Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness

FY 2023 – FY 2027

LEWIS CLARK
STATE COLLEGE

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STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2023 - 2027

Submitted May, 2022

Contents

MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to lifelong learning and civic engagement.

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options[1]

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year forward. Note that LC State's relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 27 (2026-27)
Online[2]	New Measure		36	40	42	49		
Benchmark	No Prior Benchmarks			37	42	42	42	42
Achievement				MET	MET	MET		
Evening/ Weekend	New Measure		0	7[3]	7	7		
Benchmark	No Prior Benchmarks			2	6	7	7	7
Achievement				MET	MET	MET		

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[1] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[2] List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

[3] The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online.

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).[4]

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

Web Enhanced Courses	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
% Sections	New Measure		Inventory current courses content on LMS	69%[5]	79%	89%	
Benchmark	No Prior Benchmarks				100%	100%	100%
Achievement					NOT MET	NOT MET	

Objective B: Ensure high quality program outcomes[6]

Performance Measure 1: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

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[4] Metrics reported for each fiscal year are reported one year behind, such that the metric reported for FY21 is measuring delivery of course content from AY 2019-20.

[5] Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

[6] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

Licensing/Cert. Exams			FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Professional Degrees	NCLEX Registered Nurse[7]	LC State	93%	99%	94%	95%	94%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	85%	85%	86%	87%	85%		
		Achievement	MET	MET	MET	MET	MET		
	NCLEX Practical Nurse[7]	LC State	78%	100%	91%	100%	Not Available: Program on hiatus following Dec. 2019.		Exceed National Average
		Benchmark: Nat'l Ave.	87%	87%	85%	86%			
		Achievement	NOT MET	MET	MET	MET			
	ARRT Radiology	LC State	100%	95%	89%	76%	86%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	89%	89%	89%	88%	84%		
		Achievement	MET	MET	MET	NOT MET	MET		
	PRAXIS Teacher Education	LC State[8]	168	168	170	171	166	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	172	170	168	170	168		
		Achievement	NOT MET	NOT MET	MET	MET	MET		
	ASWB Social Work	LC State	87%	78%	57%	86%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	78%	69%	67%	69%			
		Achievement	MET	MET	NOT MET	MET			

[7] Test results for first time test takers reported for April through March.

[8] Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Certification Exams			FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Workforce Training[9]	Pharmacy Technician	LC State	100%	--%[10]	--%[11]	--%[11]	--%[11]	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	58%	58%	57%				
		Achievement	MET	NOT MET	MET				
	Paramedic[12]	LC State	Cohorts complete every other year	89%	Cohorts complete every other year	--%[11]	88%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.		73%			79%		
		Achievement		MET			MET		
	Electrical Apprentice-ship Idaho Journeyman	LC State	90%	100%	100%	91%	89%	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	79%	77%	75%	77%	78%		
		Achievement	MET	MET	MET	MET	MET		

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative[13]

Connecting Learning to Life has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC State's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LC State education. 'Connecting' experiences fall under *applied learning[14]* or *experiential*

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[9] Workforce Training at LC State also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

[10] To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

[11] No students tested.

[12] Written exam results only.

[13] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

[14] Applied learning = hand's on application of theory.

learning[15]. Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include the development of signature certificates and new, interdisciplinary degree options through which "academic" and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Apprenticeships	New Measure	Developed inventory of applied & experiential learning: Identified Courses & Programs of Study/Majors, Minors, Certificates. No gaps were identified: All programs of study included curricular applied and experiential learning.	Developed *Signature Certificates* that knit together academic and Career & Tech. Edu (CTE) coursework	Marketed availability of *Signature Certificates*	Continue to promote *Signature Certificates*	100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences.
Directed Study						
Field Experiences						
'Hands-on' courses						
Internships, Practica & Clinicals						
Performance Arts						
Service Learning						
Undergraduate Research						

[15] Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied &/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below.

Benchmark: 100% of LC State graduates participate in applied &/or experiential learning.

