FINAL DRAFT

PEER-EVALUATION REPORT
MISSION FULFILLMENT AND SUSTAINABILITY

Lewis-Clark State College
Lewiston, Idaho

October 29-31, 2018

A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities

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Roster of Evaluators

Dr. Rex Fuller (chair), President, Western Oregon University, Monmouth, OR 97361

Dr. Debra Bryant, Associate Professor of Business/Accreditation Liaison Officer, Dixie State University, St. George, UT 84770

Dr. Michael Castellini, Interim Dean, Graduate Studies, University of Alaska Fairbanks, Fairbanks, AK 99775

Dr. Doug Coe, Former Dean, College of Letters, Sciences, Professional Studies, Montana Technological University, Butte, MT 59701

Dr. Bruce Davis, Vice Provost, Academic Affairs, Weber State University, 1265 Village Drive, Ogden, UT 84408-4001

Dr. Vartouhi Asherian, Senior Analyst, eLearning Officer, College of Southern Nevada, Las Vegas, NV 89030

Mr. Eric Palo, Librarian, Oregon Institute of Technology, Klamath Falls, OR 97601

Ms. Susan Briggs, Former Vice Chancellor for Administration, Finance and Student Affairs, University of Montana – Western, Dillon, Montana 59725

Ms. Valerie Martinez, NWCCU, Redmond, Washington (NWCCU liaison)

Introduction

This report summarizes the findings and conclusions of an on-site peer evaluation conducted in connection with the requirements and recommended practices of the Northwest Commission on Colleges and Universities related to a year-seven review. This review follows a mid-cycle review in 2014-15 and an ad hoc report in 2017.

The on-site visit was completed on October 28-31, 2018 and included a visit to Lewis-Clark State College's (LCSC) site in Coeur d'Alene, Idaho on October 29, 2018. A visit to Coeur d'Alene was deemed necessary due to LCSC's delivery of academic programs at this location. The larger programs at this location include business, nursing and social work. According to the *Self-Evaluation Report*, Lewis-Clark State College enrolled 317 students at the Coeur d'Alene site in fall 2017.

LCSC also has two outreach centers located in Grangeville and Orofino, Idaho. These centers provide continuing education courses and facilitate consulting for rural businesses and economic development activities by the Idaho Small Business Development Center. Due to the limited scope of these service centers and the absence of academic programs at these locations, the team did not visit these sites.

The 226 page *Self-Evaluation Report* was delivered in a timely manner electronically on September 6, 2018 about seven weeks prior to the visit. Hard copy of the report followed via USPS service. In addition to the self-study document, the evaluators received electronic access to a current college catalog and electronic access to the course schedule.

Assessment of the Self-Evaluation Report and Support Materials

The *Self-Evaluation Report* was well-written and responsive to each accreditation standard. The report described state policies and campus polices and processes that supported the school's effort to meet its goals and objectives in support of mission fulfillment. The *Self-Evaluation Report* also included links to supporting documentation that was relatively easy to find and access remotely.

The *Self-Evaluation Report* provided ample support and links to documents and policies. However, the report did not provide strong rationale or evidence of achievements in support of mission fulfilment that addressed key standards. For example, the school has developed a system of key metrics for determining mission fulfillment, but the report lacked strong supporting narrative that demonstrated *why* these measures were used and *why these measures once achieved*, demonstrate mission fulfillment.

Guidelines for the *Self-Evaluation Report* from NWCCU, state that the report should include "an analysis of the institution's strengths and weaknesses related to the Commission's accreditation

criteria appropriate to the scope of the evaluation." The report and analysis should "assist the institution in its efforts toward continuous improvement and compliance with the Commission's accreditation criteria." Such documentation, analysis, synthesis, and reflection were not evident in a number of critically important areas – e.g., the "acceptable thresholds of achievement" for indicators measuring progress on core theme objectives were reported without analysis of, say, why a particular metric's benchmark was chosen.

This led the team to submit a number of questions to the school in advance of the visit. The school's response to these questions proved to be of great value to the team in its preparation for the site visit and provided additional clarification on a number of key questions.

Response to Student Achievement Data

NWCCU requests that *Mission Fulfillment and Sustainability* Evaluation Committee members discuss, with institutional representatives, and respond, within the Peer-Evaluation Report, to the following questions relative to the data provided:

1. What are the key challenges of the institution related to the institution's graduation rate and other data provided?

   Part-time students: A significant portion of Lewis-Clark State College's students (40%) are enrolled on a part time basis. These are adult learners who are employed full-time, who have family obligations, or who need to earn money to pay tuition. These students are not included in the calculation of the graduation rate metric to which we were asked to respond.

   First Generation /PELL eligible/ Adult Learner students: For Fall 2018 census day, 73% of LCSC students self-identify as first generation. In addition, 84% of students receive Financial Aid. The average age is 24 for academic and Career & Technical Students.

   Transfer students: LCSC has several programs designed for students to transfer out of the institution to another regional post-secondary school. Likewise, 27% of students were admitted as transfer students, such as those attending through the Coeur d'Alene Center, which represent 9% of headcount. These students are not included in the calculation of the graduation rate metric to which we were asked to respond.

   Stop outs: When we follow-up by telephone with students who stop-out, a frequent response is that students are opting to go into the workforce (very low Idaho unemployment rate) and make money rather than start or remain in school and potentially accrue debt.

During a typical fall semester, 40% of our entering class are not included in this graduation metric to which we were asked to respond.

2. What is the institution doing to improve graduation rates?

   Central Advising: For the past five years, LCSC has operated under a central advising system where first time freshman, and transfer/ returning students who have completed fewer than 14 credits or who have not successfully completed mathematics and English general education requirements, are advised by professional staff advisors, guided by curriculum plans created by the programs.

   Mandatory Orientation: First time freshmen are required to participate in a day-long orientation session which includes time with faculty advisors.

   First year experience-type activities: First time freshman enroll in a one credit Student Development course which connects students with campus resources. Students are also required to use Student Planning to create a 4-year completion plan. For the past two years, programming has included a peer mentor component.

   Curriculum maps: Most programs on campus have curriculum maps to guide students through their course of study. These maps are used in conjunction with Student Planning, and by Faculty and Staff Advisors.

3. What initiatives appear to be effective in improving graduation rates?

   The data provided by the NWCCU show that LCSC's graduation rate is essentially holding steady over the past 5 years. The initiatives described above do not appear to be sufficient to move the needles on graduation rates. At present, a campus work group is developing an Academic Coaching initiative which contains some components of the first year and central advising efforts. In the Academic Coaching model, each student is surrounded by a team of three or more individuals who are charged to track progress toward degree completion, ensure referrals to needed resources, and provide guidance on career choice. The team will include a Faculty Mentor, an Academic Coach (staff advisor), and a peer mentor. It is hoped this wrap-around service will positively impact retention rates, therefore improving graduation rates.

   One initiative is reported to be very effective in leading to graduation is the Completion Scholarship funded by the LCSC Foundation. The Completion Scholarship is managed by the Vice President for Student Affairs and is used in situations where a student would not be able to complete a term or her/ his degree without a small financial boost.

4. What might accreditors do to assist institutions to improve graduation rates?

Share best practices: Facilitate opportunities for sharing among member schools best practices for improving graduation rates.

Collaborate with other regional accreditors to work with the federal government to update the antiquated definitions surround calculation of graduation rates to more realistically reflect today's student.

Recommendations from Past Reports

2011: Recommendation 1. The evaluation committee recommends that Lewis-Clark State College continue to develop measureable learning objectives and appropriate assessment measurements consistently across the curriculum and use the results to improve teaching and learning at the College. At the same time, we recommend that it does so as part of the ongoing review of the General Education Curriculum (Standard 2.B.3). Met

Recommendation 1 was addressed in fall 2011 Year One Evaluation, with an updated recommendation noted below.

2014: Recommendation 1. "The evaluation panel recommends that in addition to defining mission fulfillment in the context of its statewide planning and budgeting process, it outline how it will integrate this with the standards and guidelines of the Northwest Commission on Colleges and Universities. It is also recommended that the institution specify how the degree of mission fulfillment will be measured (Standard 1.A.2)." Met

2014: Recommendation 2. The degree of input the College sought in determining its core themes and objectives is not specified in the self-assessment. The panel recommends that these core themes and objectives receive governing board review and approval. Further, it is recommended that the core themes be clarified using language that provides an unambiguous, logical link between mission statement and objectives (Standard 1.B.1). Met

2014: Recommendation 3. The panel recommends that the measures chosen track progress toward institutional objectives be refined and delimited to track more precisely progress toward objectives. Included in this effort should be a determination of how each measure will be used (i.e. raw value, comparison to a benchmark, improvement over past performance) and the frequency of measurement (Standard 1.B.2). Met

Mission, Core Themes, and Expectations

Standard 1A — Mission

Lewis-Clark State College (LCSC) has a widely published mission statement that is approved by its governing board, the Idaho State Board of Education. The mission provides general direction for the university and is widely understood in the campus community.

The mission statement articulates purposes appropriate to an institution serving the role of a comprehensive regional baccalaureate university. The mission is approved by the governing board and with the development mission fulfillment rubrics (MFRs) provide direction for the school. The mission statement and the complex role to which it pertains are well understood by the LCSC community.

As will be developed in further detail, the university defines mission statement fulfillment in terms of core themes for which objectives, indicators, and acceptable thresholds of accomplishment are established and regularly reviewed as part of an institutionalized planning process. The college has identified three core themes that derive from the mission statement, each explicated by objectives and performance indicators used to evaluate attainment of the core theme. The updated core themes were approved by the Idaho State Board of Education in June, 2017.

The Committee found that the MFRs are equally weighted and do not cite relative thresholds for achievement of goals—for example, what is the basis for the long-term benchmark of 6,000 HC? And, what is the significance of expecting a 1% increase in headcount in light of a trend of flat enrollment is recent years. This concern was noted for many indicators and warrants further refinement by the school. [1.A.1-2]

Standard 1B — Core Themes

The university mission is: Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners. The core themes are: 1) opportunity—expand access to higher education and life-long learning, 2) success—ensure attainment of educational goals through excellent instruction in a supportive learning environment, and 3) partnerships—enrage with educational the business sector, and the community for the benefit of students and the region.

The Committee found that these core themes are supportive of the mission and hold promise for determining mission fulfillment. Moreover, LCSC has identified numerous indicators that are related to each core theme. These metrics are assessable and verifiable, however, the school has not fully developed rationale to conclude that the indicators are meaningful in determining mission fulfillment. This concern leads the Committee to recommend refinement to address a more coherent connect between mission fulfillment rubrics and mission fulfillment. [1.B.1-2]

Resources and Capacity

Standard 2.A — Governance

The Committee found that policies and procedures for the governing board, the State Board of Education, are widely understood and the policies are clearly delineated between the board and the institution. LCSC also monitors its compliance with NWCC standards.

