EASTERN IDAHO COMMUNITY COLLEGE

Community College Study Panel Report

July 2016

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

RESEARCH & BUSINESS DEVELOPMENT CENTER

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EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

to their institution. In the fall of 2014, Boise State welcomed 177 transfer students from CWI followed by 68 more students in the spring of 2015[1]. According to Idaho State University's Institutional Research Department, ISU enrolled 167 transfer students with an associate's degree in 2015. Creation of a community college in Idaho Falls will increase the number of students transferring at the associate-degree level to ISU, thus growing the overall enrollment.

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

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

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

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

[1] (Boise State University 2016)

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

2. WHAT IS THE LIKELY ENROLLMENT?

Enrollment would likely reach 4,000 students by the end of year six.

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

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

Minimal. The existing campus buildings avoid the largest cost of establishing a community college. The majority of the remaining cost will be covered by state funding and tuition.

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

4. WHAT ARE THE LIKELY FUNDING SOURCES?

The State of Idaho general fund allocations, student tuition, taxes currently collected (liquor funds), and new property taxes generated within a community college taxing district.

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

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

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

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

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

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

[2] (American Association of Community Colleges 2016)

RECOMMENDATION

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

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GRANT-FUNDED RESEARCH

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NEED FOR COMMUNITY COLLEGE

CONCENTRATION OF COMMUNITY COLLEGES IN IDAHO

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

The 2015 U.S. population was approximately 321,418,820[3] and the number of community colleges as of February 2016 was 1,108[4]. This suggests that there are 290,089 people per community college in the U.S.

The 2015 Idaho population was approximately 1,654,930[5]. There are three community colleges in Idaho: College of Western Idaho (CWI), College of Southern Idaho (CSI), and North Idaho College. This suggests that there are 551,643 people per community college in Idaho, considerably higher than the national average. This statistic suggests that Idaho is behind in community college education and that there is a need for more community colleges in Idaho.

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

TABLE 1: POPULATION PER COMMUNITY COLLEGE COMPARISON

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

[3] (United States Census Bureau 2015)
[4] (American Association of Community Colleges 2016)
[5] (United States Census Bureau 2015)

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

TABLE 2: HIGH SCHOOL GRADUATE COMMUNITY COLLEGE ATTENDANCE

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

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

1.43 = 413,733/290,089

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

DEMOGRAPHICS

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

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

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

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

Age

The median age in the U.S. is 37.4[6], compared to the EITC PSA of 32.1. This suggests that the EITC region is younger than the national average. With the median age of community college students being 24[7], the EITC region would have more people, proportionally, than the national average who might attend a community college. This would suggest, based on age, an increase in demand for a community college in eastern Idaho than compared to the national average.

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

Age variable =1.22 = (37.4 - 32.1) / 24

Ethnicity

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

[6] (American Fact Finder 2014)
[7] (American Association of Community Colleges 2016)

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

TABLE 3: ETHNICITY COMPARISON

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

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

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

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

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

> Ethnicity variable = 0.57 = 1 – sum of the absolute values of the EITC to U.S. column in Table 3.

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

Income

In 2014, the U.S. median income was $53,482[8], compared to $50,419 for the EITC region. Less income would likely suggest a higher demand for a more affordable education that a community college would provide.

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

Income variable = 1.057 = 1 + (53,482 – 50,419) / 53,482

Demographic multiplier

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

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

Table 4: Demographic Multiplier

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

[8] (American Fact Finder 2014)

Population Growth

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

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

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

Employment Pipeline

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

[9] (The Integrated Postsecondary Education Data System 2016)
[10] (United States Census Bureau 2015)
[11] (United States Census Bureau 2015)
[12] (United States Census Bureau 2015)

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

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

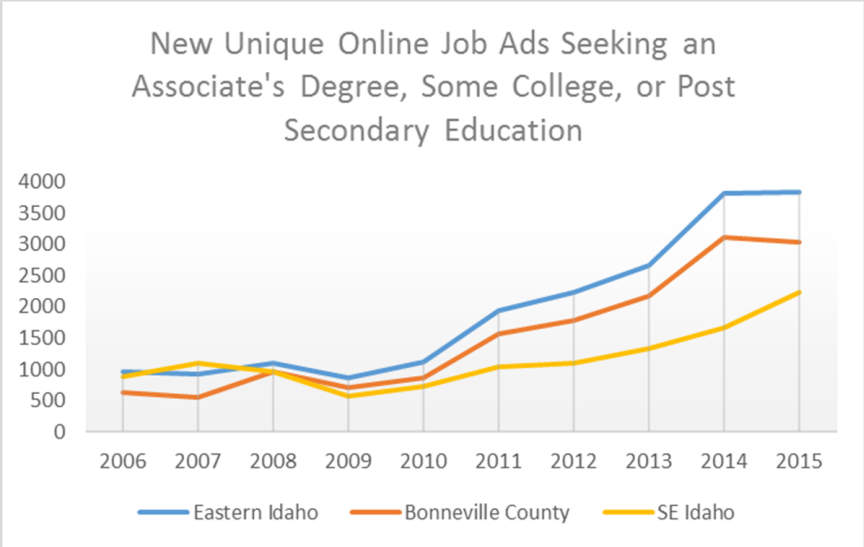

FIGURE 1: JOB ADS

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

TABLE 5: REGION DEFINITION

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

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

EDUCATION PIPELINE

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

College of Western Idaho serves as an example of the educational pipeline a community college is able to generate. Since the creation of College of Western Idaho in the Boise area, Boise State University has received a substantial number of transfer students with associate degrees. In the fall of 2014, Boise State welcomed 177 transfer students from CWI followed by 68 more students in the spring of 2015[13]. According to Idaho State University's Institutional Research Department, ISU attracted 167 total transfer students with an associate degree in 2015. It is anticipated that the creation of a community college in Idaho Falls would provide an increase in associate-degree-level transfer students to ISU, and potentially grow overall enrollment.

