

**WORK SESSION  
DECEMBER 15, 2021**

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| <b>TAB</b> | <b>DESCRIPTION</b>                                                  | <b>ACTION</b>    |
|------------|---------------------------------------------------------------------|------------------|
| <b>A</b>   | <b>PPGA – K-20 EDUCATION STRATEGIC PLAN</b>                         | Information Item |
| <b>B</b>   | <b>IRSA – POSTSECONDARY STUDENT<br/>EXPERIENCE SURVEY</b>           | Information Item |
| <b>C</b>   | <b>IRSA – POSTSECONDARY STUDENT<br/>DEMOGRAPHIC CHARACTERISTICS</b> |                  |

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**SUBJECT**

FY 2023-2027 K-20 Education Strategic Plan

**REFERENCE**

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| February 2018  | Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures.                                                                                                                                                                                                                                                                                                                                                                                 |
| October 2018   | Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.                                                                                                                                                                                                                                  |
| September 2017 | The Board adopted the Higher Education Task Force recommendations; including the recommendation, the Board restate the 60% educational attainment goal to: "By the year 2025, Idaho's colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy and that by June 30, 2025, 60% of the state's citizens between the ages of 25-34 shall have a postsecondary education." |
| December 2018  | Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.                                                                                                                                                                                                                                                                                                                                                                    |
| February 2019  | Board approved updated K-20 Education Strategic Plan, reviewed data on Idaho's workforce education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.                                                                                                                                                             |
| June 2019      | Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| October 2019   | Board reviewed K-20 Education System performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda                                                                                                                                                                                                                                                                                                                                      |
| February 2020  | Board approved amendments to the FY21 K-20 Education Strategic Plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| May 2020       | The Board discussed amendments to the Board's K-20 Strategic plan as part of a facilitated Board retreat.                                                                                                                                                                                                                                                                                                                                                                                                             |

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| June 2020     | Board approved the institutions and agencies strategic plans and delegated approval of the health and special program plans to the Executive Director. |
| August 2020   | Board approved a new mission and vision statement for the K-20 Education Strategic plan.                                                               |
| October 2020  | Board reviewed K-20 Education System performance measures.                                                                                             |
| December 2020 | Board discussed possible amendments to the K-20 Education Strategic Plan.                                                                              |
| February 2021 | Board approved annual updates to the FY 2022-2026 K-20 Education Strategic Plan.                                                                       |
| October 2020  | Board reviewed K-20 Education System performance measures and discussed identifying three postsecondary focus areas.                                   |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.  
Planning and Reporting  
Section 67-1903, Idaho Code

**BACKGROUND/ DISCUSSION**

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, “shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law.” Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, the Department of Education, Division of Career Technical Education, Public Charter School Commission, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and its executive agencies are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, providing general oversight and governance for public K-20 education, and has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho’s public education system.

The Board’s strategic plan is a forward-looking roadmap used to guide future actions, define the vision and mission of Idaho’s K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence

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in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, and to the public and other stakeholder groups.

At the October regular Board meeting, the Board reviewed performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

Section 67-2903, Idaho Code, and Board Policy I.M. sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle. The state strategic planning requirements are identified in Attachment 3.

### **IMPACT**

Based on the discussion during the Work Session, staff will bring back final edits to the K-20 Education Strategic Plan for the Board's consideration at the February 2020 Board meeting. Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2022.

### **ATTACHMENTS**

Attachment 1 – K-20 Education Priority/Focus Areas  
Attachment 2 – FY 2023 K-20 Strategic Plan – Working Document  
Attachment 3 – FY 2021 K-20 Education Performance Measures  
Attachment 4 – Postsecondary System-wide Performance Measures  
Attachment 5 – State Strategic Planning Requirements  
Attachment 6 – Board's Master Planning Calendar

### **BOARD STAFF COMMENTS AND RECOMMENDATIONS**

At its October 2021 regular meeting, the Board reviewed the performance of Idaho's K-20 education system based on progress towards the benchmarks and performance targets of the K-20 Education Strategic Plan, which includes the agencies, institutions and special/health programs that makeup Idaho's education system. The Board took a deep dive into the metrics used to measure student proficiency in K-4 literacy/English language arts, grades 5-9 mathematics, and high school credit recovery. Additionally, the Board looked at data around the rate for various underserved populations to pursue postsecondary education after high school.

In addition to reviewing the various performance measures, the Board discussed setting targets for certificate and degrees awarded by the institutions, and identifying three focus areas for the postsecondary portion of the education

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pipeline – similar to the three that have been identified for K-12. The Planning, Policy and Governmental Affairs Committee met in December and discussed potential postsecondary focus areas. For discussion purposes, the Committee is proposing the following postsecondary focus areas:

- Recruitment and Access
- Retention
- Attainment and Transfer

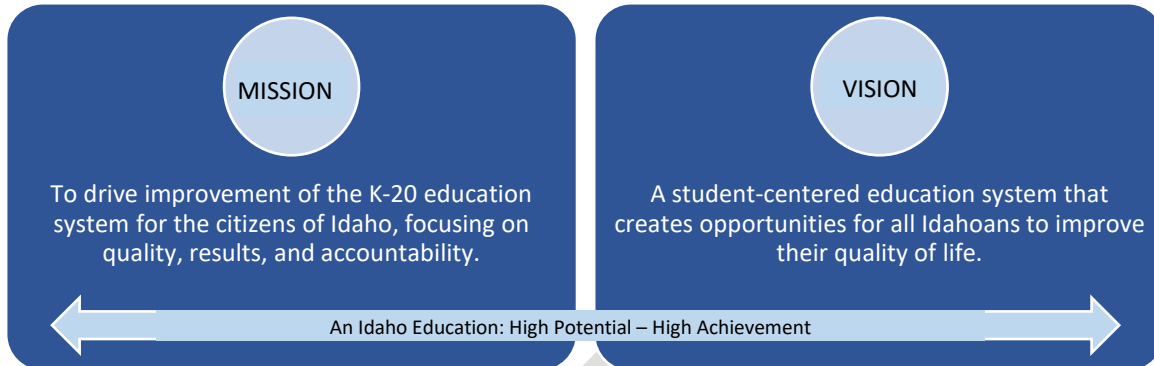
The December strategic planning work session is intended to provide an opportunity for the Board to discuss its strategic priorities and identify any amendments the Board would like to make to the K-20 Education Strategic Plan. The K-20 Education Strategic Plan serves as the state's plan for Idaho's K-20 education system and must be aligned to Idaho's constitutional responsibility for a uniform and thorough education system.

**BOARD ACTION**

This item is for informational purposes only.



Idaho K-20 Public Education - Strategic Plan



Priority Focus Goals

**Elementary and Secondary**

**GOAL 2: EDUCATIONAL READINESS (student-centered)** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

**Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

**Literacy Proficiency and Growth – kindergarten through grade 4**

**Mathematics Proficiency and Growth – grades 5 through 9**

**High School Credit Recovery and Completion**

**Postsecondary**

Proposed postsecondary focus areas:

- Recruitment and Access
- Retention
- Attainment and Transfer

Measures for these postsecondary focus areas currently exist under:

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

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

Percent of Idaho community college transfers who graduate from four-year institutions.

Benchmark: 25% or more

**GOAL 2: EDUCATIONAL READINESS (student-centered)** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

**Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Percent of high school graduates who participated in one or more advanced opportunities.

Benchmark: 80% Error! Bookmark not defined. or more

Percent of dual credit students who graduate high school with an Associates Degree.

Benchmark: 3% or more

Percent of high school graduates who enroll in a postsecondary institution:  
Within 12 months of high school graduation.

Benchmark: 60% or more

Within 36 months of high school graduation.

Benchmark: 80% or more

**GOAL 3: EDUCATIONAL ATTAINMENT (opportunity)** – Ensure 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.

Total number of certificates/degrees conferred, by institution per year:

a) [Workforce certificates\(potential new breakout\)](#)

- b) Certificates
- c) Associate degrees
- d) Baccalaureate degrees
- e) [Graduate degrees \(potential new breakout\)](#)

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 Institutions) 75% or more

(4 year Institutions) 85% or more

**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).

Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.

Benchmark: 50% or more

Percent of new degree-seeking freshmen completing a gateway math course within two years.

Benchmark: 60% or more

Median number of credits earned at completion of Associate's or Baccalaureate degree program.

Benchmark: Transfer Students: 69/138 or less

Benchmark: non-transfer students: 69/138 or less

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

Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 3,000 or more, \$16M or more

Proportion of postsecondary graduates with student loan debt.

Benchmark: 50% or less

Percent of high school graduates who complete the Free Application for Federal Student Aid (FAFSA).

Benchmark: 60% or more

Percent cost of attendance (to the student)

Benchmark: 96%Error! Bookmark not defined. or less of average cost of peer institutions

Average net cost to attend public institution.

Benchmark: 4-year institutions - 90% or less of peers (using IPEDS calculation)

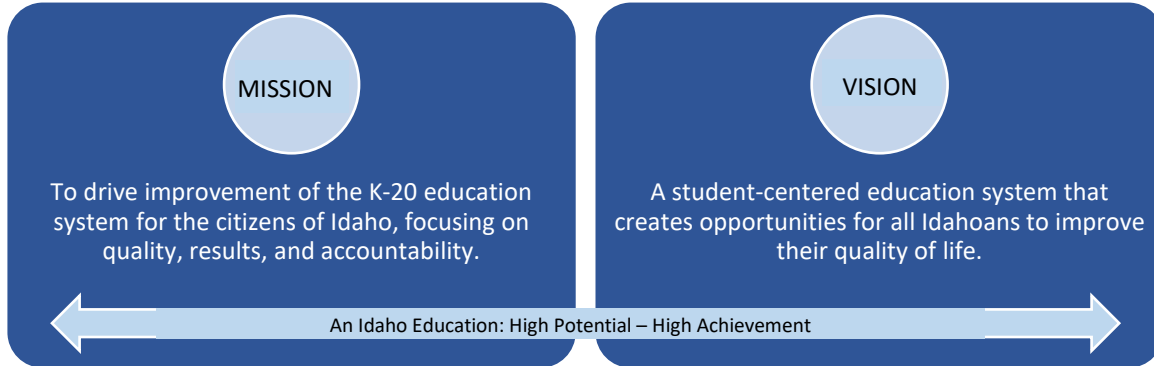
Expense per student FTE  
Benchmark: \$20,000 or less

Number of degrees produced  
Benchmark: 15,000 or more

DRAFT



Idaho K-20 Public Education - Strategic Plan



**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 READINESS –**

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

**GOAL 3: 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 4: 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.



**FY2022-2027**  
**Idaho K-20 Public Education - Strategic Plan**

*An Idaho Education: High Potential – High Achievement*

**MISSION STATEMENT**

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

**VISION STATEMENT**

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

**GUIDING VALUES**

- Access
- Innovation
- Preparedness
- Resilience

**GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness)** – 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.

**Performance Measures:**

- I. **Development of a single K-20 data dashboard and timeline for implementation.**

**Benchmark:** Completed by FY2022

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

**Performance Measures:**

- I. **Percent of Idaho community college transfers who graduate from four-year institutions.**

**Benchmark:** 25% or more

- 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%  
4 year – less than 20%<sup>3</sup>

**GOAL 2: EDUCATIONAL READINESS (student-centered)** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

**Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

**Performance Measures:**

- I. Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**

**Benchmark:**

| Idaho Reading Assessment | Benchmark |
|--------------------------|-----------|
| Kindergarten             | 70%       |
| 1st Grade                | 70%       |
| 2nd Grade                | 80%       |
| 3rd Grade                | 80%       |

- II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**

**Benchmark:**

| Idaho Reading Assessment | Benchmark |
|--------------------------|-----------|
| Kindergarten Cohort      | 55%       |
| 1st Grade                | 55%       |
| 2nd Grade                | 65%       |
| 3rd Grade                | 65%       |

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**II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**

**Benchmark:**

| Idaho Standards Achievement Test | Benchmark     |
|----------------------------------|---------------|
| Math                             |               |
| 5th Grade                        | 58.59%        |
| 8th Grade                        | 57.59%        |
| High School                      | 53.30%        |
| ELA                              |               |
| 5th Grade                        | 68.04%        |
| 8th Grade                        | 67.64%        |
| High School                      | 73.60%        |
| Science                          |               |
| 5th Grade                        | FY22 Baseline |
| High School                      | FY22 Baseline |

**III. High School Cohort Graduation rate.**

**Benchmark:** 95%<sup>3</sup> or more

**IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**

**Benchmark:** SAT – 60%<sup>1</sup> or more

ACT – 60%<sup>1</sup> or more

**V. Percent of high school graduates who participated in one or more advanced opportunities.**

**Benchmark:** 80%<sup>1</sup> or more

**VI. Percent of dual credit students who graduate high school with an Associates Degree.**

**Benchmark:** 3%<sup>2</sup> or more

**VII. Percent of high school graduates who enroll in a postsecondary institution:**

Within 12 months of high school graduation.

**Benchmark:** 60%<sup>3</sup> or more

Within 36 months of high school graduation.

**Benchmark:** 80%<sup>4</sup> or more

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**Objective B: School Readiness** – Explore opportunities to enhance school readiness.

**Performance Measures:**

- I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.**

**Benchmark: 70%**

**GOAL 3: EDUCATIONAL ATTAINMENT (opportunity)** – 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.

**Performance Measures:**

- II. **Total number of certificates/degrees conferred, by institution per year:**

- a) Workforce Credentials (90 hours of training or more)
- b) Certificates
- c) Associate degrees
- d) Baccalaureate degrees
- e) Graduate degrees

| Total number of certificates/degrees produced, by institution annually |  | Benchmark<br>FY 2025                     | Benchmark<br>FY2027 |
|------------------------------------------------------------------------|--|------------------------------------------|---------------------|
| <b>Certificates of at least one year</b>                               |  | <b>4437<sup>1</sup>/3051<sup>2</sup></b> | <b>5310</b>         |
| College of Eastern Idaho                                               |  | 517/241                                  | 649                 |
| College of Southern Idaho                                              |  | 586/337                                  | 680                 |
| College of Western Idaho                                               |  | 1970/1499                                | 1120/1594           |
| North Idaho College                                                    |  | 737/630                                  | 764                 |
| Boise State University                                                 |  | NA                                       | NA                  |
| Idaho State University                                                 |  | 405/319                                  | 455                 |
| Lewis-Clark State College                                              |  | 222/25                                   | 289/26              |
| University of Idaho                                                    |  | NA                                       | NA                  |
| <b>Associate degrees</b>                                               |  | <b>4070/4183</b>                         | <b>4207</b>         |
| College of Eastern Idaho                                               |  | 241/517                                  | 290                 |
| College of Southern Idaho                                              |  | 905/1067                                 | 940                 |
| College of Western Idaho                                               |  | 1120/1007                                | 1165/1077           |
| North Idaho College                                                    |  | 772/700                                  | 800                 |
| Boise State University                                                 |  | 150                                      | NA                  |
| Idaho State University                                                 |  | 556/467                                  | 579                 |

<sup>1</sup> Targets based on projected work force need

<sup>2</sup> Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.

