAKELAND HIGH SCHOOL	152	88	84	4	18	70	72	16
PRIEST RIVER LAMANNA HS	78	50	48	2	23	27	38	12
SANDPOINT HIGH SCHOOL	258	167	141	26	123	44	110	57
WALLACE JR SR HIGH SCHOOL	30	21	18	3	7	14	18	3
Total	1323	796	719	77	404	392	604	192

Source: Source: Idaho State Board of Education Longitudinal Study Data

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Table 14: Going On to College Data for Selected Schools in the CSI Service Area 2104

High School	Total In Class	En-rolled	Public	Private	Four Year	Two Year	In-State	Out-Of-State
TWIN FALLS HIGH SCHOOL	199	112	99	13	49	63	87	25
BUHL HIGH SCHOOL	63	30	25	5	10	20	23	7
BURLEY HIGH SCHOOL	171	72	61	11	34	38	57	15
CANYON RIDGE HIGH SCHOOL	251	103	90	13	24	79	91	12
FILER HIGH SCHOOL	77	41	40	1	11	30	34	7
GOODING HIGH SCHOOL	76	27	22	5	14	13	20	7
JEROME HIGH SCHOOL	187	92	79	13	29	63	74	18
KIMBERLY HIGH SCHOOL	108	64	60	4	30	34	57	7
Total	1132	541	476	65	201	340	443	98

Source: Source: Idaho State Board of Education Longitudinal Study Data

Table 15: Going On to College Data for Selected Schools in the Region 6 Service Area 2104

High School	Total In Class	En-rolled	Public	Private	Four Year	Two Year	In-State	Out-Of-State
HILLCREST HIGH SCHOOL	285	151	84	67	137	14	90	61
IDAHO FALLS HIGH SCHOOL	304	152	117	35	138	14	93	59
MADISON SENIOR HIGH SCHOOL	322	119	33	86	113	6	94	25
BONNEVILLE HIGH SCHOOL	239	121	78	43	106	15	83	38
SKYLINE HIGH SCHOOL	278	141	115	26	113	28	92	49
TETON HIGH SCHOOL	106	44	30	14	32	12	29	15
Total	1534	728	457	271	639	89	481	247

Source: Source: Idaho State Board of Education Longitudinal Study Data

Table 16: Summary of Going On to College Data for Selected Schools in the Three Community College Regions Compared to Region 6.

Region	% Enroll in College	% Enroll in Public College	% Enroll in Private College	% Enroll in 4 year college	% Enroll in 2 year college	% Enroll in Idaho College	% Enroll out of state
CSI	48%	88%	12%	37%	63%	82%	18%
CWI	56%	81%	23%	84%	32%	70%	30%
NIC	60%	90%	10%	51%	49%	76%	24%
Region 6	47%	63%	37%	88%	12%	66%	34%

Source: Source: Idaho State Board of Education Longitudinal Study Data

The percentage of students who chose to enroll in college immediately after high school differs from region to region. The regions that have a community college all exceed the percentage of students who enrolled in college immediately after high school compared to the Idaho Falls area. The number of students who enroll in private colleges/universities is the highest in the Idaho Falls area due to the presence of BYU-I. The percentage of students who decide to enroll in a 2 year school is the lowest in the Idaho Falls area at 12%. It is assumed that percentage of students who enroll would increase significantly if there were a community college in the Idaho Falls area. It is also interesting to note that the graduates in region 6 decide to go to school out of state at a much higher rate than in the other three areas.

Section V. COMMUNITY COLLEGE GOVERNANCE

Idaho Statute Title 33 Chapter 21-06 Trustees of Community college Districts, *“establishes a Community college Board of Trustees to consist of five individuals who reside in the district. Upon the establishment of a community college district, the State Board of Education shall appoint the members of the first board, who shall serve until the election and qualification of their successor.*

At the first election of the trustees after the creation of the district, 5 trustee shall be elected: two for terms of two years each, and three for terms of four years each.”

The primary duties of the Board of Trustees include selecting the college president, establishing the college policies and procedures, and approving the college’s budget to include the establishment of the local property tax.

The Board of Trustees term as established by state statute is four years.

The governance of a community college by a local Board of Trustees is designed to ensure the college is responding to the community’s educational needs. Community colleges in Idaho do adhere to specific State Board of Education policies and procedures that relate to the community college’s role and mission. The Board of Trustees for the local community colleges do not report to the State Board of Education but are an autonomous governing board.

The community colleges in Idaho also are identified by state statute as technical colleges which provides professional technical education programming on the postsecondary level.

Section VI. FUNDING COMMUNITY COLLEGES IN IDAHO

The community colleges in the state of Idaho are funded from five different revenue sources. They include:

- State appropriation to the community colleges established by the state legislative process.
- Appropriation from the state Division of Professional Technical Education.
- Student tuition and fees
- Out of district tuition and fees
- Local property taxes

1) The State Community college Appropriation

The fiscal year 2015 state appropriation for the community colleges in the state of Idaho equaled \$32,978,500. The College of Southern Idaho received \$12,265,300, College Western Idaho received \$10,372,100 and North Idaho College received \$10,341,100. *(Source: FY 2016 Idaho Legislative Budget Book 1-69)*

When the College of Western Idaho was established, North Idaho College and the College of Southern Idaho worked in conjunction with the College Western Idaho, the Governor and state Legislators to ensure that funding was adequate and that CSI and NIC's state appropriations were not reduced. If a community college were to be established in the Idaho Falls area it is assumed that the new community college would receive a \$5 million initial appropriation from the state, and that the three community colleges in Idaho would work with each other and the state legislature to ensure that the new community college was adequately funded and that the state appropriation to each of the institutions was not negatively impacted.

2) State Appropriation from the Division of Professional Technical Education (PTE)

In fiscal year 2015 the state appropriation for Postsecondary Professional Technical Education was \$38,628,000. *(Source: fiscal year 2016 Idaho legislative budget book 1-91)*

Each of the six technical colleges were allocated a portion based upon the number of programs offered, enrollment, and student placement after graduation. Eastern Idaho Technical College is the only solely state-funded technical college in Idaho and a large portion of its funding does come from this allocation. When the College of Western Idaho was established and the technical college function at Boise State University was transferred to the College of Western Idaho the appropriation for professional technical education was transferred from Boise State University to CWI. It is assumed that if a community college were created in Idaho Falls and Eastern Idaho Technical College were to expand its role and mission to that of a community college then the majority of the state appropriation for PTE would be allocated to the new community college in Idaho Falls for continued PTE programming.

3) Student Tuition and Fees

Tuition and fees are established at the community colleges by the local Boards of Trustees. State statutes limit the increase of tuition to no more that 10% annually. Fees can be assessed for specific classes such as chemistry labs, and art. Additional fees can assessed for registration, parking, computer labs, student activities, library, etc.

Table 17: Tuition Rates 2014-15 Academic Year

College of Southern Idaho	\$92 per credit hour	\$2760 tuition per year
College of Western Idaho	\$108 per credit hour	\$3264 tuition per year
North Idaho College	\$100 per credit hour	\$3022 tuition per year
Eastern Idaho Technical college	\$99.50 per credit hour	\$2256 tuition per year

In addition to the cost of tuition the community college students pay fees at an average rate of \$30 per credit hour at each community college.

Tuition and fees generated for the College of Southern Idaho in FY 2015 was \$10,831,300, College of Western Idaho \$24,118,900, and North Idaho College \$14,097,400. (*Source: FY 2016 Idaho legislative budget book 1-70.*)

The current rate of tuition for Idaho State University for students attending classes at University Place is \$328 per credit hour, which is three times the cost charged for tuition by the three community colleges in Idaho.

4) Out of District Tuition

The State of Idaho has established legislation that provides counties that are not included in a community college property taxing district revenues from the state liquor fund for out of district tuition for community colleges. The statutes require that the revenues generated by the state from the sale of liquor will be furnished to the counties for out of district tuition utilizing a specific formula.

The counties that assess local property taxes for community colleges are Ada, Canyon, Twin Falls, Jerome and Kootenai. They receive the same formula driven allocation of liquor funds but do not have the requirement to set aside a portion of the money for out of county tuition. They have the latitude to budget the entire amount for other purposes.

Statue Title 33 Chapter 21 2110A Tuition for Out of District Idaho Students, County Taxes and Other Financial support establishes the following:

- Any student who resides in a county of Idaho that is outside of a community college taxing district that enrolls in a community college the county of his residency shall pay a portion of the student’s tuition.
- The tuition and fees charged will not exceed \$500.00 each semester for a two semester year for a full-time student.
- The county commissioners must verify that the student is a resident of the county prior to paying.
- The maximum lifetime liability of the counties is \$3,000.00 per student.

- If the liquor funds are not sufficient to pay the tuition the board of county commissioners shall levy upon the taxable property a property tax not to exceed six hundredths percent (.06%).

The liquor fund monies in the state of Idaho in fiscal year 2014 generated \$5,980,000 available for at out of county tuition to the community colleges. The following charts shows the amounts received and expended by each of the Eastern Idaho regional counties.

Table 18: Idaho Falls Region 2014 Out of District Tuition Liquor Funds

County	FY 2014 Liquor Funds		Total Tuition Paid to Community Colleges – 2013-14	Remainder of 50% for Use by Counties	Balance Paid by Counties for County Tuition
	Total Distribution	50% Available for County Tuition			
Bingham	\$123,183	\$61,592	\$64,800	-	\$(3,209)
Bonneville	\$585,536	\$292,768	\$59,648	\$233,120	-
Butte	\$17,386	\$8,693	\$5,350	\$3,343	-
Clark	\$11,475	\$5,738	\$500	\$5,238	-
Fremont	\$65,352	\$32,676	\$29,328	\$3,348	-
Jefferson	\$47,550	\$23,775	\$50,100	-	\$(26,325)
Lemhi	\$77,504	\$38,752	\$25,972	\$12,780	-
Madison	\$55,299	\$27,650	\$53,434	-	\$(25,785)
Teton	\$85,931	\$42,966	\$25,350	\$17,616	-

Source: Idaho State Board of Education 2015

Fifty percent of Bonneville County’s liquor funds equaled \$292,768, which was the largest dollar amount in the state set aside for community college out of district tuition. The community colleges assessed Bonneville County \$59,648 in fiscal year 2014 which left a balance of \$233,120 that was used by the county. If a community college were established in Idaho Falls and the taxing district were Bonneville County then all of the liquor fund money would be allocated to the county and the county would not have any obligation for out-of-district tuition.

Counties in the region whose liquor fund revenues were not adequate in meeting the out of county tuition assessment in FY 2014 were Bingham (\$3,053), Jefferson (\$26,325), and Madison (\$25,785).

As enrollments increase in a community college the fiscal obligation of the counties for out of county tuition increases proportionally. Out of county students who enroll in dual or concurrent credits have had a significant impact on the amounts of out of county tuition a county must pay. With CSI having a newly established physical presence in Idaho Falls the obligation for Bonneville County will increase as enrollments increase. For example: Bonneville County currently has a surplus of funds of \$233,000. If 250 more Bonneville County students take 10 credit hours each for two semesters at CSI the county would have an additional out-of district obligation of \$250,000 and would end up with an out of county tuition deficit of approximately

\$17,000.00. As CSI's offerings increase and students choose to enroll in CSI in Idaho Falls, the odds of this happening is very real.

Most of the counties in North Idaho College's and many of the counties in CSI's regions do not receive enough money from liquor funds to meet the obligation they have to the community colleges for out-of-district tuition. This factor should be discussed with the regional counties and should be considered in their deciding whether to join a community college taxing district.

5) Local Property Taxes

Title 33 Chapter 21- Section 11 allows the community college district to assess a levy upon the taxable property within the district. The tax cannot exceed one hundred twenty five thousandths percent of the market value for assessment purposes on all taxable property within the district.

Table 19: College of Southern Idaho Property Tax Levy History

Fiscal Year	Levy Rate/\$100,000 Assessed Value	Total Property Valuation	Total Tax Received
FY 2010	\$85.61	\$5,399,648,942	\$4,622,449
FY 2011	\$90.08	\$5,441,571,366	\$4,901,929
FY 2012	\$98.93	\$5,294,244,955	\$5,237,649
FY 2013	\$96.94	\$5,672,532,962	\$5,499,200

Source: FY 2016 Idaho Legislative Budget Book 1-71

Table 20: College of Western Idaho Property Tax Levy History

Fiscal Year	Levy rate/ \$100,000 Assessed Value	Total Property Valuation	Total Tax Received
FY 2010	\$16.16	\$34,036,791,562	\$5,499,867
FY 2011	\$18.02	\$30,841,562,450	\$5,552,431
FY 2012	\$18.55	\$30,841,562,450	\$5,717,431
FY 2013	\$18.96	\$30,841,562,450	\$5,843,800

Source: FY 2016 Idaho Legislative Budget Book 1-71

Table 21: North Idaho College Property Tax Levy History

Fiscal year	Levy rate/\$100,000 Assessed Value	Total Valuation	Total Tax Received
FY 2010	\$82.93	\$15,331,477,650	\$12,715,069
FY 2011	\$105.93	\$12,181,378,195	\$12,904,248
FY 2012	\$110.84	\$12,057,168,530	\$13,364,250
FY 2013	\$121.22	\$11,275,450,839	\$13,668,144

Source: FY 2016 Idaho legislative budget book 1-71

Table 22: Property Tax Estimates for Bonneville County

	Levy rate/\$100,000 Assessed value	Total Valuation of Bonneville County *	Total Tax Which Would Be Received
CSI rate	\$96.94	\$5,582,672,021	\$5,395,094
CWI rate	\$18.96	\$5,582,672,021	\$1,058,474
NIC rate	\$121.22	\$5,582,672,021	\$6,767,315
Maximum rate	\$125.00	\$5,582,672,021	\$6,978,340
\$5 per month	\$60.00	\$5,582,672,021	\$3,349,603
\$8.33 per month	\$100.00	\$5,585,672,021	\$5,585,672
\$10 per month	\$120.00	\$5,582,672,021	\$6,699,206

**Source: Bonneville County assessor's office*

It is interesting to note that the total valuation for Bonneville County is very comparable to the valuation of Twin Falls and Jerome counties combined.

As part of the campaign to establish the College of Western Idaho a low mill levy was included as part of the campaign. The original Board of Trustees kept that promise when they established the first mill levy. Since community colleges, like other taxing districts, are limited in increasing taxes by no more than 3% plus new growth annually, setting an adequate initial mill levy to ensure adequate finances is an extremely important issue.

Table 23: Total Community College Budgets Fiscal Year 2015

	College of Southern Idaho	College of Western Idaho	North Idaho College
State general funds	\$12,265,300	\$10,372,100	\$10,341,100
Liquor funds	\$200,000	\$200,000	\$200,000
Property tax	\$5,728,200	\$6,190,200	\$13,936,100
Tuition and fees	\$10,813,300	\$24,118,900	\$14,097,400
Out county tuition	\$1,308,000	\$264,300	\$735,800
Miscellaneous	\$1,408,900	\$2,098,400	\$1,270,200
Total	\$31,795,700***	\$43,243,900***	\$40,580,600***

*** Does include Professional Technical Education tuition and fees but does not include PTE appropriation.

Source: FY 2016 Idaho legislative budget book 1-70

The summary of the three community college's budgets above shows the fiscal impact the community college has within a community. Setting a budget and ensuring the institution has the adequate resources to meet its role and mission is one of the top priorities for the boards of trustees.

Section VII. FACILITIES AND POTENTIAL STUDENT CAPACITY

In order to predict the available capacity in the current facilities at Eastern Idaho Technical College the following methodology was used.

- The current use each instructional area was identified.

- The capacity of each classroom was established.
- A tour of all facilities was conducted.

Utilizing the fall 2014 and spring 2015 class schedules a spreadsheet was developed for all rooms that were identified as being available as general classrooms. The spreadsheet identified the number of clock hours of use for each of the classrooms for each semester.

Utilizing an 8 AM until 5 PM class schedule for five days a week with an 80% utilization factor there are approximately 43,650 general education classroom seats available per week. Utilizing a full-time student load of 15 credit hours per semester the number of general education classrooms is estimated to be able to accommodate 2,910 full-time students per semester in addition to the current enrollment.

If the average student enrollment were nine credit hours per semester the 43,650 seats per week could accommodate 4,850 part-time students.

This projection does not include weekend or evening classes.

Eastern Idaho Technical College facilities over time would need to be expanded in area such as the arts, physical education, and specialized lab sciences.

Other areas of expansion could include expansion of the student union, bookstore, and other instructional support services and parking.

The current instructional facilities should be able to accommodate the student enrollment for a new community college until the enrollment reaches approximately 2,500 Full-time and 5,000 part-time students.

Section VIII. EASTERN IDAHO TECHNICAL COLLEGE TRANSITION PROCESS.

It is expected that Eastern Idaho Technical College would expand its role and mission to that of a comprehensive community college if a taxing district is established for a community college in the Idaho Falls area.

Using the development of the College of Western Idaho and the transition of Boise State University's College of Technology (Seland College) to the College of Western Idaho as a guide certain assumptions can be made.

Assumptions:

The first assumption is that the current staff at Eastern Idaho Technical College would continue to be employed at the new community college since the community college would continue to offer its current professional technical educational programming. Since EITC would no longer be governed by the State Board of Education and instead governed by a local Board of Trustees various transitions would need to take place including the development of a new policy and procedure manual, the development of the salary structure, and the establishment of fringe benefits to name a few.

The second assumption is that the new community college would be located on the existing EITC campus. When CWI was established, Boise State University agreed to transfer its West campus property and Canyon County facility to the College of Western Idaho. This process is well-documented in Dennis Griffin's book "From Scratch", pages 114 through 123. In order for the state owned property at Boise State University to be transferred to a non-state entity, the College of Western Idaho, the state legislature granted a waiver of that portion of code in order for the transfer to take place. Since Eastern Idaho Technical College is a state owned property and a new community college located on Eastern Idaho Technical College would be a non-state entity such a waiver would probably be required.

It is important to note that since Eastern Idaho Technical College is already accredited by the Northwest Commission for Colleges and Universities the accreditation process would be significantly reduced and should not be a major issue if the role and mission were expanded to that of a community college.

Chapter 6

Conclusions and Recommendations

Based upon the input received by numerous individuals the following recommendations are suggested for consideration.

1. The support for establishing a community college in Idaho Falls was overwhelmingly positive by almost all individuals interviewed.
2. Assessing a local property tax was expressed as the number one concern in the establishment of a community college district.
3. In order for a community college taxing district to be approved the following items should be considered.
 - A. Develop a mechanism to ensure groups who may be opposed to increasing taxes have an opportunity to express their concerns and provide input prior to an election.
 - B. Expand the number of community members in the decision-making process.
 - C. Ensure that County government as well as City governments are united on various issues.
 - D. Review the process that was used in the establishment of a taxing district for the College of Western Idaho.
 - E. Establish a comprehensive plan for a campaign to establish the taxing district in Idaho Falls.
 - F. Meet with County Commissioners of neighboring counties and provide them information related to the pros and cons of joining a community college taxing district.
 - G. Solicit support from community leaders, public school administrators, higher education institutions, political parties, legislative leaders, the Governor, the LDS church, chambers of commerce, and others. During the interview process it was mentioned numerous times that in order for a taxing district to be established Idaho State University, BYU-Idaho, and the LDS church must all be supportive.
 - H. Solicit funds for the campaign from various foundations and corporations.
4. A key component of a campaign will be ensuring that the voter understands the issue and the benefits of establishing a comprehensive community college.
 - A. The campaign should focus on the impact a community college will have in assisting the residents of the area. CWI's campaign slogan was "Give Me a Chance". The campaign focused on the number of students who would like to attend college but due to the cost, location, and other personal issues are unable to attend.
 - B. Some individuals interviewed were not clear on the differences between the role and mission of Eastern Idaho Technical College and a comprehensive community college. Ensure that this is clear and highlight the benefits of the change.
 - C. Advantages of having Eastern Idaho Technical College expand its role and mission include a campus with all of the facilities that are needed to establish a community college and EITC already being accredited, both significantly reduce the cost in the development of the infrastructure for a community college.

- D. Assistance from Idaho State University in defining a new role and mission for University Place and how a community college can enhance students educational opportunities prior to transferring to ISU.
- E. An explanation by BYU-Idaho as to the relationship the University would have with the community college and how that relationship would help students in meeting their educational goals.
- F. Assurances that the community college would continue to provide sound professional technical education as part of its role as a comprehensive community college.
- G. Stressing the two key issues of reduced cost and convenient location as key benefits to students.
- H. Working with public school superintendents, high school principals, and counselors in understanding the opportunities and advantages of having a community college in Idaho Falls, projecting the increases in student numbers for dual and concurrent enrollment and enrollment in the community college after graduation.
- I. Promoting the number of students who choose to go on to college in the three areas that currently have community colleges compared to the Idaho Falls region.
- J. A clear explanation of how community colleges are governed and the benefits of a local Board of Trustees.
- K. Mechanisms to help people understand how community colleges are funded in the state of Idaho and the role that local property taxes play in that funding mechanism.
- L. Be able to explain the current mill levy assessments at the three community colleges, what would be generated in Bonneville County and other counties if they were joined the taxing district utilizing various mill rates. Explain the state statutes that limit community colleges in assessing more than \$125 annually per \$100,000 valuation and not being able to increase local property tax assessments more than 3% plus new growth annually. Maxine Bell, the co-chairman of JFAC is quoted as saying that she spends more in taxes for her sanitary landfill per year than she does the College of Southern Idaho.

APPENDICES

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JANUARY 27, 2017**

IDAHO FALLS COMMUNITY COLLEGE FEASIBILITY STUDY

APPENDIX A

People Interviewed for the Study

One-on-One Individual Interviews

<i>Name</i>	<i>Affiliation</i>	<i>City</i>
Community Members		
Tim Hopkins	Attorney	Idaho Falls
Joe Groberg	Former Idaho Falls City Councilman	Idaho Falls
John Grossenbacher	Director Idaho National Laboratory	Idaho Falls
Linda Martin	Director Grow Idaho falls	Idaho Falls
Rebecca Casper	Mayor, Idaho Falls, Idaho	Idaho Falls
Dana Kirkham	Mayor, Ammon, Idaho	Ammon
Doyle Beck	BECO Construction	Idaho Falls
Jerry Hong	Senior VP D.A. Davidson	Idaho Falls
Marsha Bala	INL University Partnerships	Idaho Falls
Damond Watkins	Vice President Melaleuca	Idaho Falls
Roger Mayes	Retired	Idaho Falls
Bruce Turner	US Bank	Idaho Falls
Doug Benson	Bank of Idaho	Idaho Falls
Russell Spain	Retired EICAP Director	Idaho Falls
Leslie Jones-Huddleston	Executive Director, Partnership for Science and Technology	Idaho Falls
Michelle Holt	Director, Chamber of Commerce	Idaho Falls
Terry Butikofer	The Development Co. Chair, EITC Advisory Committee	Idaho Falls
Doug Benson	Chair, EITC Foundation	Idaho Falls
Dave Smith	CPA	Idaho Falls
Jon Bailey	Owner ConnectShare	Idaho Falls
Doug Crabtree	CEO, Eastern Idaho Regional Medical Center	Idaho Falls
Josh Tolman	CFO Mountain View Hospital	Idaho Falls
Jackie Flowers	Director, Idaho Falls Power	Idaho Falls
Dave Hanneman	Chief, Idaho Falls Fire Dept.	Idaho Falls
Micahel O'Blenniss	Director Developmental Workshop	Idaho Falls
Kevin Call	IF Rotary Member	Idaho Falls
Cal Ozaki	INL	Idaho Falls
Richard Holman	President PST (Partnership for Science and Technology)	Idaho Falls
Amy Lientz	INL Executive	Idaho Falls
Park Price	President of Bank of Idaho	Idaho Falls
Mark Young	President, IF City Club/Raymond James	Idaho Falls
Corey Taule	Post Register	Idaho Falls
Senator Dean Mortimer	Idaho State Legislature	Idaho Falls/Boise
Representative Wendy Horman	Idaho State Legislature	Idaho Falls/Boise

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IDAHO FALLS COMMUNITY COLLEGE FEASIBILITY STUDY

Dave Lent	D91 School Board Trustee	Idaho Falls
Tom Hally	IF City Council Member	Idaho Falls
Ed Marogn	IF City Council Member	Idaho Falls
David Pennock	Executive Director Museum of Idaho	Idaho Falls
Brian Powell	Ammon City Council Member	Ammon
Scott Robuck	Sciencetech	Idaho Falls
Josh Tolman	CFO Mountain View Hospital	Idaho Falls
Greg Crockett	Hopkins, Roden, Crockett	Idaho Falls
Ann Riedesel	Northwind	Idaho Falls
Ryan Meilkle	Attorney	Idaho Falls
Ann Seisert	INL	Idaho Falls
Doug Sayer	CEO Premier Technology	Blackfoot
Michelle Ziel-Dingman	Artcore	Idaho Falls
Brad Hudson	Red Ink	Idaho Falls
Amy Taylor	Senator Risch Office Idaho Falls	Idaho Falls
College/University Admin		
Lyle Castle	University Place, Dean and Professor ISU	Pocatello/Idaho Falls
Fenton Broadhead	Academic Vice President, BYU-Idaho	Rexburg
Steve Albiston	President, EITC	Idaho Falls
Jeff Fox	President, CSI	Twin Falls
Josh Sakelaris	Admission Specialist, CSI	Twin Falls
Sharee Anderson	VP of Instruction EITC	Idaho Falls
Christian Godfrey	VP EITC	Idaho Falls
Ken Erickson	Workforce Training EITC	Idaho Falls
Todd Wightman	Director College Relations EITC	Idaho Falls
Dwight Johnson	Administrator Division of Idaho PTE	Boise
Mike Rush	Executive Director SBOE	Boise
Todd Schwarz	Executive VP CSI	Twin Falls
EITC Faculty/Staff		
Natalie Hebard	EITC Foundation Executive Director	Idaho Falls
Public School Admin		
George Boland	Superintendent, Idaho Falls School District 91	Idaho Falls
Chuck Shackett	Superintendent, Bonneville Joint School District 93	Idaho Falls
Craig Miller	Technical Careers HS, Bonneville Joint School District 93	Idaho falls
High School Counselors		
USD 91 and 93		
Marjean McConnell	USD 93	Ammon
Chalene French	USD 93	Ammon

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IDAHO FALLS COMMUNITY COLLEGE FEASIBILITY STUDY

Group Interviews

Name	Affiliation
EITC Faculty and Staff	
Christy Heack	OS II
Cathy George	Nursing Instructor
Scottie Kelly	HR
Kristina Buchan	Admin VP of Instruction
Tonya Tracy	Region VI Transition Coordinator
Raleen Roberts	Dental Assisting Instructor
Melody Clegg	ABE Division Manager
W. Kay Clegg	Community Member
Peggy Neslon	Gen Ed Division Manager/English Instructor
Traci H.	Instructor
Stephen Beasley	IT Technician
John Taylor	IT Technician
Robert Gates	IT Technician
Kutter Jull	Instructor
Irene Jones	Disability Services
Shirley Bome	CNA Coordinator
Lorin McArthur	Instructor BOT
Lloyd Pereira	Security
David McDaniel	Adjunct Instructor
Jaque Larsen	Administrative Assistant Presidents Office
Leslie Jernberg	Division Manager BOT
Shannon Harins	Application support IT
Hailey Mack	Recruitment and Career Placement
Joshua N. Duersch	CNT Instructor
Bailey Winn	EITC Foundation Scholarship Coordinator
High School Principals	
Region 6	
Jason Lords	SD 93 Bonneville
Corey Telford	SD 93 Bonneville
Yvonne Thurber	SD 251 Jefferson
Doug McLarson	SD 93 Bonneville
Ty Salsberry	SD 93 Bonneville
Russ Bradshaw	SD181 Challis
Jeff Gee	SD 59 Firth
Jeff Sanders	SD 91 Idaho Falls
Bob Devine	SD 91 Idaho Falls
Diana Melino	SD 91 Idaho Falls
Michael Messick	SD 60 Shelley

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JANUARY 27, 2017**

IDAHO FALLS COMMUNITY COLLEGE FEASIBILITY STUDY

Dale Clark	SD 60 Shelley
Randy Hurley	SD 91 Idaho Falls
High School Counselors	USD 91 and 93
Chanin Thompson	Bonneville High School
Kathlene Parsons	Hillcrest High School
Genny Armstrong	Bonneville High School
Jennifer Pickett	Sandcreek Middle School
Jared Dodson	Sandcreek Middle School
Scott Woolstenhume	District Office
Ty Salsberry	Bonneville Online
Jennie Likes	Lincoln High School
Troy Cook	Hillcrest High School
Bone	Rocky Mountain Middle School
Galyn Todd	Rocky Mountain Middle School
Shauna Polson	Hillcrest High School

APPENDIX B

Question Responses from Community Members

What is your understanding of the role and mission of EITC?

Comments showing understanding of the role and mission of EITC

- EITC provides programming for workforce development to include practical skills.
- It does not provide a large number of academic classes.
- It has limited majors.
- EITC provides a strong role in noncredit community education.
- EITC provides educational programming that appeals to people that are not seeking an academic degree.
- It offers a quick fix to get skills for employment.
- Continuing education is a role of the college.
- The business community relies on the college for skills and knowledge for the workforce.
- Noncredit training is a key.
- EITC provides a lot of training for hospitals in the health industry, safety, and trades programming.
- EITC provides a cross-section of educational opportunities.
- Workforce training both credit and noncredit.
- Train people for careers.
- The end point is getting students to work.
- Remedial classes.
- Workforce training. The college can determine the need and then addresses the need for industries.
- Nontraditional student's needs are met.
- Students who were not ready for college and maybe returning to get skills.
- Training employees for employers.
- Provides vocational and technical education to the region.
- Serves a broad spectrum of age groups.
- Students attend for a different number of reasons.
- The programming is work related and students can be training for very specific skills.
- Students can get a certificate or a degree and some of the programs are longer than others.
- They provide training for the various trades and students can earn an associate degree.
- The college also provides workforce training for employee personnel.
- The technical college prepares students for a career in specific skilled areas.
- It also provides adult basic education.
- It takes tax users and makes them tax payers.
- It helps to provide technical education for our community's needs.