The Idaho State Board of Education (SBOE) is the ultimate authority for all public education institutions in Idaho and it is comprised of eight members: seven appointed by the governor with the eighth (the Superintendent of Public Instruction) elected. The Board generally holds nine meetings annually at locations around the state. A quorum of the Board must be present for any business to be conducted.

The LCSC President is appointed by and serves at the pleasure of the SBOE, and as the Chief Executive Officer (CEO) of the institution, has full power and responsibility for the organization, its management, direction and supervision within the framework of the SBOE's governing policies and procedures. The SBOE clearly articulates reporting and accountability requirements for the President. Each May, the SBOE conducts an annual performance review with the President. [*2.A.1-8]*

The institution has an effective system of leadership, staffed by a sufficient number of qualified administrators, with appropriate levels of responsibility and accountability. The President has expanded cabinet to include additional members of leadership and expanded the President's Council to broaden campus-wide participation in over sight of mission fulfillment. These changes, while relatively new, are broadly supported and will improve communication and coordination of planning related to the core themes and mission fulfillment. The CEO does not serve on the State Board of Education. The Committee compliments the university on the recent changes in key leadership groups such as Cabinet and President's Council that will aid the university in the developing a clear understanding planning and mission fulfillment. [*2.A.9-11]*

Academics:

A large number of academic policies can be accessed through the Lewis-Clark Faculty Staff web page. Included on this page is the current Academic Calendar; an Important Dates Calendar, addressing eligibility and dates for performance review and promotion and tenure, sabbaticals, etc.; a section entitled Policies and Procedures for Lewis-Clark State College, which organizes links to general, academic, personnel, administrative, and student policies, the Course Catalog, etc. Many of the links on the Lewis-Clark Faculty Staff web page also link to pages containing additional academic policies, e.g., the Provost and Vice President for Academic Affairs web page contains additional academic related links to academic policies governing promotion, scholarly course release, etc.

A number of division and program specific policies are accessible from the division or program to which they apply. Examples of the division and program specific policies can be found pages 31-33 of the Lewis-Clark State College 2018 NWCCU Seven Year Report. Policies are governed by the Policy on Policies describing the establishment, review, revision, and publishing of policies. Policies are communicated to new faculty, staff, and adjunct faculty through directed orientations and through a New Employee web page. Lewis-Clark State College policies directly affecting students can be found in the College Catalog and on the Student Code of Conduct web page. Lewis-Clark State College appears to have its academic policies affecting students, faculty, administrators, and staff organized and easily accessible. Both tenured and untenured faculty acknowledged that policies important to them were accessible and clear.

Policies regarding the access to and use of the library and its information resources can be found under Library Policies, accessible from the About the Library link on the library homepage. Some of these same or similar policies can also be found under Library Information under the Subject Guides link accessible from the library home page. Still other library policies are embedded within the library web pages. For example, the requirement that material placed on reserve comply with the U.S. Copyright Act and the Family Educational Rights Act can be found under Courses Reserves and Copyright Information links that are accessed from a Faculty/Staff link on the library homepage. In addition to being available online, printed copies of all policies are available at the main desk in the Lewiston campus library and are required reading for all staff, including student workers. A few of the more highly reference policies are also posted in abridged form in the library.

Lewis-Clark State College provides transfer information that can be accessed from the Admissions Office and Admissions home pages. The latter page provides links to help students assess how transfer will affect them; as well as links to a detailed LCSC Transfer Policy and Procedures document, transfer articulations with a number of regional two and four year colleges, Nursing Transfer Guides, Idaho and Washington state policies on transfer, and student access to their transfer equivalencies. College Sources' Transfer Evaluation System (TES), which is available from the Admissions web pages, allows students to explore how credits earned would transfer to a very wide array of other schools. The Idaho State Board of Education Idaho Transfer Portal, provides a similar resource for Idaho colleges. Policy 5.201, in the Policy and Procedures Manual, accessible from the Lewis-Clark State College web site, addresses how general education core requirements will be met for a transferring student. Students transferring into Lewis-Clark State College initially are advised through a Central Advising Office. The Lewis-Clark State College Catalog is a searchable database which brought up 38 responses to the query "transfer". A student searching a specific transfer question through the Catalog would either have to formulate a more refined query or scan these responses for the most applicable response.

In summary, academic policies are clearly communicated to students, faculty, staff, and administrators with responsibilities related to service, scholarship, research, and artistic

creation. Policies include credit-hour and distance education policies as well as the Standard 2 checklist. [*2.A.12-14*]

Students:

The policies and procedures regarding student's rights and responsibilities at LCSC is clearly stated in the catalog that is published online. The policies are clear and help guide the students achieve success. The printable version of the "Student Handbook" is available via the Student Affairs web page. "Student handbook" clearly states the process for appeals and policies. Student leadership team confirmed that the processes are consistent and fair and there is student representation at all levels of decision making process.

Admission and placement policies are clearly written and are consistent with the report presented. The admissions office is proactive in guiding the prospective students through the admissions process. It is impressive to note that the state of Idaho has Direct Admission process of High School graduates.

Co-curricular policies and responsibilities are stated within the LCSC Student Handbook. Students are encouraged to participate within clubs. There are multiple clubs and activities for students to choose from. [*2.A.15-17*]

Human Resources:

The College's policies for Human Resources are published in the "Policies and Procedures Manual" and on the College's website. LCSC reviews the policies periodically to make sure they are consistent, fair, and compliant with state policy and to ensure that employees are treated fairly. Evaluation, retention, promotion, and termination are guided by policies. Human resource personnel is responsible for the security and confidentiality of the personnel records that are locked in cabinets in different storage areas. [*2.A.18-20*]

Institutional Integrity:

The school represents itself clearly. Accurately and consistently in its announcements, statements and publications. Moreover, LCSC upholds high ethical standards in its management of the institution and relationship with external organizations. LCSC's policies and procedures regarding institutional integrity at LCSC is clearly stated in the catalog that is published online. The policies are clear and help guide the students achieve success. LCSC clearly states its accreditation status. [*2.A.21-23, 25*]

The State Board of Education claims no proprietary interest in any patentable discovery developed by its employees or contractors arising from work performed wholly on their own time and without benefit of state facilities not regularly available to members of the general public, such as libraries and normal office use. [*2.A.24*]

The *Self-Evaluation Report* states, "In most cases, the Vice President for Finance and Administration reviews all contracts to ensure compliance with federal and state statutes and that the institution is protected." The Committee reviewed this with the campus and learned that the campus has revised its policy to be in alignment with this standard. *[1.A.26]*

Academic Freedom:

LCSC policies and procedures that protect academic freedom are approved by its board. Academic freedom policies protect constituents from inappropriate internal and external influences, pressures, and harassment. These board-approved policies are published and followed. Moreover, these polices are understood and supported by faculty and administration.

Policy 2.101 of the Lewis-Clark State College Policy and Procedures Manual addresses Academic Freedom and Responsibility. Quoting an excerpt from this policy – all members of the LCSC community have an "… *an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instructions, and free expression on and off campus …*". Policy 2.101 the Lewis-Clark State College Policy and Procedures Manual addresses Faculty Professional Ethics and provides guidelines for respecting and protecting the scholarship and ideas of others, as well as the academic freedom of faculty colleagues and students.

Policy 1.104 of the Lewis-Clark State College Policy and Procedures Manual presents the Constitution of the Faculty of Lewis-Clark State College, which in Section 9, Faculty Welfare, provides for a standing committee, which establishes criteria with respect to academic freedom. Following four years of full-time tenure track service faculty may apply for tenure, which, if awarded, protects faculty from being terminated other than for just cause, as defined by the Idaho State Board of Education.

The Lewis-Clark State College Policy Library describes policies addressing Intellectual Freedom and Challenged Materials. Policy 2.115 of the Lewis-Clark State College Policy and Procedures Manual describes the Faculty Grievance Policy by which faculty can address alleged infringements of academic freedom.

Lewis-Clark State College defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge and affirms the freedom of constituents to share their scholarship and reasoned conclusions with others. Faculty, staff, administrators, and students are intellectually free to examine thought, reason, and the perspectives of truth, and allow others the freedom to do the same.

Recently, the Idaho State Board of Education has established a general education framework for all institutions of higher education that specifies that 30 credit hour of general education curricula must fit within General Education Matriculation competency areas, while six credit

hours of general education curricula are reserved for institutions to address its specific mission and goals.

When queried, Lewis-Clark State College faculty felt that this policy did not infringe on their academic freedom. Faculty members from LCSC are appropriately involved in the statewide committees involved in establishing these statewide general education curricula. Faculty members at LCSC have taken advantage of the six credit hours of reserved general education curricula to address institutional objectives, such as ethics and diversity. *[1.A.27-28]*

> **Commented [LS2]:** Standard II – here and in two paragraphs below.

Faculty, staff, and administrators with teaching responsibilities present their scholarship fairly, accurately, and objectively. Derivative scholarship is acknowledged, including the source of intellectual property. Personal views, beliefs, and opinions are identified as such. *[1.A.29]*

Finance:

The report narratives in many sections related to financial policies were ubstantiated through review of evidence and interviews on campus. Lewis-Clark State College clearly meets this standard as will be evidenced throughout the report. *[1.A.30]*

Standard 2.B — Human Resources

Human resources is led by a Director who oversees the HR functions of the college. LCSC employs sufficient number of qualified employees. Qualified individuals are selected through clearly stated job descriptions that are publicized in many different publications nationally and throughout the state including the LCSC website. Once hired there is an onboarding program and a mentorship program in place to ensure that their needs are met and questions answered.

The College has a procedure for determining staffing needs and priorities, which are approved by the President. The President re-evaluates the staffing needs based on the College-wide goals and future direction of the Strategic Plan.

The Idaho State Board of Education evaluates the President annually. The President in turn evaluates her/his direct reports; Vice Presidents and the Provost. Administrators and staff at LCSC are evaluated annually between November and January by their direct supervisors. Supervisors receive online training and resources to ensure that it is consistent and fair process.

LCSC offers a wide variety of Professional Development Training (PDT) such as computer software, health and wellness, history and finance. These training sessions are well publicized and attended by the staff and faculty. The committee compliments LCSC for providing such a variety of PDTs and giving faculty staff the opportunity to attend.