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

[13] (Boise State University 2016)

Comments from High School Counselors

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

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

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

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

Table 6: High School Student Count

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

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

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

TABLE 7: DUAL ENROLLMENT STATISTICS

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

INNOVATIVE TEACHING MODEL

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

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

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

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

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

Enrollment Projections

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

Long Term Projection – EITC as a Community College

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

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

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

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

A U.S. population around 321 million[14] and the for-credit community college enrollment at 7.3 million[15] suggests that 2.27% percent of the U.S. population is enrolled in a community college.

The population of EITC’s region, including Bonneville, Jefferson, and Bingham counties, was 178,881 in 2015[16]. Applying the 2.27% to the EITC region, this would suggest an estimated enrollment of 4,063 before applying any multipliers.

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

EITC estimated enrollment = 5,949 = 4063 * 1.43 * 1.024

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

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

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

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

[14] (United States Census Bureau 2015)
[15] (American Association of Community Colleges 2016)
[16] (American Fact Finder 2014)

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

CSI's region had a population of around 142,886 in 2015[18]. Applying the 2.27% population estimate to the region, this would suggest an estimated enrollment of 3,243 before using any multipliers.

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

EITC estimated enrollment = 6,591 = 3,243 * 1.9 * 1.07

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

Startup Enrollment Projection

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

Population proportions

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

[17] (American Fact Finder 2014)
[18] (United States Census Bureau 2015)
[19] (The Integrated Postsecondary Education Data System 2016)
[20] (College of Western Idaho 2009)

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

TABLE 8: BOISE MSA POPULATION

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

TABLE 9: IDAHO FALLS PSA POPULATION

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

ECONOMIC FACTORS

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

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

CSI IDAHO FALLS SATELLITE CAMPUS

[21] (The Integrated Postsecondary Education Data System 2016)

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

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

Startup Enrollment Projection: CWI Case Study

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

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

Table 10: CWI Historical Growth

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

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

[22] (Sakelaris 2016)
[23] (The Integrated Postsecondary Education Data System 2016)

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

TABLE 11: EITC TO CWI C STUDY PROJECTIONS

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

COST TO CONVERT TO A COMMUNITY COLLEGE

CURRENT COSTS

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

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

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

[24] (The Integrated Postsecondary Education Data System 2016)