- Provides training for Idaho National Laboratory.
- It has a wide variety of majors.
- It provides vocational technical opportunities for certificate and associate degree programs.
- Community education.
- Workforce education.
- They provide technical programming for certificates in various trades.
- Some general education but not the applied science and associate of arts degrees.
- They play an important role in our community that needs to be enhanced.
- It's a technical college with some basic coursework in general education.
- They do community education.
- There is a booming business in the healthcare industry and they help meet that need.
- They provide technical education for students who are not going to go to a university.
- The technical college focuses on technical classes for students.
- The academic courses are very limited.
- It's one of six technical colleges in the state.
- They provide technical training for the area more than just Idaho Falls.
- They provide ABE and GED instruction.
- Community education.
- Workforce training.
- Customized training.
- They are a valuable asset that is filling a void.
- In a flexible manner, provide training for a career or occupations
- To train people for productive employment.
- Successfully integrated programs with Idaho State University for expansion of programs. An example is the medical building which has shared space between the two institutions. These type of cooperative endeavors breakdown turf barriers.
- Technical College that provides technical education.
- It's a low-cost option for students not seeking a traditional degree.
- It provides job skills for people to get a job.
- They serve a very specific student and provide them a technical degree. Students who receive this technical degree cannot easily transfer to a four-year college.
- EITC provides programs that are quicker to receive certification, lowering cost and allowing students to stay home.
- Very limited but good technical programs.
- They teach individualized technical skills for an occupation.
- It's a voc-tech school, not a college or university.
- It provides vocational technical education to prepare people to enter careers. Most students are from Idaho Falls.
- It provides education for skilled labor positions. These positions don't need an advanced degree because their very job specific.

- Provides programs that are trade oriented.
- It's a state institution that is tasked with technical education and training.
- The programs have extremely high placement rates. To me that's an indication of quality.
- Many of the programs are full.
- They provide limited academic classes.
- Provides vocational technical training to individuals who want to learn a trade rather than go to a four-year school.
- Their workforce training programs are excellent.
- They are continually assessing the community's needs so that they remain responsive.
- EITC's role evolved. It's much broader than it used to be.
- Vocational technical education in Idaho isn't supported at all. We need more training on the postsecondary level.
- Vocational programs overlap in academics and we need to merge the line between academics and technical education.
- EITC is affordable it serves nontraditional students and it helps those who are serious about vocational training.
- It's a State Board of Education Technical College.
- It provides similar services to those of the Community college.
- The technical college lacks the general education credits and courses.
- The health programs at EITC are excellent and we appreciate what they do.
- Professional technical education is the primary goal.
- For students to get jobs and improve their quality of life.
- To provide vocational education skills and training.
- Primarily a technical skills and trades college. The school is for individuals who want to get a job.
- Very skill oriented with specific skills.
- Very little general education is taught.
- The college is funded by the state.
- It's a great place for a student who graduates from high school and wants to get the skills to go to work.
- It was chartered as a vocational technical college that provides workforce training.
- It is state funded.
- There is a comparable component at Idaho State University.
- It is a state-funded professional technical college.
- It helps train the workforce for the Idaho National Laboratory.
- Its primary mission is for professional technical educational programming.
- The college does provide some programming for adult basic education.
- It provides workforce training.
- Eastern Idaho Technical College provides technical training plus the 16 credit hours of general education needed for an Associate of Applied Science degree.

- EITC teaches good stuff. Programs such as dental technician and automotive mechanics. They also provide some nuclear training.
- It provides basic instruction for technical skills. It helps produce skilled labor. Provides some remedial education.
- The programs that are offered have limited enrollment capabilities.
- Eastern Idaho Technical College provides technical abilities to obtain training for jobs. The college does not provide general education.

Comments showing a lack of understanding of EITC's role and mission

- Not really a technical school but more of a rounded education.
- EITC offers limited courses for a four-year transfer degree.
- I have a good sense of what they do.
- EITC is an economical way for limited general education.
- I really don't understand what the advantage to the student might be.
- I think they link to CSI for general education.
- They fill a role in the area.
- They offer something less than a college degree.
- It can't offer associate degrees but only professional certificates.
- It is not a four-year college. It doesn't cost as much as a four-year college.
- The college is state-funded and is almost a Community college.
- EITC offers various degrees.
- The college tries to serve the community. Specifically individuals who wanted an education but are having a hard time getting it. EITC often serves as a backup plan for students.

Other Comments

- I see the expansion of the technical college to a Community college as positive.
- Having CSI provide general education programming is good.
- A student can live at home and save money while going to school.
- EITC has done very well.
- It is a well-established good school.
- They have partnerships with Idaho State University.
- Currently CSI is offering classes in our area.
- There has been an effort to articulate with ISU to form basically a junior college.
- K-12 technical programming has virtually gone away.
- There's a great need in this area for what EITC does.
- We want EITC to continue to be successful.
- I'd like to see a greater presence of higher education in the area.
- If a Community college were to be formed instead of the technical college, current programs could be discontinued. This happened when College of Western Idaho was formed.
- Education is critical to life.
- EITC has lost its way. It's most important program is truck driving.

- EITC didn't grow fast enough. It hasn't kept up with the community.
- We would be better off it didn't exist.
- The reputation of the college is very positive.
- EITC serves an underserved population of primarily lower income individuals who need more attention.
- Some people perceive the college as less than a school.
- There is a perception by some parents that they would not want their children to attend Eastern Idaho Technical College.
- Eastern Idaho Technical College doesn't have the highest image as a college.
- Eastern Idaho Technical College has an image problem.

The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?

BYU-I Role and Mission

- BYU-Idaho has a very specific purpose and is not available to everyone due to it being church affiliated.
- BYU-Idaho does an excellent job in providing internships and practicum's in the area.
- BYU-Idaho is specifically for undergraduate students who are LDS.
- BYU-Idaho has an enrollment of approximately 16,000 students and a direct connection to BYU.
- BYU-Idaho provides a large number of internships.
- BYU-Idaho has a very large impact on the area with the internship programs.
- BYU-Idaho can't serve everyone, but they are meeting a huge need.
- BYU-Idaho is serving a lot of people. It's an open access college with a fine educational program which is rigorous and is improving.
- BYU-Idaho has moved into an agriculture focus which will be the agriculture instructional programs for the entire church.
- BYU-Idaho serves a certain population, the LDS people. They produce good graduates.
- BYU-Idaho does a better job than ISU. It's coming into its own as a university.
- BYU-Idaho is more eager to address the educational needs of the community.
- Brigham Young University Idaho draws a lot of students from here.
- If ISU was serving the area Ricks College would still be Ricks and not BYU-Idaho.
- BYU-Idaho offers bachelor's and associate degrees in a wide range of majors. It serves a specific niche of students.
- BYU-Idaho serves a very specific population which works well in this area.
- BYU-Idaho is overcapacity and really not an option for this area.
- BYU-Idaho is a very traditional educational experience.
- BYU-Idaho provides flexibility in educational programming for LDS students.
- BYU-Idaho has its own separate mission and just happens to be nearby.

- BYU-Idaho serves a specific market.
- The National Lab utilizes a lot of internships from BYU-Idaho.
- BYU-Idaho is a private church school that supports a four-year curriculum primarily in the liberal arts and humanities. It is a growing institution.
- BYU-Idaho has become a feeder to our company.
BYU-Idaho serves a specific niche.
- BYU-Idaho and University of Idaho's role and missions are significantly different and don't meet many of our student's needs.
- BYU-Idaho is a regional LDS school. The college has a very stringent honor code. Anybody can go there if they're willing to adhere to the honor code.
- Tithing funds offset the cost of BYU-Idaho. The ultimate goal of the institution is to develop disciples.
- Our public schools would be smart to follow the year-round class schedule that BYU-Idaho uses. Teaching school is just a part-time job the way the school calendar is now.
- There are some students who don't have the educational skills to start at BYU-Idaho. Eastern Idaho Technical College helps pick up some of those students.
- BYU-Idaho has been instrumental in supporting in this community.

Idaho State University Role and Mission in Idaho Falls

- Idaho State University provides academic classes for undergraduate students. All three colleges are serving a specific need.
- University of Idaho, Boise State University, and Idaho State University all are involved in the advanced energy partnership with the Idaho National Lab.
- Idaho State University provides students an alternative for a Bachelor's degree.
- Idaho State University has done a poor job. If Idaho State University would not fight tooth and nail over minor issues this discussion about a comprehensive Community college would not be needed.
- It is a waste of energy for ISU to do 100 and 200 level courses because the cost is way too high.
- I'm not familiar with what Idaho State University offers here versus Pocatello.
- Idaho State University's program has grown a lot and some people are critical.
- Idaho State University is jealous of the other educational institutions.
- Idaho State University and the University of Idaho have pretty narrow degree options that are heavily weighted toward the Idaho National Lab. They have limited offerings.
- Idaho State University and the University of Idaho offer primarily master's and doctorate level degrees.
- There is some 300 and 400 level course work offered by Idaho State University.
- Idaho Falls is fortunate in that we are within close location of Brigham Young University Idaho and Idaho State University.
- INL is aligned with University of Idaho. Idaho State University has been the grower and mover in the community.
- ISU does provide some degrees and credits without having to drive 50 miles.

- Idaho State University is a mixed bag with some advanced science and technology. Their bachelor degree offerings have diversified some.
- Idaho State University wants to have a bigger role in the community. They would like to serve the Community college function in Idaho Falls but they can't because they are not a Community college.
- I would be surprised if Idaho State University opposes this initiative.
- Idaho State University does not have a good business and engineering emphasis here in Idaho Falls.
- Idaho State University offers primarily four-year degrees that are related to the National Lab.
- The National Lab works with both ISU and U of I.
- Idaho State University offers some lower-level general education.
- Idaho State University is more for the nontraditional student and individuals who can commute to Pocatello.
- Idaho State University offers a full four year range of courses. These are primarily for students who don't want to relocate to Pocatello.
- With Idaho National Lab here I don't know why ISU doesn't have a stronger engineering presence.
- Idaho State University provides graduate and undergraduate coursework.
- Idaho State University should be the umbrella and we could convert high school classrooms to Community college classrooms.
- Idaho State University is adjunct to Pocatello and provides undergraduate courses toward a specific degree.
- The working relationships between the University of Idaho and Idaho State University are good not excellent.
- Idaho State University has somewhat of the Community college mission and in conjunction with the National Lab has developed curriculum for associate degrees in programs related to energy. They're good programs, but truthfully, they should be offered at a Community college.
- Idaho State is not doing well. It has good intentions but is not being successful.
- Idaho State provides some higher education opportunities in liberal arts and technology. It also offers some professional degrees.
- ISU needs to be doing their job they are not fulfilling the mission in lower division coursework.

University of Idaho Role and Mission in Idaho Falls

- INL is a major client for the University of Idaho.
- U of I provides graduate education in science technology and engineering.
- University of Idaho offers advanced degrees.
- University of Idaho has graduate programming.
- University of Idaho needs to raise its profile within the community.
- University of Idaho offers graduate degrees in science and technology.
- University of Idaho just provides a taste of their total programming, primarily graduate degrees.
- University of Idaho provides professional degrees.

- University of Idaho offers graduate level degrees primarily to Idaho National Lab workers.
- University of Idaho primarily offers specific degrees tied to nuclear energy and agriculture. It has a very narrow focus here in Idaho Falls.
- The University of Idaho offers graduate programming primarily in engineering and is tied to the Idaho National Laboratory.
- University of Idaho provides engineering instruction and makes its money off of the National Lab.
- University of Idaho primarily provides training for the workforce at the national laboratory.
- The University of Idaho has been providing graduate-level courses for over 50 years in this area.
- University of Idaho provides upper-level and graduate programming.

Comments about University Place

- University Place provides limited programming with the University of Idaho and it probably will not expand.
- The University of Idaho and Idaho State University have satellite facilities at University Place.
- University Place provides access to ISU and the University of Idaho. The colleges offer graduate and undergraduate programming.
- It's a joint effort between the institutions.
- University Place is for students who are working and going to school for their Bachelors or Master's degree.
- I'm not sure if there is some lower-level instruction at University Place.
- Some of my staff do take college credits and the bulk of the classes they take are at University Place.
- Most of the degrees University Place has are Masters and PhD, with limited bachelor's degrees.
- University Place is not what I originally thought it was. I think it does primarily undergraduate education.
- We do not have the typical university mix of students at University Place.
- University Place usually serves the university bound student.
- There is a vague difference between the curriculum between of a Community college and University Place. Pricing probably is the main difference.
- University Place provides access to area students.
- University Place has a large student population.
- University Place has an emphasis on the sciences and helps with the National Labs needs.
- Students attend courses at University Place because they're here and they don't have to pay living expenses to move or transportation costs to attend at Pocatello.
- It doesn't appear that anyone has given University Place a specific mission.
- I perceive that University Place really doesn't have a set focus.

Comments on the impact of the three Universities in Idaho Falls

- They all have an emphasis on the upper level courses for careers and of course graduate programming.

- They provide Idaho Falls with a connection to the academic world.
- The three universities provide primarily academic programming. The programming is intended for students seeking higher-level degrees.
- The universities do not address middle ground students. There needs to be a different level of education that is not technical that helps serve the average student's needs.
- A disadvantage is that they have less resident faculty here than in Pocatello.
- The colleges in the area play a large economic role as well as enhancing the cultural aspects of the community.
- Each college has their own specific area of specialty, but the general education coursework is similar.
- They're all involved in the Center of Advanced Energy Studies.
- The universities serve traditional age students most of which are full-time.
- Often classes are held at nights and weekends.
- They fill the gap between technical education and a university degree.
- Satellite campuses are very valuable.
- Colleges and universities should provide educational and cultural opportunities and have an influence on the community. These universities are doing very poorly.
- The outreach is very poor from our universities.
- The attitude of universities is we will do only as much as we have to.
- You can't really complete a four-year bachelor's degree in Idaho Falls.
- The universities do provide a nice supplement.
- The two state universities are focused too much toward science and technology.
- Their primary emphasis in the community is engineering.
- Traditional universities are becoming obsolete. I predict in the next 25 to 30 years our cultural will see this. This obsolescence is due to being able to find anything you need to know on the Internet and other quick sources. The biggest factor that will drive this obsolescence is the cost of a degree. The only thing that will be missing is how to get the official certification.
- I'm not sure if either one of the colleges offer lower level course work.
- They both offer four-year degrees and graduate degrees.
- The college's provides programming for professional degrees.
- They do advanced and graduate degrees for the Idaho National Laboratory. The colleges at Rexburg and Pocatello do the general undergraduate work.
- If any of the institutions were to expand their services cost would be a factor.
- They provide educational needs for the largest employer Idaho National laboratory.
- The degrees center on research and engineering.
- I really doubt if any of our educational institutions other than EITC have this community as a mindset. I think they're here simply to pick up enrollments.
- Here in Idaho Falls, we have higher education opportunities from general education to a doctorate.
- It is very helpful not having to go to Pocatello for all your education needs.

- Having access to higher education is a big help to the community.
- All three of the universities help meet the educational needs of this area.
- Four-year degrees are offered with an emphasis in the sciences.
- There is some overlap between the institutions in trying to provide higher education to the community.
- The universities are providing supplemental education to the community.
- There's a big need in the community to meet the needs of students that are not being met by the universities.

Other Comments

- The cost to attend the three universities is significant.
- There's a strong division between Idaho Falls and Pocatello they don't get along.
- People who want to work at the INL need a full degree.
- It is somewhat affordable for people who can't leave the area and pay living expenses away from home.
- It would be great if students could access a Community college then access satellite campus for their bachelor's degree.
- Traditional students want a place to go to school.
- Ideally the Community college would feed into a four-year program.
- CSI is here at a fraction of the cost.
- I was raised in Twin Falls and I know what a Community college can do. I'm glad they are here.
- The downside is that the credits are not reduced in price. It's the same cost as at the University.
- It's not economical to attend these universities if you're a second chance student.
- The downfall to the colleges in the area is their cost. They need to be partners in the development of a Community college.
- There are agreements with CSI for some general education programming.
- Affordability may be an issue. If it is, it is due to our own creation.
- There used to be a private college in Idaho Falls a few years ago and it failed.
- The question is how we get there with the least amount of pain and the quickest. We are not effectively providing higher education to the area.
- We need to have a Community college network.
- The Community college could be embedded in the high schools with dual credit, etc.
- The area lacks educational opportunities.
- We have shortsighted people who just don't understand. A group of folks believe that education is not a government responsibility in this community.
- There is some perceived conflict that would arise with a Community college.
- I would think both of the universities would support first and second year students who need help that a Community college could provide.
- I don't think the universities enjoy offering remedial classes.
- A Community college is a great place for undecided students who want to spend less money than at the University.

- Universities should not be focused on technical education like Idaho State. Their focus should be professional degrees.
- The Universities should not have a technical career centered mission.
- The universities don't do hands-on training.
- We lack a bridge from high school to the four-year universities.
- A Community college would provide affordability.
- What colleges providing what and where shouldn't be the issue.
- We seem to talk more about the various colleges instead of the focus being on students.
- We need to have an arrangement where the education community, economic development, businesses, and the leadership of the colleges are all working together.
- Truthfully, college leadership doesn't have a clue.
- I'd like to see a better relationship between education and business.
- We need to see programs that assist in providing skilled employees.
- Businesses should be providing scholarships to students
- Our company recruits Idaho kids because of their work ethic.
- Students basically are in the default mode because there is no place else to go to school.
- There's a real need for higher education in Idaho Falls. It is critical for the student that doesn't want to move or to go to Pocatello.

What do you see as the role and mission of a comprehensive Community college?

Comments related to access

- Community college would provide access to educational programming in general education that is not highly specialized, at an affordable cost.
- Individuals in this area need access to education.
- Young people want a college that is accessible.
- Low cost access to a bachelor's degrees.
- Motivation is the key to learning. When people are ready they need to be able to access an educational institution that helps meet their needs.

Comments related to general education and transfer coursework

- There is a real need for associate of science degrees and the general education.
- Students at a Community college can complete their general education and move on to another college or go to work.
- Some students don't want to get their general education first and at a Community college they can enroll in some skill courses and general education at the same time.
- General education is important for people to succeed and Community colleges can provide that.
- General education courses provide more options.
- In many ways it would be similar to EITC with low costs and providing the first two years of general education.
- Primary emphasis would be first and second year general education classes.
- Students could start at a Community college and complete their general education requirements then transfer on.
- Provides a general education core.
- The basics 100 and 200 level general education.
- It provides the first and second years of an associate degree. Students can complete all their general education classes.
- Eastern Idaho Technical College's curriculum would continue but have a broader curricular offering in general education.
- A key component of the Community college is professional technical education along with the transfer function.
- Academic transfer students.
- Community college will be great for transitional students who want to start at home and then transfer on.
- Students can transfer to get their bachelor's degree or complete a certificate.

Comments related to technical education

- The technical college has a technical focus, universities have an academic focus, and a Community college would provide both.
- Students need to have technical skills in order to become skilled workers.
- The Community college would keep its location with all of the current EITC technical emphasis.
- A transition to a Community college would change the Eastern Idaho Technical College culture. It would develop more support from graduates. The goal of Eastern Idaho Technical College students is to get in and get out.
- Professional technical education and providing training for organizations such as the National Laboratory. Those two things would be a big emphasis of the Community college.

Comments related to cost

- Affordable steppingstone for the working and middle class American.
- A Community college is affordable, providing professional technical education, and general education.
- We need to work together to make sure it's affordable to students.
- We get to continue the programming that EITC already does. We need to provide more programs which are more affordable to allow students to pursue their four year degree someplace.
- Younger people who can't afford to go to Pocatello. Idaho State University is pricey. EITC has limited courses.
- Community college provides a more affordable option for higher education. In this community we have a significantly social economic diverse community and some people need an alternative that is more cost effective for higher education.
- Cost of four-year degree now is impossible.
- I really like the idea of reduced cost.
- It's a lower cost option.
- It's a low-cost option.
- EITC's cost is reasonable.
- Low-cost.
- One third of the price of a university.
- It allows students to start school and not have to pay university prices.
- It is less expensive than Idaho State University or other four-year colleges.

Comments related to the needs a community college would fulfill

- A Community college can meet the needs of students whose educational needs are not currently being met.
- Our rural communities could feed into Idaho Falls and the Community college.
- The Community colleges would serve as a bridge to the universities.

- A Community college would make education available to the rural areas.
- Help employers ensure that their employees have beginning skills and assistance in upgrading their skills.
- Training for employers.
- Helping the student who is not ready for college.
- The students would spend a couple of years for an Associate of Arts or Associate of Science Degree. CWI is a good example.
- A Community college would help the state meet their “let's go on goal” of 60% of the population having a higher education certificate.
- Our real need is not more four-year institutions, it's overdone. We need more two year programming.
- I could see EITC becoming a feeder to BYU-Idaho if it were a Community college.
- It could provide a way to make a core curriculum available to everyone. It would be great for people who aren't sure what they want to do educationally. They can stay at home, work, and go to school.
- Economic impact would be great with a Community college.
- EITC already is a great school and it would simply be enhanced if it became a Community college.
- A Community college could enhance strong offerings in community health care.
- We need science and technology programs on the associate degree level.
- Workforce training.
- We could explore opportunities in the food and agricultural processing industries at a Community college.
- It's a great start for a student who wants to try a few credits.
- A person can try college with a limited financial burden and they can move on.
- It allows students to work, go to school, and live at home.
- Training in the various trades is really needed.
- Associate degrees makes a lot of sense.
- Employers would use it for continuing education.
- Remedial instruction.
- Every student in Idaho should have a Community college as an option.
- The college integrates with the community socially and culturally.
- Adult education.
- Provides programming for all ages including retirees.
- We're struggling as a state to provide adequate education.
- It provides high school students the opportunity to work toward a degree while still in high school.
- It would give higher education more visibility and broader opportunities for students.
- It's an option for kids who haven't decided what they want to be.
- Our culture is diminishing the importance of education.

- Students who are still in high school, it would provide them the basic academic coursework.
- The community education piece is important.
- Community college would give people an opportunity to get their basic education at a reasonable price.
- Students could advance their education if they wanted to after the Community college.
- It would provide people an employment opportunity.
- It should help people expand their skills for their current jobs.
- It should increase the opportunity for people to advance through career ladders in their current jobs.
- Provide students the transition from high school to university.
- Students who go from high school to a Community college have a better chance of staying in the area.
- The goal is for a student to go from a Community college to a university.
- EITC serves a specific niche with 700 and 900 credit students. ISU provides baccalaureate graduates degrees. A Community college would fill the gap and allow students to start their educations at home and try out higher education in a nonthreatening environment.
- The number of students who would be going on in higher education would increase significantly.
- It's a hardship for people to try and work during the day and then go to Pocatello for further education.
- It would be a friendlier setting with smaller classes and more specialized attention to the students.
- I would say Community colleges offer more classes that could be used for the bachelor's degree.
- It is great for students who are having difficulty getting into a university.
- I would hope it would have a big pre-engineering and science related curriculum.
- Help people get a start in college.
- Does remedial and developmental coursework.
- Some high school graduates are not prepared for a four-year college experience.
- Some students are not suited for the university.
- Provide students the opportunity to move into jobs.
- It is a great transition from high school to a four-year college.
- Allow students who need the opportunity to experiment around a little.
- Economically it's unbeatable.
- Close to home.
- Helps undergraduates and first time students, they can enroll in a non-threatening environment for the first two years.
- There's no travel involved in going to school.
- Really there's not much that needs to be added to what is currently offered at EITC to make it a Community college.
- A Community college will providing expanded opportunities with an AA and AS degree option.

- A Community college provides the student experience of being in college. They can live at home and still have a college experience.
- A Community college would fill the gap between vocational skills and a college education.
- I would hope a Community college would offer some apprenticeship programs.
- A Community college would provide young people with more marketable skills.
- High schools today are not giving the students the skills they need. A Community college could help fill that void.
- We have got this image that a four-year degree is the only way to go. That's wrong; we need people with two year degrees.
- We have statistically a low number of students who go to college and then many of them who do go drop out. A Community college would help fill that void.
- Idaho is really struggling with education. A Community college would help with that struggle.
- A Community college would expand on what students didn't get when they were in high school.
- A Community college would represent the community in economic development and workforce training.
- I see the role of a comprehensive Community college as meeting the educational needs of the community and region.
- We should be considering increasing dual and concurrent enrollment clear down to the ninth grade so that students who have the skills can complete an AA or an AS degree while in high school.
- Providing workforce training and programs for specific certificates is important.
- A Community college would help unite vocational education and academics.
- There are a lot of students who need higher education but first need some remedial skills.
- Idaho Falls people are being held back educationally.
- Community college would become a greater focus and play a bigger role than are other educational institutions. Students would want to go there.
- I watched Utah Valley Community college become the biggest University in the state of Utah. The same thing probably wouldn't happen here, however, I'm convinced students would enroll.
- Community college would help businesses hire a trained labor force that they need.
- Community colleges flexibility in providing programs would help the business community.
- A Community college would help funnel students into the University system.
- Community college would provide remedial education along with two year non-technical degrees.

Other comments

- If not a Community college then what?
- I don't think EITC's current role would be part of the Community college.
- We cannot have a Community college competing with ISU and BYU-Idaho. They need to be cooperating.
- University of Idaho and ISU already teach a very robust first and second year curriculum.

- The curriculum on a Community college must connect student's interests and provide hands-on instruction.
- The main reason this initiative failed in the past was due to the dollars.
- Idaho Falls people think University Place should have been a Community college that the voters don't have to pay for.
- I think we would have a younger student population than is currently enrolled at EITC.
- I would love to see the Energy Systems Technology Education program moved to EITC from Idaho State University.
- I just hope they all get along.
- Competitiveness is not always good.
- Look at CSI as a model.
- Two year schools hire people who want to teach. Four-year schools hire people who want to do research.
- I'm not sure what the role of the Community college would be.
- Higher education in Idaho is dysfunctional. Having separate colleges and not a higher education system causes competition between the institutions.
- There's not a clear definition of what college is doing what.
- We do not need to build a lot of bricks and mortar.
- High school kids just don't get it. A lot of them still need a lot of remedial classes. They don't have any idea what it takes to get a job.
- The EITC Foundation can be of assistance to people.
- Community colleges have partnerships with the private sector.
- The out of district tuition that is now going to Twin Falls would stay in the county.
- I would see it being in cooperation with University Idaho and Idaho State University.
- Idaho National Lab wants to continue partnerships with the University of Idaho and Idaho state University
- What is the intention? Are we trying to redesign the system for education in Idaho which is poorly designed?
- This hybrid situation we currently have got in Idaho Falls has grown due to a vacuum.
- What is currently offered in Idaho Falls may be the most comprehensive educational offerings of any place in the state.
- We have got to have a legislature that starts funding education.
- Why would we want to fund another entity into the mix of what we currently have?
- Postsecondary education has been significantly harmed in the last few years in the state budget.
- Don't know.
- We need more education here. But, there are only so many education dollars.
- University Place needs to be expanded programmatically.
- Right now my business has 50 openings from trade level positions to professional positions; four of those positions are for engineers and I can't find the people I need.

- My business has to do training and career development internally. The colleges and universities are not providing what I need.
- We could develop a network which would be a center of excellence and students could start in high school and finish at Idaho State University.
- I really don't have a broad understanding of what a Community college does.

What are the advantages to the Idaho Falls area in having a comprehensive Community college?

Comments on Access and Location

- A Community college could serve the rural areas.
- Community college is convenient, affordable, and provides the adult population access.
- Access.
- Economic development would be enhanced due to greater access to higher education.
- A Community college can provide access and flexibility for programming.
- People can have a full-time job and still be able to take classes.
- A Community college provides access to affordable education.
- It would provide access for so many people.
- Students can live at home.
- Provide opportunities for our stay-at-home kids.
- You can't beat being able to stay-at-home, work, and go to school.
- Students would stay-at-home.
- Students could work, go to school, and live at home, all at a reduced cost.
- Students can stay at home and get their degrees and then move on.
- Allow students to work and go back to school at the same time.
- Community college would help us get the employees that we need. A lot of students would probably work and go to school which keeps them in the community both as workers and as students.
- It would provide students the opportunity to stay here and go to school.

Comments on High School Students and Dual Credit

- Dual credit could be enhanced. I'd love to see students be able to earn an associate degree while still in high school.
- We should see a large increase in the number high school kids taking college classes.
- A Community college education should be embedded in high school.
- Most of our dual credit is coming from Northwest Nazarene College.

Comments related to High School Graduates

- We need to make sure that our technical programs are working with area high schools.

- We have to ensure a seamless transition from high school to the Community college.
- We should develop a seamless process for our high school and Community college professional-technical programs.
- A Community college might serve our high school graduates who are uncertain about their educational future.
- Currently a graduate from high school has all the skills of a Community college graduate.
- It would really help the kids coming out of high school who are not sure what they want to do.
- Community college would help traditional aged students attend.