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|                                         |  |                   |              |
|-----------------------------------------|--|-------------------|--------------|
| Lewis-Clark State College               |  | 476/275           | 493/534      |
| University of Idaho                     |  | NA                | NA           |
| <b>Baccalaureate degrees</b>            |  | <b>11897/7896</b> | <b>15682</b> |
| Boise State University                  |  | 5906/4351         | 6668         |
| Idaho State University                  |  | 2042/1209         | 2306         |
| Lewis-Clark State College               |  | 957/534           | 1081/559     |
| University of Idaho                     |  | 2992/1802         | 3378         |
| <b>Masters degrees</b>                  |  | <b>2146</b>       | <b>2226</b>  |
| <b>Doctoral or Professional degrees</b> |  | <b>1069</b>       | <b>1305</b>  |

**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 Institutions) 75%<sup>3</sup> or more

(4 year Institutions) 85%<sup>3</sup> or more

**IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**

**Benchmark:** 50%<sup>3</sup> or more (2yr/4yr)

**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).

**Performance Measures:**

**I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.**

**Benchmark:** 50% or more

**II. Percent of new degree-seeking freshmen completing a gateway math course within two years.**

**Benchmark:** 60% or more

**III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.**

**Benchmark:** Transfer Students: 69/138<sup>2</sup> or less

**Benchmark:** non-transfer students: 69/138<sup>2</sup> or less

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

**Performance Measures:**

- I. **Annual number of state-funded scholarships awarded and total dollar amount.**  
**Benchmark:** 3,000<sup>5</sup> or more, \$16M<sup>6</sup> or more
- II. **Proportion of postsecondary graduates with student loan debt.**  
**Benchmark:** 50% or less<sup>7</sup>
- III. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**  
**Benchmark:** 60% or more
- IV. **Percent cost of attendance (to the student)**  
**Benchmark:** 96%<sup>4</sup> or less of average cost of peer institutions
- V. **Average net cost to attend public institution.**  
**Benchmark:** 4-year institutions - 90% or less of peers<sup>4</sup> (using IPEDS calculation)
- VI. **Expense per student FTE**  
**Benchmark:** \$20,000<sup>4</sup> or less
- VII. **Number of degrees produced**  
**Benchmark:** 15,000<sup>3</sup> or more

**GOAL 4: WORKFORCE READINESS (opportunity)** – 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.

**Performance Measures:**

- I. **Percentage of students participating in internships.**  
**Benchmark:** 10%<sup>4</sup> or more
- II. **Percentage of undergraduate students participating in undergraduate research.**  
**Benchmark:** Varies by institution<sup>4</sup>
- III. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**  
**Benchmark:**
- IV. **Increase in postsecondary programs tied to workforce needs per year.**  
**Benchmark:** 10<sup>8</sup> or more

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

**Performance Measures:**

- 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<sup>9</sup> graduates at any one time
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**  
**Benchmark:** 60%<sup>10</sup> or more
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**  
**Benchmark:** 60%<sup>10</sup> or more
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**  
**Benchmark:** 50%<sup>10</sup> or more
- V. **Medical related postsecondary programs (other than nursing).**  
**Benchmark:** 100<sup>8</sup> or more

**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**

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**ATTACHMENT 2**

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.

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<sup>1</sup> Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

<sup>2</sup> Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

<sup>3</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

<sup>4</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

<sup>5</sup> Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

<sup>6</sup> Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

<sup>7</sup> Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

<sup>8</sup> New measure.

<sup>9</sup> Benchmark is set based on projected and currently available state resources.

<sup>10</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

|                                                                                                                                                                                                                                                     | FY2016            | FY2017            | FY2018            | FY2019            | FY2020            | FY2021            | Benchmark     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------|
| 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.                                                                        |                   |                   |                   |                   |                   |                   |               |
| Development of a single K-20 data dashboard and timeline for implementation                                                                                                                                                                         | FY2021            |                   |                   |                   |                   |                   |               |
| Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.                                                                                                                           |                   |                   |                   |                   |                   |                   |               |
| Percent of graduates from Four-year institution who transferred from Idaho community college <sup>1</sup>                                                                                                                                           | 15%               | 15%               | 16%               | 17%               | 16%               | 13%               | 25% or more   |
| Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts <sup>1</sup>                                                                    | 2014-15 graduates | 2015-16 graduates | 2016-17 graduates | 2017-18 graduates | 2018-19 graduates | 2019-20 graduates | Less than 55% |
| Two-year institution                                                                                                                                                                                                                                |                   |                   |                   |                   |                   |                   |               |
| Math                                                                                                                                                                                                                                                | 50.5%             | 49.4%             | 45.6%             | 41.5%             | 39.1%             | 29.8%             |               |
| English                                                                                                                                                                                                                                             | 23.9%             | 25.1%             | 19.0%             | 15.0%             | 15.3%             | 14.1%             |               |
| Four-year institution                                                                                                                                                                                                                               |                   |                   |                   |                   |                   |                   | Less than 20% |
| Math                                                                                                                                                                                                                                                | 35.6%             | 37.1%             | 35.8%             | 33.1%             | 29.9%             | 26.7%             |               |
| English                                                                                                                                                                                                                                             | 14.7%             | 15.2%             | 18.3%             | 18.1%             | 14.5%             | 14.1%             |               |
| Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities. |                   |                   |                   |                   |                   |                   |               |
| Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.                                                                                         |                   |                   |                   |                   |                   |                   |               |
| Performance of students scoring at grade level or higher on the statewide reading assessment                                                                                                                                                        | Spring 2016       | Spring 2017       | Spring 2018       | Spring 2019       | Spring 2020       | Spring 2021       |               |
| Kindergarten                                                                                                                                                                                                                                        |                   |                   |                   | 63.1%             | NA <sup>10</sup>  | 61.3%             | TBD           |
| 1st Grade                                                                                                                                                                                                                                           |                   |                   |                   | 66.7%             | NA <sup>10</sup>  | 59.5%             | TBD           |
| 2nd Grade                                                                                                                                                                                                                                           |                   |                   |                   | 75.3%             | NA <sup>10</sup>  | 69.2%             | TBD           |
| 3rd Grade                                                                                                                                                                                                                                           |                   |                   |                   | 73.2%             | NA <sup>10</sup>  | 70.1%             | TBD           |
| Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3)                                                                                                      | Fall 2015         | Fall 2016         | Fall 2017         | Fall 2018         | Fall 2019         | Fall 2020         |               |
| Kindergarten                                                                                                                                                                                                                                        |                   |                   |                   | 44.9%             | 42.3%             | 43.4%             | TBD           |
| 1st Grade                                                                                                                                                                                                                                           |                   |                   |                   | 42.9%             | 48.9%             | 41.7%             | TBD           |
| 2nd Grade                                                                                                                                                                                                                                           |                   |                   |                   | 60.3%             | 62.9%             | 54.3%             | TBD           |
| 3rd Grade                                                                                                                                                                                                                                           |                   |                   |                   | 61.2%             | 64.0%             | 58.3%             | TBD           |
| Growth                                                                                                                                                                                                                                              |                   |                   |                   |                   |                   |                   |               |
| Kindergarten                                                                                                                                                                                                                                        |                   |                   |                   | 18.2%             | NA <sup>10</sup>  | 17.9%             | TBD           |
| 1st Grade                                                                                                                                                                                                                                           |                   |                   |                   | 23.8%             | NA <sup>10</sup>  | 17.8%             | TBD           |
| 2nd Grade                                                                                                                                                                                                                                           |                   |                   |                   | 15.0%             | NA <sup>10</sup>  | 14.9%             | TBD           |
| 3rd Grade                                                                                                                                                                                                                                           |                   |                   |                   | 12.0%             | NA <sup>10</sup>  | 11.8%             | TBD           |

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|                                                                                                             | FY2016                     | FY2017                     | FY2018                     | FY2019                     | FY2020                     | FY2021                     | Benchmark     |
|-------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------|
| Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test <sup>10</sup> | 2015-16                    | 2016-17                    | 2017-18                    | 2018-19                    | 2019-20                    | 2020-21                    |               |
| Math                                                                                                        |                            |                            |                            |                            |                            |                            |               |
| 5th Grade                                                                                                   |                            | 42.3%                      | 43.8%                      | 45.5%                      | NA <sup>10</sup>           | 39.8%                      | 58.59%        |
| 8th Grade                                                                                                   |                            | 39.5%                      | 42.1%                      | 41.6%                      | NA <sup>10</sup>           | 35.8%                      | 57.59%        |
| High School                                                                                                 |                            | 33.2%                      | 34.2%                      | 34.7%                      | NA <sup>10</sup>           | 32.6%                      | 53.30%        |
| ELA                                                                                                         |                            |                            |                            |                            |                            |                            |               |
| 5th Grade                                                                                                   |                            | 54.2%                      | 55.8%                      | 57.3%                      | NA <sup>10</sup>           | 55.3%                      | 68.04%        |
| 8th Grade                                                                                                   |                            | 52.9%                      | 54.7%                      | 54.4%                      | NA <sup>10</sup>           | 55.5%                      | 67.64%        |
| High School                                                                                                 |                            | 60.3%                      | 60.6%                      | 60.3%                      | NA <sup>10</sup>           | 60.1%                      | 73.60%        |
| Science                                                                                                     |                            |                            |                            |                            |                            |                            |               |
| 5th Grade                                                                                                   |                            | 66.5%                      | 65.6%                      | 64.8%                      | NA <sup>10</sup>           | NA                         | FY21 Baseline |
| High School                                                                                                 |                            | 65.2%                      | 67.3%                      | 62.8%                      | NA <sup>10</sup>           | NA                         | FY21 Baseline |
| High School Cohort Graduation Rate                                                                          | 2014-15 graduates<br>78.9% | 2015-16 graduates<br>79.7% | 2016-17 graduates<br>79.7% | 2017-18 graduates<br>80.6% | 2018-19 graduates<br>80.7% | 2019-20 graduates<br>82.1% | At least 95%  |

|                                                                                                                                                                                                                                                                    | FY2016         | FY2017         | FY2018         | FY2019         | FY2020         | FY2021         | Benchmark           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks                                                                                                                                                     | 2016 graduates | 2017 graduates | 2018 graduates | 2019 graduates | 2020 graduates | 2021 graduates |                     |
| <b>ACT</b>                                                                                                                                                                                                                                                         | <b>36%</b>     | <b>33%</b>     | <b>34%</b>     | <b>35%</b>     | <b>37%</b>     |                | <b>At least 60%</b> |
| English                                                                                                                                                                                                                                                            | 77%            | 71%            | 72%            | 73%            | 74%            |                |                     |
| Mathematics                                                                                                                                                                                                                                                        | 54%            | 49%            | 49%            | 51%            | 52%            |                |                     |
| Reading                                                                                                                                                                                                                                                            | 59%            | 57%            | 57%            | 59%            | 61%            |                |                     |
| Science                                                                                                                                                                                                                                                            | 46%            | 44%            | 45%            | 47%            | 49%            |                |                     |
| <b>SAT</b>                                                                                                                                                                                                                                                         |                | <b>34%</b>     | <b>33%</b>     | <b>32%</b>     | <b>32%</b>     |                | <b>At least 60%</b> |
| Evidence-Based Reading and Writing (ERW)                                                                                                                                                                                                                           | Test changed   | 63%            | 60%            | 58%            | 57%            |                |                     |
| Mathematics                                                                                                                                                                                                                                                        |                | 36%            | 35%            | 34%            | 34%            |                |                     |
| Percent of high school graduates who participated in one or more advanced opportunities <sup>2</sup>                                                                                                                                                               | 2016 graduates | 2017 graduates | 2018 graduates | 2019 graduates | 2020 graduates | 2021 graduates |                     |
| Any Advanced Opportunities                                                                                                                                                                                                                                         | 87%            | 89%            | 90%            | 90%            | 87%            | 83%            | At least 80%        |
| Specific Advanced Opportunities                                                                                                                                                                                                                                    |                |                |                |                |                |                |                     |
| Advanced Placement                                                                                                                                                                                                                                                 | 39%            | 38%            | 39%            | 39%            | 40%            | 41%            |                     |
| International Baccalaureate                                                                                                                                                                                                                                        | 7%             | 3%             | 2%             | 1%             | 1%             | 1%             |                     |
| Dual Credit (Earned) <sup>2</sup>                                                                                                                                                                                                                                  | 42%            | 48%            | 54%            | 58%            | 60%            | 60%            |                     |
| Technical Competency Credit                                                                                                                                                                                                                                        | 54%            | 62%            | 59%            | 56%            | 44%            | 24%            |                     |
| Industry Certification                                                                                                                                                                                                                                             |                |                | 2%             | 2%             | 3%             | 3%             |                     |
| Percent of dual credit students who graduate high school with an Associate's Degree                                                                                                                                                                                | 1.15%          | 1.55%          | 1.42%          | 1.39%          | 1.68%          | NA             | At least 3%         |
| Percent of high school graduates who enroll in a postsecondary institution                                                                                                                                                                                         | 2016 graduates | 2017 graduates | 2018 graduates | 2019 graduates | 2020 graduates | 2021 graduates |                     |
| Fall Immediately after high school graduation                                                                                                                                                                                                                      | 49.3%          | 49.7%          | 47.6%          | 45.5%          | 38.0%          |                |                     |
| Within 12 months of high school graduation                                                                                                                                                                                                                         | 53.0%          | 53.0%          | 52.0%          | 49.0%          |                |                |                     |
| Within 36 months of high school graduation                                                                                                                                                                                                                         | 64.2%          | 63.0%          |                |                |                |                | At least 60%        |
| <b>Objective B: School Readiness - Explore opportunities to enhance school readiness.</b>                                                                                                                                                                          |                |                |                |                |                |                |                     |
|                                                                                                                                                                                                                                                                    | Fall 2015      | Fall 2016      | Fall 2017      | Fall 2018      | Fall 2019      | Fall 2020      |                     |
| Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.                                                                                                                                  | NA             | NA             | NA             | 44.9%          | 42.3%          | 43.4%          | TBD                 |
| <b>Goal 3: EDUCATIONAL ATTAINMENT -Ensure 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.</b> |                |                |                |                |                |                |                     |
| <b>Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.</b>                                                                                                                   |                |                |                |                |                |                |                     |
| Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study <sup>3</sup>                                                                                                                                | 42.4%          | 42.4%          | 41.8%          | 42.2%          | 43.8%          |                | At least 60%        |

