
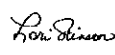


LEWIS-CLARK STATE COLLEGE

Date: December 12, 2018

To: Board of Commissioners
Northwest Commission on Colleges & Universities

From: Dr. Cynthia Pemberton 
President

Dr. Lori Stinson 
Provost & Vice President for Academic Affairs

Re: Mission Fulfillment Visit/ Report Response

Lewis-Clark State College (LCSC) completed its Mission Fulfillment & Sustainability visit by the Northwest Commission on Colleges and Universities (NWCCU) on October 29-31, 2018. We appreciated the hard work of and insights provided by Team Leader, Dr. Rex Fuller, and the Team members. In its report, the Evaluation Team made three recommendations. At NWCCU's invitation, LCSC provides the following responses for consideration by Commission members.

Recommendation 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.9].

Response: LCSC provided Dr. Fuller and the Team with the attached letter from Idaho State Board of Education (ISBOE) Executive Director, Matt Freeman (See Appendix A). In the letter, Mr. Freeman describes the Board's organization, operations, and the self-evaluation processes in which it engages. The letter contains a web link where the information may be verified.

Given the documentation provided by the ISBOE, LCSC respectfully requests this recommendation be eliminated.

Recommendation 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.

Response: Lewis-Clark State College sees this recommendation as reinforcing our plans moving forward. There are a number of internal and external factors driving the need for further refinement around mission fulfillment. Internally, LCSC welcomed its 16th president in 2018. President Pemberton's priorities include revision of LCSC's vision and values statements. Externally, the Idaho State Board of Education is in process with an outcomes-based funding initiative and a Complete College America Momentum Pathways project. LCSC has also experienced a slight enrollment decline. These influences may necessitate refinement and prioritization of core theme indicators to ensure consonance, alignment, and mission fulfillment.

Recommendation 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.

Response: Based on LCSC's 2017 Ad Hoc Report (See Appendix B), the Commission Response to that report (See Appendix C), along with the Self-Study, LCSC respectfully requests reconsideration and removal of this recommendation.

Lewis-Clark State College asserts that it has clearly defined and described objectives for each core theme, as well as meaningful, assessable, and verifiable direct and indirect measures (indicators) of achievement that are used to assess the accomplishment of the objectives, core themes, and the mission.

In LCSC's March 2017 Ad Hoc report, an updated mission statement, core themes, core theme objectives, and indicators were described. As noted in the report, LCSC engaged in campus wide discussions as the new mission statement and core themes were formulated. It was important to the campus community that we move away from core themes that formed silos to themes where everyone on campus could see their place in fulfilling the college's mission.

The Ad Hoc Report (See Appendix B) details the former and updated mission statements, core themes, objectives and indicators. A crosswalk showing the relationship between previous and current indicators is also included (See Appendix D). The Ad Hoc report describes the College Assessment Report (CAR; formerly Rubric) which was created in 2014 to organize and track the core themes, objectives, and indicators. It is the roadmap for overall mission fulfillment and allows for longitudinal tracking of outcomes, notations of success, and development of improvement plans. Annually the CAR is populated with data points by Institutional Research & Effectiveness (IR&E). The data are analyzed by IR&E and the assigned vice president, and compared to established targets with a determination as to whether or not an individual indicator is met. The vice president is responsible for development and implementation of annual work plans for each indicator.

Once the CAR is populated and analysis is complete, data are transferred to the Mission Fulfillment Rubric (MFR; example included in Ad Hoc report). The MFR shows at-a-glance which indicators have been met or not met, and if overall mission fulfillment is achieved. The MFR is reviewed and discussed by the President's Cabinet, and work plans are shared. The president signs the MFR annually to document its review.

The mission statement is action oriented and focuses on principles of great importance and value to the institution. The core themes, objectives and indicators align with the mission and their achievement requires contributions of units across campus. This updated structure fits with the institution's overall assessment plan, and clearly defines and provides an effective mechanism for determining mission fulfillment at Lewis-Clark State College.

Thank you for your consideration of this response.

