

Lewis-Clark State College

“Connecting Learning to Life”

LCSC Five-Year Strategic Plan (FY05-09)

1 Jul 2004

CONTENTS

Introduction.....	2
Authority.....	2
Purpose.....	2
Scope.....	2
Institutional Role and Mission	3
Vision	5
SBOE Vision.....	5
LCSC Vision.....	5
LCSC Core Values and Operational Approach.....	6
Strategic Goals and Objectives.....	7
SBOE and DPTE Goals and Objectives	7
LCSC Goals and Objectives.....	10
Institutional Issues	13
Instructional Issues	13
Student Issues.....	14
Infrastructure Issues (Personnel, Finance, Facilities).....	16
Advancement Issues.....	20
Key External Factors.....	20
LCSC Strategic Planning Process	23
Annex A: LCSC Organizational Structure and Unit Functions	27
Annex B: Performance Measures.....	28
Annex C: LCSC Strategic Planning Cycle	30
Annex D: President’s Strategic Program Guidance (Internal Distribution Only)	32
Annex E: LCSC Unit Action Plans (Internal Distribution Only).....	34
Annex F: LCSC “Family of Plans” Index.....	35

INTRODUCTION

Authority: This strategic plan has been developed in response to the statutory requirements in the Idaho Code (see Title 67, Sections 1901, 1902, and 1903, “*State Planning and Coordination*”) and further described (in terms of content, format, and submission schedule) in the State Board of Education (SBOE) Governing Policies and Procedures document (see Section I, Subsection I, Paragraph 4, “*Institutional Long-Range Plan*” and Section I, Subsection M, “*Annual Planning and Reporting*”—both dated April 2002). In accordance with the above statutes/policies, updates to this plan are submitted annually by the President of Lewis-Clark State College (LCSC) to the SBOE and (via the SBOE) to the Division of Financial Management (DFM) for review and approval. Submission (per SBOE policy) normally takes place each year on July 1st [note: a new plans coordination procedure being considered by the SBOE at the time of writing of this revision of the strategic plan envisions an earlier draft submission, beginning in 2005]. The primary point of contact for the maintenance of this plan is the Director of Institutional Planning, Research, and Assessment; Administration Bldg. Rm. 201A, Lewis-Clark State College, 500 8th Ave, Lewiston ID 83501, (208) 792-2065, instres@lcsc.edu.

Purpose: The purpose of this strategic plan is to:

1. Inform the SBOE, DFM, and key constituents about LCSC’s general plan of operations for Fiscal Years 2005 through 2009.
2. Provide strategic guidance to LCSC staff and faculty members to facilitate the execution of plans, programs, and budgets for FY2004 and the development of detailed unit action plans covering the period of FY2006-FY2009 and beyond.
3. Provide a mechanism to help LCSC’s senior leadership assess the institution’s strategic environment (challenges/opportunities) and link the College’s planning, programming, budgeting, and assessment efforts.
4. Respond to the specific guidance on the content of higher education institution strategic plans in SBOE Governing Policies and Procedures (Section I, Subsection M, Paragraph 1.c):
“Plans submitted to the Board annually...should contain:...mission and vision statement...general goals and objectives for the major programs, functions and activities of the program...should address instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities) and the external environment served by the institution ...Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives...A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.”

Scope: The SBOE has directed that Institutions’ strategic plans “*shall be aligned with the Board’s strategic plan.*” The LCSC strategic plan for FY05-09 is anchored to the current “Idaho State Board of Education Statewide Strategic Plan (2000-2005).” The LCSC strategic plan shares the Vision, Education Mission Goals, and Objectives of the SBOE plan. The LCSC

strategic plan also takes into account the vision, goals, and objectives of the “Strategic Plan 2004-2008” promulgated by the Idaho Division of Professional-Technical Education (DPTE).

INSTITUTIONAL ROLE AND MISSION

Lewis-Clark State College was established by the Idaho State Legislature in 1893 as “Lewiston State Normal School,” reflecting the College’s initial—and continuing—mission as a teacher training institution. The College’s reputation for excellence in teacher training and its focus on teaching and learning in all of its educational and training programs have continued as LCSC has grown to meet the expanding needs of Idaho’s citizens. Today, LCSC provides an array of programs in the liberal arts and sciences, with primary emphasis in business, criminal justice, nursing, professional-technical education, social work, and teacher education.

LCSC’s Carnegie classification as a higher education institution is “Baccalaureate College—General,” with the “baccalaureate” designation referring to “primarily undergraduate colleges” [awarding fewer than 20 graduate degrees each year] and the “general” denoting colleges that award less than half their degrees in liberal arts fields (a consequence of LCSC’s three-part mission which includes professional and professional-technical degrees along with liberal arts programs). LCSC academic, professional, and community programs—coupled with its small school atmosphere and an emphasis on student engagement and applied learning—serve constituencies throughout the state. LCSC’s integrated, three-part mission and its operating philosophy have contributed to its recent dramatic growth in headcount [largest growth rate (11.7%) among Idaho’s four 4-year colleges/universities in 2003]. LCSC’s official role and mission statement, last updated by the SBOE in 1998, is provided below.

1. Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services (listed in order of emphasis)

- ***Baccalaureate Education:*** Offers a wide range of baccalaureate degrees and some qualified professional programs.

- **Associate Education:** Offers a wide range of associate degrees and some qualified professional programs.
- **Certificates/Diplomas:** Offers a wide range of certificates and diplomas.
- **Distance Learning:** Uses a variety of delivery methods to meet the needs of diverse constituencies.
- **Technical and Workforce Training:** Offers a wide range of professional, technical and outreach programs.
- **Continuing Education:** Provides a variety of life-long learning opportunities.
- **Research:** Conducts select coordinated and externally funded research studies.
- **Graduate:** None.

3. Constituencies Served

The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

[Excerpt is from SBOE policies, circa 1998. The role/mission descriptions for LCSC and the other public colleges/universities in Idaho are posted on the SBOE website: http://www.idahoboardofed.org/policies/r_m.asp]

VISION

SBOE Vision: *“The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.”*

LCSC Vision: LCSC’s vision statement is derived from the SBOE Vision (above) and reflects the main themes of the institution’s [March 2001] strategic planning review in which the campus community envisioned that the College “will be a center for intellectual vitality providing carefully selected and focused programs of the highest quality within a family learning environment.”

Unique among Idaho’s institutions of higher education, LCSC will fulfill the SBOE vision of a **seamless public education system** by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team. LCSC’s one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the **teaching and learning** environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs. Lewis-Clark students’ personalized instruction will be complemented by personal **application** of knowledge and skills in the real world, as embodied in the College’s motto: *“Connecting Learning to Life.”* LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development. LCSC will strive to sustain its tradition as the most **accessible** four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure **affordability**. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of **strong personal values** and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

LCSC Core Values and Operational Approach: [These are common institutional themes that should be taken into account by LCSC units as they pursue the College’s vision through the development and execution of Unit Action Plans.] When preparing unit plans, faculty and staff planning teams should be mindful of the following attributes that, together, comprise LCSC’s institutional style/flavor and provide its competitive edge:

- Centralized guidance, cross-organization planning, and decentralized execution of programs. Impact: provides clear goals, enhances situational awareness, engages “operators” (those who interact directly with students/customers) throughout the planning process, and permits rapid response by LCSC to changes in the strategic or tactical situation.
- Small-team leadership by regular (as opposed to ad hoc or separate) line and staff working units. Impact: initiative is vested in line units that are in direct contact with students and customers—enabling rapid detection of changes/needs, timely adjustment of plans/programs, and exploitation of opportunities by those directly charged with executing daily operations. Leaders must be prepared to reorganize working and instructional teams as LCSC operations/functions change and grow to ensure that small-team leadership (and our “small school” advantage) is sustained.
- Programmatic Focus: Unit Action Plans should focus on programs—programs are the vehicles that translate objectives into action. Programs are the links between plans and budgets. Budget/resource decisions will be driven by assessment of their impact on program delivery.
- Process Orientation: Units should study the information flow patterns, decision mechanisms, and functions of players within their programs in order to improve delivery of LCSC services. It is critical to identify inter-/intra-unit coordination responsibilities and to institutionalize assessment/feedback mechanisms to enable timely adjustments to programs and services.
- Quality: The success or failure of LCSC’s programs rests on the quality of the learning experience for our students and the quality of services provided to our community constituencies. Decisions on course content, delivery modes/schedules, instructional techniques, and service delivery must be based on the needs of students and customers. Systematic assessment of program performance—and constructive changes to programs/processes made as a result of that assessment—are essential to sustain and improve the quality of LCSC programs.
- Infusion of the LCSC Vision/Image: The end product of Unit Action Plans should be programs that emphasize the unique flavor and strengths of the institution—personal interaction among faculty, students, and staff members; experiential (applied) learning opportunities; connections to groups/institutions in society; and a sense of “family” (a comfortable learning/working/living atmosphere marked by commitment, caring, civility, and collegiality).