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|                                                                                                                                                     | FY2016                | FY2017                | FY2018                | FY2019                | FY2020                | FY2021                | Benchmark    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| Total number of certificates/degrees produced, by institution per year <sup>1</sup>                                                                 | 2015-16               | 2016-17               | 2017-18               | 2018-19               | 2019-20               | 2020-21               |              |
| Certificates of at least one year                                                                                                                   | 1,059                 | 1,221                 | 1,564                 | 1,685                 | 2,293                 | 2,294                 | TBD          |
| College of Eastern Idaho                                                                                                                            | 102                   | 109                   | 110                   | 108                   | 110                   | 96                    |              |
| College of Southern Idaho                                                                                                                           | 192                   | 151                   | 154                   | 146                   | 129                   | 147                   |              |
| College of Western Idaho                                                                                                                            | 229                   | 240                   | 402                   | 508                   | 1264                  | 1158                  |              |
| North Idaho College                                                                                                                                 | 259                   | 431                   | 556                   | 604                   | 619                   | 639                   |              |
| Boise State University                                                                                                                              | 0                     | 0                     | 0                     | 0                     | 0                     | 0                     |              |
| Idaho State University                                                                                                                              | 200                   | 194                   | 200                   | 215                   | 171                   | 304                   |              |
| Lewis-Clark State College                                                                                                                           | 22                    | 18                    | 19                    | 12                    | 14                    | 19                    |              |
| University of Idaho                                                                                                                                 | 0                     | 0                     | 0                     | 0                     | 0                     | 0                     |              |
| Associate degrees                                                                                                                                   | 3,637                 | 3,541                 | 3,580                 | 3,461                 | 3,583                 | 3,584                 | TBD          |
| College of Eastern Idaho                                                                                                                            | 118                   | 121                   | 93                    | 147                   | 164                   | 227                   |              |
| College of Southern Idaho                                                                                                                           | 919                   | 816                   | 800                   | 839                   | 947                   | 947                   |              |
| College of Western Idaho                                                                                                                            | 996                   | 979                   | 984                   | 886                   | 949                   | 944                   |              |
| North Idaho College                                                                                                                                 | 749                   | 687                   | 690                   | 681                   | 657                   | 717                   |              |
| Boise State University                                                                                                                              | 145                   | 116                   | 119                   | 133                   | 111                   | 132                   |              |
| Idaho State University                                                                                                                              | 362                   | 405                   | 472                   | 428                   | 420                   | 494                   |              |
| Lewis-Clark State College                                                                                                                           | 351                   | 414                   | 425                   | 347                   | 365                   | 218                   |              |
| University of Idaho                                                                                                                                 | 0                     | 0                     | 0                     | 0                     | 0                     | 0                     |              |
| Baccalaureate degrees                                                                                                                               | 6,808                 | 6,865                 | 6,924                 | 7,033                 | 7,101                 | 7,102                 | TBD          |
| Boise State University                                                                                                                              | 3,174                 | 3,317                 | 3,373                 | 3,472                 | 3,680                 | 3,929                 |              |
| Idaho State University                                                                                                                              | 1,228                 | 1,168                 | 1,166                 | 1,233                 | 1,155                 | 1,284                 |              |
| Lewis-Clark State College                                                                                                                           | 541                   | 528                   | 587                   | 626                   | 505                   | 599                   |              |
| University of Idaho                                                                                                                                 | 1,865                 | 1,852                 | 1,798                 | 1,702                 | 1,761                 | 1,631                 |              |
| Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution <sup>1</sup> | Fall 2015 cohort      | Fall 2016 cohort      | Fall 2017 cohort      | Fall 2018 cohort      | Fall 2019 cohort      | Fall 2020 cohort      |              |
| Two-year institution                                                                                                                                |                       |                       |                       |                       |                       |                       |              |
| New student                                                                                                                                         | 52%                   | 56%                   | 55%                   | 54%                   | 58%                   | 60%                   | At least 75% |
| Transfer                                                                                                                                            | 58%                   | 61%                   | 65%                   | 57%                   | 63%                   | 61%                   | At least 75% |
| Four-year institution                                                                                                                               |                       |                       |                       |                       |                       |                       |              |
| New student                                                                                                                                         | 74%                   | 74%                   | 75%                   | 74%                   | 75%                   | 72%                   | At least 85% |
| Transfer                                                                                                                                            | 72%                   | 76%                   | 76%                   | 75%                   | 76%                   | 74%                   | At least 85% |
| Percent of full-time, first-time freshman graduating within 150% of time or less <sup>1</sup>                                                       |                       |                       |                       |                       |                       |                       |              |
| Two-year institution                                                                                                                                | 2013-14 cohort<br>20% | 2014-15 cohort<br>22% | 2015-16 cohort<br>25% | 2016-17 cohort<br>26% | 2017-18 cohort<br>28% | 2018-19 cohort<br>29% | At least 50% |
| Four-year institution                                                                                                                               | 2010-11 cohort<br>41% | 2011-12 cohort<br>42% | 2012-13 cohort<br>46% | 2013-14 cohort<br>47% | 2014-15 cohort<br>49% | 2015-16 cohort<br>50% | At least 50% |

|                                                                                                                                                                                                                                                  | FY2016                   | FY2017                   | FY2018                   | FY2019                   | FY2020                   | FY2021                   | Benchmark       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| <b>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).</b> |                          |                          |                          |                          |                          |                          |                 |
| Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting <sup>1</sup>                                                                                                      | 21%                      | 21%                      | 22%                      | 23%                      | 23%                      | 22%                      | 50% or more     |
| Two-year institution                                                                                                                                                                                                                             | 7%                       | 7%                       | 7%                       | 8%                       | 7%                       | 7%                       |                 |
| Four-year institution                                                                                                                                                                                                                            | 26%                      | 27%                      | 28%                      | 30%                      | 31%                      | 30%                      |                 |
| Percent of new degree-seeking freshmen completing a gateway math course within two years <sup>1</sup>                                                                                                                                            | 2013-14 cohort<br>40%    | 2014-15 cohort<br>44%    | 2015-16 cohort<br>47%    | 2016-17 cohort<br>48%    | 2017-18 cohort<br>47%    | 2018-19 cohort<br>26%    | 60% or more     |
| Median number of credits earned at completion of Associate's or Baccalaureate degree program <sup>1</sup>                                                                                                                                        |                          |                          |                          |                          |                          |                          |                 |
| Transfer students                                                                                                                                                                                                                                |                          |                          |                          |                          |                          |                          |                 |
| Associate - Two Year Institution                                                                                                                                                                                                                 | 79                       | 75                       | 75                       | 80                       | 75                       | 83                       | 69              |
| Associate - Four Year Institution                                                                                                                                                                                                                | 129                      | 131                      | 127                      | 116                      | 118                      | 96                       |                 |
| Baccalaureate                                                                                                                                                                                                                                    | 145                      | 145                      | 145                      | 146                      | 143                      | 143                      | 138             |
| Non-transfer students                                                                                                                                                                                                                            |                          |                          |                          |                          |                          |                          |                 |
| Associate - Two Year Institution                                                                                                                                                                                                                 | 77                       | 71                       | 71                       | 71                       | 69                       | 69                       | 69              |
| Associate - Four Year Institution                                                                                                                                                                                                                | 112                      | 106                      | 106                      | 106                      | 101                      | 81                       |                 |
| Baccalaureate                                                                                                                                                                                                                                    | 137                      | 137                      | 136                      | 136                      | 133                      | 135                      | 138             |
| <b>Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.</b>                                                                            |                          |                          |                          |                          |                          |                          |                 |
| Annual number of state-funded scholarships awarded and total dollar amount                                                                                                                                                                       | FY2016                   | FY2017                   | FY2018                   | FY2019                   | FY2020                   | FY2021                   |                 |
| Total Scholarships Awarded                                                                                                                                                                                                                       | 1,774                    | 3,487                    | 3,795                    | 4,403                    | 4,988                    | 6,356                    | At least 3,000  |
| Armed Forces and Public Safety Officer Scholarship                                                                                                                                                                                               | 10                       | 10                       | 11                       | 13                       | 12                       | 9                        |                 |
| Opportunity Scholarship                                                                                                                                                                                                                          | 1,764                    | 3,461                    | 3,739                    | 4,254                    | 4,767                    | 6,144                    |                 |
| Opportunity Scholarship for Adult Learners                                                                                                                                                                                                       | 0                        | 0                        | 0                        | 57                       | 126                      | 118                      |                 |
| Postsecondary Credit Scholarship                                                                                                                                                                                                                 | 0                        | 16                       | 45                       | 79                       | 83                       | 85                       |                 |
| Total Dollar Amount of Scholarships Awarded                                                                                                                                                                                                      | \$5,300,248              | \$10,074,212             | \$11,822,718             | \$14,641,323             | \$16,263,535             | \$20,874,646             | At least \$16 M |
| Armed Forces and Public Safety Officer Scholarship                                                                                                                                                                                               | \$176,000                | \$152,038                | \$174,497                | \$185,627                | \$158,777                | \$98,915                 |                 |
| Opportunity Scholarship                                                                                                                                                                                                                          | \$5,124,248              | \$9,901,424              | \$11,585,371             | \$14,237,582             | \$15,628,220             | \$20,439,343             |                 |
| Opportunity Scholarship for Adult Learners                                                                                                                                                                                                       | \$0                      | \$0                      | \$0                      | \$104,564                | \$357,088                | \$324,909                |                 |
| Postsecondary Credit Scholarship                                                                                                                                                                                                                 | \$0                      | \$20,750                 | \$62,850                 | \$113,550                | \$119,450                | \$11,479                 |                 |
| Proportion of postsecondary graduates with student loan debt                                                                                                                                                                                     | 2015-16 graduates<br>50% | 2016-17 graduates<br>45% | 2017-18 graduates<br>45% | 2018-19 graduates<br>44% | 2019-20 graduates<br>42% | 2020-21 graduates<br>40% |                 |
| Two-year institution                                                                                                                                                                                                                             | 48%                      | 41%                      | 42%                      | 40%                      | 38%                      | 35%                      |                 |
| Four-year institution                                                                                                                                                                                                                            | 50%                      | 46%                      | 46%                      | 46%                      | 43%                      | 42%                      | Less than 50%   |
| Percent of students who complete the Free Application for Federal Student Aid (FAFSA) - Limited to graduating class cohort                                                                                                                       | NA                       | 2016-17 graduates<br>60% | 2017-18 graduates<br>61% | 2018-19 graduates<br>52% | 2019-20 graduates<br>51% | 2020-21 graduates<br>46% | 60% or more     |

|                                                                                                                                                                                                                         | FY2016   | FY2017      | FY2018    | FY2019    | FY2020    | FY2021    | Benchmark          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|-----------|-----------|-----------|-----------|--------------------|
| Percent cost of attendance (to the student) <sup>3</sup><br>In-State First Time, Full Time Degree Seeking Undergraduate living on campus (In-District for Two-Year)                                                     | FY2015   | FY2016      | FY2017    | FY2018    | FY2019    | FY2020    |                    |
| Two-year institution                                                                                                                                                                                                    |          |             |           |           |           |           |                    |
| Students living off campus (w family)                                                                                                                                                                                   | 88%      | 92%         | 94%       | 97%       | 91%       | 92%       | Less than 4%       |
| Four-year institution                                                                                                                                                                                                   |          |             |           |           |           |           |                    |
| Students living on campus                                                                                                                                                                                               | 96%      | 91%         | 88%       | 90%       | 88%       | 90%       | Less than 4%       |
| Students living off campus (w family)                                                                                                                                                                                   | 102%     | 98%         | 88%       | 88%       | 88%       | 89%       | Less than 4%       |
| Average net cost to attend public institution. <sup>3</sup><br>First Time, Full Time Degree Seeking Undergraduate awarded grant or scholarship                                                                          | FY2015   | FY2016      | FY2017    | FY2018    | FY2019    | FY2020    |                    |
| Four-year institution                                                                                                                                                                                                   | 101.1%   | 94.4%       | 98.1%     | 94.3%     | 93.1%     |           | 90% of peers       |
| Expense per student FTE <sup>3</sup><br>IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad & PhD)                                                                                                      | FY2015   | FY2016      | FY2017    | FY2018    | FY2019    | FY2020    |                    |
|                                                                                                                                                                                                                         | \$22,140 | \$23,758    | \$24,516  | \$25,111  | \$25,415  |           | Less than \$20,000 |
| Two-year institution                                                                                                                                                                                                    | \$13,883 | \$15,168    | \$15,432  | \$15,196  | \$15,339  |           |                    |
| Four-year institution                                                                                                                                                                                                   | \$25,118 | \$26,691    | \$27,706  | \$28,766  | \$29,168  |           |                    |
| Number of degrees produced (Undergraduate) <sup>1</sup>                                                                                                                                                                 | 11,489   | 12,944      | 13,299    | 13,239    | 13,656    | 14,620    | At least 15,000    |
| <b>Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</b> |          |             |           |           |           |           |                    |
| <b>Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.</b>                                                                                           |          |             |           |           |           |           |                    |
| Percentage of students participating in internships                                                                                                                                                                     | 5%       | 5%          | 8%        | 6%        | 6%        | 6%        | 10% or more        |
| Percentage of undergraduate students participating in undergraduate research. <sup>1</sup>                                                                                                                              |          |             |           |           |           |           |                    |
| BSU                                                                                                                                                                                                                     | 35%      | 37%         | 37%       | 43%       | 43%       | 34%       | Greater than 40%   |
| ISU                                                                                                                                                                                                                     | 43%      | 42%         | 41%       | 38%       | 36%       | 37%       | Greater than 50%   |
| UI                                                                                                                                                                                                                      | 64%      | 65%         | 61%       | 58%       | 60%       | 56%       | Greater than 60%   |
| LCSC                                                                                                                                                                                                                    | 10%      | 14%         | 16%       | 20%       | 12%       | 11%       |                    |
| Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields <sup>1</sup>                                                                                                                                   | 1:0.21   | 1:0.22      | 1:0.22    | 1:0.22    | 1:0.22    | 1:0.20    | 1:0.25 or more     |
| Increase in postsecondary programs tied to workforce needs                                                                                                                                                              | 23       | 20          | 20        | 22        | 45        | 46        | 10                 |
| <b>Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.</b>                                                                                            |          |             |           |           |           |           |                    |
| Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs. <sup>5</sup>                                                                    | NA       | 4           | 8         | 11        | 11        | 21        | 8                  |
| Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho                                                                                                                   | NA       | WWAMI - 50% | WWAMI-51% | WWAMI-51% | WWAMI-51% | WWAMI-50% | At least 60%       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------------|
| Percentage of Family Medicine Residency graduates practicing in Idaho                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |        |        |        |        |        |              |
| Boise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 47%    | 56%    | 53%    | 73%    | 63%    | 38%    | At least 60% |
| ISU                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 43%    | 71%    | 29%    | 43%    | 43%    | 71%    | At least 60% |
| CDA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | NA     | 50%    | 83%    | 72%    | 67%    | 71%    | At least 60% |
| Percentage of Psychiatry Residency Program graduates practicing in Idaho.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | NA     | NA     | NA     | NA     | NA     | NA     | At least 50% |
| Medical related postsecondary programs (other than nursing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 79     | 84     | 91     | 102    | 111    | 115    | 100          |
| <p>Notes:</p> <p><sup>1</sup> FY20 performance measures for the postsecondary institutions are preliminary.</p> <p><sup>2</sup> SDE report card data except Dual Credit has been modified to only include students with earned course credits</p> <p><sup>3</sup> This metric is contingent on the IPEDS data release.</p> <p><sup>4</sup> The Public Use Microdata Sample of the American Community Survey is published In November ea year.</p> <p><sup>5</sup> An expansion in the number of graduate medical programs in the state resulted in increased gradutes in FY21</p> <p><sup>10</sup> Spring IRI tests results not tabulated, ISAT not administered due to COVID closures</p> |        |        |        |        |        |        |              |

