



Mission Fulfillment and Sustainability

2018 | LEWIS-CLARK STATE COLLEGE



2018

Mission Fulfillment and Sustainability Report

to the Northwest Commission on
Colleges and Universities

LEWIS-CLARK STATE COLLEGE
CYNTHIA L. PEMBERTON, PRESIDENT

AUGUST 31, 2018



LEWIS-CLARK STATE
COLLEGE

LEWIS-CLARK STATE COLLEGE

On behalf of Lewis-Clark State College, it is my pleasure to welcome the evaluation committee from the Northwest Commission on Colleges and Universities to our campus. Lewis-Clark State is a remarkable institution, celebrating 125 years of serving the residents of Idaho and of our region. The quality of our programs, the commitment of our faculty and staff, and the many successes of our students are sources of pride for the institution.

We combine history and tradition with an eye toward the future, moving from our tradition as a normal school to a blend of academic and career & technical programming. We are a sound,



healthy, and vital institution, fulfilling our mission to prepare students to become successful leaders, engaged citizens, and lifelong learners.

While you are on campus, please visit the statues of Lewis and Clark and Twisted Hair and his son, Lawyer, called “The Hospitality of the Nez Perce.” They have been prominent in the Centennial Mall area since 1993. The “Sacajawea Arduous Journey” statue, placed in 2009, graces the entrance to Sacajawea Hall, our newest building.

As an institution we have made careful preparations for the Year Seven visit. I extend my appreciation to the individuals who produced this report and the many others across campus who contributed by providing information, drafting or reviewing the document.

I trust the evaluation committee will recognize Lewis-Clark’s successes and accomplishments in fulfilling our mission and core themes. Through this visit, we hope to learn much that will enable us to better serve our students.

Thank you and welcome!

A handwritten signature in black ink that reads "Cynthia Pemberton". The signature is fluid and cursive, with a long horizontal line extending to the right.

Cynthia L. Pemberton, Ed.D.
President

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NWCCU REPORTS | Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Lewis-Clark State College
500 8th Avenue
Lewiston, Idaho 83501
United States of America

Chief Executive Officer

Dr. Cynthia L. Pemberton
LCSC President

Phone: 208-792-2822
Fax: 208-792-2822
president@lcsc.edu

Accreditation Liaison Officer

Dr. Lori M. Stinson
Provost & Vice President
of Academic Affairs

Phone: 208-792-2213
Fax: 208-792-2822
lstinson@lcsc.edu

Chief Financial Officer

Mr. Todd J. Kilburn
Vice President for Finance
& Administration

Phone: 208-792-2240
Fax: 208-792-2077
tjkilburn@lcsc.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

Comprehensive

Specialized

Health-Centered

Religious-Based

Native/Tribal

Other (specify): _____

Degree Levels *(Choose all that apply)*

Associate

Baccalaureate

Master

Doctorate

If part of a multi-institution system,
name of system: _____

Calendar Plan *(Choose one that applies)*

Semester

Quarter

4-1-4

Trimester

Other (specify): _____

Institutional Control

City

County

State

Federal

Tribal

Public

OR

Private/Independent

Non-Profit

OR

For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2017 (most recent year) FTE Student Enrollments

Classification	Current Year: 2017	One Year Prior: 2016	Two Years Prior: 2015
Undergraduate	2777	2822	2728
Graduate			
Professional			
Unclassified			
Total all levels	2777	2822	2728

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2017 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2017	One Year Prior: 2016	Two Years Prior: 2015
Undergraduate	3746	3924	3633
Graduate			
Professional			
Unclassified			
Total all levels	3746	3924	3633

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 195 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	56	0	1	3	4	13	0	35
Associate Professor	48	0	0	1	4	23	0	20
Assistant Professor	63	0	2	11	7	21	0	22
Instructor	27		0	0	3	19	0	5
Lecturer and Teaching Assistant	1	0	0	0	1	0	0	0
Research Staff and Research Assistant	0	0	0	0	0	0	0	0
Undesignated Rank	0	0	0	0	0	0	0	0

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$69,654	19
Associate Professor	\$58,896	10
Assistant Professor	\$49,069	3
Instructor	\$46,406	7
Lecturer and Teaching Assistant	\$45,000	0.25
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

STATEMENTS OF CASH FLOWS

**YEARS ENDED JUNE 30, 2017 and
2016**

	LCSC		Component Unit	
	2017	2016	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES				
Student fees	\$ 12,706,883	\$ 13,092,860	\$ -	\$ -
Grants and contracts	3,615,000	2,921,190	-	-
Sales and services of educational activities	1,447,892	1,513,685	-	-
Sales and services of auxiliary enterprises	2,098,285	2,577,769	-	-
Donations received	-	-	1,003,188	852,454
Payments to employees	(36,380,094)	(33,132,115)	-	-
Payments to suppliers	(5,280,961)	(5,176,212)	-	-
Other payments	(6,346,690)	(7,286,137)	(45,318)	(87,359)
Payments for scholarships and fellowships	(1,941,223)	(1,742,699)	-	-
Loans issued to students	(144,169)	(243,450)	-	-
Collection of loans from students	174,366	256,545	-	-
Other receipts	<u>295,804</u>	<u>276,119</u>	-	-
Net cash provided (used) by operating activities	<u>(29,754,907)</u>	<u>(26,942,445)</u>	<u>957,870</u>	<u>765,095</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES				
State appropriations	24,600,177	21,980,189	-	-
Federal grants	5,880,643	5,763,024	-	-
Gifts	2,020,940	1,510,217	-	-
Agency account receipts	636,256	1,823,179	-	-
Agency account payments	(687,407)	(1,795,558)	-	-
Student loan receipts	12,314,583	12,383,866	-	-
Student loan payments	(12,314,583)	(12,383,866)	-	-
Higher Education Stabilization Fund	190,685	101,438	-	-
Distributions from the College	-	-	-	424,950
Distributions to the College	<u>-</u>	<u>-</u>	<u>(956,192)</u>	<u>(1,095,247)</u>
Net cash provided (used) by noncapital financing activities	<u>32,641,294</u>	<u>29,382,489</u>	<u>(956,192)</u>	<u>(670,297)</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES				
Capital grants and gifts	83,587	167,055	-	-
Purchase of capital assets	(3,343,243)	(1,760,138)	-	-
Capital appropriations	7,585	60,000	-	-
Principal paid on capital debt	(1,768,828)	(1,284,299)	-	-
Interest paid on capital debt	<u>(28,959)</u>	<u>(59,507)</u>	-	-
Net cash used in capital and related financing activities	<u>(5,049,858)</u>	<u>(2,876,889)</u>	<u>-</u>	<u>-</u>
CASH FLOWS FROM INVESTING ACTIVITIES				
Investment income	87,986	62,569	146,171	140,619
Purchase of investments	-	-	(742,287)	(221,672)
Proceeds from sale of investments	<u>-</u>	<u>-</u>	<u>552,436</u>	<u>42,735</u>
Net cash provided (used) by investing activities	<u>87,986</u>	<u>62,569</u>	<u>(43,680)</u>	<u>(38,318)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(2,075,485)	(374,276)	(42,002)	56,480
CASH AND CASH EQUIVALENTS---BEGINNING OF THE YEAR	<u>33,304,551</u>	<u>33,678,827</u>	<u>636,831</u>	<u>580,351</u>
CASH AND CASH EQUIVALENTS---END OF THE YEAR	\$ <u>31,229,066</u>	\$ <u>33,304,551</u>	\$ <u>594,829</u>	\$ <u>636,831</u>

RECONCILIATION OF NET OPERATING (LOSS) INCOME TO NET CASH AND CASH EQUIVALENTS PROVIDED (USED) BY	LCSC		Component Unit	
	2017	2016	2017	2016
OPERATING ACTIVITIES				
Operating (Loss) Income	\$ (31,441,541)	\$ (29,912,648)	\$ 1,141,618	\$ 879,961
Adjustments to reconcile operating (loss) income to net cash used in operating activities:				
Noncash donations	-	-	(278,490)	(201,583)
Other noncash receipts	-	-	-	-
Other noncash payments	-	-	-	-
Depreciation expense	2,695,324	2,561,182	-	-
Effect on cash from changes in operating assets and liabilities:				
Receivables, net	(110,626)	(267,340)	-	-
Due from Lewis-Clark State College	-	-	51,151	85,217
Pledges receivable	-	-	-	1,500
Prepaid expenses and deferred costs	(865)	2,856	-	-
Loans to students	74,974	13,094	-	-
Pension assets and liabilities	(30,137)	(141,198)	-	-
Net other post employment benefit excess funding	(19,000)	-	-	-
Accounts payable and accrued liabilities	(210,878)	158,916	-	-
Accrued salaries and benefits payable	(1,192,551)	550,296	-	-
Compensated absences payable	84,830	44,236	-	-
Net other post employment benefit obligations	332,000	238,000	-	-
Gift annuities payable	-	-	43,591	-
Amounts held in trust for others	20,668	47,231	-	-
Unearned revenue	42,895	(237,070)	-	-
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Net cash provided (used) by operating activities	\$ (29,754,907)	\$ (26,942,445)	\$ 957,870	\$ 765,095
SUPPLEMENTAL DISCLOSURE OF NONCASH TRANSACTIONS				
Capital assets acquired through Dept. of Public Works' appropriations	\$ 634,648	\$ 974,427	\$ -	\$ -
Capital assets donated from the LCSC Foundation, Inc.	\$ 278,490	\$ 201,583		

STATEMENTS OF CASH
YEARS ENDED JUNE 30, 2015 and
2014

	LCSC		Component Unit	
	2015	2014	2015	2014
CASH FLOWS FROM OPERATING				
Student fees	\$	\$13,648,238	\$	\$ -
Student fees pledged for debt		1,085,33		1,108,020
Grants and contracts		3,051,72		3,408,236
Sales and services of educational activities		1,428,70		1,449,164
Sales and services of auxiliary enterprises		2,047,09		2,033,574
Donations received	-	-	175,920	238,284
Payments to employees	(31,536,24)	(30,326,101)	-	-
Payments to suppliers	(4,810,71)	(3,977,980)	-	-
Other payments	(6,496,75)	(6,162,512)	(81,004)	(75,304)
Payments for scholarships and fellowships	(3,210,27)	(3,596,792)	-	-
Loans issued to students	(102,53)	(169,408)	-	-
Collection of loans from students	172,39	101,298	-	-
Other receipts	195,72	417,081	55,541	-
Net cash provided (used) by operating activities	<u>(24,577,269)</u>	<u>(22,067,182)</u>	<u>150,457</u>	<u>162,980</u>
CASH FLOWS FROM NONCAPITAL				
State appropriations	19,924,89	18,755,662	-	-
Federal grants	6,535,24	7,322,004	-	-
Gifts	1,742,19	1,459,074	-	-
Agency account receipts	1,365,86	1,321,021	-	-
Agency account payments	(1,751,73)	(1,243,698)	-	-
Student loan receipts	15,335,81	16,840,909	-	-
Student loan payments	(15,335,81)	(16,840,909)	-	-
Higher Education Stabilization Fund	(87,01)	(6,145)	-	-
Distributions from the College	-	-	500,000	-
Distributions to the College	-	-	(164,596)	(206,676)
Net cash provided (used) by noncapital financing activities	<u>27,729,43</u>	<u>27,607,918</u>	<u>335,404</u>	<u>(206,676)</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES:				
Capital grants and gifts	21,50	73,704	-	-
Purchase of capital assets	(1,756,28)	(1,070,763)	-	-
Principal paid on capital debt	(900,24)	(1,366,572)	-	-
Interest paid on capital debt	(84,08)	(117,753)	-	-
Proceeds from sale of investments	-	-	-	-
Net cash used in capital and related financing activities	<u>(2,719,10)</u>	<u>(2,481,384)</u>	<u>-</u>	<u>-</u>
CASH FLOWS FROM INVESTING ACTIVITIES				
Investment income	94,00	56,465	108,049	24
Purchase of investments	-	-	(2,575,713)	(6,664,239)
Proceeds from sale of investments	-	-	2,336,713	6,855,980
Net cash provided (used) by investing activities	<u>94,00</u>	<u>56,465</u>	<u>(130,951)</u>	<u>191,765</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	527,06	3,115,817	354,910	148,069
CASH AND CASH EQUIVALENTS---BEGINNING OF THE YEAR	<u>35,521,82</u>	<u>32,406,008</u>	<u>225,441</u>	<u>77,372</u>
CASH AND CASH EQUIVALENTS---END OF THE YEAR	<u>\$ 36,048,887</u>	<u>\$35,521,825</u>	<u>\$ 580,351</u>	<u>\$ 225,441</u>

TO NET CASH AND CASH EQUIVALENTS OPERATING ACTIVITIES:	2015	2014	2015	2014
Operating (Loss) Income	\$ (27,527,742)	\$	\$	\$
Adjustments to reconcile operating (loss) income to net operating activities:				
Noncash donations	-	-	(502,415)	(531,265)
Other noncash receipts	-	-	-	-
Other noncash payments	-	-	4,274	6,141
Depreciation expense	2,916,715	2,994,612	-	-
Effect on cash from changes in operating assets	-	-	-	-
Receivables, net	246,883	94,394	-	-
Due from Lewis-Clark State College	-	-	-	-
Prepaid expenses and deferred costs	(2,227)	(1,659)	-	-
Net other post employment benefit excess	4,000	7,000	-	-
Accounts payable and accrued liabilities	(19,449)	86,338	-	-
Accrued salaries and benefits payable	(3,888)	149,599	-	-
Compensated absences payable	(3,956)	35,501	-	-
Net other post employment benefit obligations	272,000	215,000	-	-
Gift annuities payable	-	-	55,541	-
Amounts held in trust for others	(375,295)	80,851	-	-
Unearned revenue	(152,542)	(175,353)	-	-
Loans to students	<u>68,232</u>	<u>(58,790)</u>		
Net cash provided (used) by operating activities	<u>\$ (24,577,269)</u>	<u>\$ 2,067,182)</u>	<u>\$ 150,457</u>	<u>\$ 162,980</u>
 SUPPLEMENTAL DISCLOSURE OF NONCASH				
Capital assets acquired through Dept. of Public	<u>\$ 626,127</u>	<u>\$ 2,821,889</u>	<u>\$ -</u>	<u>\$</u>

Balance Sheet

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2017 and 2016

	LCSC 2017	2016	2017	Component Unit 2016
OPERATING REVENUES				
Student tuition and fees	\$ 20,009,649	\$ 20,070,370	\$ -	\$ -
Less scholarship discounts and allowances	(7,209,000)	(7,084,000)	-	-
Net tuition and fees	12,800,649	12,986,370	-	-
Federal grants and contracts	895,530	567,072	-	-
State and local grants and contracts	2,534,164	2,593,586	-	-
Private grants and contracts	133,075	64,370	-	-
Sales and services of educational activities	1,447,892	1,513,685	-	-
Sales and services of auxiliary enterprises	2,124,481	2,196,486	-	-
Gifts	-	-	1,230,527	967,320
Other	295,804	276,119	-	-
Total operating revenues	<u>20,231,595</u>	<u>20,197,688</u>	<u>1,230,527</u>	<u>967,320</u>
OPERATING EXPENSES				
Personnel costs	35,555,236	33,823,448	-	-
Services	4,777,159	4,774,004	-	-
Supplies	4,640,128	5,274,626	-	-
Insurance, utilities, and rent	1,495,684	1,332,633	-	-
Scholarships and fellowships	1,941,223	1,742,700	-	-
Depreciation	2,695,324	2,561,182	-	-
Miscellaneous	568,382	601,743	88,909	87,359
Total operating expenses	<u>51,673,136</u>	<u>50,110,336</u>	<u>88,909</u>	<u>87,359</u>
OPERATING (LOSS) INCOME	<u>(31,441,541)</u>	<u>(29,912,648)</u>	<u>1,141,618</u>	<u>879,961</u>
NONOPERATING REVENUES (EXPENSES)				
State appropriations	24,488,704	21,858,721	-	-
Pell and other federal grants	5,880,643	5,759,707	-	-
Gifts (including \$1,234,682 and \$871,880 from the Foundation for 2017 and 2016, respectively)	2,020,940	1,722,261	-	-
Net investment income	134,384	107,060	961,942	58,494
Interest on capital asset related debt	(28,959)	(59,507)	-	-
Distributions to the College	-	-	(1,234,682)	(871,880)
Other	(9,598)	(3,250)	22,980	17,214
Net nonoperating revenues (expenses)	<u>32,486,114</u>	<u>29,384,992</u>	<u>(249,760)</u>	<u>(796,172)</u>
INCOME (LOSS) BEFORE OTHER REVENUES	<u>1,044,573</u>	<u>(527,656)</u>	<u>891,858</u>	<u>83,789</u>
OTHER REVENUES				
Capital appropriations	642,233	1,034,427	-	-
Capital grants and gifts	362,077	392,138	-	-
Other	-	(24,794)	-	-
Total other revenues	<u>1,004,310</u>	<u>1,401,771</u>	<u>-</u>	<u>-</u>
INCREASE IN NET POSITION	2,048,883	874,115	891,858	83,789
NET POSITION---BEGINNING OF YEAR	<u>75,016,620</u>	<u>74,142,505</u>	<u>7,750,296</u>	<u>7,666,507</u>
NET POSITION---END OF YEAR	\$ 77,065,503	<u>\$ 75,016,620</u>	<u>\$ 8,642,154</u>	<u>\$ 7,750,296</u>

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2015 and
2014

	LCSC 2015	2014	Component Unit 2015	2014
OPERATING REVENUES:				
Student tuition and fees	\$ 19,792,127	\$9,800,212	\$ -	\$ -
Student fees pledged for debt	1,085,330	1,108,020	-	-
Less scholarship discounts and allowances	(6,264,000)	(6,167,000)	-	-
Net tuition and fees	14,613,457	14,741,232	-	-
Federal grants and contracts	658,689	694,720	-	-
State and local grants and contracts	2,136,062	2,397,801	-	-
Private grants and contracts	254,428	365,164	-	-
Sales and services of educational activities (including revenues of \$87,932 and \$81,301 pledged for debt in 2015 and 2014, respectively)	1,428,706	1,449,164	-	-
Sales and services of auxiliary enterprises (including revenues of \$467,696 and \$468,592 pledged for debt in 2015 and 2014, respectively)	2,047,094	2,033,574	-	-
Gifts	-	-	678,335	769,549
Other	<u>195,729</u>	<u>417,081</u>		
Total operating revenues	21,334,165	22,098,736	678,335	769,549
OPERATING EXPENSES:				
Personnel costs	31,369,245	30,733,201	-	-
Services	4,392,728	4,079,148	-	-
Supplies	4,871,419	4,153,276	-	-
Insurance, utilities, and rent	1,455,470	1,463,311	-	-
Scholarships and fellowships	3,210,271	3,596,791	-	-
Depreciation	2,916,715	2,994,612	-	-
Miscellaneous	<u>646,059</u>	<u>573,072</u>	<u>85,278</u>	<u>81,445</u>
Total operating expenses	<u>48,861,907</u>	<u>47,593,411</u>	<u>85,278</u>	<u>81,445</u>
OPERATING (LOSS) INCOME	(27,527,742)	(25,494,675)	593,057	688,104
NONOPERATING REVENUES (EXPENSES):				
State appropriations	19,942,151	18,755,190	-	-
Pell and other federal grants	6,569,885	7,321,120	-	-
Gifts (including \$615,448 and \$510,115 from the Foundation for 2015 and 2014, respectively)	1,738,464	1,457,145	-	-
Net investment income	94,002	56,465	245,030	1,186,732
Interest on capital asset related debt	(84,085)	(117,752)	-	-
Distributions to the College	-	-	(615,448)	(510,115)
Other	<u>(9,513)</u>	<u>(528)</u>	<u>19,608</u>	<u>34,493</u>
Net nonoperating revenues (expenses)	<u>28,250,904</u>	<u>27,471,640</u>	<u>(350,810)</u>	<u>711,110</u>
INCOME BEFORE OTHER REVENUES	723,162	1,976,965	242,247	1,399,214
OTHER REVENUES:				
Capital appropriations	626,127	2,821,889	-	-
Capital grants and gifts	<u>21,500</u>	<u>73,704</u>		
Total other revenues	<u>647,627</u>	<u>2,895,593</u>		
INCREASE IN NET POSITION	1,370,789	4,872,558	242,247	1,399,214
NET POSITION---BEGINNING OF YEAR (as previously reported)	75,976,382	71,103,824	7,424,260	6,025,046
Cumulative effect of implementing GASB 68 (see Notes 1 & 8)	<u>(3,204,666)</u>	=	=	=
NET POSITION---END OF YEAR	<u>\$ 74,142,505</u>	<u>\$ 75,976,32</u>	<u>\$ 7,666,507</u>	<u>\$ 7,424,260</u>

Operating Budget

Operating Budget
July 1, 2018 - June 30, 2019
Summary of Estimated Resources and Allocation of Funds

Estimated Resources			Allocation by Major Program		
Category	Budget	% Total	Category	Budget	% Total
General Education (SB 1344)					
General Fund	\$17,180,300	48.21%	Instruction	\$16,717,982	46.91%
Normal School Endowment	2,205,000	6.19%	Research	161,136	0.45%
Tuition	16,244,700	45.59%	Public Service	349,845	0.98%
			Library	1,392,453	3.91%
			Student Services	4,537,940	12.73%
			Physical Plant	3,247,559	9.11%
			Institutional Support	5,113,769	14.35%
			Academic Support	2,870,398	8.05%
			Auxiliary Enterprises	1,238,919	3.48%
Subtotal, Ongoing	\$35,630,000	99.98%	Subtotal, Ongoing	\$35,630,000	99.98%
One-Time Capital Outlay	\$6,000	0.02%	One-Time Capital Outlay	\$6,000	0.02%
Subtotal, One-Time	\$6,000	0.02%	Subtotal, One-Time	\$6,000	0.02%
Total General Education	\$35,636,000	100.0%	Total General Education	\$35,636,000	100.0%
Career & Technical Education (HB 295)					
Career & Technical Education	\$ 4,804,200	98.7%	Administration	\$ 639,734	13.1%
			Instruction	4,052,215	83.2%
			Student & Special Services	112,251	2.3%
Subtotal, Ongoing	\$4,804,200	98.7%	Subtotal, Ongoing	\$ 4,804,200	98.7%
One-Time Capital Outlay	\$64,000	1.3%	One-Time Capital Outlay	\$64,000	1.3%
		0.0%			
Subtotal, One-Time	\$64,000	1.3%	Subtotal, One-Time	\$64,000	1.2%
Total, C.T.E.	\$4,868,200	100.0%	Total, C.T.E.	\$4,868,200	100.0%
Totals					
General Education & Career & Technical Education Ongoing Budget Total				\$40,434,200	99.8%
General Education & Career & Technical Education One-Time Budget Total				70,000	0.2%
TOTAL G.E. & C.T.E. BUDGETS				\$40,504,200	100.0%

Operating Budget
July 1, 2017 - June 30, 2018
Summary of Estimated Resources and Allocation of Funds

Estimated Resources			Allocation by Major Program		
Category	Budget	% Total	Category	Budget	% Total
General Education (SB 1152)					
General Fund	\$16,952,300	47.8%	Instruction	\$16,534,279	46.6%
Normal School Endowment	2,131,200	6.0%	Research	160,874	0.5%
Tuition	16,031,500	45.3%	Public Service	302,100	0.9%
			Library	1,369,282	3.9%
			Student Services	4,402,455	12.4%
			Physical Plant	3,233,455	9.1%
			Institutional Support	5,046,796	14.2%
			Academic Support	2,835,457	8.0%
			Auxiliary Enterprises	1,230,302	3.5%
Subtotal, Ongoing	\$35,115,000	99.0%	Subtotal, Ongoing	\$35,115,000	99.0%
One-Time Capital Outlay	\$341,400	1.0%	One-Time Capital Outlay	\$341,400	1.0%
Subtotal, One-Time	\$341,400	1.0%	Subtotal, One-Time	\$341,400	1.0%
Total General Education	\$35,456,400	100.0%	Total General Education	\$35,456,400	100.0%
Career & Technical Education (HB 295)					
Career & Technical Education	\$ 4,707,056	96.3%	Administration	\$ 598,394	12.2%
			Instruction	3,997,064	81.8%
			Student & Special Services	111,598	2.3%
Subtotal, Ongoing	\$4,707,056	96.3%	Subtotal, Ongoing	\$ 4,707,056	96.3%
One-Time Capital Outlay	\$181,400	3.7%	One-Time Capital Outlay	\$181,400	3.7%
		0.0%			
Subtotal, One-Time	\$181,400	3.7%	Subtotal, One-Time	\$181,400	3.6%
Total, C.T.E.	\$4,888,456	100.0%	Total, C.T.E.	\$4,888,456	100.0%
Totals					
General Education & Career & Technical Education Ongoing Budget Total				\$39,822,056	98.7%
General Education & Career & Technical Education One-Time Budget Total				522,800	1.3%
TOTAL G.E. & C.T.E. BUDGETS				\$40,344,856	100.0%

Operating Budget
July 1, 2016 - June 30, 2017
Summary of Estimated Resources and Allocation of Funds

Estimated Resources			Allocation by Major Program		
Category	Budget	% Total	Category	Budget	% Total
General Education (HB 637 & SB 1410)					
General Fund	\$15,783,600	45.3%	Instruction	\$15,758,825	45.3%
Normal School Endowment	2,131,200	6.1%	Research	152,029	0.4%
Tuition	15,500,000	44.6%	Public Service	339,340	1.0%
			Library	1,362,285	3.9%
			Student Services	3,721,613	10.7%
			Physical Plant	3,153,192	9.1%
			Institutional Support	4,992,200	14.3%
			Academic Support	2,745,974	7.9%
			Auxiliary Enterprises	1,189,343	3.4%
Subtotal, Ongoing	\$33,414,800	96.0%	Subtotal, Ongoing	\$33,414,800	96.0%
One-Time Capital Outlay	\$851,300	2.4%	One-Time Capital Outlay	\$851,300	2.4%
One-Time 27th Payroll (GF Only)	428,000	1.2%	One-Time 27th Payroll	428,000	1.2%
OT Millennium Fund (SB 1410)	127,700	0.4%	Fresh Mouth Campaign	127,700	0.4%
Subtotal, One-Time	\$1,407,000	4.0%	Subtotal, One-Time	\$1,407,000	4.0%
Total General Education	\$34,821,800	100.0%	Total General Education	\$34,821,800	100.0%
Career & Technical Education (HB 625)					
Career & Technical Education	\$4,538,256	91.4%	Administration	\$528,968	10.6%
			Instruction	3,901,691	78.6%
			Student & Special Services	107,596	2.2%
Subtotal, Ongoing	\$4,538,256	91.4%	Subtotal, Ongoing	\$4,538,256	91.4%
One-Time Capital Outlay	\$294,500	5.9%	One-Time Capital Outlay	\$294,500	5.9%
One-Time 27th Payroll	131,300	2.7%	One-Time 27th Payroll	131,300	2.7%
Subtotal, One-Time	\$425,800	8.6%	Subtotal, One-Time	\$425,800	8.6%
Total, C.T.E.	\$4,964,056	100.0%	Total, C.T.E.	\$4,964,056	100.0%
Totals					
General Education & Career & Technical Education Ongoing Budget Total				\$37,953,056	95.4%
General Education & Career & Technical Education One-Time Budget Total				1,832,800	4.6%
TOTAL G.E. & C.T.E. BUDGETS				\$39,785,856	100.0%