- Multi-tasking and the “whole person” concept: In order to continue to deliver a small, private school experience at an affordable, public school price, LCSC faculty, staff, and administrators must be flexible and versatile. Cross-institutional collaboration and a willingness to serve in multiple capacities (teaching, leading, coaching, mentoring, influencing, serving) are essential to the success of the College’s integrated, threefold mission. This broad commitment to the institution as a whole and to its people is an integral element of LCSC’s family atmosphere. The opportunity for students and community members to see faculty and staff functioning as team members in multiple settings—in and outside the classroom/office—helps to instill a whole-person approach and supports the SBOE vision of producing “...*contributing members of society.*”
- Integrity: Unit Action Plans should be simple, straightforward, and honest (creating flashy marketing brochures is not the goal)—the primary user/target audience for each Unit Action Plan is the unit that develops and executes the plan. Units should analyze their niches, assess challenges/opportunities, and identify (in concise, outline form) the actions/programs that are needed to meet real-world needs.

STRATEGIC GOALS – OBJECTIVES
“Quality, Access, Relevance, Efficiency”

SBOE (and DPTE) Goals/Objectives: The current SBOE Statewide Strategic Plan (2000-2005) specifies that the Plan’s “*common goals and objectives . . . be incorporated into each agency and institution strategic plan.*” The following list is an abbreviated outline of goals and selected objectives promulgated by the Board and the Division of Professional-Technical Education. LCSC Unit Action Plans (UAPs) will support these statewide goals/objectives as well as the specific institutional objectives of the College, including those detailed targets promulgated through Presidential Program Guidance (PGs) outlined in Annex D. LCSC units should reflect upon the SBOE/DPTE strategic goals/objectives as one of their tools to assess whether unit programs are fulfilling their mission [most of the SBOE/DPTE goals are broadly philosophical and are not paired with measurable performance or timing parameters; however, they do provide a qualitative basis upon which actionable plans can be based]. Unit Action Plans do NOT need to make explicit reference to SBOE goals/objectives applicable to their program elements unless the relationship between a program and the state’s strategic goals/objectives is not obvious.

Note: The omission of any SBOE or DPTE objective from the following abbreviated list is not a reflection upon the applicability or importance of that objective—the list does not repeat objectives that apply primarily to institutions other than LCSC or that are implicit in LCSC’s normal operations. For complete lists of the current SBOE and DPTE goals and objectives, see the “Strategic Plans” link at <http://www.lcsc.edu/ir>

Goal I (SBOE): “...continuously improve the quality of Idaho’s education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.”

Goal I Objectives (11 total SBOE objectives, 5 total DPTE objectives):

- SBOE Obj 4: Increase “... public confidence in the Idaho education system through performance-based (what students know and can do) assessment of education programs.”
- SBOE Obj 6: “Maintain institutional and attain/maintain specialized accreditation in areas appropriate to the institutional mission.”
- SBOE Obj 8: “Develop a career continuum and compensation system for teachers, faculty, and staff...”
- SBOE Obj 10: “Eliminate dangerous conditions...promote safe, productive learning environments organized for student and teacher success.”
- DPTE Obj 2: “Develop and improve the delivery of professional-technical programs and services, including Agriculture Science and Technology, Business and Office Technology, Career Guidance, Emergency Services Training, Family and Consumer Sciences, Health Professions, Marketing Education, Tech Prep, Technology Education, Trade and Industry, and Workforce and Technical Training.”
- DPTE Obj 3: “Provide qualified professional-technical educators.”

Goal II (SBOE): “Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.”

Goal II Objectives (7 total SBOE objectives, 7 total DPTE objectives):

- SBOE Obj 2: “Ensure Idaho’s educational system operates as a ‘seamless’ system . . . facilitate mobility among education programs and services...encourage articulated credit between secondary schools and postsecondary institutions and among postsecondary institutions...develop universal access to library services...”
- SBOE Obj 3: “Provide opportunities for all citizens, in all parts of the state, to obtain needed education, training...through appropriate delivery modes at convenient locations. Develop a statewide infrastructure...capable of converging voice, video and data technologies. Support an environment...using leading edge software in the educational process. Strive for flexible technology systems that support industry-accepted, open standards and have a high degree of interoperability and compatibility...”

- SBOE Obj 6: *“Increase the rate of postsecondary school attendance and improve opportunities for high school graduates to continue their education at postsecondary institutions. Expand state-supported scholarship and financial aid opportunities. Seek improved state appropriations for postsecondary education services to reduce reliance on student fees.”*
- SBOE Obj 7: *“Expand outreach...and partnerships (public, private, in-state, out-of-state) to meet Idaho’s growing educational, environmental, societal, cultural and economic needs.”*
- DPTE Obj 1: *“Increase the availability of high demand training programs/options.”*
- DPTE Obj 4: *“Strengthen linkages with local, regional, and state agencies to provide training for new and existing industries.”*
- DPTE Obj 5: *“Align secondary and post-secondary professional-technical education.”*
- DPTE Obj 7: *“Expand opportunities that help targeted individuals participate in professional-technical programs and services..”*

Goal III (SBOE): *“Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho’s citizens, workforce, business, industry, and local, state and federal government.”*

Goal III Objectives (6 total SBOE objectives, 7 total DPTE objectives):

- SBOE Obj 1: *“Develop a more realistic approach to educational program approval and funding making sure that funds are distributed equitably...”*
- DPTE Obj 1: *“Assess, prioritize and forecast professional-technical workforce needs.”*
- DPTE Obj 4: *“Develop and improve professional-technical education incorporating industry standards and employer expectations.”*
- DPTE Obj 5: *“Provide access to the latest equipment and technology in professional-technical education programs to meet industry standards.”*
- DPTE Obj 6: *“Maintain a system that supports high placement and completion rates for professional-technical education students.”*

Goal IV (SBOE): *“Ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.”*

Goal IV Objectives (11 total SBOE objectives, 3 total DPTE objectives):

- SBOE Obj 2: *“Ensure that Idaho high school graduates are prepared to enter and succeed in the post-secondary education system...”*
- SBOE Objs 3 and 4: *“Continue to refine and update institution...role and mission statements to provide focus and eliminate unnecessary duplication of programs and services....Foster partnerships and cooperative ventures among the agencies and institutions within the education system”*
- SBOE Objs 5 and 6: *“Seek increased levels of state, local, and private sector support for all education programs....“Provide accountability...by identifying and measuring performance throughout the education system.”*
- SBOE Obj 7: *“...increase retention of college students who are seeking their degrees/certificates.”*
- SBOE Obj 10: *“Encourage and reward innovative approaches for organizing and delivering education, training, rehabilitation, and information/research services.”*
- DPTE Obj 2: *“Ensure funds designated for the State Professional-Technical Education System are consistently managed to support the role and mission.”*

LCSC Goals/Objectives: The following is an outline of overarching strategic goals and objectives [selected excerpts from the March 2001 report from the Strategic Planning Team] that were developed to serve as a baseline for detailed, follow-on planning. Unit Action Plans should support the following general goals (along with State goals/objectives) and should address the specific planning objectives listed in the current iteration of the Strategic Plan, as elaborated in the detailed instructions provided under separate cover in Annex D (“President’s Strategic Program Guidance”).

I. Provide a collaborative learning environment that uses our flexibility and size to advantage.

- *Maintain and improve a personal and friendly small college atmosphere*
 - *Support faculty-staff-student interactions which foster achievement, motivation, retention, and responsibility.*
 - *Maintain and improve a college environment where diversity and social unity are championed.*
 - *Work to ensure a healthy physical, mental, and financial environment for students, faculty, and staff.*
- *Develop a constellation of activities for students living on or off campus which connect curricular and extra curricular experiences*
 - *Develop mechanisms to identify students’ preferences for participatory, interactive, and spectator activities.*
 - *Allocate sufficient resources to nurture identified activities.*

- *Develop a collaborative governance structure and institutional leadership to support and enhance challenging and rigorous curricula*
 - *Arrange elements of the organizational structure to be mutually and synergistically supportive and consistent with the College's Vision and Values.*
 - *Recruit and develop leaders at all institutional levels who are committed to the College's Vision and Values.*
 - *Create a flexible organizational process that incorporates the creative input of faculty, administration, staff, and students to support the College's curricula.*

II. *Foster excellent and distinctive programs and services that empower our students and contribute to social and economic betterment.*