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**ATTACHMENT 4**

|                                                      | FY16          | FY17          | FY18          | FY19          | FY20          | FY21          |
|------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| <b>Number of degrees awarded</b>                     | <b>12,500</b> | <b>14,384</b> | <b>15,055</b> | <b>15,107</b> | <b>16,197</b> | <b>17,212</b> |
| <b>Four-year institution</b>                         | <b>8,535</b>  | <b>10,461</b> | <b>10,822</b> | <b>10,745</b> | <b>10,917</b> | <b>11,965</b> |
| <b>[1] Certificates of less than 1 academic year</b> | <b>34</b>     | <b>68</b>     | <b>83</b>     | <b>97</b>     | <b>109</b>    | <b>629</b>    |
| BSU                                                  |               |               |               |               |               | 514           |
| ISU                                                  | 1             | 19            | 26            | 29            | 6             |               |
| LCSC                                                 |               |               | 2             | 3             | 12            | 23            |
| UI                                                   | 33            | 49            | 55            | 65            | 91            | 92            |
| <b>[2] Certificates of 1 academic year or more</b>   | <b>222</b>    | <b>212</b>    | <b>219</b>    | <b>227</b>    | <b>185</b>    | <b>323</b>    |
| BSU                                                  |               |               |               |               |               |               |
| ISU                                                  | 200           | 194           | 200           | 215           | 171           | 304           |
| LCSC                                                 | 22            | 18            | 19            | 12            | 14            | 19            |
| UI                                                   |               |               |               |               |               |               |
| <b>[3] Associate's degree</b>                        | <b>858</b>    | <b>935</b>    | <b>1,016</b>  | <b>908</b>    | <b>896</b>    | <b>844</b>    |
| BSU                                                  | 145           | 116           | 119           | 133           | 111           | 132           |
| ISU                                                  | 362           | 405           | 472           | 428           | 420           | 494           |
| LCSC                                                 | 351           | 414           | 425           | 347           | 365           | 218           |
| UI                                                   |               |               |               |               |               |               |
| <b>[5] Bachelor's degree</b>                         | <b>6,808</b>  | <b>6,865</b>  | <b>6,924</b>  | <b>7,033</b>  | <b>7,101</b>  | <b>7,443</b>  |
| BSU                                                  | 3,174         | 3,317         | 3,373         | 3,472         | 3,680         | 3,929         |
| ISU                                                  | 1,228         | 1,168         | 1,166         | 1,233         | 1,155         | 1,284         |
| LCSC                                                 | 541           | 528           | 587           | 626           | 505           | 599           |
| UI                                                   | 1,865         | 1,852         | 1,798         | 1,702         | 1,761         | 1,631         |
| <b>[6] Certificate – Graduate</b>                    | <b>7</b>      | <b>297</b>    | <b>315</b>    | <b>275</b>    | <b>234</b>    | <b>229</b>    |
| BSU                                                  |               | 220           | 248           | 221           | 189           | 170           |
| ISU                                                  | 7             | 21            | 31            | 14            | 8             | 23            |
| UI                                                   |               | 56            | 36            | 40            | 37            | 36            |
| <b>[7] Master's Degree</b>                           | <b>421</b>    | <b>1,667</b>  | <b>1,860</b>  | <b>1,781</b>  | <b>1,968</b>  | <b>1,990</b>  |
| BSU                                                  |               | 776           | 917           | 861           | 954           | 1,074         |
| ISU                                                  | 421           | 382           | 456           | 430           | 464           | 452           |
| UI                                                   |               | 509           | 487           | 490           | 550           | 464           |
| <b>[8] Education Specialist Degree</b>               | <b>10</b>     | <b>56</b>     | <b>43</b>     | <b>52</b>     | <b>45</b>     | <b>39</b>     |
| BSU                                                  |               | 15            | 16            | 19            | 24            | 23            |
| ISU                                                  | 10            | 7             | 3             | 11            | 8             | 6             |
| UI                                                   |               | 34            | 24            | 22            | 13            | 10            |
| <b>Doctoral Degree</b>                               | <b>175</b>    | <b>361</b>    | <b>362</b>    | <b>372</b>    | <b>379</b>    | <b>468</b>    |
| BSU                                                  |               | 36            | 32            | 45            | 53            | 50            |
| ISU                                                  | 175           | 160           | 154           | 167           | 163           | 193           |
| UI                                                   |               | 165           | 176           | 160           | 163           | 225           |
| <b>Two-year institution</b>                          | <b>3,965</b>  | <b>3,923</b>  | <b>4,233</b>  | <b>4,362</b>  | <b>5,280</b>  | <b>5,247</b>  |
| <b>[1] Certificates of less than 1 academic year</b> | <b>401</b>    | <b>389</b>    | <b>444</b>    | <b>443</b>    | <b>441</b>    | <b>371</b>    |
| CEI                                                  | 8             |               | 10            | 8             | 8             | 23            |
| CWI                                                  | 319           | 315           | 336           | 361           | 312           | 267           |
| NIC                                                  | 74            | 74            | 98            | 74            | 121           | 81            |
| <b>[2] Certificates of 1 academic year or more</b>   | <b>782</b>    | <b>931</b>    | <b>1,222</b>  | <b>1,366</b>  | <b>2,122</b>  | <b>2,040</b>  |
| CEI                                                  | 102           | 109           | 110           | 108           | 110           | 96            |
| CSI                                                  | 192           | 151           | 154           | 146           | 129           | 147           |
| CWI                                                  | 229           | 240           | 402           | 508           | 1,264         | 1,158         |
| NIC                                                  | 259           | 431           | 556           | 604           | 619           | 639           |
| <b>[3] Associate's degree</b>                        | <b>2,782</b>  | <b>2,603</b>  | <b>2,567</b>  | <b>2,553</b>  | <b>2,717</b>  | <b>2,835</b>  |

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**ATTACHMENT 4**

|                                                           | FY16          | FY17          | FY18          | FY19          | FY20          | FY21          |
|-----------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| CEI                                                       | 118           | 121           | 93            | 147           | 164           | 227           |
| CSI                                                       | 919           | 816           | 800           | 839           | 947           | 947           |
| CWI                                                       | 996           | 979           | 984           | 886           | 949           | 944           |
| NIC                                                       | 749           | 687           | 690           | 681           | 657           | 717           |
| <b>Number of Graduates, Distinct per Attainment Level</b> | <b>12,641</b> | <b>12,572</b> | <b>12,996</b> | <b>13,322</b> | <b>14,345</b> | <b>15,205</b> |
| <b>Four-year institution</b>                              | <b>8,889</b>  | <b>8,865</b>  | <b>9,112</b>  | <b>9,247</b>  | <b>9,373</b>  | <b>10,290</b> |
| <b>[1] Certificates of less than 1 academic year</b>      | <b>33</b>     | <b>67</b>     | <b>75</b>     | <b>95</b>     | <b>102</b>    | <b>619</b>    |
| BSU                                                       |               |               |               |               |               | 514           |
| ISU                                                       | 1             | 19            | 21            | 28            | 6             |               |
| LCSC                                                      |               |               | 2             | 3             | 12            | 23            |
| UI                                                        | 32            | 48            | 52            | 64            | 84            | 82            |
| <b>[2] Certificates of 1 academic year or more</b>        | <b>198</b>    | <b>193</b>    | <b>203</b>    | <b>225</b>    | <b>182</b>    | <b>311</b>    |
| BSU                                                       |               |               |               |               |               |               |
| ISU                                                       | 176           | 179           | 191           | 210           | 169           | 292           |
| LCSC                                                      | 22            | 14            | 12            | 15            | 13            | 19            |
| UI                                                        |               |               |               |               |               |               |
| <b>[3] Associate's degree</b>                             | <b>844</b>    | <b>816</b>    | <b>1,000</b>  | <b>883</b>    | <b>877</b>    | <b>827</b>    |
| BSU                                                       | 141           | 114           | 118           | 131           | 109           | 132           |
| ISU                                                       | 358           | 402           | 472           | 427           | 411           | 489           |
| LCSC                                                      | 345           | 300           | 410           | 325           | 357           | 206           |
| UI                                                        |               |               |               |               |               |               |
| <b>[5] Bachelor's degree</b>                              | <b>6,410</b>  | <b>6,459</b>  | <b>6,470</b>  | <b>6,718</b>  | <b>6,795</b>  | <b>7,133</b>  |
| BSU                                                       | 2,998         | 3,141         | 3,196         | 3,289         | 3,525         | 3,749         |
| ISU                                                       | 1,196         | 1,139         | 1,131         | 1,174         | 1,104         | 1,227         |
| LCSC                                                      | 529           | 528           | 573           | 616           | 491           | 589           |
| UI                                                        | 1,687         | 1,651         | 1,570         | 1,639         | 1,675         | 1,568         |
| <b>[6] Certificate – Graduate</b>                         | <b>64</b>     | <b>76</b>     | <b>67</b>     | <b>50</b>     | <b>64</b>     | <b>59</b>     |
| ISU                                                       | 8             | 21            | 31            | 14            | 27            | 23            |
| UI                                                        | 56            | 55            | 36            | 36            | 37            | 36            |
| <b>[7] Master's Degree</b>                                | <b>930</b>    | <b>888</b>    | <b>940</b>    | <b>916</b>    | <b>1,006</b>  | <b>907</b>    |
| ISU                                                       | 414           | 380           | 453           | 426           | 456           | 445           |
| UI                                                        | 516           | 508           | 487           | 490           | 550           | 462           |
| <b>[8] Education Specialist Degree</b>                    | <b>30</b>     | <b>41</b>     | <b>27</b>     | <b>33</b>     | <b>21</b>     | <b>16</b>     |
| ISU                                                       | 9             | 7             | 3             | 11            | 8             | 6             |
| UI                                                        | 21            | 34            | 24            | 22            | 13            | 10            |
| <b>Doctoral Degree</b>                                    | <b>380</b>    | <b>325</b>    | <b>330</b>    | <b>327</b>    | <b>326</b>    | <b>418</b>    |
| ISU                                                       | 175           | 160           | 154           | 167           | 163           | 193           |
| UI                                                        | 205           | 165           | 176           | 160           | 163           | 225           |
| <b>Two-year institution</b>                               | <b>3,752</b>  | <b>3,707</b>  | <b>3,884</b>  | <b>4,075</b>  | <b>4,972</b>  | <b>4,915</b>  |
| <b>[1] Certificates of less than 1 academic year</b>      | <b>353</b>    | <b>316</b>    | <b>351</b>    | <b>318</b>    | <b>361</b>    | <b>288</b>    |
| CWI                                                       | 285           | 259           | 274           | 253           | 256           | 222           |
| NIC                                                       | 68            | 57            | 77            | 65            | 105           | 66            |
| <b>[2] Certificates of 1 academic year or more</b>        | <b>786</b>    | <b>928</b>    | <b>1,155</b>  | <b>1,309</b>  | <b>2,055</b>  | <b>1,958</b>  |
| CEI                                                       | 112           | 109           | 110           | 108           | 110           | 96            |
| CSI                                                       | 189           | 148           | 152           | 146           | 129           | 147           |
| CWI                                                       | 226           | 240           | 337           | 451           | 1,197         | 1,086         |
| NIC                                                       | 259           | 431           | 556           | 604           | 619           | 629           |
| <b>[3] Associate's degree</b>                             | <b>2,613</b>  | <b>2,463</b>  | <b>2,378</b>  | <b>2,448</b>  | <b>2,556</b>  | <b>2,668</b>  |
| CEI                                                       | 117           | 121           | 92            | 142           | 161           | 220           |

|                                                                                                       | FY16         | FY17         | FY18         | FY19         | FY20         | FY21         |
|-------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| CSI                                                                                                   | 853          | 774          | 736          | 795          | 861          | 876          |
| CWI                                                                                                   | 910          | 893          | 891          | 861          | 917          | 913          |
| NIC                                                                                                   | 733          | 675          | 659          | 650          | 617          | 659          |
| <b>Percent of first-time, full-time freshman graduating within 100% of time</b>                       |              |              |              |              |              |              |
| <b>Four-year institution</b>                                                                          | <b>22.6%</b> | <b>25.9%</b> | <b>27.3%</b> | <b>28.7%</b> | <b>32.9%</b> | <b>33.8%</b> |
| <b>Bachelor's or equivalent seeking subcohort (Completers within 4 years)</b>                         | <b>22.6%</b> | <b>25.9%</b> | <b>27.3%</b> | <b>28.7%</b> | <b>32.9%</b> | <b>33.8%</b> |
| BSU                                                                                                   | 21.1%        | 25.5%        | 28.7%        | 30.6%        | 35.9%        | 37.4%        |
| ISU                                                                                                   | 14.0%        | 16.0%        | 16.3%        | 19.6%        | 19.3%        | 22.5%        |
| LCSC                                                                                                  | 9.9%         | 17.9%        | 21.0%        | 23.1%        | 30.0%        | 23.7%        |
| UI                                                                                                    | 34.1%        | 35.4%        | 37.1%        | 34.1%        | 38.6%        | 38.8%        |
| <b>Two-year institution</b>                                                                           | <b>12.1%</b> | <b>14.3%</b> | <b>15.3%</b> | <b>18.6%</b> | <b>17.5%</b> | <b>20.4%</b> |
| <b>Degree/certificate-seeking cohort (Completers within 100% of time)</b>                             | <b>12.1%</b> | <b>14.3%</b> | <b>15.3%</b> | <b>18.6%</b> | <b>17.5%</b> | <b>20.4%</b> |
| CEI                                                                                                   | 37.8%        | 46.3%        | 58.3%        | 50.0%        | 31.7%        | 30.9%        |
| CSI                                                                                                   | 13.1%        | 14.5%        | 15.4%        | 20.3%        | 20.7%        | 30.7%        |
| CWI                                                                                                   | 5.8%         | 9.0%         | 10.6%        | 12.2%        | 14.2%        | 15.1%        |
| NIC                                                                                                   | 14.9%        | 16.8%        | 16.4%        | 18.4%        | 16.0%        | 15.1%        |
| <b>Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).</b> |              |              |              |              |              |              |
| <b>Four-year institution</b>                                                                          | <b>41.2%</b> | <b>42.2%</b> | <b>45.9%</b> | <b>47.7%</b> | <b>48.6%</b> | <b>49.5%</b> |
| <b>Bachelor's or equivalent seeking subcohort</b>                                                     | <b>41.2%</b> | <b>42.2%</b> | <b>45.9%</b> | <b>47.7%</b> | <b>48.6%</b> | <b>49.5%</b> |
| BSU                                                                                                   | 38.7%        | 43.4%        | 45.8%        | 50.3%        | 53.8%        | 52.5%        |
| ISU                                                                                                   | 27.7%        | 28.9%        | 31.8%        | 34.5%        | 32.7%        | 35.9%        |
| LCSC                                                                                                  | 29.9%        | 28.2%        | 34.5%        | 35.3%        | 34.1%        | 35.8%        |
| UI                                                                                                    | 56.1%        | 54.9%        | 59.4%        | 56.1%        | 59.0%        | 59.1%        |
| <b>Two-year institution</b>                                                                           | <b>20.2%</b> | <b>21.6%</b> | <b>25.1%</b> | <b>26.0%</b> | <b>27.6%</b> | <b>28.9%</b> |
| <b>Degree/certificate-seeking cohort</b>                                                              | <b>20.2%</b> | <b>21.6%</b> | <b>25.1%</b> | <b>26.0%</b> | <b>27.6%</b> | <b>28.9%</b> |
| CEI                                                                                                   | 53.9%        | 53.3%        | 53.7%        | 58.3%        | 50.0%        | 40.0%        |
| CSI                                                                                                   | 21.5%        | 26.5%        | 26.7%        | 30.7%        | 33.9%        | 35.5%        |
| CWI                                                                                                   | 12.9%        | 11.8%        | 20.0%        | 20.3%        | 22.7%        | 23.8%        |
| NIC                                                                                                   | 24.6%        | 23.1%        | 27.0%        | 25.4%        | 23.5%        | 26.8%        |
| <b>Percent of new degree-seeking freshmen completing a gateway math course within two years.</b>      | <b>39.8%</b> | <b>43.7%</b> | <b>46.6%</b> | <b>47.6%</b> | <b>46.8%</b> | <b>48.4%</b> |
| <b>Four-year institution</b>                                                                          | <b>58.3%</b> | <b>60.0%</b> | <b>64.5%</b> | <b>64.2%</b> | <b>61.2%</b> | <b>62.0%</b> |
| <b>Math</b>                                                                                           | <b>58.3%</b> | <b>60.0%</b> | <b>64.5%</b> | <b>64.2%</b> | <b>61.2%</b> | <b>62.0%</b> |
| BSU                                                                                                   | 75.1%        | 77.1%        | 79.8%        | 82.1%        | 83.4%        | 81.5%        |
| ISU                                                                                                   | 38.7%        | 39.6%        | 42.4%        | 41.9%        | 37.2%        | 34.8%        |
| LCSC                                                                                                  | 49.6%        | 48.2%        | 52.1%        | 48.6%        | 36.5%        | 44.4%        |
| UI                                                                                                    | 63.1%        | 69.7%        | 70.8%        | 63.4%        | 55.7%        | 60.7%        |
| <b>Two-year institution</b>                                                                           | <b>21.5%</b> | <b>23.8%</b> | <b>24.8%</b> | <b>28.4%</b> | <b>29.9%</b> | <b>33.6%</b> |
| <b>Math</b>                                                                                           | <b>21.5%</b> | <b>23.8%</b> | <b>24.8%</b> | <b>28.4%</b> | <b>29.9%</b> | <b>33.6%</b> |
| CEI                                                                                                   | 30.4%        | 29.3%        | 24.4%        | 15.3%        | 8.4%         | 15.7%        |
| CSI                                                                                                   | 27.9%        | 29.4%        | 33.9%        | 40.9%        | 47.8%        | 50.2%        |
| CWI                                                                                                   | 15.9%        | 17.3%        | 18.4%        | 24.4%        | 26.8%        | 31.3%        |
| NIC                                                                                                   | 24.1%        | 27.8%        | 27.1%        | 29.0%        | 32.5%        | 33.9%        |