Co- Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Intramural athletics **Intercollegiate athletics** **Club Sports** **Leadership in clubs or organizations** **Peer mentorship** **Reserve Officer Training Corps (ROTC)/Military Education** **Residence life leadership** **Student government** **LC Work Scholars** **Work study/experience including tutoring** **Study abroad**	New Measure	Developed inventory of co-curricular applied & experiential learning Reprioritized/ reorg. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. This program will continue. Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.	Co-curricular transcript, integrated with the Do More App, made functional. Expanded student clubs, organizations and in-person leadership development opportunities Career Readiness micro-credential unveiled in Spring 2021 semester.	Career Fair Oct. '21 offered in a live format. Attendance of students & businesses increased from prior year. Exploring the possibility of including programming for regional high school students. Special breakout sessions connecting regional high schools' students and employers were conducted.	100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences. [16]

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[16] This remains an aspirational goal. The specific goal for the 22-23 academic year is to launch a micro-credential in career readiness, which will be available to all LC State students who engage in a specific menu of activities.

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment[17]

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	436	479	422	420	407	382	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			429	436	442	449	478
Achievement				NOT MET	NOT MET	NOT MET		

Performance Measure 2: Adult enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to adult enrollment is articulated in the table below.

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[17] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[18] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

Adult Learner (>24) Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	773	709	631	608	618	541	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			641	651	661	671	715
Achievement				NOT MET	NOT MET	NOT MET		

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).[19]

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to online headcount is articulated in the table below[20].

Online Headcount	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
HC	1,663	1,557	1,483	1,368	1650	1596[21]	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			1,507	1,531	1,555	1,578	1,681
Achievement				NOT MET	MET	MET		

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[19] Same definition as that used on the IPEDS Fall Enrollment Survey.

[20] This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

[21] Preliminary figure associated with the April 2022 IPEDS Fall Enrollment Survey deadline.

Performance Measures 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	211	173	149	171	168	163	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			151	174	177	179	191
Achievement				MET	NOT MET	NOT MET		

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
Asotin Co. Resident FTE[22]	183	164	150	149	136	129	Available Fall '22 Census	Available Fall '26 Census
Benchmark	New Measure – No Prior Benchmarks			152	155	157	160	172
Achievement				NOT MET	NOT MET	NOT MET		
Nonresident FTE	395	359	329	319	326	351	Available Fall '22 Census	Available Fall '26 Census
Benchmark:	New Measure – No Prior Benchmarks			334	339	344	350	374
Achievement				NOT MET	NOT MET	MET		

Objective B: Increase credential output[23]

Performance Measure 1: Certificates and degrees[24]

Definition: The count of degrees/certificates awarded at each degree-level.[25]

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[22] Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: https://www.lcsc.edu/student-accounts/tuition-and-fees/tuition-and-fee-schedule-2021-2022

[23] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

[24] State Board of Education postsecondary system wide measure.

[25] Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26] and achieve 1,050 total completions by AY 2035-36.[27]

Certificates & Degrees	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 27 (2026-27)
Certificates	18	21	15	26	51	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: Maintain	New Benchmark Methodology		21	21	28	23	~~30~~24	26
Achievement			NOT MET	MET	MET			
Associates	414	425	347	365	218	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually	New Benchmark Methodology		430	436	442	256	~~455~~262	288
Achievement			NOT MET	NOT MET	NOT MET			
Baccalaureates	528	587	626	505	599	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually	New Benchmark Methodology		594	646	666	496	~~705~~509	559
Achievement			MET	NOT MET	NOT MET			

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[26] Goal 3, Objective A, Performance Measure I: "Total number of certificates/degrees conferred, by institution per year".

[27] Benchmarks re-aligned to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates. Changes Tracked.

Performance Measures 2: Graduates[28]

Definition: The unduplicated count of graduates by degree-level.[29]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26] and achieve 1,050 total completions by AY 2035-36.[27]

Graduates	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	**FY 27 (2026-27)**
Certificates	14	20	15	25	42	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: Maintain	New Benchmark Methodology		20	20	30	23	3024	26
Achievement			NOT MET	MET	MET			
Associates	300	410	325	357	206	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually	New Benchmark Methodology		415	420	424	256	433262	288
Achievement			NOT MET	NOT MET	NOT MET			
Baccalaureates	523	573	616	491	589	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually	New Benchmark Methodology		580	622	628	496	641509	559
Achievement			MET	NOT MET	NOT MET			

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[28] State Board of Education postsecondary system wide measure.