- *Reassess our current programs and services in light of the College's vision and values*
 - *Monitor trends, situations, and needs in Idaho, the region, the country, and the world that require solutions.*
 - *Develop programs that empower our students and contribute to social and economic development.*
 - *Focus the role of distance education and nontraditional means of delivery.*
 - *Assess effectiveness and quality of programs and services and modify or eliminate those that do not meet established criteria.*
- *Empower our students to meet their career and employment aspirations.*
 - *Ensure optimal learning by maintaining small class sizes.*
 - *Emphasize instruction and advising by full-time faculty.*
 - *Exploit the unique interdisciplinary opportunities afforded by having liberal arts, professional studies, and professional-technical programs on the campus.*
 - *Infuse and enhance experiential education throughout the curriculum.*
 - *Assure professional proactive advising, counseling, and instruction for at-risk students.*
 - *Encourage the formation of professional and academic honor societies...*
- *Enhance infrastructure, facilities and technology to optimize the effectiveness of programs and services.*
 - *Develop criteria and a method to prioritize and reallocate resources into operations and services that provide for viable programs and a greater focus.*
 - *Maintain an attractive and safe physical environment.*
 - *Update the Campus Master Plan in regard to facilities...*
 - *Develop and maintain additional master plans for infrastructure and technology...*
 - *Ensure quality, accuracy, and coordination in the College's publications...*
- *Ensure a quality faculty and staff which values and is committed to excellence.*
 - *Enhance professional development opportunities for faculty and staff.*
 - *Enhance collaborative opportunities for faculty and staff.*
 - *Provide fair compensation for faculty and staff.*
 - *Develop and implement a plan to enhance employee recruitment and improve employee retention.*

III. *Provide a variety of educational, social, and cultural activities which enrich the lives of our students and the citizens of Idaho.*

- *Provide clearly defined and carefully targeted off-campus courses and services.*
 - *Develop and offer carefully selected programs and courses (credit and non-credit) in outreach sites and outlying rural communities...*
 - *Provide quality alternative delivery courses...*
- *Provide focused cultural and social activities that foster community involvement, connect the College to its constituents, expand global awareness and enrich lives.*
 - *Provide selected social and cultural opportunities consistent with the College's Vision and Values.*
 - *Offer selected activities and events that invite local, state, national and international participation.*
 - *Encourage and support participation in state, national, and international activities*
- *Carry out focused and deliberate services that benefit our students and respond to the community's most critical educational needs.*
 - *Encourage faculty and staff to share their expertise with the community.*
 - *Facilitate student activities that cultivate life long habits of community.*
 - *Provide responsive training for regional employers.*
 - *Provide leadership in exigency situations within our region.*

IV. *Exercise stewardship by increasing organizational efficiency and ensuring financial stability through optimized use of facilities, human resources, and other institutional assets.*

- *Ensure appropriate levels of resource accountability to the taxpayers of Idaho.*
 - *Continue needs assessments and cost analyses of all programs and services.*
 - *Revise institutional structure and instructional delivery to increase responsiveness and effectiveness.*
 - *Integrate campus-wide assessment and institutional research efforts.*
- *Enhance college infrastructure, organization, facilities, and technology to optimize the efficiency of programs and services.*
 - *Develop a monitoring and evaluation system to ensure continued progress on the Strategic Plan of Lewis-Clark State College...*
 - *Manage enrollment to optimize college resources and provide financial stability.*
 - *Improve institutional communication at all levels to improve efficiency, cooperation, and coordination of activities.*
 - *Prioritize and reallocate resources to be responsive to the needs of the college community and to provide greater focus to program and service offerings.*
 - *Improve employee retention through a comprehensive personnel plan.*
 - *Carry out college-wide...student recruitment and retention plans.*
- *Develop support within public and private domains to enhance instruction and activities.*

- *Ensure a timely budget process that is responsive to the priorities of the College.*
 - *Create an aggressive public information program to keep citizens informed about opportunities and accomplishments of the College.*
 - *Educate the community on the advantages/avenues of contributing financial and other support to the College.*
 - *Strengthen the connections between the college and its alumni.*
-

INSTITUTIONAL ISSUES

Instructional Issues:

Institutional Accreditation: LCSC has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1973 [note: this regional accreditation organization was known as the Northwest Association of Schools and of Colleges and Universities (NASCU) prior to 2003]. The College last hosted a full-scale (10-year) evaluation team from the Commission in October 1999. The most recent reaffirmation of LCSC's accreditation occurred in conjunction with the latest NWCCU evaluation visit (an interim visit in April 2003) that focused on institutional role and missions, institutional planning, institutional assessment, and advising for provisionally-admitted students. The next major institutional accreditation milestone for the College will be a 5-year interim report (regular) and visit in October 2004. Institutional assessment (and its integration with strategic planning, programming, and budgeting) will be one of the focal points of the October 2004 report/visit. The next full-scale accreditation visit for LCSC is expected to take place in 2009 (10 years from the date of the College's last full-scale accreditation evaluation visit in 1999).

Specialized Accreditation: Accreditation status for LCSC's primary emphasis areas is as follows:

- **Teacher Education:** Accredited by the National Council for Accreditation of Teacher Education (NCATE) in Spring 2000. The next accreditation visit will occur in Spring 2005.
- **Nursing:** Accredited by the Commission on Collegiate Nursing Education (CCNE) in November 2000. The next specialized accreditation visit is scheduled for 2010.
- **Justice Studies:** No specialized accreditation for this area.
- **Social Work:** Specialized accreditation is provided by the national Council on Social Work Education (CSWE). The program received full accreditation during the last CSWE visit in Spring 2000. The next visit will take place in 2008.
- **Business:** A roadmap for attaining specialized accreditation is addressed in the Business Division's strategic plan, approved by the President in December 2003.
- **Professional-Technical Education Programs:** The Business Technology & Service (BTS) Division is pursuing specialized accreditation for the Medical Assistant program through the

American Association of Medical Assistants (AAMA) with accreditation anticipated in Fall 2005.

Student Issues:

- **Growth in Demand.** Current trends, e.g., the rapid growth rate of Idaho’s population, coupled with the state’s stated aim to provide greater access to higher education (currently, less than half of the cohort of high school graduates in Idaho continues on to post-secondary education—one of the lowest college participation rates in the nation) suggest that the long-term demand for LCSC’s services will continue to grow and that additional resources will be needed to increase the College’s capacity to deliver educational and training programs. To meet its assigned mission, LCSC must expand its capacity to provide programs—analysis is required to identify the specific areas in which program demand is most critical. When developing Unit Action Plans that address the expansion of current programs or the establishment of new programs, LCSC units should strive to preserve or improve current levels of accessibility, both in terms of costs (e.g., credit hour, text book, and course fees), availability (e.g., scheduling locations, times, and recurrence of courses), and program content/quality (i.e., relevance, student engagement, close interaction among students and faculty, practical application of skills/knowledge, etc.).
- **Market Differentiation.** The student population served by LCSC is similar to student populations attending the other public institutions of higher education in Idaho, although the profiles of each student body are affected by the geographic locations of colleges/universities and the mix of programs offered at the various institutions. In a broad sense, LCSC “competes” for students with other public and private higher-education institutions in the Northwest on the basis of the quality of life/small school atmosphere, affordability, and individual program quality. However, LCSC will continue to maintain a collaborative relationship with its sister educational institutions within Idaho—the primary objectives of sustaining/enhancing program quality are to increase Idahoans’ access to programs they need, improve retention and satisfaction levels for our students, and to ensure that LCSC graduates/completers are well-prepared for productive and meaningful careers and lives. Against this general backdrop, there are several distinctive characteristics of LCSC’s student population, vis-à-vis other regional institutions, that should be taken into account during the preparation of Unit Action Plans:
 - A high proportion of first-generation college students with aspirations for success, but with limited exposure to the culture/atmosphere of college life and/or getting along in “the city.” Native Americans, CAMP students, other students from rural areas, and international students may need special programs and/or individual help to become acclimated to the atmosphere, culture, and manners of the college environment. LCSC units (along with faculty, staff, and fellow students) must to be attuned to social as well as academic developmental needs to ease initial transition and integration of these students into small personal support circles/teams.
 - A high proportion (approximately 85%) of working students, many struggling to support a household while working full or part-time as they pursue coursework. Most LCSC

students do not reside on campus—most commute to classes and/or rely on distance courses to enable them to balance their education, household, and work obligations. Unit Action Plans should realistically assess non-traditional schedule patterns (the availability of afternoon, evening, and/or weekend classes within their programs) as a means to tailor programs to meet student demand and needs.