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship and artistic creation. Annually, instructional and library faculty

members (teaching more than 6 credits) complete a job description using the job description template found on the HR website. The division ~~dean~~ Chair approves the forms in accordance with LSCS's mission and strategic plan. *[2.B.1-6]*

Standard 2.C — Education Resources

According to its web-site Lewis-Clark State College offers a total of 226 degrees, minors, certificates, and graduate school / pre-professional pathways distributed across three Bachelors of Arts (BA) only degrees, 57 Bachelors or Arts / Bachelors of Sciences (BA/BS) degrees, three Bachelor of Science in Nursing (BSN) degrees, a Bachelor of Social Work (BSW) degree, 24 Bachelor of Applied Science (BAS) degrees, four Associate of Arts (AA) degrees, four Associate of Science (AS) degrees, 28 Associate of Applied Science (AAS) degrees, 20 Intermediate Technical Certificates (ITC), 9 Certificates (CERT), 15 Advanced Technical Certificates (ATC), 49 minors, and seven graduate school / pre-professional health pathways (but no graduate degrees). A number of BAS degrees require the completion of an AAS degree in the same field and typically allow 50 credits from the AAS degree to apply to the BAS degree. Course designators are consistent with program content in recognized fields of study.

The credits required for a BA or BA/BS degree ranged from ~~111~~ 120 to 140 credits and average 124 credits. Higher credit totals in this category were often associated with degrees preparing students for Secondary Education Certification. Credits required for BAS degrees ranged from ~~119 to 120 credits and averaged~~ are 120 credits. Credits required for minors ranged from 20 to 32 credits and averaged 23 credits. Credits required for AA degrees ranged from ~~58~~ 60 to 70 credits and averaged 64 credits. Credits required for AS degrees ranged from 64 to 98 credits and averaged 74 credits. Credits required for AAS degrees ranged from ~~59~~ 60 to 89 credits and averaged 67 credits. Credits required for Intermediate Technical Certificates (ITC) ranged from ~~29~~ 30 to 45 credits and averaged 33 credits. Credits required for Advanced Technical Certificates (ATC) ranged from 51 to 65 credits and averaged 56 credits. Credits required for Certificates ranged from 10 to 51 credits and averaged 15 credits. These averages are typical of the credits required to complete degrees and certificates in these categories. Some programs, although listed separately in the program inventory, appeared to be identical. The most common and consistent instance of this occurred for programs preparing students for Certification in Secondary Education, where for example, the BA/BS degree in Biology : Secondary Education was listed twice in the degree inventory, once associated with Natural Sciences & Mathematics Division and once with the Teacher Education Division.   The BA/BS in Business Communication, listed separately in both the Business Division and Humanities Division, were identical. Legal Assistant and Legal Office Assistant, both of which were ITC degrees in the Business Technology and Service Division were also identical. For Professional Writing there was no difference in credits or courses between the Certificate and the minor. While this redundancy may be a convenience for students, the net effect is to make the program inventory at Lewis-Clark State College appear somewhat richer than it actually is.

Commented [LS3]: LCSC is in compliance with State Board of Education Policy which requires: 1) bachelor's degrees, whether BA, BS, or BAS are comprised of no fewer than 120 credits; 2) AAS, AS, or AA s are comprised of at least 60 credits; 3) ITC's Intermediate Technical Certificates contain a minimum of 30 credits. The LCSC catalog provides evidence of this compliance as do SBOE records.

Commented [LS4]: The official program inventory is on file with the Office of the State Board of Education. The document reference here is an internal working document. The working document does indeed list some programs more than once. This is happens when a program is shared between two divisions. Italics is used to designate the duplicative entry. Copies of the official course inventory can be provided.

The Program Unit Assessment Reports revealed that each academic program identified, benchmarked, assessed, critically analyzed, and developed future plans for program objectives and learning outcomes. While the quality of these assessments varied by program, all of the elements just described were generally present in these reports for every program. Included in these program reports were college wide assessments of student success and program impact on Lewis-Clark State College. *[2.C.1]*

An examination of the Lewis-Clark State College Catalog revealed that only 130 of the 217 degree granting programs had program learning outcomes that were published in the Catalog, among those programs that might be expected to have program learning outcomes. The existence and publishing of program learning outcomes varied widely by degree type; ranging from 0% for the four AA degrees to 100% for the four AS degrees. Ninety-four percent of the 64 BA/BS programs had published program learning outcomes in the Catalog.

Broad program learning outcomes covering many of the BA/BS degrees can be found on some Division web pages. These program learning outcomes, while accessible, may be in locations where students might not see them. Some BAS programs, e.g., the BAS in Automotive Technology, did not appear to have program learning outcomes, but required the completion of an AAS degree, e.g., the AAS in Automotive Technology, which did have program learning outcomes.

In these situations there were no program learning outcomes encompassing the additional credits associated with earning a BAS degree. This strategy resulted in 79% of BAS programs having published program learning outcomes and 68% of the AAS programs had published program learning outcomes. None of the four AA programs had published program learning outcomes, while 100% of the four AS programs had published program learning outcomes. 65% of the ITC, 33% of the CERT, and 53% of the ATC Certificate programs had published program learning outcomes.

Syllabi for all business courses, which were published on the Business Division web page under syllabi, include student learning outcomes. Twelve of the thirteen syllabi of Lewis-Clark State College courses that are part of the Independent Study in Idaho Curriculum included student learning outcomes. While a substantial majority of faculty in two faculty forums indicated that they included student learning outcomes in their syllabi, not all faculty did.

There is concern that Standard 2.C.2 is only partly satisfied in that expected written program learning outcomes are unevenly published and that expected written student learning outcomes are not provided to students in all courses. *[2.C.2]*

Credit hours for lecture, internships, labs, individualized instruction, online instruction, hybrid instruction, and physical activity courses are defined by Lewis-Clark State College Policy 2.127, Credit Hour Definition and are based on Carnegie definitions and the NWCCU Credit Hour Policy. Detailed curricula, including General Education requirements and suggested schedule,

are published in the Catalog for all programs. The Curriculum Committee in approving new courses and programs ensures that these courses and programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning reflecting a progression from introductory to more advanced courses and integrated student expectations. An examination of course syllabi revealed that student achievement is appropriately assessed, via written work, quizzes, exams, projects, capstone experiences, etc. As noted in the Provost's responses to NWCCU Evaluation Committee questions, Graduate Follow-up Surveys and Employer and/or Advisory Committees provide feedback related to student achievement that faculty can use to refine course expectations and improve instruction. Admission and degree completion requirements can be found in the Catalog for all programs and were clear and accessible.

Lewis-Clark State College offers a number of programs with specialized accreditation, reflecting that these degrees are based on accepted learning outcomes, norms, or equivalencies in higher education. As noted on the Provost's web page, the Nursing program is approved by the Idaho State Board of Nursing and accredited by the Commission on Collegiate Nursing Education, the Teacher Education program is accredited by the National Council for the Accreditation of Teacher Education and the ~~National Association of State Directors of Teacher Education and Certification~~Council for the Accreditation of Educator Preparation, the Social Work program is accredited by the National Council on Social Work Education, the baccalaureate Business program is accredited by the International Assembly for Collegiate Business Education, the Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs, the Radiographic Science program is accredited by the Joint Review Committee on Education in Radiologic Technology, and the Collision and Auto Mechanic Technology programs are accredited by the National Automotive Technicians Education Foundation. Faculty advisors and the Registrar review degree audits prior to graduation to ensure that students are meeting the curricular requirements for their programs. *[2.C.3-4]*

Lewis-Clark State College Policy 2.103, Curriculum, through well-defined structures and processes, requires that approval of new courses, edits to existing courses, and deletions of current courses be recommended for approval by the Division Faculty, Division Chair, Instructional Dean, and the Curriculum Committee. The Lewis-Clark State Curriculum Committee, which is a Faculty Senate standing committee with faculty only membership broadly representative of the campus, regularly reviews and recommends approval of new courses and programs, edits to existing courses, and deletions of current courses. The membership, meeting schedule, and meeting minutes are posted on Curriculum Committee webpage. General Education courses must also be approved by the General Education Committee, which is a Faculty Senate standing committee composed entirely of faculty members. Substantive curricular changes, such as new majors, minors, options, emphases, certificates, and program deletions must additionally be approved by the Faculty Senate, Provost, and in some instances the President. All new degrees, certificates of more than 30 credits, changes in delivery mode or changes in service area for a particular degree, require Idaho State Board of Education approval to be included in its 3-Year Plan, at ~~least one year~~ prior to the submission of full program proposals.

Division faculty have an active role in the selection of new faculty and with approval from the Division Chair propose new faculty hires. Once approval to hire is obtained the division faculty in concert with the Division Chair develop an advertisement and form a search committee, composed of the three division faculty, one outside the division faculty, and one student. This committee solicits and reviews applicants, ultimately recommending a short list of applicants for on-site interviews. On approval of the candidates for on-site interviews, the search committee schedules and conducts these on-site interviews, ultimately forwarding a ~~ranked~~ list of candidates to the Division Chair, Dean, and Provost. *[2.C.5]*

LCSC has a process that provides a forum for faculty to interact with library and information resources faculty and staff. In the Library Unit Assessment Report (UAR). LCSC has an objective: *Faculty develop skills in teaching library research through interaction with librarians.* The unit assessment report listed benchmarks for faculty members sharing assignments with librarians; however, utilization was limited and some improvement would be expected.

Work plans associated with this assessment noted the need for librarians to meet with more new faculty and to coordinate with the Teaching and Learning Center to deliver information literacy instruction. Faculty members may be integrating information resources into the learning process, but documentation of this, other than the 88 instruction sessions conducted in 2017 at the request of faculty members, was sparse. The library is, however, being used, as measured by the 1513 and 1567 reference requests made in 2016 and 2017, respectively and noted in the Program Performance section of the Library Unit Assessment Report. *[2.C.6]*

According to the Lewis-Clark State College Prior Learning and Assessment Requirements, Procedures, and Limitations students may earn prior learning credit by taking nationally recognized exams, CLEP, DSST, DANTES or by obtaining AP credit. Applicable courses and acceptable CLEP and AP scores are published in the Catalog. According to the Catalog a student may earn up to 32 credits by examination. Students may also earn up to 25 credits via challenge exams or portfolios, which demonstrate college level learning aligned with the student learning outcomes for the course for which they seek credit, as assessed by faculty with expertise in the discipline area. Students may apply for and receive competency credit for a lower level course by enrolling with permission and passing with a grade of "C" or better a higher level course in a sequence of these courses. At each stage this process requires the approval of the faculty teaching these courses with oversight by the Division Chair. Credits awarded on the basis of CLEP, Advanced Placement, examination, competency, or military are noted on a student's transcript by CLEP, AP, CE, CC, or MILITARY, respectively. *[2.C.7]*

Lewis-Clark State College provides transfer information that can be accessed from the Admissions Office and Admissions, home pages. The latter page provides links to help students assess how transfer will affect them, as well as links to a detailed LSSC Transfer Policy and Procedures document, transfer articulations with a number of regional two and four year

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Commented [LS5]: The self study includes the word (typically) – some departments request Search Committees to rank candidates, others are asked to provide a list of acceptable candidates with strengths and weaknesses. In the case of faculty searches, the latter applies. Removing the work 'ranked' more accurately represents our processes.
</div>

colleges, Nursing Transfer Guides, Idaho and Washington state policies on transfer, and student access to their transfer equivalencies.