Appendix A

Letter from
Idaho State Board of Education



IDAHO STATE BOARD OF EDUCATION

650 W. State Street | P.O. Box 83720 | Boise, Idaho 83720-0037
208-334-2270 | FAX: 208-334-2632
email: board@osbe.idaho.gov

November 16, 2018

Dr. Rex Fuller, President
Western Oregon University
NWCCU LCSC MFS Visit Team Chair
345 Monmouth Ave, North
Monmouth, OR 97361

Dear Dr. Fuller,

Lewis-Clark State College President Pemberton notified me that the draft report resulting from their seven-year accreditation visit has three recommendations, including: "The evaluation committee recommends that the [Idaho] State Board of Education develop policies and procedures regarding its own organization and operation and regularly evaluates itself and performance." Standards 2.A.6 and 2.A.8 are cited as reference.

I am writing to confirm that the members of the Idaho State Board of Education do in fact conduct individual self-evaluations annually. While the annual evaluation is not required in the Board's governing policies, there is an established self-evaluation process in place which occurs in the December-January timeframe in the form of a questionnaire. The preamble to the questionnaire states: "The self-evaluation is critical to the Board strategic planning process and to meet, in part, requirements defined in the Northwest Commission on Colleges and Universities (NWCCU) accreditation standards for the postsecondary institutions under the Board's governance." The Board reviews and discusses the questionnaire responses at its annual retreat in May. Past actionable results from the self-evaluation process have included identifying areas of need for Board member professional development, and bringing in the Association of Governing Boards to speak on governance best practices.

Further, the Board has well developed policies regarding its organizational structure and operation, including:

- Bylaws (Operational Procedures)
- Policy 1.A Policy Making Authority
- Policy 1.B Board Procedures
- Policy 1.C Board Rules
- Policy 1.D Board Meetings
- Policy 1.D Executive Officers.

All policies are available at the Idaho State Board of Education web site, under the Board Policies tab: <https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/>.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Matt Freeman". The signature is written in a cursive style with a horizontal line at the end.

Matt Freeman
Executive Director

Cc: Dr. Cynthia Pemberton

Appendix B

LCSC

Ad Hoc Report 2017

LEWIS-CLARK STATE COLLEGE

AD HOC REPORT

March 1, 2017



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Ad Hoc Response

FALL 2015 AD HOC RESPONSE TO YEAR ONE RECOMMENDATION 1

On February 5, 2016, the Board of Commissioners of the Northwest Commission on Colleges and Universities accepted Lewis-Clark State College's Fall 2015 Ad Hoc Report, which addressed Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report. The Commission found Recommendation 1 of the Fall 2011 Year One Peer-Evaluation substantially in compliance with Commission criteria for accreditation, but in need of improvement. Year One Recommendation 1 is as follows:

“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)” (Northwest Commission on College & Universities, February 21, 2012).

FOLLOW-UP WITH COMMISSION

On February 19, 2016, Lewis-Clark State College engaged in a telephone conversation with Commission staff to clarify the meaning of, ‘substantially in compliance but in need of improvement’ relative to Recommendation 1. LCSC was assured this is *dedicated* Commission language, that LCSC has represented itself well in the Fall 2015 Ad Hoc report, and that the Commission is taking additional care to ensure its members are successful with the Year Seven comprehensive report. It was suggested that LCSC more fully explore the indicators contained in the Ad Hoc report, to assure they tell the story of mission fulfillment at the institution.

MARCH 2017 RESPONSE TO YEAR ONE RECOMMENDATION 1

After review, it was confirmed that the current indicators were useful in describing mission fulfillment and provided a basis for ongoing assessment and improvement activities. However, it also was evident the indicators were not grouped together in a meaningful way, and were at times, duplicative.

Through discussions about the indicators and ways to measure mission fulfillment at LCSC, it was revealed that the current core themes, while clearly aligned with the existing mission and program delivery areas, created silos within the institution. There was interest in crafting new core themes to unite all areas of campus in a shared commitment to serving students.

