

# Idaho

## Alliance of States

Gov. C.L. “Butch” Otter and state leaders know Idaho needs to diversify its economy and lure new industries in order to provide residents with well-paying, family-wage jobs. To that end, **Gov. Otter and the Idaho State Board of Education recognize the role an educated workforce plays in that equation, and have recently placed a renewed focus on improving Idaho’s higher education system.**

For more information on Idaho’s leadership in improving college completion, see:

[www.boardofed.idaho.gov](http://www.boardofed.idaho.gov)

The six-year graduation rate at Idaho’s four-year colleges and universities is 43 percent, putting the state in the bottom 10 of all states, and well below the 56 percent national average. Idaho must produce an additional 7,000 degree-holders per year in order to meet the goal of restoring the US position in the world for people with college degrees.

Idaho is also facing a demographic shift which requires the state to focus its attention on completion. While 60 percent of the state’s college graduates hail from high-income households, its primary source of new students is low-income families who typically struggle to graduate.

### Big goals

Increasing the number of Idahoans who have college degrees is also an important component of Gov. Otter’s “Project 60,” which aims to increase the state’s GDP from \$51 billion to \$60 billion. That cannot happen without the educated workforce needed to attract new and diversified employers.

State leaders have developed a series of short-term and long-term strategies to meet these goals, and have identified challenges within the higher education system that must be addressed. Initiatives have been implemented to improve rigor.

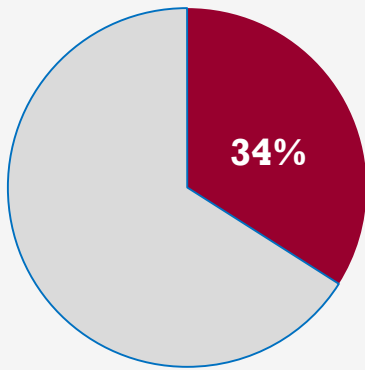
### Leadership for success

Like many states, Idaho faces significant fiscal challenges that will require difficult choices and a reallocation of resources. This will require schools to focus on the needs of their students – which are increasingly coming from low-income households. For example, some small, niche programs may have to be eliminated if their expense isn’t justified by the state’s economic needs and labor market demands.

But the state isn’t starting from square one. Participation in a Lumina Foundation-led effort to redesign its high schools and a current public awareness campaign dubbed “Go On” (funded by the J.A. and Kathryn Albertson Foundation) will help create a college-going culture among young adults.

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By the end of this decade, more than 60% of jobs will require college education.<sup>1</sup>



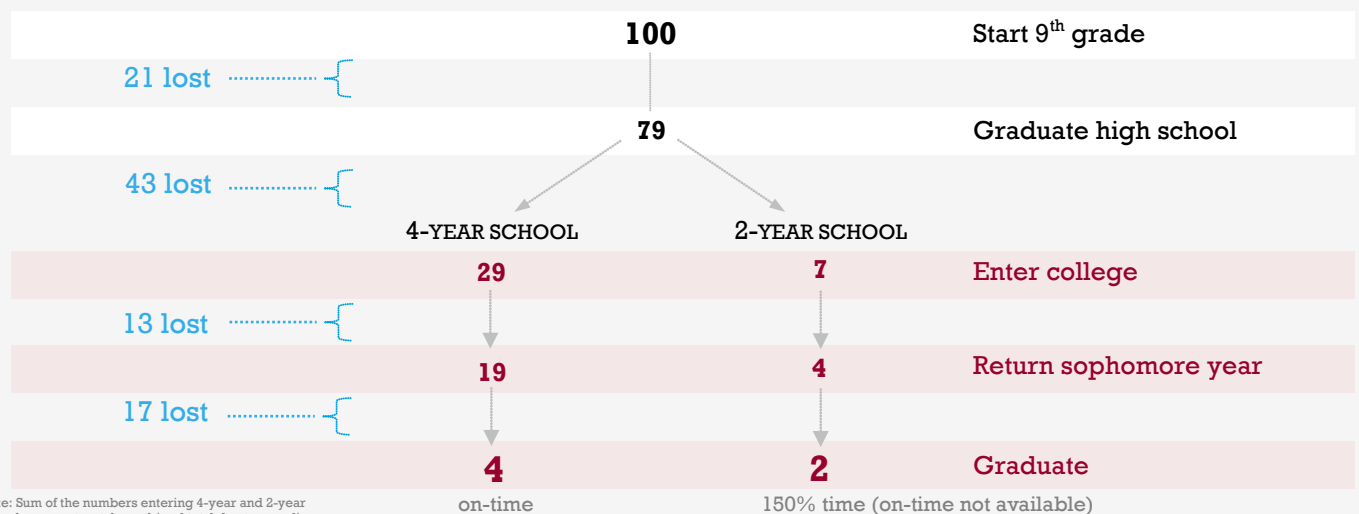
Today, 34% of Idaho's adults aged 25-34 have a college degree.<sup>2</sup>