The Lewis-Clark State College Admissions web-page lists 14 program specific articulation agreements with several two and four year institutions in Idaho, Washington, and Oregon. College Sources' Transfer Evaluation System (TES), which is available from the Admissions web pages, allows students to explore how credits earned would transfer to a very wide array of other schools. The Idaho State Board of Education Idaho Transfer Portal provides a similar resource for Idaho colleges. Policy 5.201 in the Policy and Procedures Manual, accessible from the Lewis-Clark State College web site, addresses how general education core requirements will be met for a transferring student. The Lewis-Clark State College Transfer Equivalency Report notes that The Registrar and Records Office evaluates General Education transfer credit, while a student's faculty advisor evaluates credit that would count towards the student's major. As noted by the Provost in an e-mail response to evaluation committee questions, "*In all cases, course equivalencies are determined by the review and recommendation of faculty with expertise in the course content area*." Students may also transfer in military credits that have been recommend by the Joint Military Service Site and approved by the Registrar. Up to sixteen military credits may be transferred in as a block. An additional 16 military credits may be transferred in on a course equivalency basis with approval from the student's advisor. Lewis-Clark State College recognizes and transfers course credit earned through International Baccalaureate (IB) programs. The Registrar approves the transfer of IB credit and publishes a table of course equivalencies and IB scores that are eligible for IB credit on its Registrar Records web page. *[2.C.8]*

Undergraduate Programs

General Education (GE) content and assessment for Idaho higher education institutions has recently undergone an overhaul and been to a large extent defined by the Idaho State Board of Education, with input from GE faculty task forces. LCSC faculty have been very involved in this development and are to be complimented for leading the State in implementation of the very comprehensive and ambitious GE assessment process.

The Idaho State Board of Education requires that each general education course identifies and assesses four of five provided student learning outcomes. In 2017 the General Education Committee, which has five elected faculty representatives from the five college divisions, recommended with faculty approval, five generic student learning outcomes spanning all of General Education. The required general education student learning outcomes, rubrics, and assessments are different for each of the major general education areas of written communication, oral communication, mathematics, arts and humanities, natural and physical sciences, social and behavioral sciences, diversity, and integrative seminar and can be found under Faculty Information on the School of Liberal Arts and Sciences web page. The assessments for each of these outcomes provide for an instructor identified assessment, a benchmark for that assessment (usually 75% meeting the expectations of the assessment), a

review by a ~~Science~~ a discipline specific Assessment Committee of 25% of the assessments from all courses, and relevant dates for data collection (usually each fall and spring semester). Each general education course may also include additional course specific student learning outcomes.

The new in 2018-19 Lewis-Clark State College General Education Core contains a total of 34-36 credits in approved general education courses spread across ways of knowing in English 6 credits), oral communication (3 credits), mathematics (3-5 credits), arts and humanities (6 credits), natural and physical sciences (7-8 credits), social and behavioral sciences (6 credits), diversity 3-4 credits), and an integrative seminar that includes ethical values (3-credits). As described in the Lewis-Clark State College Catalog each degree clearly lists the General Education requirements for that degree and shows how those General Education courses would fit into a sequential schedule for taking the courses required of that degree. The median number of General Education credits required for BA/BS, BAS, AA, and AS degrees was 37-38 credits and for AAS degrees was 16 credits. The median General Education credits required for Certificates varied with the curriculum; Certificate (0 credits), Intermediate Certificates (6 credits), and Advanced Certificates (6 credits). *[2.C.9-11]*

An examination of the General Education component of all BA, BA/BS, BAS, AA and AS degrees revealed that these programs have identifiable and assessable learning outcomes of at least 37 credits. *[2.C.10]*

In an audit of the applied degree and certificate programs for identifiable and assessable learning outcomes, it was found that 68% of the AAS programs had published program learning outcomes. None of the four AA programs had published program learning outcomes, while 100% of the four AS programs had published program learning outcomes. 65% of the ITC, 33% of the CERT, and 53% of the ATC Certificate programs had published program learning outcomes. Several of the applied degree and certificate program had clearly identifiable and assessable learning outcomes. The remaining applied degree and certificate programs either did not have discernible program learning outcomes or had program overview statements in which program learning outcomes were not clearly called out, but might be inferred. This standard appears to be only partly met. *[2.C.11]*

Graduate Programs: not applicable

Continuing Education and Non-Credit Programs:

Lewis-Clark State College has a vibrant continuing education program which is in accord with its mission:

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

While Continuing Education was specifically addressed as part of an earlier version of *Core Theme III, Connecting Learning to Life through Community Programs*, Objective III-B; this core theme has been replaced by *Core Theme 3. Partnerships: Engage with Educational Institutions, the Business Sector, and the Community for the Benefit of Students and the Region*, which does not list indicators directly measuring Continuing Education. Continuing Education now falls under *Core Theme 1. Opportunity; Objective 1.C, Access to Life Long Learning / Career Development Opportunities, Indicator 1.C.9, Continuing Education … Enrollments*.

According to its non-credit course catalog, *Life-Long Learning and Personal Enrichment*, for the fall of 2018 Lewis-Clark State College offered 63 non-credit courses on the Lewiston campus, 16 non-credit courses at the Grangeville Outreach Center, and another16 non-credit courses at the Orofino Outreach Center. Nine staff members are involved in administering these Lewis-Clark State College Continuing Education programs.

As described on the Continuing Education and Community Events webpage Continuing Education Units (CEUs) are available for non-credit courses approved by the Lewis-Clark State College Continuing Education & Community Events office through its Continuing Education Unit Advisory Committee at the rate of 1 CEU for each 10 hours of approved instruction. While a transcript can be obtained for earned CEUs, this transcript is separate from the credit record transcript and CEUs cannot substitute for credit. The approval form for granting CEUs for a non-credit course solicits the names of the intended instructors and their vita, a list of planned learning outcomes and how attainment of these outcomes will be measured, a course outline, and proposed instructional strategies. The request to offer CEUs for a non-credit course is reviewed by three faculty/staff and ultimately reviewed and approved or not approved by the Dean of Community Programs. At the end of the course students are expected to evaluate the course.

Nine years of longitudinal data for non-credit courses were presented in Table 7, Continuing Education & Community Events (CECE) Records, as part of the response to Standard 2.C.19 of the Lewis-Clark State College 2018 NWCCU Seven Year Report. These data show that over these nine years non-credit registrations ranged from 1028 to 1269 and the number of courses offered ranged from 129 to 176.

Lewis-Clark State College also offers a number of apprentice and workforce training programs through its Workforce Training Center. A review of the on-line registration for workforce training revealed that 64 courses were offered in fall of 2018. These courses are of short-duration and are primarily designed to assist those workers who want to improve their skills or position themselves for a career transition. On request and with appropriate approval workforce training may be converted to credit. Duplicated Workforce Training Enrollments as presented in figure 10 on page 169 of the Lewis-Clark State College 2018 NWCCU Seven Year Report have generally ranged between 3000 and 4000 from 2012 to 2017. These seemingly high numbers reflect duplicated head count and the Workforce Training experiences involving a number of short time learning experiences.

The Lewis-Clark State College Continuing Education & Community Events (CECE) program also coordinates the following local community events; Dogwood Festival of the Lewis-Clark Valley, Art Under the Elms, and the Dogwood Show & Shine, that are designed to connect the campus to it local and regional community.

All continuing education and other special programs are of a non-credit nature and compatible with the mission and goals of Lewis-Clark State College. Responsibilities for such programs are dispersed among several institutional units, including Continuing Education and Community Events, Workforce Training, and the Small Business Development Center. The institution maintains direct and sole responsibility of all aspects of its continuing education and special learning programs and courses.

The granting of Continuing Education Units (CEUs) for continuing education courses and special learning activities is guided by generally accepted norms, based on institutional mission and policy, consistent across the institution, appropriate to the objectives of the course, and determined by student achievement of identified learning outcomes. The institution has not offered CEU programs in recent years, since most potential participants are meeting their professional development continuing education needs through their professional associations.

Records detailing the number of courses and nature of learning provided through non-credit instruction are appropriately maintained. The primary records used to provide details on non-credit courses are published online and in catalogs for Continuing Education and Community Events and Workforce Training. Student enrollment data are maintained using the Aceware Student Manager, a software program for Continuing Education and Community Events offerings. *[2.C.16-19]*

Standard 2.D — Student Support Resources

LCSC provides educational programs to diverse cultural, socioeconomic background students in both traditional and online modalities. Student Support Services identifies the service areas such as Admissions, Registration, Financial Services, and Advising. Policies and procedures are published and accessible to students. The Staff is committed and qualified in serving the student needs. Advisors work directly with students during the first year making sure that developmental courses are completed before handing them over to the departments for program advising. From the interviews it was clear that the students had sufficient support services to create an effective learning environment. In fact the evaluation team compliments the staff for recognizing the need and creating meal tickets for students in need to support a healthy and successful environment.

The evaluation team noted that the student union had open space equipped with game tables, food services and study areas that were designed for student engagement. However, contrary to that observation when speaking with students, they expressed that the Student Union was not a warm and welcoming space for them. The Student Services VP reassured that the space is

being evaluated and will house the Career Services in the near future to bring more students into the Student Union. *[2.D.1]*

At LCSC, the Security Department is responsible for enforcement of safety and security policies, rules and regulations as stated by the Idaho State Board of Education. The security officers are trained and offer Secret Witness reporting, and campus escort among other services to students. The Safety reports, plans and procedures are provided in the Consumer Information Webpage. *[2.D.2]*

The Orientation program is offered both face to face and online to students both in Lewiston campus and Coeur d'Alene center. Additionally, tutoring services are available both online and face to face. The federally funded TRIO programs and the CAMP grant further assist in retention efforts of LCSC. *[2.D.3]*

In the event that an academic program is to be eliminated or subjected to significant changes, teach-out policies and procedures are followed. Students in those programs are identified and notified of the changes by advisors. Advisors facilitate the needed coursework change or provide guidance to completing course waivers to complete the program in a timely manner. *[2.D.4]*

The College Catalog is updated annually and is found on LCSC website. The student handbook is also updated annually and is both in electronic (on the College website) and hard copy format provided to students. The Online Catalog provides information on each program.