Financial Estimates - New Community College

Projected Annual Revenue minus Costs for a new CC

	Current*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Headcount by semester	**700**	**1,500**	**2,300**	**2,950**	**3,400**	**3,950**	**4,400**
Growth in headcount per year		**114%**	**53%**	**28%**	**15%**	**16%**	**11%**
Gen Ed Students (lower division transfer)		**770**	**1,530**	**2,110**	**2,500**	**3,000**	**3,360**
CTE Students (career technical education)	**700**	**730**	**770**	**840**	**900**	**950**	**1,040**
Credits generated per year		27,000	41,400	53,100	61,200	71,100	79,200
Additional Staff	136.0	80.4	35.4	26.6	36.5	21.6	26.5
Total Staff		**216**	**252**	**278**	**315**	**336**	**363**
Sources of Expenses							
Total Staff Wages	$ 4,326,243	$ 6,656,243	$ 7,423,975	$ 8,072,600	$ 9,104,788	$ 9,605,046	$ 10,267,088
Total Faculty Wages (Full and Part Time)	$ 1,585,767	$ 2,824,167	$ 3,529,519	$ 3,959,183	$ 4,484,329	$ 4,913,993	$ 5,391,398
Total wages	**$ 5,912,010**	**$ 9,480,410**	**$ 10,953,494**	**$ 12,031,783**	**$ 13,589,116**	**$ 14,519,039**	**$ 15,658,486**
Services	$ 902,569	$ 1,083,083	$ 1,191,391	$ 1,310,530	$ 1,441,583	$ 1,585,742	$ 1,744,316
Supplies	$ 1,098,954	$ 1,318,745	$ 1,450,619	$ 1,595,681	$ 1,755,249	$ 1,930,774	$ 2,123,852
Misc (utilities, ins., rent, etc.)	$ 723,525	$ 868,230	$ 955,053	$ 1,050,558	$ 1,155,614	$ 1,271,176	$ 1,398,293
Annual Operating Expenses (excluding wages)	**$ 2,725,048**	**$ 3,270,058**	**$ 3,597,063**	**$ 3,956,770**	**$ 4,352,447**	**$ 4,787,691**	**$ 5,266,460**
Annual Reserves		$ 1,400,000	$ -	$ 850,000	$ 1,600,000	$ 1,950,000	$ 3,150,000
Annual One-Time Expenditures for Infrastructure		$ 2,000,000	$ 800,000	$ 1,500,000	$ 1,000,000	$ 2,000,000	$ 1,500,000
Total Expense	**$ 8,637,058**	**$ 16,150,468**	**$ 15,350,557**	**$ 18,338,552**	**$ 20,541,563**	**$ 23,256,731**	**$ 25,574,946**
Expense Per Student		*$ 10,767*	*$ 6,674*	*$ 6,216*	*$ 6,042*	*$ 5,888*	*$ 5,812*
Sources of Revenue (Annual)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State General Funds Allocation		$ 5,000,000	$ 1,979,938	$ 2,878,083	$ 3,512,237	$ 4,533,771	$ 5,050,276
State CTE Allocation	$ 6,473,431	$ 6,752,500	$ 7,122,500	$ 7,770,000	$ 8,325,000	$ 8,787,500	$ 9,620,000
Total State Allocations General Fund +Career Technical		**$ 11,752,500**	**$ 9,102,438**	**$ 10,648,083**	**$ 11,837,237**	**$ 13,321,271**	**$ 14,670,276**
Liquor Funds		$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000
Annual Tuition Revenue ($120/credit)		$ 3,240,000	$ 4,968,000	$ 6,372,000	$ 7,344,000	$ 8,532,000	$ 9,504,000
Out of County Tuition		$ 125,000	$ 200,000	$ 210,000	$ 220,500	$ 231,525	$ 243,101
Dual- and Concurrent-Credit Tuition		$ 39,000	$ 58,500	$ 78,000	$ 97,500	$ 117,000	$ 136,500
Revenue from Bonneville Co. Property Tax**		$ 862,781	$ 862,781	$ 862,781	$ 862,781	$ 862,781	$ 862,781
Total Revenue	**$ 6,473,431**	**$ 16,219,281**	**$ 15,391,719**	**$ 18,370,864**	**$ 20,562,018**	**$ 23,264,577**	**$ 25,616,658**
Surplus (or Deficit)		**$ 68,813**	**$ 41,162**	**$ 32,312**	**$ 20,456**	**$ 7,846**	**$ 41,712**

*This financial estimate is based on "credit-bearing" programming and does not take into account revenues/expenses from self-sustaining, customized workforce training, foundation revenues, or depreciation

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

PROJECTIONS

OVERVIEW

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

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

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

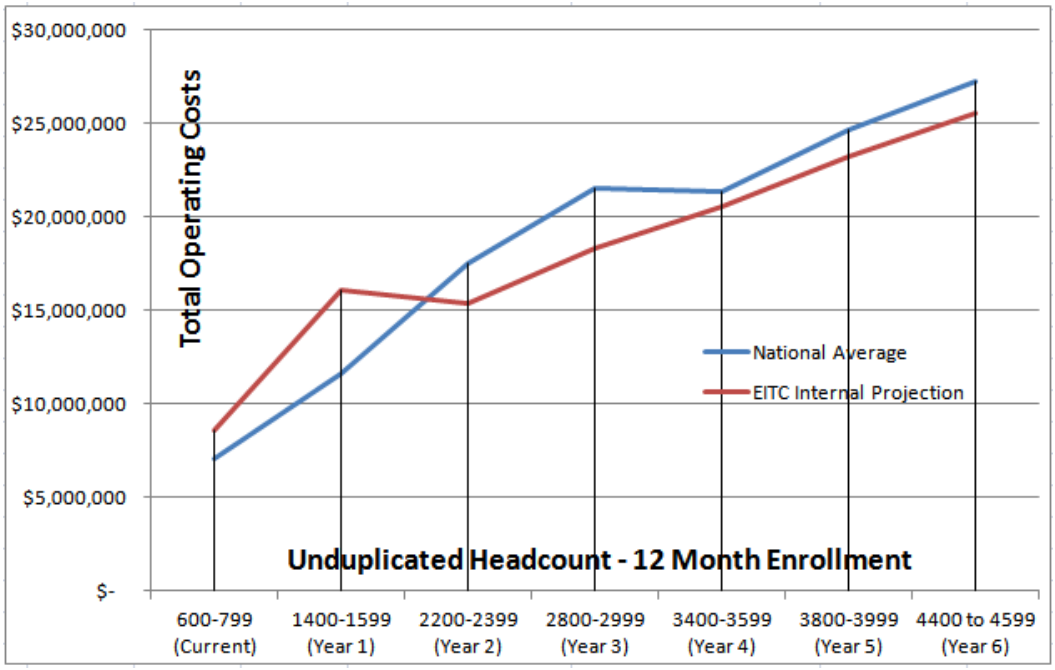

FIGURE 2: TOTAL OPERATING COSTS COMPARISON

SOURCES OF FUNDING

TAXING DISTRICT

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

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

TABLE 12: TAXABLE MARKET VALUE

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

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

TABLE 13: POTENTIAL MIL RATE REVENUE

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

Residential Assessed Value	Homeowner's Exemption	Taxable Value	MIL Rate	Tax/year	Tax/month
$178,253*	$89,127	$89,127	$15	$13.37	$1.11
$250,000	$94,745	$155,255	$15	$23.29	$1.94
Commercial Taxable Value	**Homeowner's Exemption**	**Taxable Value**	**MIL Rate**	**Tax/year**	**Tax/month**
$500,000	N/A	500,000	$15	$75.00	$6.25
$750,000	N/A	$750,000	$15	$112.50	$9.38
$1,000,000	N/A	$1,000,000	$15	$150.00	$12.50
*Average home price in Bonneville Co. Jan-July 2016 (Revised 8/4/2016)					