|                                                                                                                                                                                                                        | FY16         | FY17         | FY18         | FY19         | FY20         | FY21         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.</b>                                                                                 | <b>20.9%</b> | <b>20.8%</b> | <b>21.7%</b> | <b>23.4%</b> | <b>22.7%</b> | <b>21.7%</b> |
| <b>Four-year institution</b>                                                                                                                                                                                           | <b>26.3%</b> | <b>27.3%</b> | <b>28.3%</b> | <b>29.8%</b> | <b>31.0%</b> | <b>29.6%</b> |
| <b>(blank)</b>                                                                                                                                                                                                         | <b>26.3%</b> | <b>27.3%</b> | <b>28.3%</b> | <b>29.8%</b> | <b>31.0%</b> | <b>29.6%</b> |
| BSU                                                                                                                                                                                                                    | 23.9%        | 23.9%        | 23.9%        | 26.5%        | 28.7%        | 28.3%        |
| ISU                                                                                                                                                                                                                    | 22.3%        | 24.5%        | 24.7%        | 24.7%        | 26.4%        | 22.8%        |
| LCSC                                                                                                                                                                                                                   | 23.0%        | 25.0%        | 38.0%        | 30.6%        | 32.5%        | 28.7%        |
| UI                                                                                                                                                                                                                     | 36.5%        | 37.7%        | 37.2%        | 43.7%        | 42.0%        | 41.8%        |
| <b>Two-year institution</b>                                                                                                                                                                                            | <b>7.5%</b>  | <b>6.6%</b>  | <b>7.2%</b>  | <b>7.9%</b>  | <b>6.6%</b>  | <b>6.5%</b>  |
| <b>(blank)</b>                                                                                                                                                                                                         | <b>7.5%</b>  | <b>6.6%</b>  | <b>7.2%</b>  | <b>7.9%</b>  | <b>6.6%</b>  | <b>6.5%</b>  |
| CEI                                                                                                                                                                                                                    | 13.2%        | 12.1%        | 8.0%         | 8.1%         | 5.9%         | 3.6%         |
| CSI                                                                                                                                                                                                                    | 9.1%         | 8.8%         | 11.6%        | 11.6%        | 11.1%        | 10.6%        |
| CWI                                                                                                                                                                                                                    | 3.8%         | 3.1%         | 3.9%         | 4.8%         | 4.1%         | 4.1%         |
| NIC                                                                                                                                                                                                                    | 7.7%         | 8.0%         | 8.2%         | 8.5%         | 7.6%         | 8.0%         |
| <b>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.</b> |              |              |              |              |              |              |
| <b>Four-year institution</b>                                                                                                                                                                                           |              |              |              |              |              |              |
| <b>English</b>                                                                                                                                                                                                         | <b>51.2%</b> | <b>51.6%</b> | <b>55.9%</b> | <b>57.8%</b> | <b>60.9%</b> | <b>73.6%</b> |
| BSU                                                                                                                                                                                                                    | 83.2%        | 83.0%        | 87.5%        | 87.3%        | 87.1%        | 83.1%        |
| ISU                                                                                                                                                                                                                    | 25.4%        | 32.1%        | 27.0%        | 30.4%        | 28.1%        | 89.1%        |
| LCSC                                                                                                                                                                                                                   | 52.2%        | 43.0%        | 63.2%        | 72.0%        | 67.8%        | 60.5%        |
| UI                                                                                                                                                                                                                     | 72.2%        | 69.6%        | 70.1%        | 63.3%        | 74.2%        | 69.0%        |
| <b>Math</b>                                                                                                                                                                                                            | <b>53.3%</b> | <b>57.3%</b> | <b>58.6%</b> | <b>59.1%</b> | <b>59.4%</b> | <b>53.5%</b> |
| BSU                                                                                                                                                                                                                    | 55.1%        | 58.4%        | 57.4%        | 55.8%        | 56.7%        | 59.6%        |
| ISU                                                                                                                                                                                                                    | 69.0%        | 95.7%        | 91.6%        | 93.6%        | 92.4%        | 41.9%        |
| LCSC                                                                                                                                                                                                                   | 41.3%        | 40.0%        | 47.5%        | 44.4%        | 44.0%        | 45.2%        |
| UI                                                                                                                                                                                                                     | 51.5%        | 47.3%        | 52.9%        | 52.8%        | 57.3%        | 52.4%        |
| <b>Two-year institution</b>                                                                                                                                                                                            |              |              |              |              |              |              |
| <b>English</b>                                                                                                                                                                                                         | <b>59.4%</b> | <b>62.4%</b> | <b>56.2%</b> | <b>59.2%</b> | <b>61.9%</b> | <b>58.6%</b> |
| CEI                                                                                                                                                                                                                    | 81.0%        | 69.2%        | 87.5%        | 68.8%        | 74.4%        | 75.2%        |
| CSI                                                                                                                                                                                                                    | 70.8%        | 79.5%        | 71.7%        | 77.8%        | 72.6%        | 70.6%        |
| CWI                                                                                                                                                                                                                    | 70.2%        | 70.5%        | 67.0%        | 73.3%        | 73.7%        | 69.6%        |
| NIC                                                                                                                                                                                                                    | 23.3%        | 30.6%        | 30.2%        | 23.0%        | 28.9%        | 20.2%        |
| <b>Math</b>                                                                                                                                                                                                            | <b>15.7%</b> | <b>24.1%</b> | <b>28.9%</b> | <b>29.0%</b> | <b>30.0%</b> | <b>32.4%</b> |
| CEI                                                                                                                                                                                                                    | 42.2%        | 38.0%        | 26.0%        | 18.7%        | 22.2%        | 27.4%        |
| CSI                                                                                                                                                                                                                    | 31.7%        | 41.3%        | 48.0%        | 47.6%        | 43.2%        | 47.8%        |
| CWI                                                                                                                                                                                                                    | 9.8%         | 16.8%        | 22.0%        | 23.1%        | 26.7%        | 25.2%        |
| NIC                                                                                                                                                                                                                    | 10.1%        | 17.5%        | 25.2%        | 22.6%        | 24.5%        | 26.1%        |

## ***Statutory Requirements***

### ELEMENTS OF STRATEGIC PLANS

Per Idaho Code 67-1903(1), each agency's strategic plan should, at a minimum, contain the following:

1. A comprehensive outcome-based vision or mission statement covering the major divisions and core functions of the agency;
2. Goals for the major divisions and core functions of the agency;
3. Objectives and/or tasks that indicate how the goals are to be achieved;
4. Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
5. Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
6. An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

### OTHER STRATEGIC PLAN REQUIREMENTS

The strategic plan should also meet the following additional requirements outlined in Idaho Code 67-1903(2)-(6):

- Covers a period of not less than four years forward including the fiscal year it is submitted and is updated annually.
- Serves as a foundation for developing performance report information.
- Provides the opportunity to consult with appropriate members of the Legislature and other stakeholders.
- Minimize the number of printed copies by using electronic versions where possible.

#### **Cybersecurity Plans**

As required by [Executive Order 2017-02](#), the strategic plan should also include an update on the agency's adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Agencies were ordered to implement the first five CIS Controls by June 30, 2018. An update on these efforts may be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency goal, or may be included as an addendum.

### **Red Tape Reduction Act**

As instructed in the Red Tape Reduction Act ([Executive Order 2019-02](#)), each state agency is required to designate a Rules Review Officer (RRO) “to undertake a critical and comprehensive review of the agency’s administrative rules to identify costly, ineffective, or outdated regulations.”

Each agency shall incorporate into its strategic plan a summary of how it will accomplish this effort, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

Progress must also be reported annually through the agency’s performance report under the profile of cases managed (see Part I-4 below). The following items must be reported:

- Number of Chapters of Administrative Code
- Number of Words in Administrative Code (Excluding Table of Contents and Index)
- Number of Restrictions in Administrative Code (Use of “shall,” “must,” “may not,” “prohibited,” and “required.”)

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**ATTACHMENT 6**

**Master Planning Calendar (Updated August 2019)**

| <b>Month</b> | <b>Strategic Planning</b>                                                                                                                                                                            | <b>Performance Reporting</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>Budgeting</b>                                                                                                                                                         | <b>Administrative Rules/Legislation</b>                                                                                                                                                                                    | <b>Communications</b>                                                                                                        |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Jan</b>   | Agencies and Institutions start updating their strategic plan based on SBOE guidance and strategic plan.                                                                                             | The SBOE reviews NWCCU accreditation results as available.                                                                                                                                                                                                                                                                                                                                    | Board presents budget to the legislature                                                                                                                                 | Rules and legislation are presented to the legislature                                                                                                                                                                     | SBOE presentations to JFAC<br><br>OSBE distributes annual Fact Book to legislators<br><br>OSBE Financial Aid/FAFSA Awareness |
| <b>Feb</b>   | Board approves K-20 Education Strategic Plan<br>Agencies and institutions submit their strategic plans to the PPGA Committee for review and discussion prior to April Board meeting submittal.       |                                                                                                                                                                                                                                                                                                                                                                                               | Line item categories are developed and reviewed by the Presidents' Council and the BAHF Committee                                                                        |                                                                                                                                                                                                                            | OSBE presentation to germane committees                                                                                      |
| <b>Mar</b>   | Agencies and Institutions finalize their strategic plan updates for submission to the SBOE prior to <b>April</b> agenda cutoff.                                                                      | Institutions and agencies revise performance measures and benchmarks to align with strategic plan.<br><br><b>Early-April</b> agencies and institutions submit <u>proposed</u> performance measures/benchmarks (including continued use of current measures, if appropriate) for review/approval by OSBE. (Note: These measures are for the fiscal year beginning July 1 of the previous year) |                                                                                                                                                                          |                                                                                                                                                                                                                            |                                                                                                                              |
| <b>Apr</b>   | SBOE reviews and approves updated institution and agency strategic plans<br><br>OSBE/SBOE receives final DFM strategic plan guidance                                                                 | SBOE/OSBE receives final DFM performance reporting guidance (for agencies and institutions).<br><br>SBOE reviews and approves agency and institution <u>proposed</u> performance measures and benchmarks through strategic plan approval.                                                                                                                                                     | SBOE is briefed on next FY legislative appropriations as it impacts education agencies and institutions.<br><br>SBOE approves line item categories for the institutions. | SBOE is briefed on new legislation as it impacts education agencies and institutions.<br><br>OSBE meets with institution government affairs directors regarding impact of legislation and off-session legislative strategy |                                                                                                                              |
| <b>May</b>   | SBOE Conducts SBOE Governed institutions Presidents evaluations<br>SBOE reviews self-assessment and makes recommendations for improvements.<br>Executive Director Conducts Agency Heads evaluations. |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          | Agencies and institutions submit legislative ideas for PPGA Committee review and recommendation to Executive Director.                                                                                                     |                                                                                                                              |

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**ATTACHMENT 6**

| <b>Month</b> | <b>Strategic Planning</b>                                                                                                                  | <b>Performance Reporting</b>                                                                                                                                                                                                                                                                                                                                                        | <b>Budgeting</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Administrative Rules/Legislation</b>                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Communications</b>                                                                                                                                  |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Jun</b>   |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                     | <p>OSBE provides MCO budget guidelines and templates to the agencies and institutions for submission (prior to <b>August</b> Board agenda deadline).</p> <p>BAHR provides guidance on submitted line items to institutions and agencies prior to submittal of line items for SBOE action in August.</p>                                                                                                                                                                     | <p>PPGA reviews and provides guidance to Executive Director on <u>proposed</u> agency and institution legislative ideas.</p> <p>OSBE/Executive Director submits legislative ideas to DFM prior to the required <b>July 12</b> deadline.</p>                                                                                                                                                                                                  | SBOE staff meets with legislators in Eastern Idaho (Idaho Falls)                                                                                       |
| <b>Jul</b>   | OSBE submits SBOE approved agency and institution strategic plans (revised if required by the Board) to DFM by the <b>July 1</b> deadline. |                                                                                                                                                                                                                                                                                                                                                                                     | Agencies and institutions submit estimated MCO budget to OSBE prior to <b>August</b> Board agenda deadline.                                                                                                                                                                                                                                                                                                                                                                 | <p>New legislation from prior session takes effect July 1.</p> <p>Department of Administration publishes proposed rules and 21 day review period is commenced.</p> <p>Governor's Office and DFM review legislative ideas.</p> <p>OSBE begins development of approved legislative ideas into draft legislation (as appropriate) for consideration at August Board meeting. Legislative language submitted by <b>August</b> agenda cutoff.</p> |                                                                                                                                                        |
| <b>Aug</b>   |                                                                                                                                            | <p>Agencies and institutions submit agency and institution performance reports to OSBE in <b>early-August</b>. Performance Measure reports include Board required system wide performance measures and performance measures approved from the strategic plans.</p> <p>OSBE submits agency and institution performance reports to DFM by the required <b>August 30</b> deadline.</p> | <p>-SBOE reviews and approves <u>final</u> budget request for next FY.</p> <p>-Draft budget request input to DFM automated system (by agencies and institutions) with a copy of supporting materials sent to OSBE.</p> <p>-OSBE reviews agency and institution budget submissions to ensure compliance with SBOE guidance.</p> <p>In <b>late-August</b> all budget documents returned to OSBE for final submission to DFM and LSO. DFM Deadline for submittal August 30</p> | <p>Board approves any proposed administrative rules. August 30 last day to submit proposed legislative ideas for next session to DFM/Admin Rules</p> <p>Proposed legislation is approved by SBOE.</p> <p>Proposed (final draft) legislation is due to DFM <b>August 16</b>.</p>                                                                                                                                                              | <p>SBOE staff meets with legislators in Southern Idaho (Twin Falls) and Eastern Idaho (Pocatello)</p> <p>OSBE begins planning for annual Fact Book</p> |

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**ATTACHMENT 6**

| <b>Month</b> | <b>Strategic Planning</b>                                             | <b>Performance Reporting</b>                                                                                                            | <b>Budgeting</b>                                                                 | <b>Administrative Rules/Legislation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Communications</b>                                                                                                                                           |
|--------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sep</b>   | SBOE conducts self-assessment.                                        |                                                                                                                                         | Final budget requests forwarded to DFM and LSO by <b>September 1st</b> deadline. | Department of Administration publishes proposed rules and 21 day review period is commenced.                                                                                                                                                                                                                                                                                                                                                                                                | OSBE planning for College Application Week                                                                                                                      |
| <b>Oct</b>   |                                                                       | SBOE reviews performance data from institutions and agencies for the previous year. Review forms the basis for revising strategic plan. | Authorized budget request revisions due to DFM October 30                        | DFM forwards legislation to LSO by <b>mid-October</b> . Board approves Pending Rules, modifications are made based on public comment.                                                                                                                                                                                                                                                                                                                                                       | SBOE staff meets with legislators in North Idaho (Lewiston/Moscow)                                                                                              |
| <b>Nov</b>   | Staff develops and finalizes the annual update to the strategic plan. | OSBE updates performance measures to align with the Board's strategic plan.                                                             |                                                                                  | -Proposed legislation in <u>bill format</u> returned by LSO to OSBE for review and final changes.<br>-Pending rules not approved in October are approved. (Special Board Meeting). Pending rules are submitted to the legislature for consideration. Temporary rules take effect when approved by the Board. Pending rules take effect at the end of the legislative session. November 29 final date for submitting pending rules to DFM/Admin rules for consideration during next session. | OSBE annual College Application Week                                                                                                                            |
| <b>Dec</b>   |                                                                       |                                                                                                                                         |                                                                                  | <b>Early-December</b> is the final date for changes to bills (legislative proposals). Bills with substantive changes are resubmitted to SBOE for final approval at special Board meeting if needed..                                                                                                                                                                                                                                                                                        | SBOE staff meets with legislators in North Idaho (Coeur d'Alene)<br>OSBE finalizes annual Fact Book<br>OSBE coordinates with institutions on JFAC presentations |

Annual Performance Report Presentations

| <b>Month/Year</b> | <b>Institution/Location</b> | <b>Agency</b> |
|-------------------|-----------------------------|---------------|
| February 2020     | BSU                         | ISDB /IPCSC/  |
| April 2020        | UI                          | HERC/IDLA     |
| August 2020       | ISU                         | ICTE/ IDPTV   |
| October 2020      | LCSC                        | IDVR/EPSCoR   |

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**SUBJECT**

Postsecondary Student Experience Survey Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-138, Idaho Code

**BACKGROUND/DISCUSSION**

During the 2021 Idaho legislative session, allegations were made that some students at Idaho's public postsecondary institutions are being treated negatively because of their personal beliefs and viewpoints. To determine if there is merit to these serious allegations, the Office of the State Board of Education conducted a research study in November 2021 that included a survey of the more than 54,000 students at Idaho's eight public institutions.