To that end, after eight months of robust dialogue at all levels across campus and with other stakeholders, an updated mission statement and core themes were developed. President Fernández has approved the updated mission and core themes, and will request formal

approval from the Idaho State Board of Education as part of the annual Strategic Plan review at its April 2017 meeting. Upon approval for a first reading by the Board, a Substantive Change application will be submitted to the Commission. Final State Board of Education approval is anticipated in June 2017.

Former Mission Statement and Core Themes

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

Core Theme I. Connecting Learning to Life through delivery of academic programs: The first segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

Objective I-A: Literate, well informed graduates

Indicators: Degrees, employment, general education outcomes, and student satisfaction/ support

Objective I-B: Programs of study that prepare students for a profession / advanced degree

Indicators: Advanced degrees, research symposium participation, and licensing/certification outcomes

Objective I-C: Prepare students for post-secondary success

Indicators: dual credit participation and satisfaction with advising

Core Theme I Benchmark: 7 of 9 indicators met; 78%

Core Theme II. Connecting Learning to Life through delivery of professional-technical programs: The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences to prepare skilled workers in established and emerging occupations that serve the region's employers.

Objective II-A: Well prepared for employment

Indicators: Degrees, employment, licensing/ certification outcomes, technical skill assessment outcomes, Workforce Training participation

Objective II-B: Life-long learning in the profession

Indicators: Continuing education

Objective III-C: Support high school to college transition

Indicators: Tech Prep students in post-secondary and satisfaction with advising

Core Theme II Benchmark: 6 of 8 indicators met; 75%

Core Theme III. Connecting Learning to Life through community programs: The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers and communities throughout Region II as well as degree completion programs in Region I.

Objective III-A: Extend educational opportunities

Indicators: Coeur d'Alene Center headcount and online/hybrid courses

Objective III-B: Facilitate non-credit and cultural events

Indicators: Continuing education and public participation

Objective III-C: Facilitate services to the college/ community

Indicators: Community service projects and student participation in service

Core Theme III Benchmark: 4 of 6 indicators met; 67%

Institutional Viability. A fourth set of indicators that when combined with the three core themes help determine mission fulfillment.

Indicators: Headcount, yield, degrees/ certificates, retention rate and financial aid ratios

Institutional Viability Benchmark: 4 of 5 indicators met; 80%

Updated Mission Statement and Core Themes

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

Core Theme 1. Opportunity: Expand access to higher education and lifelong learning.

Objective 1-A: Access to higher education

Indicators: Head count, first generation, tuition

Objective 1-B: Extend opportunities for Regions I and II

Indicators: Coeur d'Alene Center headcount, online headcount

Objective 1-C: Access to life-long learning and career development opportunities

Indicators: Workforce training enrollments, continuing education enrollments

Objective 1-D: Prepare students for post-secondary success

Indicators: Dual credit enrollments, dual credit matriculation

Core Theme 1 Benchmark: 7 of 9 indicators met; 78%

Core Theme 2. Success: Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

Objective 2-A: Well informed graduates

Indicators: Degrees/ certificates, general education student learning outcomes

Objective 2-B: Graduates well prepared for their chosen career/ profession or to continue their learning

Indicators: Licensing/ certification rates, employment rates, professional/ graduate school placement, and students who continue to next degree level

Objective 2-C: Students persist in post-secondary education

Indicators: Retention rate

Objective 2-D: Satisfied graduates who experienced a supportive environment

Indicators: Satisfied students, supportive campus environment, satisfaction with advising

Core Theme 2 Benchmark: 8 of 10 indicators met; 80%

Core Theme 3. Partnerships: Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

Objective 3-A: Enhance student learning through community and industry partnerships

Indicators: Internships, Work Scholars

Objective 3-B: Enhance student success through academic partnerships

Indicators: Articulation agreements, Research Symposium participation

Objective 3-C: Enhance student learning through service to the college and community

Indicators: Student participation in service, Center for Teaching & Learning K-12 activities

Core Theme 3 Benchmark: 4 of 6 indicators met; 67%

Further Explanation and Reflection

The updated mission statement is action oriented and provides clear focus and direction for the institution. The new core themes are derived from critical elements of the mission statement, and encompass the roles and contributions of all campus units. The three core themes are each delineated by a set of objectives, clearly defined indicators, and baseline and benchmark values, affording a systematic means for assessing mission fulfillment.