- A high proportion of “non-traditional” adult students who have returned to higher education after spending many years outside a classroom environment. These students typically can tap on maturity and practical life experience as assets, but may need developmental (remedial) coursework or familiarization training with information technology to make the most of their studies at LCSC. Accurate placement mechanisms, close attention to course/competency prerequisite policies, and a willingness to follow a step-by-step building block approach are critical to program success.
- A high proportion of students who may transfer into (or out of) the College after completing associate degrees, or after earning basic or advanced certificates, or who may be pursuing specific goals/interests that do not entail full programs. This factor is related, in part, to LCSC’s state-mandated community college mission. Some students may be pursuing top-off courses, seeking individual academic or professional-technical skills, striving to attain or increase basic literacy, etc. For these students, success is measured by different milestones than traditional four-year students. Units must be able to differentiate and monitor completion rates for students pursuing discrete or incremental tracks within typical one- to four-year programs. Clear identification of intermediate milestones within program plans (e.g., clearly identifying the courses required for completion of an associate’s degree en route to a baccalaureate degree, or listing the requirements for a basic certification en route to an advanced certificate), coupled with a General Education Core curriculum that is highly interoperable with other Idaho institutions, will facilitate transfers into LCSC and may increase retention rates by encouraging students to “hang on” long enough to attain one- or two-year milestones on the path to their final goals.
- As a consequence of the high proportion of commuter students, LCSC faces challenges in finding both in- and out-of-classroom opportunities for students to bond and integrate with working/social groups (one of the important bases for a student’s overall institutional identity). Demand for active group participation within classes and for social, cultural, and recreational (including intramural) activities to meet the “whole person” needs of our students is higher than at campuses with predominantly residential student populations.
- A high proportion of commuter students and the relatively low cost of living in the Lewis-Clark valley and outlying areas must be factored into the cost advantages of LCSC over other higher education institutions in the region. Likewise, in the Coeur d’Alene area, the choices of traditional and non-traditional students in the North Idaho College-LCSC “pipeline” are influenced by the relative cost/fee structures of both colleges. Taken as a whole, these demographic and market factors may result in higher price-elasticity for current and potential LCSC students—that is, relative to peer institutions,

LCSC's demand curve may be more sensitive to increases in student matriculation fees, lab/course fees, textbook costs, etc. Therefore, control of student costs is essential in order to sustain access for Idaho's citizens to LCSC's unique blend of academic, professional-technical, and community support/service programs.

Infrastructure Issues

Personnel Issues:

- **Staffing levels.** LCSC enters the next five-year planning window (FY05-FY09) with very lean staffing levels, especially in light of the recent growth in enrollment at the College [28% growth in headcount between Fall 2000 and Fall 2003]. Budget cuts and holdbacks in appropriated general education and professional-technical funding for both FY02 and FY03 led to reductions in faculty and staff positions with an aggregate full-time equivalent (FTE) impact of over 16 positions being eliminated and a number of searches for open positions being delayed. Flat funding for FY04 (coupled with an additional compulsory 3% reversion of appropriated funds at the close of FY03) created additional pressures on staffing levels, and a net increase of approximately 4 FTE positions in FY04 was funded internally to help cope with enrollment growth.. LCSC has used a combination of “vertical” and “horizontal” cuts/reallocations—based on programmatic impact—to sustain its essential missions during a prolonged, austere budget environment. Thanks to this conservative strategy, LCSC will be able to establish approximately 9 additional FTE positions in FY05, largely from internal reallocation of funds, to cover continuing program growth. Net personnel levels are still below the FY01 level, despite the significant increase in LCSC enrollment and key program startups (e.g., LPN and Rad Tech). At the time of writing of this plan, several key vacancies have not been filled—these duties are being covered on a temporary basis by other administrators, staff, and faculty, as economy measures. Further, LCSC's President has directed the consolidation of the College's three vice presidents to a two-vice president structure, effective in July 2004, in order to shift resources from the superstructure of the administration closer to the middle-level and line personnel who provide student instruction and services.

Although recent budget holdbacks have been apportioned uniformly to all higher education institutions in the state regardless of mission areas or efficiency of program delivery, the net effects of budget cuts on LCSC tend to be more pronounced because the College was already operating at high efficiency before the repeated rounds of across-the-board cuts, and because reduced/flat budgets disproportionately penalize institutions with larger growth rates and lower student fees/tuition. Many LCSC functions now operate at essentially irreducible levels—single individuals or units often carry out multiple functions and execute responsibilities that are carried out by much larger or multiple offices at sister institutions. Within reasonable limits, this strategic approach enables the College to operate with exceptional efficiency, but Unit Action Plans must take into account two key factors: 1) budget increases (or decreases) are not proportionally “scalable” to all operational and administrative support elements, and the impact of budget cuts/increases will not be linear [e.g., a 15% cut in a given area could eliminate 100% of that function]; 2) because daily LCSC operations rely on highly experienced employees who often operate independently

with little back-up, personnel turnover can have a greater negative impact on daily operations (due to learning curve effects) than at larger institutions. Therefore, UAPs may need to shift internal resources or tap external support when personnel changes are planned.

- Salaries. On average, compensation levels for LCSC faculty and staff lag behind those of the College's peer institutions, and salary compression/inversion continues to be a problem. The College weathered a two-year salary freeze (FY03-FY04) for higher education. In December 2003, the Idaho Division of Human Resources reported that 6.8% annual raises for state employees—for FY05 and the subsequent four years—would be required to redress the gaps in cost-of-living and market rates (14.6% for state employees on average). However, the state approved only 2% merit raises for FY05, and (for higher education), funded only 1.2%, driving LCSC to reallocate internal funds to make 2% raises possible and diverting much-needed funds from programs and operations. LCSC's plans for dealing with salary issues in FY05 were supported by a College-wide compensation review effort, and this process will continue into the planning phase for FY06 and beyond. LCSC's President has committed to (internally) fund promotions and to address, where possible, significant compression problems. For the longer term, a priority goal is to normalize the College's internal compensation review and external advocacy processes as part of a comprehensive Strategic Financial Plan.
- Other Funding Issues. LCSC's ability to meet student demand for programs and services in FY05 will be further limited by the state's decisions not to fund 1) occupancy costs for the Multi-Purpose Activity Center, 2) shortfalls in the Normal School endowment fund, and 3) adjustments to fund costs resulting from increased enrollment (the "Enrollment Workload Adjustment" formula which, historically, has been available to offset a fraction of the cost of increased credit hour production). These additional budget pressures, combined with LCSC's continuing enrollment growth, limit LCSC's ability to fund strategic initiatives and make it incumbent upon units to address within their UAPs for FY06 any anticipated cost increases associated with program delivery under each of the planning scenarios. Proposals for new initiatives should explicitly address the costs to start up—and later sustain—proposed program elements.

Finance Issues:

- Monitoring and Control of FY05 Budget Execution. Fallout from recent controversies over the processes for financial oversight and governance for Idaho's higher education system may (upon the completion of ongoing investigations) lead to new financial tracking and reporting procedures for all post-secondary institutions. In the meantime, LCSC is establishing a systematic budget review mechanism, at regular intervals during the fiscal year, for unit programs and major projects. This process will be one of the components described within the LCSC Strategic Financial Plans [outlined as one of the Presidential Program Guidance (PG) initiatives in Annex D]. For FY05, Vice Presidents will direct their units to develop models for annual expenditures/revenues and will conduct quarterly or semi-annual reviews of annual budget execution. Vice Presidents also will provide regular progress reports on any major capital projects and major ventures in progress.

- Planning parameters (assumptions) for FY06-FY09 funding levels. The following working assumptions will be used by LCSC units for the current planning-programming-budgeting cycle. [Note: final guidance will be provided in September 2004 when PGs, UAP templates, budget targets, and unit performance data are distributed to units through their respective Vice Presidents.] Unless otherwise directed, Unit Action Plans should include two scenarios for program/budget planning for FY06:

1) A zero-growth scenario (i.e., the same funding level as in FY05)

2) A 3.0% increase scenario.

These two scenarios are based on the total funding baseline for the unit and its programs (personnel costs, irregular help, operating expenses, and capital outlay). Do not address the possible impact of possible state cost-of-living or merit increases in UAP scenarios—these will be addressed separately in the work of the LCSC Compensation Review Committees.

For example, if a unit's total budget for all of its programs and personnel was \$100,000 for FY05, its UAP for FY06 should describe how it would execute its operations under a flat \$100,000 budget and under a \$103,000 budget level (disregarding any possible across-the-board state-funded salary increases). Of course, due to inflation and other cost changes, a zero-increase may represent a decrease in real-dollar funding for units, and these impacts should be clearly identified in the UAP. Describe how funds would have to be reallocated to sustain your highest priority programs, and/or the amount of shortfall you would experience under the scenarios.

New budget proposals—unfunded requirements. The UAP is also the vehicle for units to convey their requests for new budget requirements (programs, positions, equipment, facility modifications, etc.) through the supervisory chain to senior administration. Having addressed unit priorities for current operations under the two budget scenarios above, units are invited to provide their priorities for additional funding for new initiatives. If a unit intends to seek a new or increased budget line for an item in FY06, this item should be addressed in the UAP.

Long-term planning: for the out-years of the strategic planning window (FY07-FY09), assume an increase in funding (appropriations and student fees) of 3.0% for each of the three years. These conservative assumptions anticipate modest overall growth in enrollment and in funding from all sources for the duration of the five-year plan. This plan assumes that the rate of recent increases in student fees (11.8% FY03, 9.6% for FY04, and 8.5% for FY05), may not be sustainable indefinitely without undermining LCSC's accessibility. LCSC student fees, as a percentage of overall college costs, are approaching 25%.