TABLE 14: POTENTIAL TAX PAYMENT

COUNTY TUITION

According to the Bonneville County Clerk and Accounting Office, Bonneville County has paid $139,650 since October 1, 2015 (through May 2016). Bonneville County paid $144,400 in county tuition its last fiscal year (October 1, 2014-September 30, 2015). County tuition are funds paid to community colleges in counties outside of respective community college districts. These funds are typically paid in the amount of $50 per credit hour. If Eastern Idaho Technical College were to transition into a community college, it is expected that these county tuition rates would drop significantly since students would have the

opportunity to attend a local community college. If funds were not being allocated to county tuition, Bonneville County expects those funds to instead be allocated within its law enforcement program. It is also important to note that counties outside of the community college taxing district would pay county tuition fees to the community college and thus stimulate college funding.

ECONOMIC IMPACT

EITC and Community College Operations & Student Spending

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

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

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

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

operations and at businesses where student spending takes place. The total economic impact is the combination of all three of these impact categories.

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

EMPLOYMENT IMPACT — Number of jobs created or sustained

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

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

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

created or sustained throughout Bonneville County. See Figure 3 and Figure 4 for an illustration on employment impacts.

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

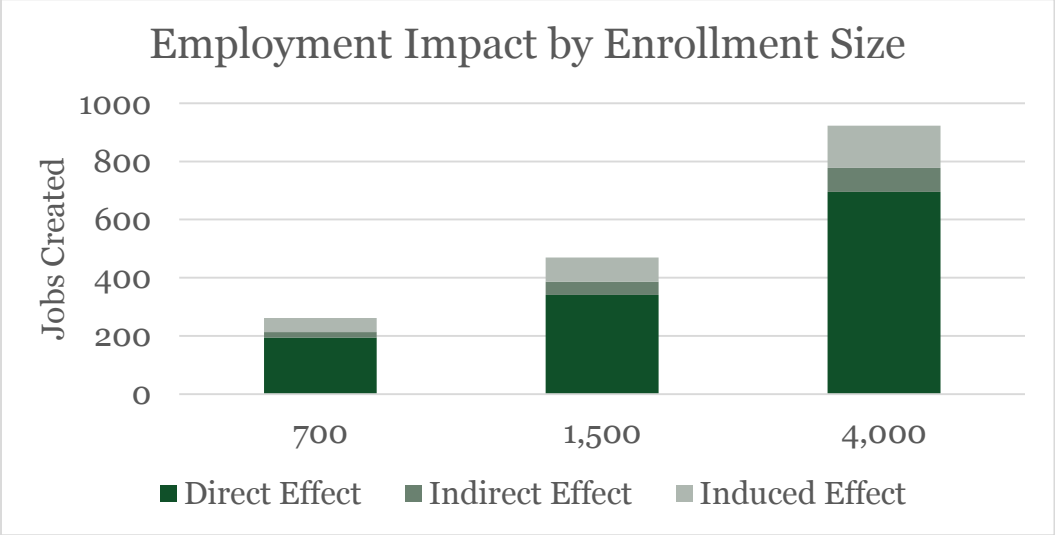

FIGURE 3: EMPLOYMENT IMPACT BY SIZE

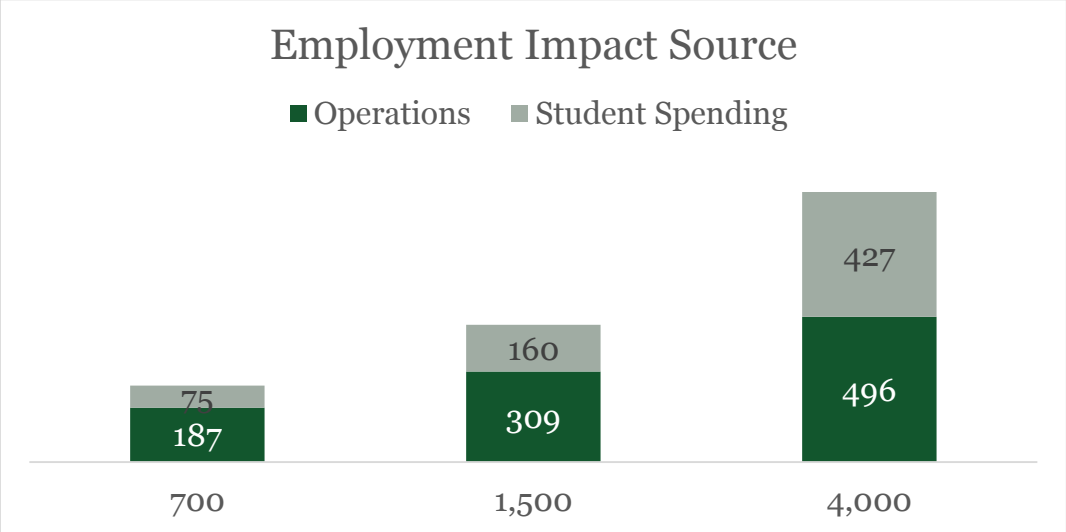

FIGURE 4: EMPLOYMENT IMPACT SOURCE

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