Capital Budget

LEWIS-CLARK STATE COLLEGE CAPITAL PROJECTS LIST		Requested	Funded	Annual Priority
FY 19	Repairs, Center for Arts & History (Agency Funds=\$78,000)	400,000	400,000	1
	Electrical Engineering Study (Agency Funds =\$5,000)	25,000	25,000	2
	Building Renovations, Activity Center (Agency Funds =\$275,000)	475,000	475,000	3
	SUBTOTAL	900,000	900,000	
FY 19 additional	Replace Windows, Center for Arts and History (Supplement to FY19 Original Rqst. #	200,000	200,000	1
	Fire Alarm System, Library	225,000	225,000	2
	ADA Accessibility Project	135,000	135,000	3
	Campus Door Project	100,000	100,000	4
	Upgrade President's Residence	50,000	50,000	5
	SUBTOTAL	710,000	710,000	
FY 18	Upgrade HVAC Sam Glenn Complex (Agency Funds = \$50,000)	200,000	200,000	1
	Upgrade HVAC Controls, Library (Agency Funds = \$50,000)	110,000	110,000	2
	Replace Roof, Meriwether Lewis Hall (Agency Funds = \$50,000)	200,000	200,000	4
	SUBTOTAL	510,000	510,000	
FY 17	ADA Bathroom Upgrades	60,000	60,000	1
	Williams Conference Center Walls (Agency Funds +\$180,000)	completely funded internally		
	CTE Building (Agency Funds =\$10,000,000)	10,000,000	10,000,000	

Projections of Non-Tuition Revenue by Auxiliary Service (available in supporting documents)

- Associated Students
- Athletics
- KinderCollege Daycare
- Residential Life
- Student Health
- Student Union Building (SUB)

New Degree/Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2018 - 2019 approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
Addition	CERT	Packaging Design: Intermediate	Graphic Communications
Addition	AS	Marketing	Marketing
Addition	AAS	Interdisciplinary	Interdisciplinary
Addition	BFA	Creative Writing	English
Addition	CERT	Web Design	Digital Media

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount (Fall17 census)	Faculty Headcount
LCSC Coeur d'Alene Center	1031 N. Academic Way, Suite 140	Coeur d'Alene, Idaho 83814	B.A.S./ B.A.T. Accounting Assistant	X	1	2
			B.A.S./ B.A.T. Applied Technology	X	2	Numerous
			B.A.S./ B.A.T. Administrative Assistant	X	0	Numerous
			B.A.S./ B.A.T. Administrative Medical Asst.	X	0	Numerous
			B.A.S./ B.A.T. Early Childhood Development	X	0	2
			B.A.S./ B.A.T. Medical Assistant	X	0	2
			B.A.S./ B.A.T. Paralegal	X	1	2
			B.A.S./ B.A.T. Web Design & Development	X	1	3
			B.A./B.S. Business Administration	X	80	Numerous

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount (Fall17 census)	Faculty Headcount
			B.A./B.S. General Business	X	8	Numerous
			B.A./B.S. Business with Management Accounting	X	35	3
			B.A./B.S. Business and Communication	X	6	Numerous
			B.A./B.S. Sport Administration	X	0	3
			B.A./B.S. Communication Arts	X	11	Numerous
			B.S. Elementary Education [Endors./ Cert.]	X	7	Numerous
			B.A./ B.S. General Studies	X	12	Numerous
			B.S. Justice Studies	X	13	4
			B.S.N. RN to BSN Track	X	92	6
			B.S. Radiographic Science	X	0	2
			B.S.W. Social Work	X	48	8

Domestic Off-Campus Degree Programs and Academic Credit Sites

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Online		A.S./ B.A./B.S.	Business Administration	295	Yes	
Online		A.A.S/B.A.S.	Early Childhood Development	35	Yes	
Online		B.A./B.S.	General Business	36	Yes	
Online		B.A./B.S.	Interdisciplinary	15	Yes	
Online		A.A.	Liberal Arts: Humanities	86	Yes	
Online		B.S.N	RN to BSN Track	143	Yes	
Online		A.A.S.	Web Design & Development	11	Yes	
Online		B.A./B.S.	Business & Communication:	46	Yes	
Online		B.A./B.S.	Sport Administration	38	Yes	
Online		B.A./B.S.	General Studies: Humanities	16	Yes	
Online		B.A./B.S.	General Studies: Social Sciences	10	Yes	
Online		B.A./B.S.	General Studies: Business	16	Yes	

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Online		B.S.N.	Nursing CC to BSN Track		Yes	
Online		B.S.	Radiographic Science R.S. to B.S	28	Yes	
Online		A.A.	Liberal Arts-Humanities	84	Yes	
Online		A.A. Minor	Behavioral Science	3	Yes	
Online		A.A.S.	Marketing: Business	6	Yes	

Programs and Academic Courses Offered at Sites Outside of United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A						

INTRODUCTION



INTRODUCTION

Public Higher Education in Idaho

The Idaho State Board of Education (SBOE) is responsible for the governance and oversight of all levels of public education in Idaho. As stated on the Board's website:

The State Board serves as the Board of Trustees for state-sponsored public four-year colleges and universities and the Board of Regents for the University of Idaho. As Board of Trustees or Regents for institutions, the appointed members oversee the activities of the institution, as defined in each institution's bylaws. (SBOE: <https://boardofed.idaho.gov/board-facts/board-governance-structure/state-public-education-institutions/>).

Lewis-Clark State College (LCSC) is one of eight institutions of higher education governed by the Idaho State Board of Education and is joined by Boise State University, the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Idaho State University, North Idaho College, and the University of Idaho.

Our History - Infancy

Lewis-Clark State College was established by the Idaho State Legislature in 1893. It originally was designated Lewiston State Normal School, reflecting its early mission as a teacher training institution, however the state failed to appropriate any funds for its operation. The city of Lewiston donated 10 acres on a barren, sandy hill overlooking the developing city, which quickly became known as *Normal Hill*. In the absence of state funding, the school found a way to hire an architectural firm to begin designing its first building, but progress was slow. LC's first President, George Knepper, arranged for temporary quarters in a building in the heart of Lewiston's business district. The first class of 46 students graduated from *The Normal* on January 6, 1896.

Our History – Adolescence

With its primary mission to prepare teachers for the region's one-room, rural schools, the college continued to grow. In 1943, the Idaho State Board of Education expanded the college's role to that of a four-year institution. At the same time it authorized the awarding of bachelor of arts degrees in education, and the name was changed to North Idaho College of Education (NICE). Following the Korean War, enrollments dropped and state funding diminished, forcing closure of the school. The legislature reopened the institution as Lewis-Clark Normal School in 1956 as a branch campus of the University of Idaho. In 1963, the legislature restored the college's autonomy as an independent, four-year undergraduate institution.

Introduction

Our History – Adulthood

In 1971, the school became known as Lewis-Clark State College, with the state legislature and the Idaho State Board of Education recognizing the college's expanded role as 4-year undergraduate institution with programs in select professional areas, professional-technical education, and the liberal arts. At the time of its latest name transition, the college held the distinction of being the last "Normal" college in the nation. LCSC received regional accreditation in 1973 and accreditation has been successfully been reaffirmed in 1978, 1988, 1999, and 2009.

Today

Lewis-Clark State College is a regional state college, operating under the governance of the Idaho State Board of Education. The mission, as approved by the Idaho State Board of Education, is...*Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.* The college's undergraduate instructional programs offer a wide range of academic and professional programs leading to baccalaureate and associate degrees, with emphasis in the liberal arts and sciences, business, justice studies, nursing, social work, teacher preparation, and career & technical education. Other emphases areas are the provision of select programs offered through continuing education and workforce training.

In addition to its on-campus educational opportunities, LCSC offers instructional programs in Coeur d'Alene and services in two outreach centers located in Grangeville and Orofino, Idaho. A career and technical facility is under construction in close proximity to the new Lewiston High School, approximately 4 miles from campus. Courses and programs are available in several delivery formats, making higher education accessible throughout northern Idaho and eastern Washington.

For fall 2017, there were 182 full-time faculty members providing instruction to 3,746 students enrolled in the college's undergraduate programs. LCSC offers 53 academic and career and technical programs.

The college occupies 46 acres on historic Normal Hill in an attractive residential area of Lewiston, Idaho, a city of approximately 32,000 located at the confluence of the Snake and Clearwater rivers. Across the Snake River in Washington is Clarkston, with a population of just over 7,000. The beautiful campus enjoys the mildest winters in Idaho—a unique climate that is matched by a warm and friendly educational environment.

The Last Four Years

LCSC continues to provide an affordable but rigorous education to students. Over 70% of our students are first-generation college students who prove successful in the smaller college environment. In the last four years:

Introduction

The numbers of degrees and certificates awarded annually have increased from just under 800 in 2014 to just under 1,000 in 2018. Much of that growth is the result of a campaign to promote associate degree completion for students who were close to completion of the requirements. In the spring of 2018, 250 associate degrees were awarded as a result of this outreach.

The proportion of LCSC students continuing their higher education within 6 months after graduation has been increasing for the past two years. Those pursuing graduate or professional school increased to over 30% among 2016-17 graduates. Those pursuing another Career and Technical Education (CTE) degree after their graduation grew to over 25% of the 2016-17 CTE graduates.

LCSC has been able to position itself as a debt-free institution, which assists in keeping operational costs low. Although LCSC tuition has slowly increased, its rate of increase is comparatively sluggish to the other 4-year public institutions in Idaho. LCSC's tuition started approximately \$400 below the average of other 4-year public institutions in the state, and now is approximately \$1,000 less than the average of the other 4-year institutions in Idaho. LCSC's goal was to be the most affordable tuition among 4-year public institutions of higher education in the state. For all years measured, that goal has been achieved.

Steering Committee - Established in 2016

The Steering Committee thanks all college faculty, staff, students, and administrators for their participation and hard work in bringing this self-evaluation to completion.

We look forward to the review team's visit.

- Lori Stinson, Provost and Vice President for Academic Affairs, Accreditation Liaison Officer
- Andrew Hanson, Vice President for Student Affairs
- Todd Kilburn, Vice President for Finance and Administration
- Mary Flores, Dean, School of Liberal Arts and Sciences
- Kathy Martin, Dean, Community Programs & Governmental Relations
- Jeff Ober, Dean, Career & Technical Education (began July 2017)
- Grace Anderson, Director, Institutional Research & Effectiveness (began November 2017)
- Kathren Wilson, Assistant Director of Reporting, Professional Staff Organization
- Chris Riggs, Chair, Social Sciences Division
- Johanna Bjork, Director of the Library (began March 2017)
- Leana DeMasters, President, Associated Students of Lewis-Clark State College (during AY 2016-17)
- Harold Crook, Professor and Chair, Faculty Association
- Dawn Taylor, Data Coordinator, Classified Staff Organization

Writing Assignments

Standard One – Institutional Mission, Core Themes & Expectations

- Lori Stinson, Provost and Vice President for Academic Affairs, Accreditation Liaison Officer
- Chris Riggs, Chair, Social Sciences Division
- Grace Anderson, Director, Institutional Research & Effectiveness (began Nov. 2017)

Standard Two – Resources and Capacity

- Lori Stinson, Provost and Vice President for Academic Affairs, Accreditation Liaison Officer
- Andrew Hanson, Vice President for Student Affairs
- Todd Kilburn, Vice President for Finance and Administration
- Mary Flores, Dean, School of Liberal Arts and Sciences
- Kathy Martin, Dean, Community Programs & Governmental Relations
- Jeff Ober, Dean, Career & Technical Education (began July 2017)

Introduction

- Grace Anderson, Director, Institutional Research & Effectiveness (began November 2017)
- Kathren Wilson, Assistant Director of Reporting, Professional Staff Organization
- Chris Riggs, Chair, Social Sciences Division
- Johanna Bjork, Director of the Library (began March 2017)
- Leana DeMasters, President, Associated Students of Lewis-Clark State College (during AY 2016-17)
- Harold Crook, Professor and Chair, Faculty Association
- Dawn Taylor, Data Coordinator, Classified Staff Organization

Standard Three and Standard Four– Core Theme Planning, Assessment & Improvement

- Lori Stinson, Provost and Vice President for Academic Affairs, Accreditation Liaison Officer
- Andrew Hanson, Vice President for Student Affairs
- Grace Anderson, Director, Institutional Research & Effectiveness (began November 2017)

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

- Lori Stinson, Provost and Vice President for Academic Affairs, Accreditation Liaison Officer
- Chris Riggs, Chair, Social Sciences Division
- Grace Anderson, Director, Institutional Research & Effectiveness (began November 2017)

PREFACE

Significant Institutional Changes

Lewis-Clark State College has made changes in a number of areas since its last report, including:

- **President.** In June 2018, Dr. J. Anthony Fernández, retired as president. Following a nationwide search, Dr. Cynthia L. Pemberton was appointed by the Idaho State Board of Education as LCSC's 16th president, and began her duties on July 1, 2018.
- **Mission and Core Themes.** A new mission statement and three core themes were approved by the Idaho State Board of Education in June 2017.
- **Institutional reorganization.** As part of the 2013-2018 Strategic Plan, the Vice President for Student Services position was restored and is held by Dr. Andrew Hanson.
- **New Vice Presidents.** Dr. Lori Stinson was selected as Provost and Vice President for Academic Affairs in 2014. Mr. Todd Kilburn was appointed Vice President for Finance and Administration in 2016.
- **Academic Affairs Reorganization.** To support strategic enrollment initiatives, several organizational changes occurred in Academic Affairs, including:
 - Creation of one new academic division, Movement & Sport Sciences, formerly a part of the Education and Kinesiology department. Education was renamed Teacher Education.
 - Establishment of a 'school' structure whereby the office of Academic Programs which previously administered all academic instructional divisions and the Library was divided into two units. The School of Liberal Arts and Sciences includes the divisions of Humanities, Movement and Sport Sciences, Natural Sciences and Mathematics, and Social Sciences. The School of Professional Studies houses the divisions of Business, Nursing and Health Sciences, Teacher Education and the Library.
 - A Center for Teaching and Learning was established in 2014 to support faculty in their endeavors to enhance their teaching and the student learning experience. The Center provides opportunities for faculty at all grade levels to reflect upon their practice through inquiry groups, discussions and workshops that promote teaching excellence and support student success.
- **Student Affairs Reorganization.** The office of Admissions and Registrar was divided into two units, Registrar/ Records and Admissions. Admissions subsumed the former New Student Recruitment department. A First Year Experience office was established to support success and retention of first time students.

Preface

RESPONSE TO RECOMMENDATIONS TO THE YEAR ONE REPORT

The Northwest Commission on Colleges and Universities (NWCCU) endorsed three recommendations based on the Year One report. Each of the three recommendations has been resolved as noted below.

*Recommendation 1. The evaluation committee recommends that Lewis-Clark State College continue to develop measurable 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.

Exhibits:

- [Year One Response from NWCCU to LCSC – Feb. 21st, 2012](#)

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).”

Updated Recommendation 1 based on the 2011 Year One Evaluation report was addressed in the Mid-Cycle Report and visit in October, 2014, in an ad hoc report fall 2015, and in an ad hoc report spring 2017. In July 24, 2017 correspondence from the Commission, it was noted, “In accepting the report, the Commission determined that its expectations regarding Recommendation 1 of the fall 2011 Year One Peer-Evaluation Report has been met.”

Exhibits:

- [Mid-Cycle Ad Hoc Response from NWCCU to LCSC – July 24th, 2017](#)

*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***

Preface

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

Recommendations 2 and 3 were addressed in the Mid-Cycle Report and visit in October, 2014, and in February 5, 2015 correspondence from the NWCCU, it was noted: “In accepting this report, the Commission determined that its expectations in regard to Recommendations 2 and 3 of the fall 2011 Year One Peer-Evaluation Report have been met.”

Exhibits:

- [Mid-Cycle Report Letter from NWCCU to LCSC – Feb. 5th, 2015](#)

Self-Study Process

Following the 2014 Mid-Cycle visit, the President formed a [Presidential Program Guidance \(PG-15-15\)](#) group focused on institutional accreditation. The group was charged to address any recommendations from the October 2014 Mid-Cycle visit, outline activities necessary to complete the year seven report and serve as the steering committee in preparation for the comprehensive campus visit. At the request of the NWCCU, the college’s Mission Fulfillment and Sustainability report and visit were delayed from an anticipated date of fall 2016 to fall 2018. In the interim time period, LCSC personnel attended the Mission Fulfillment and Sustainability training and the Accreditation Liaison training, and participated as reviewers in Mid-Cycle and Mission Fulfillment and Sustainability evaluation visits. In October 2016, a new [Presidential Guidance \(PG-16-15\)](#) group was created, chaired by the Provost and Vice President for Academic Affairs/ ALO, with the primary charge of outlining the activities and timelines associated with the self-evaluation report, and engaging with campus constituents in preparing the Mission Fulfillment and Sustainability report.

At an initial meeting in November, 2016, the accreditation group developed a schedule of writing assignments and a timeline. Committee members held primary responsibility for completion of each assignment, however, input from many campus offices was sought in creating the first draft in August 2017. The campus community was made aware of the committee’s progress through twice yearly all campus meetings, and meetings of the constituent groups (Student Senate, Faculty Senate and Association, professional and classified staff organizations, President’s Council and the LCSC Foundation). The second draft of the self-study was completed in the February 2018, and the final draft in late summer 2018.

It is important to note that the self-study describes LCSC as of the spring 2018 semester and financial data is for FY 2018. Updates will be available for the committee during the October 2018 visit.

Exhibits:

- [Presidential Guidance \(PG-15-15\) Institutional Accreditation: NWCCU Mid-Cycle Visit](#)

Preface

- [Presidential Guidance \(PG-16-15\) Institutional Accreditation: NWCCU 7-Year Evaluation Preparation](#)

MISSION, CORE THEMES AND EXPECTATIONS



Chapter 1: MISSION, CORE THEMES, & EXPECTATIONS

Eligibility Requirements 2-3

Eligibility Requirement 2: Authority - *The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Lewis-Clark State College operates under the authority of the Idaho State Board of Education which is responsible for the general supervision, governance and control of the institution and serves as the board of trustees (Idaho Statute, Title 33, Chapter 3; State Board of Education Governing Policies).

Eligibility Requirement 3: Mission and Core Themes - *The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

The mission of Lewis-Clark State College, as approved by the Idaho State Board of Education, is as follows: *Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.* The mission statement which resulted from broad campus conversation, is understood by the campus community, and aligns with LCSC's tagline, *Connecting Learning to Life*. 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.

Lewis-Clark State College devotes substantially all of its resources to support its educational mission and attainment of core themes.

1.A. Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

The mission of Lewis-Clark State College, as approved by the Idaho State Board of Education, is as follows: *Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.* The mission statement was derived from broad campus conversation, is understood by the campus community, and aligns with LCSC’s tagline, *Connecting Learning through Life.*

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The college defines mission fulfillment based on achievement of the objectives associated with three core themes. The objectives and indicators tied to each core theme, as well as the themes themselves, are designed to measure continuous improvement and ultimately mission fulfillment.

The college utilizes a Mission Fulfillment Rubric (MFR) to assess and communicate attainment of the core themes and mission fulfillment. The MFR requires a percentage of indicators within each core theme to be met annually. Each core theme must be satisfied for attainment of mission fulfillment. The MFR is supported by the College Assessment Report (CAR) which contains annual data points, benchmarks, and long-term goals for each indicator.

1.B. Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

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.

- **Core Theme 1: Opportunity**
 - Description: Expand access to higher education and lifelong learning.
 - Objective 1A: Access to higher education
 - Indicators:
 - Total Unduplicated Headcount
 - Total Full-Time Equivalent Enrollment
 - Percentage of first generation students
 - Instate full-time tuition cost relative to other Idaho 4-year institutions
 - Scholarship & waiver dollars awarded per FTE
 - Objective 1B: Extend educational opportunities to citizen within Regions I and II
 - Indicators:
 - Coeur d'Alene Center headcount
 - Enrollment in online, hybrid, and web enhanced classes
 - Objective 1C: Access to career development and lifelong learning opportunities
 - Indicators:
 - Workforce Training enrollment
 - Continuing Education, Small Business Development Center and Adult Learning Center enrollments
 - Objective 1D: Prepare students for success in post-secondary education
 - Indicators:
 - Dual credit, pre-college enrollees
 - dual credit student matriculation to LCSC
 - **Core Theme 2: Success**
 - Description: Ensure attainment of educational goals through excellent instruction in a supportive learning environment.
 - Objective 2A: Well-informed graduates
 - Indicators:
 - Degrees and certificates awarded

Chapter 1: Mission, Core Themes, & Expectations

- General education student learning outcomes
- Objective 2B: Graduates well-prepared for their chosen career/profession or to continue their education
 - Indicators:
 - Licensing/certification, technical skills exam pass rates
 - Graduate employment rates
 - Professional/Graduate school placement
 - Career Tech. Edu. graduates who continue to the next degree level
- Objective 2C: Students persist in post-secondary education
 - Indicators:
 - Student retention (1st time full-time freshmen)
 - Student retention (general student population, semester to semester)
 - Percentage of completers at or below credit threshold
- Objective 2D: Satisfied graduates who experience a supportive environment
 - Indicators:
 - Student Satisfaction
 - Supportive campus environment
 - Student satisfaction with academic advising
- **Core Theme 3: Partnerships**
 - Description: 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
 - Indicators:
 - Participation in internships and apprenticeships
 - Work Scholar participants
 - Objective 3B: Enhance student learning through academic partnerships
 - Indicators:
 - Articulation agreements to transfer for advanced study
 - Articulation agreements for community college student transfer to LCSC
 - Undergraduate research
 - Objective 3C: Enhance student learning through service to the college and community
 - Indicators:
 - Student participation in service
 - Center for Teaching & Learning K-12 activities

RESOURCES AND CAPACITY



Chapter 2: RESOURCES & CAPACITY

Eligibility Requirements 4-21

Eligibility Requirement 4: Operational Focus & Independence - *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

Lewis-Clark State College's programs and services are predominantly focused on higher education as evidenced by the institutional mission statement, core themes and strategic plan. The college has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements (Idaho State Board of Education Policy 1.S.1).

Eligibility Requirement 5: Non-Discrimination - *The institution is governed and administered with respect for the individual in a non-discriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

Lewis-Clark State College has policies that comply fully with federal and state laws regarding respect for the individual in a non-discriminatory manner, while responding to the educational needs and legitimate claims of its constituents as determined by its charge, mission and core themes. Non-discrimination and grievance policies are found in the Policy & Procedure Manual.

Eligibility Requirement 6: Institutional Integrity - *The institution establishes and adheres to ethical standards in all of its operations and relationships.*

Lewis-Clark State College adheres to strong ethical standards in all of its operations and relationships. College policies govern faculty, staff and students in such areas as conflict of interest, research with human subjects, academic dishonesty, protection of sensitive information, and appropriate use of college property. All college employees comply with Idaho State Board of Education Policy II.Q Conflict of Interest, and with federal laws such as Clery Act, FERPA, HIPPA, and Title IX.

Eligibility Requirement 7: Governing Board - *The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.*

The Idaho State Board of Education is the ultimate authority for all public education in the State. The Idaho State Board of Education (SBOE) is comprised of eight members: seven appointed by the governor with the eighth (the Superintendent of Public Instruction) elected generally by the people. Idaho SBOE Governing Policies and Procedures clearly state that when a Board member or relative of a Board member is involved in a financial transaction with an

Chapter 2: Resources & Capacity

institution of public education in Idaho, appropriate disclosure must be made to the Board and to the institution. No SBOE member has a contractual, employment or financial interest in Lewis-Clark State College.

Eligibility Requirement 8: Chief Executive Officer - *The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.*

Lewis-Clark State College's President, Dr. Cynthia L. Pemberton was appointed by the Idaho State Board of Education. Neither the president nor an executive officer of LCSC chairs its governing board.

Eligibility Requirement 9: Administration - *In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.*

President Pemberton has appointed vice presidents and other qualified administrative staff to support fulfillment of college's mission and achievement of its core themes.

Eligibility Requirement 10: Faculty - *Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

The provost, instructional deans and division chairs have recruited qualified faculty in sufficient number to achieve the educational objectives and ensure the integrity of its programs. These faculty are evaluated annually, and in accordance with established tenure, promotion, and periodic performance review processes.

Eligibility Requirement 11: Educational Program - *The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.*

Lewis-Clark State College offers programs of study at the certificate, associate and baccalaureate degree levels. Programs are consistent with higher education fields of study in content and length, culminate in achievement of clearly identified student learning outcomes, and are regularly reviewed for quality and rigor.

Eligibility Requirement 12: General Education & Related Instruction - *The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or*

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technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

LCSC's baccalaureate and transfer associate degree programs require 36 credits of general education coursework, in accordance with Idaho State Board of Education Policy III.N. The A.A.S. degrees required 15 credits of general education. The general education core supports and enhances each program's goals and intended learning outcomes. All bachelor level programs contain a major specialization or focus area. LCSC has worked with other Idaho institutions to establish a transferable general education core based on common student learning outcomes.

Eligibility Requirement 13: Library & Information Resources - *Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.*

LCSC maintains a collection of materials that is current, and of sufficient depth and breadth to support the institution's programs and undergraduate and faculty research endeavors. Materials are fully accessible to all students, including on campus and online students, and those at the Coeur d'Alene Center.

Eligibility Requirement 14: Physical & Technological Infrastructure - *The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

LCSC provides a strong technological infrastructure in support of student learning. Policies are established and followed with respect to campus technology, information resources and use of buildings.

Eligibility Requirement 15: Academic Freedom - *The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

LCSC's policies clearly protect the primacy of academic freedom in teaching and research as fundamental to the pursuit of truth and the advancement of learning. Academic freedom in the classroom and in research are particularly noted, where the expression of such freedom in the area of teaching is germane to the class's subject matter.

Eligibility Requirement 16: Admissions - *The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

Lewis-Clark State College publishes its admission standards and related policies in the College Catalog and on the college's website. The admission standards are based on Idaho State Board

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of Education admission standards and have been approved by the college's faculty and administration. All admission policies are applied equitable and consistently.