- Overview of LCSC's Financial Planning Process. On the whole, oversight and execution of LCSC budgets by administrative staff and line units has been very effective—the result is that the College provides Idaho taxpayers with exceptional quality for dollars spent. Rational financial planning is complicated by a lack of specific program and budget guidance from the State at the beginning of the annual planning/budgeting cycle. LCSC's five-year

strategic plan outlines the process that has evolved since 2001 to link the College's plans, programs, assessment, and budgets. The year-long planning cycle described herein is intended to engage the entire College community in a highly interactive planning, programming, budgeting, and assessment cycle. Although appropriated funding comes to LCSC from several distinct sources, the internal allocation process should provide:

- Top-to-bottom visibility over funding sources used in College programs (general education, professional-technical, grants, service-based fees, athletic revenues, etc.)
- Transparency/availability of services to all LCSC students/customers, regardless of program funding sources
- Mechanisms to fund innovative and high-priority new programs and to respond to unforeseen budget needs

Another goal of the LCSC strategic planning process is to allocate resources to support programs on a rational basis—this is critical in the current system of State appropriations in which there is no direct relationship between appropriations and the size, quality, effectiveness, or demand for unit programs at institutions. [The State's higher ed funding approach has been based on a constant level of funding from one year to the next, with a fractional correction for changes in enrollment, skewed by an arcane set of weighting factors.] It is essential that LCSC, at the institutional level, close the loop by linking goals/objectives, programs, assessment, and budgets.

- Non-appropriated Funding. The President's strategic guidance (in place since the August 2001 campus-wide meeting) that all LCSC units should place high priority on expanding "enrollment and endowment" remains in force. Aggressive and innovative use of grant opportunities, support from regional businesses/institutions, and cooperative funding with community entities (as exemplified in the Nursing/Health Science Division's radiology technician program initiative and in the rent-free facility sharing arrangements developed for the Outreach Centers) will be essential factors in accomplishing LCSC's mission. Outside funding and fund-matching options for Unit Action Plan programs should be considered—and will increase the competitive edge for these programs.

Facilities Issues

The long-awaited Multipurpose Activity Center will be completed in FY05, and will have a major impact on LCSC's support to students and the community. The State withheld occupancy costs the facility for FY05, which will necessitate the reallocation of internal funds to support the unit. Obtaining occupancy funding for FY06 will be a high-priority budget priority during the upcoming legislative cycle.

LCSC's rolling long-term Campus Facilities Master Plan must be updated. The President's strategic Program Guidance (see details in Annex D) addresses initiatives to update the CFMP, renovate key campus facilities, accommodate enrollment growth for LCSC's programs in the Coeur d'Alene area, and develop a rapid-response plan to increase residential capacity in Lewiston. The pending opening of the Multipurpose Activity Center, the recently-approved construction of new classrooms in the Mechanical Technical Building complex, and the recent streamlining of the LCSC organizational structure will have snowball effects on space allocations as a result of position changes and realignments. Unit Action Plans for FY06 should address explicitly any space impacts of proposed program changes—as a rule classroom space will continue to have priority over office space through the duration of the current five-year strategic planning window.

Advancement Issues

LCSC has weathered the worst effects of the recent economic recession—including a sharp drop in the stock market—and with a new Director of College Advancement on board, has increased external funding. The average gift size to the Foundation has increased by \$20 per gift, Alumni giving has increased by 32% in FY04, and the endowment has increased by 69% during the same period. The unrealized appreciation on investments increased by \$100,000 (16%) in FY04, and seven new Foundation scholarships were added during the past year.

KEY EXTERNAL FACTORS

Unit plans derived from the LCSC Strategic Plan (i.e., Unit Action Plans, and, as applicable, unit strategic plans) should take into account, *inter alia*, the following external factors that will have a significant impact on mission accomplishment over the five year period spanned by the plan.

- **Economic.** As FY05 begins, Idaho and the nation continue to rebound from the economic recession that stultified higher education support over the past several years. State funding levels for higher education in Idaho tend to lag behind economic changes, in response to subsequent changes in state revenue levels. Demand for LCSC education, training, and community services tends to be counter-cyclical to economic changes (unlike the typical business cycle in which activity levels decrease when customer income levels fall). This effect is further exacerbated when short-term funding corrections destabilize College instructional programs that span two- to four-year periods. Until such time as statewide mechanisms are put in place to dampen these instantaneous effects and provide more stable funding for Idaho's educational institutions, all LCSC units are advised to carefully assess the fixed and variable cost components within unit programs/budgets, and be prepared to combine, eliminate, waive, down-scale, or postpone program elements or requirements in the event of a short-notice hold back or reversion of operating funds by the state (as occurred in FY02 and again in FY03).

As noted above, this plan assumes a 3.0% growth rate in appropriations beginning in FY07 and continuing through the out-years of the plan. The long-term economic growth prospect

for LCSC's area of operations is bright, but temporary economic dislocation (and the need for short-term retraining) may impact the College as a result of business decisions affecting key employers in the region. Units are advised to consider local community needs and conditions as they prepare their UAPs and long-term program plans.

- Security. The post-September 11th security environment—our Nation's ongoing struggle with international terrorism—will impact LCSC plans and programs for the duration of the strategic planning cycle. Impacts will include the following:
 - The Governor has directed all state agencies and institutions to carry out comprehensive emergency response planning, to include contingencies involving terrorism and possible use of weapons of mass destruction. LCSC's Emergency Response Plan (LCSC ERP-1) was developed to address a full range of contingencies. Training on ERP-1 command-and-control and emergency response procedures will be conducted by the College on an annual cycle, in accordance with the detailed provisions of the plan. Training and exercises will include coordination with other local/regional agencies and institutions that may be involved in responses to major contingencies directly involving LCSC, or other local units that may need LCSC assistance.
 - Additional diligence will be required, until further notice, with respect to facility and personal security and access authorization. The level of situational awareness of staff, faculty, and students must remain high. LCSC's in-house security capabilities are (and will continue to be) limited. Units and individuals must be ready to assume increased responsibility to protect personnel and property—"buddy care" and personal accountability are prudent and consistent with LCSC's family atmosphere tradition and institutional values.
 - Sustaining a personal, supportive learning/working/living environment for all LCSC employees, students, and customers remains a paramount concern. Increased security awareness and adherence to prudent procedures must not dilute the College's hospitality to—and personal bonds with—international students and visitors.
- Public Attitudes Toward Higher Education. Colleges and universities throughout the United States point with (deserved) pride to the accomplishments and traditions of the nation's higher education system. Few institutional plans acknowledge the fact that there is also widespread cynicism—in some cases hostility—among some citizens toward the higher education system. Rightly or wrongly, many constituents perceive that colleges/universities, in general, are not doing a good job in preparing students for productive lives as responsible citizens—there are stereotypes that colleges have become hotbeds for radical causes, or have become politicized, or have become havens for "ivory tower" academicians who are disinterested in (or use their positions to oppose) community values, traditions, and welfare. This attitudinal factor presents both a challenge and a strategic opportunity for LCSC. LCSC's exceptional institutional image—our emphasis on unifying different elements of society within our integrated threefold mission, our commitment to critical thinking and applied learning, our close integration with K-12, and our services to the community—can differentiate LCSC from the negative stereotypes described above. The impact of the

College's values and operating style—evidenced in our classroom and on-line learning environment and in our direct engagement with community members—will be amplified when viewed against the backdrop of public perceptions, expectations, and frequent disappointment with higher education nationwide.

- “Political” Factors. Unit leaders and personnel play a significant role in educating citizens and elected officials about LCSC’s unique learning/training environment and our track record of meeting our SBOE-assigned mission/goals/objectives with exceptional efficiency. LCSC’s operating efficiency (value for money) and operating style are not duplicated in other higher education institutions in the state or in the region. LCSC’s programs and students could not be absorbed by other institutions without increases in per-student costs and marked decreases in educational quality and support to the community. LCSC’s strategic advantages can be sustained as the College gradually expands its programs to meet demand by holding true to the College’s core values and operating style.

Awareness/appreciation of LCSC’s distinctiveness among local and state policy-makers is essential. It is unrealistic to expect all LCSC personnel to be lobbyists for the institution; however, unit personnel can impact the College’s political support by planning and executing programs that address our primary mission areas and reflect our distinctive operating style. Second, in developing Unit Action Plans, LCSC units and functional areas should bear in mind that the potential demand for educational, training, and community services exceeds the current capacities of all higher education institutions within the state. LCSC’s strategy (and our mandate from the SBOE) is to collaborate with institutions and agencies throughout the state to execute our mission areas. A zero-sum, competitive approach is inappropriate in terms of providing optimum value for tax dollars, or in sustaining strong political support for LCSC throughout the region and the state. Over the next five years, LCSC units will increase their collaboration with sister institutions and agencies—the end result will be increased synergy and interdependence among all institutions—and recognition that LCSC plays an indispensable role, not only to our primary constituents, but to the other institutions in Idaho.