TABLE 15: EMPLOYMENT IMPACT

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

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

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

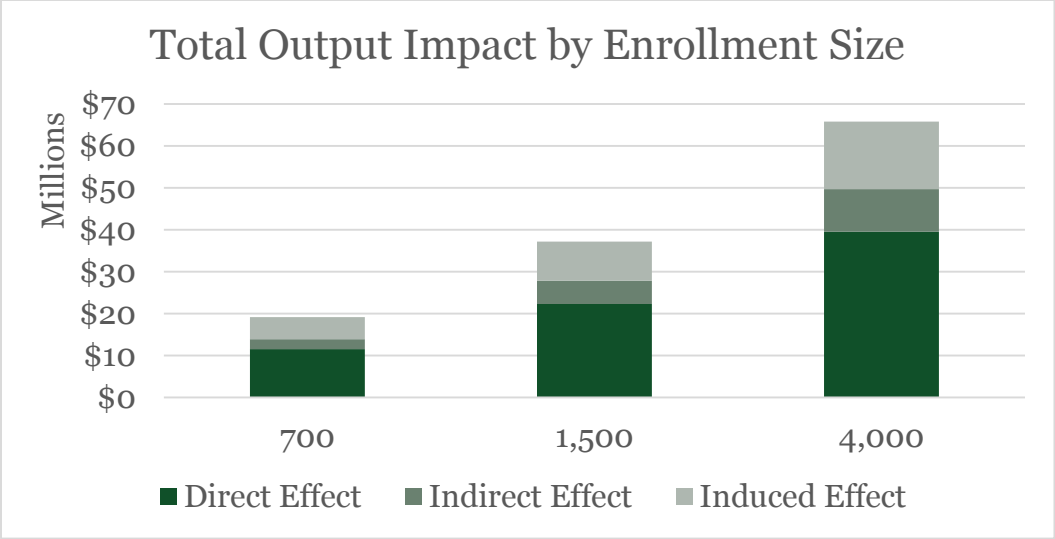

FIGURE 5: TOTAL OUTPUT IMPACT

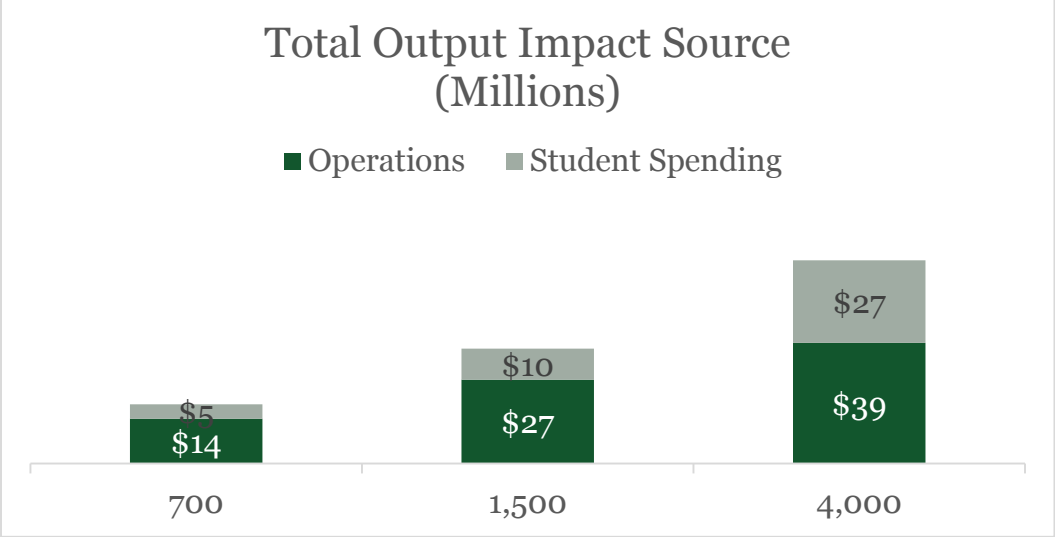

FIGURE 6: TOTAL OUTPUT IMPACT SOURCE

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

TABLE 16: TOTAL OUTPUT IMPACT

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

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

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

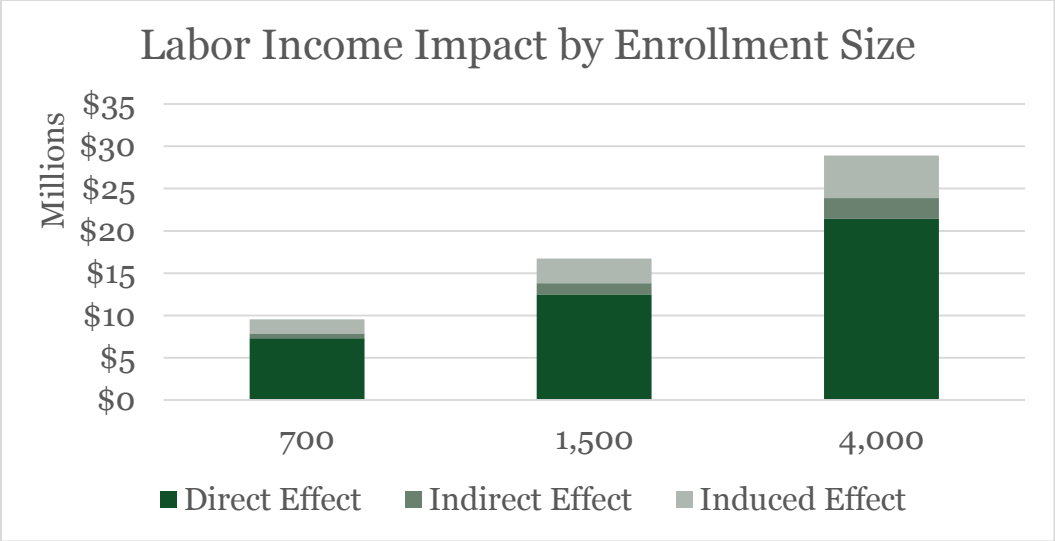

FIGURE 7: LABOR INCOME IMPACT

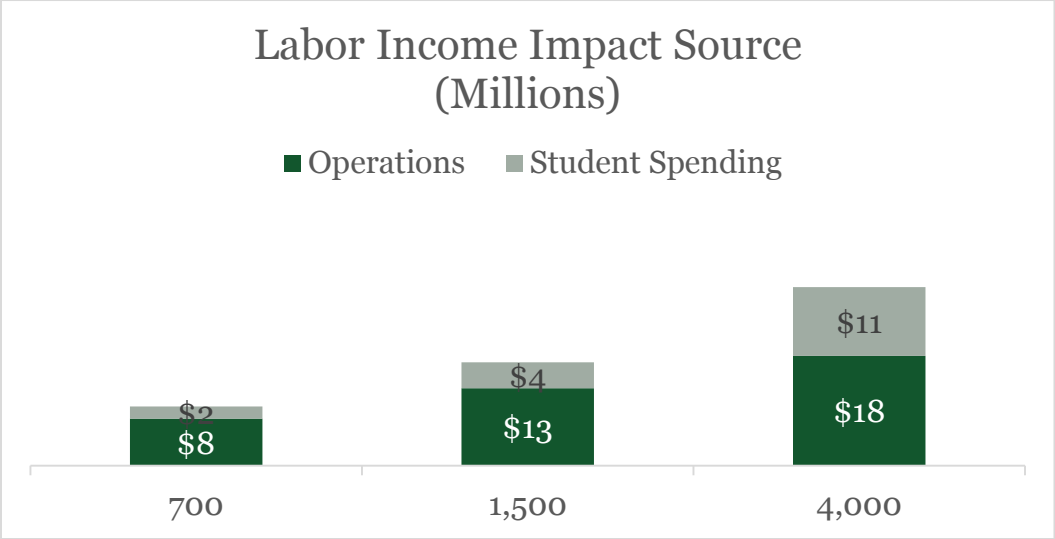

FIGURE 8: LABOR INCOME IMPACT SOURCE

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

TABLE 17: LABOR INCOME IMPACT

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

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

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

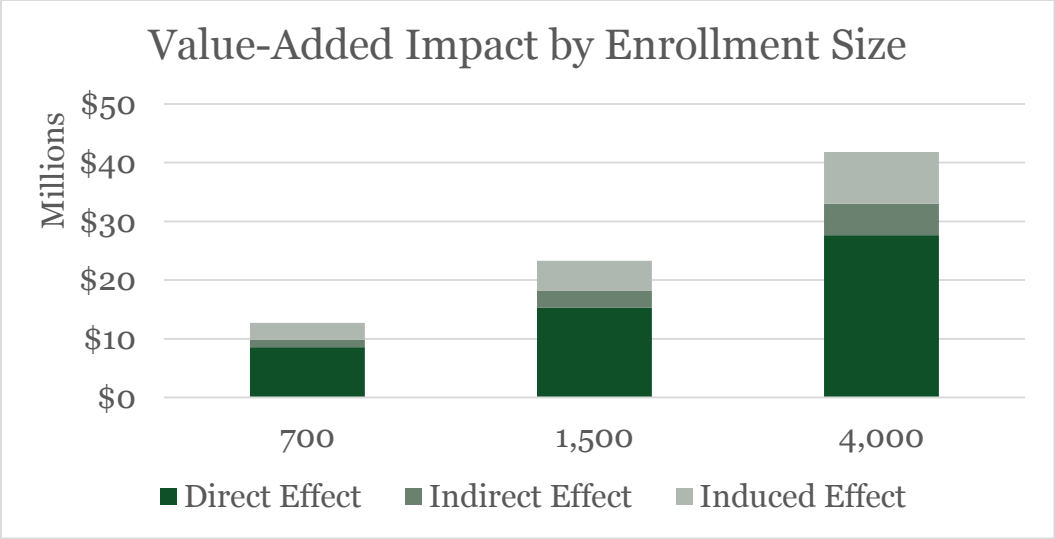