Comments related to benefits for students

- Community college can help get students ready to transfer. In other words students can afford to fail if they're not ready.
- We need programs to allow local students to meet employer's needs in this area.
- A Community college would help students transfer wherever they want to go.
- We need more schools for students to go to, in particular a Community colleges.
- A Community college provides more benefits to students.
- We have well-rounded educated students. It would be cost-effective for students.
- Focus on what is good for students.
- A Community college is a student-based college.
- Students need sound advice to help them establish their career goals and having sound advising and a career center would be great.
- It would keep our students here.
- A Community college gives a student who's lost educationally an option right in their backyard.
- It provides flexibility for the student.
- Students would stay in Idaho if a Community college were here instead of going to Utah.
- There will be economic benefits from area students coming to Idaho Falls.
- I'm sure it would serve nontraditional students.
- It would keep students here.
- Should provide more flexibility in when students could take classes.
- I don't see a burning hole of students that services are not being provided to at this time.
- Some students who just come back from a mission are out of sequence in getting their education. A Community college could be a great option for them.
- Community colleges provide some learning opportunities for students with disabilities who want to go on to college but have a hard time adjusting to the environment.
- It would fill a need for students who are not ready to start a four-year college.
- A Community college would really help the undecided student and the student that needs help academically.
- It would be a pipeline for students.
- It will give students the college experience.

Comments related to cost

- The lower price for the students is a factor.
- Reduce cost for students.
- The reduced cost for students to go to school is a big factor.
- This would allow students that are low income to get a leg up in completing their educations.
- Cost and availability for students.
- Currently students do not have an opportunity to decrease the cost of their education. A Community college in this area would provide that opportunity.
- Cost savings to students.
- The cost to go to school would be significantly decreased.
- A Community college has lower fees.
- A Community college provides the opportunity to educate poor children who end up going on to school.
- Two biggest advantages are cost and location.
- A Community college should be cost effective.
- It provides affordable education.
- In our area cost savings are not available like what a Community college provides.
- A Community college provides affordability and availability to the general education core.
- It provides affordable higher education.
- A Community college would provide educational opportunities for individuals who can't afford to go to school.

Concerns that were expressed

- Perhaps we should really evaluate what the community needs educationally and see if a Community college will meet those needs.
- How a Community college would compete with Idaho State University may be an issue.
- Our unemployment is very low at 3.1%. As we try and recruit companies, they say where are the people? You have such a low unemployment rate how can we find workers?
- We have a number of educational options including online classes, new technology, as well as brick-and-mortar.
- The colleges in the area need to work together and address any turf issues that may exist.
- Idaho Falls is not recognized as an educational community.
- I'm having a hard time seeing the advantage where we have EITC, ISU, and BYU-In the area.
- Isn't the market already saturated with the other educational institutions?
- What is the return on the investment and who pays for it?
- I don't see an obvious missing link in our higher education offerings now.
- The idea of having preparatory coursework is nice but is it cost-efficient?
- I'm really not familiar with what they would be.

- I don't know enough about Community colleges to be able to know what the advantages are. I'm sure there are some.
- Personally I think the community should have a University it would be better.

Other Comments

- A Community college would provide transferable credits.
- A Community college would expand the number of general education courses available.
- EITC infrastructure is there and can be used.
- The community is large enough to have a Community college.
- If EITC were to expand to a Community college that would be good.
- A Community college is easier to understand its role and mission than some of the other institutions.
- The college could be a 24-hour a day facility if needed.
- A Community college provides an identity for the community with events, cultural activities, athletics, and sound educational programming.
- It could be a focus to the community's pride which currently is missing at this moment.
- Faculty becomes an important part of the community.
- Broader coursework would be available.
- A Community college could provide advanced training for areas such as agriculture.
- Provide educational programming for the Idaho National Lab.
- We should focus on the community and develop areas of study such as outdoor recreation or geothermal and seismic programs.
- It would be a great marketing standpoint for the community.
- It would be key to the community and provide more choices to our citizens.
- We would have a better trained workforce.
- I like EITC, however a Community college sounds more prestigious.
- Part of the Community colleges success is having the local support.
- Community colleges can accommodate all types of learners.
- Community colleges can help people with advice in career options and development.
- A Community college can have a major impact in the community with cultural events and activities. Idaho Falls is a perfect city. Our only looming void is our lack of educational opportunities.
- A Community college can be the hub of the community.
- A Community college could provide for economic development.
- Sound advising.
- A Community college would provide a big cultural advantage to the community.
- It provides broader opportunities for kids in transition.
- The cultural side of the Community college is very important. Educational institutions enhance the community.

- Community colleges need to be tied to industry. It can also solidify and help the four-year colleges in the area.
- Articulation has got to be good between the colleges.
- A committee college here should be a great feeder to ISU.
- The community will feel connected to an entity in the community.
- Economically Community college education is great for the community; it increases housing, jobs, and retail stores.
- Partnerships with business which would provide increased skilled labor.
- People would look at our community differently if we had a Community college.
- A Community college would have a tremendous impact on attracting businesses.
- It would enhance our labor force.
- This would be a great location for a Community college with the population base that we have around Idaho Falls and Pocatello. We have close to 250,000 people.
- I would hope a Community college would help in attracting industry.
- A Community college should strengthen many of the training programs.
- I don't know if University Place offers a more limited curriculum than a Community college would.
- Community college provides an easier entry point into the education experience.
- We need to increase our sciences etc. along with the technical education aspect that we have with EITC.
- A Community college provides an opportunity for everyone to explore.
- There just isn't a Community college option in this area.
- Idaho Falls is not a recognized hub of intellectual leadership.
- Often people who are employed at the National Lab complain that their spouses do not have professional jobs. A Community college could help employ those individuals.
- The community should have a pool of talent that would help the college.
- Community college teachers are great faculty and teaching is their priority.
- I'm a big fan of higher education.
- The nurses that we get from Idaho State University and EITC stay in town they have ties with the community.
- When I drive home tonight and see the parking lot at EITC full it's an indication that were doing some things right.
- We need an education system that is like a highway with many ramps on and ramps off.
- We need a seamless education system.
- Economic development is a key component of a Community college.
- I would hope we would establish some real community pride in our Community college.
- Having local ownership of the college is important. We don't have that sense of ownership with Eastern Idaho Technical College.
- It would help with the cultural enlightenment of the community.

- When you have a better educated community, people become more involved in the community. They become more open thinking.
- I hate to see our young people flounder as they try to determine what they want to be.
- A Community college would help young people get their marketable skills.
- The National Lab is a significant employer in the community and we need to have a strong workforce. The lab currently employs 4,000 people and that population will grow.
- The lab is always on the hunt for good people. A Community college could help meet that need.
- A Community college would help attract other employers.
- Eastern Idaho Technical College is trying to provide transfer degrees but they are not able to do it.
- A Community college provides a comprehensive approach to education.
- A lot of people can't find employees. The Community college could help reduce that issue.

What are the disadvantages of the Idaho Falls area having a comprehensive Community college?

Comments indicating loyalty to or concern about impact on other institutions of higher education

- There are some perceptions that it might dilute the population for University Place and BYU-Idaho. That is probably not true but it could have an impact on Idaho State University.
- Are we just adding another layer of bureaucracy to our educational system in Idaho?
- Would there be competition between the other colleges such as Idaho State University for undergraduate students?
- Do we cut Idaho State University enrollments? There's got to be some way to develop a balance between ISU and the new Community college without anyone being penalized. We've got to hold ISU harmless.
- We've got to look at education as a region not as individual communities.
- Somehow were going to have to hold ISU harmless because we will be pulling students from the University.
- ISU may look at this as competition.
- Would it impede BYU-Idaho, and Idaho State University from having a greater impact in our community?
- We need to have strong agreements with universities and work together not separately.
- I'm afraid some institutions will be reluctant to give up their turf.
- It depends on how people perceive whether it will hurt or help the other colleges. It's my understanding the Provost of Idaho State University may be for it. I'm not sure where the President and Vice President for Finance are at ISU on this topic.
- I hope it would not negatively impact the lab's ability to work with ISU and U of I.
- I understand the general focus of the University of Idaho is Masters Degrees and PhD's.

- I'm not sure the wages at a Community college would be able to compete with BYU-Idaho or Idaho State University.
- Would a Community college erode from what EITC and University Place are doing?
- CAES has been very successful within the community.
- This hybrid model of higher education we have here works.
- If BYU-Idaho and Idaho State University see it as some type of competition there in the wrong business.
- BYU-Idaho in many ways has created a drain on Idaho State University.
- Idaho State University must be supportive.
- All parties need to be rowing the canoe in the same direction.
- We've got a number of colleges in this area trying to fill the need in a small way. We need to develop a win-win for all of the institutions.
- BYU-Idaho sees the need and understands the need.
- University of Idaho primarily emphasizes the graduate research.
- This should be a win-win for everyone.
- Loyalty to BYU.

Tax and cost concerns

- Having to pass a taxing district.
- The cost to the taxpayer.
- Of course taxing will be an area of concern.
- How it is funded? With property taxes will be an issue.
- Cost to the taxpayers will be a big issue.
- Taxing could be a problem.
- The perception of cost is an issue. We have a lot of people that regardless of what you say we need to do they simply respond with we can't afford it.
- The taxing.
- People may not see it as economically feasible.
- The only barrier is possible cost.
- People have got to know what the costs will be.
- Somebody has to pay for it.
- Quality education does cost money; we've got to be committed to doing it.
- Taxes.
- An additional tax levy.
- Taxing should not be an issue. However, a significant number of our population will see it as a negative.
- Trying to get the fiscal support is an issue.
- Fighting for the limited resources and money.
- Competing with public schools for the tax dollar maybe a concern.
- Cost.

- Trying to establish a local property tax is a problem.
- We're supporting ISU with our tax dollars in income tax. Why would we want to pay taxes for a Community college?
- To the general population the big issue will be the tax burden.
- Are local taxes offset by local control?
- Bond issues are hard to pass.
- I don't see the tax as an issue.
- It will cost us some money but we need to make an investment in higher education.
- There will be some people who can't get over the issue of funding.
- The biggest perceived disadvantage is taxes.
- The only downside is the tax burden.
- In order to establish a Community college it is going to cost local taxpayers money. People have a hard time advocating taking money from what they perceive to be the widow lady down the street.
- The major disadvantage is getting one. Due to the tax increase.

No disadvantages

- I don't see any disadvantages.
- I really don't have any.
- In the long run there are no disadvantages.
- I can't think of any.
- None.
- I can't think of one.
- I don't see any disadvantages.
- I don't see a true negative.
- I can't see any disadvantages.
- None.

Comments related to need for a Community college

- Are there gaps that are missing educationally in our community?
- How saturated is the area currently with educational programming?
- Is there a niche that the Community college needs to fill?
- Perhaps a Community college would be more nimble in responding to community's needs. Right now EITC is very good particularly in the noncredit areas.
- Some people will indicate that this just compounds a system that is already perceived as being broken and competitive.
- We have to make sure that a college does not compete with businesses such as fitness centers, etc.
- We have got to look at the future to provide success for students into the future.
- I think a Community college might water down the technical programs that are already offered.

- I'm just not convinced the need is real.
- I think we have got the educational programs we need already.
- If we keep the job readiness component at a Community college we would serve the students that we need to serve.
- We have an underserved population. Most of the students who graduate from high school are not sure about their higher education plans.
- We have a group of people who are working that are not making much money who probably need to upgrade their skills.
- Different industries will hire people and those folks will need training.
- Here in Idaho Falls, we have fairly high wages at the entry level for many of the professional positions. While people who work in the retail sector just don't make much money at all.
- There is a perceived glut of higher education in the area.
- People don't realize that they're paying to send their students to CSI instead of keeping them here in the community.
- We're the only part of Idaho that doesn't have a Community college.
- There's a huge need in this area. Having a trained work force is our number one problem.
- We just don't have enough graduates.
- I don't need more MBA and PhD's. I need 50 people who have technical skills.
- Professional technical education must remain as part of the role and mission.

Other Comments

- Due to the different cost between institutions are there blocks of students who would enroll in colleges based upon cost?
- Startup costs for the college have got to be a factor.
- Providing sound information and communicating why a Community college is important will be imperative.
- There will be some transitional complications because we're going to be changing the way were doing things.
- Our workforce training needs to be tied to specific trades.
- If we had a Community college it's got to have a strong partnership between the other colleges and universities where transfer is seamless.
- No matter what you propose there will be a group that will be opposed.
- Education does not have a history of being efficient and productive.
- There are pockets of people who are here that would be in favor of the college while some people will be opposed.
- I understand the enrollment is about 125 people who work in the National Lab that are taking classes at any one time.
- You would need to find instructors for the college.
- If the student completes an Associate of Arts or Associate of Science from a community college and does not go on they are at the low end of job readiness.

- People don't understand how a Community college would elevate the community.
- There may be some differences in access the Community college would provide.
- The legislature should pay the bill and stop sending the bill to the property tax payers.
- It's a shame that locals have to provide these educational experiences and institutions because the state doesn't.
- Perhaps people would be upset with change both internally at Eastern Idaho Technical College and in the community.
- Perhaps the perception or stereotype of a Community college being less vigor.
- I'm not sure there's really a market for a Community college here in the community.

If a Community college were to be created in the Idaho Falls area, who do you see the college serving?

Recent High School graduates

- High school graduates.
- It would serve students who would like to take bachelor programs by giving them their needed general education courses.
- We will increase a lot more numbers of students who go to college right out of high school.
- We'll see students enroll who are just exploring to see what they want to be when they grow up.
- High school graduates.
- High school graduates.
- High school students wanting to start a career.
- Students who need an opportunity to explore and maybe aren't quite ready to make a decision on what they want to do educationally.
- Recent high school graduates who just want to give school a try.
- I think it would serve a younger population than what is currently enrolled at Eastern Idaho Technical College.
- It could serve 18 to 24-year-old students who are coming off missions.
- I think the primary audience will be a combination of high school graduates and returning adults.

Non-traditional students

- Adults returning to school.
- Young parents.
- It could provide continuing education opportunities for nontraditional students.
- It should help the people who are underemployed.
- Our adult population that is trying to get more education should increase.
- People who just need general education courses that will help them with life. We all need baseline skills.
- Adults who have struggled previously and now want to go back to school.
- Veterans with special needs.
- The retiree population in the area.
- Underserved students including minorities.
- I would say it would serve a good mix of everyone from the young people on up including a lot of nontraditional students.
- Bright young people who are not fulfilling their potential.
- The low income population.
- Hispanic population.
- Adults.

- Nontraditional students.
- The working public will enroll. It should increase the capacity of the number of students to be served.
- Second chance students who'd like to go back to school.

Dual credit students

- Dual credit and dual enrollment should increase.
- High school dual credit students as well as recent graduates.
- It would be great if high school students could take community college classes at the same time they are in high school.
- I think concurrent enrollments will increase significantly. This year in Idaho we have 63,000 dual credit or concurrent enrollment students in our high schools.
- Perhaps agreements could be reached with the public schools for concurrent or dual enrollment.

Students from rural areas

- It could serve the rural areas if technology were used for instruction.
- It could draw students from Idaho State University in Pocatello.

People needing training or re-training

- A Community college would provide flexibility to assist in addressing the community's educational needs.
- Adult and community education classes would be offered.
- Adult students who are interested in training and retraining could enroll.
- It should have a workforce emphasis.
- We need to have Community college programs that match our industries.
- Workers who need to be able to upgrade their skills.
- Workforce training students.
- Training and retraining should be a goal.
- Community colleges could provide site related employers with opportunities for advanced certification and continuing education.
- People need to be retrained and having a Community college would help keep our workforce here.
- Older people who are in a career and need to upgrade their skills.
- Industries needing trained workers.
- Employed people pursuing career ladders.
- We need to provide lifelong training and a Community college can do that.
- There would be teachers who might access the Community college for professional development. I understand this can be done in conjunction with universities.

- The college could provide certifications such as real estate.

Students with accessibility or affordability constraints

- Affordable tuition for people who want to stay home, and work, while going to school.
- Students who want to take general education classes here at a cheaper cost.
- We will see a lot more students enrolled because the cost of accessibility. Classes probably will be easier to get also. There is a big need.
- The families in this community would be served.
- It would serve students who can't afford ISU.
- It costs a lot to go to school and average students who don't have a lot of money could really benefit from a Community college.
- A lot of students that are going to ISU who probably would now start at a Community college.
- Some people who can't get to BYU or other locations could start at the Community college.
- The tuition should be lower at a Community college.
- It should be more cost-effective to go to school.
- We have a population of people in this area that are underserved who can't leave town and can't afford any other higher education options.
- I'm sure there are some students who just can't leave and go to Pocatello.
- If they have something close to home they will participate and stay at home.
- The economically disadvantaged.
- People who want to work, live at home, and go to school.
- Truthfully, it will serve any student in an affordable manner.
- It provides people the opportunity to stay at home, work, and go to school.

Other Comments

- It depends on how the school is structured.
- It could have a huge economic development advantage. A Community college would be seen as an economic development asset.
- I would see the college serving multiple pools of people. Working adults, as well as, traditional aged students would be served.
- Providing night classes will be important.
- My understanding is that 60% of Community college students don't graduate--that needs to change.
- Students who currently enroll in EITC would probably enroll in a Community college.
- I'm not sure how it will effect Idaho State University.
- The normal group of students that would enroll are already served.
- It would remove some of the stigma of being a technical college.
- I'd like to see a statewide Community college system established.
- The credits have got to be transferable.

- We have a number of people who leave the community to attend the University of Idaho and Boise State University. Maybe they'd stay put for a couple years.
- It would provide to the community at large, a more visible presence of higher education.
- Bonneville County would be served well.
- It would provide a financial advantage to the area counties.
- If we can get established businesses who are willing to help pay for education it becomes a win-win for everybody.
- Students who can afford to travel and go to school will not enroll.
- Currently we have a lot of students going to Community colleges in Utah. Maybe we could attract some of those Utah students to Idaho Falls.
- There will be some people outside the community who choose to go to school here.
- Hopefully, a lot of our students would stay in the community.
- Right now we have a very strong outward migration to go to school and that needs to be reversed.
- I think it would serve students whose grades aren't as good and need some help prior to going to a university.
- I know most Community colleges want to offer four-year degrees.
- I think it would be a regional institution.
- BYU-Idaho does not meet everyone's needs.
- We have an underserved population in the region from the Twin Falls to Salmon.
- Students who are average students often are left out.
- I'm a graduate of a Community college and I think it would be great to provide the students the opportunities that I had when I really didn't know what I wanted to be.
- BYU-Idaho has got a specific niche.
- We can't undersell this to the population.
- Young people who need marketable skills.
- We need to look at the German model which is constantly training their workforce.
- With properly trained individuals we can be more competitive in business.
- There's a real need for education in this community on the Community college level.
- You have about 25% of the population that will go on to higher education, 50% may or may not go on to school, another 25% absolutely will go on to school. The Community college serves that 50% in the middle.
- There are a lot of students who need remedial education.

What is your understanding of how Community colleges in Idaho are governed?

State Board of Education

- State Board of Education.
- State Board of Education oversees them.
- It's governed like EITC by the State Board of Education.
- State Board of Education?
- Community colleges are governed by the State Board of Education.
- State Board of Education has a role in governance.
- The governing body reports to the State Board of Education.
- State Board of Education.
- State Board of Education hires the presidents.
- State Board of Education?
- State Board of Education.
- By the State Board of Education. I guess it works pretty well.

Local Board of Trustees

- They probably have a local board of some type.
- I think they are independent colleges with an elected local board.
- By a local board.
- Board of Trustees local board.
- A local board that is responsive to the State Board of Education.
- Trustees can play a real role with ties to industry and business recruitment.
- They are governed by local Board of Trustees.
- By local Board of Trustees.
- Maybe there is a local Board of Trustees.
- A President is selected by a Board of Trustees. Then it has a typical college administrative structure under the Board of Trustees.
- They have a locally elected board. Which has its own merits in some ways. They would have the local feedback and support.
- A local board of trustees.
- A local board of trustees who oversee the administration.
- A local community Board of Trustees which establishes a taxing district.
- Community colleges are governed by locally elected Board of Trustees.
- Committee College has a local taxing district with the local Board of Trustees.
- A local board is good. The community then has skin in the game.

State Department of Education

- The college would be part of the Department of Education.

- Is a part of the Department of Education? Maybe the State Board of Education.

Don't Know

- I do not have a clear understanding.
- I'm not sure how a Community college relates to the State Board of Education.
- I do not have any understanding of how they are governed.
- I don't have any idea.
- I don't have any idea.
- I don't have any idea how they are governed.
- I really don't know.
- I don't have any idea.
- Don't know.
- I'm not sure who hires the president.
- I have no idea.
- I don't know.
- I don't know.
- Somehow the professional-technical system is involved.
- I don't have a good understanding of how it's governed.
- I assume it's the same as the universities.
- I'm not very good at this.
- Is a part of the local school board? Maybe the State Department of Education?

Other Comments

- Their funding is through the legislature as part of an appropriation.
- I'm not sure how the curriculum is approved perhaps through the State Board of Education.
- I do know that EITC has an advisory committee.
- The legislature sets the allocation.
- I know that there is professional technical education funding including Perkins funding and that these are separate from the University budgets.
- The legislature sets allocations.
- Funding from local taxpayers.
- One general education budget set by the state may be a disadvantage.
- The general population doesn't have a clue how Community colleges are governed.
- We need to go through educational reform where all administrators don't need a PhD to run a school. We need some business people administrating instead.
- CSI is a very vibrant Community college.
- Look at CSI as a model.
- Maybe some local governments such as an advisory committee.
- County commissioners hire the staff.

Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the Community college taxing district tax payer to pay?

Over \$100/year

- \$100 or \$150 per 100,000 valuation.
- \$200 a year. Most people spend more on lattes than that.
- \$120 annually per 100,000 valuation.
- \$100 annually per 100,000 valuation would make sense. The city of Shelley is trying to raise \$150 annually for a recreation Center. I'm optimistic that that will pass.
- \$100 per hundred thousand valuation.
- It needs to be under \$10 a month.
- Under \$10 a month

\$50-\$100/yr

- \$60 per hundred thousand per year.
- Less than \$100 per year per 100,000.

Less than \$50/yr

- Somewhere between \$21 and \$25 per hundred thousand. There's a lot of money in this community. Bigger families \$30-\$40 per hundred thousand.
- Maybe \$30 a year.
- Maybe \$5-\$10 per hundred thousand per year.
- \$30 or \$40 per hundred thousand valuation.
- I don't know for sure maybe \$20 to \$25.
- Maybe \$10-\$15 a year.

Don't know

- This is where the rub comes. Money.
- I'm not sure.
- Don't have any idea.
- I don't have a dollar figure but someone needs to put a dollar figure on it.
- What would it take? I'm not sure.
- Don't know.
- I don't know where to go with this.
- Don't know.
- I'm kind of afraid to ask.
- Don't have any idea.

- Don't know. This would be a great topic for focus groups.
- I don't know. We can't seem to pass a bond issue. Every bond has failed.
- No idea.
- No idea. I really haven't thought about it.
- No idea
- I really can't give you a figure. But I'm willing to pay a reasonable price for education.
- That needs to be an individual decision.
- I don't know what a dollar amount would be.

Concern about lack of public tolerance for taxes

- What makes sense is not the same as what people will tolerate. Tolerance levels for any type of tax increase are extremely low.
- County residents may not be as supportive for a levy as the city folks.
- Taxing will be a hot button issue.
- Our event center became a major issue even though they were not assessing property taxes.
- I really don't know how the wind is blowing on property tax issues currently. But I would guess it's not well supported.
- In order for people to understand the cost we're going to have to do a great job in educating them on the return in their investment.
- The anti-community group will be an issue.
- Any new tax is a huge hurdle.

Passing a bond issue

- I think to assess about half as much as the public schools are assessing would be reasonable.
- There's a large faction of the community that is interested in the concept and understand the need. There is another group of individuals who would not be supportive, who do not understand the need, and do not support most things.
- It's our civic duty to support others.
- It will be supported by people with a more liberal view.
- The people will engage the idea if they understand the vision and it is expressed clearly.
- We need to make sure we can get the tribe involved. They're not doing what they should be for their community educationally.
- Don't take money from one source and give it to another.
- Property taxes are a major concern with K-12.
- Hopefully, change will not be solely decided based upon money.
- We need the endorsement of Frank Vandersloot.
- The Idaho National Laboratory needs to be supportive.
- Rick Provencher with the Department of Energy needs to come out and be supportive.
- People have got to get behind this initiative.

- I'm just not optimistic it will pass regardless. People just do not want to pay taxes.
- I'm not sure you can get the two thirds majority required. I think we would be better off trying to get the legislature to establish a statewide Community college system.
- It's very hard to get a two thirds majority vote.
- Confidence levels in the schools should equate to the amount people receive and pay. Using criteria and various evaluation measures should dictate how much individuals are paid not the unions.
- It has to be a very good campaign and involve the anti-taxing forces.
- \$5 million a year is nothing for the taxpayers in this area.
- Need should dictate the amount.
- A lot of people will say zero.
- It should be comparable to a school bond.
- If the people believe in it they will pass it.

Other comments

- If we can educate the community to the benefits of the Community college then people will pay for it.
- The state constitution makes it harder for us to move forward educationally with the 66 2/3 majority needed for passing bonds and levies.
- I'm looking forward to having the literature on the pros and cons of a Community college.
- Do the other institutions such as ISU etc. see a need?
- Has there been any consideration to having a different mechanism to fund Community colleges other than property tax?
- We probably need to do a best practice study to see what comparable states and colleges are doing in relationship to property tax assessed.
- It would depend on the effectiveness and management of the board. If the school is extremely effective and efficient people would be willing to spend their money on it. The public schools are driven by the union and the administrators can't manage the schools. School boards should be doing the management of the schools not the administration.
- This community supports district overrides for the school districts.
- People need to understand the return on their investment.
- In a perfect world, Idaho State University would understand what needs to be done and help get it accomplished.
- We have EITC, BYU-Idaho, ISU, and the University of Idaho why do we need a Community college?
- Telling the value of the story will be important.
- What is a relative comparison with other schools and how much they levy?
- What percentage of the budget is raised by property taxes at the other Community colleges?
- We ought to be assessing at least the same amount as what the College of Southern Idaho and North Idaho College are assessing.

- Why would we not pay what other districts are paying?
- K-12 had issues with bonds, but yet the bonds do get passed.
- In my opinion if our taxes had to be split out they would go to the public schools first.
- The local school districts have had a hard time selling their bond issues.
- Our community will support things if you put together a good campaign.
- Enhancing EITC makes a lot of sense other than building another campus.
- I think the goal right now is that only Idaho Falls is the taxing district.
- We have way too many exemptions.
- The county has allowed a lot of starter homes in the range of \$150,000 to be built. When these homes have the homeowners exemption there is very little valuation left for taxing.
- The valuation for Ammon is \$670 million.
- This has to be marketed and sold to the constituents. One way would be to show them what it's really going to cost them on a daily, weekly, and monthly basis.
- Most bond issues in this area passed with the 66 2/3 vote.
- I believe the last time this came up for a vote the city passed it and the county voted against it.
- We're having real trouble just passing bond issues.
- Really, our entire education system is broken. Are we just adding on another tax burden to an already broken system?
- I'm very disappointed in our community in not being able to pass bond issues.
- I get very frustrated with farmers who are willing to accept federal subsidies but will not pay for schools.
- If it was a Community college network people might pay for it.
- The University of Idaho, Idaho State University, EITC, and BYU-Idaho we have all of them why do we need a Community college?
- I don't think a bond issue would pass.
- People would be okay with it if they truly knew that it would make a difference.

What impact would a Community college have on economic development of the area?

- It would be huge. It would allow us to attract companies where educational access is a key issue.
- Often Community colleges are mentioned when we talk to new businesses.
- A Community college would help educate employees, as well as, their spouses and families.
- A Community college would have a huge impact in bringing new businesses to the area and keeping those that we have here.
- A Community college could make this a red hot employment location.
- It should be very positive for business development.
- A Community college should attract new business and really help organizations such as Grow Idaho Falls and the chamber.
- Hopefully, it would have a positive impact in recruiting new businesses. Companies look for educational opportunities.
- Currently the people entering the workforce do not have the skills that are needed and the Community college can help meet that need.
- It will provide us with skilled workers.
- It would help in keeping a skilled workforce here.
- It would help train people for jobs here versus someplace else.
- It will have a tremendous impact.
- Having a Community college would demonstrate the community's commitment to higher education.
- It should be very positive in helping raise the educational level of our community.
- There's no question it would have a positive influence.
- It could allow companies to expand staff and operations.
- It has a huge positive impact economically for the person receiving the degree.
- A college education also allows people an opportunity to do a job they enjoy.
- Idaho Falls would have an increased population of students, teachers and staff.
- It would help businesses locate in the community.
- It would help generate jobs at the college.
- A robust college enrollment would increase retail in close proximity to the college.
- It would be a stimulus for new businesses.
- Certain data trainings could be enhanced.
- I know Eastern Idaho Technical College has done some specific training for radiation, etc.
- The college itself will provide numerous employment opportunities.
- The creativity and energy of a Community college is hard to measure.
- It should have a positive impact, as education increases salaries increase.
- Workforce training and workforce retraining should increase.
- Currently, people are not going on in higher education and perhaps with a Community college more people would.