[29] Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[30]

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[31].

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26] and achieve 1,050 total completions by AY 2035-36.[27]

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23-27 (2017-21 Cohorts)
Entered as Bacc.-Seeking	Bacc.	23%	33%	32%	31%	32%		
	Benchmark:	New Benchmark Methodology	24%	25%	33%	34%	3539%	39%
	Achievement	No Prior Benchmark	MET	MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	28%	40%	38%	36%	37%		
	Benchmark:	New Benchmark Methodology	29%	30%	39%	40%	4138%	38%
	Achievement	No Prior Benchmark	MET	MET	NOT MET	NOT MET		

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[30] State Board of Education postsecondary system wide measure.

[31] One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment[32]

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26] and achieve 1,050 total completions by AY 2035-36.[27]

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY17 (2013 Cohort)	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23-27 (2019-23 Cohorts)
Entered as Bacc.-Seeking	Bacc.[33]	16%	15%	21%	18%	24%		
	Cert. & Assoc.	1%	1%	1%	3%	4%		
Benchmark		New Benchmark Methodology	22%	23%	24%	2~~3~~5%	2~~3~~6%	23%
Achievement			NOT MET	NOT MET	NOT MET	MET		

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[32] State Board of Education postsecondary system wide measure.

[33] Consistent with IPEDS Graduation Rates Survey definitions.

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-seeking students** who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LC State by the following fall of the subsequent academic year.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26] and achieve 1,050 total completions by AY 2035-36.[27]

Retention	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2021-22)	FY 27 (2026-27)
First-Time, Full-Time, Baccalaureate-Seeking, Students	57%	63%	60%	61%	63%[22]			
Benchmark: +2% annually[34]	New Measurement		61%	63%	65%	66%	67%	68%
Achievement			NOT MET	NOT MET	NOT MET			
All Degree-Seeking Students	73%	75%	75%	76%	74%			
Benchmark: +2% annually	New Measurement		77%	79%	81%	82%	83%	68%
Achievement			NOT MET	NOT MET	NOT MET			

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[34] Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of first-time, full-time, degree-seeking retention (59%).

Performance Measure 6: 30 to Finish[35]

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2021-22)	FY 27 (2026-27)
%	25%	38%	31%	33%	29%			
Benchmark[36]	New Benchmarking Method		30%	32%	34%	35%	36%	40%
Achievement			MET	MET	NOT MET			

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[35] State Board of Education postsecondary system wide measure.

Performance Measure 7: Remediation[35]

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or better.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[Error! Bookmark not defined.], necessitating a one percent increase annually[Error! Bookmark not defined.][37].

Remediation	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 27 (2026-27)
%	21%	39%	51%	59%	66%			
Benchmark	New Benchmarking Method		20%	52%	60%	61%	62%	66%
Achievement			MET	MET	MET			

Performance Measure 8: Math Pathways[35]

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course[38] within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[Error! Bookmark not defined.], necessitating a one percent increase annually[Error! Bookmark not defined.].

Math Pathways	FY17 (Fall 2016-Su 2018)	FY18 (Fall 2017-Su 2019)	FY 19 (Fall 2018-Su 2020)	FY 20 (Fall 2019-Su 2021)	FY 21 (Fall 2020-Su 2022)	FY 22 (Fall 2021-Su 2023)	FY 23 (Fall 2022-Su 2024)	FY 27 (Fall 2026-Su 2028)
%	48%	52%	49%	36%	44%			
Benchmark:	New Benchmarking Method		53%	54%	56%	57%	58%	62%
Achievement			NOT MET	NOT MET	NOT MET			

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[37] Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

[38] Gateway math is defined institutionally as Math 123 and above.

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Duplicated Headcount	3,345	3,563	3,699	2,893	2,513		
Benchmark:	New Benchmarking Method		3,600	3,650	3,700	3,750	3,800
Achievement			MET	NOT MET	NOT MET		

Performance Measure 10: Workforce training completion

Definition: Completions of LC State's Workforce Training courses[39].

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Duplicated Completions	3,113	3,420	3,468	2,756	2,362		
Benchmark: Maintain	93%	96%	94%	94%	94%	94%	94%
Achievement			MET	MET	MET		

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[39] Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming[40]

Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LC State's Center for Teaching & Learning[41] and those coordinated by the President's Commission on College Diversity[42].