LCSC STRATEGIC PLANNING PROCESS

Background: This Strategic Plan for FY05-FY09 is one component of a systematic strategic planning process for LCSC that began to take shape as early as 1999 to address several critical shortcomings:

- Earlier planning tended to be *ad hoc*, with no office or individual assigned responsibility for coordinating institution-wide planning efforts;

- There were tenuous connections between plans, unit programs, budgets, and program assessment;
- There was little systematic cross-unit coordination among functionally-related units during the planning process;
- In those cases where planning inputs were sought from internal stakeholders, there was heavy reliance upon one-time *ad hoc* committees as opposed to establishing and using standing operational units and coordination groups to develop, assess, and execute plans, following approval by the institution's chief executive.
- LCSC's organizational structure was not aligned with its role/missions, nor was it conducive to centralized direction and decentralized execution of plans, programs, and budgets.

A Strategic Planning Team, comprised of representatives from across the institution, laid the foundation for a new strategic planning process during the 2000-2001 academic year. A new President was appointed for LCSC by the SBOE in July 2001; one of the first initiatives of the new executive was to establish a central directorate for institutional planning, research, and assessment.

Faced with the prospect of statewide budget cuts in October 2001, the President initiated a rapid response, institution-wide strategic planning effort, coordinated through the College's new planning office, to develop program/budget options to deal strategically with various budget cut scenarios. Between October 2001 and March 2002, nine different committees (built upon the major functional areas and constituent groups at LCSC) identified program, budget, and organizational options and identified key strategic issues for follow-on work.

The groundwork laid in these earlier LCSC strategic planning efforts and the mechanisms used to meet strategic planning/budgeting challenges in FY02 were institutionalized in the FY03 planning cycle and have been carried forward into subsequent five-year strategic plans. As part of an overall process that is under continuing refinement, the strategic plan reflects several changes major changes from plans submitted prior to July 2002:

- It makes a conscious effort to comply with Idaho statutes and SBOE guidelines on annual strategic plans/reporting specified in state policies.
- It has been designed as a vehicle to provide strategic guidance to individual units and functional areas at LCSC to initiate the detailed planning phase in which Unit Action Plans are developed, reviewed, and integrated into institutional plans.
- It establishes a regular (continuous) annual planning cycle for LCSC that links the state-mandated annual strategic plan report; institutional strategies; unit plans, programs, and budgets; and program assessment in a unified, coherent process.

Organizational Structure: Annex A outlines LCSC’s organizational structure. The most significant change from the FY04-08 version of the plan is the consolidation of College functions from a 3-vice president structure to a 2-vice president structure (Provost and Administrative Vice President). This realignment streamlines the senior leadership superstructure, fully engages both Vice Presidents in student operations, and shifts responsibilities and resources to the mid-level and line personnel who interface directly with students. The new structure is scheduled to take effect in mid-July 2004—the detailed functional descriptions of the realigned units and a (new for FY05) listing of cross-organizational coordinating groups was in draft at the time of transmittal of this strategic plan.

State Performance Measures and LCSC Performance Measures: The current list of state Performance Measure parameters (a common set of measures established by the SBOE for all postsecondary institutions) and “unique” LCSC Performance Measures is located in Annex B. [Reports on statewide and institution-unique Performance Measures are submitted annually, by September 1, to the Division of Financial Management.] Performance Measures are intended to provide a “measure of merit” tracking mechanism that can be used as one of the determinants in the program evaluation and budgeting process. Performance Measures should be directly related to College/unit programs. [Note: the Office of the State Board of Education (OSBE) recognized in 2003 that the current list of statewide and unique institutional Performance Measures is in need of a major overhaul. The current list duplicates other institutional, state, and federal reports and, in many cases, lacks quantifiable, mission-relevant parameters. LCSC will continue to report on the current set of measures until a revised system is put into place by the Board.]

LCSC Strategic Planning Cycle: Annex C outlines the steps/phases in the College’s annual strategic planning cycle. The annual planning cycle is designed to mesh with the schedule of state planning and budgeting timelines. Each annual planning cycle results in an update of the LCSC five-year strategic plan. The process links SBOE goals and objectives and the state budget process to LCSC plans, programs, and budgets. The center of gravity of the LCSC strategic planning process lies at the programmatic level—programs are the living entities that link plans to budgets—programs are the mechanism through which we touch and serve our constituents—programs are the fundamental building blocks of unit strategic plans and Unit Action Plans. This focus upon unit programs is intended to drive institutional planning, programming, and budgeting from the student/customer interface back up through the rest of the system (as opposed to a trickle-down approach). The annual planning cycle provides a mechanism to sustain the College’s missions in all anticipated funding scenarios—i.e., in “lean” years as well as in “normal” years in which funding matches demand. The planning, programming, budgeting, and assessment process is challenging for any budget scenario, as units work to prioritize program needs and support tough decisions on how to allocate (or cut) dollars and human capital. LCSC’s integrated planning-programming-budgeting system has been refined continually since October 2001, and LCSC personnel are encouraged to suggest further refinements to the process so that the College can continue to benefit from the learning curve.

Unit Action Plans (UAPs): Vice Presidents and the other heads of units that report directly to the Office of the President are responsible for directing the unit planning and budgeting efforts for their subordinate functional areas. Vice Presidents will provide detailed direction on UAPs to the specific units and functional areas within their respective areas. Vice Presidents will

collect, assess, collate, and cross-balance, as necessary, plans/programs/budget proposals from all of their units prior to submitting collated plans to the President, through the Director of Institutional Planning, Research, and Assessment.

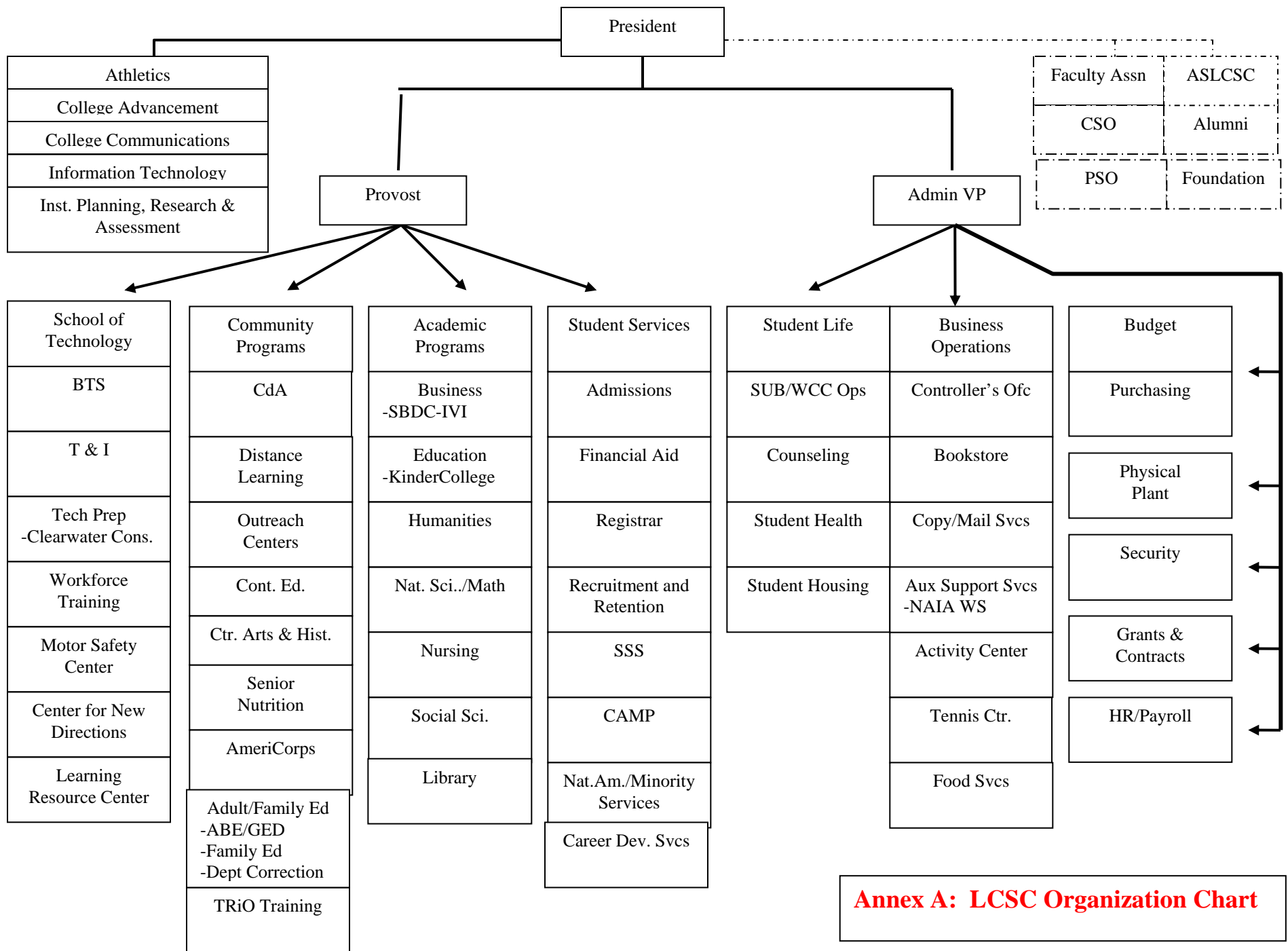
Unit Action Plans (UAPs) should be practical program planning tools for the units themselves—they should concisely and clearly convey unit requests, recommendations, and/or alternative options back up the chain, to inform intermediate supervisors and counterparts in other units in the College, and, ultimately, to provide the best possible advice to support the President’s programmatic and budget decisions. UAPs should reflect decisions made as a result of program assessments conducted during the previous planning cycle. Within these practical constraints, there is wide latitude in the format of UAPs (Vice Presidents may specify formats to best fit their units’ functions)—a generic template for Unit Action Plan formats will be provided for distribution to units by Institutional Planning prior to the beginning of Phase I of the annual planning cycle (on or about the beginning of September). Each UAP will concisely describe the unit’s functions, staffing status, and budget allocations (all sources). Unit programs (majors, service activities, operating modes, as appropriate) will be described. Performance indicators (assessment parameters) for programs will be outlined. Proposed program changes—including any options for new, unfunded budget initiatives—should be presented, along with justification and resource implications (dollars, staff, space, etc.). Each unit should list its top priorities (e.g., challenges, changes that should be made, programs in peril, programs that must be sustained at any cost, etc.). When multiple options exist for achieving unit goals, units should clearly separate and describe these in the UAP. Some units also have (or may wish to develop) stand-alone, long-range strategic plans that amplify or complement the concise material presented in their UAPs. Notify IPRA of any unit strategic plans—these will be listed in Annex F (“Family of Plans”) of the LCSC Strategic Plan. The compilation of all UAPs (internal distribution only) will constitute Annex E of the LCSC Strategic Plan, and will be maintained by IPRA.