### Job growth across the U.S., 2010-2020:

High-growth jobs	Required education
Dental hygienist	Associate degree
Computer software engineer	Bachelor's degree
HVAC/refrigeration mechanic	Certificate
Physical therapist assistant	Associate degree
Network systems analyst	Bachelor's degree
Licensed practical nurse	Certificate

## Too many students get lost along the way, hindering Idaho's economic growth.<sup>3</sup>

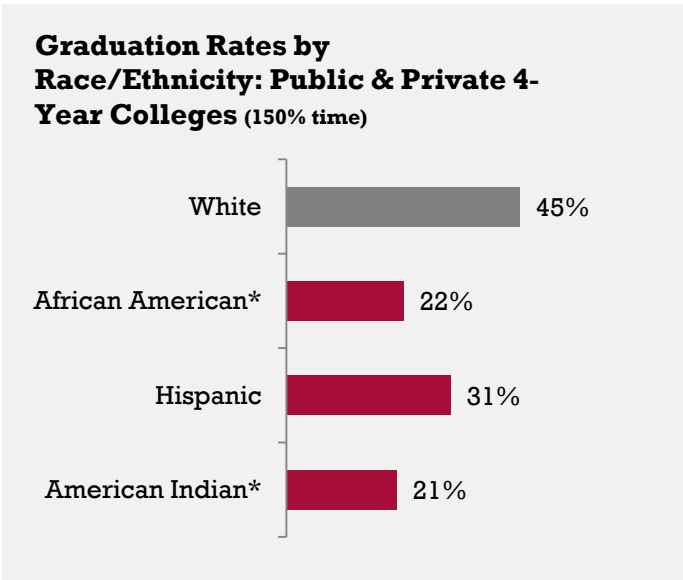
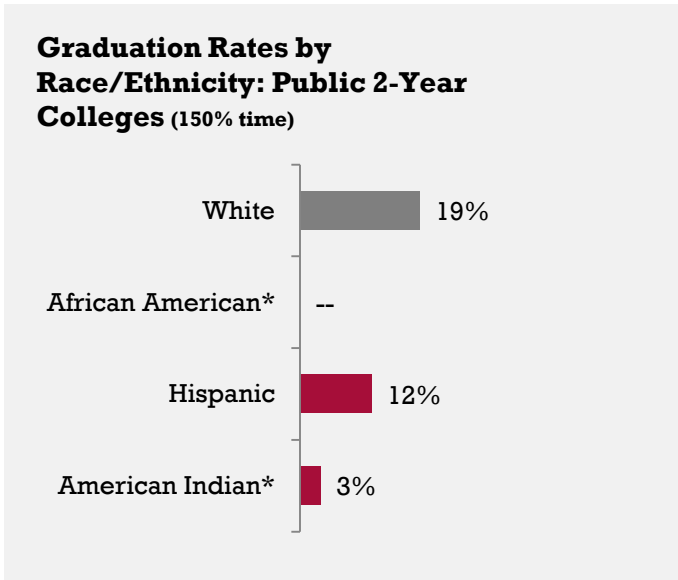
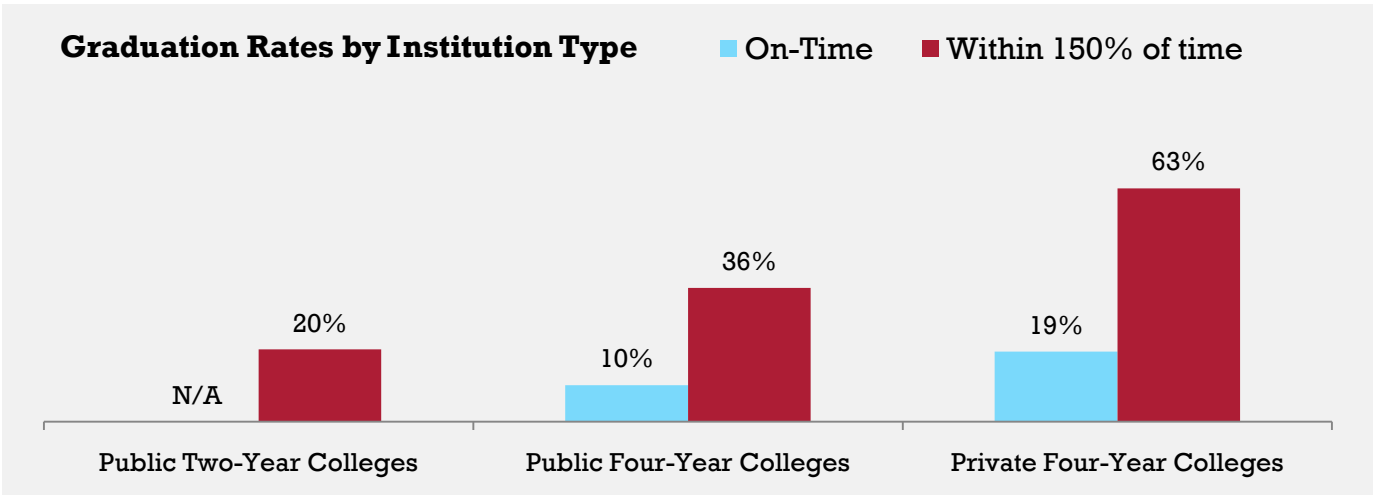
(This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.)