Benchmark: Steady increase in faculty & staff participation.

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[40] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

[41] Center for Teaching & Learning, Inclusive Practice Certificate: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism/projects

[42] More information on LC State's diversity statement can be found here: http://www.lcsc.edu/diversity/diversity-vision/. More information about events that promote college diversity can be found here: http://www.lcsc.edu/diversity/

Faculty Staff Participation		FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Center for Teaching & Learning	Inclusive Practices Certificate	New Measure	Inventory inclusive programing	24	Program modified: Faculty certificate graduates now lead, volunteer, for IDEA (inclusion, diversity, equity, and anti-racism) programming on campus[43]	28	Re-establish baseline with new Center leadership transition.
	Diversity Programming [44]	New Measure	Inventory inclusive programing	167[45]	223	158[46]	
President's Diversity Commission	Events Programming	New Measure	Inventory of programing: • Multicultural Week • Idaho Human Rights Day • Native American Awareness Week • Veterans Day Luncheon & Recognition • 9-11 Moving Tribute • Constitution Day • Women's History Month	186	185[47]	237[48]	Goal: 315

[43] IDEA has a brand-new website with new guides and resources: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism

[45] Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

Performance Measure 2: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State's Center for Arts & History[49].

Benchmark: Steady increase in community participation.

Community Participation	FY17-18 (2016-17; 2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Duplicated Headcount	New Measure	Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming.		Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239 people engaged through on-site exhibitions, online exhibits, in-person events, and Zoom public programs.	Benchmark established once baseline inventory and tracking complete.

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[45] Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

[46] Includes live attendance (remote or in-person) at six workshops (96 visits), later views of four recorded sessions (57 views), and IDEA Ambassadors meetings/conversations (5 people).

[47] Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

[48] Specific attendance per event as follows: Multicultural Month 80; Idaho Human Rights Day 17; Native American Awareness Week 42; Veterans Day Lunch/ Recognition 6; Black History Experience 40; Constitution Day 12; Women's History Month. 40. Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

[49] Center for Arts & History: http://www.lcsc.edu/cah/

Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure[50]

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes. A careful consideration of campus areas and auxiliaries is taking place in an attempt to monetize them to a more cost-neutral status.

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[50] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

Revenue Projects		FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	**FY 23-27 (2022-23 thru 2026-27)**
LC State Foundation	Employee Giving Campaign[51]	New Measure	39%	41%	35%	34%	Impact Measured
	Benchmark: 5% annually	New Benchmarking Method				40%	45%
	Annual Day of Giving	New Measure /Event	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	Impact Measured
	Foundation Fee			Implemented Jan. 1st, 2020		$9,389	Goal/ estimate: $11,000
Monetize Auxiliaries [52]		New Measure	Plan	Cost-neutral financial modeling: Fee-based units move toward increased self-sustain-ability	Implemented revenue sharing model in which revenue generating operations provide institution with 10-25% share of yearly net revenue. Auxiliary operations reviewed for sustainability and increases in rental fees or services were adjusted to account for costs.[53]	Expand to include other auxiliaries & programs[54] (e.g., Res. Life & events/ conferences) Continue proficient use of COVID-19 relief funds Explore add'l grant funding for campus programs & auxiliaries	Impact Measured

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[51] One-year lag from measurement to reporting, therefore FY22 depicts results for FY21.

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: $100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Federal	$895,530	$1,221,834	$1,506,459	$1,600,805	$ 841,935		
State & Local[55]	$2,534,164	$2,671,345	$2,825,307	$3,218,872	$ 3,175,967		
Private	$133,075	$41,565	$44,800	$298,885	$ 185,950		Institutional Financial Diversification
Gifts[56]	$1,174,116	$3,951,746	$1,337,379	$2,361,794	$ 2,886,613		
Total	$4,736,885	$7,886,490	$5,713,945	$7,480,356	$7,090,465		
Benchmark: +$100,000 annually[57]	New Measure: No Prior Benchmarks		$5,235,809	5,335,809	$5,435,809		
Achievement			MET	MET	MET		

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[52] Within the parameters of State Board of Education Policy I.J., available here: https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/

[53] Revenue generating auxiliary units reviewed were Workforce Training, Testing Center, events and conferences.