- Higher education has a positive impact on economic growth.
- An increase in educational opportunities may increase employment.
- We do have a lot of people who are under employed. They get educated and then they leave.
- We need to look at economic development regionally. We have 128,000 people in this area.
- We can no longer continue this competition between Pocatello and Idaho Falls.
- It could be very meaningful economically.
- I think we would see a larger number of students taking classes and expanding offerings to various industries.
- The Community college itself would be a new business in the region.
- Educational opportunities are always a question that is asked when people are considering relocating to the area.
- We've got to have a great K-12 to the Community college tie.
- Depending on the focus of the Community college, it could be a great draw for employers and families.
- Our education system is important to new businesses.
- The college can provide training.
- It should be a tool for the recruitment of new businesses.
- It should provide another layer of opportunity for employment.
- It's got to be an affordable option and hopefully keep our students here.
- Just the budget of the college and its spending should be a boost the economy.
- It would be just another example of our wonderful schools in this community.
- A Community college should attract new businesses.
- Some businesses would probably pay tuition and fees for their employees.
- According to a recent poll, Idaho stands 43rd in an educated workforce for 2014. That same poll has the state ranked 45th in an educated workforce in 2015.
- I've said many times, in a room trying to attract businesses, that a key component of the negotiations is that we need a well-educated workforce. Most businesses indicate they would need to bring their own workforce to Idaho Falls instead of training them here.
- It would have a huge impact.
- Just the impact of the college itself would be unbelievable.
- People who work at Idaho National Lab bring their children and they are moving from the East and West and all over. They expect good schools and they will leave if they don't find them.
- There are approximately 15,000 employees and contractors at the Idaho National Laboratory that expect sound educational opportunities.
- The economic development will be enhanced if we work hand-in-hand with others.
- Businesses coming to this region expect certain standards and education is one of them.
- I am confident that it would be very very significant.
- The potential for Idaho Falls is untapped and could explode if a Community college were present.

- What greater goal is there than providing education for children and the opportunity for families to stay together and stay in the region?
- My lifestyle and my family's lifestyle would be enhanced if there were a Community college in the area.
- It would have a positive impact. It would create jobs.
- You have to hire a significant workforce just to keep the college going.
- Adult workers could be retrained which raises the bar for higher wages that will keep them in the community.
- It's important we show people another avenue for economic development. People hear about the value of education and the need to have a well-educated workforce.
- It's hard to find good workers in this area.
- A resource for the community is an increased higher education system.
- People relocating would increase.
- Education is a boom.
- Partnerships with private sector would be great.
- A college would help in attracting new businesses.
- It should be very positive. It would give us the ability to help train workers for new businesses.
- I'm not sure what the economic impact really will be, but we ought to look at Twin Falls and NIC for examples.
- Maybe look at CWI to explore what they've done.
- The Idaho lab is decreasing its employment. We may need to attract new businesses.
- The skill level is low in this community and the college could help increase the skills.
- I would think that it would increase property values as more people come into the community.
- You have to build apartments and restaurants in fairly close proximity to campus.
- Probably the intersection of 17th and 25th would need major work.
- I think it would be helpful in recruiting new business.
- I think it would enhance the cultural activity significantly.
- If we brought faculty into the community, who knows, it might even increase the IQ of the community.
- It would increase some of the Governors' initiatives such as trying to get 60% of the population that have higher education.
- It should attract more high-paying jobs to the county and into the community.
- Twin Falls has done very well with their Community college. I know CSI has played a role in economic development.
- I guess increasing the number of faculty and staff along with students would contribute to an increase in jobs in the community.
- I think increasing access and affordability to higher education would have a real positive impact.
- I suppose increased access would be good for a Community college.
- Faculty payroll would be a big boost to the economy.

- A Community college would help attract new businesses. Having a sound medical community attracts businesses also. They could complement each other hand-in-hand.
- EITC has made a significant impact in Idaho Falls. The average citizen may not see the benefit.
- It would be huge. We would attract new businesses which would provide more money to our community.
- If we could keep people here at home. It would enhance our workforce.
- A Community college would be an important long-term investment in this community.
- It would grow the workforce and provide numerous opportunities.
- It would attract businesses and they would be willing to make the investment in our community.
- I think it could really enhance the agricultural industry in this area. CSI is a perfect example.
- The National Lab has a lot of blue-collar workers. A Community college could help in that training.
- It doesn't make sense for the National Lab to be doing training at a much higher expense than what could be done by a Community college.
- New businesses would need training and general education for their employees.
- The National Lab hires educated people, having a Community college would help attract those folks.
- Dependents from the National lab would participate and enroll in the college.
- It would be tremendous.
- Eastern Idaho Technical College is an advantage. But a Community college would be a bigger advantage.
- I truly believe that investing in education reaps significant returns.
- Twin Falls has proven the case for economic development.
- It will be huge. I have no idea what kind of role it will play in the standard of living in this community.
- We will enjoy an environment where higher education is progressive and a Community college can help fill that role.
- It will assist employers by having trained employees.
- I'm sure a community college would have a significant impact on the economic development of the area.
- Community college could be a great influence in getting things accomplished in this community.
- It would probably take a while to measure the impact. Long term it would have to help.
- A more educated work force is always good for a community.
- Yes. A good Community college would provide employers with employees they are looking for.
- It is hard to say what the economic impact would be because we have such a low unemployment rate.
- How can we justify the need for college when Stephen Heneger and other private institutions are not wanting for students? Their costs are much higher than the public sector institutions.
- It would be tough to gauge that.
- I really can't give you a reasonable answer.

- People have to remember there are no free lunches.

EITC serves a multi-county region. Do you think any of those counties would be interested in being part of the taxing base for a Community college in the Idaho Falls area?

Probably not

- No. I don't think any counties would be interested. It's kind of like when we needed money for the airport none of them would tax themselves to help with that important project.
- If school bonds are an indicator this proposition doesn't have a chance.
- Bonneville County is the most affluent and populated. The other counties are probably just too rural.
- The counties are so competitive between each other and are not willing to share so I don't think it would happen.
- We've tried in the past to join forces and it just doesn't work.
- Madison no.
- No Lemhi.
- Madison, no.
- None of them.
- I can't see the conservative base in Jefferson, Madison, or Butte counties supporting it.
- I really don't see any. Jefferson County is too conservative and not progressive enough.
- No.

Perhaps

- Some of the counties are funding large amounts of out of district tuition to the College of Southern Idaho. They might be interested depending on what the local mill levy might be.
- There might be some interest in some of the counties.
- We may want to do an assessment of out of district tuition for the various counties.
- Perhaps some of the counties could see the benefit.
- Perhaps Teton County.
- You know it could be entirely possible. It would be a great idea.
- Bonneville, yes.
- Maybe the Arco area.
- Jefferson
- Teton
- Maybe the Rexburg area.
- Fremont, Madison, Jefferson, Bonneville, Teton.
- Bonneville
- Bonneville
- Big Horn
- Bannock
- Bingham maybe.

- Teton yes.
- Caribou County maybe.
- Maybe Bingham and Jefferson because their students could easily come here to attend.
- Butte, Chalice, Custer, Teton particularly if they had outreach centers.
- Yes. Bingham and Jefferson.
- Madison maybe if we have a strong agreement with BYU-Idaho.
- Jefferson, Blaine, Butte, Teton.
- People could drive here from Rexburg so maybe Madison particularly if the cost were more reasonable.
- Maybe Bingham, we do share some public services with them.
- Jefferson County, not sure how they would respond.
- Madison, maybe.
- Bingham County, possibly.
- Maybe areas within counties might be receptive.
- Bonneville.
- It gets pretty rural pretty fast once you leave Idaho Falls.
- Jefferson and Madison maybe.
- Bingham might be ripe for something other than ISU.
- Jefferson
- Bingham, maybe. It's probably the only candidate that could afford to help. Possibly Jefferson, Teton County, Butte County.
- Bingham maybe.
- Ask Bingham, Jefferson, and Teton. Is Teton connected the Bonneville County?
- Maybe Teton and Bingham.
- Teton County if you could show them a return on the investment.
- Madison, Bingham, Jefferson maybe, Jefferson County is pro-Ed.

May face opposition in rural areas or from agricultural interests

- Bingham and the other counties have a strong agriculture focus so probably not.
- We need to approach the various counties, however, I'm not optimistic they would support it because of their agricultural-based economies.

Other comments

- The effort to establish a Community college will reinforce the competition between Idaho Falls and Pocatello, which will ultimately hurt the economic development of the region.
- It absolutely should include Idaho Falls and Ammon, perhaps the whole County. If a Community college were developed the strip on 25th Ave. would be developed.
- I'd love to see this initiative pass with the original effort.
- Yes, but it needs to make sense.

- Once people see how this initiative matters to them they will become supportive. This matters to our children and we need to help people connect the dots.
- Some counties will just vote no.
- We have 16 counties that help support our fair but they don't contribute much.
- It's got to be advantageous to the county in order for them to support it.
- Out of district tuition may be high enough in some of the counties they would consider it.
- There's got to be a direct benefit such as an outreach center or online instruction.
- This area is extremely rural.
- Maybe we could develop partnerships 2+ 2 with high schools dual enrollment or dual credit.
- No idea.
- Somehow people need to understand the benefits of joining the district.
- I don't know.
- I think all the counties would be adverse to a new tax.
- The real question is going to be can we support a Community college and university both.
- Getting other counties could be challenging.
- I'm so disappointed in this area. On the federal level the Senate Majority Leader has found Garvey money to build a highway from here to the lab site. Our local legislators have turned down the money. We are conservative to a fault.
- Over time yes. You will have to prove the viability before you can go outside this County.
- There is a pent-up need in all of the counties.
- I would hope so. They should be interested.
- We've got to start working together.
- The National Lab has to go outside the area for the talent needed in many cases. They have trouble attracting people to the lab. Part of that problem is the education system in Idaho is not that good.
- About 60% of the people employed at the lab are degreed and 40% that are not.
- The other counties would be crazy not to join.
- Taxing proposals are hard to get passed.
- There's a real mindset in this area that we've got to live with what we have because we don't have any more money.
- The students will come from these other counties and maybe it will take time for them to see the need.
- I really have a limited background on all of this. If they had something like an outreach center maybe that would impact them joining the taxing district.
- It would depend on the benefits the other counties are getting. Obviously some of their residents will attend the college.
- Everyone wants to have their kids make sure and get a chance at higher education.

What do you see as the biggest obstacle in getting voters to establish a Community college taxing district?

Taxes

- We have an ultraconservative community who will say no more taxes.
- We've got a political faction who are not in favor of paying taxes which I would estimate is 25% of the population.
- People think taxes become a bottomless pit.
- The money.
- The bottom line is cost and that will be the determining factor.
- This is a very conservative voting base. However, we did pass an event center.
- The taxing issue.
- The idea that we've got to have a tax to help fund it. There is a very strong anti-tax group in this region.
- People will vote with their pocketbooks.
- Taxes.
- Local property tax.
- Cost and taxes.
- The perceived cost to the taxpayers.
- Taxes themselves.
- Other than establishing a tax revenue stream there are not any other downsides.
- The property tax issue. Part of the education process would be what people are going to get in return for their investment.
- Taxes.
- Cost. We have to remember that a tax levy has an interesting focus but it's only one piece of the equation.
- The tax word.
- Money.
- This area is a little conservative and can be a little tight with the money.
- A new tax.
- Money
- Taxes-money
- I'm afraid a lot of are retired people won't see the value.
- 75% of the people in this county are opposed to a tax increase.
- The people in town are becoming more resistant to taxes.
- People just aren't supportive of new taxes.
- Trying to establish a taxing district is going to be an uphill battle. That was demonstrated recently by our school bond elections.

Educating voters about need and benefits, successful campaign

- People are not aware of the various roles of the colleges in the region.
- Some people think that EITC is already a Community college.
- People need to have a better understanding of the economic driver data and what opportunities we are missing by not having a Community college.
- Educating the community on the need and the model of the school.
- People not having a clear understanding of the benefits of a Community college.
- In order for this to be successful there's got to be an emphasis on benefits. People have got to understand better skills provide better employment opportunities which in turn keep families together.
- We have to establish a very strong message as to how a community college would benefit the community.
- We need to develop very strong communications of why we need a community college in order to get community support.
- We need to saturate the public on the goals and the need for a comprehensive Community college.
- We have to realize that people have a basic lack of understanding and we've got to help them overcome it.
- We've got to help people understand the return on their investment.
- In order for a campaign to be successful it needs to be extremely well-planned.
- The model will be important and showing a difference between the types of colleges to include the advantages of the Community college. Selling the fact that it's here in town.
- Communications, people are often poor at expressing a vision and how it will impact them.
- We've got to have the right leadership frame this issue.
- We must focus on the facts to help people with their perceptions.
- It's got to be a really good fact driven campaign.
- Having a clear understanding of why property taxes have to be involved.
- Somehow we have to get organized enough to do this.
- People don't realize that this would provide local control over their college.
- We need to be able to teach what a Community college is and what the differences are between Eastern Idaho Technical College and a Community college.
- We need to convey information on what the Community college mission is and how it will impact the community.
- We're going to have to have the support of Idaho State, University of Idaho, and BYU-Idaho

Opposition related to current higher education institutions

- The turf issue between the colleges is not as great as it used to be.
- Taxes and political turf wars between ISU and the University of Idaho. Infighting particularly if ISU decides to oppose it.

- Ideally we'd like to get ISU to endorse it.
- Allegiance to existing colleges.
- There are some people that will say we already have tons of education in Idaho Falls.
- ISU will be an obstacle. Perhaps we can develop some form of hold harmless agreement.
- ISU is an issue.
- With BYU-Idaho, ISU and the University of Idaho here why do we need another college?
- Why do we need it when we have ISU and EITC?

Other

- I think the community is ready for this.
- The source of the funding for this study may be a disadvantage.
- We need to move Idaho State University's technical programming to EITC and then we would have a noncompetitive region for numerous activities including education.
- People must understand the transferability of credits to make sure that that is assured.
- We have leaders in our state who said that we do not need education we need skill training. We absolutely need both.
- We have to sell it to the community.
- We must have a great marketing campaign.
- The kids that would go on to a community college are not probably going to go to ISU even here in Idaho Falls.
- Building trust is going to be imperative.
- Often people don't have confidence with who is in charge particularly in our school districts.
- Establishing the need.
- Nothing is broken. Why are we trying to fix it?
- Educate the taxpayers show them the need.
- Being able to manage the opponents so that they don't come up with some off-the-wall political spins.
- The vocal minority.
- Community knowledge of the issues.
- The perception that we already have a Community college.
- People can be very shortsighted.
- You have got to develop a very strong case on how a Community college can impact the area.
- If it's marketed very well it will pass.
- Show the dollars that will be needed for a person to pay per day or per month and what else those dollars would buy.
- We have to give people reasons to care so they'll pay attention and get educated on the topic.
- Living on a fixed income is always seen as a big negative.
- With the campaign you have a limited amount of time to teach the voter.
- Educating voters cost money.
- We have to develop literature and have folks present to all the various meetings and groups throughout the community. This all takes resources.

- It would cost people in the community, but it would provide higher education at a significantly lower cost.
- It would really help students be able to go to school and not have a large debt load.
- A lack of understanding of the value of education.
- Having multiple institutions in the area.
- It will take a real strong educational process for people to understand the value and then accept the financial responsibility.
- Getting the horsepower in the community behind it.
- The public awareness.
- We have to overcome the challenges of economic competitiveness in the county.
- We've got to convey the need for lifelong learning and help in closing the gap for our young people.
- In many ways we're isolated and don't understand what we can accomplish.
- The time is right.
- No matter what you do you're still going to have homeschoolers on the corner picketing against it.
- We've got to provide people with the materials to read to become informed voters.
- Having buy-in from all other educational entities should not be problem.
- I know we would have huge support from the National Lab.
- K-12 should look positively on this.
- Educating the populace on a number of different topics related to this issue.
- If we had all of the college educated people vote yes on this issue it would pass easily.
- There will be individuals who are going to try and provide misinformation.
- There will be active opposition but only a handful of people can pay for and organize a strong opposition.
- I believe that when voters understand the potential of what this means to the community they will be for it

Any additional comments you would like to share.

- I am very supportive of a community college in the Idaho Falls area.
- I believe there are a lot of people in the community that would support a local community college. I'm not sure why we are so hesitant to move forward with this concept other than there may be significant pressure from Idaho State University.
- BYU-Idaho is on board they don't want to do remedial education.
- The cost of attending a community college in the same program is less than attending Idaho State University.
- I hate to say this, but it needs to be an open and transparent process.
- The community needs to have an opportunity to provide their input.
- I'm not sure of the current educational level of the populace. That could have an impact.
- It's going to take quite a bit of money for a campaign.
- I'm not sure who should lead the campaign.
- Whoever is leading the campaign they need to have a very strong consortium of individuals helping.
- A Community college provides access from high school on including technical skills.
- I think the businesses in the area would be helpful and need to be brought on board such as Kendall Attorney, Premier Technology, Idaho Skills, and the regional hospitals.
- The LDS stance will probably be no.
- A lack of general understanding and what is driving this.
- Is this a perceived need or a real need?
- There is a lot of interest in this topic.
- People are asking the question how it benefits me.
- I think we need to see a stronger role from the EITC Advisory Committee in promoting this issue.
- Industry has got to step up and help.
- Support from the other higher education institutions would be great.
- We need to have BYU-Idaho explain how we can play better together.
- The number of lives that the colleges touch needs to be explained.
- We need a greater labor force particularly with underemployed individuals.
- Is anyone researching some other comparisons? Maybe looking at other models from other states.
- Don't re-create the wheel.
- Do we have the leadership to make this go?
- There a lot of champions but will we have people in the community who will be willing to serve on the local board of trustees?
- Can we find the faculty?
- Eastern Idaho has a lot of potential it just needs that little push.
- I'm convinced Idaho Falls is ready to bust out.
- We've got to have a united city and county government.
- Who's leading the charge? If it's not the business community it needs to be.

- Do we have support from Idaho National Lab and the public schools?
- We're trying to develop a regional economy.
- If Idaho State University endorsed it that would be huge.
- I don't understand the technical college system in Idaho.
- We need to look past the Community college and think about what opportunities are available for employment. Our future will have fewer jobs and are we prepared for those downsizings?
- What would be the timeline for new Community college to be established and functioning?
- Idaho Falls will have a Community college the question is when.
- The businesses are the key. For a successful campaign use the same model School District 91 which involved business leaders to solicit support from other businesses.
- You're going to need a lot of stakeholders to push for it.
- This is an intriguing idea.
- I'm not familiar with Community colleges so I'm really not sure how it will work.
- A large portion of the population just doesn't think about school as a priority.
- Older people in this area need the opportunity to go back to school.
- People don't stay in their job their entire careers and they need a way to upgrade their skills.
- We need to make sure that we provide sound career counseling to our students and that they understand the decisions they're making will impact them long-term.
- I wish I remembered more about the controversy on this issue when it last arose in the mid-90s.
- I love EITC.
- I think I'm seeing some hope in the balance in politics between the right the left. I hope we are moving back toward the middle.
- This would provide more options in the community.
- It would attract different levels of people to the community.
- Right now we have everything from the National Lab to retail. We need to look at manufacturing.
- It is something the community needs.
- Can we still get the 5 million that the Legislature promised for new Community colleges?
- It'd be interesting to see how much Bonneville is paying in out of district tuition currently.
- It should increase the amount in the Foundation for EITC by attracting different donors.
- EITC employees need to be behind it.
- There just isn't any cohesiveness with higher education in the region. Because of that, I do not think we have an effective use of resources.
- ISU contends that they have a Community college mission. I find it hard to believe that a university is not thinking about robust graduate programs but is relying on remedial and developmental education as well as lower-level general education classes as a key component of the university mission.
- This has been an informative conversation but I still don't understand why the community needs something like this.
- I'm baffled by why CSI is in town.

- We need to develop a business plan to get the University of Idaho, Idaho State University, and EITC which all have pressures to go after the same resources in favor of this. Our allocation of state resources for higher education is very poor.
- I'm very disappointed in the political nature we have with the State Board of Education it didn't used to be that way.
- I'm not emotionally tied to my ideas. I can be convinced with the right information.
- Parents today just aren't able to counsel their kids about career opportunities. They just don't have the information they need. Industry knows where the jobs are and can counsel young people.
- Get me and my company out of the education business by not having to train our own personnel.
- The idea has real merit.
- The community will need a big sales job.
- I think we've covered it all.
- Timing is going to be critical.
- You have got to make sure you have the well-known names in support of this initiative.
- It has got to be a nonpartisan issue.
- Somehow we have got to build the support from the conservative Republican voters. In certain elections that pool can be 33%.
- We can't pass school district bond issues with the 66 2/3 so I'm not sure we can pass this issue either.
- The makeup of the taxing district will be important area. The immediate Idaho Falls area is much more liberal than the county of Bonneville.
- Getting local business leaders such as the hospitals, Maleluca, and business leaders will be instrumental in passing this issue.
- LDS support will be important. If the church would get behind it that could make a significant difference.
- We better be careful that we don't repeat what we did last time. We pushed quickly to get the vote and in hindsight that may not of been a smart move.
- Most states have a Community college system. Idaho needs to consider establishing a Community college system. By establishing a system everybody in the state has to pay their fair share.
- The state will never do this we have to do it ourselves.
- If the Community college could ensure that it would increase the medical training programs that would be one way to help sell this issue.
- Businesses may have a role in helping endorsed an issue like this, however, I think it would be much more effective if groups like the County commissioners, city councils for both Idaho Falls and Ammon, the Republican Party, and large employers like the INL were to endorse this concept.

APPENDIX C

Question Responses from Higher Education Administrators

What is your understanding of the role and mission of Eastern Idaho Technical College?

Comments related to role and mission of EITC

- EITC provides employment training at entry-level.
- Employers needs match to the training skills.
- Workforce training and upgrading of skills
- Adult basic education
- Community education which is nice to do for the community.
- EITC provides well-educated individuals who are ready to enter the local workforce that is the primary focus.
- EITC has a strong mission for technical education and to help students get jobs.
- EITC offers community education and workforce training and serves approximately 11,000 students per year.
- EITC is a technical college which does not have the capabilities of a community college.
- The college is limited to technical programs only and is governed by the State Board of Education.
- The college has a limited service area.
- EITC does offer limited general education for the Associate of Applied Science degree and certificates.
- I think Eastern Idaho Technical College is operating outside its mission. It provides a significant amount of community education which in some ways dilutes the notion that there is a need for a community college.
- To provide professional technical education programming that leads strictly to careers.
- Workforce development training for employers in the community.
- Provides students the opportunity to get trained for direct employment.
- The college provides professional technical education for the technical college district number six which includes nine counties.

General comments

- The state doesn't know what to do with EITC because it is the only one.
- EITC cannot expand easily because it does not have any unrestricted funding for the development of new programs. It must close programs in order to add new ones.
- EITC is a small professional technical college that is doing a very good job.
- People don't realize it but EITC change lives.
- Some people already think that EITC is a community college.
- The college is a positive environment for students.

- EITC has a genuine atmosphere for students.

What do you see as the role and mission of a comprehensive community college?

Comments related to role and mission

- Education for the community which provides entry-level skills for jobs and the general education courses to move through the total educational process.
- Education for the populace at a reasonable price.
- To provide opportunities and open more doors for individuals.
- Academic transfer.
- Transferable academic credits.
- Low cost with open entry.
- It's a softer entry for students who want to go to a university.
- It's a good first chance for students.
- A community college allows the academic mission and the technical function to be more robust.
- Adding the transfer portion of the curriculum so that the college can award Associate of Arts and Associate of Science degrees would be great.
- Expand the community education role of the college.
- It would be required to serve the entire region. Transfer instruction will be the vast majority of programming, probably 25% professional technical and 75% transfer.
- I see the current programming at Eastern Idaho Technical College plus transfer classes.
- It would serve a larger service area.
- Articulation of the classes would be seamless to the four year institutions.
- It would be the heart and soul of the community.
- The college would serve a broader population. The general education curriculum would be at a reduced tuition and fees compared to that at the four-year universities.
- Provide education, workforce training, and adult basic education.
- It would be involved in the community with enrichment and professional development.
- Providing the community transfer credits would have a significant impact.
- Local funding ensures responsiveness to the community.
- A community college also expands the ability for the institution to get support from foundations, grants and businesses.
- Provide the general education for the freshman and sophomore year for academic transfer.
- Professional technical programming both credit and noncredit would be offered.
- It would allow some students who decide to transfer between the academic and technical components a greater opportunity.
- Community education would expand.

General comments

- Communities make better decisions with educated people.
- Services for the community that are local.
- It's great for economic development.
- Eastern Idaho Technical College is almost a community college. It offers everything but the general education requirements for an Associate of Art and Associate of Science degree.
- The people at EITC would like to make the transition. It would not take too much in order for the transition to take place.
- It's confusing to people because many people think EITC is a community college.
- If EITC became a community college growth would be a factor. The college would be open access providing affordable education that would be flexible to the community's needs.
- EITC currently have the lowest fees in the state. Being a community college would open the door to a lot of people.
- Some individuals worry about losing the professional technical educational mission. Mainly this is internal.
- Some EITC faculty are worried that they'd have to have a Master's degree to teach.
- EITC is seen already as a community college and people are wondering why it is not growing.
- The cost for EITC to assume a community college role would be very low.
- EITC, if it were a community college, would provide high-quality education.
- Eastern Idaho Technical College is a state sponsored institution which cannot be as responsive.
- Eastern Idaho Technical College has a limited mission.

What are the advantages to Idaho Falls having a comprehensive community college?

- I can't see a role that a community college can't play in helping people meet their educational goals.
- Expanded economic development.
- It would have a significant impact on economic development of the community by helping attract business.
- The economic impact would be huge.
- One dollar in tax revenue would be doubled in return to the community.
- It would pump thousands of dollars into the community.
- It would expand the cultural opportunities of the area such as speakers, the arts, and entertainment.
- We would be able to enhance the fine arts opportunities in the community.
- It would provide an enhancement to the community in the area of the arts.
- The college would serve as an outreach to the community.
- It would provide a sense of community.
- Idaho Falls has an identity issue. A community college might help.
- The community college can enhance social and cultural experiences in the community.
- The college would assume a leadership role in the community.

- It would show we value education.
- A community college would provide a significant partnership with all aspects of the community including other higher education institutions.
- It will attract business and help provide skilled workers.
- It would increase the educational opportunities for the workforce.
- High school students who graduate would remain at home and go to school. They don't have to worry about going to school and exploring what they want to be at a higher cost.
- A community college provides a tremendous cost-saving to the users. Tuition would probably be between \$100 and \$115 per credit hour compared to over \$300 per credit hour at the universities. This would be a real advantage for access for students
- We would provide students the opportunity to stay home and go to school.
- It would provide lower costs for instruction as well as bolster the economy.
- There are some people who have the mentality of after you graduate high school go home and start farming.
- Local control with the local board would be very positive. We would have an open door policy with affordability.
- It's a no-brainer.
- We need to duplicate what's done in Twin Falls because CSI is loved by the community.
- When Valley Community college started growing it was due to BYU Provo capping enrollment. Now it's Utah Valley University with an enrollment of 33,000 students. I'm not predicting the same thing would happen here but obviously BYU-Idaho has an impact.
- Having local community support from taxes is a big advantage.
- Currently there is a diverse amount of education available in Idaho Falls, but it's not in a coordinated and cohesive delivery system.
- Currently all the things that are offered at a community college just aren't happening in this community.
- The general education classes are limited and don't transfer from Eastern Idaho Technical College.
- Idaho State University is offering limited programming and is not truly involved in the community.
- A community college allows a lower threshold for entry into the college.
- Idaho has some of the lowest go on to college rates in the United States. In part that is because we do not have access to a significant number of Community colleges.
- A community college makes a huge impact on the economic benefit to the community.
- I would think Idaho Falls is not that different than Twin Falls, and the college there has helped economic development significantly.
- Economic growth includes adding faculty that can have an impact in the community.
- There would be additional state funding for the college.
- Provide increased opportunities for students and businesses in the community.
- Eastern Idaho Technical College would no longer be the last institution on the higher education pecking order.

What are the disadvantages of Idaho Falls having a comprehensive community college?

- A lot of people don't want to see taxes go up.
- Families with limited income could be stretched if another tax were imposed.
- Cost is the biggest factor. Redundancy of offerings is an issue.
- Establishing a tax base can be a challenge.
- Competition for the dollar is always a concern.
- Of course property tax is a concern.
- Assessing a local property tax.
- It's imperative that we be able to articulate the advantages to the voting public.
- There might be some limited safety issues with some students who would be attracted to the area that have bad habits.
- I can't see any.
- Some people feel we don't need another college in the area. That said, we don't have a true community college system in Idaho.
- The average voter doesn't have any idea about how Community colleges are structured and what they do.
- If Idaho State University is allowed to sabotage this effort it will be very sad.
- Honestly the average Joe probably just doesn't get it.
- You can go 30 minutes north and 40 minutes south and get a bachelors degree.
- People who have to have a degree will do it somehow.
- None.
- The college would have to be funded appropriately.
- Somehow we need to devise a way to lessen the impact to Idaho State University due to decreasing enrollments.
- Idaho State University funding could decrease.
- Idaho State University only sees a downside to this because of the lost revenue. Their thinking strictly economically instead of educationally.
- Idaho State University should focus on upper division and graduate work.
- The outlying areas may have to contribute more in out of County tuition.
- None.
- Legislator Maxine Bell from Jerome is credited with saying that she pays less for her community college in taxes than she does for the sanitary landfill.
- BYU-Idaho appears to be very supportive.
- Having facilities in place at Eastern Idaho Technical College is a great advantage.
- In the implementation phase it's going to be imperative that there is a tax base established locally that provides the college adequate resources that are needed to provide the programming and support services. It is feasible that a college that is not adequately funded can draw resources but the community doesn't benefit to the extent that it could.

- Community colleges are just advantageous.
- There aren't any.

If a community college were to be created in the Idaho Falls area, who do you see the college serving?