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## Graduation Rates

Idaho must raise completion rates overall and place extra focus on closing the college attainment gap for underrepresented students.<sup>4</sup>

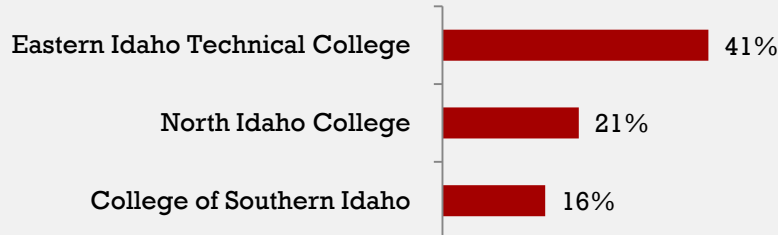


\* less than 3% of entering cohort  
 -- Cohort size too small to report grad rates

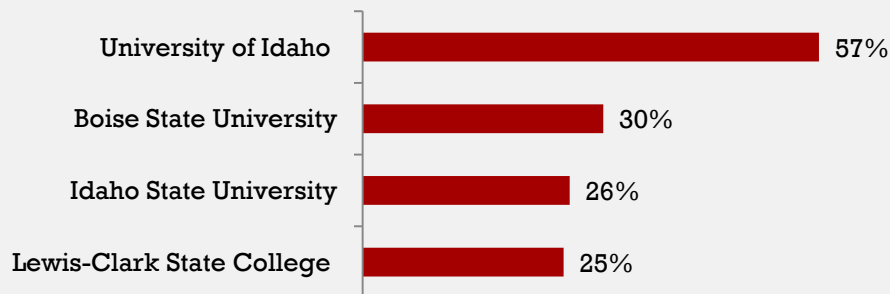
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## Graduation Rates by Campus