[54] Additional auxiliaries like Housing & Residence Life and events & conferences identified but in some cases monetization was put on hold due to the disruptions in these areas' revenue streams caused by the pandemic.

[55] This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include $223k in state scholarships and $625k in opportunity scholarships.

[56] Including grants that do not have restrictions or reporting requirements.

[57] Benchmark reflects $100,000 above the baseline, which is the historical four-year average of total grant funds ($5,135,809).

Objective B: Bring all employee compensation up to policy/median benchmarks[58]

Performance Measure 1: The number of employees not meeting compensation benchmarks.

Definition: The percent of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.[59]

Benchmark: Decrease the percent of employees not meeting these benchmarks by 5%, annually. Benchmarks for employee compensation based upon the number of years at the institution and current position considerations:

- Employees for 6-10 years: All greater than or equal to 80% of policy/median.
- Employees for 11-15 years: All greater than or equal to 90% of policy/median.
- Employees for 16 years or more: All at 100% of policy/median.

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[58] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

[59] Employee compensation data captured June of every fiscal year.

Compensation: % Staff not meeting benchmarks	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
% of Total Staff	New Measure		58%	55%	64%	54%	Bring all employees to benchmarks based upon years of service
Benchmark: -5% annually	No Prior Benchmarks			53%	48%	43%	
Achievement				NOT MET	NOT MET	NOT MET	
% of Staff 6-10 years' service	New Measure		39%	35%	52%	41%	All at greater than or equal to 80% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			34%	29%	24%	
Achievement				NOT MET	NOT MET	NOT MET	
% of Staff 11-15 years' service	New Measure		58%	59%	62%	55%	All at greater than or equal to 90% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			53%	48%	43%	
Achievement				NOT MET	NOT MET	NOT MET	
% of Staff >16 years' service	New Measure		73%	66%	76%	65%	All at 100% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			68%	63%	58%	
Achievement				MET	NOT MET	NOT MET	

Key External and Internal Factors

A key external factor during last year has been the Coronavirus pandemic. Altered operations have impacted LC State's achievement of its strategic plan goals both positively and negatively. Successes in response to this pandemic include achievement of LC State's goals in relation to online enrollment, remediation and short-term workforce training credential goals. While enrollment in LC State's Workforce Training courses declined, the success rates of student completions maintained at 94%. Those goals that were likely negatively impacted by this external factor were the enrollments of those students coming directly from high school and directly from another institutional of higher education (i.e., direct transfer). LC State's employee compensation goals however have improved after being negatively impacted by pandemic initially.

The following assumptions about external and internal factors will continue to impact the institution as the FY 2023 Strategic Plan is implemented.

Lewis-Clark State College…

1. Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
3. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
5. Will continue to play an active role in fulfilling the recommendations derived from:
   a. The Governor's 2017 Higher Education and Workforce Development taskforce.
   b. Huron consulting report released in the fall of 2018.
6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
7. Will continue to recruit faculty, staff and students across a wide range of demographics.
8. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
9. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
10. Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
11. Will advocate for increased state funding in support of LC State's mission, core themes, and strategic goals.

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

Addendum: Cyber Security
National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

> *All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.*

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LC State to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "*agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018*." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LC State's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LC State on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
  - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
  - Each agency would document its self-discovery in a data repository provided by the state.
  - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.

- At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
- Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017,2018, and 2019.
  - Compliance discussions occurred in bi-weekly meetings 2017-2018, and the remediation requirement was replaced with a requirement to self-report the completion of the review of the first 5 controls.
  - In the April 18, 2018, agencies were informed that the State believed agencies had met all criteria for the Executive Order.
- Lewis-Clark State College attended the statewide higher education IT Security Symposium at Boise State on August 11, 2017. The goal of the meeting was to provide a consensus perspective for implementing security within the context of higher education.
- LC State has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:
  - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.
  - Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
  - Lewis-Clark State College was required to answer 4 items:
    - Policy Definition, e.g. Does LC State have a written policy.
    - Control Implemented, e.g. Does LC State have controls implemented.
    - Control enforcement: automated or technically manualized.
    - Control reported to State.
  - Two additional items were added to the self-audit
    - Compliance notes
    - Risk assessed justification
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize cyber-related risks revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.
- As of January, 2020, LC State has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15, 16, 19, and 20 were completed.
- Based on the statewide meeting on January 22, 2020, the State of Idaho will be assessing the following on a monthly basis
  - Phishing training progress