The survey and study protocol were developed by Board staff with expertise in educational research, in consultation with Board members and institutional research officers. The study was submitted to and received approval from a national Internal Review Board (WCG-IRB), to ensure compliance with federal laws related to Human Subjects Research. Of particular note, extensive measures were taken to ensure student data privacy.

An invitation to participate in the survey was sent via email to each student at each institution who met the following criteria: (1) enrolled at the institution as a degree-seeking student at the time of the fall 2021 census, and (2) aged 18 or older at the time of survey administration. Students younger than 18 were excluded from this survey to avoid ethical and legal concerns that arise with research that includes minors.

Each student in the survey population was provided a unique link that could only be opened by that student from his or her institutional email account. All participants were provided an opportunity to give informed consent before beginning the survey. The survey window was open for two weeks, and two email reminders were sent during the survey window.

The survey included questions that asked students if they feel valued, respected, and like they belong at their institutions. It also asked students if they have experienced pressure to affirm or accept beliefs they find offensive, or if they have been shamed or bullied for sharing their personal viewpoints and perspectives. Students who indicated any degree of pressure of shaming/bullying were given an opportunity to identify, generally, who they experience this treatment from (faculty, other students, administrators, etc.). Students were also given an opportunity to provide demographic information, including age, gender, ethnicity, class status (freshman, sophomore, etc.), and political ideology. All questions on the survey were optional, to allow maximum freedom and discretion in providing responses.

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8,989 students completed the survey, for a total overall response rate of 16.4%. College of Southern Idaho had the lowest response rate (8.9%) and Idaho State University had the highest response rate (24%). All responses to the survey were completely anonymized, to protect student privacy. The Board office did not collect data about which students responded or did not respond, nor can the office connect any specific response to any specific student.

**IMPACT**

The Board may want to use the data from this survey to inform how to respond to allegations of bias on Idaho's postsecondary campuses. The data could also help inform future Board policies that protect freedom of expression and encourage diversity of thought at Idaho's public postsecondary institutions. The information could also help institutions develop awareness and implement strategies to improve the campus experience for all students.

**ATTACHMENTS**

Attachment 1 – Postsecondary Student Experience Survey Report

Attachment 2 – Postsecondary Student Experience Survey Questions and Consent Language

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff, particularly the Chief Academic Officer and the Chief Research Officer, worked closely with Board members and institutional research officers to develop a survey protocol that minimized disruption on campus. While the Board office worked with the institutions to develop the protocol for administering the survey, the data analysis and interpretation will be conducted solely by Board staff. The use of a national IRB, rather than one of the institutions' IRBs, provided an additional layer of independence.

The preliminary results of this survey were presented to the Instruction, Research and Student Affairs Committee of the Board on December 2, 2021, to the Council on Academic Affairs and Programs on December 9, 2021, to the Idaho Indian Education Committee on December 10, 2021 and to the Presidents Leadership Council on December 14, 2021.

**BOARD ACTION**

This item is for informational purposes only.

# Postsecondary Student Experience Survey

December 15, 2021



# Survey Population and Response Rates

- November 2021 – 2 week window
- 8 public postsecondary institutions in Idaho
- 54,933 degree-seeking students aged 18 or older
- 8,989 respondents
- 16.4% response rate (overall)
  - 8.9% (CSI)
  - 11.4% (CEI)
  - 11.5% (CWI)
  - 14.6% (UI)
  - 15.5% (NIC)
  - 16.8% (LCSC)
  - 16.9% (BSU)
  - 24.0% (ISU)

# Class Status

- Undergraduate students (74%)
- Graduate students (21%)\*
- Did not indicate class status (5%)

\*Graduate students were overrepresented.

# Gender

- Female (62%)\*
- Male (34%)
- Other (2%)
- Did not indicate (2%)

\*Females were overrepresented.

## Age\*

- 18-19 (21%)
- 20-21 (21%)
- 22-23 (12%)
- 24-25 (7%)
- Over 25 (39%)

\*Younger students were overrepresented at ISU and LC State and underrepresented at CEI, CSI, and CWI.

# Race/Ethnicity

- Not Hispanic or Latino (84%)
  - American Indian/Alaska Native (2%)
  - Asian (4%)
  - Black or African American (2%)
  - Native Hawaiian or other Pacifica Islander (0.8%)
  - White (85%)
  - Did not indicate (5%)
- Hispanic or Latino (12%)\*
- Did not indicate (4%)

\*Hispanic undergraduate students were overrepresented at CEI and LC-State and underrepresented at BSU, ISU, UI, and CSI.

\*Hispanic graduate students were overrepresented at BSU and UI.

## Political Ideology\*

- Left (27%)
- Center (27%)
- Right (23%)
- Other (5%)
- Did not indicate (18%)

\*There is no comparative data for political ideology, so it is impossible to know if this distribution is representative of the survey population.

# Preliminary Results

- A **supermajority of students** across all institutions and class levels report
  - Feeling valued (87%), respected (95%) and a sense of belonging (90%)
  - Never or rarely feeling pressured to affirm or accept beliefs they find offensive (67%)
  - Never or rarely feeling shamed or bullied for sharing their personal beliefs or viewpoints (78%)
  - Feeling safe to express their personal beliefs or viewpoints with others (89%)
  - Familiarity with safeguards and policies that protect freedom of expression (76%)
  - Agreement that it is important to participate in courses and activities that are designed specifically to enhance understanding of others' beliefs and viewpoints (85%)

## SURVEY INSTRUMENT with CONSENT

**This survey is being administered by the Idaho State Board of Education as part of study to better understand how students perceive their higher education experiences.**

Taking this survey is completely voluntary. There are no negative consequences if you choose not to participate. If you start the survey, you can always change your mind and stop at any time.

No personally identifiable information will be preserved by the State Board, including your name or email address. Your responses to this survey will not be connected with your personally identifiable information. You will not be identified in any report or publication of the data collected through this study. You will be asked to voluntarily provide high level demographic data like your age, gender and ethnicity. Any demographic categories with fewer than 5 individuals will be suppressed in publications and in the case of public records requests, as an added level of identity protection.

For questions about this survey and study you may send an email to [board@osbe.idaho.gov](mailto:board@osbe.idaho.gov) with the subject line: Campus Climate Survey.

Your participation in this study is completely voluntary, and you can withdraw at any time by closing your browser window. **By clicking the NEXT button, you are indicating your informed consent to participate in this research study.**

### SURVEY ITEMS

1. What is your age?
  - a. Drop down menu with ages in years

*[Go-to end of survey if "17" or below]*

2. Which institution do you primarily attend? (Select the institution where you are currently taking most of your credits)
  - a. Boise State University
  - b. College of Eastern Idaho
  - c. College of Southern Idaho
  - d. College of Western Idaho
  - e. Idaho State University
  - f. Lewis-Clark State College

- g. North Idaho College
- h. University of Idaho
- i. Other

*[If "Other" go to end of survey]*

- 3. What is your current class status?
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
  - e. Graduate Student
  - f. I don't know or prefer not to answer
  
- 4. Are you Hispanic or Latino?
  - a. I am Hispanic or Latino
  - b. I am NOT Hispanic or Latino
  - c. I don't know or prefer not to answer

*[If "Hispanic or Latino" Go to #6]*

- 5. What is your race or ethnicity? (Select all that apply)
  - a. American Indian or Alaska Native
  - b. Asian
  - c. Black or African American
  - d. Native Hawaiian or other Pacific Islander
  - e. White
  - f. I don't know or prefer not to answer
  
- 6. What is your gender?
  - a. Female
  - b. Male
  - c. Other
  - d. I prefer not to answer
  
- 7. To what extent do you feel you belong at your college or university?
  - a. Not at all
  - b. Somewhat
  - c. Quite a bit
  - d. Very much
  - e. I don't know or prefer not to answer
  
- 8. To what extent do you feel valued at your college or university?

- a. Not at all
  - b. Somewhat
  - c. Quite a bit
  - d. Very much
  - e. I don't know or prefer not to answer
9. To what extent do you feel you are treated with respect at your college or university?
- a. Not at all
  - b. Somewhat
  - c. Quite a bit
  - d. Very much
  - e. I don't know or prefer not to answer
10. While attending your college or university, how often have you felt pressured to accept or affirm beliefs you found offensive?
- a. Never or very rarely
  - b. Occasionally
  - c. Often
  - d. Very frequently
  - e. I don't know or prefer not to answer

*[If "Very rarely or never" go to #12]*

11. Who would you say has pressured you to accept or affirm beliefs you found offensive?  
(Select all that apply)
- a. Professors or instructors (faculty)
  - b. Other students or peers
  - c. Administrators
  - d. Other employees of the college or university
  - e. I don't know or prefer not to answer
12. While attending your college or university, how often have you experienced shaming or bullying from others when you have shared your personal beliefs or viewpoints?
- a. Never or very rarely
  - b. Occasionally
  - c. Often
  - d. Very frequently
  - e. I don't know or prefer not to answer

*[If "Very rarely or never" go to #15]*

13. Who would you say has bullied or shamed you for sharing your personal beliefs or viewpoints? (Select all that apply)
- a. Professors or instructors (faculty)

- b. Other students or peers
  - c. Administrators
  - d. Other employees of the college or university
  - e. I don't know or prefer not to answer
14. How safe have you felt to express your personal beliefs with others at your college or university without fear of negative consequences?
- a. Not at all safe
  - b. Somewhat safe
  - c. Mostly safe
  - d. Very safe
  - e. I don't know or prefer not to answer
15. How familiar are you with safeguards and policies at your college or university that protect your rights regarding freedom of expression?
- a. Not at all familiar
  - b. Somewhat familiar
  - c. Mostly familiar
  - d. Very familiar
  - e. I prefer not to answer.
16. To what extent do you agree or disagree with the following statement: "It is important to participate in courses and activities at my college or university that are designed specifically to enhance my understanding of others' beliefs and viewpoints?"
- a. Strongly disagree
  - b. Somewhat disagree
  - c. Somewhat agree
  - d. Strongly agree
  - e. I don't know or prefer not to answer
17. How would you characterize your political views?
- a. Far left
  - b. Left
  - c. Center
  - d. Right
  - e. Far right
  - f. Other
  - g. I don't know or prefer not to answer

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**SUBJECT**

Demographic Characteristics of Idaho's Four-Year Postsecondary Students

**BACKGROUND/DISCUSSION**

In the fall of 2021, at the request of the Board President, the Office of State Board of Education conducted an analysis of key student demographics at Idaho's four-year public postsecondary institutions to explore how well the student populations match the underlying state demographics, as well as regional demographics of the geographic areas served by the institutions. The analysis focused on two different groups: academic degree-seeking students and recent Idaho public school graduates. Race/ethnicity were analyzed for both groups. High school locale (city/suburb, town, or rural) and high school economic status were analyzed for recent Idaho public school graduates.

**IMPACT**

This report provides a summary of the demographic analysis conducted by the Office of the State Board of Education, to support the Board's vision of creating a "student-centered education system that creates opportunities for all Idahoans to improve their quality of life."

**ATTACHMENTS**

Attachment 1 – Demographic Characteristics of Idaho's Four-Year Postsecondary Students - Full Report

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff examined whether or not the demographic characteristics of students who attend one of Idaho's four-year postsecondary institutions are representative of the underlying population.

There are several key findings from this analysis:

- Undergraduate Hispanic students are underrepresented for both residents and non-residents from key states across the four institutions as a whole;
- American Indian, Black, and Hawaiian/Other Pacific Islander students are equally represented across the four institutions as a whole;
- Multiracial students are overrepresented across the four institutions as a whole;
- Females are overrepresented at Boise State University and Lewis Clark State College; and
- The University of Idaho is equally gender balanced for resident students and Idaho State University is equally gender balanced for non-resident students.

The 2019 American Community Survey data was used for this report rather than the 2020 Decennial Census data because the census data is only available for all ages or for those age 18 and older. Using the census data would bias the results toward finding Hispanic students overrepresented.

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Other important considerations and caveats that the Board should attend to when interpreting this analysis are included in the full report.

**BOARD ACTION**

This item is for informational purposes only.

**Demographic Characteristics of Idaho's Four-Year Postsecondary Students<sup>1</sup>**

Summary

In this paper, I examine if the demographic characteristics of students who attend Idaho's four-year postsecondary institutions are representative of the underlying population. I focus on two different groups: academic degree-seeking undergraduates and recent Idaho public school graduates. For both groups, I look at race/ethnicity and gender. For recent Idaho public school graduates, I also look at high school locale (city/suburb, town, or rural) and high school economic status. I focus on student headcount regardless of the number of credits the student is taking.

Across Idaho's four-year public institutions as a whole, I find that academic degree-seeking undergraduate Hispanic students are underrepresented for both residents and non-residents from key states.<sup>2</sup> This underrepresentation holds at the institution level for Boise State University (BSU), Lewis-Clark State College (LC State), and the University of Idaho (UI). However, it does not hold at Idaho State University (ISU) where the share of Hispanic students is within the margin of error for the estimate of the share of Hispanic residents in Idaho between the ages of 18 to 24.

These results change if one compares demographics at each institution to the demographics of each institution's service region rather than the demographics of the entire state. Because LC State and UI are located in a part of the state where there is a smaller share of Hispanic residents, Hispanic students are overrepresented at these institutions when compared to the surrounding area. Hispanic students at both ISU and BSU are underrepresented when compared to the surrounding area.

American Indian students are equally represented across the system although they appear to be underrepresented at BSU and UI and overrepresented at LC State. Asian students are overrepresented at the system level and for all institutions except LC State. Black students and Hawaiian/Other Pacific Islanders are equally represented across the system and at each institution. Multiracial students are overrepresented at the system level. Specifically, they are overrepresented at LC State and BSU. Data was not available to do service region comparisons for any groups except for Hispanic and White students<sup>3</sup>.

With the exception of UI and ISU, all the four-year institutions are gender imbalanced in favor of females for both residents and non-residents. UI is equally gender balanced for resident students and ISU is equally gender balanced for non-resident students. Females are slightly underrepresented amongst nonresident students at UI.

For recent Idaho high school graduates, I examined if the students who attend an Idaho four-year postsecondary institution are representative of the graduating class. By combining several years of data, I am able to parse the groups by gender, ever economic disadvantage status in high school, and

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<sup>1</sup> Dr. Cathleen McHugh, Chief Research Officer, Office of the Idaho State Board of Education, [cathleen.mchugh@osbe.idaho.gov](mailto:cathleen.mchugh@osbe.idaho.gov)

<sup>2</sup> The states included are California, Washington, and Oregon. These states are the source for the most non-resident degree-seeking undergraduates across all four-year public postsecondary institutions in Idaho.

<sup>3</sup> The Census Bureau only released county level race data for Hispanic residents and non-Hispanic white residents. The other race groups included both Hispanic and non-Hispanic residents.

locale (city/suburb, town/rural) of high school for white students. Because of small sample sizes, I am only able to parse the groups by gender for Hispanic students and only for all students for other races.

For white and Hispanic students, there is generally either not a statistically significant difference in representation at the four-year institutions for males or males are **underrepresented** (and that difference is statistically significant). Hispanic males are underrepresented. White males who were ever economically disadvantaged in high school are underrepresented regardless of the locale of their high school. White males from town/rural locales who were not ever economically disadvantaged are equally represented. The only group of males that are overrepresented are white males who were not ever economically disadvantaged and who come from cities/suburbs.