Additionally program descriptions in the catalog indicate the national or state licensing requirement for occupations or professions*. [2.D.5-6]*

LCSC's FERPA policy outlines the institutions process for secure retention of student information. All student information is digitized and secured. It was evident from the Self Study report that about 75% of the student body receives Financial Aid. From interviews it was clear that the financial aid office, with the help of other student service units, is very proactive in hosting events on campus to help students fill out the Financial Aid application, Furthermore, they hold events at the HS sites to provide assistance and encourage students to fill out the Financial Aid application. Financial Aid Grants, Loans and scholarships are all listed on the LCSC's information website. The evaluation team compliments the staff in their efforts providing guidance and information to facilitate the FA application process. The Financial Aid office monitors the institutional default rate which is reported to be within acceptable range. *[2.D.7-9]*

LCSC Policies and Procedures include the Advising Policy. The Career and Advising services provides students with "Navigating Your First year at Lewis-Clark State College" handbook. This document is well designed and detailed to help navigate the information needed to start coursework at LCSC. MyTrek mandatory program is another example of helping students navigate the information through career exploration, academic course planning and completion

of developmental courses before moving to the academic instructional divisions for advising. *[2.D.10]*

Per the *Self Evaluation Report*, LCSC offers a variety of Co-curricular activities as well as Student Government (ASLCSC). Students are provided opportunities for engagement. The evaluation team compliments the institution's efforts in welcoming student representatives in different recommending bodies such as President's ~~cabinet~~Council, tenure track committee, and the like. The evaluation team also complements the student body for initiating the smoke free policy on campus and taking the necessary measures to make it into policy. *[2.D.11]*

Auxiliary services such as student housing, food services and the bookstore all are support functions that creates student learning environment and contribute to intellectual climate of the campus community. For example, the students have a voice in the decision making of auxiliary services such as the food services. Where the external vendor supports the dietary habits of the students and gives students voice to provide input in menu options. LCSC provides multiple residential options for students via campus managed or campus owned housing. *[2.D.12].*

LCSC has identified and reported that they are out of compliance in the ratio of student female: male athletics, which is approximately inverse (42% female: 58% male) relative to student population (female 63%: male 37%). The Title IX Coordinator (Ashley Edwards) noted that the director of Athletics and the President are working on funding and a plan to ~~correct~~ address the athletics ratio. Most likely, this will be achieved through increased women's sport roster sizes among existing sports and potentially the creation of a women's soccer team. Ms. Edwards noted that her office (Title IX) is aware of and assisting the effort, but that the primary work is being done in Athletics and the President's office. One primary concern is public relations with the public asking why Title IX is such a large issue on campus. *[2.D.13]*

Commented [LS7]:

When a student applies to LCSC, they are asked to provide their personal information, including their SSN and official documentation from previous schools and institutions for review. Once a student is accepted, no further verification of identity is required. When required to take proctored exams through the LC Testing Center or another approved site, the student must provide government issued photo identification. Identity verification relies on e-learning services policies and federal guidelines. Students are required to have a user name and password to enroll in the Blackboard courses. Picture identification is required for in person testing center assessments. Policies are posted to the LC Testing Center web pages. *[2.D.14]*

Standard 2.E — Library and Information Resources

Library policies and practices are aimed at building and maintaining relevant collections to support the college's core missions and the curriculum. To this end, the Library in Lewiston is

open 80 hours a week and through e-mail and online services provides 24/7 access to library resources and services for all students and faculty members, regardless of location.
The resources in the collection (more than 600,000 items in print, media, and electronic form) are chosen for their relevance to the undergraduate programs offered by LCSC. Resources are selected by subject librarians in consultation with teaching faculty members. There has been a notable increase in spending for library materials, particularly online resources, in the current fiscal year. This collection is expanded with the Library's participating in the WIN consortium of 11 academic libraries in the inland Pacific Northwest. Using a contracted courier service, requested items from the collections of any of these libraries can rapidly be made available for use at LCSC.

The Library has a robust selection of electronic databases. A suite of standard online resources is provided through the Idaho Commission for Libraries and is supplemented and enhanced with the addition of many resources specifically selected by LCSC Library staff to support the unique needs of the students and faculty members. Taken as a whole, the Library has physical collections, online digital materials, and cooperative resources that are sufficient to support the instructional needs of the faculty, staff, and students and are consistent with the college mission and core themes. *[2.E.1]*

Library staff use student evaluation forms, participation on campus committees (including the Curriculum, Student Affairs, and Budget Planning & Assessment), interaction with individual faculty members, and review of library statistical data to plan library resource development and library activities.

The library director intends to use a revitalized Library Advisory Committee as a library planning tool. Future library planning should also benefit from the anticipated collaboration with Institutional Research staff to create customized library user data collection tools.

While some useful planning activities are being undertaken, the Committee is concerned that a coordinated library planning process was not fully developed. Going forward, the planned revitalization of the Library Advisory Committee as a library planning tool and the projected collaboration with Institutional Research staff to create customized library user data collection tools are necessary to fully satisfy this standard. *[2.E.2]*

As part of a mandatory New Student Orientation, all new full-time degree-seeking freshmen students are introduced to library services and resources. Additional classroom library instruction takes place inside other faculty members courses. In the last fiscal year this effort reached more than 1,600 students in 82 different sessions in Lewiston and an additional 65 students in 6 sessions in Coeur d'Alene. All students, both on and off-campus, have access to a suite of online library tutorials and research aids. These online resources also allow students to explore individual research issues in greater depth than in-class sessions have time to provide.

Staff provide typical library instruction and reference assistance to students and faculty members via workshops, tutorials, one-on-one assistance in the Library, and an increasing

number of scheduled research appointments. Librarians reach out to faculty and staff members to keep them informed on the availability and use of Library resources. *[2.E.3]*

Library staff review physical item use statistics, online database usage, and service point and building usage. This information has been used to improve programs and services in the library. Additions to and withdraws from the collection of library materials is guided by an extensive Collection Development Policy. These processes incorporate consultation with faculty members. In multiple cases, teaching departments have partnered with the Library to fund costly online material purchases.

Items held in the library are tagged with security strips that work in conjunction with an electronic theft detection and library security system. *[2.E.4]*

Standard 2.F — Financial Resources

Lewis Clark State College's management of its financial resources demonstrates continued financial stability to support its programs and services. The evidence demonstrates that financial planning and budgeting are ongoing, realistic, and based upon the mission and strategic plan of the institution. The institution continues to be conservative in projecting revenue and developing budgets. The annual analysis of key financial ratios based on the audited financial statements provide strong evidence of stability with a sufficient cash flow and reserves to support its programs and services. Through hard work and planning LCSC is free of all long-term debt. *[2.F.1]*

Interviews confirmed that the university has an inclusive and participatory budget process based on the highly developed and continually evolving assessment process. This process, initiated in 2001, integrated college-wide strategic planning, programing, budgeting, and assessment. Each program does an annual unit assessment report (UAR) identifying the work of the year, setting a work plan for the next year which includes closing the loop on the last assessment and identifying proposals to reallocate or request new resources to support the program. A resource request form (RRF) is used to define opportunities for investment. Six Functional Area Committees (FACs) do analysis, advocacy and facilitate the prioritization of needs within the specific areas. Each FAC also includes representative observers from the staff, professional staff, and faculty organizations.

The work and priorities of the FACs are presented by the FAC chair to the President's Cabinet. There are nine presentations as each of the employee organizations also have the opportunity to make a presentation on the FAC work to the Cabinet. This process also informs legislative "asks" for short- and long-term program initiatives and capital planning. The timeline for the process synchronizes with the requirements of the Legislature, Division of Financial Management, and the Idaho State Board of Education (SBOE). *[2.F.2-3]*

Lewis-Clark State uses the Ellucian Colleague higher education ERP software as its primary administrative system and follows GAAP for all financial statement purposes. Quarterly financial reports are reviewed by the SBOE Audit Committee during the year. All transactions flow through the Controller's Office and are based on appropriate internal controls. The evaluator reviewed the extensive internal control spreadsheet provided by the Internal Auditor. *[2.F.4]*

Capital needs are also developed in the integrated assessment, planning, and budgeting process annually and inform the six-year capital plan required to be submitted to the SBOE and the Idaho Permanent Building Fund Advisory Council. While this planning process is well developed, the Committee encourages the campus to develop an updated or newer Master Plan that would make capital planning easier and more thorough. *[2.F.5]*

The institution has a clearly defined financial relationship between general operations and the six auxiliary enterprises. Two auxiliary operations, Kinder College and Intercollegiate Athletics, receive some general fund support appropriately articulated in the Operating Budget. Funds from auxiliaries are not supporting the general operations. *[2.F.6]*

Lewis-Clark State College has an annual audit currently performed by Moss Adams, LLP according to generally accepted auditing standards. The audit is timely and reviewed and approved by the SBOE. Appropriate and comprehensive actions address findings or management letter suggestions. Audits are available on the SBOE website. *[2.F.7]*

The evidence demonstrates that LCSC Foundation is the fund-raising arm of the college with an operating agreement in place. The Committee notes the good work and enthusiasm surrounding the mentoring of Foundation Scholars and the new scholarship effort that targets advanced students in need of financial assistance to complete their degree. *[2.F.8]*

A review of exhibits and interviews confirmed that appropriate policies, guidelines, processes, accounting systems, audits, and operational and capital planning are in place and are followed as required in the sub sections of Standard 2. F.

Declining enrollment, increasing costs, and new initiatives such as outcome based funding mean careful planning must remain a major priority in order to meet the goals of the institution and achieve mission fulfillment. The evaluation team recognizes the good work of Lewis-Clark State College in managing financial resources carefully and transparently in a resource restrained environment. The team also compliments the college for having no long-term debt and a strong Consolidated Financial Index (CFI).

Standard 2.G — Physical and Technological Infrastructure

Physical Infrastructure

A tour of this beautiful campus demonstrates the good learning and working environment that has been created over time to support the current mission, program and services. The mix of the oldest and newest buildings along the walkways speak to the care that has been given to the physical infrastructure to provide safe and healthful learning and working environments. Although very well maintained, the needs of an aging physical infrastructure continue to be a challenge for the college. The college has an approximate $16M in deferred maintenance. Substantial support has been given to the campus to this end over the last several years from the Governor, the Idaho State Legislature, the Idaho Department of Public Works, the Permanent Building Fund Advisory Council, SBOE, and internal allocations providing funding for major renovations, upgrades and repairs. The lists of these projects in the report and the exhibits is an impressive record.

