



FY2019-2024
Idaho K-20 Public Education - Strategic Plan

MISSION STATEMENT

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

VISION STATEMENT

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

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.



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PERFORMANCE MEASURES:

G1: Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

- I. **Development of a single K-20 data dashboard and timeline for implementation.**
Benchmark: Completed by FY2018

G1: Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

- I. **Percent of Idaho community college transfers who graduate from four year institutions.**
Benchmark: 25% or more (by 2024)
- II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**
Benchmark: 2 year – less than 55% (by 2024)
4 year – less than 20% (by 2024)

G2: Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

- I. **Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**
Benchmark: 60% or more (by 2025)
- II. **High School Cohort Graduation rate.**
Benchmark: 95% or more (by 2024)
- III. **Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)**
Benchmark: 2 year - 75% or more (by 2020)
4 year - 85% or more (by 2020)

- IV. **Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**
Benchmark: 50% or more (2yr/4yr) (by 2024)

G2: Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

- I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.**
Benchmark: TBD
- II. **Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher.**
Benchmark: TBD
- III. **Percent of new degree-seeking freshmen completing a gateway math course within two years.**
Benchmark: TBD
- IV. **Number of programs offering structured schedules.**
Benchmark: TBD
- V. **Median number of credits earned at completion of Associate’s or Baccalaureate degree program.**
Benchmark: Transfer Students: 69/138 or less (by 2020)
Benchmark: non-transfer students: 69/138 or less (by 2020)

G2: Objective C: Access - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

- I. **Annual number of state-funded scholarships awarded and total dollar amount.**
Benchmark: 3,000¹ or more, \$16M or more (by FY2024)
- II. **Proportion of postsecondary graduates with student loan debt.**
Benchmark: 50% or less (by FY2024)
- III. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**
Benchmark: SAT – 60% or more (by FY2024)
ACT – 60% or more (by FY2024)
- IV. **Percent of high school graduates who participated in one or more advanced opportunities.**
Benchmark: 80% or more (by FY2024)

- V. **Percent of dual credit students who graduate high school with an Associate's Degree.**
Benchmark: 3% or more (by FY2024)
- VI. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: TBD (October 2018)
- VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months of high school graduation.
Benchmark: 60% or more (by FY2024)
Within 36 months of high school graduation.
Benchmark: 80% or more (by FY2024)
- VIII. **Percent cost of attendance (to the student)**
Benchmark: 96% (or less) of average cost of peer institutions (by FY2024)
- IX. **Average net cost to attend public institution.**
Benchmark: 4 year - 90% or less of peers (using IPEDS calculation) (by FY2024)
- X. **Expense per student FTE**
Benchmark: \$20,000 or less (by FY2024)
- XI. **Number of degrees produced**
Benchmark: 15,000 or more (by FY2025)

G3: Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

- I. **Percentage of students participating in internships.**
Benchmark: 10% or more (by 2024)
- II. **Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution (by 2024)
- III. **Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**
Benchmark: 1:0.25 or more (by 2024)
- IV. **Increase in postsecondary programs tied to workforce needs.**
Benchmark: 10 or more (by 2024)

G3: Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

- I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho’s graduate medical education programs.**
Benchmark: 8 graduates at any one time (annual – FY19)
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60% or more (by 2024)
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60% or more (by 2024)
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50% or more (annual – FY19)
- V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 100 or more (by 2024)

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

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

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.