Comments on who would be served

- Majority of students would come from this region.
- If we took all the students that BYU-Idaho did not admit we could fill a community college.
- We will attract people from outside this area.
- Local students, some of which are now at ISU, will remain here in Idaho Falls. They will save money.
- Currently we are not meeting all the educational needs of some of the outlying areas. Additional online instruction in outlying areas should be enhanced.
- This would be ideal for Idaho State University students who need remediation course work here.
- You can live at home and go to school.
- We should see an increase in the number of recent high school graduates that enroll.
- It would increase our workforce training and allow people to advance in careers without a degree.
- In Idaho Falls, we have two groups of people, those who are interested in attending school at BYU-Idaho and those who are not.
- A community college will serve all the students of all ages. Currently the average age is 27 at Eastern Idaho Technical College.
- College is expensive and this will allow individuals to stay at home, pay a lower cost, and work.
- High school students taking advantage of dual credit and dual enrollment should increase.
- The question is how many kids are going on to college from high school. That number cannot be changed if there's not something available for the students to attend.
- It should increase the relationship with workforce development and business.
- Dual credit and con-current enrollment should increase.
- The typical demographic at a community college is 25% PTE, 60% transfer and 15% workforce training that's just not happening in this area. The student population is not unique in Idaho Falls. The students served would be like the students in all the Community colleges across the country.

General comments

- Honestly, this cannot happen without the support of the LDS church. We need to develop partnerships with Idaho public institutions and BYU-Idaho.
- BYU-Idaho is almost maxed out in enrollment.

- Course transferability will need to be assured in order for it to happen.
- Community education opportunities should increase.
- The college could be the focal point of the community.
- Students shouldn't have to pay two or three times the amount that a community college charges to get the same class at a college or university.
- The transferability of courses is just really big. The technical degrees just don't transfer.
- Quality education will attract students.
- I don't think BYU-Idaho would be interested in supporting this endeavor.
- Enhanced cultural activities are a big role Community colleges.
- The number of students going on for higher education is a problem in trying to secure an educated workforce.
- A community college would provide a much broader scope of educational opportunities which many students would take advantage of.

What is your understanding of how Community colleges in Idaho are governed?

- Governed by the State Board.
- I'm sure it's part of the State Board of Education governance system.
- There are some relationships with the State Board of Education.
- The college does have to adhere to some of the State Board of Education's policies.
- There is a separate mandate for Community colleges.
- Community colleges have their own board.
- Community colleges have a local board which hires the president.
- The local Board of Trustees would report to the State Board of Education.
- I'm not sure how they're selected, but I think maybe the board members are voted into office.
- A local board.
- Community colleges are governed by local people who have an interest in the college and are elected to the Board of Trustees.
- The board's true purpose is to hire the president and get out of the way.
- There is a tax on alcohol that's given to the Community colleges.
- There is a local board that is accountable to the tax base.
- A local elected Board of Trustees.
- The board of trustee members have a tie to the community.
- Community colleges are not unconnected to the state, they do adhere to state statutes and policies and procedures. That's not all bad, for example, the states seamless transfer between colleges is part of that board policy.
- Eastern Idaho Technical College has more of a sounding board.
- It's my understanding that the College of Southern Idaho is trying to develop a four community college system that has its own governance separate from the State Board of Education.
- The PTE function remains.

- Each Community college region has different priorities.
- Community members are interested, invested in, and accountable to the community college.
- At CSI 35% of the funding comes from the state general fund. When you include the PTE appropriation that makes it approximately 47%.

Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?

Suggested tax rates

- Maybe on a \$200,000 home the property taxes should be from \$7-\$12 per month.
- Would probably have to go for a very low amount for example \$24 per year per \$100,000 of valuation.
- Zero or as low as possible.
- It probably can be very low and still work.
- I think we could go \$120 a year per hundred thousand.
- It honestly won't need to be much that's assessed.
- I wouldn't have any trouble contributing \$10 per month for property tax. That is not reasonable for everyone.
- If we can keep the funding level at about \$2-\$4 a month.
- Having the 5 million start up would help put a new community college par with the other Community colleges.
- Make sure that the dollar amount assessed will provide adequate resources for the college to meet its role and mission and meet the community's needs.
- No idea.

General Comments

- Property taxes will be a big issue and were in the last attempt to establish a community college.
- People are very worried about taxes increasing each year once they are established.
- The last time this issue surfaced, Idaho State University put the fear of God in everyone that their taxes were going to skyrocket.
- The farmers often express that they share an unfair burden on property taxes.
- The farmers feel like they're hammered in paying taxes.
- The last time this issue surfaced people were being bused to the polls to vote against it.
- We're fortunate in that we've already got a very sound infrastructure at EITC.
- The real expense of starting a college is infrastructure and it's already here.
- Truthfully, the more affluent people in the community are often strong advocates but in all actuality their children will not attend a local community college.

- Some people perceive we want to become a community college and then ultimately a University.
- Community colleges provide significantly reduced costs for tuition and fees.
- Having general education and PTE funding separate might be an advantage.

What impact would a community college have on economic development of the area?

- For every year a community has of higher education beyond the high school level equates to a 17% increase in the GPD.
- The gross income per person correlates directly with the educational level of the state's citizens. States with the highest educational level have an income of \$50,000 annually compared to states with lower education levels which have a \$30,000 annual income.
- The Milken study data did a 20 year analysis determining the impact of education to the economy on its nationwide economic units. The study showed that 70% of economic growth in the last 20 years is due to education.
- It would be huge. This community is prime for population growth.
- It would help develop a stable population and assist people who are currently under employed.
- A community college and university offerings would be a big draw to Idaho Falls.
- The community is growing now.
- It provides sound educational offerings for our current workforce, as well as, for our children in the future.
- It should have a huge impact on attracting new businesses. Getting a company to move is hard and they're looking for communities who support strong educational programming.
- It would stimulate the economy unbelievably.
- This is a no-brainer.
- Twin Falls is a great model.
- Twin Falls is a perfect example. I'm not sure how many millions of dollars will be added to the economy.
- There would be more training available to students and more resources into the community.
- It's huge. CSI is a good story.
- Twin Falls has grown because the college grew and the college grew because the City grew.
- The training of the workforce part is easy in recruiting new businesses. CSI sets aside money to provide that workforce training free initially.
- What's happened in Rexburg even while Ricks College was there was amazing.
- The more the campus expands and offers the greater the impact to the businesses in close proximity to the college.
- Huge. Idaho Falls currently has the highest level of PhD individuals of any place in the country.
- There are gaps in our educational programming.
- People would have opportunities to move up in careers through education.
- The college itself will have a lot of new employees and new students.

- It would have a significant impact. Companies are always asking what types of educational programming is available.
- Community colleges have had a major impact on economic development in the state.
- Companies want an educated workforce not just skilled.
- Community colleges add to the culture and education of the community.
- Our partnerships with the Bachelor degree granting institutions on the CSI campus is a great selling point for business and industry.
- It would be huge. It is a key for the community to be able to connect with students for employment.

Eastern Idaho Technical College serves a multi-County region. Do you think any of those counties would be interested in being part of the taxing base for a community college in Idaho Falls?

- No none.
- No.
- Driggs area maybe.
- I'm not sure how supportive Idaho Falls and Ammon might be.
- Maybe Teton County. They have a more liberal slant. We could possibly open an outreach center in Driggs.
- Jefferson County
- Bannock County
- Teton County
- Jefferson County
- When you get into the outlying communities and outside of the city limits the property values decrease significantly.
- Bingham County is not in the service area.
- A lot of people don't see any value in paying for education.
- Maybe Madison and Teton.
- Can you do a projection of out of district taxes that are being paid by each county?.
- Maybe Teton or Lemhi. It's my understanding that if two counties go together to form the taxing district and one of them passes it with 66 2/3 it only requires a 50% majority in the second County for to pass.
- Each of the counties should consider it, however, as conservative as this area of the state is they probably won't.
- It's my understanding that it takes a two thirds majority to establish a taxing district but openly a simple majority to add additional counties. Maybe that's the way we should go

What do you see as the biggest obstacle in getting voters to establish a community college taxing district?

- The cost, and getting people out to vote.
- The cost of property taxes.
- It's too bad we can't do it another way other than establishing a taxing district.
- In this area bond elections are an issue and then this would be just one more thing. Enough is enough.
- How much is it going to cost? Where's the bang for the buck?
- We have pockets of people who will be very supportive and we have others who will not be.
- We've got to provide sound information to develop an informed voter pool. I don't think people are aware their property taxes increases are limited each year.
- What is the value to me?
- Perceived taxes.
- The taxing situation.
- Negate the feeling that tax is a bad word.
- This is an extremely valuable investment for the community. They already have the land and infrastructure of a college.
- It appears that we have so much more drive and people behind this than we did previously.
- I know we have legislative support and the Governor mentioned community college expansion in his State of the State address.
- I hope the LDS church will be supportive.
- I'd like to see the state take a stance and support this.
- I do think it threatens Idaho State University but is not a threat BYU-Idaho at all.
- I assume Idaho State University's stance will be negative and that they'll have the opportunity to advertise negatively in the community.
- In order for this to be successful we've got to have support from the universities BYU-Idaho and Idaho State University.
- Showing the benefits of the community college.
- Eastern Idaho Technical College is already seen as a community college in many people's minds.
- Too many people see the other schools that have a physical presence here and say why do we need a community college?
- Idaho State University has got to be supportive.
- People don't want to pay for a service unless they understand why they need the service.
- Albertsons helped fund the CWI campaign.
- Getting the blocks of power in this community the LDS church, Idaho State University, BYU-Idaho, and the City Club behind this will be extremely important.
- It should be a no-brainer.
- Many times voters just don't see the direct positive impact on them.
- Making the college relevant everyone will be important.
- Get CSI over here and let people see the benefits.
- Somehow it's got to be conveyed that the college is an integral part of the community.

- The money itself.

How do you see your institution working with and supporting a community college in Idaho Falls?

- EITC faculty and staff are very supportive.
- Our EITC faculty are the greatest supporters.
- The role of EITC has not been to promote this issue and some employees are not sure what we do now. Public school teachers and staff operate under the model to push for bond issues etc.
- We're primed to work hand-in-hand with Idaho State University.
- Idaho State University administrations expressed that they just can't afford to teach remedial class. They also have trouble finding faculty to teach remedial and low level courses.
- No one seems to be opposed with this idea at Eastern Idaho Technical College.
- The role EITC faculty are to play needs to be defined.
- We probably ought to investigate how much money Idaho State University really would lose.
- EITC will have to develop strong partnerships with the four year institutions and currently they are very limited.
- We need to develop a plan to roll this campaign out.
- Some individuals here at Eastern Idaho Technical College would like to have a bigger role in promoting this.
- It's nice to see community leaders trying to make it happen.
- The community has got to be at the front of this campaign.
- It would increase the higher education offerings locally. The University of Idaho, in Idaho Falls considers a community college as a real advantage. Hopefully, the people in Moscow will see it as a positive relationship.
- Idaho State University will probably oppose it due to potentially lost resources.
- Idaho State University often indicates that part of his role and mission is to be a community college. It even refers to itself in some campaigns as a Communiversity. I find this humorous, because I've never known a university that had aspirations to become a community college.
- It would be a real advantage to the K-12 system allowing high school students to be actively involved in college-level work while still in high school.
- The collaboration we have between the community college presidents is working well and they support a community college in Idaho Falls.
- Community colleges are getting traction and people are starting to understand clearly the role and mission they have statewide.
- People say a community college is a special part of higher education that is unique and unattainable by the universities.
- Community colleges are cost efficient.
- Community colleges are very helpful for students.

- Community colleges in Idaho are currently recognized by the State Board of Education, Chief Academic Officers, Trustees, and the Legislature, along with community leaders.
- I'm sure the other Community colleges would share curriculum with a new community college.
- CSI would help in accreditation.
- I do not see a problem at all with working with the universities in the area. I think they would all appreciate the students that would transfer to them on the junior level.

Any additional comments you would like to share.

- How will this be promoted?
- EITC has the ability to do video clips to help promote.
- Getting student testimonies would be very important.
- How is the community committee recruiting people to help?
- Someone needs to look at the current cost for attending Idaho State University and BYU-Idaho and show a comparison to a comprehensive community college.
- Eastern Idaho Technical College has grown significantly since it was founded in 1970 and has been a very effective institution. It's now time for it to take the next step.
- Get folks to take a trip to see the College of Southern Idaho and see what this is all about.
- We need to seek the support of the average Joe.
- Heavy hitters are not going to attend college here. Spend time with the people who will benefit.
- Let's shift the focus from CEOs to who the college will be serving.
- Calculate the benefits of staying at home and going to college versus the tax.
- A community college here could have a huge role in providing general education credits for BYU-Idaho particularly the students who are off-track.
- Every week EITC gets requests from students who are enrolled in BYU-Idaho for class offerings to get them back on track.
- November election is too soon. It's a very aggressive timeline particularly with Steve announcing his retirement.
- Why can't the State Board of Education simply mandate that Eastern Idaho Technical College open up its general education offerings at current tuition and fees to demonstrate the need?
- I see it as a long shot to get the district approved.
- How we educate the population and get people out to vote.
- For many people in the community a community college would benefit them, but they probably won't vote.
- The key is that we identify the people who need to be educated as to why this needs to be done.
- The Holy Grail is the tax issue.
- I'm anxious to see what the economic benefit analysis shows.

- A community college in the area could complicate the dynamics between ISU and University of Idaho.
- Community colleges are located in all types of communities.
- A Community college could be the entrée for the community.
- University of Idaho, Idaho State University and BYU-Idaho will get more people transferring to their institutions.
- A Community college will serve as the driver in expanding the need for higher education in the area.
- Every community that has a Community college and another higher education institution has seen an increase in the other higher institutions enrollments.
- I don't know of any.
- Talking to the county commissioners and legislators could be very important to get a sense of what the voters might be thinking.

APPENDIX D

Question Responses from Eastern Idaho Technical College Faculty and Staff

What is your understanding of the role and mission of Eastern Idaho Technical College?

- To provide students a quality and affordable education.
- Providing a stepping stone for students into their careers.
- Helping students obtain the skills that they need to go onto higher education.
- We have a significant wait list in our healthcare programs.

The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?

- These Universities help student achieve a four-year degree.
- They furnish limited majors in Idaho Falls. Actually you can't get a degree here you have to go to the main campus unless it's a graduate degree.
- Graduate level coursework at the University of Idaho.
- Idaho State University also helps train INL folks.
- There are some online video conference classes offered.
- They provide great programs here in Idaho Falls.
- A four-year degree is not for everybody.
- Somehow we need to fill the gap between high school and that four-year degree.
- Class sizes are small at University Place.

What do you see as the role and mission of a comprehensive community college?

- Community colleges provide affordable education in a variety of programs.
- Intimate class settings with smaller classes is common at community colleges.
- A Community college would offer more on line classes.
- Students can afford the four-year education after completing two years at a community college.
- It would enhance all phases of education.
- Provide ease of transfer.
- Is a smaller place to start and not nearly as intimidating.
- Serves as a stepping stone from high school to the university, or work.
- It helps prepare students for all sorts of things.
- Provide smaller class sizes.
- EITC doesn't have any parking problems now but might with a community college.
- Cost effective.
- Why wouldn't the students get their general education classes at a community college?
- ISU should love to have the community college graduates as feeders on the junior and senior level.
- EITC would provide more academic classes.

- The degree options should increase.
- The college probably would receive better funding.
- It should increase enrollment from the smaller communities.

What are the advantages to Idaho Falls having a comprehensive community college?

- It really would provide growth to Eastern Idaho Technical College.
- We would serve more students and have more funding.
- The infrastructure is already in place with this tremendous campus.
- It would help serve the underserved population in this area.
- It would provide more jobs here at the college.
- It would give students an opportunity to go to school with less expensive tuition than the universities are charging.
- It would keep kids here.
- We would have a much broader demographic group of students.
- Students could save money by living at home.
- A community college should increase the business economic development aspect of the community.
- Community college is a great place for a student to start because the role and mission is to help students.

What are the disadvantages of Idaho Falls having a comprehensive community college?

- Taxes
- Being out from under the State Board of Education. We would have to do a lot of the administrative tasks that are currently accomplished by the state.
- None.
- Property tax increase.
- There would be a significant change in the atmosphere in the college.
- Growing pains for the institution.
- There aren't any.
- People do not like change.
- We would need to have strong internal leadership if this transition were to take place.
- Of course taxes.

If the role and mission of Eastern Idaho technical college was expanded to a community college how would that conversion affect you?

- Hopefully a very positive way.
- It would expand the growth of the Foundation.

- We would probably need more help.
- It could increase class sizes.
- We would have more people, therefore, more money.
- We probably don't have adequate office space.
- We would increase the number of adjunct faculty. Somehow we need to keep the adjunct full-time faculty ratio in line.
- It should increase the diversity of the campus.
- We could provide a lot more classes.
- We still need to have administrators that know professional technical education.
- Concern was expressed about keeping jobs. Some individuals had a bad experience with the College of Western Idaho a few years after it opened when they decided to reduce some PTE programming. There is a fear that that could happen again and a new administration would clean house.
- It opens the doors for faculty and staff for professional training and in-service. Many of the faculty and staff might choose to get their Associate of Arts or Science degree and then seek a Bachelors or Masters degree.
- We would have more people hired.

What is your understanding of how community colleges in Idaho are governed?

- By the State Board of Education.
- Administered by the state.
- A portion is funded locally.
- I don't know how we would be governed. I just know that we would probably get more funding than we do as Eastern Idaho Technical College.

Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?

- It's really hard to say.
- There are some people in this community that are very well off. We also have working poor who would be hard pressed to pay additional property taxes.
- The school districts have had a difficult time passing bond issues. People in this community are very tight with their money.
- It would take a very well informed voter to vote yes.
- Some of the other counties might be interested such as Bonneville, Madison, Bingham, and Jefferson.

What impact would a community college have on economic development of the area?

- It would make the community better.
- The college would grow significantly. That in itself is a major economic impact to the community.
- Industry and wages should increase. Disposable income should increase.
- Businesses should relocate to the community.
- If wages increase and the number of jobs increased then the number of people insured should increase which would decrease the number of our lower income people who are uninsured.
- With this is a significant increase in enrollment which would add to the economic impact of the college.
- We would provide a greater trained workforce.
- More jobs at the college.
- We would have more students who are trained and ready to go to work in the community.
- I could see an increase in the number of interns and employees at the college.
- It would have a pretty dramatic impact.
- Recruiting new businesses and then providing new educational programming to meet their needs.

What are the opportunities that a community college would provide to students that are not currently provided by Eastern Idaho technical college?

- It would add more programs.
- Expand the counseling services.
- We would grow significantly.
- It would provide a lot more educational opportunities to students.
- Providing students with sound educational experience would be the biggest benefit.
- The recruitment trail right now is very competitive we would be playing on an even field with other colleges in the region.
- Concern was expressed about having a larger campus and needing to increase security and the increased use of drugs.
- Reduce cost to students would be a big factor.
- Allowing undecided students an opportunity to sample various educational programs.
- A student can stay home and go to school.
- Could be a place for students who need a second chance at their college education.
- An increase of faculty and staff.
- Increasing the number of classes we could provide to high school students while they're still in school.

What do you see as the biggest obstacle in getting voters to establish a community college taxing district?

- Money.
- ISU's opposition.
- The perception in the community that we are already a community college.
- Money is going to be a big problem.
- Knowledge of the pros and cons of a community college.
- Being able to convey to people that this is the best deal possible.
- Providing a quality product.
- Helping people understand the why.
- Taxes are a primary concern.
- Undereducated people are often intimidated by education and really don't understand. When you don't understand something it's hard to support it.
- Some people perceive they're too old to return to school or why should they help others when they're not going to take advantage of it themselves.
- A community college provides an opportunity to educate people that they are worthy and that they can succeed.

Any additional comments you would like to share.

- We have strong leadership in this community that needs to be involved.
- Right now the attitude on the campus is that we're not to influence the voters. However, Eastern Idaho Technical College employees would love to get involved.
- Changing a person's life via education is priceless.
- I would love to see the community college prosper and grow.
- We need a better workforce to support those of us that are going to retire to ensure that Social Security is still here for us.

APPENDIX E

Questions Responses from Public School Administrators and Counselors

What is your understanding of the role and mission of Eastern Idaho Technical College?

- Workforce training credit programs.
- They teach INL courses.
- Provide programs that articulate with high school PTE programs.
- I really can't tell you.
- They provide opportunities in technical programs that lead to an associate degree or certificates.
- They try to be responsive to the community.
- They've developed strong partnerships with the public schools for associate degrees in applied technology.
- The high schools and Eastern Idaho Technical College have a good relationship.
- To help train people for the workforce needs. Including under employed people.
- The college provides great training it's a good technical college.
- It provides an Associate of Applied Science degree versus an Associate of Arts and Associate of Science degrees.
- It addresses the regional needs.
- They offer tech prep courses for high school students.
- It is a technical college.
- It's a college that provides a fast track to work.
- They have got some great medical programs.
- Workforce training and community education are part of their mission.
- You don't have to go to a real college in order to get ready to go to work.

The Idaho Falls area has three universities providing programming in the area, ISU, U of I and BYU-Idaho. What do you see as their role and mission in the community?

BYU-I Role and Mission

- BYU-Idaho does not have a physical presence in Idaho Falls. Regionally it has an extremely large impact.
- BYU- Idaho creates partnerships with the public schools for student teachers.
- BYU-Idaho is a national school which does a good job.

Idaho State University Role and Mission in Idaho Falls

- Idaho State University is a satellite campus at University Place with baccalaureate degree programs.
- Idaho State University offers undergraduate courses with an emphasis on first and second year general education.

University of Idaho Role and Mission in Idaho Falls

- University of Idaho provides advanced degrees and graduate programs for INL
- The University of Idaho tries to fill the upper level professional needs.

Other

- University Place does not recruit students and I don't see it attracting a lot of students from our high schools.
- University Place is geared toward engineers. It does do some undergraduate level work.
- A Community college would add so much more to these opportunities.

What do you see as the role and mission of a comprehensive community college?

Comments related to cost

- Community colleges provide affordable postsecondary education opportunities in a coherent method.
- Cost is a big factor in kids going to school.
- The cost of attending a community college would be less than that of Idaho State University.
- A community college provides a unique opportunity for people who have limited finances to go to school.
- Students can live at home and attend school.
- It's cheaper to live at home and go to school.
- It would allow students to get their general education at a lower cost.

Comments related to access

- In our school district 50% of our students go on to college immediately after high school graduation and a total of 62% two years after graduation. The student's persistence rate in college from their freshman to sophomore year is 85%. Idaho State University gets most of them.
- It would give us a chance to offer more dual credit classes. Currently our biggest supplier is Northwest Nazarene. We do have some from Idaho State University and CSI.
- It would be great to have more high school students go a half-day to high school and a half-day to the community college. Some students do take advantage of classes at University Place.
- There should be an emphasis on dual credit.

- A community college provides two years of education in a smaller environment.

Other Comments

- Having a community college could assist in meeting the 60% goal for the state.
- The transfer to baccalaureate granting institutions is good.
- If athletics were an opportunity at a community college it would provide students the chance to still compete. For many students that would help them stay in school.
- Community colleges serve the adult population through community education as well as credit offerings.
- It would bring business to the community.
- A community college would address the educational needs of nontraditional students.
- Big universities scare some of our students.
- A community college would provide a jumpstart for many of our students.
- We need to make sure the high schools have a close relationship with the other educational providers and that the Community college has great articulation agreements.
- We need a united mission around education.
- Utah State University is the biggest recruiter of our students. A lot of students choose to go there.
- The area colleges should be seeking high school graduates.
- The education gap we have in this area is a comprehensive community college.
- A community college would provide more degree options.
- It would provide students the education they need to transfer to the university. Eastern Idaho Technical College credits do not transfer.
- A community college would have a library and auditorium facilities that Eastern Idaho Technical College doesn't have.
- A locally controlled board would really help in identifying community needs.

What are the advantages to Idaho Falls having a comprehensive community college?

- Students can remain at home and pursue an education at a reasonable price.
- The cost is less.
- Costs are less.
- A lot of students do not go on to college because of the cost, the size of the school, and its proximity.
- Community colleges are a smaller friendlier atmosphere, some students do better in that environment.
- We need to show students that they can succeed in college and they need to start someplace where they're comfortable.
- It provides students who may not have all the basic skills to start their higher education programming.

- Students could go to college part-time while going to high school part-time.
- Developing early completer programs with high schools would be great.
- Dual enrollment should increase.
- Providing community college PTE programming to seniors in high school is needed.
- Make sure that we preserve the technical college focus that we currently have at EITC.
- I understand community college courses transfer quite well.
- A community college could provide summer opportunities for teachers and others.
- It should have a significant economic impact on the community.
- Local control is important.

What are the disadvantages of Idaho Falls having a comprehensive community college?

- Some people will see it as just another tax they have to pay.
- People having to pay more in taxes.
- It can be summed up in one word taxes.
- I'm afraid people are not willing to tax themselves.
- Taxes.
- The way people look at a community college may be a problem.
- We already have University Place and Eastern Idaho Technical College why do we need more?
- Having competitive colleges within the same town.
- I'm worried the community college would hire my good teachers.

If a community college were established in Idaho Falls would that impact the number of students that would go on to college?

- It could really increase the dual enrollment opportunities where students could be in high school in the morning and the college in the afternoon for example.
- We operate on a trimester schedule and many students complete their graduation requirements and could access a Community college while they're in high school.
- A lot of students would go ahead and enroll simply because the college is here.
- Ease of access is a key.
- Many students will work part-time while they go to school.
- If students take advantage of dual enrollment while they're in high school it will get them hooked to higher education.
- It provides for a seamless transition not only from high school to the Community college but the Community college to the University.
- High school students who attend alternative schools are looking for options that meet their educational needs and often a Community college can do that.
- The numbers of students going to college would increase significantly.

- Yes, more young people would go on to school.
- The stigma of a technical school would disappear.
- Right now from our technical high school one third of the students go on the school, one third to work, and one third do something else.

Would a community college in Idaho Falls impact where your high school graduates start their college educations, including dual credit?

- I'm not a big advocate of dual credit because often students end up taking credits that may not apply toward their degree. I am a big advocate of dual enrollment.
- We need to offer a few more dual credit classes for technical students.
- We need to expand our technical programs on the secondary level.
- Cost is a factor in preventing kids from going on.
- Yes.
- I'm not sure why CSI is here.
- We have a lot of students go to BYU-Idaho.
- Yes.
- Students wouldn't have to commute for their college education.
- University Place does a pretty good job.

What is your understanding of how community colleges in Idaho are governed?

- Well the State Board of Education will be the overall governing board.
- I know the colleges hire a president and I assume they have a local board that is elected.
- I assume the local board would establish the annual tax levy.
- State Board of Education is ultimately the governing board.
- I really don't know.
- I assume there's a board of some type that hires the president.
- Don't know.
- They fall under the State Board of Education.
- Eastern Idaho Technical College is under the State Division of PTE.
- I assume the colleges have some type of advisory board.
- The day-to-day management would be up to the college.

Community colleges are funded with four specific funding sources, the state appropriation, student tuition fees, out of district fees, and local property taxes. What do you think would be a reasonable amount for the community college taxing district tax payer to pay?

- The bond that we recently passed, we were able to keep the bond levy at \$10 per hundred thousand valuation per month which equaled \$120 per year. We have not been successful in getting a bond issue passed until we went to that level.
- We're asking the taxpayers to pass a levy at \$4.92 a month per 100,000. Hopefully it will pass. \$10.67 per month was too high on our last bond election.
- Perhaps \$60 a year might work.
- Under \$50 per year and you probably have a shot.
- The dollar amounts not the issue, the issue is the perception that schools are not efficient.
- Don't have an answer on the amount.
- People are gun shy to try and talk about increasing taxes due to the failed bond issues.

What impact would a community college have on economic development of the area?

- It should be very helpful by providing access to the workforce.
- It should help draw businesses to relocate to the area.
- I can see it having a major impact on INL and the medical community. They are the largest employers in the area.
- It's got to help the economic impact of the community.
- I can see people building apartments and businesses in close proximity to the college.
- People are looking for educational opportunities when they relocate.
- The reduced cost of attending a community college should be a factor.
- A community college would help attract businesses.
- It depends on what they are allowed to add as part of their curriculum. If it's just academics I'm not sure. If other programs are added that would help the workforce then I would see a boom to our economy. We've got to focus on meeting industry demands.
- It should have an economic impact of the community.
- Students would find jobs here.
- It allows students to get their GED if they drop out of high school.
- It would provide education at a reduced cost.

What do you see as the biggest obstacle in getting the voters to establish a community college taxing district?

- Helping people understand the need and value of education.
- In our community we have an extremely well educated group of people, but yet we have some who have not gone beyond high school.
- There is a group of individuals who think the more education a person has that they become an over educated idiot.
- We do have a group of people who are against virtually everything.
- The money that would need to be generated by taxes.

- Possibly facilities.
- Idaho State University might be an obstacle.
- Staffing.
- We've got to establish a compelling need.
- ISU and University of Idaho may be in opposition.
- People need to understand what we currently have and what the new vision is.
- It's got to be more than a building.
- People have got to see enhanced programming such as night classes at a reduced cost.

Any additional comments you would like to share.

- Jefferson County might be interested in joining a taxing district, or Bingham county.
- None.
- Community buy-in is essential

MEMORANDUM

To: Community College Citizen Study Panel

From: Mayors Rebecca Casper and Dana Kirkham, and Commissioner Dave Radford

Date: 29 February 2016

Open Memorandum to Community College Citizen Study Panel

As community leaders, we have a great many dreams and hopes for Eastern Idaho. We think about improving transportation and flow of traffic not just for now but in the future. We think about zoning and land use issues and how all the various areas of our communities are impacted by growth and development. We have concerns for how we deliver, use and process precious water resources. And the list goes on and on.

Right now, one of the most pressing concerns we have identified centers on our goals for education in Eastern Idaho. And at this time, we believe it is very important that citizens and leaders alike have a shared vision for higher education in our region. Quality higher education is a powerful vehicle for societal change. It is a key component in economic development. It plays a large role in the quality of life our citizens may obtain.

We are, of course aware of the fact that cities and counties do not play a direct role in the development or delivery of education policy. Yet our communities are very much impacted by the quality and scope of the education services available to our residents. So it naturally follows that we each seek after good information to guide the policymaking process.