The first iteration of Unit Action Plan development should be carried out by all members of the unit—cross-institutional collaboration from functionally-related units is highly encouraged. After units draft their UAPs, Vice Presidents will convene review committees (Functional Area Review Groups) within their functional areas (with cross-representation, as appropriate) to review, compare, and revise plans. Vice Presidents will review UAPs and may develop additional recommendations to harmonize (gain synergy) from consolidated plans within their areas of responsibility. Vice Presidents will present consolidated unit/functional area plans to the President for final review and approval. The system is designed to permit iterative adjustments to plans to facilitate bottom-up, cross-institutional, and top-down interaction of all key players. The Director of Institutional Planning, Research, and Assessment (IPRA) and the Budget Director will be available to assist units, functional areas committees, and supervisors in all phases of the planning process.

Using the program assessment data and the UAP template and planning information forwarded through the Vice Presidents, units will develop UAPs that address execution issues for the current year (FY05), program options/budget scenarios for the following year (FY06), and, if desired, long-term recommendations for the out-years of the five-year planning cycle (FY07-FY09).

Presidential Program Guidance: Unit Action Plans (UAPs) will describe/propose programs that fulfill the goals and objectives of the SBOE and the College (outlined earlier in this plan), accomplish LCSC's assigned missions, and reflect the College's vision and operational modes/values. In addition to meeting these overriding and continuing goals/objectives, units will address any specific Program Guidance (PG) directives assigned by the President in Annex D that impact unit programs. Vice Presidents may supplement Program Guidance with additional directives applicable to their respective functional areas and units. Annex D (PGs) contains a list of issues/initiatives to be addressed in the current strategic planning cycle.

Planning Reference Materials: Copies of planning materials for the current planning cycle will be promulgated by the President's Office (via IPRA), to Vice Presidents and heads of direct reporting units, and thence to individual LCSC units, in accordance with the annual planning cycle outlined in Annex C. Reference libraries of all planning documents will also be maintained on the Institutional Planning, Research, and Assessment (IPRA) Internet and Intranet websites. For Internet reference, see <http://www.lcsc.edu/ir>. To review planning materials on the LCSC Intranet, double click on "Assessment and Planning Info"—you will then be linked to the IPRA Intranet site.



Annex A: LCSC Organization Chart

ANNEX B: Performance Measures

I. State Performance Measures [Applicable to all institutions—excerpted from SBOE Statewide Strategic Plan (2000-2005)]

These postsecondary performance measures, adopted by the State Board of Education in November 1999, are for use by all public, postsecondary institutions. [LCSC submits a report on these parameters by September 1, each year.]

1. Head count of first year student applications, admissions, and enrollment (academic and vocational-technical). Use headcount of students applying for, accepted for, and enrolled in the fall term. Include both academic and vocational-technical data. Include both full and part-time students. A first-time student is one who has never enrolled in any college or other post-secondary institution since leaving high school, although he or she may have earned advanced placement credit. Students who enroll for the first time in the summer are included in the fall count. (The definition of the cohort is compatible with those for the federal Graduation Rates Survey (IPEDS-GRS-1) and the NCAA graduation rates reports, although they are based on full-time students only.)

2. Number of credit hours taken by first year academic and applied technology students (resident and non-resident) within one year of high school graduation and returning adults in remedial and/or developmental coursework (mathematics and English) and enrollment in and completion of next college level courses. Use the cohort of new first year students enrolled from measure #1. Include the percentage of those students, academic and vocational-technical, who enrolled in any remedial course, the total number of credits taken in mathematics and English during the first academic year of enrollment (fall and spring semesters), and enrollment in/completion of subsequent college level courses.

3. Retention of new first-time, full-time degree seeking students to the second year or to program completion if the vocational-technical program is less than one year. Use the cohort of new first year students enrolled from measure #1. Use only first-time, full-time students. Include both number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).

4. Graduation rates in 100%, 125% and 150% of catalog program length, as defined through credit hours, of first-time, full-time, first-year students and total credits earned by bachelor's degree-seeking graduates. Use the cohort graduation rates for full-time, bachelor's degree seeking students and other than bachelor's degree seeking full-time students from the IPEDS-GRS-1, using data from lines 11, 11a, 12, and 46 of the IPEDS report.

5. Undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use totals from PSR-1.7, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.

6. Pass rates on selected licensing or certification exams as compared to national or state norms where available. Use data as submitted to the Division of Financial Management.

7. One page summary of employer satisfaction surveys for recent graduates and those completing vocational-technical programs. Narrative summary of employer satisfaction surveys, where available, and tabulated data by program. Summary information from vocational-technical program leavers report.

8. Number of students transferring from Idaho educational institutions by institution. Show the number of transfers into your institution from each losing institution.

9. One page summary of outreach and public service programs and executive assessment of outcomes. Include the number of K-12 partnerships and average number of teachers/students per partnership. Use number of non-credit courses and institutes, BERS courses to assist elementary and secondary school teachers, listing of students and teachers served by K-12 partnerships, and department-based programs that assist government, business, and industry.

10. Annual dollar amount expended on externally funded research and other external grants and contracts. Report total amount expended in research and grant categories.

11. Degrees and certificates awarded. Use data from IPEDS Completion Survey (IPEDS-C).

12. One page summary of collaborative efforts with other organizations (public/private) in support of the agency/institution mission.

II. LCSC (Agency/Institution Unique) Performance Measures (Adopted April 3, 2000)

1. Annual non-duplicated headcount of credit and non-credit instruction.
2. Success rate of students admitted on a provisional basis. (Headcount of students completing certificates or degrees originally admitted on a provisional basis. Provide a narrative summary of support services provided for this group of students.)
3. Satisfaction with teaching. (A one-page summary of student satisfaction with teaching and related factors.
4. Rate of placement for all students. (This expands statewide postsecondary measure number seven to all graduates.)
5. Overall expenditure structure (current funds only) from top ten AGB [Association of Governing Boards] indicators.
6. Percent of living Alumni who have given at any time during the past five years.
7. Three-year rolling average of funds and property received.