For white and Hispanic students, there is generally either not a statistically significant difference in representation at the four-year institutions for females or females are **overrepresented** (and that difference is statistically significant). Hispanic females are equally represented. White females from cities/suburbs who were ever economically disadvantaged in high school are equally represented. Like their male counterparts, white females who were not ever economically disadvantaged and who come from cities/suburbs are overrepresented at Idaho public four-year postsecondary institutions. This overrepresentation is larger for females than for males. Unlike their male counterparts, white females from town/rural locales who were not ever economically disadvantaged are slightly overrepresented. The only group of females that are underrepresented are white females who were ever economically disadvantaged and who come from town/rural locales.

There was not a statistically significant difference in representation for any other race groups.

The rest of this paper provides more detail about the two different sets of analyses.

#### Academic degree-seeking undergraduates

I focus on academic degree-seeking undergraduates for several reasons. First, they are, by far, the largest group of non-dual credit students at the four-year institutions. Over the last three years, 71 percent of all non-dual credit students in the four-year institutions were academic degree-seeking undergraduates. Graduate students were 17 percent of the population with the remainder either non-degree seeking students or Career Technical Education (CTE) students.

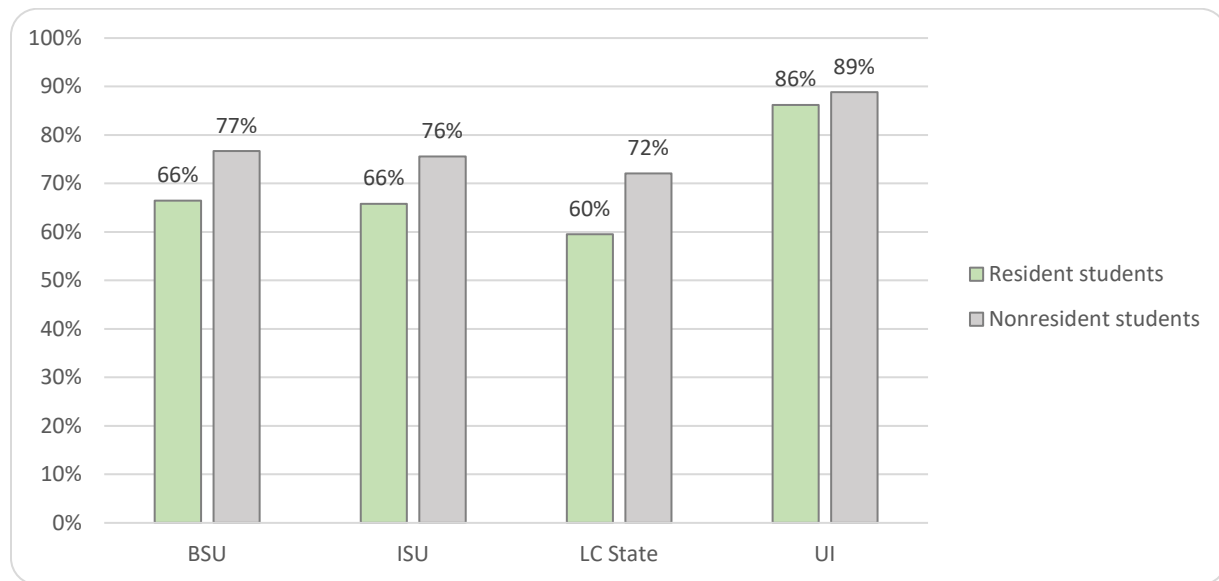
Second, it is easier to conceptualize a comparison population for undergraduates than for the other groups. Graduate students already have degrees and any constructed comparison population would need to take this into account. CTE students are only found at two of the four public four-year postsecondary institutions. Any population comparison of this group should also take into account CTE students at Idaho's two-year public postsecondary institutions. Non-degree seeking students are likely a very diverse group which would make it difficult to understand what comparison population they should represent.

In this paper, I compare degree-seeking academic undergraduates to the same aged populations from the same state of residence. Specifically, I compare the demographics of Idaho residents who attend a four-year institution and are between ages 18 to 24 to all Idaho residents who are between ages 18 to 24. Likewise, I compare the race/ethnicity of residents from California, Washington, and Oregon who attend an Idaho four-year institution and are between ages 18 to 24 to residents of those states who are

between ages 18 to 24. I chose these specific states because the vast majority of non-residents come from one of these states. In 2019-20, 70 percent of non-resident academic degree-seeking undergraduates came from either California, Washington, or Oregon. I chose ages 18 to 24 because the majority of degree-seeking academic undergraduate students are between these ages (see Figure 1).

It was important to specify both the state of residence and the age of students in order to construct the appropriate comparison group (the underlying population). There are large differences by both age and state of residence in terms of race/ethnicity (see Table 1). A greater share of Idaho residents are white than are residents of the other three states. Across Idaho and the other states, younger residents are more likely to be Hispanic than older residents. Comparisons between students at Idaho's four-year public postsecondary institutions and Idaho's population would likely result in Hispanic students appearing to be over-represented at the institutions without controlling for age and state of residence.

Figure 1: Share of academic degree-seeking undergraduates who are between age 18 and age 24, 2018-19 through 2020-21



Even within Idaho, there are geographic differences in the share of the population that is Hispanic. Map 1 shows the share of each county that is Hispanic. Two institutions (LC State and UI) are located in a part of the state that has a lower than average share of Hispanic population while two institutions (BSU and ISU) are located in parts of the state that have a higher average share of Hispanic population. One may expect BSU and ISU to have more Hispanic students given that it might be easier to attract students that live in the same region. Therefore, I also constructed comparison groups using each four-year institution's service region as defined in Board Policy.

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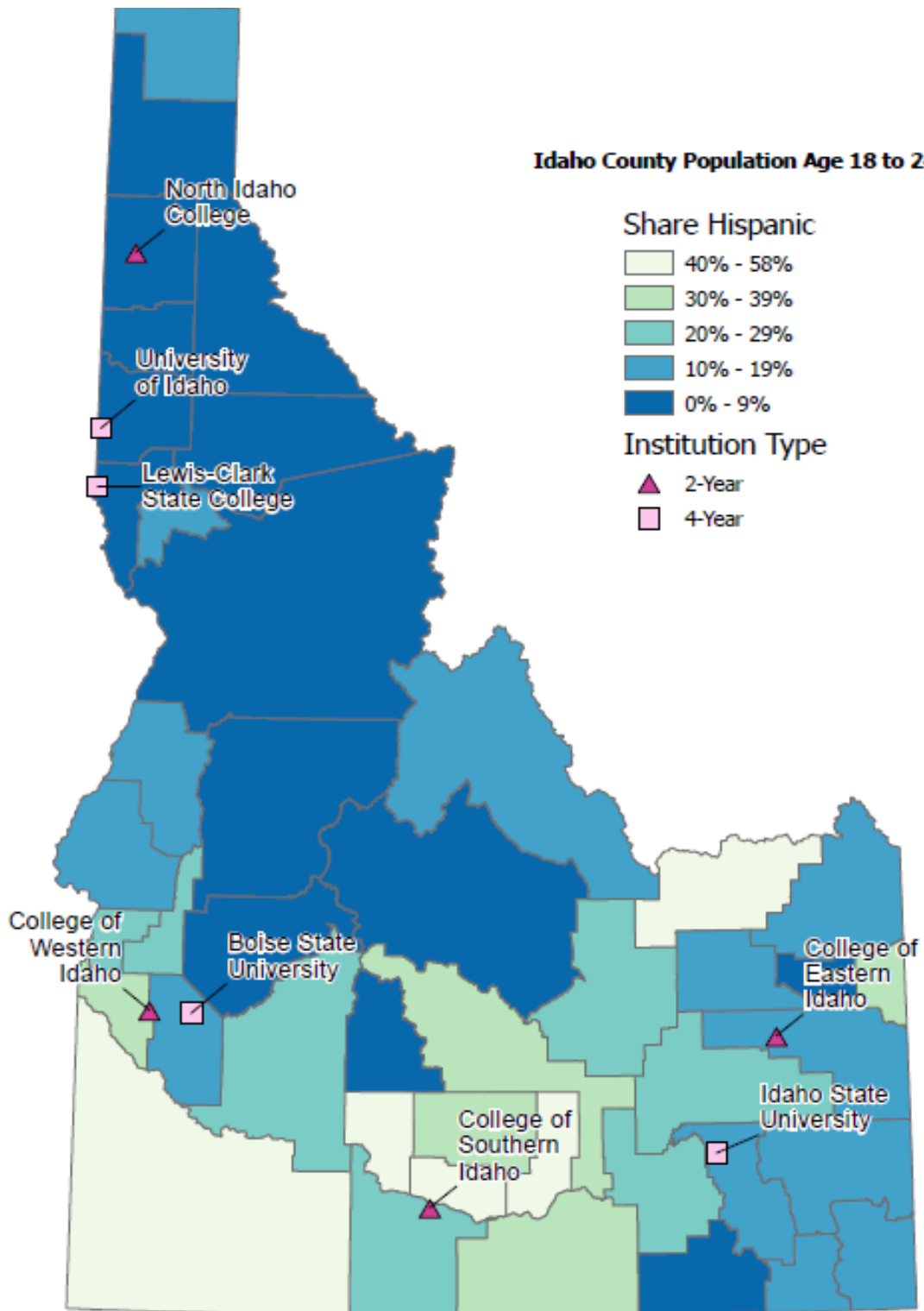
**ATTACHMENT 1**

Table 1: Race/ethnicity by age and state of residence, 2019

|                   | Hispanic | Not Hispanic |                 |       |       |                                   |             |                 |
|-------------------|----------|--------------|-----------------|-------|-------|-----------------------------------|-------------|-----------------|
|                   | Any Race | White        | American Indian | Asian | Black | Hawaiian / Other Pacific Islander | Two or More | Missing / Other |
| <b>Idaho</b>      |          |              |                 |       |       |                                   |             |                 |
| Age 18 to 24      | 18%      | 76%          | 1%              | 1%    | 1%    | 0%                                | 2%          | 0%              |
| Age 25 to 34      | 17%      | 76%          | 1%              | 2%    | 1%    | 0%                                | 3%          | 0%              |
| Age 35 plus       | 8%       | 87%          | 1%              | 1%    | 0%    | 0%                                | 2%          | 0%              |
| <b>California</b> |          |              |                 |       |       |                                   |             |                 |
| Age 18 to 24      | 49%      | 28%          | 0%              | 13%   | 6%    | 0%                                | 4%          | 0%              |
| Age 25 to 34      | 42%      | 32%          | 0%              | 16%   | 6%    | 0%                                | 3%          | 0%              |
| Age 35 plus       | 32%      | 44%          | 0%              | 16%   | 6%    | 0%                                | 2%          | 0%              |
| <b>Washington</b> |          |              |                 |       |       |                                   |             |                 |
| Age 18 to 24      | 19%      | 58%          | 2%              | 9%    | 5%    | 1%                                | 6%          | 0%              |
| Age 25 to 34      | 14%      | 62%          | 1%              | 12%   | 5%    | 1%                                | 5%          | 0%              |
| Age 35 plus       | 8%       | 75%          | 1%              | 9%    | 3%    | 0%                                | 3%          | 0%              |
| <b>Oregon</b>     |          |              |                 |       |       |                                   |             |                 |
| Age 18 to 24      | 19%      | 64%          | 1%              | 7%    | 2%    | 0%                                | 6%          | 0%              |
| Age 25 to 34      | 16%      | 71%          | 1%              | 5%    | 2%    | 0%                                | 4%          | 0%              |
| Age 35 plus       | 9%       | 82%          | 1%              | 4%    | 1%    | 0%                                | 2%          | 0%              |

Source: 2019 American Community Survey, Public Use Microdata 1-Year Sample

Map 1: Share of Idaho counties population age 18 to 24 who are Hispanic



I find that Hispanic students are underrepresented compared to the statewide population at BSU, LC State, and UI (see Table 2). At ISU, the share of Hispanic students reflects the statewide population. Specifically:

- 14.7 percent of Idaho residents age 18 to 24 who attend BSU are Hispanic
- 16.6 percent of Idaho residents age 18 to 24 who attend ISU are Hispanic
- 10.3 percent of Idaho residents age 18 to 24 who attend LC State are Hispanic
- 12.9 percent of Idaho residents age 18 to 24 who attend UI are Hispanic

This is compared to a statewide population aged 18 to 24 that is 17.9 percent Hispanic. Because this is an estimate, there is a margin of error associated with it. The 90 percent confidence interval for the estimate of the statewide population aged 18 to 24 that is Hispanic is between 16.3 percent and 19.5 percent. Only the measure for ISU falls within this interval.

- At BSU and ISU, the share of white students reflects the underlying state population. At LC State and UI, white students are underrepresented.
- American Indian students are underrepresented at BSU and UI, equally represented at ISU and overrepresented at LC State compared to the statewide population.
- Asian students are overrepresented at all institutions except LC State where they are equally represented.
- Black students are equally represented at all institutions.
- Hawaiian/Other Pacific Islander students are equally represented at all institutions.
- Multi-race students are overrepresented at BSU and LC State and equally represented at ISU and UI.

There are students who are missing race/ethnicity measures. I make no assumption on what race/ethnicity these students are in my results.

There are only data available at the county level for Hispanic and White (Not Hispanic) residents. I find that Hispanic students are underrepresented at ISU and BSU compared to these institutions' service regions and overrepresented at UI and LC State compared to these institutions' service regions. White students are overrepresented at BSU and ISU and underrepresented at LC State and UI when compared to the population of service regions.

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Table 2: Race/ethnicity of Idaho Residents who attend an Idaho four-year postsecondary institution compared to race/ethnicity of Idaho

| <b>Idaho Residents - 2018-19 through 2020-21</b> |                   |                   |                 |                 |               |                                           |                 |                       |         |
|--------------------------------------------------|-------------------|-------------------|-----------------|-----------------|---------------|-------------------------------------------|-----------------|-----------------------|---------|
|                                                  | Hispanic          | Not Hispanic      |                 |                 |               |                                           |                 |                       |         |
|                                                  | Any Race          | American<br>White | Indian          | Asian           | Black         | Hawaiian/<br>Other<br>Pacific<br>Islander | Multirace       | Some<br>other<br>race | Missing |
| BSU                                              | 14.7%             | 74.1%             | 0.3%            | 2.7%            | 1.4%          | 0.4%                                      | 5.0%            |                       | 1.4%    |
| ISU                                              | 16.6%             | 75.2%             | 1.5%            | 1.5%            | 0.9%          | 0.3%                                      | 3.1%            |                       | 0.9%    |
| LC State                                         | 10.3%             | 80.5%             | 1.7%            | 1.3%            | 0.8%          | 0.1%                                      | 3.8%            |                       | 1.6%    |
| UI                                               | 12.9%             | 78.9%             | 0.6%            | 1.5%            | 0.7%          | 0.3%                                      | 3.3%            |                       | 1.7%    |
| All Institutions                                 | 14.3%             | 76.1%             | 0.8%            | 2.0%            | 1.1%          | 0.3%                                      | 4.1%            |                       | 1.4%    |
| <b>2019 ACS PUMS - Population 18 to 24</b>       |                   |                   |                 |                 |               |                                           |                 |                       |         |
| Estimate                                         | 17.9%             | 75.8%             | 1.1%            | 0.9%            | 1.2%          | 0.2%                                      | 2.5%            | 0.4%                  |         |
| 90 percent<br>confidence<br>interval             | 16.3% to<br>19.5% | 74.1% to<br>77.4% | 0.7% to<br>1.6% | 0.4% to<br>1.4% | 0.4% to<br>2% | 0% to<br>0.4%                             | 1.6% to<br>3.3% | 0% to<br>1%           |         |

Table 3: Race/ethnicity of Idaho Residents who attend an Idaho four-year postsecondary institution compared to race/ethnicity of each institution's service region

|                                   | Hispanic<br>Any Race | Not Hispanic<br>White | Source                 |
|-----------------------------------|----------------------|-----------------------|------------------------|
| BSU                               | 14.7%                | 74.1%                 | OSBE                   |
| BSU Service Region                | 20.3%                | 71.6%                 | 2019 PUMS -            |
| 90 percent confidence<br>interval | 20.1% to 20.5%       | 70.2% to 73%          | Population 18<br>to 24 |
| ISU                               | 16.6%                | 75.2%                 | OSBE                   |
| ISU Service Region                | 20.6%                | 72.6%                 | 2019 PUMS -            |
| 90 percent confidence<br>interval | 19.8% to 21.5%       | 71.4% to 73.9%        | Population 18<br>to 24 |
| LC State                          | 10.3%                | 80.5%                 | OSBE                   |
| LC State Service Region           | 7.1%                 | 84.3%                 | 2019 PUMS -            |
| 90 percent confidence<br>interval | 6.3% to 7.9%         | 82.1% to 86.4%        | Population 18<br>to 24 |
| UI                                | 12.9%                | 78.9%                 | OSBE                   |
| UI Service Region                 | 7.1%                 | 84.3%                 | 2019 PUMS -            |
| 90 percent confidence<br>interval | 6.3% to 7.9%         | 82.1% to 86.4%        | Population 18<br>to 24 |

With regard to the student non-resident population, I find that Hispanic students are under-represented at Idaho institutions compared to their state of resident. Specifically, I find:

- Hispanic students from California comprise 17.9 percent of the student population from California compared to comprising 48.8 percent of the overall California population age 18 to 24.
- Hispanic students from Washington comprise 6.7 percent of the student population from Washington compared to comprising 19.3 percent of the overall Washington population age 18 to 24.
- Hispanic students from Oregon comprise 11.0 percent of the student population from Oregon compared to comprising 19.5 percent of the overall Oregon population age 18 to 24.