The team compliments the campus and SBOE on the collaborative planning with Lewiston High School and the city of Lewiston which has resulted in the new Career & Technical Education (CTE) Center. The synergy these partnerships should create will be a boon to the students and workforce of Idaho. When completed, this will also create additional space on campus for future expansion of other programs and increased enrollment. *[2.G.1]*

The documents reviewed indicate the appropriate policies and training are in place for hazardous waste and safety and security. Per interviews, the past hazardous waste issue was about timely disposal of the collected waste and has been addressed. The reviewer found appropriate personnel, oversight committees, policies, procedures and training in the areas of safety and security, crisis management and risk management. Compliance, safety and security are high priority items during the RFF process. *[2.G.2]*

The institution has a Campus Facilities Master Plan (CFMP) updated in October 2015 and approved along with the six-year capital plan by the SBOE in December of 2017. The institution has identified a need for a more comprehensive and detailed plan to provide more long-term strategic direction and has constituted a new Campus Master Planning Committee to pursue this goal. *[2.G.3]*

Per the report and evidence reviewed equipment is sufficient, well maintained and high value equipment assets are inventoried, tracked, and audited. Needs are identified and funded as part of the integrated assessment, planning, and budgeting process. Several funding sources are maximized to provide equipment needed to support the institutional goals. The documents and interviews showed that the institution meets standard 2. G. 1 – 4.

Technology Infrastructure

The self-study provided a thorough description of the large, complex, many faceted technology infrastructures on campus. This description, along with review of evidence and interviews, demonstrates the core infrastructure was adequate. The infrastructure elements include: network and telecommunications, security, central data center management, servers, storage, software support, general use computer lab, help desk, training and consultation support including maintaining a schedule of infrastructure life -cycle replacement and growth within available resources.

The college has many technology enhanced classrooms with two basic setups as explained on the website. Directions are provided for use of the equipment on that site. Per interviews with faculty further directions on how to communicate needs and participate in the technological design of classrooms may be needed.

Technology needs are identified and funded as part of LCSC's integrated assessment, planning, and budgeting process. There are several funding sources including annual support to upgrade classroom technology from the State of Idaho. The report states the technology is a servant to the needs of students, faculty, and staff.

The college has a single CIO who reports directly to the President which helps state the mission critical importance of technology to all functions of the campus. The evaluator notes the work to become part of the Idaho Regional Optical Network as having an important impact on the campus infrastructure. Although highly distributed to several departments, the evidence shows appropriate instruction and support for effective use of technology is available to students, faculty, and staff. It remains important to have communications or procedures in place to provide direction on how to access technology training.

A review of the data presented shows planning and prioritizing of projects to support the infrastructure, renewal and replacement plans and recommendations, input from constituencies, and a commitment to the strategic plan of the campus are all operationalized and participatory through current college practices and governance structures. Again, it is important for a fully participatory process and shared knowledge to communicate to the faculty and staff the policies, procedures and how to provide input into these processes.
The college is required to do an annual technology plan to be submitted to the State of Idaho's CIO who reports to the Office of the Governor. This plan outlines the short and long-term technology goals of LCSC. *[2.G.5-8*]

A review of the report and evidence, interviews and observations conclude that Lewis-Clark State College meets standards 2.G. 5-8.

Planning

Standard 3.A — Institutional Planning

Prior to the visit, the Committee had a number of questions relate to institutional planning and its relationship to mission fulfillment. During the visit, the Committee learned that LCSC has a well-developed system of planning that relies on assessment and evidence to inform decisions and strategies.

The process expects each program to complete a unit assessment report (UAR) identifying the work of the year and setting a work plan for the next year. The work informs proposals to reallocate or request new resources to support initiatives through a resource request form (RRF). These requests are reviewed by six Functional Area Committees (FACs). This process leads to a limited set of funding initiatives for one-time or base funding that will lead to improved outcomes.

There are two groups of individuals that provide oversight and monitor core theme planning, assessment and improvement, President's Council and President's Cabinet. President's Council provides oversight of core theme planning & assessment, annually, and its contribution is summative. Formative assessment throughout the year is conducted by the Cabinet in close collaboration with the Office of Institutional Research & Effectiveness (IRE). It is the responsibility of the Director of IRE and the VP's to analyze indicator performance as progress on those indicators are taking place and to alter planning to impact future indicator performance. Participation also includes directors of various programmatic areas when the indicator is relevant to their program services. Individual programs assess, analyze and monitor fulfillment of their own objectives and indicators and report in UARs.

The evaluators compliment LCSC on the extensive compliance of unit assessment reporting (UAR), i.e., 100% of its programs, academic, co-curricular and administrative support, completing UARs. It is recognized that the UAR process and report content was substantially revised and strengthened in 2015, resulting in the need to analyze the assessment process as well as the results. *[3.A.1-4]*

Lewis-Clark State College has an up-to-date emergency plan that is required by SBOE policy. The plan also includes participation by area local governments and is supported by a campus Emergency Management Planning team. *[3.A.5]*

Core Themes

Core Theme: Opportunity

Standard 3.B — Core Theme Planning – Opportunity

As an open-access regional institution, LCSC defines itself as a place where access for the many is fundamental to its mission. The faculty and staff clearly take this mission very seriously to the point of identifying it as their Core Theme One, Opportunity. In order to expand access to higher education, LCSC "offers a wide array of academic, career and professional programs". Among these access foci are first generation, low income, outlying region, workforce, small business, adult, and high school populations. It was noted that these populations were largely identified in response to the need for enrollment growth and the Idaho State initiative regarding *Complete College America*.

The evaluators were surprised that increased attention was not given to access and recruitment in emerging markets and of special populations such as international peoples, local minorities, and veterans. There is no evidence that the institution conducted a regional needs assessment of underserved populations as part of the planning process for Core Theme One, Opportunity. *[3.B.1-3, Opportunity]*

Standard 4.A — Core Theme Assessment -- Opportunity

LCSC is committed to regular, systematic and comprehensive assessment of program and student achievement, wherever offered and however delivered. Unit assessment of all programs, academic, professional, career/technical and support, is rigorously conducted and documented, with practical, responsive results. The college then holistically analyzes needs, capacity and resources, and ascertains institutional budgets.

The main challenge of assessment for the core theme of Opportunity is that the indicators (measures) lack sufficient meaning that qualifies them to fully assess fulfillment of objectives as well as inform remedial actions. LCSC would do well to do needs assessment to determine regional access needs and then strategically define responsive programs that are measured by qualitative and quantitative impact. *[4.A.1-6, Opportunity]*

Standard 4.B — Core Theme Improvement

LSCS does currently use its core theme assessment results to improve objective-related programs, and to inform planning, decision-making and resource allocation. As noted above, the challenge is that the current assessment measures are not as meaningful and useful as they should be to inform responses, including enhancement of student learning achievements.

Contributions, collaborations and discussions with many internal stakeholders are a strength of LCSC culture and processes, including assessment and improvement initiatives. Additional input from and surveying of external regional constituencies would be beneficial and, in turn, those constituencies and the college would benefit from regular dissemination of assessment results and collaborative discussions on appropriate responses. *[4.B.1-2, Opportunity]*

Core Theme: Success

Standard 3.B — Core Theme Planning -- Success

The *Self-Evaluation Report* notes that Core Theme Planning is not a separate process from the other forms of institutional planning and "is a work in progress." (p. 108). Therefore, at the highest level of evaluation review, it has the same issues as our primary recommendation concerning the definition and quality of metrics. The discussions with LCSC noted that matching up the long and short term planning of the institution with the strategic plan of the SBOE was a challenge. In several discussions, we heard that matching these two was "of concern". As also noted in our recommendations, the processes used by the SBOE themselves to set goals and plans needs to be improved. We had difficulty determining whether LCSC itself has a strategic plan that is more refined, separate or distinct from the SBOE plan. For example, LCSC could show that it is working towards the SBOE plan, but that it also has aspirational goals beyond the SBOE plan. We did not hear any discussions along those lines.

LCSC is determined to provide the best experience for students and we commend the entire college system for that dedication and perspective. The discussions starting on page 106 of the report deal with the planning efforts and are extensive. However, we note given the lack of substantive metrics we have mentioned many times in this evaluation and the use of "checkmarks" (P 116) showing "met or not met" standards, that it is very difficult for us to assess the effectiveness of planning are part of the Core theme of Success. *[3.B.1-3, Success]*

Standard 4.A — Core Theme Assessment -- Success

Faculty chairs have significant authority and along with centrally funded assistants, they define their divisional priorities based on input from their faculty. These requests go to their deans, who bring the requests to cabinet, and ultimately to the president. The chairs commented that these requests must address the overarching goal of "growth" which reflects back to the SBOE goal of 6,000 student head count. The President commented that head--count should be "optimized" in order to best meet evaluation based funding,   which leads to questions of class size, physical plant and IT support which have been discussed elsewhere in this evaluation.

The evaluators noted that different definitions of "growth" can make it difficult for faculty and chairs to define how their requests fit into the goals and mission of LCSC. *[4.A.1-6, Success]*

Standard 4.B — Core Theme Improvement -- Success

Consistent with the evaluation team recommendations, there was concern that many of the indicators of achievement were not described well enough, or were substantive enough, to allow for effective improvement of decision making. That is, the use of basic "check marks" for achievement of metrics does not allow for qualitative discussion and strong self-evaluation of the metric. For example, student first year retention goals were "checked off" as +2% over the benchmark, even though this could have been within error or noise levels. Yet, other values were recognized as being within a standard deviation (e.g., 2.C.9 Timely Completion of Degrees). While we did not disagree with the data, the column checking these markers as MET (Page 180) implies that all was well, even though the values were marginally different, if at all from the benchmarks. The narrative describes the many discussions and efforts made to improve retention, which we congratulate. Even with these efforts however, the discussion mentions the determination of "choke points", the creation of pre-majors, etc. but without substantive data, we could not determine impact of these studies, some of which were presented only as possible approaches.

Because of these issues, we could not determine if the metrics were used to in making decisions about allocation of resources and program improvement. We did note however, that a broad range of constituencies were involved in the retention studies, which is consistent with our commendation of how the faculty and staff are dedicated to the student perspective. *[4.B.1-2, Success]*

Core Theme: Partnership

Standard 3.B — Core Theme Planning -- Partnership

In 2017 Lewis-Clark State College updated its core themes, which were approved by the Idaho State Board of Education in June of 2017. As a result of the updating, the previous *Core Theme III, Connecting Learning to Life through Community Programs*, which focused on continuing education and educational outreach, was replaced by *Core Theme 3. Partnerships: Engage with Educational Institutions, the Business Sector, and the Community for the Benefit of Students and the Region*, with a focus on student learning beyond the classroom. In this transition, many of indicators did not change which allowed for meaningful data collection across a number of years.