FIGURE 9: VALUE ADDED IMPACT

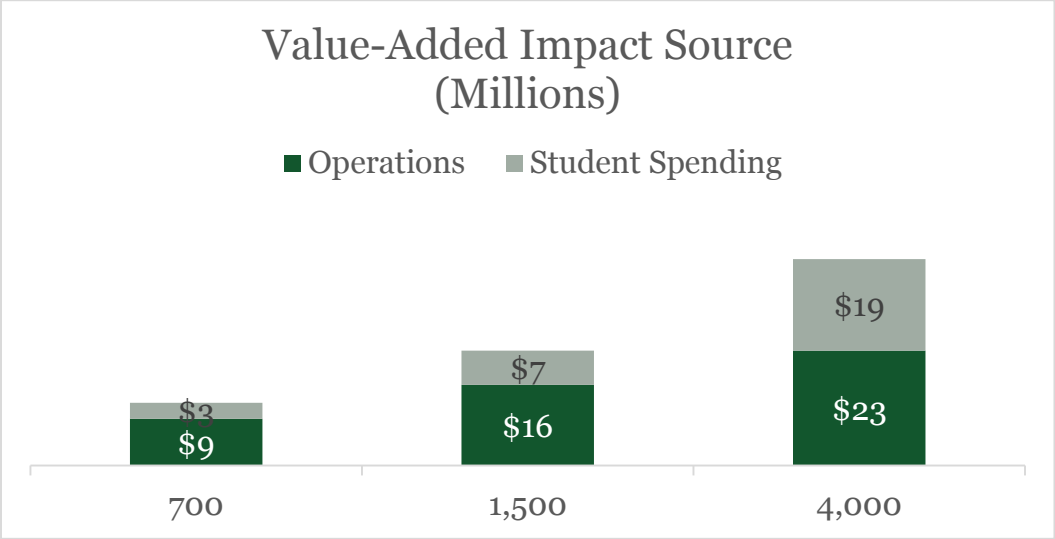

FIGURE 10: VALUE-ADDED IMPACT SOURCE

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

TABLE 18: VALUE-ADDED IMPACT

IMPACT ON BONNEVILLE COUNTY VALUATION

A report by EMSI[25] showed there was a 9.1-year payback period for community college investment in a nationwide study of community colleges. The study also revealed taxpayers receive a 14.3% internal rate of return to taxpayers. The EMSI report also indicated that for every $1.00 of public money spent on colleges, taxpayers receive a cumulative return of $6.80 over the course of students' working lives. The return is the result of higher tax receipts and public sector savings. When the cost of investment is taken into account, taxpayers receive $5.80 in return for every $1.00 in costs.

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

[25] (American Association of Community Colleges 2016)

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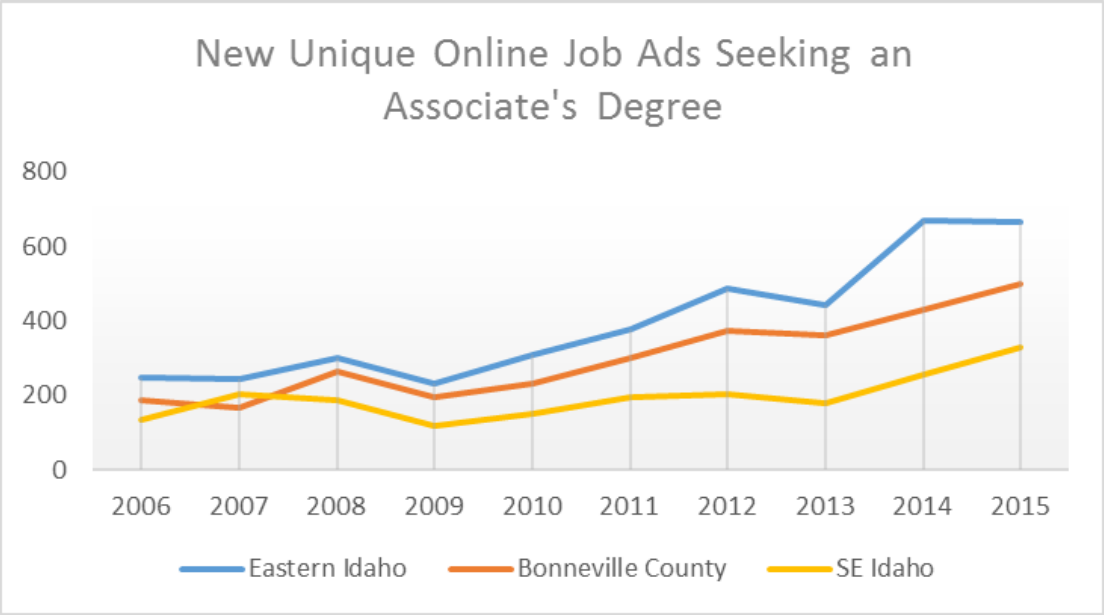
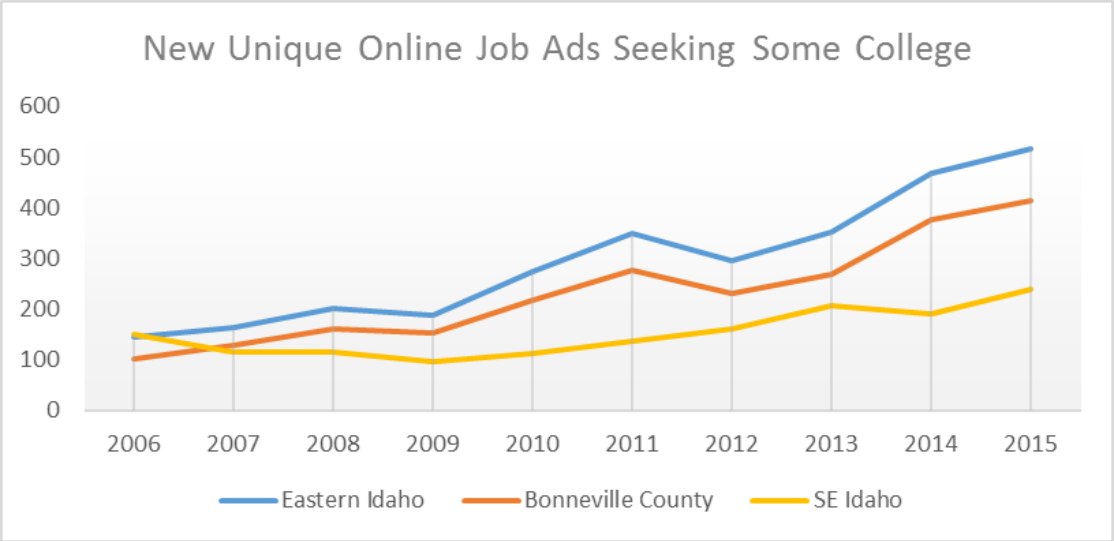
APPENDIX