As mentioned earlier, there was satisfaction with many of the indicators. Therefore, in the transition from old to new core themes, the majority of objectives and indicators were retained. The previous core themes contained 10 objectives and 28 indicators. Under the new core themes, there are a total of 11 objectives and 25 indicators. And, the Institutional Viability category found in the 2015 version of the Mission Fulfillment Rubric was completely eliminated, and its indicators folded under the core themes.

The 2017 objectives encompass the previous 10 objectives, with additions in several areas. For example, in Core Theme 2: Success, an objective was added to address student persistence (retention). In Core Theme 3: Partnerships, additional objectives address enhancement of student learning through community and academic partnerships.

All but two (2) of the original 28 indicators were retained either as unique data points or combined with others. Several new indicators were warranted to fully measure attainment of a

new core theme. In several cases, the new indicators have been part of the institutional Strategic Plan, and have been tracked over the last four (4) years.

New indicators are as follows:

Core Theme 1. Opportunity

New Indicators: Tuition [compared to Idaho 4-year institutions], dual credit students who matriculate at LCSC

Core Theme 2. Success

New Indicators: Students who continue to the next degree level [to capture certificate and associate degree graduates who continue to the bachelor level at LCSC or who transfer for bachelor completion to a partner institution]

Core Theme 3. Partnerships

New Indicators: Internship participation, Work Scholar program participation, articulation agreements [which support LCSC students to transfer to partner institutions to continue their education in key areas], and Center for Teaching & Learning activities focused on K-12 partners.

College Assessment and Mission Fulfillment Rubrics

The *College Assessment Rubric* (CAR) was created in 2014 to organize and track the core themes, objectives, and indicators. It serves as the roadmap for overall mission fulfillment and provides a mechanism for longitudinal tracking of outcomes, development of improvement plans, and measurement of success. The CAR accommodates 5 years of data on a rolling basis, with designated baseline and benchmark values for each indicator, set by the office of Institutional Research & Effectiveness (IR&E), with input from campus constituents. Annually, the CAR is updated as new data are available from the IR&E office and from the annual program assessment processes. The data points are analyzed and compared to the established benchmarks, and a determination is made whether or not an individual indicator is met and if follow-on actions are required. An example of the College Assessment Rubric is found in the Appendix.

The *Mission Fulfillment Rubric* (MFR) summarizes the detailed information in the College Assessment Rubric, and at-a-glance shows which individual indicators are met or not met, and if the core theme benchmarks and overall mission fulfillment are achieved. To achieve mission fulfillment, each of the three core themes must be met at established benchmarks (Core Theme 1: 7/9 indicators or 78%; Core Theme 2: 8/10 indicators or 80%; Core Theme 3: 4/6 indicators or 67%). If established benchmarks for any indicator are not achieved, contributory factors are determined and addressed through a work plan. An example of the Mission Fulfillment Rubric is found in the Appendix.

Conclusion

The process of updating Lewis-Clark State's mission statement and core themes was an inclusive one, engaging students, staff, faculty and administrators in a robust and comprehensive dialogue. The mission statement is action oriented and focuses on principles of great importance to the institution. The core themes clearly align with the mission and their achievement requires the contributions of units across campus. This updated structure fits with the institution's overall assessment plan, and clearly defines and provides an effective mechanism for determining mission fulfillment at Lewis-Clark State College.