Table 12 on page 109 of the Lewis-Clark State College 2018 NWCCU Seven Year Report maps the core themes to the Lewis-Clark State College Strategic Plan. Core Theme 3 Indicator 3B.5, Undergraduate Research, is mapped to Strategic Plan Goal 1: Sustain and Enhance Excellence in Teaching and Learning and Indicator 3A.1, Internship Participation, is mapped to Strategic Plan Goal 3: Strengthen and Expand Collaborative Relationships and Partnerships. There is opportunity for the relationship between Core Theme 3 Objectives and the Lewis Clark State

College Strategic Plan to be even tighter with, for example, Core Theme 3 Objective 3B, Enhance Student Learning through Academic Partnerships mapping to Strategic Plan Goal 3: Strengthen and Expand Collaborative Relationships and Partnerships. All of the Core Theme 3's objectives and indicators relate to on-going activities at Lewis-Clark State College, e.g., internships, undergraduate research, interaction with the K-12 school system, etc., that support the theme of "*Partnerships*" and support Lewis-Clark State College's Vision to "*actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development*". *[3.B.1, Partnership]*

Prompted by and aligned with Idaho State Board of Education requirements for on-going program prioritization Lewis-Clark State College in 2016 established a Program Performance Steering Committee that developed a generic rubric for assessment of Program Performance Indicators to be completed by programs that would measure and assess program quality, student success, and program impact. Following the outline of this rubric core theme planning adopted a process where affected units identified indicators for each objective associated with the core theme. For Core Theme 3's three objectives and seven indicators multiple benchmarks were typically established against which to analyze the collection of annual data. With the assistance of the office of Institutional Research & Effectiveness (IR&E) longitudinal and usually numeric data for the indicators were collected. Benchmarks were established for each indicator and the data was analyzed over time relative to these benchmarks. Often both annual and long-term benchmarks were established. The results were analyzed by appropriate parties, typically by the IR&E office and an appropriate Vice President, often the Vice President for Academic Affairs. The results were also examined relative to past work plans and outcomes relevant to this indicator. Future plans were identified and briefly discussed by parties responsible for implementing these proposed plans and a date for follow-up was identified. The process described above is captured in the College Assessment Report (CAR) and Core Theme 3 is discussed on pages 190-211 of the Lewis-Clark State College 2018 NWCCU Seven Year Report. This assessment approach is very much a bottom up process in which indicators defined by the relevant Lewis-Clark State College units drive future planning and goals, which informs the next higher level of assessment and assures that these assessment processes are reviewed regularly. While the objectives and supporting indicators associated with Core Theme 3 were established relatively recently, there is evidence that the data that has been collected is being used to inform future planning for Core Theme 3.

Six of the seven Core Theme 3 indicators were numeric measuring the number or quantity of participants or initiatives. None of these indicators, with the exception of perhaps the non-numeric indicator 3.B.7, measured the quality of the student experience. For example, does evidence exist indicating that students serving in internships or apprenticeships are more likely to obtain employment upon graduation than students who did not have internships or apprenticeships? Core Theme 3 would be strengthened by developing indicators of quality, success, and enhanced learning. *[3.B.2-3, Partnership]*

Standard 4.A — Core Theme Assessment -- Partnership

Since the approach involved in assessment was similar for all indicators, a detailed exposition of the approach for one indicator will suffice to illustrate the process which encapsulates many of the 4.A Assessment standards for all indicators.

Core Theme 3, *Engage with Educational Institutions, the Business Sector, and the Community for the Benefit of Students and the Region*; Objective 3A: *Enhance Student Learning Through Community and Industry Partnerships*; Indicator 3.A.1, *Annual Duplicated Headcount Students Who Participate in Internships and Apprenticeships* found that this indicator had never reached the long term benchmark of 800 participating students and fell 7% short of the annual benchmark of a 1% increase over the previous year's benchmark and hence this indicator was not met.

Analysis by the Director of Institutional Research and Vice President of Academic Affairs noted that with the exception of the most recent year the number of students participating in internships and apprenticeships had been increasing and was at approximately 90% of the long term benchmark of 800 participating students. Even though relevant data existed going back to 2012, this was a new indicator and no previous initiatives existed to review. Nevertheless analysis of this indicator has stimulated discussions with Deans and Division Chairs on how to increase interest in and support for internships resulting in hiring a Career Counselor charged with increasing the number of internship sites, including sites at the Coeur d'Alene Center. The data and analysis for this indicator was shared and discussed with the Director of Career Advising and Services.

The roles and responsibilities of the student, the faculty supervisor, and the internship or practicum supervisor are guided by Lewis-Clark State College Policy 2.112. This indicator will be reviewed next in spring of 2019 using data gathered as part of the Idaho State Board Strategic Plan. The process described above is captured in the College Assessment Report (CAR) and Core Theme 3 is discussed on pages 190-211 of the Lewis-Clark State College 2018 NWCCU Seven Year Report.

A notable example of an internship sponsored by the Special Education Program is SPARC (Students and Professionals Accessing Resources in the Community), a transition program for students aged 18-21 with disabilities. In another outstanding example of a partnership, Pullman, Washington based Schweitzer Engineering Laboratories, which maintains a facility in Lewiston, has donated several million dollars to building a Career & Technical Education (CTE) Center on the Lewis-Clark State College campus, is assisting with the hiring of both interns and new faculty, and is working with current program faculty to revise and update the Industrial and Electronics Technology program curriculum and equipment.

The second indicator for Core Theme 3, *Engage with Educational Institutions, the Business Sector, and the Community for the Benefit of Students and the Region*; Objective 3A: *Enhance Student Learning Through Community and Industry Partnerships*; Indicator 3.A.2, *Annual*

Unduplicated Headcount for LC Work Scholars measures the number of high performing students being paid to work in areas relative to their career goals as a way of mitigating educational debt.

Enrollment in the Work Scholars program increased from an initial 10 students in 2015 to 45 students in 2017, which was well above the one-percent increase annual benchmark. The analysis of this benchmark hinted that this program was challenged in providing sufficient work-scholar opportunities to meet the demand, although the data supporting this point was anecdotal. Future plans for this indicator include seeking additional funding to expand the number of work-scholars opportunities.

The two indicators for Objective 3.B of Core Theme 3, *Engage with Educational Institutions, the Business Sector, and the Community for the Benefit of Students and the Region*; Objective 3B: *Enhance Student Learning Through Academic Partnerships*; Indicator 3.B.3*, The Number of Articulation Agreements to Transfer from LCSC* and Indicator 3.B.4, *The Number of Articulation Agreements to Transfer to LCSC* were similar and were discussed together in the Seven Year report. The indicators for measuring both transfer from and transfer to Lewis-Clark State College were based on the number of transfer articulation agreements and both indicators were met.

Following an initial increase in the number of agreements for transfer from LCSC, the number of transfer-out agreements plateaued, reflecting, according to the analysis, that transferring out of four-year institution is inherently limited. In spite of this limitation proposals are in the works for establishing transfer-out programs to the University of Idaho Law School and to the University of Idaho's Master's in Athletic Training after completing three years at Lewis-Clark State College in which students would complete the final year of their Lewis-Clark State College bachelor's degree at the University of Idaho. Opportunities to establish transfer-in agreements with, for example, regional community colleges are inherently more numerous and the number of these transfer-in agreements increased from five to eight between 2015 and 2017. Lewis-Clark State College has a long term benchmark for transfer-in agreements of ten and is currently working with Community Colleges of Spokane to establish an articulation for students wishing to pursue a BAS in Applied Technology.   The Lewis-Clark State College Admissions web-page lists 14 program specific articulation agreements with several two and four year institutions in Idaho, Washington, Oregon.

The fifth indicator for Objective 3.B of Core Theme 3, *Engage with Educational Institutions, the Business Sector, and the Community for the Benefit of Students and the Region*; Objective 3B: *Enhance Student Learning Through Academic Partnerships*; Indicator 3.B.5, *Students Participating in Research* was measured by the duplicated number of students participating in the annual spring Lewis-Clark State College Research Symposium and/or enrolled in a required research project.

This indicator of enhanced student learning was quite positive with the number of students participating in undergraduate research increasing from approximately 240 students in AY 2011-12 to 493 students in AY 2016-17, a 105% increase that surpassed in AY 2016-17 the long-term benchmark for this indicator of 400 students. While the results from this indicator are impressive, analysis of the results suggested developing a tighter definition of undergraduate research, capturing uncounted students participating in undergraduate research, seeking increased funding in support of undergraduate research, and broadening participation by programs that have not traditionally participated in undergraduate research. Faculty reported that mentoring students in undergraduate research counted in the promotion and tenure process.

The sixth indicator for Objective 3.C of Core Theme 3 *Engage with Educational Institutions, the Business Sector, and the Community for the Benefit of Students and the Region*; Objective 3C: *Enhance Student Learning through Service to College and Community*; Indicator 3.B.6, *Students Participating in Community Service Projects* found that the number of students participating in service projects increased over the period from 2013 to 2016 to a high of just under 1000 students, but decreased by ~14% from 2016 to 2017, resulting in this indicator not being met.

The performance of this indicator was negatively impacted by the loss of the full-time Student Service Coordinator and the expiration of an AmeriCorps Grant. A new AmeriCorps Grant allowed Lewis-Clark State College to reactivate the Lewis-Clark Service Corps to assist in recruiting service volunteers. Data collected in assessing this effort and referred to in the Seven Year Report indicated that this approach did result in increasing the number of service volunteers to 804, exceeding the benchmark of 264 established to assess this plan.

Lewis-Clark State College and the its Student Association are to be complimented on establishing The Warrior Food Pantry, which was created as part of this plan to increase the number of service volunteers, recruiting 206 volunteers of which 122 were first time volunteers. Analysis of this indicator focused on expanding opportunities for students to participate in service projects and better management and tracking of student participation.

The seventh and final indicator for Objective 3.C of Core Theme 3 *Engage with Educational Institutions, the Business Sector, and the Community for the Benefit of Students and the Region*; Objective 3C: *Enhance Student Learning through Service to College and Community*; Indicator 3.B.7, *Center for Teaching & Learning K-12 Activities* was the only non-numeric indicator associated with Core Theme 3. This indicator was specifically designed to measure the outcomes of workshops conducted by LCSC's Teaching & Learning Center with science teachers from the Lewiston Independent School District to align science curriculum with the newly adopted Next Generation Science Standards. The indicator consisted of six teacher defined objectives and the outcomes developed in response to those objectives. Qualitative responses from participating school district teachers indicated that they were satisfied with the outcomes and felt that the objectives had been met. Analysis by teachers and faculty leaders concluded that engaging students in active learning was critical to student learning in the sciences. This

effort is continuing and next year intends to provide guest lectures in elementary and secondary schools.