Eligibility Requirement 17: Public Information - *The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

The LCSC website contains current and accurate information on the mission and core themes, admission policies and procedures, policies on grading and student conduct/ rights and responsibilities, information on instructional programs and courses, current tuition and fee schedules and associated program costs, refund policies and procedures, financial aid procedures and the academic calendar. Faculty and administrator credentials and titles are found on the website and in the annual catalog.

Eligibility Requirement 18: Financial Resources - *The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

LCSC's annual audited financial statements illustrate the financial stability of the institution in terms of ongoing operations and net assets. Financial planning includes tracking of student enrollment, academic progress and recruitment to assure that a sufficient flow of tuition revenue is present to support ongoing and future obligations. Sufficient reserves are maintained to meet the Idaho State Board of Education's 5% reserve requirement.

Eligibility Requirement 19: Financial Accountability - *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.*

LCSC's annual financial statements are currently audited by the regional accounting firm of Moss Adams, and reported on the Idaho State Board of Education website. The reports and opinion, issued by September 30 of each year, are reviewed first by the Idaho State Board of Education's Audit Committee, then reviewed and approved by the State Board.

Eligibility Requirement 20: Disclosure - *The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

LCSC accurately discloses to the NWCCU, all information required to carry out the evaluation and accreditation functions.

Eligibility Requirement 21: Relationship with the Accreditation Commission - *The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.*

LCSC accepts and complies with the standards and policies of the NWCCU. LCSC recognizes the Commission may disclose the institution's status in relation to accreditation.

Standard 2.A: Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

It is the will of Idaho's citizens to provide for education in their state, and they have devolved their authority for public education to the [Idaho State Board of Education](#) as mandated in the [Idaho State Constitution](#) and in [state statute](#). The Idaho State Board of Education vests final decision-making and responsibility at each institution in the President, while reserving ultimate authority and lawful responsibility unto itself (as evidenced by [Idaho State Board of Education Governing Policies & Procedures, Section I, subsection E](#)).

Although final authority resides with the President, Lewis-Clark State College (LCSC) functions under the clear understanding that the best execution of its mission and vision requires delegation of decision-making to individuals responsible for the outcomes within their scope of work, from the Vice Presidents, to Deans and Directors, to faculty, staff, and students. LCSC has structures that provide for meaningful input to administrators from faculty, staff, students and advisory committees. As an example, [President's Council](#) meets monthly and consists of representatives from every part of campus – administrators, Faculty Senate, student government, and staff organizations.

Faculty, staff and students are well represented through their constituent groups. Faculty participate in [Faculty Senate](#) and [Faculty Association](#), and several standing committees that support their work. Each instructional division has two senators with additional faculty representation on the standing committees. The administration, students, and staff hold non-voting seats on the Faculty Senate and participate in the various senate committees.

College staff have their own organizations - the [Classified Staff Organization \(CSO\)](#) and the [Professional Staff Organization \(PSO\)](#). Representatives of CSO and PSO participate in the budgeting process and their duly elected Chairs sit on President's Council.

The [Associated Students of Lewis-Clark State College \(ASLCSC\)](#) elect their own president and senate. The ASLCSC President meets regularly with the college President and is a member of the President's Council. The ASLCSC provides two representatives with voice but without vote

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to the Faculty Senate and one representative to each of the Faculty Senate's committees. All tenure, promotion, and hiring committees may include a student representative. Students participate as observers in the budget setting process in parallel with faculty and staff.

Resources concerning the college's organization are found on the [President's webpage](#), and all [supporting policies and procedures](#) are accessed from a single web-based document.

Exhibits:

- [Idaho State Board of Education; The Foundation of Idaho's Educational System](#)
- [Constitution of the State of Idaho, Article IX – Education & School Lands](#)
- [State Statute: Title 33, Education; Chapter 1, State Board of Education](#)
- [Idaho State Board of Education Policy I.E, Executive Officers](#)
- [Idaho State Board of Education Policy, Section III, Post-Secondary Affairs](#)
- [LCSC President's Council](#)
- [LCSC Faculty Association](#)
- [LCSC Policy 1.104; Constitution of the Faculty of Lewis-Clark State College](#)
- [LCSC Classified Staff Organization \(CSO\)](#)
- [LCSC Professional Staff Organization \(PSO\)](#)
- [Associated Students of Lewis-Clark State College \(ASLCSC\)](#)
- [LCSC President's Webpage](#)
- [LCSC Policies & Procedures for Lewis-Clark State College](#)
- [LCSC Organizational Chart](#)

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Lewis-Clark State College does not operate under a multi-unit governance system.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

LCSC has maintained continuous accreditation through the Northwest Commission on Colleges and Universities (NWCCU) since 1964. The Provost and Vice President for Academic Affairs holds primary responsibility for monitoring compliance with the Commission's Standards of Accreditation, with support from the Director of Institutional Research and Effectiveness. Standards are regularly reviewed, shared with the campus community, and used to drive college processes such as strategic planning and curriculum decisions.

Idaho is a right-to-work state, therefore, LCSC does not operate within a collective bargaining framework. LCSC adheres to all applicable federal, state and local laws, regulations, and

mandates. Compliance responsibility rests with the appropriate department, monitored by the College [Compliance Officer](#). External mandates are placed on LCSC by the Higher Education Opportunity Act, FERPA, the Clery Act, U.S. Department of education regulations, Idaho State Board of Education, Idaho Division of Financial Management policies, among others.

Exhibits:

- [LCSC Compliance Committee](#)

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The [Idaho State Board of Education](#) is the ultimate authority for all public education institutions in the State. The Idaho State Board of Education (SBOE) is comprised of eight members: seven appointed by the governor with the eighth (the Superintendent of Public Instruction) elected generally by the people. A quorum of the SBOE consists of five members according the Board's [Operational Procedures Bylaws](#).

Idaho SBOE Governing Policies and Procedures clearly designate that when a Board member or relative of the Board member is involved in a financial transaction with an institution of public education in Idaho, appropriate disclosure must be made to the Board and to the institution (according to the Board's [Conflict of Interest Policy](#)). No SBOE member has a contractual, employment or financial interest in Lewis-Clark State College.

Exhibits:

- [Membership of the Idaho State Board of Education](#)
- [Idaho State Board of Education Operational Procedures Bylaws](#)
- [Idaho State Board of Education Policy I.G, Conflict of Interest](#)

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Board generally holds nine meetings annually at locations around the state. All SBOE meetings are conducted with notice provided in accordance with the Idaho Open Meeting Law. The Board may hold special meetings, in person or by phone, when called for by a majority vote. A quorum of the Board must be present for any business to be conducted. Members of the SBOE, as representatives of the state and its citizens, may exercise official authority only when the board is in session or when acting on behalf of the board pursuant to its direction. Agendas and minutes of the board meetings are available on the SBOE website.

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2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Idaho State Board of Education establishes and publishes on its website general governing policies and procedures for itself and the various institutions and agencies under its authority, and more specific policies and procedures related to human resources, postsecondary affairs, and financial affairs. The SBOE is responsible to ensure that its policies and procedures are followed, but does not participate in the internal management of its institutions. Board policies may be adopted by majority vote at any regular or special meeting of the Board.

Exhibits:

- [Idaho State Board of Education Website](#)
- [Idaho State Board of Education Policies](#)

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The LCSC President is appointed by and serves at the pleasure of the SBOE, and as the Chief Executive Officer 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. Following the review, the Board issues a letter of reappointment for the next fiscal year which outlines the President's responsibilities and objectives for that time period.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The SBOE conducts an annual self-evaluation of its operations and the operations of Idaho institutions of higher education. This evaluation includes the board's strategic plan, the strategic plans of each institution, consideration of performance measures reports due annually to the Division of Financial Management, and additional requested progress reports. Development of the self-evaluation efforts falls under the responsibility of the Planning, Policy, and Government Affairs Committee, with participation of the entire board.

Exhibits:

- [Performance Measurements of the Idaho State Board of Education](#)

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

LCSC is led by a well-qualified group of administrators who hold appropriate credentials and have appropriate experience for their positions. The President, Provost/ Vice President for Academic Affairs, Vice President for Finance and Administration, and Vice President for Student Affairs, comprise the executive administrative team for LCSC, referred to as President’s Cabinet. The administrative team sets institutional priorities, and through systematic annual planning and assessment processes, the campus community is involved in determining the effectiveness of all institutional programs ranging from academic instruction to support services.

Exhibits:

- [LCSC Administrators’ Resume/CV & Position Descriptions](#)

President	Cynthia Pemberton, Ed.D.	CV/Resume	Position Description
Provost/ VP for Academic Affairs	Lori Stinson, Ph.D., RN	CV/Resume	Position Description
VP for Finance and Administration	Todd Kilburn, MBA	CV/Resume	Position Description
VP for Student Affairs	Andrew Hanson, Ph.D.	CV/Resume	Position Description

Table 1: President and President's Cabinet position descriptions and CVs/resumes.

- [LCSC Organizational Chart](#)

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Dr. Cynthia L. Pemberton has been the President of Lewis-Clark State College since July 1st, 2018. Dr. Pemberton’s full-time responsibility lies with the institution. She does not serve on LCSC’s governing board in any capacity. President Pemberton plans to engage in professional activities which complement her role as president. To date, she has initiated professional engagement activity as a member of Idaho’s Higher Education President’s Council (HEPC) and serves on the Valley Vision Board.

Exhibits:

- [LCSC President Pemberton’s CV](#)

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2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

LCSC employs a sufficient number of qualified administrators to ensure fulfillment of its mission and accomplishment of the core themes and their objectives. The President, Provost/ Vice President for Academic Affairs, Vice President for Finance and Administration, and Vice President for Student Affairs comprise the executive administrative team for LCSC. Secondary leadership includes three instructional Deans (Academic Programs, Professional Studies, and Career & Technical Programs) and numerous Directors.

Exhibits:

- LCSC Administrators’ Resume/CV:

President	Cynthia Pemberton, Ed.D.
Provost/ VP for Academic Affairs	Lori Stinson, Ph.D., RN
VP for Finance and Administration	Todd Kilburn, MBA
VP for Student Affairs	Andrew Hanson, Ph.D.
Dean for Liberal Arts & Sciences	Mary Flores, MA
Dean for Career & Technical Education	Jeffrey Ober, MS
Dean for Community Programs and Governmental Relations	Kathy Martin, MS
Dean of Professional Studies	Fred Chilson, Ph.D.

Table 2: CVs/resumes of the President, President’s Cabinet, and instructional Deans.

Policies and Procedures - Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

College-wide academic policies are communicated to faculty, administration, and staff through the [Policies and Procedures Manual](#) which is available on the college website. Changes to the Policy and Procedures Manual are announced on the college [Intranet](#) with links to the affected policies. New faculty, adjunct, and staff orientation programs introduce faculty and staff to the Policies and Procedures Manual.

College-wide Academic policies relevant to students are communicated in the [LCSC Catalog](#) and the [Student Code of Conduct](#). New/Transfer Student Orientation programs introduce students to these documents.

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Division-specific academic policies are accessible to faculty and staff through division webpages and shared drives. Faculty and staff are made aware of division-specific policies through division meetings and retreats, and email announcements. The following are examples of division-specific academic policies:

Division	Policy/Procedure	Location
Business	Faculty Handbook	Print copy for each faculty and staff
Business Technology & Services	Promotion Evidence	http://www.lcsc.edu/media/5475441/CTE_Promotion_Processes_2017_Final.pdf http://www.lcsc.edu/media/5475438/BTS_Promotion_Evidence_Final_2017.pdf
	Faculty Resources	www.lcsc.edu/business-technology/facultystaff-resources/
Dual Credit	Dual Credit application & responsibilities for teachers	www.lcsc.edu/dual-credit/high-school-teachers
Library	Curriculum Collection, Donations, Collection Development & Maintenance	http://www.lcsc.edu/library/
Movement & Sport Sciences	Faculty Resources	www.lcsc.edu/movement-sciences/faculty-resources
Natural Sciences & Mathematics	Faculty Forms	www.lcsc.edu/science/faculty-forms
	Biosafety lab guidelines	http://www.lcsc.edu/science/institutional-biosafety/
	Field Trips Liability Waiver	http://www.lcsc.edu/media/2554040/field-trip-waiver-natural-sciences.pdf
Nursing & Health Sciences	Faculty Resources	www.lcsc.edu/nursing/faculty-resources
Social Sciences	Criteria for Promotion travel and curriculum policies	www.lcsc.edu/social-sciences/faculty-only
Teacher Education	Faculty Resources	http://www.lcsc.edu/education/faculty-resources/
Technical & Industrial	Faculty Resources	http://www.lcsc.edu/ti/faculty-resources/ http://www.lcsc.edu/media/5475444/TI_Promotion_Evidence_Final_Sept_1_2017.pdf

Table 3: Division-specific academic policies.

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Division and program-specific policies are communicated to students in the following ways:

Division	Policy/Procedure	Location
Business	Club membership policies	www.lcsc.edu/business/clubs-and-organizations
	Internship guidelines	www.lcsc.edu/business/internships
	Program plans	http://www.lcsc.edu/business/degree-programs/
Business Technology & Services	Admission standards	http://catalog.lcsc.edu/student-affairs/admissions/#admissionsstandardstext
	Student Resources	http://www.lcsc.edu/business-technology/student-resources/
	Program Plans	http://www.lcsc.edu/business-technology/
Dual Credit	Getting Started	http://www.lcsc.edu/dual-credit/getting-started/
	Fees & Payments	http://www.lcsc.edu/dual-credit/fees-payment/
	Essential Dates	http://www.lcsc.edu/dual-credit/essential-dates/
	Courses & High Schools	http://www.lcsc.edu/dual-credit/courses-high-schools/
Library	Library policies	www.lcsc.edu/library
	Library News	http://www.lcsc.edu/media/6056728/lcsc-library-annual-report-2017-18.pdf
	Student Employees	Student Employee Handbook
Movement & Sport Sciences	Internship Handbook	Hard copy distributed in class
	Majors	http://www.lcsc.edu/movement-sciences/majors/
	Program Standards	http://www.lcsc.edu/movement-sciences/majors/our-standards/
Natural Sciences & Mathematics	Degree Programs	http://www.lcsc.edu/science/degree-programs/
	Institutional Biosafety	http://www.lcsc.edu/science/institutional-biosafety/
	Research Policies	http://www.lcsc.edu/science/research-policies-forms/
Nursing & Health Sciences	Nursing Programs	http://www.lcsc.edu/nursing/
	Student Resources	www.lcsc.edu/nursing/student-resources
	Student Handbook	http://www.lcsc.edu/nursing/student-resources/handbooks/
Social Sciences	Social Science Programs	http://www.lcsc.edu/social-sciences/programs/
	Social Work Program	http://www.lcsc.edu/social-sciences/programs/social-work/

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Division	Policy/Procedure	Location
	Social Science Clubs	http://www.lcsc.edu/social-sciences/student-clubs/
	Social Work Student Handbook	http://www.lcsc.edu/media/4064198/SOCIAL-WORK-STUDENT-HANDBOOK-22016.pdf
Teacher Education	Teacher Education Program	http://www.lcsc.edu/education/teacher-education/
	Student Resources	www.lcsc.edu/education/student-resources
Technical & Industrial	Technical & Industrial Programs	http://www.lcsc.edu/ti/
	Admission Requirements & Attendance Policy	http://catalog.lcsc.edu/professional-technical-programs/technical-industrial-division/

Table 4: Methods of communication of division and program-specific policies.

Exhibits:

- [Policies & Procedures for Lewis-Clark State College](#)
- [LCSC Student Code of Conduct](#)
- [LCSC New Faculty Agenda](#)
- [LCSC New Staff Agenda](#)
- [LCSC Adjunct Orientation Agenda](#)
- [LCSC New Employee Materials:](#)
 - [New Employee Toolkit](#)
 - [Supervisor Checklist for Onboarding New Employees](#)
- [LCSC College Catalog](#)

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Lewis-Clark State College Library website provides information about Library access and resource usage policies. These policies are located in “[About the Library](#)” section of the library website. The following policies are included:

Library Policy	Web Address
Access to the Library and its resources	http://www.lcsc.edu/library/access-to-library/
Circulation Policies	http://www.lcsc.edu/library/circ-policies/
Interlibrary Loan	http://www.lcsc.edu/library/textbks-ill/
Computer Use	http://www.lcsc.edu/library/computers-policy/
Study Rooms	http://www.lcsc.edu/library/study-rms/

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Library Policy	Web Address
Scanners	http://www.lcsc.edu/library/scanners-policy/
Fax Machine	http://www.lcsc.edu/library/fax/
Collection Development and Maintenance Policy	http://www.lcsc.edu/library/coll-dev/

Table 5: Library-specific policies.

Printed policies are available at front desk and are included within the Student Worker handbook, which is required reading by student workers.

Some abridged policies regarding printing, checking out library resources, and library access are posted throughout the Library. The Library staff will verbally review policies with any library customer who requests it.

Exhibits:

- [LCSC Library Website](#)

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Lewis-Clark State College uses the college website as the primary method to publish transfer information for students. On the '[Transfer Students](#)' web page, students access LCSC's transfer policies and procedures, the articulation agreements with other colleges/universities, and transfer guides via the TES system. LC Express is a specialized transfer program designed for students from select community colleges, which outlines the first two years at the community college and the last two years at LCSC.

The Idaho State Board of Education has created an [IdahoTransfer Portal](#) to help students efficiently transfer credits across Idaho institutions. Students also access information through the transfer equivalency report (TRER), created upon receipt of the transfer student's official transcript(s). The TRER indicates how courses taken at other institutions transfer to meet course requirements at LCSC. When there is no obvious LCSC equivalent, courses transfer as elective credits. The use of CollegeSource's TES program allows LCSC to catalogue accepted transfer coursework in the form of a transfer guide for students and advisors. Each year Division Chairs review and update the guides to ensure transfer equivalencies are up-to-date and accurate.

If transfer credits are not equated to LCSC courses as general education, program specific or elective credits, the student may meet with an Academic Advisor or Division Chair to further evaluate how transfer courses may meet program requirements.

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Exhibits:

- [LCSC Transfer Equivalency Report](#)
- [LCSC Internal Course Substitution Form](#)
- [LCSC Admissions Office](#)
- [Idaho State Board of Education Policy III.V, Articulation & Transfer](#)
- [Idaho Transfer Portal Link](#)

Policies and Procedures - Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities— are clearly stated, readily available, and administered in a fair and consistent manner.

The college publishes a [Student Handbook](#) annually which includes student policies, procedures, requirements, and services. Policies include those related to academic honesty standards, disability services, grievance procedures and appeals, and student conduct. A formal policy (LCSC Policy 5.312) on [student grievances](#) was approved by the college during the 2016-17 academic year and it is included in the college's general [Policies and Procedures Manual](#), which is available online. Specific information about Disability Services, including the process for obtaining accommodations and for filing a grievance concerning accommodations can be found at the [Disability Services website](#).

Publications, including the College Catalog, the Student Handbook, the Residence Hall website, and the Student-Athlete Handbook, are made available to prospective, current, and former students as well as the general public through the LCSC website. During the initial orientation session, new students are provided a hard copy of the Student Handbook as well as information regarding online access to the publications listed above. Hard copies of the updated Student Handbook are distributed during the college's annual Welcome Fair, made available in instructional division offices, and other selected locations on campus. Beginning in Fall Semester 2018, a campus announcement will be sent to faculty, staff, and students alerting them to the availability of a printable version of the updated Student Handbook, which will be posted on the [Student Affairs web page](#).

LCSC makes every effort to apply policies in a fair and consistent manner.

Exhibits:

- [LCSC Student Handbook](#)
- [LCSC Policy 5.312, Student Grievance](#)
- [LCSC College Catalog](#)
- [LCSC Residence Webpage](#)
- [LCSC Student-Athlete Handbook](#)
- [Idaho State Board of Education Policy III.P, Students](#)

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2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Lewis-Clark State College publishes its admission standards and related policies in the College Catalog and on the [college's website](#). The admission standards are based on Idaho [State Board of Education admission standards](#) and have been approved by the college's faculty and administration, and include statements of expectation to continue in a program of study. Applicants requesting an exception to the college's admission policy or who have been denied admission, may petition to the director of Admissions. If dissatisfied with the director's decision, the petition may be reviewed by the Vice President for Student Affairs.

As part of the admission process, students submit test scores (e.g. ACT or SAT) that are used for placement into appropriate mathematics and English courses. Minimum scores are determined by faculty and administration in the associated instructional divisions. Scores must be earned within the past five years, and the highest scores from all tests are used for placement into courses. Placement scores are provided on the [LCSC website](#). Students may increase their placement level by retaking placement tests or taking additional assessments prior to matriculation. Faculty may recognize a student's performance and make recommendation for higher placement during the first few weeks of the semester.

The Satisfactory Academic Progress policy is clearly defined in the [Registrar and Records](#) section of the LCSC catalog. Students are placed on academic warning, probation, or suspension when no longer in good academic standing. Students who have been academically suspended may not re-enroll (degree or non-degree seeking) for at least one full semester (fall or spring). Once the requisite semester has passed, the student is sent a letter from Career & Advising Services inviting them to apply for reinstatement. Once readmitted, the student must follow the process outlined on the [Career & Advising Services](#) website. Academic progress is closely monitored by a staff advisor until probationary status is passed. Students academically suspended three times must wait five academic years before an application for reinstatement will be considered.

Students may petition for exception to an LCSC policy through the [petition process](#). The petition committee, chaired by an instructional dean with faculty and staff representation, meets every few weeks during the academic and over the summer to review student petitions. Students may attend the petition committee to further explain their situation.

Exhibits:

- [Idaho State Board of Education Policy III.Q, Admissions Standards](#)
- [LCSC Course Placement Chart](#)
- [Sample admission letters including denial letter](#)
- [LCSC SAP policy](#)
- [LCSC Petition Policy](#)

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- [LCSC Admissions](#)
- [LCSC Admission Standards](#)
- [First Year Students](#)

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The college supports and encourages student participation in co-curricular activities. The college maintains and publishes policies that clearly state its relationship to co-curricular activities and the [roles and responsibilities](#) of both students and the institution. The [Student Handbook](#) provides information on support services and co-curricular activities available to students including student government, newspaper, clubs and organizations, and extracurricular activities/entertainment. Student groups and organizations are governed by the Student Club and Student Organization Policies and Procedures, administered by the Student Activities Department. Annually the constitution and bylaws of each student group are reviewed and clubs submit a roster of membership, including club officers and advisors. Each student group or organization is required to have a faculty or staff member advisor prior to earning official recognition. The officers of each club attend an annual training in the fall semester.

Student media are overseen by and follow the constitution and bylaws of the Communications Board, which is made up of students, staff, and industry professionals. The Communications Board hires the student editor, student business manager, and station manager, and oversees finances. The institution's relationship to college media is articulated on the [newspaper's](#) and the [radio station's](#) web pages. The student newspaper (The Pathfinder) and radio station are funded by student activity fees and advertising and managed by students with an industry professional advisor.

Exhibits:

- [LCSC Student Handbook](#)
- [LCSC Communications Board Constitution and Bylaws](#)
- [LCSC Student Clubs and Organizations Policies and Procedures](#)
- [Associated Students of Lewis-Clark State College \(ASLCSC\) Constitution](#)
- [Associated Students of Lewis-Clark State College \(ASLCSC\) Bylaws](#)
- [LCSC Intramural Handbook](#)
- [LCSC Assumption of Risk and Release of Liability Form](#)
- [LCSC Warrior Entertainment Board \(WEB\) Handbook](#)

Policies and Procedures – Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The college's policies are published in the [Policies and Procedures Manual](#). Policies are reviewed [regularly](#) to ensure they are consistent, fair, equitably applied to employees and students, and in compliance with state policy. Each policy is annotated with the last date of review.

Exhibit:

- [LCSC Policies and Procedures Manual](#)
- [LCSC Policy on Policies](#)

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Upon hire, all LCSC employees participate in a new employee orientation program where they are informed of conditions of employment, rights and responsibilities, and procedures for evaluation, retention, promotion, and termination. Policies governing these areas are prominently published in the online Policy and Procedures Manual, and through separate links on the Human Resource Services website that detail benefits and salary compensation. Individual department or division supervisors apprise new employees of their work assignments through an established job or positions description. Faculty and professional staff employees receive an annual employment contract which outlines the conditions of employment, work assignments, rights and responsibilities.

Exhibit:

- [LCSC Policy 3.107 Appointment and Employment Status](#)
- [LCSC Policy 3.118 Non Reappointment or Termination of Faculty and other Exempt Employees](#)
- [LCSC Policy 3.119 Probation, Promotion, Demotion, Reclassification and Transfer of Classified Employees](#)
- [LCSC Policy 3.129 Performance Evaluation of Employees](#)
- [LCSC Policy 2.112 Faculty Evaluation](#)
- [LCSC Policy 2.113 Periodic Performance Review for Faculty](#)

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The college strictly follows [internal policies](#) as well as those outlined by the Idaho State Department of Education ([Policy II.P](#)) in maintaining confidentiality of human resource records. Access to personnel files is allowed only to those as outlined in the policy with a valid, demonstrable employment need for specific information. All personnel files are stored in

locking file cabinets located in a separate storage area that is secured each evening and to which only Human Resource Services staff has keys.

Exhibits:

- [LCSC Policy 3.134 Personnel Files](#)
- [Idaho State Board of Education Policy II.P, General Policies and Procedures – All Employees](#)

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Lewis-Clark State College uses multiple means of reaching its varied constituencies, including materials to promote instructional programs to students, a magazine and promotions to alumni and donors and general marketing materials. In order to assure consistent and accurate messaging, the college has established procedures to meet this accreditation requirement.

With student recruitment, the college's primary printed marketing materials and College Catalog are updated annually, including review and fact checking with a variety of campus personnel to ensure accuracy. In addition to printed or web-based materials, program completion is discussed during academic advising sessions. Degree completion plans are published for every program and are intended to inform students of required courses and course sequence options.

[The Office of Communications and Marketing](#) requires that all general news releases be reviewed by at least one other staff member before public dissemination. Internal all-campus messages must be approved by a Cabinet-level administrator before distribution. All logos and artwork are published in accordance with the [LCSC Visual Identity Guide](#), published by the communications department in 2015, and currently under review.

College Advancement works in tandem with communications and marketing for review and approval of print publications, departmental brochures, and print, audio and electronic advertising. Departmental brochures are updated annually to reference current statistics, logos and program information.

Institutional Research and Effectiveness compiles and updates all institutional statistics and data to confirm accuracy and provide one consistent repository of information.