This is primarily why I, along with Mayor Dana Kirkham of Ammon and Commissioner Dave Radford from Bonneville County felt it was important to invite you to be a part of this Community College Citizen Study Panel. What we are hoping is that each of you will be able to take a look at the facts and data and assess whether or not the creation of the community college is a step in the right direction toward achieving the high aspirations for higher education in our region. And if so, then tell us what that might look like so that we may be prepared with the necessary community planning that must take place should a CC District be formed

It is exciting to note that in the short time since the Panel was established, a great of deal of public discussion has occurred. Clearly, there is widespread interest. And we believe this dialogue will itself generate still more interest and demand for facts and information—the very thing the Panel has been asked to provide. Yet, it is vitally important that your inquiry begin with as clean a slate as possible. Therefore, we would like to correct any misperceptions that may have developed at the outset:

1. We have used our collective influence to bring this panel process to bear on the higher education questions before us because they are a part of developing that vision we need to set good policy. This applies to everything from land-use planning, to the roles we each play in

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ensuring economic development, to the recommended allocation of budget funds. All of which could apply to a Community college should one be sited in Bonneville County someday.

2. In the interest of full transparency, we wish to make clear that this panel is not an official Idaho Falls or Ammon city committee. It is not an official Bonneville County Committee. Rather, we collectively linked arms as community leaders to invite you to play a role in serving your fellow citizens by generating good and useful information. You are in fact supported by private interests as evidenced by the grant funding. Please understand that, in inviting you to participate on the Panel, we have acted in our individual capacities and within what we believe is a natural community leadership role. There has been no formal discussion or votes by the Councils, our County Commissioners. We did not seek an authorizing vote to invite you to serve on the Panel primarily because we didn't feel such was needed. This level of independence should allow the Panel members committee complete freedom to gather and assess information with no obligation to reach any specific conclusions or make any specific recommendations. The questions posed in your packets are there to stimulate your thoughts and assist as you make your own assessment.
3. There is no expectation as to the outcome of your inquiry and you have not been charged with obtaining a particular outcome other than whatever conclusions your collective examination of the data, facts and laws naturally leads you to. We have only asked you to make an assessment as to the possibility of having a CC in Eastern Idaho and what it might look like.
4. As valuable as your inquiry is, the data and research you generate will not be supported by public—city or county—resources. Rather, grant monies have been secured to support your important work and research. You will correctly note that a negligible amount of effort (email, photocopies) was expended to facilitate the press conference and first meeting—all done for the sake of creating this forum to generate quality data for the entire community.
5. We all must be clear that the establishment of a community college district in our area would require a vote of the people pursuant to the issue being placed on a ballot. But it is extremely important to note that *there is no ballot question before our community at this time*. This panel effort is not contemplated to support, supplant, advocate for, detract from or undermine any private sector initiatives associated with a community college. However, we do recognize that the data generate could at some point be used by members of the public to develop a community college ballot initiative. In fact, all public records have that same potential. All we want from this process is good data and insight that will allow for the development of informed local public policy should the community choose to create a community college in the future. And we recognize that regardless of the outcome of the Panel's inquiry, we cannot and will not commit public tax dollars to be used to advocate for or against such an initiative.

We very much look forward to the results of your study. We believe it will allow our entire community to move forward with better information and hopefully with greater unity as to the public vision for higher education.

Respectfully submitted for your consideration.

EASTERN IDAHO COMMUNITY COLLEGE

Community College Study Panel Report

July 2016

Performed by: The Research & Business Development Center, Eastern Idaho
Technical College, and the Community College Study Panel



EXECUTIVE SUMMARY

Many citizens of Eastern Idaho have for years considered the conversion of Eastern Idaho Technical College (EITC) from a two-year technical college into a comprehensive community college. Over the twenty-five years since the community college issue was last considered, two remarkable changes have taken place: (1) the cost of higher education has dramatically increased, which has reduced the opportunity for prospective students to obtain an affordable, post-secondary degree, and (2) the demand for employees with a post-secondary degree or certificate has skyrocketed. The number of jobs available to high school graduates has diminished and wages for those without post-secondary training have barely moved or in some cases declined over the past ten years.

In light of the increasing costs of education and the demand for a more highly trained workforce, a group of community leaders gathered to ask whether it was time to convert EITC to a comprehensive community college.

To answer the questions that would ultimately determine the need for a community college in Idaho Falls, the Community College Study Panel was created. The Rexburg-based Research & Business Development Center (RBDC) was retained to provide the Study Panel with data needed to make a well-informed decision regarding the feasibility of establishing a community college taxing district in Idaho Falls.

This report assisted the Study Panel to answer the following five questions:

1. IS THERE A NEED FOR A COMMUNITY COLLEGE IN EASTERN IDAHO?

YES. BASED ON STATE AND NATIONAL STATISTICS, LABOR MARKET INDICATORS, AND THE NEED FOR INCREASED EDUCATION OPPORTUNITIES.

According to the research gathered by RBDC for this project, there are 290,089 people per community college in the United States. There are three community colleges in Idaho: College of Western Idaho (CWI), College of Southern Idaho (CSI), and North Idaho College. This suggests that there are 551,643 people per community college in Idaho, considerably higher than the national average.

Since the creation of College of Western Idaho in Treasure Valley, Boise State University has seen a large number of students transfer with an associate degree

to their institution. In the fall of 2014, Boise State welcomed 177 transfer students from CWI followed by 68 more students in the spring of 2015¹. According to Idaho State University's Institutional Research Department, ISU enrolled 167 transfer students with an associate's degree in 2015. Creation of a community college in Idaho Falls will increase the number of students transferring at the associate-degree level to ISU, thus growing the overall enrollment.

At present, students at EITC can earn an Associate of Applied Science (AAS) degree. A new, comprehensive community college in Idaho Falls will add a full array of lower-division transfer courses and academic programming, allowing Associate of Science (AS) or Associate of Arts (AA) degrees. These two additional two-year associate degrees provide greater educational options and the potential for students to transfer as juniors into bachelor programs. These degrees will significantly increase the number of students the current college can serve. The new community college will also provide the opportunity to explore and employ innovative teaching methods.

EITC as a technical college utilizes a traditional bricks-and-mortar, instructor-centered teaching model, along with the use of hands-on learning and access to business practices through internships. Given its new mission, the community college can institute teaching methods beyond the traditional classroom/instructor lecture model. It can also expand remedial courses, preparing students to continue their education beyond the technical college. It will increase customized training to meet the needs of area employers.

The creation of a community college will enhance the continuity of the K-20 educational system in Eastern Idaho by expanding opportunities for both graduating high school seniors and numerous non-traditional working adults who find the current university systems too costly or feel unprepared for the rigors of a university.

Employment data suggests that demand for jobs that require education beyond high school has dramatically increased in Eastern Idaho. Since the recession in 2009, the demand for employees with an associate degree, some college experience, or post-secondary non-degree education has more than tripled from 868 in 2009 to 3,843 job postings for 2015. The data from the Conference Board

¹ (Boise State University 2016)

indicates that of the total postings, 3,028 were postings for positions in Bonneville County.

2. WHAT IS THE LIKELY ENROLLMENT?

ENROLLMENT WOULD LIKELY REACH 4,000 STUDENTS BY THE END OF YEAR SIX.

Enrollment projections were ultimately determined using College of Western Idaho as a case study since it provides an Idaho-to-Idaho comparison. The data derived from this study stated that EITC would reach around 4,400 students after six years as a community college. Long-term enrollment would likely settle at around 6,000 students.

3. WHAT IS THE COST TO CONVERT EITC TO A COMMUNITY COLLEGE?

MINIMAL. THE EXISTING CAMPUS BUILDINGS AVOID THE LARGEST COST OF ESTABLISHING A COMMUNITY COLLEGE. THE MAJORITY OF THE REMAINING COST WILL BE COVERED BY STATE FUNDING AND TUITION.

The existence of campus buildings and infrastructure avoids the largest cost of establishing a community college: the acquisition of land and buildings. This results in reasonable cost projection when compared with other community colleges. The expense of converting EITC to a comprehensive community college can be covered through anticipated revenues (tuition, state allocations, and Bonneville County property tax). Projections indicate these facilities are sufficient for growth from the existing 700 EITC students through 4,000 students with community college credit (projected in year six of operation of the new community college).

4. WHAT ARE THE LIKELY FUNDING SOURCES?

THE STATE OF IDAHO GENERAL FUND ALLOCATIONS, STUDENT TUITION, TAXES CURRENTLY COLLECTED (LIQUOR FUNDS), AND NEW PROPERTY TAXES GENERATED WITHIN A COMMUNITY COLLEGE TAXING DISTRICT.

Sources of funding for a community college would include state general funds, Career Technical Education allocations, liquor tax funds, student tuition, and the formation of a taxable community college district. Tuition funding is broken into four sources: annual tuition revenue, out of county tuition, concurrent credit tuition, and dual-credit tuition. In addition, the Governor of Idaho has

recommended and the legislature has approved \$5 million toward the initial startup costs when EITC transitions to a community college.

5. WHAT WOULD THE ECONOMIC IMPACT OF THE SCHOOL BE IF IT BECAME A COMMUNITY COLLEGE?

OVER 900 JOBS WOULD BE CREATED OR SUSTAINED AND NEARLY \$66 MILLION IN ADDITIONAL ECONOMIC ACTIVITY WOULD RESULT FROM OPERATIONS AND STUDENT SPENDING. A FULL RETURN ON INVESTMENT WOULD OCCUR AFTER NINE YEARS.

Once enrollment reaches 4,000 students, the combined economic impact of the operation of the new community college and student spending will amount to \$65.8 million. The employment impact is equal to an additional 923 jobs. For comparison purposes, other regional employers with around 900 workers include Eastern Idaho Regional Medical Center, Basic American Foods, Bechtel Marine Propulsion, and ON Semiconductor. The community college would likely employ 362, including staff and faculty. It can reasonably be assumed the community college would create the remaining 561 jobs as a result of student spending, employee spending, and supply chain activity. Thus, for every 100 community college jobs created, an additional 155 jobs would be created or sustained throughout Bonneville County.

A nationwide study of community colleges conducted by Economic Modeling Services Inc.² showed there was a 9.1-year payback period for a community college investment. The study also revealed taxpayers receive a 14.3% internal rate of return while for every \$1.00 of public money spent on colleges, taxpayers receive a cumulative return of \$6.80 over the course of students' working lives. When the cost of investment is taken into account, taxpayers receive \$5.80 in return for every \$1.00 in costs. The return is the result of higher tax receipts and public sector savings.

² (American Association of Community Colleges 2016)

RECOMMENDATION

Given the combination of an existing technical college campus with capacity for future enrollments, the demonstrated need for an affordable tuition option for students, a modest investment needed from the state and property owners and the economic benefit that will result leads the Community College Study Panel to unanimously recommend the expansion of EITC to a comprehensive community college. This will be accomplished through a ballot initiative to establish a community college taxing district.

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GRANT-FUNDED RESEARCH

Funding for this report was generously provided by a Technology Based Economic Development Grant from Idaho National Laboratory with Battelle Energy Alliance corporate funds. Research for this study began in September 2015 and continued through July 2016. Funding for the TBED grant totaled \$20,000.

Additional funding for other aspects related to feasibility of the community college was provided by Regional Economic Development for Eastern Idaho Foundation (REDI). That funding totaled \$25,000.

PANEL MEMBERS

Park Price, Chairman, Bank of Idaho.

Ken Taylor, certified public accountant, small business owner.

Amy Lientz, Idaho National Laboratory.

Nicole Christensen, parent and advocate of education innovation.

Doug Crabtree, CEO, Eastern Idaho Regional Medical Center.

Marisa Hoover, senior class president, Hillcrest High School.

Dave Lent, Idaho Falls School District 91 Trustee.

Stephanie Mickelsen, Idaho Farm Bureau Federation.

Sheila Olsen, community activist.

Oscar Rojas, media consultant, KIFI.

Ann Rydalch, former legislator, energy advocate, Bonneville County Heritage Association.

NEED FOR COMMUNITY COLLEGE

CONCENTRATION OF COMMUNITY COLLEGES IN IDAHO

The purpose of the concentration analysis is to determine how Idaho compares to the U.S. averages using a population per community college statistic. A multiplier will also be created to be applied to enrollment projections when appropriate.

The 2015 U.S. population was approximately 321,418,820³ and the number of community colleges as of February 2016 was 1,108⁴. This suggests that there are 290,089 people per community college in the U.S.

The 2015 Idaho population was approximately 1,654,930⁵. There are three community colleges in Idaho: College of Western Idaho (CWI), College of Southern Idaho (CSI), and North Idaho College. This suggests that there are 551,643 people per community college in Idaho, considerably higher than the national average. This statistic suggests that Idaho is behind in community college education and that there is a need for more community colleges in Idaho.

Region	Population	Number of Community Colleges	Population Per Community College
United States	321,418,820	1,108	290,089
Idaho	1,654,930	3	551,643

TABLE 1: POPULATION PER COMMUNITY COLLEGE COMPARISON

In areas with an established community college, 23% of Idaho high school graduates went on to attend a two-year institution. Only 5% of Eastern Idaho high school graduates went on to a two-year institution. The citizens in Eastern Idaho lack access to the affordable education a community college provides. (See Table 2)

³ (United States Census Bureau 2015)

⁴ (American Association of Community Colleges 2016)

⁵ (United States Census Bureau 2015)

Area	High School Graduates	Graduates that Attend Community College	Percent of Graduates Attending
North Idaho College	1,323	399	30.2%
College of Western Idaho	3,320	596	18.0%
College of Southern Idaho	1,132	340	30.0%
Average	5,775	1,335	23.1%
Eastern Idaho	1,534	89	5.8%

TABLE 2: HIGH SCHOOL GRADUATE COMMUNITY COLLEGE ATTENDANCE

After revising both the U.S. and Idaho per capita community college statistics, if EITC became a community college, there would be four community colleges in Idaho serving 413,733 people per community college.

To apply concentration to enrollment projections when appropriate, a multiplier was created. The concentration multiplier leveraged in two of the enrollment project approaches is 1.43.

$$1.43 = 413,733/290,089$$

This multiplier will increase the enrollment projections, as Idaho has fewer community colleges, relative to the U.S. This multiplier, along with a number of other demographic related multipliers in the following sections, illustrate the need that eastern Idaho has for a community college based on demographics and will be referenced later within the Enrollment Projections section of this report.

DEMOGRAPHICS

Demographics for the region currently served by EITC (a 25-mile radius around EITC identified as EITC's **Primary Service Area** or PSA) were compared to national-level demographics for community college students. The three demographics analyzed included age, ethnicity, and income. The EITC PSA includes Bonneville, Jefferson, and Bingham counties. A weighted average was

calculated for each metric of demographics using American Fact Finder, 2014 American Community Survey data.

It is assumed that age and income would provide the greatest influence on the likelihood for students to attend a community college. The following are the weights given to each of the three demographic variables. Similar to the concentration analysis, this weighting will be used to create a multiplier for enrollment projection purposes.

- Age: 40%
- Ethnicity: 20%
- Income: 40%

AGE

The median age in the U.S. is 37.4⁶, compared to the EITC PSA of 32.1. This suggests that the EITC region is younger than the national average. With the median age of community college students being 24⁷, the EITC region would have more people, proportionally, than the national average who might attend a community college. This would suggest, based on age, an increase in demand for a community college in eastern Idaho than compared to the national average.

An equation was used for enrollment projection purposes to quantify this increased demand relative to the U.S. average. As mentioned above, the age variable holds a 40% weight in the final demographic multiplier

$$\text{Age variable} = 1.22 = (37.4 - 32.1) / 24$$

ETHNICITY

Ethnicity appears to be a factor that influences the demand for community colleges. Table 3 is a comparison of ethnicity in the U.S., the Idaho Falls PSA, and community college students.

⁶ (American Fact Finder 2014)

⁷ (American Association of Community Colleges 2016)

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Ethnicity	U.S. Pop	Community Colleges	EITC PSA	U.S. to Colleges	EITC to U.S.
White	62.1%	49.0%	82.4%	-13.1%	20.3%
Hispanic	17.4%	22.0%	13.2%	4.6%	-4.2%
Black	13.2%	14.0%	0.4%	0.8%	-12.8%
Asian/Pacific Islander	5.4%	6.0%	0.6%	0.6%	-4.8%
Native American	1.2%	1.0%	1.5%	-0.2%	0.3%
Two or more races	2.5%	3.0%	1.8%	0.5%	-0.7%
Other	0.2%	4.0%	0.0%	3.8%	-0.2%

TABLE 3: ETHNICITY COMPARISON

The fourth column compares the general U.S. population as a whole to community college students. A positive number suggests that a certain ethnicity is more likely to attend a community college on average. A negative number suggests that, on average, that ethnicity is less likely to attend.

For example, people who are Hispanic make up 17.4% of the U.S. However, they make up 22% of community college students. This might suggest more demand from people who are Hispanic.

The fifth column compares the EITC region to the U.S. A positive number suggests that the EITC region has more of that ethnicity than the national average. Naturally, a negativity number then suggests that the EITC area has less of that ethnicity.

The story is revealed when both the fourth and fifth columns are compared. In every instance, the EITC region has ethnicity factors that are favorable and unfavorable when compared to a region, which is “ideal” for a community college. Expanding the previous example, people who are Hispanic are more likely to attend a community college and the EITC region has less of them.

To quantify the demand-decreasing ethnicity variable to be used in enrollment projections, the following equation was used:

$$\text{Ethnicity variable} = 0.57 = 1 - \text{sum of the absolute values of the EITC to U.S. column in Table 3.}$$

Ethnicity in the Eastern Idaho region would suggest less demand for attending a community college. As mentioned above, the ethnicity variable holds a 20% weight in the final demographic multiplier.

INCOME

In 2014, the U.S. median income was \$53,482⁸, compared to \$50,419 for the EITC region. Less income would likely suggest a higher demand for a more affordable education that a community college would provide.

To quantify the demand increase due to lower income levels for enrollment project purposes, the following equation was used:

$$\text{Income variable} = 1.057 = 1 + (53,482 - 50,419) / 53,482$$

DEMOGRAPHIC MULTIPLIER

Table 4 depicts all three demographic variables compiled to create a demographic multiplier to be applied to two of the enrollment projection approaches.

Demographic Multiplier	Amount	Weighting
Age Variable	1.22	40%
Income Variable	1.06	40%
Ethnicity Variable	0.57	20%
Demographic Multiplier	1.024	

TABLE 4: DEMOGRAPHIC MULTIPLIER

Ethnicity contrasts with the typical community college demographic. However, with a younger population base and lower incomes, the demographic profile of this area would suggest moderately more demand for community college education relative to the U.S. as a whole.

⁸ (American Fact Finder 2014)

POPULATION GROWTH

Along with demographics, income levels, and age, population growth also plays a role in determining the demand for a community college. Population growth was tested to determine if it was correlated with enrollment for a community college. As such, the population of the U.S. for the last 15 years was regressed against enrollment growth of a comparison group of 936 two-year public institutions whose highest offering was an associate degree.⁹ With an R-squared of .91, enrollment is highly correlated with population growth.

The U.S. average population growth over the last 15 years was 0.88%.¹⁰ The EITC region's average population growth over that same length of time was 1.66%.¹¹ This would suggest the EITC region has an increasing number of residents who might attend a community college over time.

For enrollment projection purposes, an additional 0.78% (1.66%—0.88%) was added to each year's enrollment estimates for the "new" community college growth approach. It was not included in the top-down approach, as the approach is not considering growth. It was also not included in the CWI case study approach because that approach is comparing Idaho to Idaho, with Idaho as a whole growing at 1.65%¹² over the last 15 years.

EMPLOYMENT PIPELINE

In order to determine the demand for jobs related to community college level education in the Eastern Idaho area (see Table 5) , SOC (Standard Occupational Codes) were drawn from the EMSI database for jobs requiring either some college education, an associate degree, or post-secondary non-degree education. The SOC codes drawn from EMSI were then analyzed using The Conference Board, a database which draws information from over 10,000 job posting sources with the ability to eliminate duplicate job postings. Data collected by these means suggests that demand related to community college education level jobs is increasing within the Eastern Idaho area. In order to establish a frame of reference, new and unique job postings for each criterion are also shown for Southeastern Idaho. According to the data, in 2015 there were 3,843

⁹ (The Integrated Postsecondary Education Data System 2016)

¹⁰ (United States Census Bureau 2015)

¹¹ (United States Census Bureau 2015)

¹² (United States Census Bureau 2015)

new and unique job postings posted seeking employees with an associate degree, some college experience, or post-secondary non-degree education in the Eastern Idaho area. Bonneville County made up much of that demand by posting 3,028 of those new and unique job listings. South Eastern Idaho demanded 2,227 similar jobs in 2015.

Further analysis of the results illustrates that, in 2015, 665 new and unique job additions were posted in Eastern Idaho for jobs requiring an associate degree (497 within Bonneville County). Another 517 new and unique job ads were posted for jobs requiring some college (414 within Bonneville County). And 2,661 new and unique job ads were posted for jobs requiring post-secondary non-degree education (2,117 within Bonneville County). (See Appendix)

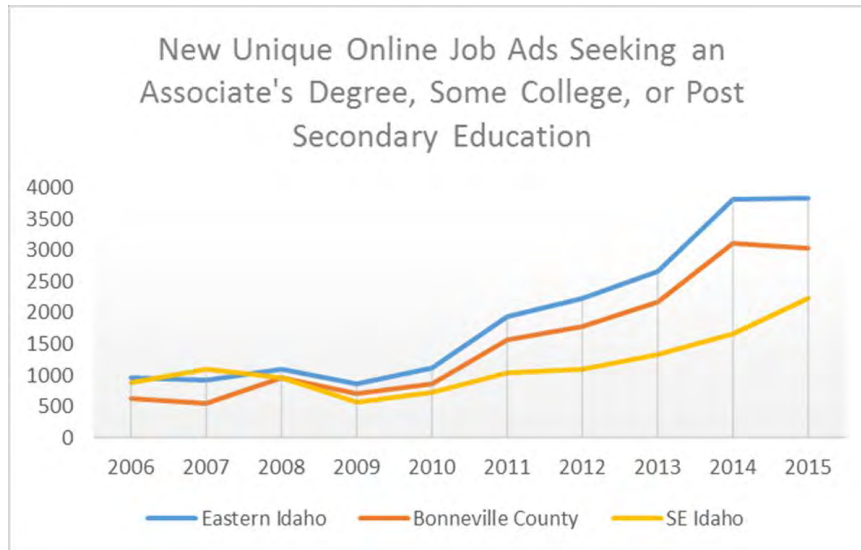


FIGURE 1: JOB ADS

Region	Counties
Eastern Idaho	Bonneville, Butte, Clark, Custer, Fremont, Madison, Teton, Jefferson, and Lemhi.
Southeast Idaho	Bannock, Bear Lake, Bingham, Caribou, Franklin, Oneida, and Power.

TABLE 5: REGION DEFINITION

Figure 1 depicts the rise in supply for jobs requiring some form of college education in the area since 2009.

According to the Bureau of Labor Statistics' Job Openings and Labor Turnover Survey, total nonfarm-related hires have exceeded total nonfarm-related job postings by an average of 26.4% from 2006 through 2015. This data suggests that the data drawn from The Conference Board illustrates a low and conservative estimate and suggests that the actual number of job postings requiring some form of community college related education in the Eastern Idaho area may be closer to 4,850 in recent years.

EDUCATION PIPELINE

A community college in Idaho Falls will serve as an education pipeline to neighboring universities, particularly Idaho State University and BYU-Idaho, but would also include University of Idaho, BSU and any number of regional universities. The concept is to provide Eastern Idaho students with access to lower-cost, required, general-education courses that make up the first two years of a bachelor degree. These courses are offered in a college setting, tend to be small class size, more individual instructor attention with "wraparound" student services such as tutoring, advising, evening programming and student related activities.

College of Western Idaho serves as an example of the educational pipeline a community college is able to generate. Since the creation of College of Western Idaho in the Boise area, Boise State University has received a substantial number of transfer students with associate degrees. In the fall of 2014, Boise State welcomed 177 transfer students from CWI followed by 68 more students in the spring of 2015¹³. According to Idaho State University's Institutional Research Department, ISU attracted 167 total transfer students with an associate degree in 2015. It is anticipated that the creation of a community college in Idaho Falls would provide an increase in associate-degree-level transfer students to ISU, and potentially grow overall enrollment.

A community college in Idaho Falls will also provide more dual credit courses to surrounding high schools and thereby provide high school students an added head start to their respective educational careers.

¹³ (Boise State University 2016)

COMMENTS FROM HIGH SCHOOL COUNSELORS

Research associates from the RBDC conducted interviews with high school counselors from Sugar-Salem, Madison, Aberdeen, Skyline, Shelley, Bonneville, West Jefferson, Ririe, Snake River, Teton, and Firth High Schools. Specific questions asked were as follows:

- What is the average graduating class size of the high school?
- How many students would attend a local community college if it were available?
- How many students graduate with dual credits?
- For the typical high school graduate, what is the average number of dual credits earned?
- Where do most dual-credit courses come from (which college or university)?

During these interviews, many counselors indicated a community college in the local area could help many high school students get the jump-start they need for a successful four-year university program.

Projected # of Attending Students	
Sugar Salem	40
Madison	60
Aberdeen	13
Skyline	60
Shelley	20
Bonneville	70
West Jefferson	25
Ririe	15
Snake River	15
Teton	7
Firth	20
Total	345

TABLE 6: HIGH SCHOOL STUDENT COUNT

From these interviews, it is anticipated that at least 345 high school graduates would enroll in the new community college if it were to be available. Many counselors felt that the number of graduates interested in attending the community college would strengthen with time, especially after students could see the positive impact of the college. Considering that not all high schools in the

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Eastern Idaho area were able to contribute to the study, it is expected that 345 newly enrolled high school graduates will prove to be a conservative estimate. This is by no means a total enrollment figure considering the fact that not all local high schools were able to participate in the survey and that the target enrollment audience are often post-high-school graduates.

School	Graduates	Average # of Student Graduating with Dual Credits	Average # of Dual Credits
Madison	325	150	6
Sugar-Salem	130	110	6
Shelley	155	90	22
Bonneville	260	90	6
Idaho Falls	275	75	4
Skyline	300	69	12
Firth	65	52	10
Snake River	127	30	6
Aberdeen	45	22	2.5
Ririe	55	11	20
Teton	27	4	54
West Jefferson	50	2	2
Total	1,814	705	-

TABLE 7: DUAL ENROLLMENT STATISTICS

Dual-credit opportunities were also analyzed within regional high schools. Based on a survey conducted with high school counselors from Sugar-Salem, Madison, Aberdeen, Skyline, Shelley, Bonneville, West Jefferson, Ririe, Snake River, Teton, Firth, and Idaho Falls High Schools, 705 students graduated with a weighted average of 9 dual credits in 2015. The majority of these dual credits came through College of Southern Idaho and Idaho State University. Offering dual-credit courses in cooperation with regional high schools promotes a strengthened enrollment pipeline and is expected to help boost admission growth for the new community college.

INNOVATIVE TEACHING MODEL

The creation of a comprehensive community college in Idaho Falls will provide an opportunity to explore and employ innovative teaching methods. EITC as a technical college utilizes a traditional bricks-and-mortar, instructor-centered teaching model along with the use of hands-on learning and access to business practices through internships. Given a new comprehensive community college mission, teaching methods can be expanded beyond the traditional classroom/instructor lecture model. At present, students at EITC earn an Associate of Applied Science degree. The new comprehensive community college in Idaho Falls will add a full array of lower -transfer courses and programming, resulting in the granting of Associate of Science and Associate of Arts degrees. The new college can expand the emphasis on remedial courses, providing students with the knowledge and skills to be college ready, along with a significant increase in customized workforce training to meet the needs of area businesses.

With 60 acres of property and six significant buildings used for instruction, the existing EITC campus facility will accommodate approximately 4,000 students on campus. As there will be a major expansion in mission and instruction methods, the new community college would have a unique opportunity to employ methods most two-year colleges do not. These new approaches to teaching and learning will provide better support for non-traditional students, students who have a gap in their academic knowledge base, and students living in rural areas within the college district. The new college may provide credits for students who have existing skill sets from prior employment, deploy innovative use of simulation, and customize curriculum options for Eastern Idaho students.

Actual teaching methods would be explored by a new board of trustees and implemented by college administrative and instructional staff. Possible new methods could include:

- Online learning: fully-online classes, fully-online degrees and programs, and hybrid instruction (combining classroom-based and online delivery)
- Evening and weekend college for non-traditional working students who can't attend weekday classes
- Competency-based learning systems, such as credit for prior learning models, State of Idaho Badging and Skill Stack, and exams
- Models of improved academic placement, such as class placement based on students' knowledge, skills, and abilities

- Extended learning using electronic delivery and campus outreach centers in rural communities
- Simulation and interactive learning tools
- Interaction with the community and business through additional internships options, apprenticeship training, service learning and volunteer opportunities
- eTexts and other electronic research methods
- Creation of a “Center for Teaching and Learning” used for collaborative best practice for faculty
- Flipped classroom model where content delivery may take a variety of forms. Often video lessons are prepared in advance by the teacher and are used to deliver content online, collaborative discussions, digital research, and eText readings
- Cohort model of programming providing learning support from other students and planned flow of courses toward degree completion
- Physical library space adding support for electronic data resources and collaborative learning opportunities
- Study abroad opportunities and increasing number of international students

ENROLLMENT PROJECTIONS

There are potentially hundreds of factors that might influence the enrollment of a new community college. To overcome the numerous influencers, two different projections were used to estimate enrollment. One is a long-term projection analyzing the makeup of the college after the college reaches full maturity. Another projection was also made to consider the initial startup phase the new college would experience.