- o   Written policy breadth and depth
- Partnered with the University of Idaho CIO and CISO to independently review LC State cybersecurity processes in August of 2021
- Performed annual review of CIS 20 CSC in August of 2021
- Signed up for the weekly and monthly external CISA cybersecurity scans provided through Homeland Security to identify known and potential application, hardware, and software vulnerabilities
  - o   Vulnerability Analysis – First scan September 1, 2021
    - ▪   Continue to receive weekly scans
  - o   Web Application Scan – First scan September 7, 2021
    - ▪   Continue to receive monthly scans
- Internal vulnerability scans performed by Tenable Security Center Continuous View
  - o   Weekly internal scans performed on Network and Server Infrastructure
  - o   Identified and mitigated Log4j vulnerabilities present in a majority of our core systems
    - ▪   Setup Daily scans for Log4Shell vulnerability in December of 2021
    - ▪   Moved to weekly scans in February 2022

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.*"

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- In February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, which was completed by April 2019. Confirmation of training was required in order to be eligible for State of Idaho changes in compensation.
- In October 2019 DHR sent an additional mandatory training video called "Phishing Attacks on Companies."
- 2021 LCSC Cybersecurity Awareness Month Mandatory Training for all employees provided through KnowBe4 (October 2021).
- 2022 LCSC Cybersecurity Awareness Annual Mandatory Training for all employees provided through KnowBe4 (February 2022).

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for*

mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees."

In December 2017, LC State's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

During 2019, LC State received cybersecurity training from SANS (*SysAdmin, Audit, Network, Security*), Tenable, F5, Cisco, and US-CERT (*US Computer Emergency Readiness Team*). In addition, several employees attended security training at *Interface Spokane*.

Fall 2021, the Senior Network Manager completed the following Cisco trainings to renew CCNP:
- Securing Networks with Cisco Firepower Next Generation Firewall (SSNGFW) v1.0
- Implementing and Configuring Cisco Identity Services Engine (SISE) v3.0

Spring 2022, the Network Technician completed the following Cisco trainings to renew CCNA:
- Understanding Cisco Cybersecurity Operations Fundamentals (CBROPS) v1.0

Academic Year 2021-2022
- Network Systems employees complete online webinars to secure knowledge on various cybersecurity systems
- Spring 2022, the Director of IT completed 25 hours of CPE through ISACA to maintain his Certified Data Privacy Solutions Engineer (CDPSE).

CIS Controls™

Version 7: a prioritized set of actions to protect your organization and data from known cyber attack vectors.

CIS Controls V7 separates the controls into three distinct categories:

Basic:
Key controls which should be implemented in every organization for essential cyber defense readiness.

Foundational:
Technical best practices provide clear security benefits and are a smart move for any organization to implement.

Organizational:
These controls are more focused on people and processes involved in cybersecurity.

Basic

1 Inventory and Control of Hardware Assets

2 Inventory and Control of Software Assets

3 Continuous Vulnerability Management

4 Controlled Use of Administrative Privileges

5 Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers

6 Maintenance, Monitoring and Analysis of Audit Logs

Foundational

7 Email and Web Browser Protections

8 Malware Defenses

9 Limitation and Control of Network Ports, Protocols and Services

10 Data Recovery Capabilities

11 Secure Configuration for Network Devices, such as Firewalls, Routers and Switches

12 Boundary Defense

13 Data Protection

14 Controlled Access Based on the Need to Know

15 Wireless Access Control

16 Account Monitoring and Control

Organizational

17 Implement a Security Awareness and Training Program

18 Application Software Security

19 Incident Response and Management

20 Penetration Tests and Red Team Exercises

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

Institutional Goals & Objectives	State Board of Education Goals		
	Goal 1: Educational System Alignment	Goal 2: Educational Attainment	Goal 3: Workforce Readiness
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster inclusion throughout campus and community culture			
Objective A: Expand inclusive practices programming			
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives			
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure		✓	
Objective B: Bring all employee compensation up to policy/median benchmarks			