Appendix

2017 MISSION FULFILLMENT RUBRIC

2017 COLLEGE ASSESSMENT RUBRIC

2017 MISSION FULFILLMENT RUBRIC

Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme 1 Opportunity	1-A. Access to higher education	1. Headcount	
		2. First Generation	
		3. Tuition	
	1-B. Extend opportunities for Regions I and II	4. CdA Center headcount	
		5. Online headcount	
	1-C. Access to life-long learning/ career development opportunities	6. WFT enrollments	
		7. CE enrollments	
	1-D. Prepare students for post-secondary success	8. Dual credit	
		9. Dual credit who matriculate	
		Benchmark 7 of 9 met 78%	Results ____ of 9 met ____ % achieved

Core Theme 1. Opportunity

MET Not-MET

Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme 2 Success	2-A. Well informed graduates	1. Degrees/ Certificates	
		2. General Education Student Learning Outcomes	
	2-B. Graduates well prepared for profession or continued learning	3. Licensing/ Certification pass rates	
		4. Employment rates	
		5. Professional/ Grad school placement	
		6. Students who continue to next degree level	
	2-C. Persistence	7. Retention rate	
	2-D. Satisfied graduates/ supportive environment	8. Students are satisfied	
		9. Supportive campus environment	
		10. Satisfaction with advising	
		Benchmark 8 of 10 met 80%	Results ____ of 10 met ____ % achieved

Core Theme 2. Success

MET Not-MET

2017 MISSION FULFILLMENT RUBRIC

Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme 3 Partnerships	3-A. Enhance student learning through community & industry partnerships	1. Internships	
		2. Work Scholars	
	3-B. Enhance student success through academic partnerships	3. Articulation agreements	
		4. Research Symposium participation	
	3-C. Service to the college and community	5. Student participation in service	
		6. Center for Teaching & Learning K-12 activities	
		Benchmark 4 of 6 met 66%	Results ____ of 6 met ____ % achieved
Core Theme 3. Partnerships			MET Not-MET

MFR SUMMARY TABLE (Benchmark 3 of 3; 100%)	MET	UNMET
Core Theme One: Opportunity		
Core Theme Two: Success		
Core Theme Three: Partnerships		
		Benchmark 3 of 3 met 100%
		Results ____ of 3 met ____ % achieved
Mission Fulfillment		MET Not-MET

Proposed Core Themes	Objectives & Indicators of Success	Baseline (2010 values)	Milestone (2012 data)	Milestone (2013 Data)	Milestone (2014 Data)	Milestone (2015 Data)	Milestone (2016 Data)	Benchmark	Responsible for developing and monitoring improvement plan	
Core Theme 1. Opportunity: <i>Expand access to higher education and lifelong learning.</i>	OBJECTIVE 1A. ACCESS TO HIGHER EDUCATION									
	Total number of matriculated students on fall census day % of head count that is 1st generation students Instate full-time tuition cost relative to ID state 4 year institutions									
	OBJECTIVE 1B. EXTEND EDUCATIONAL OPPORTUNITIES FOR CITIZENS WITHIN REGIONS I AND II									
	Coeur d'Alene Center enrollment (Unduplicated headcount; taking at least one face-to-face class; fall census day) Fall census day duplicated headcount of students enrolled in online and hybrid classes; and, number of courses offered in online format									
	OBJECTIVE 1C. ACCESS TO CAREER DEVELOPMENT AND LIFELONE LEARNING OPPORTUNITIES									
	Workforce Training enrollment (annual)									
	Continuing Education enrollment (annual)									
	OBJECTIVE 1D. PREPARE STUDENTS FOR SUCCESS IN POST-SECONDARY EDUCATION.									
Core Theme 2. Success: <i>Ensure attainment of educational goals through excellent instruction in a supportive learning environment.</i>	OBJECTIVE 2A. WELL INFORMED GRADUATES									
	Number of degrees and certificates awarded each year General Education Learning Outcomes as measured by ETS Proficiency Profile (3 yrs)									
	ETS PP Reading, Level 2-Proficiency %									
	ETS PP Critical Thinking-Proficiency %									
	ETS PP Writing, Level 2-Proficiency %									
	ETS PP Writing, Level 3-Proficiency %									