Exhibits:

- [LCSC Visual Identity Guide](#)

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2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Ethics and standards play an integral role in the day-to-day operation of LCSC. The college is committed to performing its higher education mission with integrity and high ethical standards as defined by Idaho State Board of Education Policy II.Q, [Conflict of Interest and Ethical Conduct](#). Working together through established groups that range from the President's Council to the Faculty Senate to faculty/staff committees in the departments and divisions of the college, the college strives to advocate for, adhere to, and model the highest ethical standards. These standards include maintaining fiscal integrity, maintaining a healthy and safe work environment, embracing diversity, exercising shared governance, and promoting free exchange of ideas and opinions.

To ensure fair and equitable treatment of all college constituencies, policies regarding discrimination and sexual harassment are published and actively practiced. The Policies and Procedures Manual outlines the expectations for faculty and staff under [Policy 3.109 Discrimination Complaint](#) and [3.110 Sexual Harassment](#), and expectations for students are outlined in the [Student Handbook's](#) Rights and Responsibilities section.

Clearly defined processes for addressing complaints and grievances for both staff and students are prominently published in the online Policy and Procedures Manual and Student Handbook. Differing procedures to handle complaints and grievances have been established for classified staff, professional staff, faculty, and students to best represent the special circumstances of each group. All policies address standardized procedures to ensure fair treatment and include a mandatory time progression of the process in order to reach resolution in a timely manner. The HR Director is responsible for ensuring complaints and grievances are addressed in a fair and timely manner.

Exhibits:

- [Idaho State Board of Education Policy II.Q, Conflict of Interest and Ethical Conduct – All Employees](#)
- [LCSC Policy 2.115 Faculty Grievance Policy](#)
- [LCSC Policy 3.109 Discrimination Complaint Procedures](#)
- [LCSC Policy 3.110 Sexual Misconduct – Title IX](#)
- [LCSC Policy 3.127 Problem Solving / Due Process Procedure for Classified Employees](#)
- [LCSC Policy 3.128 Grievance Procedures for Professional Staff](#)
- [LCSC Student Handbook](#)

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2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

All employees sign a [Professional Consulting/Conflict of Interest Statement](#) annually, with reported conflicts reviewed by administration.

Exhibits:

- [LCSC Policy 3.101 Conflict of Interest/Ethical Conduct](#)
 - [LCSC Professional Consulting/Conflict of Interest Statement](#)

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Lewis-Clark State College has clearly defined and published policies governing copyright materials and other intellectual property, such as patents. Except in the case of college-commissioned materials, authors retain all rights to copyrighted materials that they create. Regarding those materials that are commissioned by the college, royalties and income are shared among the college, department, and author based upon a published table in the college's policies.

Other intellectual property such as inventions and income from patents is governed by a scale equivalent to that for copyrighted materials. The Idaho State Board of Education claims no ownership of intellectual material that employees and students create on their own time and apart from facilities not available to the general public, such as the college library.

Exhibits:

- [LCSC Policy 1.109 Copyright](#)
- [LCSC Policy 1.110 Patent and Discovery](#)
- [Idaho State Board of Education Policy V.M, Intellectual Property](#)

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

LCSC accurately represents its accreditation status in the College Catalog, on the website and in all publications.

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Exhibits:

- [LCSC College Catalog](#)
- LCSC Accreditation Status Publications
 - <https://www.collegefactual.com/colleges/lewis-clark-state-college/academic-life/accreditation/>
 - <https://www.4icu.org/reviews/5373.htm>

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

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. Contracts are also reviewed to assure that institutional policies are followed. Important points reviewed regularly include:

- Understanding state guidelines around indemnification and assuring the contract complies with them;
- Assuring the scope of work and the parties responsible are clearly identified;
- Ensuring cybersecurity and privacy expectations are clearly established;
- Setting timelines that are reasonable within the contract; and;
- Assuring that the right approvals are obtained.

The Office of Purchasing, in coordination with the Idaho State Division of Purchasing, ensures compliance with all state statutes and policies. Further, those contracts requiring specified language are reviewed by the internal Risk Management coordinator as well as the Idaho Office of Risk Management, so all regulatory requirements are met.

In 2018, [Policy number 4.131](#) on Contracts addresses the review and signature process to ensure compliance and that employees understand their responsibilities in relationship to contracts.

Exhibits:

- [LCSC Policy 4.131 Contracts](#)

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

LCSC's policies clearly protect the primacy of academic freedom in teaching and research as fundamental to the pursuit of truth and the advancement of learning. Academic freedom in the classroom and in research are particularly noted, where the expression of such freedom in the area of teaching is germane to the class's subject matter.

The responsibility of instructors is also outlined in that they are encouraged to promote and model respect for the opinions of others, accuracy of thought, and appropriate restraint. They are also to refrain from using institutional resources to further their private interests.

LCSC's tenure policy is a key part of ensuring academic freedom for the learning community. The freedom to teach and do research that will ultimately create a stronger academic community, is one of the primary purposes of tenure, and helps to ensure that faculty may be immune to outside pressures. The policies of LCSC are derived from the Idaho State Board of Education's Governing Policies and Procedures regarding academic freedom.

Exhibits:

- [LCSC Policy 2.101 Academic Freedom](#)
- [LCSC Policy 2.111 Tenure](#)
- [Idaho State Board of Education Policy III.B, Academic Freedom and Responsibility](#)

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

LCSC's mission is to "prepare students to become successful leaders, engaged citizens, and lifelong learners." This is only possible as faculty, administrators, and staff pursue the advancement and dissemination of knowledge. The college's policies clearly state the importance and high responsibility that its instructors have to develop themselves as scholars and to share their scholarship with their students and the rest of the academic community. Their excellence as instructors is bound both to their growth in scholarly learning and to their development as effective teachers. The faculty must promote pursuit of knowledge and excellence among their students, particularly through the example they set.

Exhibit:

- [LCSC Vision and Mission Webpage](#)

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- [LCSC Policy 2.102 Faculty Professional Ethics](#)

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The statement of professional ethics at LCSC implies that instructors pursue knowledge with a professionalism that requires fairness, accuracy, and objectivity. Instructors are granted academic freedom for the purpose of advancing knowledge and improving their teaching, the result being that students and other members of the community experience excellence in scholarship. Excellent scholarship requires citation of sources and acknowledgement of intellectual debt, for it is upon the historical and contemporary community of learners that academics depend. Excellent teaching requires that instructors enable students and others to understand the sources of information, and where the instructor's statements are moving from sources and evidence to conclusions developed from evidence, and even when statements may move beyond those readily attributed to evidence to the realm of speculation.

Exhibit:

- [LCSC Policy 2.102 Faculty Professional Ethics](#)

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Lewis-Clark State College is subject to the standards written in policy by the Idaho State Board of Education, which address many of the policies that assist the college in establishing controls and procedures. The policies can be found on the [Idaho State Board of Education Website](#). Further, a quarterly meeting of the Idaho State Board of Education's Audit Committee reviews the college's financial statements so concerns may be quickly addressed. An external firm is selected by the Idaho State Board of Education to provide an annual audit of the college's financial practices, procedures and controls.

While Lewis-Clark State College has a six year plan to address deferred maintenance needs, historically it has not had a distinct capital budget for this purpose. In recent years, financial reserves have been utilized to address capital needs and projects.

Investments and fundraising are handled through the Lewis-Clark State College Foundation, which is comprised of community leaders from the Lewis Clark Valley. The endowment is managed by the external financial investment firm, D.A. Davidson, and has seen solid growth in the last two years. The Foundation's Endowment Market Value has grown from \$7,550,000 on

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June 30, 2015 (in the audited financial statement) to \$8,658,000 reported at the end of December, 2017.

Exhibit:

- [Idaho State Board of Education Policy V - Financial Affairs](#)

Standard 2.B: Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

LCSC employs 173 full-time faculty members, 148 full-time professional employees and 127 full-time classified staff. In addition, the college employs numerous instructors and adjunct faculty members, as well as many part-time professional and classified personnel and student workers. These individuals provide services to LCSC's approximately 4,000 students. The LCSC policies for employment are available on the webpage, and include specific instructions for selection procedures. Open positions are advertised on the LCSC webpage where clear job descriptions accompany each position and applicants apply online. A contact phone number for the LCSC Human Resource Services Office is also provided if applicants have questions regarding use of the online application system. Once an applicant's information is received, screening committees review the applications and make recommendations based on how well an applicant's qualifications align with the position requirements and job description. The job descriptions, on file in both the HRS office and in supervisors' offices, are reviewed and updated on an annual basis and are reviewed for accuracy by the department supervisor before a vacancy is listed on the employment page. Policies regarding employment include: [Recruiting and Hiring Policy](#), [Appointment and Employment Status](#) and [Employment Opportunities](#).

Exhibits:

- [LCSC Policy 3.106 Recruiting/Hiring](#)
- [LCSC Policy 3.107 Appointment and Employment Status](#)
- [Working at LCSC webpage](#)

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

LCSC administrators and staff have been evaluated annually on the anniversary date of hire. In FY 2017, the process was changed so all administrators and staff are evaluated in the same timeframe, between the months of November and January.

The President of LCSC is evaluated annually by the Idaho State Board of Education; the President evaluates the direct reports, and the Vice Presidents and Provost; the Vice Presidents

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or Provost evaluate the Deans or Directors. Division Chairs are evaluated by the instructional Deans, and faculty by the Chairs. Directors evaluate their subordinates.

Results of these evaluations are kept on file in the Human Resource Services office for full-time employees. In addition, part-time faculty evaluations are maintained in confidential personnel files within each department or division. The supervisory and non-supervisory performance evaluation forms are posted on the HRS website so all employees may access them.

HRS provides online training and resources to assist supervisors in the process and to ensure performance evaluations are based on job descriptions and duties.

The performance evaluation templates can be found at [Human Resources forms](#) and scrolling to “Performance Evaluations.”

Exhibits:

- [LCSC Policy 3.129 Performance Evaluation of Employees](#)

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

LCSC offers numerous opportunities for professional development of personnel. The Professional Development & Training (PDT) Program offered 125 courses in the last program cycle to 731 attendees and 236 unique employees. The program features courses focused on policies & procedures, computer software, health & wellness, safety & security, leadership, customer service, public speaking, finance, and history. The PDT program also offers a leadership series for faculty and staff focused on leadership skills, institutional knowledge, and self-reflection. The institute hosts 25 participants per year and has completed its second year. Additional opportunities are available to faculty through Faculty Development funds, sabbatical leave, mini-sabbaticals, course release, and the Center for Teaching and Learning. Eligible employees, spouses, and dependents may take courses offered by LCSC or other Idaho two or four-year public institutions that offer reciprocity for LCSC employees for a \$20 registration fee and \$5 per credit fee.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Lewis-Clark State College employs faculty appropriately qualified in their respective disciplines, and in sufficient number. Faculty who teach on the Lewiston campus, at outreach centers, or online, meet the same qualifications. Lewis-Clark State College ensures that it is meeting its educational objectives, establishing and overseeing academic policies, and assuring the integrity and continuity of its academic programs through its annual Unit Assessment Reports and Resource Requests process. The assessment process, which assesses program outcomes

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and demand for particular programs, among other items, informs requests for new positions, needed modifications to positions (such as extended contracts or position upgrades) and/or for reallocation of positions to strengthen programs and outcomes.

The following table details the number of fulltime faculty and the ratio of Student Credit Hours (SCH) delivered by fulltime faculty to SCH delivered by adjunct faculty.

Fall 2016	
Faculty FTE	164 (Faculty_Fall_2016_Lewis-Clark_State_College; available in Human Resource Services office)
Adjuncts FTE (Credits/12)*	42 (FA16 Adjuncts as of 9.19.2016; available in Human Resource Services Office)
% Fulltime Faculty FTE to Adjunct FTE	80/20

Table 6: The ratio of Student Credit Hours (SCH) delivered by fulltime vs. adjunct faculty.

**Includes credits taught by full-time faculty as overload; does not include dual credit courses taught by high school instructors.*

Exhibits:

- [LCSC Policy 2.106, Faculty Rank and Promotion](#)
- [LCSC Policy and Procedures Manual](#)
- [LCSC Policy 2.126, Adjunct Faculty](#)
- [LCSC Dual Credit Teacher Qualifications](#)

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Every year, per the [LCSC Policy Manual](#), all instructional and library faculty members, including part-time/adjunct faculty members teaching more than six credits per semester, complete a job description for the calendar year. Job description templates are available at the above website. Division Chairs or Directors meet with faculty members to negotiate the job description for the spring and fall semesters, and the completed job description must be submitted to their dean no later than March 1.

The job descriptions include faculty members' teaching assignment, and advising/ mentoring, scholarly activities/professional development, and service plans for the year. The Division Chair or Director is responsible for ensuring that job descriptions are in accordance with LCSC's mission and strategic plan, and support the division's instructional and strategic needs. The job descriptions are ultimately approved by their dean who ensures that the broader institutional goals can be met through the collective faculty job tasks; any reductions or changes in teaching load must have Provost's approval. The Division Chair ensures fairness of work distribution, with oversight from the appropriate instructional Dean.

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Exhibits:

- [LCSC Policy 2.112 Faculty Evaluations](#)

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The purpose of the annual review is to support faculty members' continuous improvement which in turn improves the educational experience for students and enhances the institution. The annual job descriptions described above, along with supervisory, peer and student evaluations of faculty, are used as the basis for annual, confidential evaluations. Instructional faculty members are evaluated annually on teaching, advising/mentoring, creative or scholarly activity/professional development, service, and collegiality. Library faculty members are evaluated annually on library duties, scholarly activity/professional development, service, and collegiality.

Specific timelines for annual faculty evaluations are listed in the [LCSC policy manual](#) with established deadlines for first-year, second-year, beyond second-year, and adjunct faculty. The instructional deans, the Provost, as well as the Division Chairs and Directors, are responsible for overseeing the faculty evaluation process. Annual performance reviews and any plans for development and improvement are discussed between the Division Chair or Director and the faculty member, and are then forwarded to the Dean. If the faculty member agrees with the evaluation, and deficiencies in performance have been identified, a plan of improvement will be noted in the annual evaluation. If the faculty member does not agree with the annual performance review and improvement plan, she or he may attach a written response to the evaluation. The next level of redress for the faculty member is filing a grievance.

In addition to the required annual evaluation, tenured faculty members undergo a periodic performance review at intervals not to exceed five years. The faculty member must compile a periodic review portfolio that demonstrates effectiveness in teaching, advising/ mentoring, scholarly or creative activity/ professional development, service to the college and profession, collegiality, overall contributions to the division and college, and other assigned responsibilities. Specific instructions for conducting the periodic performance review as well as the timeline for the process are identified in [LCSC Policy 2.113, Periodic Performance Review](#).

Exhibit:

- [LCSC Policy 2.113 Periodic performance review](#)

Standard 2.C: Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Lewis-Clark State College provides programs on campus, online, and at outreach centers, with appropriate content and rigor that are consistent with our mission to prepare “students to become successful leaders, engaged citizens, and lifelong learners.” These programs culminate in achievement of clearly identified student learning outcomes and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Processes in place to ensure that this standard is met include the Idaho State Board of Education 3-Year Plan process, the college Curriculum Approval system, the Unit Assessment Report process, and for some programs, Specialized Accreditation.

Idaho State Board of Education (SBOE) 3-Year (formerly 5-Year) Plan

All new degrees, certificates of more than 30 credits, changes in delivery mode (i.e., offering an existing degree as a fully online or hybrid degree), or changes in service area for a particular degree, require SBOE approval to be included on the 3-Year Plan, at least one year prior to full program proposals. The approval to be included on the 3-Year Plan includes a review of consistency with the college mission, resources, need for the program, proposed curriculum, intended learning outcomes, and assessment plans. See [Academic Program Approval](#).

CSC Curriculum Approval Process

In accordance with [LCSC policy 2.103, Curriculum](#), programs approved for inclusion on the SBOE 3-Year Plan must be reviewed and approved by the college [Curriculum Committee approval](#) process prior to submission to SBOE for final approval. Programs submitted for approval are reviewed and approved by Division Chair, appropriate instructional dean, Curriculum Committee, Faculty Senate, and Provost.

Unit Assessment Report (UAR) Process

Program assessment occurs annually as part of the college-wide Unit Assessment Report (UAR process). Program faculty establish objectives for assessment, report on results, and establish work plans to address deficiencies or strengthen results. UARs include college-wide Instructional Programs Performance Indicators that inform program improvement strategies and resource allocations in the context of the college’s mission.

Specialized Accreditations

Programs with specialized accreditation demonstrate appropriate content and rigor, achievement of student learning outcomes, and designators consistent with program content in recognized fields of study through the accreditation review process. Programs with specialized accreditation are listed in the [College Catalog](#), under Accreditation and on the [Office of the Provost](#) web page.

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Exhibits:

- [Idaho State Board of Education Academic Program Approval Process](#)
- [LCSC Policy 2.103 Curriculum](#)
- [LCSC Curriculum Committee](#)

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Expected learning outcomes for courses are published on course syllabi which are distributed in hard copy in class, through the online learning management system (Blackboard) for some on campus courses and for all hybrid and online courses, and kept on file in the Division offices and in the Library. General education learning outcomes for General Education Matriculation (GEM) courses are also published in the [Idaho State Board of Education policy III.N., General Education](#) and posted, along with institutionally-designated General Education Course Learning Outcomes, to the [Dean of Liberal Arts & Sciences webpage](#).

Program/degree learning outcomes are now posted in the College Catalog in the instructional division pages, on instructional division webpages, and in some instructional division student handbooks. There has been some inconsistency in the posting of degree outcomes in the past, but we have worked to standardize the publication of these in the catalog to ensure transparency and student access.

Students develop degree learning outcomes for the BA/BS Interdisciplinary Studies in consultation with faculty advisors, subject to approval by a Division Chair and the Dean. These individualized plans are kept on file in the office of the Director, Dual Credit & Special Projects.

Exhibits:

- [Idaho State Board of Education Policy III.N., General Education](#)
- [Dean of Liberal Arts & Sciences Webpage](#)

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

The college awards credit for courses in compliance with [policy 2.127, Credit Hour Definition](#) in the Policy and Procedures Manual. The policy itself is based on historic Carnegie definitions, as noted in federal regulation and the Northwest Commission on College and Universities Credit Hour Policy. It is also aligned with academic norms in higher education. The policy was revised and updated in 2017 to clarify expectations for different types of course formats and deliveries, such as lecture, internships, labs, individualized instruction, online instruction, hybrid instruction, and physical activity courses. Division Chairs and the Registrar ensure that course schedules are aligned with policy 2.127 when the Class and Time Schedule is submitted for publication.

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Expectations for student achievement required for earning course credit are articulated on course syllabi, including required assignments and the basis for determining the course grade. The degree audits documents student completion of required curriculum for each degree program. Credit earned through coursework, transfer equivalency, prior learning assessment (such as CLEP, AP, and Challenge Exam) are identified on the degree audit and college transcript. Degree audits are reviewed by faculty advisors and submitted to the college [Registrar for approval](#) prior to degree conferral. The Curriculum Committee and curriculum approval process ensures that expectations for the award of course credit and degrees is aligned with policy and with generally accepted learning outcomes, norms, or equivalencies in higher education. All curriculum proposals are reviewed and approved by Division Chair, Dean, Curriculum Committee, Faculty Senate, and the Provost. In the cases of General Education Core curriculum, proposals are also reviewed and recommended by the college General Education Committee.

Transfer coursework is accepted in accordance with college policy, and through Division Chair approval, based on review of course descriptions, syllabi, and/or student learning outcomes from the transferring institution.

Credit awarded through Prior Learning Assessment is based on student-provided evidence of college level learning, by means of Portfolio, Challenge Exam, Competency Credit, CLEP, DSST, DANTES, and Advanced Placement. Credit is awarded for courses listed in the College Catalog. Portfolio and Challenge Exams are assessed by faculty with expertise in the discipline area. Students must demonstrate college level learning aligned with the student learning outcomes for the course for which they seek credit at a level agreed upon by program faculty. [CLEP](#), [DSST](#), [DANTES](#), and [Advanced Placement scores](#) required for earning credit are posted in the College Catalog.

Exhibits:

- [LCSC Policy 2.127 Credit Hour definition](#)
- [LCSC Application for Degree or Certificate](#)
- [LCSC Prior Learning Assessment](#)

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Degree programs are approved in accordance with [LCSC policy 2.103, Curriculum](#). Programs submitted for approval are reviewed and approved by Division Chair, appropriate Dean, Curriculum Committee, Faculty Senate, and Provost. Review includes degree design, including curriculum breadth, depth, and sequencing, and synthesis of learning.

Program Plans present a consistent and coherent graphic design of curriculum breadth, depth and sequencing. All program plans begin with General Education Core requirements, aligned with [Idaho State Board of Education policy III.N., General Education](#). Core requirements move from Integrated Skills (Oral and Written Communication) to Ways of Knowing and a Diversity

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Course and culminates with an Integrative Seminar that explores a topic through the integrated skills and disciplinary lenses of the General Education Core and serves as a general education capstone.

Major requirements are described from lower-division introductory and survey-type courses to upper-division requirements and Senior Seminars (these latter in the case of baccalaureate degrees). Many upper-division requirements include lower-division course pre-requisites, supporting student achievement of learning outcomes.

Synthesis of learning occurs throughout, as higher-level coursework builds on lower-level coursework, and general education partners with, and supports, requirements in the majors. There are two points in the Associate and Baccalaureate degree curricula that directly call for synthesis of learning: the General Education Integrative seminar (a capstone for the Core) and for most baccalaureate programs, a Senior Seminar, Senior Research Project, or similar course. The effectiveness of the curriculum design to enable students to achieve student learning outcomes is assessed through annual [Unit Assessment Reports](#), which include program-defined objectives related to student learning as evidenced through Senior Research projects, course rubrics, and/or nationally-normed exams. [Admission Standards](#) and [graduation requirements](#) are clearly defined in the College Catalog. Program-specific admissions requirements are described in the catalog division webpages and/or in program-specific Student Handbooks, available on their webpages. Program Plans, which include program/degree-specific graduation requirements, are available in the [Catalog](#) and on Web Advisor for Students through use of a password thru [WarriorWeb](#).

Exhibits:

- [LCSC Policy 2.103 Curriculum](#)
- [Idaho State Board of Education Policy III.N., General Education](#)
- [LCSC Unit Assessment Reports](#)
- [LCSC Admission Standards](#)
- [LCSC Graduation Requirements](#)
- [LCSC College Catalog](#)
- [Warrior Web](#)

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Policies governing the development and revision of the curriculum are clearly stated in LCSC policy. At the center of all curriculum activity is the [Curriculum Committee](#) and the [Faculty Senate](#). The committee has representatives from every instructional division and develops recommendations to the Senate. Modifications to the college's general education curriculum require further consideration and recommendation from the [Senate's General Education](#)

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Committee. Once the Senate has approved a curriculum proposal, the Faculty Senate Chair forwards it to the Provost for final review.

Teaching faculty at LCSC take primary responsibility for assessing student learning. Professors and instructors are responsible for assessment and grading in their individual classes, with few exceptions. Those cases are primarily in certain math sections in which professors pool exams and grade them together to assign normed grades based upon equivalent learning outcomes. This same model has been followed to assess student learning in core writing courses such as English 102.

Following direction from the Idaho State Board of Education, LCSC pays particular attention to assessing the development of competencies in general education classes. The Idaho State Board of Education (SBOE) has identified six of these competencies as the **General Education Matriculation (GEM)** requirements. LCSC adds two more competencies for a total of eight. Assessment coordinators chosen from among the teaching faculty in each instructional division, work with their respective dean to develop assessment rubrics to evaluate student learning in the GEM requirements. Professors of the general education classes work with the coordinators to assess student learning in the GEM classes and to report to administration and the SBOE.

In the area of faculty hiring, committees are generally composed of five members: three faculty from the division, one faculty member from outside the division, and one student. The hiring advertisement must be approved by administrators, but is crafted with input from faculty. The faculty hiring committee reads application files, contacts references, and develops a shortlist of candidates for approval by administration. The hiring committee and Chair coordinate the campus visit of candidates, and the committee will then consider input from faculty, students, and staff in developing a (typically) ranked list of applicants.

Exhibits:

- [LCSC Curriculum Committee](#)
- [LCSC Faculty Senate](#)
- [LCSC General Education Committee](#)
- [Idaho State Board of Education Policy III.N, Statewide General Education](#)

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Library resources are integrated into Lewis-Clark State College courses through instructional sessions, research queries, and direct feedback from instructors. Five Librarian Liaisons are assigned to academic departments on the campus. The Librarians and Departments relationships accomplish several tasks.

Collaboration: Lewis-Clark State College Academic Divisions are each assigned their own Librarian liaison. This gives the Academic Divisions a constant familiar contact with in the Library at all times. The Librarians have the opportunity to introduce new resources at yearly

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division meetings as well as through the year upon request. This activity creates a feedback conduit between the Library, Instructors, and Divisions.

Research Tutorials/Guides: The Librarians create [tutorials](#) to aid students in their research skills. The tutorials are available 24/7 days a week. Accessible both on and off campus.

Instructional Sessions: At the request of faculty, Librarians provide information literacy instructional sessions for individual classes. The librarians tailor the instruction to the specific needs of that class.

Research Appointments: Library users can book 30 minute Research Appointments with Librarians. The Research Appointments can be in person or online.

Exhibits:

- [LCSC Library Webpage](#)
- [LCSC Library Tutorials](#)

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Students may earn credit for prior learning experience by taking course challenge exams, earning competency (or vertical) credits or submitting national exam scores (e.g. AP, CLEP, DANTES). No more than 25% of a degree or certificate may consist of prior learning experience credits. Test scores may not be used to replace or duplicate grades/credits earned through a completed, equivalent course. Prior experiential learning credit is identified on the official transcript by the following codes:

CC = Competency Credit

CE = Credit by Exam

AP = Advance Placement

CLEP = College Level Examination Program

MILITARY = Credits for military schooling and/or experience

AP and CLEP score charts are printed in the [College Catalog](#). The annual review of accepted tests and scores takes place during the catalog update cycle. Students may submit their official scores to the Registrar and Records Office to have eligible AP and CLEP equivalencies transcribed.

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Official military credits are accessed through the [Joint Military Service Site](#). The Registrar is sent an email notification when military transcripts are available for evaluation. Students seeking military service credit may request an evaluation of their military education and experience after they have earned at least three credits at LCSC. A student may have up to 32 military credits transferred to LCSC. The Registrar will only transfer in credits as a block total and may only transfer in 50% of the 32 credits (or 16) as block credits. Students wishing to transfer in the remaining 16 credits must equate these credits to actual LCSC courses via written recommendation from their advisor to the Registrar. Information regarding the military transcript evaluation process may be found in the [Registrar & Records](#) section of the College Catalog.

[Prior Learning Assessment requirements, procedure, and limitations](#) are clearly outlined in the College Catalog as well as a student guide published on the Dean of Liberal Arts & Sciences website.