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

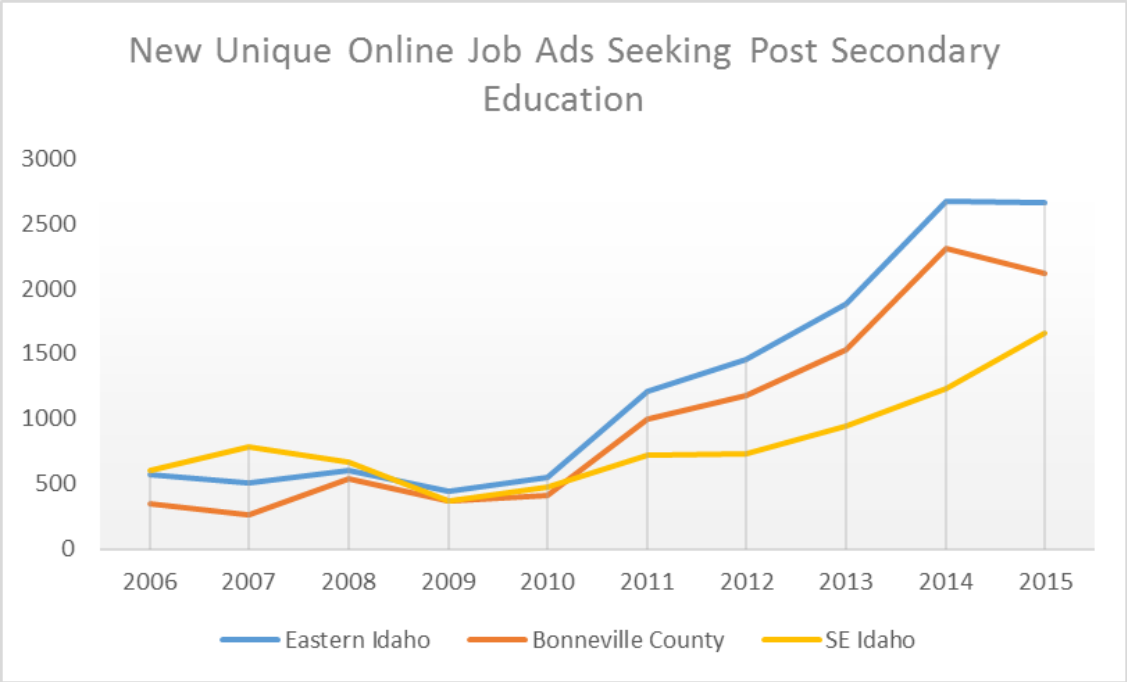
New Unique Online Ads Seeking an Associate Degree			
Year	**Eastern Idaho**	**Bonneville Co.**	**Southeast Idaho**
2006	249	185	133
2007	243	168	201
2008	300	264	186
2009	233	196	117
2010	309	233	149
2011	377	299	195
2012	487	374	201
2013	443	361	178
2014	671	428	256
2015	**665**	**497**	**328**



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



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


New Unique Online Job Ads Seeking Post Secondary Education
3000
2500
2000
1500
1000
500
0
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
Eastern Idaho
Bonneville County
SE Idaho