ANNEX C: LCSC FY05 Strategic Planning Cycle Timelines (AY2004-2005)

- 1 July: LCSC five-year strategic plan update submitted to SBOE (upon receipt, OSBE forwards a copy to Division of Financial Management (DFM). Execution of current Fiscal Year (FY05) budget begins. Planning begins for next FY budget (FY06).
- Beginning of Fall semester: Campus meeting (19 August); strategic plan overview. President's Council and other key committees review strategic plan and Presidential Program Guidance items and provide comments/inputs, as desired, through normal channels to the President's office. Key constituency groups—Faculty Association, Classified Staff Organization, and Professional Staff Organization—nominate observers for the Functional Area Review Groups]
- 1 September: Statewide and institution-unique Performance Measures report due to SBOE and DFM.
- 7 September: [**Phase 1** begins.] Following Vice Presidential review and Presidential approval, the final versions of the President's strategic Program Guidance (PGs listed in Annex D), UAP format templates, budget targets, program planning information, and Functional Area Review Group committee lists are sent to units, via Vice Presidents. [Units begin preparation of UAPs (and any separate reports specified by PGs) for budget execution (current year—FY05), budget planning (next year—FY06), and out-year planning (FY07-FY09 and beyond).]
- 29 October: Unit Action Plans due to Vice Presidents, with copy to Institutional Planning, Research and Assessment (IPRA); or to Office of the President, through IPRA, for those units reporting directly to the President).
- 1 November: [**Phase 2** begins] UAPs are reviewed by Functional Area Review Groups (review committees), augmented by representatives from functionally-related units and key constituent organizations. UAPs can be revised by units throughout Phase 2.
- 19 November: [**Phase 2** ends] Updated versions of UAPs and FARG committee reports are forwarded to the respective Vice-Presidents, with info copies to IPRA.
- 29 November: [**Phase 3** begins]. Vice Presidents review and harmonize (cross-balance) plans/programs/budget estimates for their subordinate units and work with units to revise UAPs, as necessary.
- 6-17 December: [**Phase 4** begins] Functional Area Review Group chairs and Observer Group chairs (Faculty, CSO, PSO) present their committees' reports to the President.

- 5 January: [**Phase 5** begins] Based on Presidential guidance at the end of Phase 4, Vice Presidents work with units to adjust programs and flesh out unit budget proposals. Phase 5 culminates in April when final budget proposals are forwarded from Vice Presidents to the President. Budget advisory/liaison committees review final plans.
- 1 April: Vice Presidents submit final budget/program plans for upcoming fiscal year (FY06) to Budget Director. Units commence annual assessment of programs (program reviews) for the current academic year (2004-2005). [For details on the annual assessment process, see LCSC Institutional Assessment Plan (LCSC IAP-1)]. Budget plans may require further adjustment after the April milestone, subject to the date on which the Legislature enacts the next year's budget.
- 1 June: Vice Presidents provide consolidated annual program assessment results (through end of Academic Year 2004-2005) for their reporting units to the President, with copy to IPRA. President's Council provides assessment/inputs to President on the LCSC Strategic Plan/Planning Process, for consideration in the update of the Strategic Plan for the next fiscal year (Jul 2005).
- Mid-May (Professional-Technical Budget), 1 June: finalized LCSC budget request is approved by President and submitted by the Budget Director to SBOE and DFM.
- 1 July: Strategic planning, programming, budgeting cycle repeats.

ANNEX D: President's Strategic Program Guidance (Outline of "PGs")

[A complete list of PGs is maintained by Office of Institutional Planning, Research, and Assessment (IPRA)--[Internal Distribution Only](#)]

Purpose: Each planning cycle, the President supplements the general guidance in the Strategic Plan with additional Program Guidance items (PGs) applicable to specific units or functions. PGs describe issues for analysis or action that may have been recommended by constituencies within LCSC during the previous strategic planning cycle. PGs also may respond to major issues originating at the State or Federal level or to issues that have been identified by the Idaho College and University Presidents Council as having an impact on institutions throughout the state, or they may be issued to pass information to personnel across the college about significant initiatives that are being undertaken within various functional areas.

Unit Responses to PGs: Each PG is numbered and tracked by Institutional Planning, Research, and Assessment (IPRA) until completion, termination, or combination into another PG for the subsequent planning cycle. Each PG has a short title and an assigned Office of Primary Responsibility (a leader is designated in those cases where multiple individuals/units are involved). A target completion date is also specified. Individual PGs provide details on the action to be taken: in many cases, the issue can be addressed within the affected unit's Unit Action Plan (UAP). In others, a stand-alone action, assessment, plan, or report is requested.

PG Format (example):

PG-05-XX: Short Title. [Legend: "PG" = Presidential Program Guidance; Number "05" indicates FY05 cycle; "XX" is a sequential number for tracking; **Short Title** (self-explanatory)]

OPR: LCSC Office of Primary Responsibility (OPR) [assigned by Vice Presidents]

Guidance: Description of issues/tasks to be addressed in Unit Action Plans (UAPs) or, when specified, in separate reports.

Outline of Action Areas Addressed in Current PG List:

- Assist OSBE in revision of SBOE Strategic Plan and Performance Measures process
- Support NWCCU accreditation visit (5-year interim visit)
- Update strategic plan for Athletics (long-range plan and Title IX compliance)
- Update Retention strategic plan
- Formalize faculty/staff compensation review process
- Implement strategic Financial Plan
- Implement electronic ID card system
- Update IT Long-Term Plan
- Review LCSC baccalaureate degree tracks
- Review coordination mechanisms for Accelerated Learning (dual-enrollment) courses
- Continue fundamental review of General Education program
- Refine and support execution of 8-year academic plan

- Develop re-capitalization plan for equipment in School of Technology
- Update Coeur d'Alene long-range strategic plan
- Update of Campus Facilities Master Plan (CFMP)
- Explore options for space management; activate space/facilities review committee
- Pursue initiatives to increase Residence spaces
- Expand Intramural sports and club sports initiative
- Explore service learning concepts and coordination of volunteer programs
- Implement surveys for supervisor performance feedback, student and faculty/staff feedback, and unit support of internal/external customers
- Explore feasibility of establishing a consolidated testing center on the Lewiston campus

ANNEX E: Compilation of Unit Action Plans

[Maintained by Office of Institutional Planning, Research, and Assessment (IPRA)—individual UAPs are for [Internal Distribution Only](#)]

The material compiled in this Annex of working documents falls into two categories: planning reference materials, and copies of Unit Action Plans (UAPs) and unit strategic plans submitted during the planning cycle described in Annex C. All items will be maintained electronically to facilitate rapid dissemination, quick reference, and ease in modifying drafts.

Planning Material: At the initiation of Phase 1 of the planning cycle (on or about the beginning of September), IPRA will transmit the following planning aids to Vice Presidents for dissemination to all units

- UAP Timelines (calendar indicating due dates, start point for planning phases, etc.)
- UAP Program Guidance (PGs): Specific guidance to units on actions to be addressed within their functional areas, as assigned by President and Vice Presidents. The guidance in PGs applies to designated units and individuals—this guidance complements the general guidance in the LCSC Strategic Plan that is applicable to all units
- UAP Budget Targets: a synopsis of budget book parameters and expected funding levels for use in developing UAP budget scenarios—provided by Budget Director.
- UAP Template: describes formats for UAPs, with goal of producing clear, concise, and consistent UAPs across all LCSC functional areas.
- UAP Functional Area Review Group (FARG) committee list: members of the major functional groups (Administrative Services, Professional-Technical Programs, Academic Programs, Community Programs, etc.) and the three college-wide constituency groups (Faculty, Classified Staff, Professional Staff).
- Summative data and trend information on programs (e.g., enrollment in minors and majors, numbers of graduates, credit hours delivered, number/size of sections, etc.)

Unit Plans: Copies of all UAPs, grouped by functional area. Any separate unit strategic plans or separate studies/analyses conducted as part of assigned PGs will also be maintained in this Annex.

Access to Planning Documents: Reference copies of the planning material described above will be maintained by IPRA. Electronic copies of documents will be made available on the Internet <http://www.lcsc.edu/ir> under “Strategic Planning” or on the LCSC Intranet [“Assessment and Planning Info”] for internal use documents.

ANNEX F: LCSC “Family of Plans” (Plan Index)

The table below lists key institutional and unit plans that support the LCSC Strategic Plan and/or complement Unit Action Plans

Name of Plan	Office of Primary Responsibility
LCSC Emergency Response Plan (LCSC ERP-1)	IPRA
LCSC Institutional Assessment Plan (LCSC IAP-1)	IPRA
Campus Facilities Master Plan (CFMP)	Vice Pres. Admin. Services
Building Evacuation Plan	Security
College Communications Emergency Response Plan	CCC
IT Long-Term Plan	IT
IT Disaster Recovery Plan	IT
IT Configuration Management Plan	IT
IT Security Plan	IT
LCSC Strategic Retention Plan [in work]	Recruitment and Retention
Human Resources/Payroll Strategic Plan	HR
Cultural Diversity Action Plan	President
Coeur d’Alene Long-Range Plan [in work]	Dean, Community Programs
Business Division Strategic Plan	Business Division
Athletics Strategic Plan	Director of Auxiliary Services
Eight-Year Academic Plan	Provost