Exhibits:

- [LCSC College Catalog](#)
- [LCSC Prior Learning Assessment Requirements, Procedure, and Limitations](#)

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Lewis-Clark State College accepts transfer credit from domestic colleges and universities that are accredited by a regional institutional accrediting organization. A list of such organizations as well as national faith-related accrediting organizations is published online on the LCSC Transfer Policies and Procedures webpage.

Lewis-Clark State College uses [Transferology from CollegeSource](#) which allows students to see how their transfer credits will equate to LCSC coursework. The Transfer and Articulation site also contains transfer agreements made with Idaho and Washington community colleges and other transfer institutions.

Students considering a transfer to LCSC may enter their transfer work into Transferology to be reviewed by Division Chairs who make official recommendations for transfer credit equivalencies.

The Idaho State Board of Education has also developed a [transfer portal](#) for students who wish to transfer between Idaho's eight public colleges and universities. LCSC uploads a transfer equivalency database to the portal twice a year. The transfer portal allows students to see how their coursework transfers between Idaho's public, post-secondary schools.

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LCSC creates articulation agreements for specialized transfer with schools that consistently send significant numbers of transfer students to LCSC. These schools are identified per an annual review of the fall enrollment: North Idaho College, College of Western Idaho, College of Southern Idaho, Treasure Valley Community College, Walla Walla Community College, and Community Colleges of Spokane. Such agreements may be found on LCSC's transfer and articulation webpage. All articulations are reviewed on an annual basis. Transfer articulations may be developed by Division Chairs or the Admission Office and are created via the LCSC articulation template.

Exhibits:

- [LCSC Policy 5.201 Transfer Student](#)
- [LCSC College Catalog](#)
- [LCSC Transfer Articulation Agreement Template](#)

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The General Education Core program is an essential part of any program of study at Lewis-Clark State College. The Core curriculum is designed to provide universal skills and knowledge contributing to success in the major programs and in employment after graduation. The Core curriculum also provides a means for student discovery of new interests and perspectives. While the student's major provides in-depth understanding in one area, general education coursework provides a broad understanding of the world in which students will live and work after graduation.

The college's General Education Committee, with the assent of the college faculty, approved the following student outcomes for the General Education Core (spring, 2017). Students who complete the Core will:

- **Expand** knowledge and understanding of subjects and theories in the humanities, sciences, and social sciences through coursework, inquiry, and independent and collaborative research.
- **Evaluate** evidence and perspectives through the application of information literacy and critical reasoning skills developed in general education coursework.

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- **Synthesize** knowledge from multiple sources, perspectives, and disciplines as a way to understand real world issues, make informed decisions, and solve problems.
- **Apply** ethical and critical reasoning skills to issues in students' major disciplines, to creatively and critically solve problems, and to approach new subjects and situations with an open mind.
- **Communicate** effectively through listening, speaking, and writing; use those skills to share, receive, and shape knowledge; and demonstrate respect for and understanding of cultural and personal differences.

LCSC's general education program conforms to the [Idaho State Board of Education's policy III.N., General Education](#). All Associate (AA/AS) and Baccalaureate (BA/BS/BSN/BSW) degree-seeking students complete the entire [General Education Core](#) (a minimum of 37 credits at LCSC)

Associate of Applied Science (AAS) degree-seeking students must complete a minimum of 15 credits of General Education Core, including Written Communication, Oral Communication, Mathematical Ways of Knowing, Social and Behavior Ways of Knowing, and an additional general education course, which may be designated by the specific program. Many certificate programs include some portion of the General Education Core.

Included in the state-mandated general education framework are eight competency areas that are aligned with the areas described in this standard (2.C.9). The first six competency areas are aligned with statewide common General Education Matriculation (GEM) requirements. The last two competency areas are described in policy as institutionally-designated and are unique to Lewis-Clark State College. The statewide areas include:

- Written Communication
- Oral Communication
- Mathematical Ways of Knowing
- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

The LCSC Institutionally-designated General Education Core courses meet the state policy mandate that they "must have learning outcomes linked to Association of American Colleges and Universities [LEAP] Essential Learning Outcomes" which emphasize Knowledge of Human Cultures and the Physical and Natural World, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning. Faculty approved courses in the following two categories to fulfill this portion of the General Education Core:

- Diversity (multiple topics and disciplines)
- Integrative Seminar (a General Education Core Capstone) (multiple topics; interdisciplinary)

The current General Education Core was implemented in fall 2015, subsequent to the approval of [Idaho State Board of Education policy III.N., General Education](#). Prior to the final approval of the Core, all college faculty were included in Core design and integration through division

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meetings, a college-wide faculty survey, and college-wide faculty discussions. College faculty were, and continue to be, engaged in statewide review of the Core in annual general education summits.

The new Core emphasizes these academic values:

- The curriculum is student learning outcomes-based. Common Essential Learning Outcomes are defined in policy and practice for each General Education Core category.
- Written and oral communication are essential integrative skills that enable students to effectively communicate knowledge and ideas in their classes and communities
- Ways of Knowing (Mathematical, Scientific, Humanistic & Artistic, and Social & Behavioral) courses foster student development of a wide-range of disciplinary strategies for understanding ideas and concepts and solving complex problems.
- A Diversity course supports positive participation in diverse and global communities
- The Integrative Seminar serves as a capstone for the entire Core, supporting synthesis of skills and perspectives from the Integrative Skills and Ways of Knowing.
- A college-wide General Education Assessment Plan was integrated into the revised General Education Core.

Degree programs rely on the student skills and learning outcomes developed through the General Education Core, and they build program requirements in concert with Core goals and outcomes. Certain programs specify designated courses in the Core that better prepare students for program work, or that are required for certain certifications or licensures. Nursing & Health Sciences programs, for instance, assert certain science courses as required for program admission. Teacher Education programs identify specific Math, Science, and Social Science courses for program admission and completion. Recently, Math faculty have worked with programs to identify the Math Pathway that students in particular majors will need to meet program goals. Many programs assert certain pre-requisite courses from the Core, such as ENGL 101 (College Writing) or Core MATH, to ensure students have the writing and/or computational skills necessary for success in program courses.

The General Education Core is included in annual [Unit Assessment Reports \(UAR\)](#).

The assessment focuses primarily on student achievement of Essential Learning Outcomes specified in Idaho State Board of Education policy III.N., and in the institutionally-designated General Education Course Learning Outcomes. The college also administers the ETS Proficiency Profile exam every three years to students who are near Core-complete or who have completed the Core. Results of both assessments are shared with the General Education Committee and with college faculty. Faculty with responsibility for leadership in the Core (both the General Education Committee and faculty in key General Education Divisions) use assessment results to design faculty workshops to strengthen student achievement of Essential Learning Outcomes in the Core. In summer 2016, for instance, faculty led a workshop for all faculty teaching the Integrative Seminar (ID 300/301) to strengthen expectations for student critical thinking and writing, based on assessment results for the capstone seminar that revealed a wide range in course design and expectations. In summer 2017, the Dean for Academic Programs (now the

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Dean of Liberal Arts & Sciences) and general education assessment leaders designed a general education pilot program to integrate High-Impact Practices and an emphasis on essential academic skills into selected General Education Core courses, in part in response to Proficiency Profile results for critical thinking, reading, and writing.

Faculty and Adjuncts are given an overview of the General Education Core at New Faculty Orientation and New Adjunct Orientation programs. Dual Credit instructors are given a similar introduction to the General Education Core at a Dual Credit Faculty Forum in the fall, as well as an overview of the assessment plan for general education.

The college ensures that faculty are informed about and involved in ongoing decision-making about the Core through the Curriculum Committee, with voting representatives from each division, and through the General Education Committee, with elected representatives from five different divisions on campus.

Students are introduced to General Education Core curriculum and goals through New Student Orientation, Advising sessions, the [Catalog](#) and through the use of common syllabus templates for all General Education Courses.

Exhibits:

- [Idaho State Board of Education Policy III.N., General Education](#)
- [LCSC General Education Core](#)
- [LCSC Unit Assessment Reports](#)

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

All components of the General Education Core, for all degree programs, have identified general education learning outcomes. These learning outcomes directly contribute to the college mission to prepare “students to become successful leaders, engaged citizens, and lifelong learners”.

The general education learning outcomes for the first six categories (minimum 31 credits) of the General Education Core are those indicated in [Idaho State Board of Education policy III.N., General Education](#). The general education learning outcomes for the Institutionally-designated portions of the General Education Core were designed and approved by LCSC faculty. The learning outcomes for all components are posted to the [School of Liberal Arts & Sciences webpage](#).

Each general education course uses a common syllabus template which includes the [learning outcomes](#) for that course and component. The learning outcomes for general education are assessable and at least a portion of the learning outcomes for each component of the Core is assessed annually, with the entire Core assessed within a 3-year cycle. Rubrics, which were designed by statewide faculty discipline groups, are incorporated into the General Education

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Assessment process. The rubrics are available on the [School for Liberal Arts & Sciences webpage](#) as is the [assessment plan](#) for the components of the General Education Core. Assistants to the Chairs in Humanities, Natural Sciences & Mathematics, and Social Sciences divisions provide leadership for sections of General Education assessment. The Dean for Academic Programs (now the Dean of Liberal Arts & Sciences) coordinates the overall general education assessment process.

Exhibits:

- [Idaho State Board of Education Policy III.N., General Education](#)
- [School of Liberal Arts & Sciences Webpage](#)

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Related instruction components of applied degree and certificate programs are comprised of a subset of General Education Core requirements and thus include the learning outcomes specified for the General Education Core as described above. Students enroll in the courses taught by qualified academic faculty in designated sections taught by Career & Technical faculty with appropriate credentials for the subject area.

Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

LCSC offers no graduate programs.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

LCSC's continuing education program, offered through Continuing Education & Community Events, conducts personal enrichment lifelong learning community courses. These courses, offered year round at nontraditional times and accessible locations, provide affordable educational opportunities and hone life and technical skills for community members, faculty, staff, and students. Another goal of non-credit programs is to connect campus to community and the world through education and experiences in arts, culture and the humanities, through presentations of performing artists, symposiums, and workshops that feature both local and visiting talent. Continuing education courses are taught by approved area subject matter experts that may or may not be affiliated with the college. Many courses are taught by representatives of local businesses and organizations. Continuing education courses reach rural communities throughout Idaho through LCSC's Outreach Centers in Grangeville and Orofino. In addition, continuing education courses are available online. Access to registration for continuing education courses is available online.

Workforce Training provides non-credit educational training for individuals who are in the workforce. Workforce Training classes offer information and knowledge employees need to maintain currency in their fields or to move up the career ladder. Workforce Training teachers are industry subject matter experts who are eligible for occupational specialist teaching certificates in the state of Idaho. Curricula are based on curricula that has been reviewed and approved by the Idaho State Board of Education to ensure educational rigor. Courses are offered at non-traditional times to meet the needs of the working community. Online courses are also available.

Exhibit:

- [LCSC Community Education & Community Events](#)
- [LCSC Workforce Training Website](#)
- [LCSC Workforce Training Catalog](#)
- [LCSC Center for Arts & History](#)

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Courses offered for credit fall under the purview of the instructional Deans who report to the Provost and Vice President for Academic Affairs. As with traditional on-campus delivery, each academic and career & technical division is responsible for selecting faculty, course content,

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curriculum, textbooks, mode of delivery, scheduling, and evaluation of courses offered for credit. Student learning, achievement, quality, and assessment are monitored by the Division Chair and faculty following established procedures in each discipline. All courses offered through the Outreach Center in Coeur d'Alene follow the same academic calendar dates and registration procedures as traditional on-campus classes, including fee and refund policies.

Courses to support in-service K-12 teachers in maintaining or upgrading their certification are offered in collaboration with local school districts and comply with guidelines set forth by Idaho's State Board of Education and the policies of LCSC. The Teacher Education division approves faculty, syllabi, course content and amount of credit awarded.

Exhibits:

- [LCSC Continuing Education](#)

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The Continuing Education Unit (CEU) is a nationally recognized unit of measure for non-credit activities which meet qualifying criteria. One CEU is assigned for every ten (10) contact hours of participation in instructional time and is only given upon completion of program course requirements. The CEU cannot be converted to academic credit or applied toward a degree, but many business firms and organizations have recognized the CEU when considering promotions, salary increases, and transfers.

CEU's may be obtained for most non-credit activities, regardless of delivery mode, at an additional fee of \$20 per CEU, or fraction thereof. Student attendance of all contact hours and completion program outcomes must be documented. The CEU will not be combined with the regular credit record (transcript). However, a CEU transcript is available for an additional fee. With the exception of CEU transcripts, all CEU records are kept for a maximum of seven (7) years.

[Continuing Education & Community Events](#) is an authorizing unit for granting CEU's. Prior to the granting of CEU's, a completed CEU Course Proposal/Approval Form and copy of the class syllabus with resume or vita is submitted for review to ensure that CEU granting activities comply with regional accreditation standards and dealing with appropriate issues.

Exhibits:

- [Continuing Education & Community Events Webpage](#)
- [LCSC Course Proposal/ Approval Form](#)

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2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Continuing Education & Community Events (CECE) staff maintain records utilizing the Aceware software program. The number of classes are documented at the beginning of each semester as the CE catalog is finalized. At the end of each semester the number of students enrolled in classes is compiled and entered into this spreadsheet based on numbers from Aceware / Student Manager.

CECE Programs	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Paid NC Student Registrations	1,225	1,086	1269	1218	1168	1135	1028	1055	1190
NC Classes Held	176	145	155	157	134	132	129	135	159
Online NC Class Registrations	95	65	68	83	41	4	0	0	0
CEU Registration Forms Submitted	3	4	3	2	0	0	0	0	0
CEU Instructor/Class Proposals	5	5	11	1	0	0	0	0	150
Elderhostel/Road Scholar Registrations	92	83	83	69	77	70	97	68	67
Silverthorne Attendance	134	270	400	397	480	1100	620	589	630
Art Under the Elms Attendance	11,500	12,000	13,000	13,000	13,600	13,058	12,800	16,587	14,497
AUE Campus/Community Volunteers	60	80	95	89	76	77	98	85	114
AUE Volunteer Hours	350	450	537	475	418	423	539	472	627

Table 7: Continuing Education & Community Events (CECE) records.

Standard 2.D: Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

The college's educational programs are offered to students from a variety of cultural and socioeconomic backgrounds and are delivered through traditional lecture delivery as well as online. The majority of students at LCSC are first-generation and traditional aged. An increasing number of students are also residential students in that they live in campus-managed or campus-owned housing. The services provided to LCSC students account for the primary demographics and include two federally funded **TRIO programs**, which provide academic support to first-generation students. In addition, the federally funded **CAMP** grant funds recruitment and first-year retention activities for students who come from migrant

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worker families. Services also include a growing menu of co- and extra-curricular activities, which provide learning opportunities as well as social engagement for the college's students. At the same time, college services are provided to online students mostly through updated web sites featuring descriptions of the myriad services and intended to provide students with a self-directed access to needed services. The [college's orientation program](#) is offered through the learning management system (Blackboard) as well as delivered live on the Lewiston campus and the Coeur d'Alene Center. The online version is offered to online students as well as others (e.g., commuters) who are unable to attend a live orientation program. Additional academic support for online students includes online writing support via the college's [Writing Center](#), online math tutoring through the [Math and Science Tutoring Center](#) and [Online Tutoring](#).

Support programs and services are assessed annually and part of that assessment includes a review of the relevancy of the programs and services. Relevancy is often measured in part by the number of students served and student satisfaction with the service.

Exhibits:

- [LCSC TRIO Student Support Services Webpage](#)
- [LCSC College Assistance Migrant Program \(CAMP\) Webpage](#)
- [LCSC Orientation Course Outlines SD 107 and SD 307](#)
- [LCSC Student Affairs](#)
- [LCSC Writing Center](#)
- [LCSC Math and Science Tutoring Center](#)
 - [Online Tutoring](#)

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Lewis-Clark State College Campus Security Department is responsible for enforcement of safety and security policies, rules, and regulations set forth by the State of Idaho, Idaho State Board of Education, and Lewis-Clark State College. The department is staffed by trained officers with experience in security and law enforcement, and offers Secret Witness/anonymous tip reporting, campus escorts, and community resources for Help lines. LCSC has safety information on the [Consumer Information](#) page on the college's website and updates the Clery Act report each year. Before October 1st each year, an email is sent out to all students, staff, and faculty when the Clery Act statistics are updated. LCSC Security also prints out the statistics information and delivers it to departments where staff may not typically use email (i.e. Physical Plant). In addition, there is a notification printed on the Intranet and LCSC Security places an ad in the student newspaper.

Exhibits:

- [LCSC Consumer Information Webpage](#)
- [Sample Clery Information Email](#)

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2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Throughout the academic school year, the college actively recruits domestic high school and transfer students in Idaho, Eastern Washington, Eastern Oregon, Northern Nevada, Western Montana, and Alaska. Lewis-Clark State College also purchases ACT/SAT names from throughout the Northwest to advertise LCSC's educational and scholarship offerings to high school students. Recruiters are plied with marketing materials which highlight the college's programs, extracurricular activities, and admission/financial aid/scholarship processes. All marketing materials include relevant website information regarding consumer information and admission policies. In addition to recruiting, LCSC coordinates a campus visitation program where students learn about programs and requirements as well as the invitation to schedule appointments to meet with an advisor in the Admissions Office for pre-enrollment counseling.

The college has actively recruited students from diverse cultural and ethnic backgrounds, which has resulted in increases in Native American, Hispanic and International student numbers over recent years. On-going assistance has been provided to these students through the provision of scholarships, mentoring programs, specialized orientation programs, special tutoring and the allocation of full-time professional specialists in Native American, Minority and Veterans' Services and International Programs. The Pi'amkinwaas American Indian Center also supports the academic and social needs of Native American students on campus through staff, student programming, and support services as well as advising academic students. Last year, the college was awarded funding for the College Assistance Migrant Program (CAMP). CAMP is a unique educational program funded by the U.S. Department of Education, which helps students from qualifying migrant/seasonal farm work backgrounds to enter and succeed in college. Students receive support through tutoring, mentoring, internship and financial aid assistance, and career exploration.

The college has actively recruited and provided ongoing support to students from other non-traditional backgrounds. The college has an ongoing commitment to TRIO, which are federally funded programs that provide academic support to high risk students with a demonstrated academic need. The college has both TRIO Student Support Services and Talent Search, a pre-college program. Federal guidelines defining high risk students include first generation (neither parent has a bachelor degree), financially disadvantaged, and/or disabled students. The mission of TRIO Student Support Services is to increase the retention and graduation rates of program participants.

Transfer and graduation policies, shared on college web pages and through orientation programs, have been described in previous sections.

Exhibits:

- [LCSC College Catalog](#)

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- [Ethnic Minority and International Student Enrollment Information](#)
- [LCSC Student Handbook](#)
- [LCSC Viewbooks](#)

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Program changes, including the deletion of a program or significant changes to a program, must be submitted through the curriculum process. Program deletion requires approval of Division Chairs, Faculty Senate, Provost, and ultimately the Idaho State Board of Education. The discontinuation of programs coincides with the annual catalog publication cycle. If a program is deleted, the students enrolled in the program are allowed to complete their requirements and earn their degrees under the catalog year(s) in which the program was offered. Advisors may identify alternative courses to fulfill program objectives and may submit course substitutions and/or waivers. Students may also use individualized study courses to fulfill program requirements.

Exhibits:

- [LCSC Curriculum Committee](#)

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2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*

- *Institutional mission and core themes;*
- *Entrance requirements and procedures;*
- *Grading policy;*
- *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
- *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- *Rules, regulations for conduct, rights, and responsibilities;*
- *Tuition, fees, and other program costs;*
- *Refund policies and procedures for students who withdraw from enrollment;*
- *Opportunities and requirements for financial aid; and*
- *Academic calendar.*

Lewis-Clark State College publishes a [College Catalog](#) online annually with a publication date of July 1. The online catalog contains the institution's admission requirements, grading policy, program information including sequential plans, learning outcomes, and course descriptions. The catalog also lists faculty and administrator information including degrees held and faculty rank. General information about student conduct, tuition and fees, total withdrawal, and financial aid are also included in the online catalog.

The Student Code of Conduct is published in the [Student Handbook](#) as well as in the online catalog. Tuition, fees, and other costs are updated annually and posted on the [Tuition & Aid](#) webpage. Also on that site are procedures for payment and information regarding LCSC's refund policy. [Financial Aid](#) information is published in the catalog as well as online. The [Academic Calendar](#) is published online and may be accessed from the Registrar's webpage.

Exhibits:

- [LCSC College Catalog](#)
- [LCSC Student Handbook](#)
- [LCSC Tuition and Aid](#)
- [LCSC Financial Aid](#)
- [LCSC Academic Calendar](#)

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2.D.6 *Publications describing educational programs include accurate information on:*

- *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

The general [College Catalog](#) contains descriptions of each program offered at Lewis-Clark State College. Included within the program descriptions are any national or state licensing requirements for occupations or professions, which result directly from the educational program offered. Any additional program requirements such as technology, tools, or other materials needed are listed within the program and/or course descriptions. Division webpages also detail employment and advancement opportunities upon degree attainment.

Exhibits:

- [LCSC College Catalog](#)

2.D.7 *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

Lewis-Clark State College [policy 1.117](#) outlines the institution's process for the secure retention of student information. The college follows national FERPA guidelines and best practices for student directory and non-directory information.

The Registrar is the data steward and secures all records from the time a student is admitted to the institution. All records are scanned and linked to student profiles through document imaging which is saved on a secure database and backed up nightly. All hard copy documents are locked in secure filing cabinets until they are scanned and purged.

Lewis-Clark State College's Information Technology department protects computer networks and the information that flows through the network. Adhering to [Executive Order No. 2017-02](#), trainings are offered to faculty and staff throughout the semester, and IT performs routine assessments and scans. Alerts and best-practice information is posted for students on their LCMail start page.

Exhibits:

- [LCSC Policy 1.117 FERPA](#)
- [State of Idaho Executive Order No. 2017-02](#)

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2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

LCSC provides an effective program of financial aid-consistent with its mission and goals, institutional resources and meets the financial need of the students. There is a provision for institution-wide coordination of all financial aid awards to be routed through the Financial Aid Office. Over 75% of the student body at LCSC receives some form of financial assistance. LCSC disbursed over \$12 million in student loans for each of the academic years 2014-15, 2015-16, and 2016-17 with an average loan debt between \$6,500 and \$7,000. LCSC has maintained a cohort default rate of between 11.3% and 13.3%.

LCSC offers merit-based scholarships to high performing students to assist with meeting educational expenses. LCSC offers federal and state aid as eligibility and regulations dictate to students to assist with meeting educational expenses. The LCSC Foundation assists in providing scholarship funds to eligible students. The Foundation Completion Scholarship is a specific scholarship targeting students in their last two semesters who may need additional assistance to complete. This scholarship has assisted 20 students with over \$20,000 since its inception five years ago.

Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students. This information is also available on the LCSC [Financial Aid](#) webpage.

[Consumer information](#) is available on the LCSC webpage and is in written format. The written brochures are distributed to prospective students by the Admissions Office, by High School Counselor offices, and by request.

The LCSC Financial Aid Office provides an accountable program by participating in an annual audit, an internal audit, and daily on-going triangulation with Student Accounts and Cash Management. The Financial Aid Office determines awards and prepares them for transmittal. The awards are transmitted by Student Accounts. The funds for disbursements are drawn down from the Department of Education by Cash Management. Once awards are made, transmitted and disbursed, the Financial Aid Office performs the initial reconciliation and the results are compared to Student Accounts and Cash Management. Any differences are resolved and corrected as necessary.

Exhibits:

- [LCSC Information Webpage on Financial Aid Grants](#)
- [LCSC Information Webpage on Financial Aid Loans](#)
- [LCSC Information Webpage on Financial Aid Scholarships](#)
- [LCSC Consumer information](#)
- [LCSC Admissions Viewbook](#)
- Financial Aid Communications:
 - [Award Letter](#)

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- [Not Admitted Letter](#)
- [Satisfactory Academic Progress Letter](#)
- [Admissions Status Letter](#)
- [Lifetime Pell Limitation Letter](#)
- [Exit Counseling Letter](#)
- [Scholastic Achievement Scholarships](#)
- [Out of State Tuition Scholarships](#)

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The college regularly monitors its student loan programs and the institutional loan default rate. The Financial Aid Director has access to the National Student Loan Data System (NSLDS) which provides an updated cohort default rate. The cohort default rate is monitored to ensure it remains within the acceptable range to remain eligible to participate in the Federal Title IV Programs. In the event the default rate appears to be reaching an unacceptable level Financial Aid staff and appropriate college staff collaborative to develop programs and policies to lower the rate. The U.S. Department of Education provides notification of the most current default rate on an annual basis.

All students have the ability to access the SALT portal. The information available through this portal includes references to the loan repayment process. For new borrowers, student loans are not disbursed until notification is received from studentloans.gov, through the college's federal mailbox and an entrance counseling session has been completed. This information is received electronically. For new transfer borrowers who have an outstanding student loan balance, the student is flagged in Colleague as a previous borrower. This notation implies entrance counseling was completed at the institution in which the student previously borrowed. Exit counseling information is mailed to students directly by the college if they are no longer active students. Their attendance status is monitored throughout each term. When students leave upon graduation or withdrawal, the college sends a letter to the address on file, instructing them how to initiate the formal loan exit counseling.

The information is also available online for financial aid recipients on the [LCSC website](#).

Exhibits:

- [LCSC Financial Aid](#)
- [LCSC Student Borrower Information](#)
- [Sample of Letter to Students about Formal Loan Exit Counseling](#)

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2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Since fall 2013, academic advising at LCSC has been conducted using a split model. Advising is split between a central advising program and instructional divisions, depending upon class standing and placement into math and/or English. The central advising Program for new college students begins with Student Advising and Registration (STAR) sessions administered by Career & Advising Services staff. The STAR program provides students with information about the college's advising process and materials intended to assist with matriculation to the college. Academic students are advised by central advising advisors, representing numerous Student Affairs departments including Career & Advising Services, College Assistance Migrant Program, First Year Experience, International Programs, Native American, Minority and Veterans' Services, and TRIO Student Support Services. Students remain in the central advising Program until they complete a mandatory program called [MyTrek](#). This program includes career exploration, academic course planning, and completion of any required developmental courses. Once students have finished MyTrek, they move to academic instructional divisions for advising.

New freshmen are monitored by both Career & Advising Services and First Year Experience staff for at least their first semester. Communication with these students occurs throughout their first year concerning important dates (e.g., advanced registration), mid-term grades, support programs, program requirements, pre-requisite requirements, significant academic dates, and implications of poor performance or withdrawing from one or more courses. Contacts between central advising advisors and advisees are made via emails and/or phone calls the summer prior to the initial semester, first two weeks of classes, and eight weeks into the semester. Additional contacts are made depending upon specific student circumstance (e.g. missing transcripts, academic standing issues, student not yet registered for next semester). Students are encouraged to discuss with their advisor any problems they may have that effect their academic performance. As appropriate and needed, students are referred to other service units (e.g., counseling, disability services, or academic support programs such as tutoring) to obtain additional assistance.