LONG TERM PROJECTION – EITC AS A COMMUNITY COLLEGE

Prior to executing this projection, different factors needed to be considered and quantified. These factors included:

- Concentration of community colleges in Idaho relative to the U.S.
- Demographics of the area compared to the U.S. and compared to community college demographics.
- Population growth in Idaho compared to the U.S.

These factors have significance, independent of the enrollment projections. In addition, multipliers were created from these factors to be applied to the different enrollment projection approaches, when appropriate.

Often, the term “EITC PSA” or “EITC region” will be used. This will refer to the area within a 25-mile radius of EITC. As such, the analyses only considered this area. If EITC community college were to pull from surrounding areas, which it will somewhat, these enrollment projections would be conservative.

A U.S. population around 321 million¹⁴ and the for-credit community college enrollment at 7.3 million¹⁵ suggests that 2.27% percent of the U.S. population is enrolled in a community college.

The population of EITC’s region, including Bonneville, Jefferson, and Bingham counties, was 178,881 in 2015¹⁶. Applying the 2.27% to the EITC region, this would suggest an estimated enrollment of 4,063 before applying any multipliers.

After applying the concentration and demographic multipliers, the resulting estimated enrollment is 5,949. The calculation to get this estimate is as follows:

$$\text{EITC estimated enrollment} = 5,949 = 4063 * 1.43 * 1.024$$

This estimate would represent the leveled-off growth and enrollment likely experienced after the “new college” growth winds down.

To test the methodology of the long-term projection, the same process was applied to CSI and the Twin Falls region. As before, the counties included in the calculation is a key assumption. Those included were Twin Falls, Gooding, Cassia, Lincoln and Minidoka counties.

With only three community colleges in Idaho currently, the concentration multiplier was adjusted to 1.90, as EITC currently does not exist as a community college.

The demographic multiplier was recalculated based around the demographics of the five counties included in the CSI analysis. The age of the area relative to the EITC region is a little older. The ethnicity is also skewed unfavorably towards the

¹⁴ (United States Census Bureau 2015)

¹⁵ (American Association of Community Colleges 2016)

¹⁶ (American Fact Finder 2014)

demand for a community college. However, the median income was considerably lower.¹⁷ The resulting demographic multiplier was 1.07.

CSI's region had a population of around 142,886 in 2015¹⁸. Applying the 2.27% population estimate to the region, this would suggest an estimated enrollment of 3,243 before using any multipliers.

After applying the concentration and demographic multipliers, the resulting estimated enrollment is 6,591. The calculation to get this estimate is as follows:

$$\text{EITC estimated enrollment} = 6,591 = 3,243 * 1.9 * 1.07$$

CSI's actual enrollment has ranged from 7,162 to 9,266 over the last 15 years.¹⁹ This might suggest that the top-down approach might be moderately conservative.

STARTUP ENROLLMENT PROJECTION

To create a first-semester, initial-enrollment estimate to be leveraged in the final two enrollment projections, CWI's starting enrollment combined with population proportions was analyzed.

POPULATION PROPORTIONS

CWI's January 2009 enrollment, at its first semester of classes, was around 1,200 students.²⁰ Table 8 and Table 9 visualize the populations of the two regions in question. As shown, EITC has around 27.9% of the population to pull from.

¹⁷ (American Fact Finder 2014)

¹⁸ (United States Census Bureau 2015)

¹⁹ (The Integrated Postsecondary Education Data System 2016)

²⁰ (College of Western Idaho 2009)

Boise Metro Service Area	
County	2008 Pop.
Ada	379,350
Boise	7,565
Canyon	184,120
Gem	16,511
Owyhee	11,173
Total	598,719

TABLE 8: BOISE MSA POPULATION

Idaho Falls PSA	
County	2008 Pop.
Bonneville	99,254
Jefferson	23,869
Bingham	44,057
Total	167,180

TABLE 9: IDAHO FALLS PSA POPULATION

This factor alone would suggest that EITC would have 335 students in the first semester as a community college.

ECONOMIC FACTORS

2008 was the beginning of a national economic recession. This recession created a spike in total enrollment in community colleges. Based on total fall enrollment from 936 two-year public institutions whose highest degree offered is an associate degree, that growth was 5.34% in 2008 and 9.1% in 2009. This was notably above the average growth of 2.15% over the last 30 years.²¹

As EITC would likely not experience the economic influx of students as CWI did its first semester, thus 5.34% was removed from the 335, leading to an estimate of 317 enrolled the first semester as a community college.

CSI IDAHO FALLS SATELLITE CAMPUS

²¹ (The Integrated Postsecondary Education Data System 2016)

Finally, there will be an estimated 200 students enrolled in around 500 classes in CSI's Idaho Falls Satellite Campus for the fall 2016 semester.²² If EITC became a community college, these students would transfer to EITC, adding to the first semester estimate.

Combining population proportions, economic conditions, and CSI's Idaho Falls campus, the first semester community college enrollment is estimated at 517, not including the existing technical college students.

STARTUP ENROLLMENT PROJECTION: CWI CASE STUDY

With a starting enrollment estimate of 517, the purpose of this projection is based on the question of simultaneous growth for EITC and CWI. Table 10 visualizes the growth rate experienced by CWI since its beginnings in 2009. Enrollment statistics from fall 2009 and later represents fall enrollment, provided by IPEDS.²³

CWI Enrollment History							
CWI Enrollment	Jan 2009 (First Semester)	Fall 2009 (Yr. 1)	Fall 2010 (Yr. 2)	Fall 2011 (Yr. 3)	Fall 2012 (Yr. 4)	Fall 2013 (Yr. 5)	Fall 2014 (Yr. 6)
Enrollment	1,200	3,683	6,277	8,077	9,107	9,191	10,217
Percent Increase	-	207%	70%	29%	13%	1%	11%

TABLE 10: CWI HISTORICAL GROWTH

Arguably, one of the driving reasons for CWI's quick growth is the low concentration of community colleges in Idaho, a situation that was poorer prior to 2009.

Table 11 applies these growth rates to EITC's initial enrollment. It is noteworthy to mention that the growth rates were not applied to the 200 students that would simply transfer from CSI's Idaho Falls satellite campus.

²² (Sakelaris 2016)

²³ (The Integrated Postsecondary Education Data System 2016)

EITC Enrollment: CWI Case Study							
EITC Enrollment	First Semester	1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later	6 Years Later
Community College Related	517	1,145	1,783	2,258	2,560	2,627	2,960
Technical School Related	700	722	745	768	792	817	843
Total	1,217	1,867	2,527	3,026	3,352	3,444	3,802

TABLE 11: EITC TO CWI C STUDY PROJECTIONS

To calculate the growth rate for the enrollment related to the technical school, EITC’s historical growth since 1980 of 3.14% was leveraged.²⁴ Based on this approach, EITC would reach around 3,900 students after five years as a community college.

COST TO CONVERT TO A COMMUNITY COLLEGE

CURRENT COSTS

According to EITC’s audited financial statements available from the school’s website, total operating costs were \$11,481,331 in 2014. According to IPEDS, total operating costs for were \$11,500,697 in 2014.

As of June 2016, EITC’s current budget= estimates total operating costs of \$8,637,057. This is based on “credit-bearing” programming and does not take into account revenues/expenses from self-sustaining, customized workforce training; foundation revenues; or depreciation.

The following page contains the estimated costs and projected revenues for the first six years of the community college.

²⁴ (The Integrated Postsecondary Education Data System 2016)

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Financial Estimates - New Community College
Projected Annual Revenue minus Costs for a new CC

	Current*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Headcount by semester	700	1,500	2,300	2,950	3,400	3,950	4,400
Growth in headcount per year		114%	53%	28%	15%	16%	11%
Gen Ed Students (lower division transfer)		770	1,530	2,110	2,500	3,000	3,360
CTE Students (career technical education)	700	730	770	840	900	950	1,040
Credits generated per year		27,000	41,400	53,100	61,200	71,100	79,200
Additional Staff	136.0	80.4	35.4	26.6	36.5	21.6	26.5
Total Staff		216	252	278	315	336	363

Sources of Expenses

Total Staff Wages	\$ 4,326,243	\$ 6,656,243	\$ 7,423,975	\$ 8,072,600	\$ 9,104,788	\$ 9,605,046	\$ 10,267,088
Total Faculty Wages (Full and Part Time)	\$ 1,585,767	\$ 2,824,167	\$ 3,529,519	\$ 3,959,183	\$ 4,484,329	\$ 4,913,993	\$ 5,391,398
Total wages	\$ 5,912,010	\$ 9,480,410	\$ 10,953,494	\$ 12,031,783	\$ 13,589,116	\$ 14,519,039	\$ 15,658,486
Services	\$ 902,569	\$ 1,083,083	\$ 1,191,391	\$ 1,310,530	\$ 1,441,583	\$ 1,585,742	\$ 1,744,316
Supplies	\$ 1,098,954	\$ 1,318,745	\$ 1,450,619	\$ 1,595,681	\$ 1,755,249	\$ 1,930,774	\$ 2,123,852
Misc (utilities, ins., rent, etc.)	\$ 723,525	\$ 868,230	\$ 955,053	\$ 1,050,558	\$ 1,155,614	\$ 1,271,176	\$ 1,398,293
Annual Operating Expenses (excluding wages)	\$ 2,725,048	\$ 3,270,058	\$ 3,597,063	\$ 3,956,770	\$ 4,352,447	\$ 4,787,691	\$ 5,266,460
Annual Reserves		\$ 1,400,000	\$ -	\$ 850,000	\$ 1,600,000	\$ 1,950,000	\$ 3,150,000
Annual One-Time Expenditures for Infrastructure		\$ 2,000,000	\$ 800,000	\$ 1,500,000	\$ 1,000,000	\$ 2,000,000	\$ 1,500,000
Total Expense	\$ 8,637,058	\$ 16,150,468	\$ 15,350,557	\$ 18,338,552	\$ 20,541,563	\$ 23,256,731	\$ 25,574,946

Expense Per Student

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Expense Per Student</i>	\$ 10,767	\$ 6,674	\$ 6,216	\$ 6,042	\$ 5,888	\$ 5,812
Sources of Revenue (Annual)						
State General Funds Allocation	\$ 5,000,000	\$ 1,979,938	\$ 2,878,083	\$ 3,512,237	\$ 4,533,771	\$ 5,050,276
State CTE Allocation	\$ 6,473,431	\$ 7,122,500	\$ 7,770,000	\$ 8,325,000	\$ 8,787,500	\$ 9,620,000
Total State Allocations General Fund +Career Technical	\$ 11,752,500	\$ 9,102,438	\$ 10,648,083	\$ 11,837,237	\$ 13,321,271	\$ 14,670,276

Liquor Funds	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000
Annual Tuition Revenue (\$120/credit)	\$ 3,240,000	\$ 4,968,000	\$ 6,372,000	\$ 7,344,000	\$ 8,532,000	\$ 9,504,000
Out of County Tuition	\$ 125,000	\$ 200,000	\$ 210,000	\$ 220,500	\$ 231,525	\$ 243,101
Dual- and Concurrent-Credit Tuition	\$ 39,000	\$ 58,500	\$ 78,000	\$ 97,500	\$ 117,000	\$ 136,500
Revenue from Bonneville Co. Property Tax**	\$ 862,781	\$ 862,781	\$ 862,781	\$ 862,781	\$ 862,781	\$ 862,781
Total Revenue	\$ 6,473,431	\$ 16,219,281	\$ 15,391,719	\$ 18,370,864	\$ 20,562,018	\$ 25,616,658

Surplus (or Deficit)

Surplus (or Deficit)	\$ 68,813	\$ 41,162	\$ 32,312	\$ 20,456	\$ 7,846	\$ 41,712
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*This financial estimate is based on "credit-bearing" programming and does not take into account revenues/expenses from self-sustaining, customized workforce training, foundation revenues, or depreciation

**Bonneville Co. Assessment @ \$15/\$100,000 - assessed value \$ 5,751,875,950

PROJECTIONS

OVERVIEW

The preceding table represents a projection of revenues and expenses for a new Eastern Idaho community college over a six-year period. The table projects: 1) credit student head-count enrollments, 2) estimated credits generated by students, 3) additional faculty and staff required for college operations, 4) anticipated staffing expenses, 5) anticipated operating and contingency expenses, 6) projected sources of college revenue modeled on other Idaho community colleges, and 7) anticipated surplus or deficit at the end of each year.

The enrollment projections are reasonable when compared with other community colleges. The expense of converting EITC to a comprehensive community college can be covered through anticipated revenues (tuition, state allocations, and anticipated Bonneville County property tax). This is possible only because the major costs of buildings and infrastructure are avoided, as they presently exist at EITC. Projections indicate these facilities are sufficient for growth from the existing 700 students at EITC through 4,000 community college credit students projected in year six of operation of the new community college.

Figure 2 visualizes EITC's total operating cost projections and how they compare to 922 two-year public institutions where the highest degree offered is an associate degree.

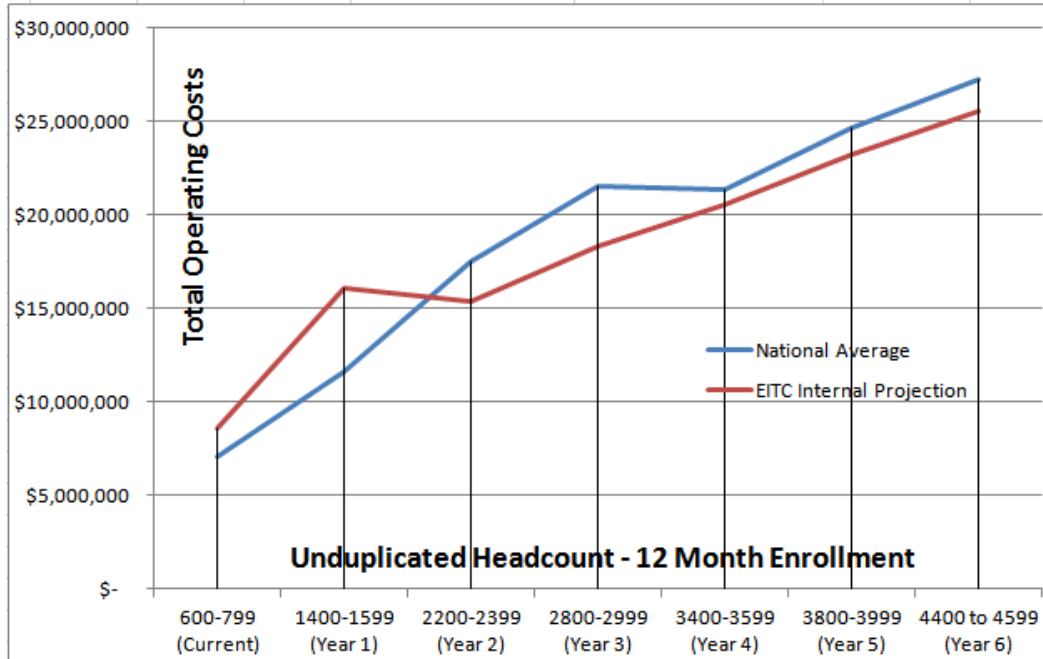


FIGURE 2: TOTAL OPERATING COSTS COMPARISON

SOURCES OF FUNDING

TAXING DISTRICT

In order for EITC to transition fully into a community college, a taxing district is necessary to provide funding. Determining the taxing district was predicated on the taxable real estate value of Bonneville County. Bonneville County will meet the requirements for the establishment of a community college taxing district without the addition of other Eastern Idaho counties. Other counties can elect to join the community college district through a simple major vote later. Numbers were provided by Bonneville County Treasurer’s Office.

Bonneville County Net Taxable Market Values	
2010	\$5,589,338,891
2011	\$5,564,689,405
2012	\$5,490,005,456
2013	\$5,503,515,308
2014	\$5,580,090,866
2015	\$5,751,875,950

TABLE 12: TAXABLE MARKET VALUE

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Table 13 depicts potential revenues for the community college based upon potential MIL rates per \$100,000 of taxable market value applied to the taxable market value of 2015.

MIL Rate	Funding Generated
\$10.00	\$575,188
\$12.50	\$718,984
\$15.00	\$862,781
\$17.50	\$1,006,578
\$20.00	\$1,150,375

TABLE 13: POTENTIAL MIL RATE REVENUE

Table 14 depicts illustrates an example of how much money residents and businesses would pay based upon a \$15 MIL rate.

Residential Assessed Value	Homeowner's Exemption	Taxable Value	MIL Rate	Tax/year	Tax/month
\$178,253*	\$89,127	\$89,127	\$15	\$13.37	\$1.11
\$250,000	\$94,745	\$155,255	\$15	\$23.29	\$1.94
Commercial Taxable Value	Homeowner's Exemption	Taxable Value	MIL Rate	Tax/year	Tax/month
\$500,000	N/A	500,000	\$15	\$75.00	\$6.25
\$750,000	N/A	\$750,000	\$15	\$112.50	\$9.38
\$1,000,000	N/A	\$1,000,000	\$15	\$150.00	\$12.50

*Average home price in Bonneville Co. Jan-July 2016 (Revised 8/4/2016)

TABLE 14: POTENTIAL TAX PAYMENT

COUNTY TUITION

According to the Bonneville County Clerk and Accounting Office, Bonneville County has paid \$139,650 since October 1, 2015 (through May 2016). Bonneville County paid \$144,400 in county tuition its last fiscal year (October 1, 2014-September 30, 2015). County tuition are funds paid to community colleges in counties outside of respective community college districts. These funds are typically paid in the amount of \$50 per credit hour. If Eastern Idaho Technical College were to transition into a community college, it is expected that these county tuition rates would drop significantly since students would have the opportunity to attend a local community college. If funds were not being allocated to county tuition, Bonneville County expects those funds to instead be allocated

within its law enforcement program. It is also important to note that counties outside of the community college taxing district would pay county tuition fees to the community college and thus stimulate college funding.

ECONOMIC IMPACT

EITC and Community College Operations & Student Spending

Data was collected from current EITC students and administrators to estimate the current economic impact of EITC and the future impact of a community college with higher enrollment. A student spending survey was distributed to understand the impact students have as they spend money at local establishments.

Much care was taken in the survey to capture only the student spending that was a direct result of EITC's existence. For example, spending from a Rigby resident on groceries in Idaho Falls was only counted as part of the economic impact estimate if it would not have occurred unless the student was taking classes at EITC. In a limited number of cases, students relocated to Bonneville County because they were attending EITC. In these cases all of these students' expenditures were treated as economic impact resulting from EITC's existence. Special care was taken to not include student spending that would occur regardless of EITC's existence. This was particularly important for individuals who are residents of Bonneville County and are also EITC students.

EITC current operations expenses were obtained from administrators at EITC. Projections for future community college operations expenses were derived through the combined efforts of Research & Business Development Center staff and EITC administrators, with input from the State Board of Education. The results are considered best estimates but they are subject to change.

Economic impacts are separated into the following three categories: direct impacts, which are composed of the school's operating expenditures and student spending; indirect impacts, which are the result of inter-industry trade between the school, businesses where student spending takes place, and suppliers of goods and services within the region; and induced impacts, which are created by the spending of household income earned directly or indirectly from the school's operations and at businesses where student spending takes place. The total economic impact is the combination of all three of these impact categories.

EITC's economic impact was estimated at three different enrollment levels. The first enrollment level of 700 students represents what the institution's current economic impact is. As EITC transitions to a community college it is expected to immediately grow to 1,500 students. Therefore a second estimate for economic impact was generated based on an enrollment of 1,500 students. The last estimated impact was based on enrollment of 4,000 students. This enrollment cap was utilized because the current campus has a capacity to serve 4,000 students with little or no additional construction expense. Actual enrollment is likely to grow beyond the 4,000 student threshold. These enrollment projections are available in the enrollment projections section of this report.

EMPLOYMENT IMPACT — Number of jobs created or sustained

EITC's average employment was 136 jobs with an enrollment of 700 students. Student spending added 58 additional direct jobs. Once enrollment reaches 4,000 students, the community college would employ an estimated 362 workers. Student spending would create or sustain an additional 333 direct jobs. At 4,000 enrollments an additional 83 jobs are created or sustained by industries that support EITC operations and establishments where student spending occurs. Employee spending at EITC and student spending establishments would create or sustain an additional 228 jobs throughout Bonneville County. The combined employment impact accounts for 923 jobs. For every 100 community college jobs created, an additional 32 jobs are created or sustained throughout Bonneville County, an employment multiplier of 1.32.

For comparison purposes, other regional employers that would employ approximately 900 workers would include Eastern Idaho Regional Medical Center, Basic American Foods, Bechtel Marine Propulsion, and ON Semiconductor.

An alternative way of looking at student spending would be to consider student spending as an indirect impact of the school's operations. This approach would suggest that the 362 direct jobs at the community college are the driving factor behind creating or sustaining the remaining 561 jobs that are created through student spending, employee spending, and supply chain activity. This would increase the community college employment multiplier from 1.32 to 2.55. For every 100 community college jobs created, an additional 155 jobs would be created or sustained throughout Bonneville County. See Figure 3 and Figure 4 for an illustration on employment impacts.

Once enrollment reaches 4,000 students, nearly 46 percent of the total employment impact will be the result of student spending.

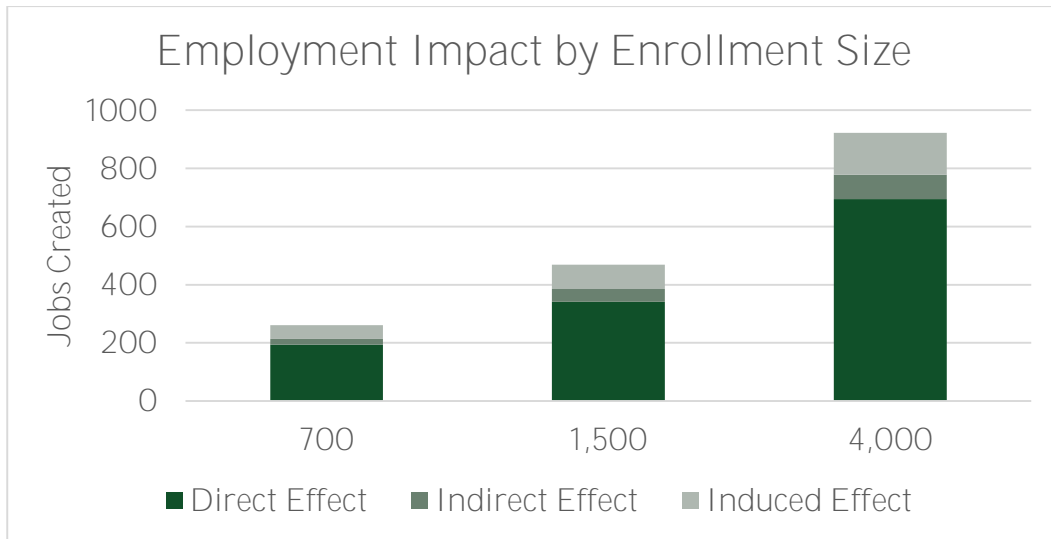


FIGURE 3: EMPLOYMENT IMPACT BY SIZE

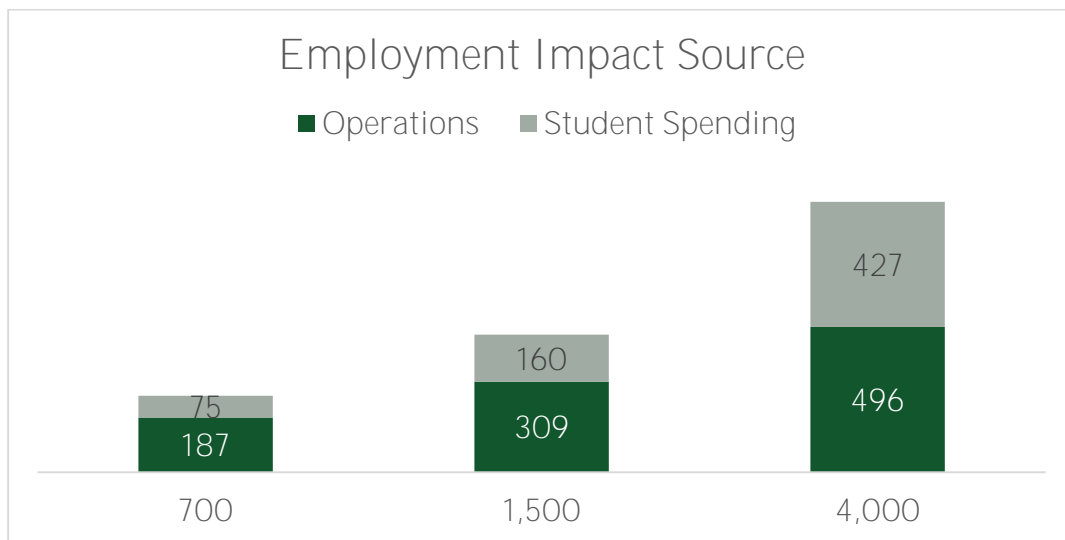


FIGURE 4: EMPLOYMENT IMPACT SOURCE

Employment Impacts	700 Students	1,500 Students	4,000 Students	Net Change
Direct Effect	194	341	695	501
Indirect Effect	19	45	83	64
Induced Effect	48	84	145	97
Total Effect	261	470	923	662

TABLE 15: EMPLOYMENT IMPACT

OUTPUT IMPACT — Value of industry output or contributions to regional gross domestic output

With total enrollment at roughly 700 students, EITC operations and student spending added nearly \$19.2 million to Bonneville County’s gross economic output. Once a community college is established, the economic impact of the institution will grow. Once enrollment reaches 4,000 students, the combined impact of EITC operation and student spending will reach \$65.8 million; student spending accounted for nearly 41 percent of the total impact. This impact represents nearly 1.4% of Bonneville’s total output or gross regional product. The total output impact comes as a result of the direct effects of EITC’s operations and student spending being multiplied through the economy.

Employees of establishments where students spend their money and EITC employees’ spending creates an additional induced effect of \$5.2 million with an enrollment of 700 students. Once enrollment reaches 4,000 students, employee spending in Bonneville County will top \$16 million annually. For every \$100 in direct economic activity at EITC, an additional \$66 of activity is created or sustained throughout the county’s economy. This results in an output multiplier of 1.66. See Figure 5 and Figure 6 for an illustration of EITC’s impact on total output.

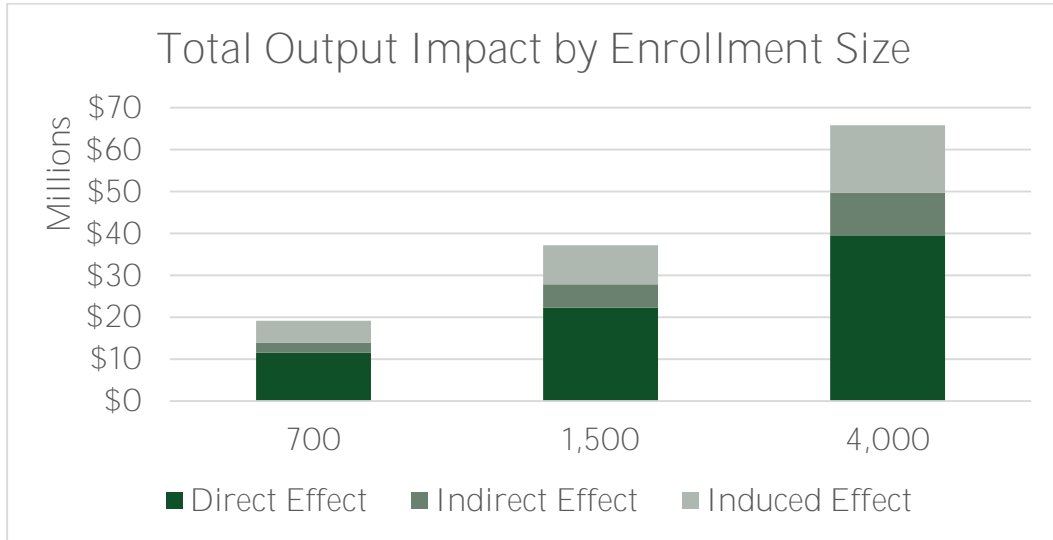


FIGURE 5: TOTAL OUTPUT IMPACT

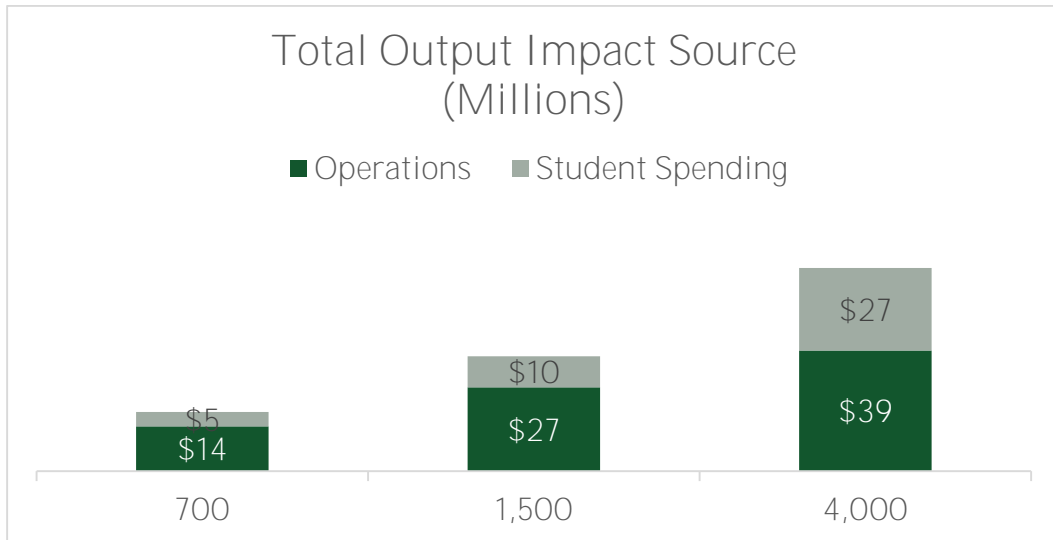


FIGURE 6: TOTAL OUTPUT IMPACT SOURCE

Total Output Impact	700 Students	1,500 Students	4,000 Students	Net Change
Direct Effect	\$11,484,939	\$22,253,075	\$39,517,941	\$28,033,002
Indirect Effect	\$2,365,441	\$5,593,547	\$10,155,665	\$7,790,224
Induced Effect	\$5,328,605	\$9,320,515	\$16,117,821	\$10,789,216
Total Effect	\$19,178,985	\$37,167,137	\$65,791,427	\$46,612,442

TABLE 16: TOTAL OUTPUT IMPACT

LABOR INCOME IMPACT — Amount of income, including employee compensation (wages and benefits) and proprietor income

The community college’s impact on Bonneville County’s total labor income would increase from \$9.5 million with an enrollment of 700 to nearly \$29 million once it reaches an enrollment of 4,000. Total labor income includes wages and salaries, employee benefits, and payroll taxes. Once enrollment reaches 4,000, employees of establishments where students spend money, combined with EITC employee household spending, will generate nearly \$29 million in employee compensation for individuals employed by Bonneville County businesses.