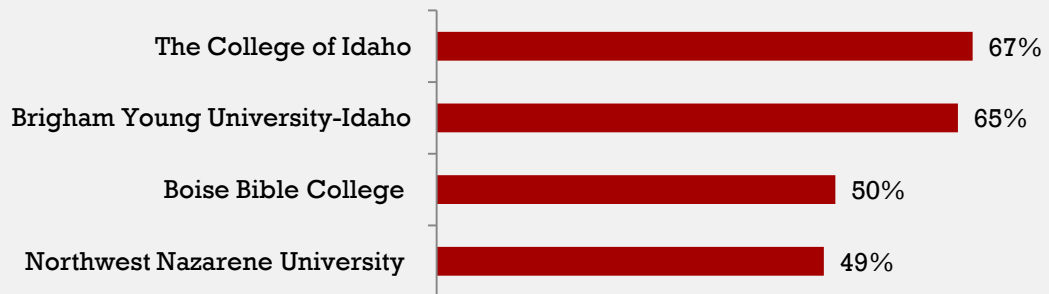
### Public Two-Year Colleges (150% time)



### Public Four-Year Colleges (150% time)



### Private Four-Year Colleges (150% time)



Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates for two-year colleges are for first-time, full-time students completing certificate or degree within 150% of normal program time. Graduation rates for four-year institutions are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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## A Note about Graduation Rates

The graduation rates presented here are based on data reported by institutions to the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). These rates reflect the percentage of first-time, full-time students who complete within 150% of normal program time. (Graduation rates for part-time students are typically much lower.) These data do not capture the graduation rates of transfer students—including those who begin at colleges with some credits already accumulated—or part-time students. Many states have or are developing longitudinal data systems that would be able to measure the graduation rates of all students, including part-time and transfer students.

The IPEDS data are presented here because they are the only nationally available and comparable graduation rates. Complete College America believes that states should make the improvement of data systems to more accurately measure completion rates—and the annual public reporting of those rates—a top priority.

## ENDNOTES

<sup>1</sup> Carnevale, T., Georgetown University Center on Education and the Workforce, 2009. High-growth fields based on national projections of total new and replacement jobs. <http://cew.georgetown.edu/research/jobs/79012.html>

<sup>2</sup> “College degree” means an associate degree, bachelor’s degree, or higher. National Center for Higher Education Management Systems (NCHEMS), 2008 (from U.S. Census Bureau, 2008 American Community Survey Public Use Microdata Sample File.) <http://www.higheredinfo.org/>

<sup>3</sup> **The pipeline is a model for illustrative purposes and is not based on longitudinal data.** Pipeline data aggregated by NCHEMS: reflects high school graduation rates, college-going rates, college retention rates, and college graduation rates (using the most recent data available for each metric). For the high school graduation rate, NCHEMS uses NCES Common Core Data and divides high school graduates into 9<sup>th</sup> graders four years earlier. Future revisions will incorporate the cohort-based HS graduation rates that conform to the definitions of the NGA Graduation Compact (for states where those data are available), which are more accurate than the current ratio. The pipeline represents the number of students who graduate from high school within four years, enter college the immediate following fall, return for their sophomore year the following year, and graduate from college. Two-year college graduation rates reflect credentials earned within 150% of expected program time, and include certificates awarded for programs of less than two years; two years but less than four years; and associate degrees. Four-year graduation rates reflect **on-time completers** of bachelor’s or equivalent degrees (**within four years**). The data do not account for transfers across institutions. <http://www.higheredinfo.org/dbrowser/index.php?measure=72>

<sup>4</sup> Aggregated by NCHEMS from IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File, downloaded 11-05-09. Graduation rates are reported by institutions to NCES based on adjusted cohort of first-time, full-time students. Two-year graduation rates include certificates completed within 150% of normal program time in addition to associate degrees completed within three years. IPEDS does not report two-year (or “on-time”) completion rates for two-year colleges. Graduation rates by race aggregated by NCHEMS from IPEDS 2006-07 Graduation Rate File. Graduation rates for Asian/Pacific Islander and American Indian/Alaska Native students are included only if those populations represent greater than 5% of the adjusted cohort. **[For Idaho, American Indians are included despite being less than 5% of the total cohort because of their significance as an underrepresented minority group in the state]**. Disaggregated graduation rates are excluded for populations with an adjusted revised cohort size of less than 30, even if that cohort represents greater than 5% of the total entering cohort. Note that 2008 overall graduation rates may be higher than rates reflected in the disaggregated data from 2007 based on differences in graduation rates between years. In each instance, “Private” refers to private not-for-profit institutions only. Graduation rates by campus are presented for Title IV, degree-granting institutions with an adjusted revised cohort greater than 30.