The First Year Experience Program provides student success support during the first year through an orientation seminar, peer mentoring, and outreach/interventions. The orientation seminar, a one-credit 12 week lab course, is taught by campus faculty or staff, assisted by a peer mentor. The order and timeline of topics presented are strategically designed to address key dates, deadlines or common concerns that may impact students' performance (midterms, advanced registration, financial aid, academic study strategies, time management, stress/test anxiety, meeting new people, etc.).

The Peer Mentor Program is designed to provide new entering students with an approachable and seasoned student who can help guide them to the resources necessary to be successful on and off campus. Peer mentors are required to serve six hours a week which includes the

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orientation seminar class, their weekly office hour, and student success support programming. They are charged with tracking attendance at seminar presentations as well as conducting regular outreach emails, phone calls, texts, one-on-one meetings and encourage students to be engaged with academic and social components of college.

The First Year Experience Program also provides outreach/intervention through a call center, the seminar instructor, and peer mentors to assist in the retention of students who may be considered at-risk. The call center focuses efforts on the following: students who have not registered for the coming term, students who withdraw from the institution, students who were on academic suspension, senior level students who may forget to register for graduation, and first-time full-time students. The calls inform, assist those who may be struggling, confirm enrollment intentions, and gather data to better understand LCSC students' needs. Enrollment verification, midterm grade performance, and advanced registration records are used as early alert indicators to coordinate outreach efforts between seminar instructors, peer mentors, and call center outreach.

Transfer students new to LCSC with over 14 credits and placing at college level in all courses are advised directly by academic division advisors from their initial registration. Career & Technical Education (CTE) students are advised for their initial semester by CTE advisors in the central advising Program. Students are assigned to advisors in the CTE divisions immediately following their initial registration.

Training for academic advisors is collaborative and includes input from personnel in Student Affairs, Career and Technical Education, and Academic Programs. Once a student is assigned to an instructional division (upon admission or completion of MyTrek), each instructional division is responsible for assigning academic advisors to students and providing adequate training for the advisors. The process of assigning advisors and engaging students in the advising process varies by division. Uniformly, students are required to meet with their advisor at least once each semester if they wish to enroll in a subsequent semester. The student and advisor develop a course schedule and the advisor "releases" the student to register. Students are encouraged to work with their advisors further on topics such as related work experience, internships, elective credit selection, and monitoring future semester plans in order to make progress toward graduation.

In an effort to provide consistent advising information across campus, Student Affairs publishes a monthly "Advising Alerts" newsletter. The publication focuses primarily on timely financial aid, advising, and registration/graduation topics and is provided electronically to all instructional campus departments. Campus-wide advisor training sessions are offered each semester to provide updates and demonstrate web-based advisor tools.

Central advising advisors attend "Advisor Updates" every other week. The gatherings provide information about curriculum/program changes, advising practices, and education regarding campus resources to assure consistent advising practices and processes during students' initial semesters at LCSC. Training and mentoring is provided for new central advising advisors by Career & Advising Services. [Advising webpages](#) are maintained for use by all students, [faculty](#) and advisors.

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In an effort to organize and address the various methods used by LCSC to advise students, particularly in at-risk categories, a list of actions, called “[Advising Campaigns](#)” was developed and is maintained by staff in Career & Advising Services. This document incorporates the At-Risk Intrusive Advising (ARIA) Program and addresses students at all class levels during their academic tenure at LCSC.

Career & Advising Services promotes and manages a Faculty Referral Program each semester. Faculty are notified of the program via email, the monthly advising newsletter, and through Faculty Senate communication. Faculty are encouraged to refer students to Career & Advising Services when they begin to show signs of academic distress. CAS staff members contact the student to arrange a meeting, discuss issues and needs, and provide support and/or further referral to the student.

Lewis-Clark State College [Policies and Procedures](#) includes an Advising Policy (2.116) which outlines both philosophical and tactical processes. The current policy was revised in November 2015 and approved December, 2015.

Exhibits:

- [LCSC Advisor Alert Newsletter Sample](#)
- [LCSC Central Advising Updates Meeting Agenda Sample](#)
- [LCSC Advisor Training 2017 Topic List](#)
- [LCSC Advisor/Advisee Email Sample](#)
- [LCSC First Year Experience \(FYE\) Email Sample](#)
- [LCSC First Year Experience Call Script Sample](#)
- [LCSC Policy 2.116 Educational Advising](#)

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

Lewis-Clark State College offers a variety of co-curricular activities, which include academic clubs, athletics, club sports, intramural sports, outdoor recreation, entertainment, student media (newspaper, a radio station KLCZ 88.9 FM), as well as student government (ASLCSC). These programs and activities are supported by funding from student fees. Student Activities issues an annual survey to students early in the fall semester to inventory the types of co-curricular activities in which students are interested as well as the optimal days and times activities should occur to meet the needs and desires of the majority of students. Survey results are used to plan activities for the academic year. Activities offered to students include both intramural, recreational, social, entertainment, and educational. These activities are open to all students and are overseen by the Student Activities Director. The college maintains an event calendar that is available to all students. The college also offers over 60 clubs for in which students may participate. Through their experience in club activities, students have a chance to explore opportunities, learn and practice skills, have an impact on their environment, and gain a greater sense of belonging to the campus community. All clubs are required to have a faculty or staff advisor, who ensures that clubs are following institutional policies and procedures. All

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Student Clubs and Organizations are governed by the Student Clubs and Organizations Policies and Procedures manual and administered by the Student Activities Director.

The Associated Students of Lewis-Clark State College (ASLCSC) are governed by the ASLCSC Constitution and Bylaws. These students represent the student body on institutional committees such as the President's Council and Faculty Senate, and play a role in the setting of student fees. During the 2016-17 academic year, ASLCSC hosted a series of meetings at which campus administrators made their cases for increasing the portion of the student fees that funded their respective programs. These meetings culminated in a hearing at which student leadership made recommendations to the college's administration regarding which fees they felt should be increased and in some cases eliminated.

Lewis-Clark State College maintains an active and successful athletic program, including varsity sports for men and women. Athletics are administered by the Athletic Director and student athletes are governed by the Student Athlete Handbook. Students have the opportunity to participate or simply be a spectator of the intercollegiate athletics. Athletic facilities include an indoor tennis center, fitness center, baseball field, outdoor multipurpose field, and two gymnasiums. The college also has a very popular and successful Campus Recreation Program that includes many non-varsity sports and recreational activities. Campus Recreation programs, activities, and services are open to all students, faculty and staff. All participants are required to sign an Assumption of Risk and Release of Liability Form prior to participation. Current programs, student input, and trends in the industry determine the programs, and services that offered. Campus Recreation includes Intramural and Recreational Sports, Outdoor Adventures and Outdoor Rental Center and is governed by the Student Activities Director follow policies established in the Intramural Handbook. Outdoor Adventures provides many opportunities for students to interact with nature, and all participants are required to sign an Assumption of Risk and Release of Liability Form. Students can also rent equipment from the Outdoor Rental Center. They are required review rental policies, and sign a rental agreement prior to renting equipment.

Exhibits:

- [LCSC Sample Student Newspaper](#)
- [LCSC Communications Board Constitution and Bylaws](#)
- [LCSC Student Clubs and Organizations Policies and Procedures](#)
- [Associated Students of Lewis-Clark State College \(ASLCSC\) Constitution](#)
- [Associated Students of Lewis-Clark State College \(ASLCSC\) Bylaws](#)
- [LCSC Intramural Handbook](#)
- [Warrior Entertainment Board Handbook](#)
- [LCSC Assumption of Risk and Release of Liability Form](#)
- [LCSC Outdoor Adventures Program Rental Agreement](#)

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2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Residence Life (student housing) supports the college's mission by aligning its unit assessment and planning to the LCSC Strategic Plan. The residence hall staff promotes academic events such as registration. Academic study sessions with various learning communities are promoted. Residence Life and the student leaders promote campus resources by allowing other campus departments to advertise their programs (i.e. Student Counseling, Student Health, etc.) in the residence halls and student leaders add the campus programs in their bi-weekly newsletters. Student leaders also enforce quiet hours and college and residence hall rules and regulations so students living on campus can be successful in their academic pursuit. Residence Life works closely with ASLCSC, Warrior Entertainment Board, Athletics, Homecoming and other groups and events to cross promote and co-sponsor events on campus.

In the fall, [Residence Life administers a survey](#) to all residence hall students about student leaders, programs offered and has open-ended questions for students to give feedback on areas for improvement, programs students would like to see offered, and ways for the halls to be improved. This information is taken into consideration in staff training and programs offered to residence hall students.

Exhibits:

- [LCSC Residence Life Sample Survey Questionnaire](#)

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Institutional control and evaluation of intercollegiate athletics is conducted using mechanisms aligned with those in other college programs. Unit goals and objectives are developed and evaluated through the college's annual planning process and via annual evaluations of the athletic staff. The unit's philosophy and goals are published in a Student Athlete Handbook, which is issued to each participant and staff member at the beginning of every academic year. The handbook is reviewed annually by the Athletic Director and the coaching staff. The Athletic Department also utilizes an Athletic Advisory Board, which includes representatives from the college faculty, staff, and administration.

Academic progress and degree requirements are monitored by the Faculty Athletic Representative (FAR) and the Athletic Director. Student athletes must meet NAIA progress standards in order to compete. LCSC standards are found in the Student Athlete Handbook.

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Student athletes are admitted to the college and may apply for scholarships and federal financial aid under the same regulations and conditions as all other students. The Office of Admissions is charged with overseeing the institution's admissions practices and policies.

LCSC athletics has established a degree completion program for students that have exhausted eligibility and need additional credits for graduation. Coaches recommend students for degree completion, and the Athletic Director makes approvals based on resources available.

The Financial Aid Office is responsible for managing federal aid and institutional scholarship programs. Athletic awards are issued from local and institutional funds. Coaches determine athletic award amounts that are approved by the Athletic Director and then submitted to Financial Aid.

Similarly, all fundraising done on behalf of the Athletic Department is reported to College Advancement and processed through the Controller's Office. Ultimate responsibility and accountability for all campus fundraising, including that which is done with/for athletics, rests with the college president.

The Athletic Department uses the college's web site to publish its [compliance with Title IX](#) regulations. These regulations are updated annually and can be found at the [Title IX webpage](#) and following the link in the college's [Consumer Information page portal](#).

The web is also used to publish athletic competition schedules. Athletic staff members work closely and diligently with student athletes and faculty to ensure that conflicts between athletic responsibilities and academic performance are mitigated. In 2017 the college enacted a policy that guarantees that student athletes and other students traveling for official college business may be excused from class absences.

Exhibits:

- [LCSC Student Athlete Handbook](#)
- [LCSC Title IX Financial Aid report](#)
- [LCSC Policy 2.104 Advisory Committees](#)
- [College-Related Student Travel Form](#)
- [LCSC Policy 5.314 Excused Absences](#)

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

To assure authenticity of the online learning experience and the academic integrity of online course work of students, e-Learning Services (eLS) has created a policy that applies to all students in fully online, hybrid or enhanced face-to-face courses. There are no charges associated with the identify verification process.

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Each student, upon admission to LCSC, is assigned a permanent student number and a unique user name. The student number is generated when the student's application information is entered into Colleague. The Colleague student number is then used by local Information Technology (IT) servers to generate a unique user ID that is placed into LCSC's active directory. This unique user name, coupled with a student managed password, is used in order to securely log in and gain access to the online course management system ([Blackboard](#)) as well as the online student service registration and records portal ([WebAdvisor](#)).

In addition, faculty teaching online courses have the autonomy to utilize and/or incorporate components that would include on-site proctored tests on campus or at testing centers, online test proctoring, on-site labs, and plagiarism detection software for assignments.

Exhibits:

- [e-Learning Services handbook](#)
- [e-Learning Services Policies](#)

Standard 2.E: Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The Library is committed to building and maintaining relevant collections and providing focused services to support the college's core missions and the curriculum. The Library is open 80 hours per week with most library services available during operating hours, providing services to students on the Lewiston campus and to online students. The [Library webpage](#) provides 24/7 access to library information, resources, policies and services.

Within the Library physical space, group study rooms, individual study carrels, and computer work stations for research and coursework are available. Librarians advise and instruct the development of research strategies, source identification, and critical evaluation of resources at the Reference Desk and through individual research appointments. When librarians are not available, a 24/7 reference service is provided through the Library's participation in the nation-wide QuestionPoint collaborative service.

The Library serves the information needs of the community with support from the Director, five full-time librarians, five classified staff and twenty part-time student employees. The Library collection contains materials that are relevant to undergraduate education in support of all LCSC degree programs. The collection is comprised of approximately 610,000 items that include print and electronic books, curriculum materials (primarily K-12), media, government documents, microform items, bound periodicals and serials. Each librarian is responsible for selecting materials for particular subject areas pertinent to the curriculum. Librarians consult with division faculty on the selection of items for the collection and inform them regularly of

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new materials received. An annotated new titles list is published electronically every month and a link to it is posted on the library web page.

The Library subscribes to essential [academic databases](#) for undergraduate research to meet curricular and program needs. Additional databases are available to the campus through the Idaho Commission for Libraries and [Linking Idaho Libraries](#) (LiLI) Database program. These research tools as well as LibGuides, subject oriented research guide for resources, and *Films on Demand* for streaming video documentaries are all available via the library web page 24 hours a day, seven days a week.

The Library is a member of the WIN consortium, which provides access to resources from 11 academic libraries in the northwest. Courier service is utilized for delivery of materials from loaning libraries.

The Library Circulation Department administers the student laptop checkout program, which was developed by the LCSC Information Technology (IT) Department and is funded by student fees. The Library Information Commons project was a collaborative venture between IT, teaching faculty and the Library.

Exhibits:

- [LCSC Academic Databases](#)
- [LCSC Library Guides](#)
- [LCSC Library Webpage](#)
- [Linking Idaho Libraries](#)

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The Library Director reports to the Dean of Professional Studies and is a member of the Division Chair's Council, comprised of the Division Chairs. The Director facilitates a Library Advisory Board composed of faculty members from each division and a representative from student government. The members of the Library Advisory Board provide input into the planning and development of the Library's information resources and services. The Library continues to seek additional avenues for stakeholders to participate in planning.

The Library solicits information via its suggestion boxes in the library and electronically. The "LCSC Library Suggestion Forms" are available for anyone to provide feedback for improving or complimenting library services. The Library Director reviews all suggestions and responds to those who wish a reply. In 2012, the library began utilizing [social media](#) to provide a forum to provide updates and to receive feedback on the campus community.

A librarian is a member of the [Curriculum Committee](#). The information gained by active participation in this committee alerts the Library to new courses or programs which should be supported by additions to the collection. Librarians also serve on other standing committees: Faculty Affairs, Student Affairs, and Budget Planning & Assessment.

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Exhibits:

- [LCSC Library Suggestion Forms](#)
- [LCSC Library Social Media](#)
- [LCSC Curriculum Committee](#)

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The Library has an active role in New Student Orientation which provides students with essential resources need for a successful transition to college life. All new students must complete a “Library Jeopardy” activity that introduces them to Library services as part of New [Student Orientation SD107](#) course. The Library provides assistance to students working on the activity via workshops, [research appointments](#), [tutorials](#) and on-on-one assistance at the Information Desk.

Librarians seek opportunities to inform faculty and staff on the availability and use of Library resources and services through participation and division retreats in the fall, providing faculty with a current updates prior to the beginning of the semester. A professional development course was created to instruct faculty on how to place materials on electronic reserve.

The Reference Program provides one-on-one assistance and instruction to students, faculty, and staff on the effective use of library resources. Professional librarians that possess a master’s degree in library science from an American Library Association accredited institution assist and instruct individuals in accessing all forms of recorded knowledge.

New Student Orientation (SD107) "Library Jeopardy"	2016 - 2017
Students receiving formal session	490
Number of sessions	17

Table 8: Completion statistics of the "Library Jeopardy" assignment.

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Reference Services Use	2014 - 2015	2015 - 2016	2016 - 2017
Number of reference queries answered	1747	1172	1061
Number of QuestionPoint queries	92	84	114
Research Appointments	2014 - 2015	2015 - 2016	2016 - 2017
Number of Research Appointments	No Prior Data	258	204

Table 9: Usage statistics of the Library's Reference Program and services.

The LCSC Library Instruction Program largely consists of in-house sessions during regular meeting times of credit-bearing courses. Instructors of credit-bearing courses integrate library skills acquisition into their courses. To meet the needs of distance education students and to provide instruction in greater depth than possible in a one hour library session, the Library offers online tutorials to enhance research skills.

Instruction Program	2014 - 2015	2015 - 2016	2016 - 2017
Students receiving formal sessions	1376	1542	1629
Number of sessions	82	84	82

Table 10: Usage statistics of the Library's Instruction Program.

Faculty members who teach at the LCSC Coeur d'Alene campus regularly request library instruction for students. The instruction librarian travels to Coeur d'Alene to conduct classes at that location. Coeur d'Alene students are directed to the LCSC library webpage through various links on the [LCSC Coeur d'Alene webpage](#).

Library @ LCSC Coeur d'Alene	2014 - 2015	2015 - 2016	2016 - 2017
Students receiving format instructional sessions	87	111	65
Number of Instructional sessions	6	7	6

Table 11: Usage statistics of the Library's Instruction Program at the Coeur d'Alene Center.

Exhibits:

- [LCSC Library Appointment Webpage](#)
- [LCSC Library Online Tutorials](#)
- [LCSC Coeur d'Alene Webpage](#)

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2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Library uses a variety of measures to evaluate the quality, adequacy, and the utilization of Library resources. Circulation statistics for material use and database usage is monitored as are service points and building usage. The resulting information is used to improve programs, services, and the resources available through the Library.

The [LCSC Collection Development Policy](#) provides a framework of procedures and guidelines for the librarians who are responsible for developing and managing the collection at Lewis-Clark State College Library. Overall responsibility for the selection, development and maintenance of the collection rests with the librarians who are familiar with appropriate selection tools and the specific information needs of library users. The librarians work in consultation with the teaching faculty to ensure they have a voice in collection development which supports the LCSC curriculum and are involved in trials for new electronic resources.

The Library is actively involved in soliciting information from various campus stakeholders on Library services and resources. Through various survey tools, satisfaction with services and resources is measured. The Library enhances and implements new services based on the feedback received.

The LCSC library staff works collaboratively and cooperatively with other departments on campus. Library staff works closely with the Information Technology (IT) department to make certain that the campus technical infrastructure will support the delivery of Library information content. Access to electronic resources from off campus is enabled through a proxy server, thus allowing only members of the campus community to access resources. Physical collections held in the library are processed with security strips and the Library has a security gate to help minimize loss of materials.

Exhibits:

- [LCSC Collection Development Policy](#)

Standard 2.F: Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

LCSC's annual [audited financial statements](#) illustrate the financial stability of the institution in terms of ongoing operations and net assets. Total revenues have increased each year for the last three fiscal years, exceeding \$50.8 million in FY 2016. Unrestricted net assets as of June 30, 2016 are \$25.9 million, which equal 50% of operating expenses for that year, and 29% of total assets. Cash and cash equivalents, including cash with the State Treasurer totaled \$25.4 million

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at June 30, 2016, compared to \$5.7 million in current liabilities. Cash balances and cash flow are tracked monthly.

Based upon the annual audited financial statement detailed analysis is completed annually to determine the percentage of unrestricted funds available to meet annual operating expenses. From the Statement of Net Assets, funds within the Net Assets - Unrestricted are examined and classified as Obligated (debt reserves or otherwise formally committed funds), Designated (funds dedicated to institutional initiatives such as capital projects or program commitments), or Unrestricted (funds available for enrollment fluctuations or budget reductions or holdbacks). As of June 30, 2016, LCSC had \$3,080,808 in Unrestricted Funds Available or 6.0% reserve based on FY16 operating expenses of \$51.7 million. The amount of 6.0% in reserves is more than adequate to satisfy the State Board reserve target of 5%.

Financial planning includes tracking of student enrollment, academic progress and recruitment to assure that a sufficient flow of tuition revenue is present to support ongoing and future obligations. Long-term liabilities are relatively low (\$6.4 million at June 30, 2016) and at the conclusion of FY 2017, the college is free of long-term debt.

Exhibits:

- [LCSC Audited Financial Statements](#)

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

LCSC prepares annual budgets, consistently based upon conservative estimates of state appropriations, tuition and other revenues. Enrollment assumptions are based upon historical trends, current enrollment and recruitment data, and K-12 enrollment figures for the region and state. Grants, donations and other revenue sources are a small portion of ongoing resources for the college, and related expenses are primarily temporary in nature and can be eliminated if the supporting revenues cease to exist.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The financial planning authority of LCSC has not substantially changed since the previous review though it has been refined in key areas. LCSC's college-wide strategic planning, programming, budgeting, and assessment process (initiated fall 2001) integrates financial planning with the college's strategic planning process. All of the college's functional areas and constituency groups continue to play an active role. The strategic planning process includes the following components related directly to financial planning:

- A Resource Request Form (RRF) through which units develop proposals to reallocate funds or request new resources to support essential programs. In some years, budget planning scenarios (one to three anticipated funding levels over the previous fiscal year

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base budget level) are included in the RRF process, to enable units to develop several sets of budget proposals.

- An analysis and advocacy process, where each program proposal competes for available resources through functional area committees (FACs). The FAC facilitates prioritization of needs, needs are vetted by multiple constituencies, and finally, the needs are presented by the FAC Chair to the Presidential / Cabinet for final decision-making.
- The RRF and campus master planning processes are complementary in identifying programmatic needs. Through these processes, legislative ‘asks’ are identified, including short and long-term initiatives for program and capital planning.
- The budget and planning processes serve as a mechanism for engaging all college constituents in monetary- and non-monetary compensation decisions (e.g., developing LCSC’s annual compensation plan for raises). The President’s Compensation Review Committee (CRC) is the primary vehicle for analyzing and exploring compensation issues. Beginning in summer 2018, the committee will have an expanded, year-long role in compensation guidance and development through Presidential Program Guidance 2018 PG-09.
- The [Presidential Program Guidance](#) (“PG”) committees are charged to address specific issue that at times have a fiscal impact.
- The college [budget development timeline](#) synchronizes financial planning and decisions with legislative, Division of Financial Management, and Idaho State Board of Education processes and timelines.

LCSC’s assessment, planning, and [budget process](#) enable the college to integrate financial planning within a strategic process that is focused on the institution’s assigned role and mission. Since its inception in 2001, the planning process has been continually assessed and refined, along with its embedded financial planning components.

Exhibits:

- [LCSC Strategic Plan FY18](#)
- [LCSC President’s Guidance Summary](#)
- [LCSC Budget Development Timeline](#)
- [LCSC Budget Resources](#)

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

LCSC uses Ellucian Colleague higher education ERP software for its accounting, student systems and other primary administrative systems. GAAP is used for financial statement purposes, as validated by the annual audit report which is completed by September 30 for each fiscal year ending June 30. The college prepares quarterly accrual basis interim financial statements that are presented to the Idaho State Board of Education’s Audit Committee. Monthly financial information is available to individual departments within one week after each month end. The internal controls for the college are established in part through [policies and procedures](#) that are

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updated regularly. An active internal audit function supplements the work performed by external auditors, and all transactions at the college flow through the Controller's Office which provides significant scrutiny, oversight and training to departments.

Exhibits:

- [LCSC Policies and Procedures](#)

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Capital needs are identified and funded as part of the college's integrated assessment, planning, and budgeting process (UAD and RRF). An internal assessment of capital needs occurs annually using the list of capital needs supplied in the RRF process. These requests are used to develop a list of capital replacement items and identify key capital projects. A six-year capital plan is submitted to the Idaho State Board of Education annually, and also provided to the Permanent Building Fund Advisory Council which funds many larger capital and alteration and repair projects. LCSC relies upon long-term service agreements and contractor support for inspection, preventative support, and, if necessary, repair of specialized equipment and "life safety" systems (for example, elevators).

As of March 1, 2018, LCSC has no long-term debt issued for capital projects and its only long-term liabilities are related to employee accruals for compensation, paid time off and retirement plans. Other methods are under consideration for funding new projects in order to keep a low debt portfolio and maximize the use of institutional funds for instructional programming. The college complies with [State Board Policies](#) regarding debt.

Exhibits:

- [Idaho State Board of Education Policy V.F, Bonds and Other Indebtedness](#)

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

LCSC currently has six auxiliary enterprises: Residence Life, Student Union Building, Intercollegiate Athletics, Student Health Services, Associated Students of LCSC, and Kinder College. While included in the annually published "Budget Book", the operating budget of each auxiliary enterprise is developed and managed individually. LCSC currently contributes general education funding to two auxiliaries: Intercollegiate Athletics and Kinder College. The amount of this annual support is clearly articulated in both the General Education Operating Budget under the Auxiliaries function/category and as Estimated Income titled General Education in

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the Intercollegiate Athletics and Kinder College Auxiliary operating budgets. Auxiliary enterprises are expected and encouraged to maintain fund balances adequate to ensure on-going business operations. Funds from auxiliary enterprises are not used to support the general operations of LCSC.

Exhibits:

- [LCSC Budget Book](#)

2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

LCSC's annual financial statements are currently audited by the regional accounting firm of Moss Adams, LLP, and reported on the Idaho State Board of Education [website](#).

The reports and opinion, issued by September 30 of each year, are reviewed first by the Idaho State Board of Education's Audit Committee, then reviewed and approved by the State Board, typically at its December meeting. In the event of a finding, the institution discusses the finding to the board with a plan of action for correction.

Exhibits:

- [LCSC Financial Audit FY17](#)

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The Lewis-Clark State College Foundation was created in 1984 for the purpose of supporting Lewis-Clark State College, its students, staff, faculty and programs. In FY2016, with assets of \$8.344 million, the Foundation received over \$975,000 in gifts and provided in excess of \$448,000 in scholarships to 270 students.

As per the Governing Policies and Procedures of the Idaho State Board of Education in Policy [V.E. Gifts and Affiliated Foundations](#) the relationship between LCSC and the Foundation has been formalized with the Foundation Operating Agreement. The current operating agreement was revised and approved by the State Board in December 2017 prior to signature of LCSC and the Foundation presidents in March 2018.