Standard 4.B — Core Theme Improvement -- Partnership

The data supporting the indicators associated with Core Theme 3 have been annually collected over a period of three to six years, depending on the indicator. The one exception was indicator, 3.B.7, which was associated with a one-time approximately one year in duration program with the Lewiston Independent School District to align science curriculum with the newly adopted Next Generation Science Standards. Five of the seven indicators associated with Core Theme 3 established annual benchmarks. Core Theme 3 indicators were assessable, and verifiable. Six of the seven Core Theme 3 indicators were quantitative, and meaningful in the sense that these indicators measured growth in student participation in key components of the Core Theme 3 objectives.

While involvement in internships, practica, work scholars, etc. does provide a learning experience there is a concern is that the six numeric indicators of growth only indirectly measured the quality of the experience for the student and generally did not directly measure student learning or success and hence were not meaningful institutionally identified indicators of achievement for Objectives 3.A, 3.B, and 3.C of Core Theme 3 each of which specifically reference "… *enhance student learning* …".

The assessment of Core Theme 3 would be strengthened and be more meaningful by including indicators measuring the quality (learning and success) of the student experience. For example, did participating in undergraduate research increase the success with which students were accepted into graduate or professional school?

The annual benchmarks were variously defined as +1% increase on the previous year's value, % above or below annual benchmark, annual benchmark the same or increase, average percent change in annual benchmark. As defined, these benchmarks are strongly population dependent. The Provost's analysis of Core Theme 3, Objective 3.C, Indicator 3.C.6 noted a need to focus on setting a meaningful benchmark for this indicator that registered a 46% decrease in the number of students involved in community service projects, where in fact the number of students involved decreased from ~ 990 to ~810 from 2016 to 2017. In an interview the Provost noted that further refining of benchmarks was waiting to see what direction and action the State Board of Education would take on benchmarks.

The only in-depth review of the recently developed Core Theme 3 objectives and indicators is that contained in the Lewis-Clark State College 2018 NWCCU Seven Year Report and the associated College Assessment Report (CAR). The Lewis-Clark Seven Year Report referenced earlier assessments in 2015-16 and 2016-17 that were made available by the Provost during the visit.   The review of each indicator in this Seven Year Report does briefly address and comment on the assessment plan and process. The Provost noted that more expanded and in-depth

discussions of each indicator's analysis and implications are continuously occurring in appropriate arenas across the campus. The assessment of each Core Theme 3 indicator that is present in the Seven Year and College Assessment Reports, with exception of the assessment for Core Theme 3 Indicator, 3.C.6, Service, contained evidence that the assessments of these Core Theme 3 indicators are being used for improvement, informing planning, decision making, and allocation of resources. Conversations with deans, division chairs, and both non-tenured and tenured faculty indicated that core theme development was broad based and faculty were actively involved in developing and reviewing the Lewis-Clark College Seven Year Report.

Faculty were additionally involved in gathering, analyzing, and recommending the use of data. While faculty and program participation was necessarily present at the ground level in establishing and monitoring internships, advising LC Work Scholars, mentoring undergraduate research, etc., faculty participation in setting, managing, monitoring, and assessing the Core Theme 3 objectives and indicators was only minimally evident in the discussion of Core Theme 3 in the Seven Year Report. Continued use of the methodology that was developed for and is evident in the Lewis-Clark State College 2018 NWCCU Seven Year Report constitutes evidence that Lewis-Clark State College is establishing on-going regular reviews of its assessment plan and process. Each Core Theme 3 indicator identifies one or more appropriate administrators, directors, or managers with whom the results of the assessment are to be or have been shared and who have a role in and responsibility for carrying out and assessing the future plans and projects proposed for this indicator. A follow-up date in 2019 and data sources are proposed for each indicator.

Core Theme 3 Indicator, 3.B.1 Internships, 3.B.2, Work Scholars, 3.B.5, Undergraduate Research, and 3.B.6, Service involve students in primarily external learning experiences in which student learning outcomes could be expected to be present, assessed, and used to provide a rational for improvement of student learning. According to Lewis-Clark State College Policy 2.122, *Practica and Internships*, faculty are responsible for maintaining "*the quality of the internship or practicum by providing a syllabus which outlines course competencies and expectations, and guides the student in developing goals for the experience.*"

Similar language can be found in the MOU required of faculty supervising practicums and internships. Seven performance expectations are listed for LC Work Scholars and the Director of Workforce Training indicated that student learning outcomes were provided to students participating in Workforce Training. Eleven of the sixteen sample undergraduate research discipline specific syllabi presented as part of the Resources for Faculty Members of Undergraduate Research web page listed what amounted to student learning outcomes for undergraduate research. The generally useful resources for undergraduate research presented on this page did not address developing discipline or faculty specific student learning outcomes for undergraduate research. An examination of the Lewis-Clark State College website did not indicate that student learning outcomes were either required or present for student service learning.

Benchmarks for five of the Core Theme 3 Indicators; 3.A.2, 3.B.3, 3.B.4, 3.B.5, and 3.B.7 were met. With five of the seven benchmarks for the seven indicators associated with Core Theme 3 being met, the overall benchmark for Core Theme 3 was met. Analysis and future plans were presented for all indicators, whether met or not. Past plans, when present, and results were also analyzed. For each indicator data sources were identified, data and analysis was shared with responsible parties, and a date for follow-up was established. The current indicators are not meaningful with respect to the stated objectives and new indicators should be developed.

Mission Fulfillment, Monitoring, Adaptation and Sustainability

Standard 5.A — Mission Fulfillment

Lewis-Clark State College has developed a highly participatory planning process. It includes mission fulfillment rubrics that are related to each core theme and the overall mission. Moreover, the evidence from the indicators provides a base for further refinement to determine mission fulfillment.

As noted in the previous section of this report, the indicators are used to assess each core theme and then evaluated to determine mission fulfillment. One concern the evaluation team noted is that the indicators are used without a high degree of self-reflection with regard to quality. For example, headcount is compared to an arbitrary threshold. The campus, under the leadership of President Pemberton, is moving toward a more reflective, mission based approach with its efforts to determine the optimal level of enrollment. Within this approach, the campus should reflect on key student demographics and delivery modes and comparing outcomes related to learning, overall student achievement.

Additionally, the indicators will need to be aligned with the emerging performance based funding formula that is under development by the State Board of Education. The Committee believes that the system, once refined, will enable Lewis-Cark State College to meet the expectations on the accreditation standards. *[5.A.1-2]*

Standard 5.B — Adaptation and Sustainability

This standard explores how the institution evaluates the adequacy of its resources, capacity and effectiveness of operations within the context of its mission. It explores its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals of its programs and services. The standard also asks for documentation of its cycle of planning, practices, resource allocation and assessment of results. The standard requires the institution to monitor its internal and external environments to identify current and emerging patterns and expectations. All of these findings should then be used to define future directions and revise mission, themes, and goals as necessary.

The committee agrees that the institution demonstrates financial stability as demonstrated in the exhibits and the current financial position of the institution. The institution has combined the timelines of a robust assessment system and the budgeting process in the last two years which is more closely tying the budget process to the strategic and core theme planning. This will help with both progress on the strategic plan, with continued financial stability, and broader campus understanding of assessment and planning. The institution also maintains a good Composite Financial Index (CFI) which will be measured annually per requirement from the state and can be an early bellwether regarding financial stability.

Two examples on the Compensation Plan and operating expense analysis were listed to demonstrate the regular evaluation of the adequacy of resources, capacity and effectiveness of operations and were tied to LSCS's ongoing potential to fulfill its mission.

The Institutional Assessment Plan is a yearly assessment of all programs and offices. This is an on-going process with stakeholders engaged in program level assessment within their units. The report states the annually, indicators may be re-defined, clarified, or changed, ensuring assessment of those elements of greatest importance to the institution. The committee recognizes the need for the ability adjust indicators and benchmarks and believes they should be looked at as mission fulfillment if more fully defined.

 LCSC is continually monitoring its internal and external environments in many areas and has advisory committees to stay engaged with the needs of the community in academic planning. The college also participates across all areas of campus on state wide initiatives. The Higher Education Task Force recommendations to be implemented are an example of both this participation and monitoring the environment. However, the committee believes that there will be more work required in this area as the institution continues to work on how mission fulfillment will be defined, benchmarked, and monitored. Continued work on providing solutions from what is discovered in the scan and closing the planning loop will be part of this process.

Based on evidence found on campus and in supplemental materials, the institution meets the spirit of the Adaptation and Sustainability standard and is poised to operationalize and fully implement the evaluation, documentation, and monitoring required as part of the core planning and assessment process as mission fulfillment is clarified and benchmarked. *[5.B.1-3]*

Summary

Commendations and Recommendations

1. The Committee commend the institution's faculty, staff, and administration for creating an inclusive culture of caring, respect, approachability and professionalism in a climate that promotes student success.

2. The Committee commend LCSC on its robust Professional Development & Training program that offers numerous programs that are responsive to the needs of its staff.

3. The Committee commends Lewis Clark State College for its beautiful, welcoming, well maintained campus with a strong feeling of private academia. The universal care of the grounds and buildings is a reflection on the strong sense and love of place demonstrated by the LSCS staff.

4. The Committee commends SBOE, LCSC, and the LCSC Foundation for the development of responsive student scholarships to provide access, mentoring, experience, and completion through the innovative Work Scholars Program, the Opportunity Scholarship, Foundation Scholars, and the Senior Fund to name a few.

Recommendations

1. The Evaluation Committee recommends the Idaho State Board of Education develop policies and procedures regarding its own organization and operation, and regularly evaluates its performance. [2.A.6; 2.A.8*]*

   > **Commented [LS9]:** Mr. Matt Freeman, Executive Director of the Idaho State Board of Education provided a letter describing the Board's self-evaluation process, including links to the Board's organization and operation.

2. The Evaluation Committee found that definition of mission fulfillment lacks sufficient exemplification of its purpose, characteristics and expectations to demonstrate institutional outcomes as acceptable extent of mission fulfillment. [1.A.2]

3. The Evaluation Committee recommends the institution establishes objectives for each core theme and identifies meaningful, assessable, and verifiable direct and indirect measures (indicators) of achievement that form the basis for evaluating accomplishment of the objectives of the core themes. [1.B.2*]*