Proposed Core Themes	Objectives & Indicators of Success	Baseline (2010 values)	Milestone (2012 data)	Milestone (2013 Data)	Milestone (2014 Data)	Milestone (2015 Data)	Milestone (2016 Data)	Benchmark	Responsible for developing and monitoring improvement plan
	ETS PP Mathematics, Level 2-Proficiency %								
	ETS PP Mathematics, Level 3-Proficiency %								
	ETS PP Humanities Scaled Score								
	ETS PP Social Sciences Scaled Score								
	ETS PP Natural Sciences Scaled Score								
	OBJECTIVE 2B. GRADUATES WELL PREPARED FOR THEIR CHOSEN CAREER/ PROFESSION OR TO CONTINUE THEIR EDUCATION								
	First time licensing/certification exam pass rates/ Major field test results								
	(1) NCLEX-RN(LCSC/National)								
	(2) NCLEX-PN(LCSC/National)								
	3) ARRT(LCSC/National)								
	4) ASWB (LCSC/National) note: values are for year received								
	(5) PRAXIS II								
	ETS Major Field Tests :								
	Business (LCSC; National Percentile)								
	Biology (LCSC; National Percentile)								
	Computer Science (Composite Score 2012-14; N=11)								
	Chemistry (composite Score 2012-14; N=11)								
	FCAI: Social Work (LCSC average; National average)								
	ACAT: Psychology (Percentile)								
	ACAT: Justice Studies (Percentile)								
	Percentage of students who achieve passing scores on TSA's								
	Percentage of graduates employed within six months of graduation								

Proposed Core Themes	Objectives & Indicators of Success	Baseline (2010 values)	Milestone (2012 data)	Milestone (2013 Data)	Milestone (2014 Data)	Milestone (2015 Data)	Milestone (2016 Data)	Benchmark	Responsible for developing and monitoring improvement plan
	Number of graduates enrolled in graduate/ professional school								
	Number of graduates who continue to the next degree level								
	OBJECTIVE 2C. STUDENTS PERSIST IN POST-SECONDARY EDUCATION								
	Student retention (1st time, full-time freshmen semester to semester)								
	OBJECTIVE 2D. SATISFIED GRADUATES WHO EXPERIENCED A SUPPORTIVE ENVIRONMENT								
	NSSE: (NSSE constructs were changed in 2013) Seniors Level of academic challenge (lac) -lacs will exceed the Carnegie Class (Bac/Div) average (LCSC/Carnegie Class) Academic Challenge: Higher-Order Learning Academic Challenge: Reflective & Integrative Learning Academic Challenge: Quantitative Reasoning								
	Student-faculty interaction (sfi)-lacs will exceed the Carnegie Class (Bac/Div) average 2011 & 2014 (LCSC/Carnegie Class) Experiences with Faculty: Student-Faculty Interaction Experiences with Faculty: Effective Teaching Practices								
	Supportive campus environment (sce)-lacs will exceed the Carnegie Class (Bac/Div) average 2011 & 2014 (LCSC/Carnegie Class) Campus Environment: Quality of Interactions Campus Environment: Supportive Environment								
	Freshmen Level of academic challenge (lac) -lacs will exceed the Carnegie Class (Bac/Div) average (LCSC/Carnegie Class) Academic Challenge: Higher-Order Learning Academic Challenge: Reflective & Integrative Learning Academic Challenge: Quantitative Reasoning								

Proposed Core Themes	Objectives & Indicators of Success	Baseline (2010 values)	Milestone (2012 data)	Milestone (2013 Data)	Milestone (2014 Data)	Milestone (2015 Data)	Milestone (2016 Data)	Benchmark	Responsible for developing and monitoring improvement plan
	<p>Student-faculty interaction (sfi)-lacs will exceed the Carnegie Class (Bac/Div) average 2011 & 2014 (LCSC/Carnegie Class)</p> <p>Experiences with Faculty: Student-Faculty Interaction</p> <p>Experiences with Faculty: Effective Teaching Practices</p> <p>Supportive campus environment (sce)-lacs will exceed the Carnegie Class (Bac/Div) average 2011 & 2014 (LCSC/Carnegie Class)</p> <p>Campus Environment: Quality of Interactions</p> <p>Campus Environment: Supportive Environment</p> <p>Student satisfaction with academic advising experience</p>								
<p>Core Theme 3. Partnerships: <i>Engage with educational institutions, the business sector, and the community for the benefit of students and the region.</i></p>	<p>OBJECTIVE 3A. ENHANCE STUDENT LEARNING THROUGH COMMUNITY AND INDUSTRY PARTNERSHIPS</p>								
	<p>Number of students participating in internships</p> <p>Number of Work Scholar participants</p>								
	<p>OBJECTIVE 3B. ENHANCE STUDENT LEARNING THROUGH ACADEMIC PARTNERSHIPS</p>								
	<p>Number of Articulation Agreements for LC students to transfer for advanced study</p> <p>Students participating in annual Research Symposium</p>								
	<p>OBJECTIVE 3C. ENHANCE STUDENT LEARNING THROUGH SERVICE TO THE COLLEGE & COMMUNITY</p>								
	<p>Student Participation in Service</p> <p>Number community service projects undertaken by LCSC</p> <p>Number of students participating</p> <p>Center for Teaching & Learning K-12 Activities</p>								