Exhibits:

- [Idaho State Board of Education Policy V.E, Gifts and Affiliated Foundations](#)
- [Foundation Operating Agreement](#)

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

LCSC continues to make progress on its physical infrastructure to support and enhance the student experience. The college has gained substantial support from the Governor, the Idaho State Legislature, the Idaho Department of Public Works, the Permanent Building Fund Advisory Council (PBFAC), and the Idaho State Board of Education to upgrade and enhance the campus. One example is the new Career & Technical Education (CTE) center, a joint project with the new Lewiston High School and the city of Lewiston. The proposed 75,000 square foot CTE facility will be located in relatively close proximity to the new Lewiston High School career technical site in order to establish strong ties with the high school and promote strong pathways for students to move from high school to college. The Idaho State Legislature, following the lead of the Governor, appropriated \$10,000,000 for this new Center, and LCSC will match those funds with institutional reserves. LCSC anticipates groundbreaking in the spring of 2019 with an opening in the fall of 2020.

Major projects the college has undertaken since 2015 include:

- Renovation of Spalding Hall, which is scheduled to be completed for the fall semester of 2018. The scope included updated infrastructure, such as IT upgrades, security cameras, and newer faculty offices. This project also includes life safety upgrades to the attached Clark Hall, a student residence.
- Replacement of aging grandstands and bleachers at Harris Field, which resulted in the donation of a new videoboard and an extension of the hosting of the National Association of Intercollegiate Athletics (NAIA) world series for five additional years.
- Establishment of a playfield for intermural athletics and student use.
- New roofs for aging facilities and upgrades to HVAC systems in buildings such as the Library, the Sam Glenn Complex and Meriwether Lewis Hall.
- Upgraded security cameras at all residence halls.
- Renovation of the Library Telecommunications classroom.

Funding has been provided for work to preserve the historic Center for Arts and History, located in Lewiston's downtown; to complete the first floor of Clearwater Hall across the street from the Center for Arts and History, and the establishment of a suite of offices and labs for the new Movement and Sport Sciences division. The PBFAC also has committed to providing funding for a study of the campus electrical infrastructure to inform a long-term campus master plan.

The college has requested funding for a consultant to create a state-wide cataloging of all deferred maintenance and campus accessibility needs in order to help prioritize those needs in

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a collaborative way. Security has been a significant emphasis, not only by expanding the use of cameras, but through employee fingerprinting and expansion of the use of the electronic lock system (SALTO). The college has further contracted to create new lighting on campus.

LCSC continues to acquire properties that are on land adjacent to its current property, and more are being negotiated. The current strategy is to purchase these properties for use as residences until the college can replace them with new buildings or other facilities. The college is discussing potential public-private partnerships for expansion and upgrade its current residence halls.

LCSC also has continued its efforts of campus beautification through an expanded Arboretum Planning Team. This team, comprised of students, staff, faculty the city forester and community members, is developing a system for cataloguing and replacement of trees that are in poor health.

Exhibits:

- [Construction Projects](#)
- [Arboretum Project](#)

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Currently each division or department is responsible to adhere to current standards for safe use, storage and disposal of hazardous or toxic materials. There have been efforts in the past to dispose of unused materials by contracting outside consultants. As a result of this accreditation process and evaluation of LCSC processes, the college has become aware of the need to better centralize the policies and processes in order to assure compliance and consistency.

Administration has submitted a request for an Environmental Health and Safety Specialist in its Fiscal Year 2019 budget to the State of Idaho to accomplish this outcome.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Pursuant to [Idaho State Board policy](#), the institution is required to have a seven to fifteen year [Campus Facilities Master Plan](#) (CFMP). The CFMP serves as a planning framework to guide the orderly and strategic growth and physical development of the campus. The CFMP, per policy, shall be consistent with and support the institution's current mission and core themes.

Lewis-Clark State College's Campus Facilities Master Plan, most recently updated in October of 2015 for revision in 2016, laid out a strategy in accordance with board policy, and the [College's six-year Capital Plan](#) was updated and approved by the Idaho State Board of Education at its December 2016.

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Under the new Vice President for Finance and Administration (VPFA) and after naming a new Director of Physical Plant, a new Campus Master Planning Committee was formed in early 2017. This Committee, chaired by the VPFA, has, among its objectives:

- Provide strategic direction to the university for capital projects
- Advise senior administration on programmatic priorities
- Create a framework for evaluating capital projects
- Serve as the liaison to the broader community regarding planning and priorities
- Review facilities for their impact on strategic enrollment.

The Committee's work will include identifying campus needs, identifying deferred maintenance issues and building a Campus Facilities Master Plan aligned with the college's revised mission and core themes adopted in 2017.

Exhibits:

- [Idaho State Board of Education Policy Construction Projects](#)
- [Campus Facilities Master Plan](#)
- [College Capital Plan](#)

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Equipment needs are identified and funded as part of the college's integrated assessment, planning, and budgeting process. Funding sources for the purchase, repair, upgrade, or replacement of equipment include state General Fund and Career & Technical Education dollars, student fee revenues, grants (federal and state), and gifts. Once acquired, equipment is maintained through service contracts or through in-house programs.

High value equipment assets are inventoried, numbered, tracked, and audited by the LCSC Controller's Office and verified by the Idaho State Board of Education external auditor. More expensive equipment purchases may be facilitated by multi-year capital budgeting mechanisms. LCSC increasingly relies upon long-term service agreements and contractor support for inspection, preventative support, and, if necessary, repair of specialized equipment and "life safety" systems.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

All resources at Lewis-Clark State College – including personnel and technology – exist as enablers of the institution's mission, vision, and core themes. Personnel and equipment needs

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are identified and funded as part of LCSC's integrated assessment, planning, and budgeting process. Funding sources for technology purchases include state General Fund and Career & Technical dollars, student fee revenues, and grants (federal and state). Once acquired, technology is maintained via contracts and/or through the expertise of the in-house Information Technology Department.

Technology is a servant to the needs of students, faculty, and staff. To that end the college has established a centralized technology department that manages its digital infrastructure and enterprise applications (Ellucian Colleague, Blackboard Learn, Microsoft Exchange, and Gmail). In functional areas where centralization provides little advantage, the college invests in a distributed model that pushes technology down to the organizational level that makes the most direct use of the technical capability. Examples include systems for scheduling, security, advancement, and a range of academic disciplines.

Funding for technology has followed the overall direction of the college. Online learning is growing, so the college has responded with more bandwidth, new positions, and redundant hardware. Students arrive on campus with multiple digital devices, so the college has expanded its wireless coverage across campus and in all buildings.

IT Network

Lewis-Clark State College has a fiber-optic campus "backbone" which provides a one gigabit connection to each building. Inside each building, category five or six cabling provides a 100 megabit connection. The campus is blanketed by a wireless network that allows students to reach the Internet from all buildings, as well as from green areas where students congregate.

Internet Bandwidth

The most significant changes in infrastructure during the past three years has come in the area of Internet bandwidth that is available to buildings outside the core campus. In response the strategic plan calling for plentiful and accessible bandwidth, the college upgraded its contract with the Idaho Regional Optical Network, from 20 megabits during the previous accreditation review, to one gigabit per second. This is an increase of 5,000 percent.

This exponential increase of Internet bandwidth supports:

- Faculty teaching and research, including the largest data sets.
- Students who bring several network devices to campus, and who expect network traffic that has no interruptions.
- Access to LCSC's enterprise systems residing in the cloud, e.g. Blackboard Learning Management System and Office365.
- Marketing and communication efforts to increase enrollment and retain existing students.

Beyond an increase in bandwidth, Lewis-Clark State College embarked on a project to deliver the highest standard of Internet bandwidth to all college buildings. To that end:

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- LCSC collaborated with the University of Idaho and North Idaho College to have the Idaho Regional Optical Network bring fiber-optic cable to LCSC's Coeur d'Alene facility.
- In Lewiston, fiber-optic cable was pulled to:
 - Pi'amkinwaas, to support Native American/Minority Student Services.
 - Music Building, to support the Humanities Division's instruction and office staff.
 - Parrish House, home of upper class students.
 - Workforce Training, home of short-term, non-credit training and skill development.

To improve reliability of all bandwidth delivered via fiber-optic cable, Lewis-Clark State College worked with the Port of Lewiston, Port of Clarkston, and the Port of Whitman County to create a fiber ring around the cities of Lewiston and Clarkston that provides failover in each direction. This ring complements the directional failover provided by the Idaho Regional Optical Network, with independent connectivity north to Spokane and Seattle, and south to Boise and Salt Lake City.

LCSC's access to high-speed reliable bandwidth represents the greatest improvement of any area of technology, and reflects a systematic commitment to enabling teaching and learning in an era that requires ubiquitous access to the Internet.

IT Data Center

During recent accreditation studies, the college data center was reconfigured to improve reliability and increase space by 80%. New air conditioning units and gas-based fire suppression capabilities were added. The water-based sprinkler system was removed and pipes were capped. UPS capability was upgraded. A security system was installed that measures movement, temperature, and moisture.

Technology has changed during the past five years in a way that requires less space – not more. LCSC has used two major trends that reduce the environmental footprint of technology on campus:

1. Individual physical servers proliferated over the years, but “virtualization” has allowed the college to incorporate numerous virtual servers in one physical device. This change has significantly reduced the need for square footage in the data center.
2. “Cloud” technology means that systems can be moved from campus and housed in facilities run by major corporations. LCSC has taken advantage of this approach with its learning management system, as well as email systems for employees and students.

Reliability in the data center is often measured by “uptime,” and a major detractor from uptime is the loss of electricity. Even with improvements with uninterruptible power supplies, no system based on batteries can outlast the longest power outage. In order to take the final step in system reliability, the college purchased a diesel generator to provide immediate electrical cutover to maintain the full data center, including the air conditioning needed for indefinite use.

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IT Mission-Critical System Hardware

Lewis-Clark State College continues its use of a lifecycle approach to hardware replacement. The college has made an on-going commitment to new hardware for systems on which the college depends. A master list of all technology includes when it was purchased along with its predicted lifespan. From these data the college has systematically allocated funding to replace aging equipment. Overall system reliability has increased, primarily because age-related hardware faults have been eliminated.

Exhibit:

- [LCSC Information Technology \(IT\) Webpage](#)

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Information Technology in higher education has typically resided in two legs of an institution. A portion of IT responsibilities related to historic “data processing” is often orphaned under financial services because of that area’s facilitation of business transactions. A second portion of IT often reports to the Provost because of its emphasis on instructional technology. Lewis-Clark State College moved beyond this bifurcation of intent and responsibility, and has the Chief Technology Officer report directly to the president. This direct reporting has both a symbolic and practical effect. On the one hand the college makes a statement about its belief regarding the mission-critical importance of technology to all functional areas of the institution. Beyond symbolism, this organizational approach provides the IT department with direct access to Lewis-Clark State College’s leadership. This reporting structure – combined with the Information Technology department’s seat on the President’s Council – creates meaningful communication throughout the organization that facilitates the infusion of technology in teaching, learning, and administrative processes.

Several examples highlight LCSC’s awareness of the need to support technology.

- One position was added to the IT department to support campus use of the web for teaching, administration, and communication. For example, during the past year the IT department developed a website for the Education Division to help it work through its divisional accreditation process. Another example is the current development of a quasiquintennial website for the college’s 125th anniversary.
- One open computer lab is administered by the IT department and provides access to technology for students who cannot afford their own hardware and software.
- The IT Help Desk is staffed by full-time employees who are experts in the range of products used by students and employees.
- Free printing is offered to students, including printing from their own devices.

Lewis-Clark State College has deployed approximately 1,700 personal computers on campus, each of which is supported by the central IT Department. Lewis-Clark State College has a campus license for Microsoft applications that allows the college to legally refresh old hardware

with the latest versions of the Windows operating system as well as the Microsoft Office suite (Word, Excel, etc.).

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The evolution of technology's role in higher education has created a planning target that is always moving. The college must keep one eye on the technology horizon while the other eye keeps close scrutiny of shorter-term management issues. LCSC has institutionalized the role of technology throughout its formal organization, within cross-organizational technology governance, and via project-management technology implementation. While the centralized Information Technology department handles enterprise-level systems and infrastructure, it plans in the same way as all other departments on campus. This standardized planning includes the college's annual cycle of formal assessment that reviews each functional area's responsibilities, followed by a department's request for resources. A department's requests are given context and constraint by:

- [Lewis-Clark State College's Strategic Plan](#)
- [President's Strategic Guidance Summary](#)
- Budgeting scenarios provided by the president,
- Results from the [annual unit assessment](#),
- Unforeseen challenges and opportunities.

After the IT department provides its input, the IT department head participates in a blending-and-prioritization process (campus name: functional area committee) that gives the administration a method for finding the greatest good among all requests. This annual sequence of assessment, resource request, and functional area review, ends when the state legislature sets the final budget and the college's administration allocates funds in accordance with the collective planning process. The impact of this planning process cannot be overstated, as all technology budgeting occurs during this cycle.

Beyond the annual cycle, there are several governance structures in place at a tactical level.

- The faculty provides input via faculty's formal senate structure.
- The Data Advisory Committee is a collection of end users of the college's ERP and CRM (Ellucian Colleague and Ellucian Recruit), and collectively establishes priorities for customization of the college's primary financial and student system.
- The executive committee consists of the president and three vice presidents, and has final authority for all technology decisions.

Exhibits:

- [LCSC Strategic Plan FY18](#)
- [President's Strategic Guidance Summary](#)

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- [Unit Assessment Reports \(UAR\)](#)

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Mission-Critical Enterprise Technology

In 2010, the Division of Administrative Services worked with the IT Department to develop a “lifecycle” approach to technology replacement. The Budget Director developed a methodology where data are recorded for each piece of enterprise technology. Cost, purchase year, and a projected “end of life” are entered in a master spreadsheet for every instance, ranging from servers, to building switches, to network hardware. The list has approximately 800 items. This approach means that Lewis-Clark State College knows what enterprise technology is reaching the end of its lifecycle, and can allocate the necessary funding.

Classroom and Instructional Technology

The State of Idaho provides annual support for upgrading classroom technology. The IT Department uses this recurring fund to plan for the replacement and upgrade of approximately 40 classrooms. Using design input from faculty, each room is outfitted with presentation technology that corresponds to the size of the room and its intended purpose. The regularity of the funding and the feedback loop from instructors has created a standardized set of classroom technology that allows faculty members to move from room to room with the confidence acquired from familiarity.

Department Technology

LCSC’s Department of Institutional Research & Effectiveness oversees an annual budget cycle that begins in the fall with a [Unit Assessment and Program Performance Report \(UAR\)](#). Each organizational unit reflects on program objectives, and includes a work plan that might include technology needs. Annual assessment leads directly to the annual phase for requesting new or replacement technology, using the LCSC Resource Request Form. Requests are pooled and vetted at the Division level, and then forwarded to the President’s Cabinet for review and allocation of state funding. Budget allocations to organizational units are used for both discipline-specific technology as well as general-purpose desktop productivity tools.

Exhibits:

- [Unit Assessment Reports \(UAR\)](#)
- [Resource Request Forms \(RRF\)](#)

INSTITUTIONAL PLANNING



Chapter 3: INSTITUTIONAL PLANNING

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

The work of the college is guided by a number of individual plans, including the [strategic](#), [enrollment](#), [assessment](#), [instructional](#), and [campus facilities master](#) plans (retention and recruitment plans are forthcoming). Superordinate are the college's mission and core themes, which serve to guide the development of all other plans. Each plan is developed with input from the campus, and is assigned to the President, a Vice President, or a Director who monitors its implementation and outcomes. Plans and their outcomes are available to the campus community through various institutional web pages.

Exhibits:

- [Strategic Plan](#)
- [Strategic Enrollment Plan](#)
 - [Strategic Enrollment Plan Handout, Spring 2016](#)
- [Institutional Assessment Plan](#)
- [Campus Facilities Master Plan](#)

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The [Institutional Assessment Plan](#) outlines the collaborative assessment, planning, and budgeting processes involving LCSC's administration, faculty, students, staff, and key stakeholders. The Institutional Research and Effectiveness (IR&E) office holds primary oversight responsibility for facilitating the processes described in the plan.

LCSC's approach to assessment and planning is primarily focused at the program level. Most significant operations at the college are organized as programs. Metrics are garnered from programs and aggregated in support of college-wide performance measures. While assessment is focused on programs, it is a multi-level process designed to involve LCSC staff at all levels in ensuring the college is engaging in informed decision-making.

Programs are categorized either as instructional or non-instructional. Instructional programs at LCSC are divided into two categories, academic and career & technical programs, as defined by Idaho State Board of Education policy. Non-instructional activities at LCSC have also been organized as programs to facilitate tracking, assessment, planning and informed decisions by program managers and administrators. Programs within the college are defined by the responsible administrator with approval from the appropriate Vice President or President, in those units which report directly to the office of the President. Two of the six functional areas of the college fall under the category of instructional programs [academic, career & technical]

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and four are non-instructional [community programs, student affairs, administrative services, and the President's direct reporting units].

Notwithstanding recurring external evaluations on a multi-year cycle (e.g., those directed by specialized accreditation agencies), all programs on the LCSC program inventory lists (both [instructional](#) and [non-instructional](#) programs) are assessed on an annual basis.

Two primary documents serve as the backbone of the program assessment, planning, and budgeting process: the [Unit Assessment Report \(UAR\)](#) and the [Resource Request Form \(RRF\)](#).

Unit Assessment Reports (UAR) allow each unit to report on its objectives and progress toward meeting those objectives. UAR is a generic term to describe the form used in reporting on these assessment results. However, the six functional areas utilize customized templates, created with guidance from the Director of IR&E, to best account for their unique contexts and needs, or to incorporate special initiatives. Commonalities across all UARs include a program description, report on previous work plan elements, a list of program objectives, assessment methods, several years-worth of data tracking progress toward meeting those objectives, analysis of findings, and a work plan for the next year. Assessment is viewed as an ongoing process of improvement for every program. The Unit Assessment Report serves as a means to report on assessment activities, not as an indication of the only time programs are conducting assessment and analyzing findings.

While UARs are program focused, the Resource Request Form (RRF) allows each unit to request resources to advance its work in meeting its objectives. In some cases the *program* and *unit* are one and the same. In other cases, the unit is comprised of many unique programs. Regardless, it is an expectation that the planning and budgeting process are integrally linked to the assessment process; one should flow from the other. A primary emphasis on the RRF is the use of assessment data to justify requests for resources. As stated on the RRF: "In order to integrate the assessment and planning processes at the college, resource request items should be justified by a) explaining the ways in which the request advances the work of the program and college, and b) presenting, in most cases, supporting evidence from a program's assessment efforts. While some resource requests are made to continue the work of a program (e.g., a replacement piece of lab equipment) and are less able to be connected to assessment efforts, most resource requests should be supported by assessment evidence, showing why the item is being requested and extrapolating how the request will improve or advance the work of the program."

A central component of the assessment and planning process is the [Functional Area Committee \(FAC\) structure](#). At present, six FACs focus on assessment of programs within their broad functional areas, including:

- President's Direct Reporting Units
- Academic Programs [now known as Liberal Arts and Sciences]
- Career & Technical Programs
- Community Programs
- Student Affairs

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- Administrative Services

The FACs are chaired by the Dean, President or one of the Vice Presidents, or their designees. FAC membership consists of Division Chairs and department supervisors. Observer members for each FAC are appointed by the Faculty Association, Professional Staff Organization, and Classified Staff Organization. Each FAC meeting is attended by one observer from each of these groups, who is expected to report back to their constituent group about the overall discussions that occur in the meetings. Additionally, the Director of IR&E and the Senior Budget Director attend FAC meetings to observe and provide guidance related to assessment, planning, and budgetary issues. Other interested individuals are welcome to observe, subject to space availability, and permission of the FAC Chair.

FAC discussions serve two purposes. First, Directors and/or Division Chairs share key findings from the various program assessment processes and reports within their units. This allows colleagues to better understand the work and accomplishments of peers and encourages sharing of assessment tools and techniques among units. Second, members of the FAC present and discuss resource requests from their units. This provides the FAC Chair, members, and observers with an understanding of the needs of the various units.

The FAC Chair compiles a list of priorities from their respective FACs, taking into account input received from participants, and communicates these in a face-to-face presentation to the President's Cabinet. The constituent groups (observers) also provide a report of their observations and priorities to President's Cabinet.

Examples of campus wide participation in planning

In 2016-2017, a decision was made to update the college's mission statement and core themes. After thorough 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 new core themes to unite all areas of campus in our 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.

In academic year 2017-2018, the existing strategic plan expired. To craft a new strategic plan, the President's Cabinet drafted several goals and objectives as conversation starters, and to give an indication of administration's priorities. The goals and objectives were vetted by the President's Council on several occasions. Each council member was charged to share the draft plan with their constituent group, then report back to the Council. To accomplish this task, the Faculty Senate, for example, held a separate senate meeting with the strategic plan as the sole agenda item.

Based on input gathered from the constituent groups, the Vice Presidents reworked the document and presented it to the greater campus community through two *campus*

Chapter 3: Institutional Planning

conversation events. The campus-wide feedback was incorporated into the next draft of the plan, which was approved by President's Cabinet, and ultimately by the Idaho State Board of Education.

Exhibits:

- [Institutional Assessment Plan](#)
- [Program Assessment and Resource Request Intranet Webpage](#)
 - [Instructional Program List](#)
 - [Non-Instructional Program List](#)
 - [Unit Assessment Report \(UAR\)](#)
 - [Resource Request Form \(RRF\)](#)
 - [Functional Area Committee Roster & 2018-19 Schedule](#)
- [LCSC Old to New Core Themes Crosswalk](#)

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The [Unit Assessment Report \(UAR\)](#) allows each unit to report on its objectives and progress toward meeting those objectives. Programs, under the guidance of their leader and with input from IR&E, identify objectives, assessment tools and indicators unique to the program, along with relevant benchmarks. In some cases, program objectives coincide with program outcomes identified for the purposes of specialized accreditation. It is an institutional expectation that IR&E serves as the primary source of data, whenever possible. Programs analyze data to draw informed conclusions about progress toward meeting objectives.

Programmatic indicators and campus-wide data are also captured in the [College Assessment Report \(CAR\)](#), the repository used in determining achievement of core themes and of mission fulfillment. As mentioned previously, the broader campus community provided input into the various measures within the CAR.

IR&E populates the CAR annually, and provides a preliminary analysis of the findings. The assigned Vice President or Director provides an additional level of analysis, when appropriate, and crafts a work plan for the next year. Findings are presented to [President's Council](#) and [Cabinet](#) for awareness and discussion. President's Cabinet makes the final decision about mission fulfillment. The Vice Presidents or assigned Directors monitor and implement associated work plans.

Exhibits:

- [Unit Assessment Report \(UAR\)](#)
- [College Assessment Report \(CAR\)](#)
- [President's Council](#)
- [President's Cabinet](#)

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3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Units complete a [Resource Request Form \(RRF\)](#) based on analysis of program assessment findings. The [Functional Area Committee \(FAC\)](#) Chair is charged to prioritize requests across the FAC. The observer groups also share their funding priorities. The President and Vice Presidents further prioritize the requests of the FACs within their reporting lines.

Priorities align with the institutional strategic and other institutional plans. For example, the past several years, initiatives that promote student enrollment, retention, and safety have been given priority.

Exhibits:

- [Resource Request Form \(RRF\)](#)
- [Functional Area Committee Roster & Schedule AY 2018-19](#)

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The Idaho State Board of Education, by Executive Order, requires all institutions and agencies under its governance to file an Emergency Response Plan (ERP) with the state Department of Administration. The ERP is the primary document that addresses LCSC's obligations regarding Emergency Reactions and Recovery of Operations, including the resumption/restoration of essential automated data processing and telecommunication, the continuity of operation for short and long-term incidents, and doubling up in facilities and/or relocation due to catastrophic events.

This past year, together with the City of Lewiston and Nez Perce County, the college's Emergency Management Planning Team (EMPT) revised Lewis-Clark's Emergency Response Plan (ERP) in compliance with National Incident Management System and FEMA standards. The EMPT reviews and updates the plan as necessary to comply with Idaho State Board of Education expectations, and to meet changing local, state, federal, and world situations. In the updated plan, applicable hazards and types of emergencies were identified and response actions outlined. Recovery operations guidelines and training opportunities for the campus community were also detailed. Each building has a Building Evacuation Coordinator and Building Evacuation Monitor (who acts as an assistant) who compile evacuation plans for their buildings; each evacuation plan is included in the master plan.

Exhibits:

- [LCSC Emergency Response Plan](#)
- [FEMA's National Incident Management System](#)
- [LCSC Procedure for Reporting an Emergency](#)
- [Idaho Emergency Operation of Planning Guide for Safe and Drug Free Schools](#)

CORE THEME PLANNING, ASSESSMENT AND IMPROVEMENT



Chapter 4: CORE THEME PLANNING, ASSESSMENT, & IMPROVEMENT

Eligibility Requirements 22-23

Eligibility Requirement 22: Student Achievement - *The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

LCSC's program-specific student learning outcomes and general education goals are published on the college website and in the annual catalog. Expectations for student achievement required for earning course credit are articulated on course syllabi, including required assignments and the basis for determining the course grade. Teaching faculty at LCSC take primary responsibility for assessing student learning. Student learning at the program level is evaluated through the annual program assessment process.

Eligibility Requirement 23: Institutional Effectiveness - *The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure viability and sustainability.*

The extent to which LCSC is achieving its mission and core themes is examined and published in the Mission Fulfillment Rubric. The Mission Fulfillment Rubric is presented annually to the President's Cabinet, consisting of the President and Vice Presidents, and to the President's Council. The President's Council is an advisory group to the President on both internal and external issues. Membership includes the Vice Presidents, Deans, Directors (of IT, Institutional Research & Effectiveness, College Advancement, Communications & Marketing, Athletics, and Internal Audit), President of Student Government, and the Chairs of Faculty Senate, professional and classified staff organizations. The Mission Fulfillment Rubric is complimented by the College Assessment Report which provides evidentiary support for mission fulfillment, including performance on core theme indicators, performance goals, analysis of indicator performance, as well as past and future work plans associated with each core theme indicator. Goals for individual programs areas on campus are aligned with, and support, indicator performance and mission fulfillment, as described in the indicator work plans of the College Assessment Report.

Standards 3.B, 4.A, & 4.B: Core Theme Planning, Assessment, & Improvement

3B - Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.A - Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

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4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

4.A.5 *The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.*

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

4.B - Improvement

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

Overview of Mission, Core Themes, Objectives, & Indicators

The ultimate goal of the college is to fulfill its mission. LCSC's mission statement is as follows:

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

The college's mission statement is action oriented and provides clear focus and direction for the institution. Three core themes are derived from critical elements of the mission statement, and embrace the roles and contributions of all campus units:

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

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

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

Each of the three core themes is delineated by a set of objectives, clearly defined performance indicators, and baseline and benchmark values, affording a systematic means for assessing mission fulfillment. Core Theme 1, Opportunity, contains four objectives and 11 indicators; Core Theme 2, Success, contains four objectives and 12 indicators; and Core Theme 3, Partnerships, has three objectives with seven (7) performance indicators. Each core theme, its objectives, performance indicators, benchmarks, data points, analyses, and work plans are recorded in the [College Assessment Report \(CAR\)](#).