White students from these states are overrepresented compared to their state of residence. American Indian students from California and Washington are underrepresented. Native Hawaiian students from California are equally represented but those from Washington are underrepresented. Asian students are underrepresented from all three states as are Black students. Multi-race students from California are overrepresented but are equally represented from Washington and Oregon.

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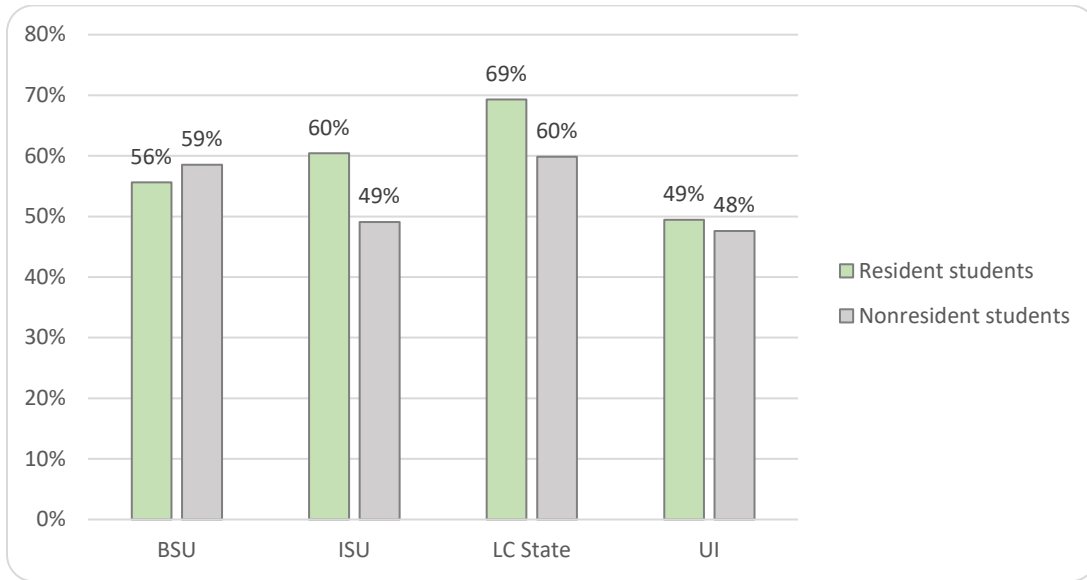
**ATTACHMENT 1**

Table 4: Race/ethnicity of non-Idaho residents who attend an Idaho four-year postsecondary institution compared to race/ethnicity of home state

| <b>Not Idaho Resident - 2019-20</b> |                 |                     |                        |              |              |                                         |                   |                        |                |
|-------------------------------------|-----------------|---------------------|------------------------|--------------|--------------|-----------------------------------------|-------------------|------------------------|----------------|
|                                     | <b>Hispanic</b> | <b>Not Hispanic</b> |                        |              |              |                                         |                   |                        |                |
|                                     | <b>Any Race</b> | <b>White</b>        | <b>American Indian</b> | <b>Asian</b> | <b>Black</b> | <b>Hawaiian /Other Pacific Islander</b> | <b>Multi-Race</b> | <b>Some other race</b> | <b>Missing</b> |
| <b>California Residents</b>         |                 |                     |                        |              |              |                                         |                   |                        |                |
| All institutions                    | 17.9%           | 70.1%               | 0.2%                   | 1.1%         | 2.7%         | 0.5%                                    | 6.1%              |                        | 1.4%           |
| 2019 ACS PUMS - Population 18 to 24 | 48.8%           | 27.6%               | 0.3%                   | 12.8%        | 6.2%         | 0.4%                                    | 3.6%              | 0.3%                   |                |
| 90 percent confidence interval      | 48.6% to 49%    | 27.4% to 27.7%      | 0.3% to 0.4%           | 12.6% to 13% | 6% to 6.3%   | 0.4% to 0.5%                            | 3.4% to 3.8%      | 0% to 0.4%             |                |
| <b>Washington Residents</b>         |                 |                     |                        |              |              |                                         |                   |                        |                |
| All institutions                    | 6.7%            | 81.9%               | 0.6%                   | 1.4%         | 0.9%         | 0.3%                                    | 6.3%              |                        | 1.8%           |
| 2019 ACS PUMS - Population 18 to 24 | 19.3%           | 57.9%               | 1.5%                   | 9.2%         | 4.7%         | 0.8%                                    | 6.1%              | 0.4%                   |                |
| 90 percent confidence interval      | 18.8% to 19.8%  | 57.3% to 58.6%      | 1.2% to 1.8%           | 8.7% to 9.6% | 4.3% to 5.2% | 0.6% to 1.1%                            | 5.5% to 6.8%      | 0.2% to 0.6%           |                |
| <b>Oregon Residents</b>             |                 |                     |                        |              |              |                                         |                   |                        |                |
| All institutions                    | 11.0%           | 78.0%               | DS                     | 1.2%         | 1.4%         | DS                                      | 6.5%              |                        | 1.4%           |
| 2019 ACS PUMS - Population 18 to 24 | 19.5%           | 64.4%               | 0.9%                   | 6.8%         | 2.3%         | 0.4%                                    | 5.6%              | 0.0%                   |                |
| 90 percent confidence interval      | 18.6% to 20.4%  | 63.4% to 65.5%      | 0.6% to 1.3%           | 6.1% to 7.5% | 1.8% to 2.8% | 0.2% to 0.6%                            | 4.7% to 6.6%      | 0% to 0.1%             |                |

I also examined the gender representation at the four postsecondary institutions. Unless otherwise noted, all results are statistically significant. Females are overrepresented among both residents and non-residents for BSU and LC State. Females are overrepresented only among resident students at ISU. There is equal gender representation amongst nonresident students at ISU and amongst resident students at UI (the difference between the shares reported and 50 percent is not statistically significant). Females are slightly underrepresented amongst nonresident students at the UI.

Figure 2: Share of academic degree-seeking undergraduates who are female, 2018-19 through 2020-21



#### Recent Idaho high school graduates

I also examined the representation of recent Idaho graduates at the four-year public postsecondary institutions in Idaho. The comparison group for this analysis are all students in the high school graduating class. I pooled several years of data in order to examine subgroups of students. For White students, I am able to parse by gender (male/female), ever economic disadvantage status in high school (were or were not), and high school locale (city/suburb or town/rural). For Hispanic students, I was only able to parse by gender (male/female). For other race groups, I was not able to parse the groups beyond a total.

I not only examined whether or not the students who attend a four-year public postsecondary institution in Idaho are representative of the high school graduating class but whether or not the following groups are representative of the high school graduating class:

- Those who do not attend any institution
- Those who attend an Idaho two-year public postsecondary institution
- Those who attend another type of institution (out-of-state or Idaho private).

It may be less concerning if a group is underrepresented at Idaho's four-year institutions if they are overrepresented at other institutions rather than if they are underrepresented at the four-year institutions and overrepresented in the "do not attend any institution" group.

I find that Hispanic and White females are generally either equally represented at the four-year institutions or overrepresented. Hispanic females are equally represented among the four-year institutions and among the group who do not attend any institution, overrepresented among the two-year Idaho institutions, and underrepresented in the other institutions.

White females who were ever economically disadvantaged in high school and are from town/rural locales are the only group of females that are underrepresented at the four-year institutions and that is only a one percentage point difference. White females who were never economically disadvantaged are overrepresented at Idaho's four-year institutions, especially those females from cities/suburbs.

The only group of white or Hispanic males who are overrepresented at the four-year institutions are those white males who were never economically disadvantaged and come from cities/suburbs. Hispanic males are underrepresented at both the four-year institutions and other institutions and overrepresented among those who do not attend any institution. This is also true for white males who were ever economically disadvantaged (regardless of their locale). However, white males from town/rural locales are also underrepresented among Idaho public two-year institutions as well.

White males who were not ever economically disadvantaged and come from town/rural locales are equally represented at Idaho's four-year institutions although this result is just barely not statistically significant (a p-value of 0.0510 versus 0.05).

White males who were economically disadvantaged and from town/rural locales are among the most underrepresented groups<sup>4</sup>. While this group makes up 8 percent of all high school graduates, they make up only 4 percent of those who attend an Idaho four-year public institution. The corresponding group for females is more representative, also comprising 8 percent of all high school graduates but comprising 7 percent of those who attend an Idaho four-year public institution. Hispanic males are also very underrepresented, comprising 8 percent of all high school graduates and only 5 percent of those who attend an Idaho four-year public institution.

Both of these groups are overrepresented in the "Do not attend any institution." Therefore, it is not that these males are going on but just not to public four-year institutions. They are disproportionately less likely to go on. Hispanic males are equally represented at the Idaho public two-year institutions; economically disadvantaged white males from town/rural locales are underrepresented in those institutions.

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<sup>4</sup> The most underrepresented group at the Idaho public four-year institutions are white students who attended a virtual high school.

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Table 5: Demographic characteristics for Idaho public high school graduates by immediate college attendance status

|                                              |             | <b>Idaho Public<br/>High School<br/>Graduates</b> | <b>Those who<br/>attend ID<br/>public 4 year</b> | <b>Those who do not<br/>attend any<br/>institution</b> | <b>Those who attend<br/>ID public 2 year</b> | <b>Those who attend<br/>an other<br/>institution</b> |
|----------------------------------------------|-------------|---------------------------------------------------|--------------------------------------------------|--------------------------------------------------------|----------------------------------------------|------------------------------------------------------|
| <b>White Females</b>                         |             |                                                   |                                                  |                                                        |                                              |                                                      |
| <b>Economically Disadvantaged</b>            |             |                                                   |                                                  |                                                        |                                              |                                                      |
|                                              | City/Suburb | 7%                                                | 8%                                               | 7%                                                     | 8%                                           | 6%                                                   |
|                                              |             |                                                   | p = 0.2580                                       | p = 0.9098                                             | p = 0.5245                                   | p = 0.1147                                           |
|                                              | Town/Rural  | 8%                                                | 7%                                               | 8%                                                     | 10%                                          | 8%                                                   |
|                                              |             |                                                   | p = 0.0420                                       | p = 0.5637                                             | p = 0.0857                                   | p = 0.6849                                           |
| <b>Not Economically Disadvantaged</b>        |             |                                                   |                                                  |                                                        |                                              |                                                      |
|                                              | City/Suburb | 12%                                               | 19%                                              | 7%                                                     | 10%                                          | 23%                                                  |
|                                              |             |                                                   | p = 0.0000                                       | p = 0.0000                                             | p = 0.0675                                   | p = 0.0000                                           |
|                                              | Town/Rural  | 10%                                               | 11%                                              | 7%                                                     | 11%                                          | 17%                                                  |
|                                              |             |                                                   | p = 0.0429                                       | p = 0.0000                                             | p = 0.2029                                   | p = 0.0000                                           |
| <b>White Males</b>                           |             |                                                   |                                                  |                                                        |                                              |                                                      |
| <b>Economically Disadvantaged</b>            |             |                                                   |                                                  |                                                        |                                              |                                                      |
|                                              | City        | 7%                                                | 5%                                               | 9%                                                     | 5%                                           | 4%                                                   |
|                                              |             |                                                   | p = 0.0304                                       | p = 0.0002                                             | p = 0.0738                                   | p = 0.0000                                           |
|                                              | Town/Rural  | 8%                                                | 4%                                               | 11%                                                    | 6%                                           | 4%                                                   |
|                                              |             |                                                   | p = 0.0000                                       | p = 0.0000                                             | p = 0.0248                                   | p = 0.0000                                           |
| <b>Not Economically Disadvantaged</b>        |             |                                                   |                                                  |                                                        |                                              |                                                      |
|                                              | City        | 12%                                               | 15%                                              | 11%                                                    | 9%                                           | 14%                                                  |
|                                              |             |                                                   | p = 0.0002                                       | p = 0.0386                                             | p = 0.0106                                   | p = 0.0151                                           |
|                                              | Town/Rural  | 10%                                               | 9%                                               | 12%                                                    | 9%                                           | 9%                                                   |
|                                              |             |                                                   | p = 0.0510                                       | p = 0.0152                                             | p = 0.1187                                   | p = 0.0824                                           |
| <b>Other groups</b>                          |             |                                                   |                                                  |                                                        |                                              |                                                      |
| <b>Hispanic Females</b>                      |             | 8%                                                | 8%                                               | 8%                                                     | 13%                                          | 4%                                                   |
|                                              |             |                                                   | p = 0.9512                                       | p = 0.9382                                             | p = 0.0000                                   | p = 0.0000                                           |
| <b>Hispanic Males</b>                        |             | 8%                                                | 5%                                               | 9%                                                     | 9%                                           | 4%                                                   |
|                                              |             |                                                   | p = 0.0036                                       | p = 0.0028                                             | p = 0.1339                                   | p = 0.0000                                           |
| <b>American Indian</b>                       |             | 1%                                                | 1%                                               | 1%                                                     | 1%                                           | 1%                                                   |
|                                              |             |                                                   | p = 0.9594                                       | p = 0.8043                                             | p = 0.7450                                   | p = 0.7490                                           |
| <b>Asian</b>                                 |             | 1%                                                | 2%                                               | 1%                                                     | 1%                                           | 2%                                                   |
|                                              |             |                                                   | p = 0.3844                                       | p = 0.4171                                             | p = 0.9935                                   | p = 0.4415                                           |
| <b>Black</b>                                 |             | 1%                                                | 1%                                               | 1%                                                     | 2%                                           | 1%                                                   |
|                                              |             |                                                   | p = 0.8164                                       | p = 0.8928                                             | p = 0.5467                                   | p = 0.9644                                           |
| <b>Multi-race</b>                            |             | 2%                                                | 3%                                               | 2%                                                     | 2%                                           | 2%                                                   |
|                                              |             |                                                   | p = 0.6436                                       | p = 0.7915                                             | p = 0.7951                                   | p = 0.7872                                           |
| <b>White students in<br/>Virtual schools</b> |             | 3%                                                | 1%                                               | 4%                                                     | 3%                                           | 1%                                                   |
|                                              |             |                                                   | p = 0.0384                                       | p = 0.0587                                             | p = 0.8426                                   | p = 0.1116                                           |