Appendix C

NWCCU Response
to
Ad Hoc Report

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org



July 24, 2017

Dr. J. Anthony Fernandez
President
Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501

Dear President Fernandez: ^{Tomy}

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to inform you that at its June 21-23, 2017, meeting, the Board of Commissioners accepted Lewis-Clark State College's Spring 2017 Ad Hoc Report which again addressed Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report. The request for this report was the subject of Commission correspondence dated February 5, 2016.

In accepting the report, the Commission determined that its expectations regarding Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report have been met.

If you have any questions, please do not hesitate to contact me.

Best wishes for a rewarding 2017-2018 academic year.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Elman".

Sandra E. Elman
President

SEE:rb

cc: Dr. Lori Stinson, Provost and Vice President of Academic Affairs ✓

Appendix D

Crosswalk of Previous and Current Indicators

<p style="text-align: center;">OLD →</p> <p style="text-align: center;">↓ NEW</p>	Core Theme I: Academic Programs									Core Theme II: Professional-Technical Programs						Core Theme III: Community Programs						Institutional Viability							
	1A Literate, well-informed graduates 1B Programs of study that prepare students 1C Prepare students for post-secondary success									2A Well prepared for employment 2B Life-long learning in profession 2C Support high school to college transition						3A Extend educational opportunity 3B Facilitate non-credit/ culture 3C Facilitate Service						4 Strategic enrollment targets							
	Old Indicators									Old Indicators						Old Indicators						Old Indicators							
	Degrees	Employment	Gen Ed Outcomes	Satisfaction/ Support	Advanced degrees	Symposium participation	Licensing/ Certification	Dual Credit participation	Satisfaction with Advising	Degrees	Employment	Licensing/ Certification	Technical Skill Assessments	Work Force Training participation	Continuing Education	& Tech Prep/ Technical Competency Credit	Satisfaction with Advising	Coeur d'Alene Center headcount	Online headcount	Continuing education participation	Public Participation	& Student Community service projects	Student participation in service	Students (headcount/ FTE)	& Yield	Degrees/ Certificates	Retention rate	Financial Aid # / %	
Core Theme 1: Opportunity																													
1A Access to higher education																													
	Headcount																												
	First Generation																							X					
	~ Tuition	New																											
	Scholarships																												X
1B Extend Opportunities for Regions I & II																													
	Coeur d'Alene Center headcount																	X											
	Online headcount																		X										
1C Access to life-long learning/ career development opportunities																													
	Workforce Training enrollments													X															
	Cont. Education, SBDC, ALC enrollments																			X	X								
1D Prepare students for post-secondary success																													
	Dual Credit enrollments							X																					
	~ Dual credit students who matriculate	New																											