At an enrollment level of 4,000 students, roughly 38 percent of the total labor income impact will be generated by student spending.

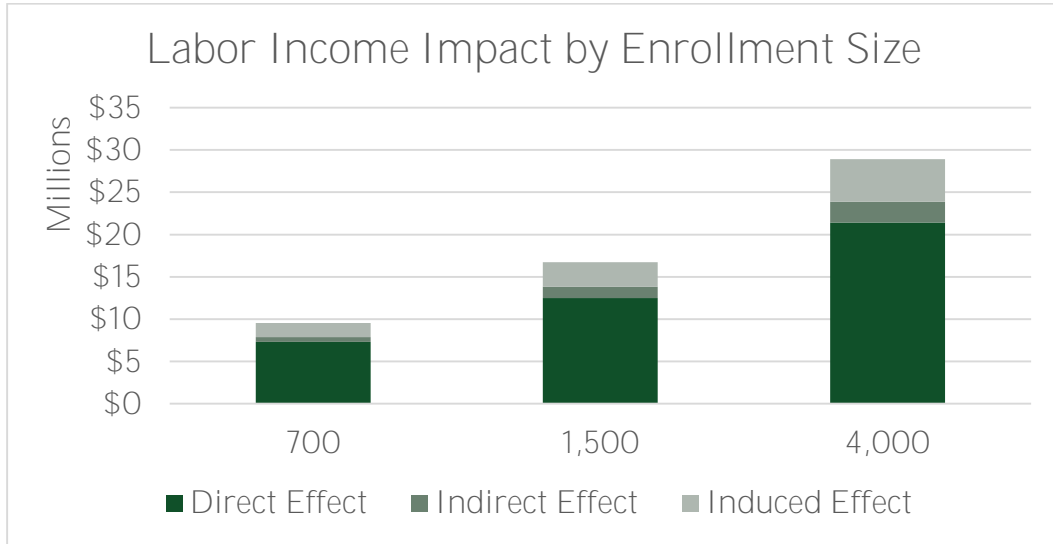


FIGURE 7: LABOR INCOME IMPACT

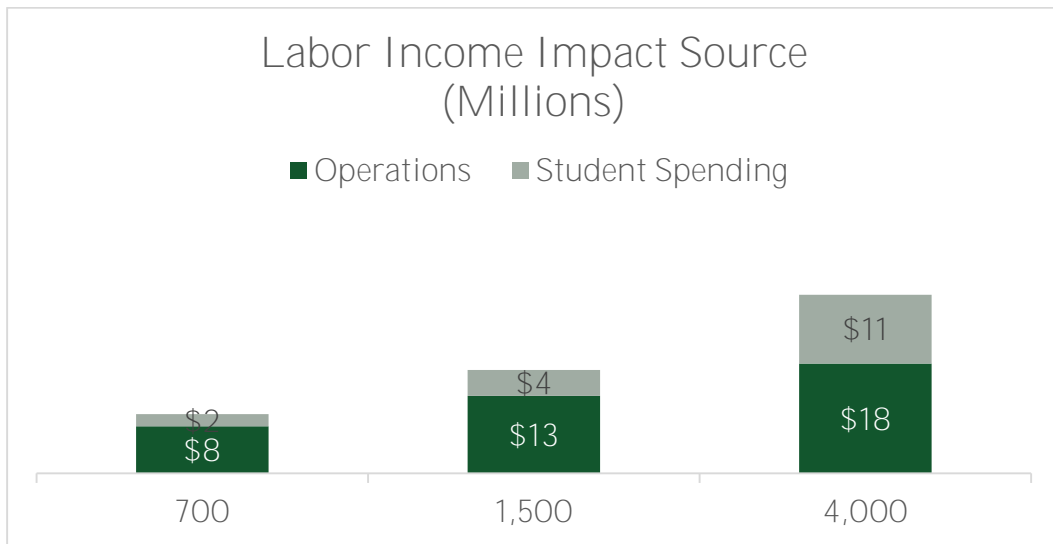


FIGURE 8: LABOR INCOME IMPACT SOURCE

Labor Income Impact	700 Students	1,500 Students	4,000 Students	Net Change
Direct Effect	\$7,317,779	\$12,492,773	\$21,412,581	\$14,094,802
Indirect Effect	\$564,789	\$1,326,525	\$2,483,396	\$1,918,607
Induced Effect	\$1,670,195	\$2,904,618	\$5,019,866	\$3,349,671
Total Effect	\$9,552,763	\$16,723,916	\$28,915,843	\$19,363,080

TABLE 17: LABOR INCOME IMPACT

VALUE ADDED IMPACT — Value of innovation and improvement made as basic resources and intermediate goods are processed into final goods

Value added impacts are created by a combination of innovation and improvement made as basic resources and intermediate goods are processed into final goods. Service-related production, like education, will also add significant value to the economy. EITC and student-supported businesses directly added more than \$12.7 million of value to Bonneville County with enrollment set at 700 students. The value-added impact will grow to \$41.8 million once enrollment reaches 4,000 students. Industries that supported EITC will indirectly add more than \$5.3 million of value to Bonneville County each year. Induced value-added impacts will result in more than \$8.8 million in economic activity. See Figure 9 and Figure 10 for an illustration on EITC’s value-added impact.

Once enrollment reaches 4,000 students, student spending will likely account for 45 percent of the total value-added impact.

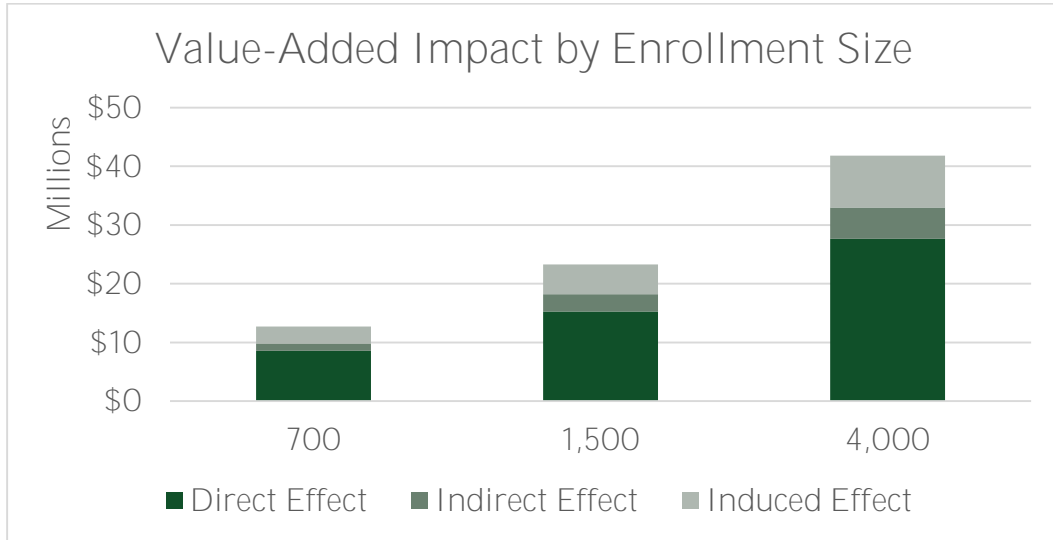


FIGURE 9: VALUE ADDED IMPACT

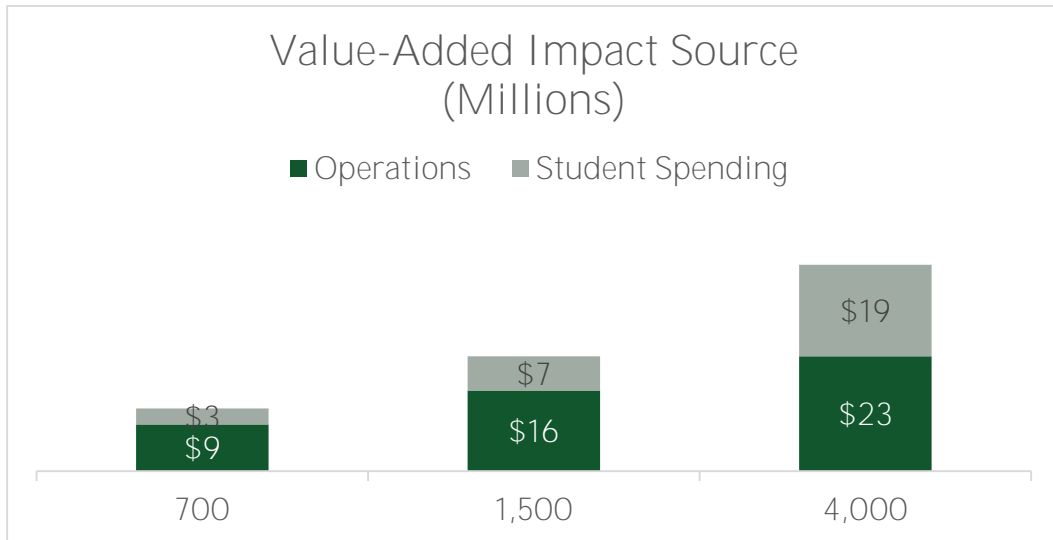


FIGURE 10: VALUE-ADDED IMPACT SOURCE

Value-Added Impact	700 Students	1,500 Students	4,000 Students	Net Change
Direct Effect	\$8,541,653	\$15,241,078	\$27,668,108	\$19,126,455
Indirect Effect	\$1,246,755	\$2,950,829	\$5,342,601	\$4,095,846
Induced Effect	\$2,912,823	\$5,080,297	\$8,782,344	\$5,869,521
Total Effect	\$12,701,231	\$23,272,204	\$41,793,053	\$29,091,822

TABLE 18: VALUE-ADDED IMPACT

IMPACT ON BONNEVILLE COUNTY VALUATION

A report by EMSI²⁵ showed there was a 9.1-year payback period for community college investment in a nationwide study of community colleges. The study also revealed taxpayers receive a 14.3% internal rate of return to taxpayers. The EMSI report also indicated that for every \$1.00 of public money spent on colleges, taxpayers receive a cumulative return of \$6.80 over the course of students' working lives. The return is the result of higher tax receipts and public sector savings. When the cost of investment is taken into account, taxpayers receive \$5.80 in return for every \$1.00 in costs.

For example, a mill rate of \$15 per \$100,000 for a community college in Bonneville County would be the equivalent of a 0.02% tax on property. Bonneville County valuation was more than \$5.7 billion in 2015. The \$15 mill rate would play a role in generating over \$862,000 each year toward funding the community college. The net increase in annual economic activity as EITC transitions to a community college with 4,000 students would be \$46.6 million, compared to previous enrollment of 700 students.

²⁵ (American Association of Community Colleges 2016)

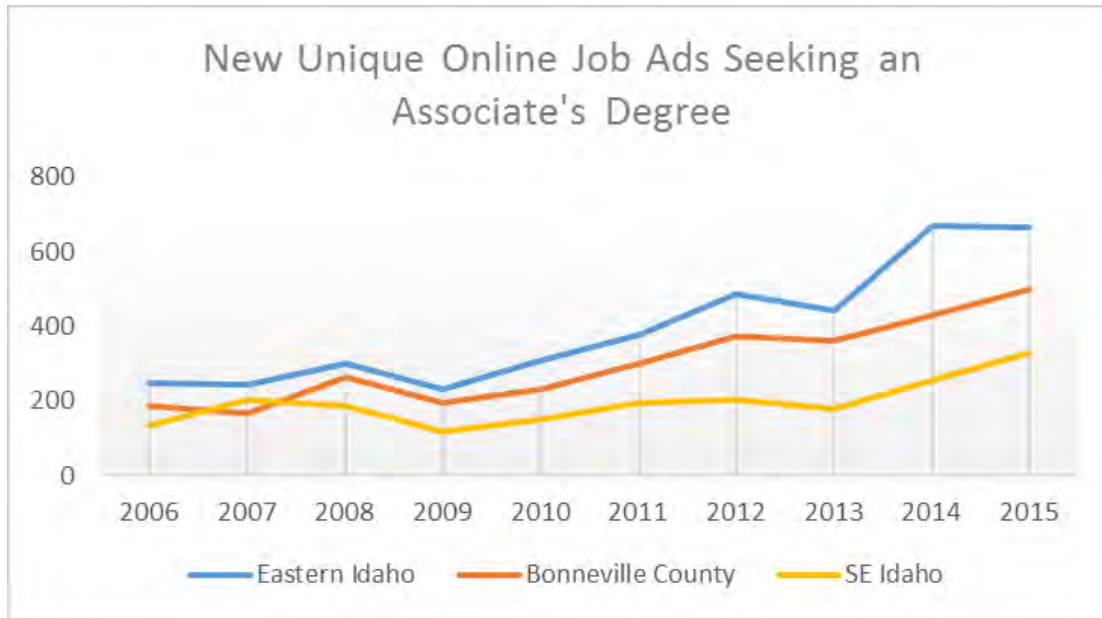
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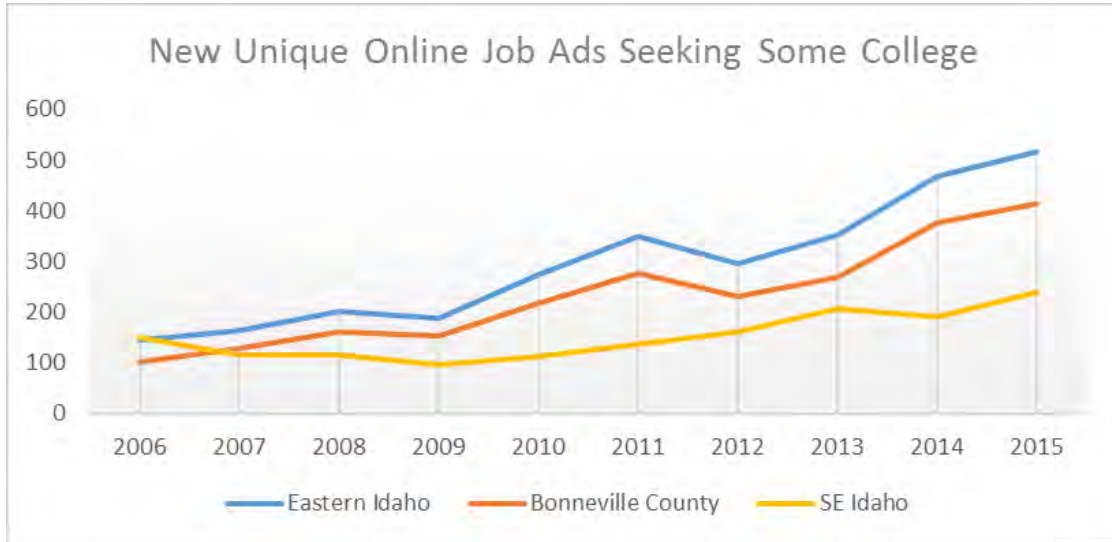
APPENDIX

New Unique Online Ads Seeking an Associate Degree, Some College, or Post-Secondary Non-Degree Education			
Year	Eastern Idaho	Bonneville Co.	Southeast Idaho
2006	963	629	882
2007	918	563	1,097
2008	1,106	963	971
2009	868	718	580
2010	1,128	857	738
2011	1,935	1,568	1,048
2012	2,242	1,785	1,098
2013	2,671	2,165	1,327
2014	3,809	3,111	1,676
2015	3,843	3,028	2,227

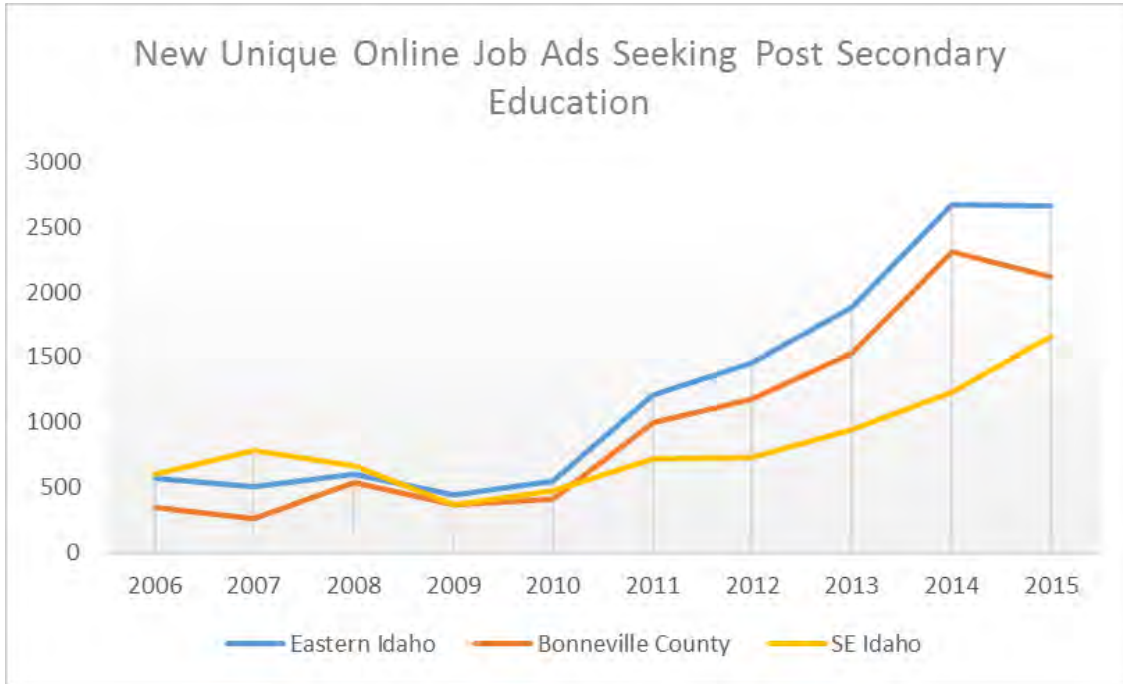
New Unique Online Ads Seeking an Associate Degree			
Year	Eastern Idaho	Bonneville Co.	Southeast Idaho
2006	249	185	133
2007	243	168	201
2008	300	264	186
2009	233	196	117
2010	309	233	149
2011	377	299	195
2012	487	374	201
2013	443	361	178
2014	671	428	256
2015	665	497	328



New Unique Online Ads Seeking Some College			
Year	Eastern Idaho	Bonneville Co.	Southeast Idaho
2006	144	101	150
2007	164	129	116
2008	200	162	115
2009	188	154	96
2010	273	217	112
2011	349	277	136
2012	296	232	162
2013	351	269	206
2014	468	377	190
2015	517	414	240



New Unique Online Ads Seeking Post-Secondary Non-Degree Education			
Year	Eastern Idaho	Bonneville Co.	Southeast Idaho
2006	570	343	599
2007	511	266	780
2008	606	537	670
2009	447	368	367
2010	546	407	477
2011	1,209	992	717
2012	1,459	1,179	735
2013	1,877	1,535	943
2014	2,670	2,306	1,230
2015	2,661	2,117	1,659



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JANUARY 27, 2017

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO
s.s.
County of BONNEVILLE

}

DATE: 12/12/16

I, Penny Manning, County Clerk of BONNEVILLE County, hereby certify that 18 signatures on this petition are those of qualified electors in Bonneville County.



Signed Heath Riggs
County Clerk or Deputy

Petition No. C-0001 College

**PETITION TO CREATE
 COMMUNITY COLLEGE DISTRICT**

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Bonneville County, respectfully petition for the creation of the following:

1. A community college district to support and supervise the College of Eastern Idaho, which shall be a successor entity to Eastern Idaho Technical College.
2. That said proposed community college district encompass all of Bonneville County, Idaho.

Each of the following signers certifies that: 1) I have personally signed this petition and 2) I am registered to vote under the name signed below, 3) I am registered to vote at the address listed below which is in Bonneville County, Idaho.

151
 28 2
 48 3
 MR Time 4
 MR Time 5
 14 6
 14 7
 16 8
 59 9
 21 10

Date (10/2/16)	Printed Name (Barbara Smith)	Signature	Voting Address/City (2010 S. Main, Iona)
10/27/16	DAVID NIPPER	David W. Nipper	3031 S Boulevard Idaho Falls ID
10/27/16	SCOTT PFENNINGER	Scott Pfenniger	2030 S Ammon Rd APT 2 Ammon, Id
10/27/16	Matt Dance	Matt Dance	3031 S Chasewood Dr Ammon ID 83406
10/28/16	CATHERIN SMITH	Catherin Smith	125 E Woodhaven Idaho Falls, ID 83404
10/28/16	MACEE CROWSON	Macee Crowson	1025 S EMERSON AVE Idaho Falls, ID 83404
10/29/16	Anne Stata Voilleque	Anne Stata Voilleque	455 Gustafson Dr IDAHO FALLS ID 83402
10/29/16	Louise S. Nelson	Louise S. Nelson	455 GUSTAFSON DR Idaho Falls ID 83402
10/31/16	SHARON M. PRICE	Sharon M. Price	1098 E. 25th ST IDAHO FALLS, ID 83404
10/31/16	Patricia E. Boice	Patricia E. Boice	5009 E. Sunnyside Rd. Idaho Falls, ID 83406
10/31/16	ELOISE JENSEN	Eloise Jensen	3310 Valencia Idaho Falls ID 83404

C-0001

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JANUARY 27, 2017**

	Date (10/2/16)	Printed Name (Barbara Smith)	Signature	Voting Address/City (2010 S. Main, Iona)
24	11/11/16	VIRGINIA W WILLARD	<i>Virginia Willard</i>	154 E. 49th So. Idaho Falls ID 83404
16	10/31/16	MARY LYNN HARTWELL	<i>Mary Lynn Hartwell</i>	2644 Parkview Dr I.D. ID 83404
16	10/31/16	RALPH M HARTWELL	<i>Ralph M Hartwell</i>	2644 Parkview Ln IDAHO FALLS ID 83404
26	11/5/16	THOMAS L. CLEMENTS, JR	<i>Thomas L. Clements, Jr.</i>	3566 Summit Pine Trail, Idaho Falls ID 83404
26	11/5/16	Debbie S Clements	<i>Debbie S Clements</i>	3566 Summit Pine Trail Idaho Falls ID 83404
01	11/5/16	DOUG POWELL	<i>Doug Powell</i>	743 S. CAPITOL AVE. IDAHO FALLS ID 83402
38	11/5/16	DON DIXON	<i>Don Dixon</i>	3866 So. 43rd West IF 83402
12	11/5/16	Paul Meiser	<i>Paul Meiser</i>	260 Marjac Ave. IF 83401
48	11/5/16	DENISE OBER	<i>Denise Ober</i>	425 Advantage Ln Armon ID 83402
48	11/5/16	Kevin E Ober	<i>Kevin E Ober</i>	425 Advantage Armon ID 83402

State of Idaho)
) ss.
County of Bonneville)

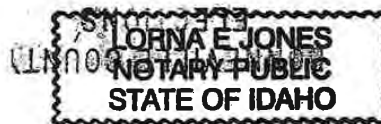
I, Carrie Getty Scherel, being first duly sworn, say: That I am a resident of the State of Idaho and at least eighteen (18) years of age; that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence; I believe that each has stated his or her name, address and residence correctly, that each signer is a qualified elector of the State of Idaho, and a resident of the County of Bonneville.

10701 S 15th E, #770 83404
Mailing Address:

Subscribed and sworn to before me this 9 day of November, 2016.

Lorna E Jones
Notary Public
Residing at: Bonneville
My commission expires: August 14, 2021

2016 DEC 9 PM 1 37



C0001

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JANUARY 27, 2017

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF NUMBER OF SIGNATURES

STATE OF IDAHO
s.s.
County of BONNEVILLE

}

DATE: 12-28-16

I, Penny Manning, County Clerk of BONNEVILLE County, hereby certify that petitions to form a Bonneville County Community College District contain 2852 certified signatures of qualified electors in Bonneville County.



Signed Granda Prudent
County Deputy

Signed Penny Manning
County Clerk

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JANUARY 27, 2017**

Financial Estimates - New Community College

Projected Annual Revenue minus Costs for a new CC

	Current*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Headcount by semester	700	1,500	2,300	2,950	3,400	3,950	4,400
Growth in headcount per year		114%	53%	28%	15%	16%	11%
Gen Ed Students (lower division transfer)		770	1,530	2,110	2,500	3,000	3,360
CTE Students (career technical education)	700	730	770	840	900	950	1,040
Credits generated per year		27,000	41,400	53,100	61,200	71,100	79,200
Additional Staff	136.0	80.4	35.4	26.6	36.5	21.6	26.5
Total Staff		216	252	278	315	336	363

Sources of Expenses

Total "Staff" wages	\$ 4,326,243	\$ 6,656,243	\$ 7,423,975	\$ 8,072,600	\$ 9,104,788	\$ 9,605,046	\$ 10,267,088
Total "Faculty" wages (Full and Part Time)	\$ 1,585,767	\$ 2,824,167	\$ 3,529,519	\$ 3,959,183	\$ 4,484,329	\$ 4,913,993	\$ 5,391,398
Total wages	\$ 5,912,010	\$ 9,480,410	\$ 10,953,494	\$ 12,031,783	\$ 13,589,116	\$ 14,519,039	\$ 15,658,486

Services	\$ 902,569	\$ 1,083,083	\$ 1,191,391	\$ 1,310,530	\$ 1,441,583	\$ 1,585,742	\$ 1,744,316
Supplies	\$ 1,098,954	\$ 1,318,745	\$ 1,450,619	\$ 1,595,681	\$ 1,755,249	\$ 1,930,774	\$ 2,123,852
Misc (utilities, ins, rent, etc.)	\$ 723,525	\$ 868,230	\$ 955,053	\$ 1,050,558	\$ 1,155,614	\$ 1,271,176	\$ 1,398,293
Annual Operating Expenses (excluding wages)	\$ 2,725,048	\$ 3,270,058	\$ 3,597,063	\$ 3,956,770	\$ 4,352,447	\$ 4,787,691	\$ 5,266,460
Annual Reserves	\$ 1,400,000	\$ -	\$ 850,000	\$ 1,600,000	\$ 1,950,000	\$ 3,150,000	\$ 3,150,000
Annual One Time Expenditures for Infrastructure	\$ 2,000,000	\$ 800,000	\$ 1,500,000	\$ 1,000,000	\$ 2,000,000	\$ 1,500,000	\$ 1,500,000
Total Expense	\$ 8,637,058	\$ 16,150,468	\$ 15,350,557	\$ 18,338,552	\$ 20,541,563	\$ 23,256,731	\$ 25,574,946

<i>Expense per student</i>	\$ 10,767	\$ 6,674	\$ 6,216	\$ 6,042	\$ 5,888	\$ 5,812	\$ 5,812
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Sources of Revenue (Annual)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State General Funds Allocation	\$ 5,000,000	\$ 1,979,938	\$ 2,878,083	\$ 3,512,237	\$ 4,533,771	\$ 5,050,276
State CTE Allocation	\$ 6,473,431	\$ 6,752,500	\$ 7,122,500	\$ 7,770,000	\$ 8,325,000	\$ 9,620,000
Total State Allocations General Fund +Career Technical	\$ 11,752,500	\$ 9,102,438	\$ 10,648,083	\$ 11,837,237	\$ 13,321,271	\$ 14,670,276

Liquor Funds	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000
Annual Tuition Revenue (\$120/credit)	\$ 3,240,000	\$ 4,968,000	\$ 6,372,000	\$ 7,344,000	\$ 8,532,000	\$ 9,504,000
Out of county tuition-- + 5% growth/year	\$ 125,000	\$ 200,000	\$ 210,000	\$ 220,500	\$ 231,525	\$ 243,101
Dual and Concurrent Credit Tuition	\$ 39,000	\$ 58,500	\$ 78,000	\$ 97,500	\$ 117,000	\$ 136,500
Revenue from Bonneville Co Property Tax**	\$ 862,781	\$ 862,781	\$ 862,781	\$ 862,781	\$ 862,781	\$ 862,781
Total Revenue	\$ 6,473,431	\$ 16,219,281	\$ 15,391,719	\$ 18,370,864	\$ 20,562,018	\$ 25,616,658

Surplus or (deficit)	\$ 68,813	\$ 41,162	\$ 32,312	\$ 20,456	\$ 7,846	\$ 41,712
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*This financial estimate is based on "credit bearing" programming and does not take into account revenues/expenses from self-sustaining, customized workforce training, foundation revenues or depreciation

**Bonneville Co Assessment @ \$15/\$100,000 - assessed value \$ 5,751,875,950