<p style="text-align: center;">NEW</p> <p style="text-align: center;">↓</p>	<p style="text-align: center;">OLD</p> <p style="text-align: center;">→</p>	Core Theme I: Academic Programs									Core Theme II: Professional-Technical Programs							Core Theme III: Community Programs					Institutional Viability										
		1A Literate, well-informed graduates 1B Programs of study that prepare students 1C Prepare students for post-secondary success									2A Well prepared for employment 2B Life-long learning in profession 2C Support high school to college transition							3A Extend educational opportunity 3B Facilitate non-credit/ culture 3C Facilitate Service					4 Strategic enrollment targets										
		Old Indicators									Old Indicators							Old Indicators					Old Indicators										
		Degrees	Employment	Gen Ed Outcomes	Satisfaction/ Support	Advanced degrees	Symposium participation	Licensing/ Certification	Dual Credit participation	Satisfaction with Advising	Degrees	Employment	Licensing/ Certification	Technical Skill Assessments	Work Force Training participation	Continuing Education	& Tech Prep/ Technical Competency Credit	Satisfaction with Advising	Coeur d'Alene Center headcount	Online headcount	Continuing education participation	Public Participation	& Student Community service projects	Student participation in service	Students (headcount/ FTE)	& Yield	Degrees/ Certificates	Retention rate	Financial Aid # / %				
Core Theme 2: Success																																	
2A Well informed graduates																																	
Degrees/ Certificates		X									X																						
General Education SLOs				X																													
2B Graduates well prepared for the profession or continued learning																																	
Licensing/ Certification pass rates								X					X	X																			
Employment rates		X									X																						
Professional/ Graduate school placement					X																												
Students (CTE) who continue to next degree level																X																	
2C Persistence																																	
Retention rate – freshman																																X	
Retention rate – general																																	X
^ % of on time completion		Tracked since 2014 via Strategic Plan Goal 1, Objectives A and B: Median credits earned at completion of certificate or degree program																															
2D Satisfied graduates/ supportive environment																																	
Students are satisfied					X																												
Supportive campus environment					X																												
Satisfaction with advising										X								X															

<div style="text-align: center;"> <p>OLD →</p> <p>←</p> <p>NEW ↓</p> </div>	Core Theme I: Academic Programs									Core Theme II: Professional-Technical Programs						Core Theme III: Community Programs					Institutional Viability								
	1A Literate, well-informed graduates 1B Programs of study that prepare students 1C Prepare students for post-secondary success									2A Well prepared for employment 2B Life-long learning in profession 2C Support high school to college transition						3A Extend educational opportunity 3B Facilitate non-credit/ culture 3C Facilitate Service					4 Strategic enrollment targets								
	Old Indicators									Old Indicators						Old Indicators					Old Indicators								
	Degrees	Employment	Gen Ed Outcomes	Satisfaction/ Support	Advanced degrees	Symposium participation	Licensing/ Certification	Dual Credit participation	Satisfaction with Advising	Degrees	Employment	Licensing/ Certification	Technical Skill Assessments	Work Force Training participation	Continuing Education	& Tech Prep/ Technical Competency Credit	Satisfaction with Advising	Coeur d'Alene Center headcount	Online headcount	Continuing education participation	Public Participation	& Student Community service projects	Student participation in service	Students (headcount/ FTE)	& Yield	Degrees/ Certificates	Retention rate	Financial Aid # / %	
Core Theme 3: Partnerships																													
3A Enhance student learning through community & industry partnerships																													
Tracked via Strategic Plan Goal 3, Objective A: Number of students participating in Internships																													
^ Internships ^ Work Scholars																													
3B Enhance student success through academic partnerships																													
Tracked via Strategic Plan Goal 2, Objective A: Optimize student enrollment and promote student success																													
^ Articulation agreements – out ^ Articulation agreements – in																													
Research Symposium participation																													
						X																							
3C Service to the college and community																													
Student participation in service																													
																							X						
^ Center for Teaching & Learning, K-12 activities Tracked via Strategic Plan Goal 2, Objective B: Retain and graduate a diverse student body; and, in CTL annual assessment documents																													

Legend

& Eliminated Indicators
Tech Prep/ Technical Competency Credit: Tech Prep discontinued by state; Technical Competency Credit not full
Student Community service projects: shifts focus to number of student hours vs. number of projects
Yield: describes internal processes rather than contributing to understanding mission fulfillment
^ Has been tracked in Strategic Plan and/ or program annual assessments
~ New: not previously tracked