In the section that immediately follows, a macro-level overview of LCSC's institutional core theme planning endeavors will be outlined as they pertain to standard 3B. This will be followed by micro-level discussions of 3B, 4A, & 4B, as they specifically related to LCSC core themes, objectives, and indicators.

Exhibits:

- [LCSC Vision and Mission Webpage](#)
- [College Assessment Report](#)

Overview of Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

At LCSC, core theme planning is not a separate process from other forms of institutional planning. It is integrated with all other campus planning processes, and continues to be a work in progress. Mission fulfillment at LCSC is seen as long term planning necessary for ongoing vitality and viability of the institution. A parallel but shorter-term planning process is strategic planning. The state of Idaho requires institutions to annually submit a 5-year [Strategic Plan](#). The strategic plan is viewed as short term plan, containing broad institutional-level goals supporting the institution in attainment of core theme indicators and mission fulfillment, while also addressing other strategic initiatives pursued by the institution and the Idaho State Board of Education. The college recognizes the interdependencies that exist between the core theme indicators and the various performance indicators within the strategic plan. The measures that are shared in common by the Strategic Plan and the core themes are depicted in the table below (Table 12). Together, achievement of the core themes and of the strategic plan goals, ensures the institutional goals and priorities, as well as those of various campus units are met.

		Core Themes		
Strategic Plan Goals	Core Theme 1. Opportunity	Core Theme 2. Success	Core Theme 3. Partnerships	
GOAL 1: SUSTAIN AND ENHANCE EXCELLENCE IN TEACHING AND LEARNING	<ul style="list-style-type: none"> ✓ Online Headcount (Indicator 1B7) 	<ul style="list-style-type: none"> ✓ Gen Edu. Student Learning Outcomes (Indicator 2A2) ✓ Pass Rates of Licensing, Certification, & Skills Tests (Indicator 2B3) ✓ Graduate Employment Rates (Indicator 2B4*) ✓ Professional/Grad School Placement (Indicator 2B5*) ✓ Students Continue onto Next Degree Level (Indicator 2B6*) ✓ Timely Degree Completion (Indicator 2C9*) 	<ul style="list-style-type: none"> ✓ Undergraduate Research (Indicator 3B5) 	
GOAL 2: OPTIMIZE STUDENT ENROLLMENT AND PROMOTE STUDENT SUCCESS	<ul style="list-style-type: none"> ✓ Scholarships (Indicator 1A5) ✓ Dual Credit Enrollment (Indicator 1D10) 	<ul style="list-style-type: none"> ✓ Degrees/Certificates (Indicator 2A1) ✓ Retention Rate – Freshmen (Indicator 2C7) ✓ Students are Satisfied (Indicator 2D10) 		
GOAL 3: STRENGTHEN AND EXPAND COLLABORATIVE RELATIONSHIPS AND PARTNERSHIPS	<ul style="list-style-type: none"> ✓ Workforce Training Enrollment (Indicator 1C8) 		<ul style="list-style-type: none"> ✓ Internship Participation (Indicator 3A1) 	
GOAL 4: LEVERAGE RESOURCES TO MAXIMIZE INSTITUTIONAL STRENGTH AND EFFICIENCY	<i>Measures unique to Strategic Plan</i>			

Table 12: Crosswalk of parallel measures in the strategic plan and core theme planning.

Indicators marked with an asterisk designate those that are similar to measures in the Strategic Plan but using a somewhat different measurement method during core theme planning.

Exhibits:

- [LCSC Strategic Plan FY18](#)

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Program level planning is a primary planning vehicle at the institution, and occurs as part of the [annual assessment process](#). In this process, each program determines appropriate objectives, indicators and benchmarks. Data are provided by IR&E and divisions, and analyzed by each program. Depending on the analysis, work plans are established for each objective.

In 2013, the Idaho State Board of Education required the 4-year post-secondary schools to engage in and report annually on a program prioritization process. In the initial activity, the college created a separate process that ran parallel to the program assessment process. Exploring mechanisms to institutionalize program prioritization, in the fall 2015 assessment cycle, instructional programs were required to address, in addition to unique program objectives, two *program performance* parameters. Each program selected the performance measures that best told the story of how the program was contributing to the overall “efficiency and productivity” of the college. In the case of academic programs, common indicators across programs were identified by the Deans.

In 2016, the State Board codified an ongoing program prioritization requirement (as outlined in the [Idaho State Board of Education Policy V.B.](#)). To ensure compliance with Board policy, a [Presidential Program Guidance](#) as created, and two work groups devised separate objectives and measures for instructional programs and for non-instructional programs. The non-instructional program working group, under the guidance of the Vice Presidents for Student Affairs and for Finance and Administration, identified two criteria (essentiality / institutional value and effectiveness) and a series of questions under each criterion (as outlined in the [Final Report: PG-17-03](#)). The instructional programs work group identified three criteria (quality, student success, and program impact) and a total of eight indicators to be measured annually by each program. The program performance indicators are intended to enhance a program’s assessment of itself in light of its contribution to the college’s efficiency and productivity; unique program objectives and measures continue as part of the annual assessment process.

Exhibits:

- [Assessment, Planning, and Program Performance Reporting Timelines AY 2018-19](#)
- [Idaho State Board of Education Policy V.B, Financial Affairs Budget Policies](#)
- [Presidential Guidance \(PG-17-03\) Program Performance](#)
 - [Presidential Guidance \(PG-17-03\) Program Performance: Signed Memorandum from President](#)
 - [Presidential Guidance \(PG-17-03\) Program Performance: Final Report](#)

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

The college uses core theme indicators to move towards fulfillment of core themes, in effort to document success at fulfilling its mission. The college collects and analyzes meaningful data in support of each core theme. Those data are collected to evidence performance on specific indicators, organized under objectives for each core theme. Data collection and management is coordinated by several offices at the college, however the office of Institutional Research & Effectiveness (IR&E) is the core unit responsible for gathering and serving as a repository of current and historical college level data. IR&E collaborates with many campus units, including the Registrar/ Records office, and leads institutional planning and assessment efforts. Individual programs collect and manage data in relation to programmatic accreditation, and are charged to share data with IR&E. IR&E makes data available to college units in multiple ways to promote continuous improvement and foster an evidence-based culture of decision-making.

Planning for core themes is informed by specific outcomes that have been defined for all core themes. The institutional Vice Presidents have responsibility for the various core theme objectives and indicators in the College Assessment Report. In many cases, program level data, analysis and work plans from the annual program assessment process are also captured in the College Assessment Report (CAR). These program data help determine attainment of the core theme and its objectives, and tell the story of institutional mission fulfillment (e.g., [indicator 2B3](#)). In other cases, Vice Presidents work with or charges programs under their areas of responsibility to analyze data, draw inferences, and develop work plans with regard to specific indicators (e.g., [indicator 2D12](#)). This information is captured in the CAR and serves as a comprehensive repository of the indicators that point to mission fulfillment. In this way, assessment and planning at the institutional-level mirror assessment and planning at the program level.

In these ways, core theme planning at LCSC is integrated with other forms of campus planning, including strategic planning (standard 3.B.1) and program level planning and assessment (standard 3.B.2). After taking a bird's eye view of core theme planning, discussion will now turn to the specific planning (standard 3B), assessment (standard 4A), and improvement (standard 4B) involved with each of LCSC's three core themes, individually, and their related objectives and indicators.

Overview of Planning, Assessment, and Improvement for Each Core Theme, Objective, & Indicator

Fulfillment of each core theme is recorded in the [College Assessment Report \(CAR\)](#). In the CAR, each indicator has its own worksheet, on which indicator performance, benchmarks, analyses,

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work plans, responsible parties, and timing of the next assessment cycle are outlined. An example of a CAR indicator worksheet is depicted below, and the ways in which each component of the CAR indicator worksheet corresponds with NWCCU standards of planning (3B), assessment (4A), and improvement (4B) are also depicted below.

Objective 1B: Extend Edu. Opportunities for Citizens w/in Regions I & II
Indicator: Coeur d'Alene Cntr Headcount - Fall Census

LCSC Coeur d'Alene Center Headcount

— Coeur d'Alene Cntr Headcount
 — Annual Benchmark: +1% prev. yr.
 — Long-Term Benchmark: 500

Standard 3.B.3:
 "...appropriately defined data that are used to evaluate achievement of the goals..."

Standard 4.A.1: "...ongoing systematic collection...of meaningful, assessable, & verifiable data..."

Standard 4.B.1, a): "...results of assessment...are based upon meaningful institutionally identified indicators..."

<u>Analysis from Institutional Research & Effectiveness</u>	The headcount of LCSC's Coeur d'Alene Center has been drifting away from its long-term benchmark (500). In two out of the 7 years measured (2013 & 2015), LCSC's Coeur d'Alene Center headcount achieved its annual benchmark of one percent increase from the previous year's headcount.
<u>Analysis from the Vice President of Student Affairs</u>	LCSC's enrollment correlates with enrollment decreases at North Idaho College -- LCSC's primary source of students in Coeur d'Alene. Furthermore, changes in policy at North Idaho College reduced access LCSC staff had historically enjoyed with North Idaho College and its students.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	500
<u>Past Work Plans</u>	Work plans in the past consisted mostly of trying to access North Idaho College students early and often, building relationships among LCSC faculty and administrators with their North Idaho College counterparts, and general community awareness/marketing campaigns.
<u>Outcomes of Past Work</u>	Some specific articulation agreements were developed -- most notably an aggressive agreement for nursing graduates of North Idaho College to matriculate at LCSC and complete the bachelor's degree quickly.
<u>Proposed/Future Plans</u>	LCSC will expand its reach to include the community colleges in Spokane and will even enter into articulation agreements with those community colleges for specific programs. New instructional programs will also be explored for possible placement in Coeur d'Alene and renewed emphasis on the BASAT degree will be exerted.
<u>Other Responsible Party(ies)</u>	Coordinator of Student Services at Coeur d'Alene Center & Dir. of Coeur d'Alene Center
<u>Date of Follow-up</u>	Fall Census 2018
<u>Data Source</u>	Fall Census Enrollment File
<u>Notes</u>	Unduplicated headcount taking at least one course face-to-face at the Coeur d'Alene Center

Standard 3.B.1:
 "Planning...guides selection of programs & services to...align...& contribute to accomplishment of core theme's objectives."

Standard 3.B.2:
 "Planning...guides selection of contributing components...to ensure...achievement of the goals..."

Standard 4.B.1, b):
 "...results of assessments are used for improvement by informing planning, decision making, and allocation of resources & capacity..."

Figure 1: A CAR indicator worksheet and its correspondence with NWCCU standards.

The indicator worksheets of the CAR are designed to be disseminated to the assigned Vice President(s) and other responsible parties for annual updates. The CAR assessment method originates at the office of Institutional Research and Effectiveness whereby members of this office update the indicator performance graphs and analysis sections. Then the assigned Vice President is asked to work with the other responsible parties to update their analysis and work

plans based upon indicator performance, annually. Being that indicator worksheets are a brief but comprehensive snapshot of planning, assessment, and improvement plans for each indicator, they can be standalone documents to be disseminated to individuals interested in only one particular indicator, or batched by objective, core theme, or given as the full CAR report documenting mission fulfillment.

Much like the graphic depicted below, core theme fulfillment is driven by a process akin to an epicyclic gear whereby a common assessment method (planning, assessment, & improvement) concurrently operates among many indicators, collectively contributing to core theme planning and its summative assessment.

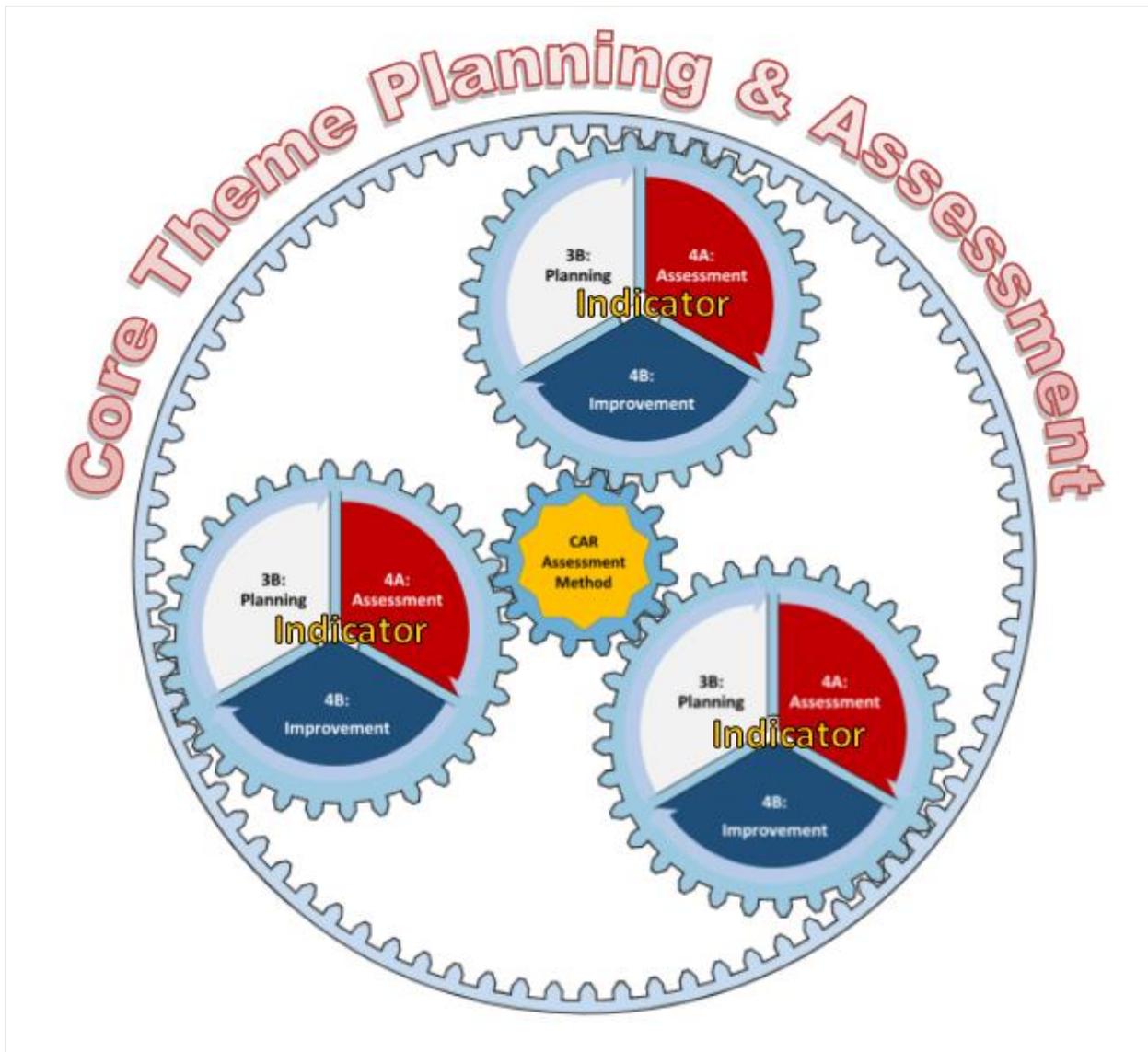


Figure 2: Core theme fulfillment is driven by an epicyclic gear process.

In the following sections, the fulfillment of the three core themes will be described. For each core theme, background and past planning will be described first (standard 3B) broadly at the core theme level, followed by the assessment of the core theme by nature of the summative

performance of its individual indicators (standard 4A). Subsequent sections will then drill down to investigate the planning, assessment, and improvement plans for each indicator of the core theme. Improvement plans (standard 4B) are best realized when in relation to specific indicators and objectives, so evidence-based improvement plans for core themes are articulated at the indicator and objective level.

Exhibits:

- [College Assessment Report](#)

Core Theme 1: Opportunity – Expand access to higher education and life-long learning

Come to LCSC if price matters to you, if location and the region matter to you, if you are looking to plant your feet somewhere that you love. LCSC was the most affordable of the satellite campuses up here in Coeur d'Alene. I was able to get in and out within about a year and a half with no debt. I had a job and I wanted to keep it as I was getting good experiences there. Half of the classes were online; half were at days and times of the week I could work around and hold a full-time work schedule – that was really important to me.

Kenny Dodge, 2016, Student in Business Administration.

Background & Planning for Core Theme 1

Lewis-Clark State College is an open-access, regional institution whose student body historically is drawn from the north-central region of Idaho and the adjacent communities in Asotin County, Washington. Characteristics of the surrounding population are reflected in LCSC's student body in that over two thirds of LCSC students are first-generation college students (indicator 1A3). For this reason and others, we find it important to keep the cost of attendance affordable (indicators 1A4 & 1A5).

LCSC expands access to higher learning by offering a wide array of academic, career, and professional programming for degree-seeking students, as well as non-degree workforce training (indicator 1C8) and continuing education and community enrichment services (indicator 1C9). LCSC has three outreach centers, two of which provide student support services, like help with GED preparation and enrollment procedures and paperwork. The third is the Coeur d'Alene Center, which houses approximately 18 full and part-time faculty and staff, and offers 24 programs delivered face-to-face, online or in hybrid format (indicators 1B6 & 1B7). The college offers dual credit instruction, primarily in Region II of Idaho (indicators 1D10 & 1D11). The Idaho state legislature has placed a strong emphasis on dual credit attainment by high school

students and introduced a program called *Fast Forward* to provide more than \$4,000 toward advanced opportunities for each Idaho high school student. Growth in dual credit numbers has contributed to recent steady enrollment at the college. From [analysis of entering student cohorts](#), it was noted that those students who previously participate in dual credit are retained at a higher rate than those who had not.

The college had enjoyed upward enrollment trends for nearly 15 years. However, in response to recently declining enrollments (indicators 1A1 & 1A2), a representative group engaged in the development of an institutional [strategic enrollment plan](#) during the 2015-2016 academic year. The previous enrollment plan focused on growth in the college's headcount by expanding pre-college opportunities for high school students, increased frequency with which recruiters visited regional high schools and community colleges, and a stronger, more permanent presence in the Treasure Valley, Idaho's fastest growing region. The previous President set growth targets of 4,000 FTE and 6,000 headcount, an increase of more than 30%, which required an examination of how we interface with prospective college students, our approach to student retention, the fee structure, and curriculum and course delivery methods to preserve a low student to teacher ratio. Further, with a high school go-on rate of less than 50%, coupled with historic low unemployment, the State of Idaho signed on to the [Complete College America plan](#), and set a goal of 60% of the state's population between ages 25-34 holding a college degree or certificate by 2020 (later modified to year 2025).

LCSC is firmly committed to serving the Lewiston-Clarkston, Region II of Idaho, and Asotin County, Washington, communities. In part, this commitment includes delivery of workforce training (indicator 1C8), as well as business development training, community enrichment activities, and adult basic education programming (indicator 1C9). Community events, such as gallery openings and cultural festivals, are an important component of outreach and LC's community college function.

The objectives and indicators for Core Theme 1 take into account this context and capture the college's priorities in relation to expanding access to higher education and lifelong learning, particularly in LCSC's service area and state. Core Theme 1 is represented by four objectives and ten (11) indicators. Having discussed the background and past planning for Core Theme 1 (standard 3B), discussion will now turn to the assessment of Core Theme 1 by nature of its indicators' performance (standard 4A).

The assessment of Core Theme 1 is based upon meaningfully institutionally identified indicators of achievement and is used to inform planning and the allocation of campus resources. The overall assessment of Core Theme 1 will be described first (depicted below), followed by the planning, assessment, and improvement plans for each indicator that forms the basis for evaluating the core theme objective.

Exhibits:

- [Idaho State Board of Education Policy III.Y, Advanced Opportunities](#)
 - [Idaho State Board of Education Fast Forward Webpage](#)
- [Key Findings - Retention & Graduation Studies](#)
- [LCSC Strategic Enrollment Plan](#)

- Complete College Idaho Plan

Assessment of Core Theme 1

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	A	B	C	D	A	B	C	D	A	B	C
Core Theme	Objective	Indicators		✓ Met X Not Met	% Above or Below Annual Benchmark						
Core Theme 1 Opportunity	1-A. Access to higher education	1. Headcount		X	-5%						
		2. FTE		✓ ¹	-2%						
		3. First Generation		✓	+5%						
		4. Tuition		✓	-14% ²						
		5. Scholarships		✓ ¹	-1%						
	1-B. Extend opportunities for Regions I and II	6. CdA Center headcount		X	-19%						
		7. Online headcount		✓	0%						
	1-C. Access to life-long learning/ career development opportunities	8. WFT enrollments		✓	+15%						
		9. Cont. Edu., Small Bus. Dev. Cntr., Adult Learning Cntr. enrollments		✓ ¹	-1%						
	1-D. Prepare students for post-secondary success	10. Dual credit		✓	+18%						
		11. Dual credit who matriculate		✓	+31%						
				Benchmark	Results						
				8 of 11 met, 73%	9 of 11 met, 82% achieved						
Core Theme 1. Opportunity				MET	Not-MET						

Table 13: Overall assessment of Core Theme 1 by summation of its indicator assessments.

¹Although this indicator technically missed the annual benchmark of ‘1% increase or maintain’, the size of its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

²Performing below the annual benchmark contributes to mission fulfillment in the case of the tuition indicator, whereby lower tuition at LCSC compared to its Idaho peers is a positive outcome. Percentage measures relative distance between LCSC tuition and the average tuition of the three other Idaho public 4-year institutions.

The overall benchmark for Core Theme 1 was met for AY 2017-18. The overall benchmark for Core Theme 1 was that eight out of a total of 11 indicator benchmarks would be met. During AY 2017-18, nine out of 11 indicators under Core Theme 1 met their respective benchmarks, meaning that the overall benchmark for Core Theme 1 was met for AY 2017-18 (consistent with standard 4.A.1). The benchmark for Core Theme 1 was also met for AY 2016-17 and AY 2015-16, historically (consistent with standard 4.A.6). Those indicators under Core Theme 1 that were not met during AY 2017-18 were overall headcount of LCSC (indicator 1.A.1), and headcount for the Coeur d’Alene Center (indicator 1.B.6). The failure of these two benchmarks informs us that we are experiencing an enrollment decline, particularly at LCSC’s satellite location in Coeur d’Alene, Idaho, which is also affecting LCSC’s overall enrollment.

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Having discussed the overall performance and context surrounding Core Theme 1, discussion will now turn to articulate how results of core theme planning and assessment are based upon meaningful institutionally identified indicators of achievement. Each indicator's performance will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance. These indicators, their performance, and respective work plans are published in the College Assessment Report, annually, and made accessible to appropriate constituencies for their reference throughout the year.

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Objective 1A: Access to Higher Education

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicator 1A1: Headcount

CORE THEME	1. Opportunity										
OBJECTIVE	A					B		C		D	
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	Fall census unduplicated headcount.
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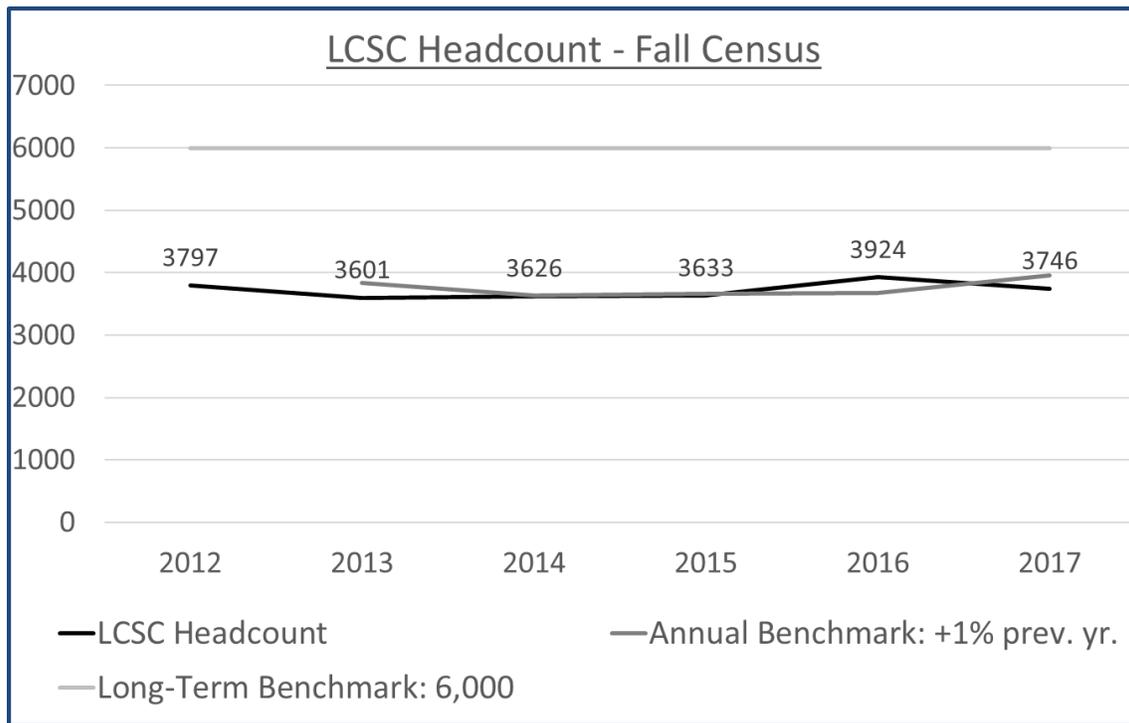


Figure 3: Performance of Indicator 1A1 - LCSC Headcount.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✗ Not Met	-5%

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<u>Analysis from Institutional Research & Effectiveness</u>	The headcount of LCSC has not been approaching our long-term benchmark (6,000). In only one year (2016) did LCSC meet its annual benchmark of one percent increase from the previous year's headcount.
<u>Analysis from the Vice President of Student Affairs</u>	A strong job market, increasing numbers of degree completers, increased competition for students, and the college's location in a geographic region where the traditional college-going population is decreasing all contribute to relatively flat enrollment at LCSC.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	6000
<u>Past Work Plans</u>	Past work plans have included increased, enhanced correspondence, more general scholarship offers, and employing recruiters in Boise and Coeur d'Alene represent past strategies and these have resulted in steady enrollment increases from students directly out of high school.
<u>Outcomes of Past Work</u>	Steady enrollment increases from students directly out of high school.
<u>Proposed/Future Plans</u>	The college will implement a program intended to cater to regional adult students and will implement or modify instructional programs suited to community college graduates throughout the State of Idaho.
<u>Date of Follow-up</u>	Fall Census 2018
<u>Data Source</u>	Fall Census Enrollment File (PSR1)
<u>Notes</u>	Fall census unduplicated headcount. Technical Prep. students not included. Since 2017, students auditing courses included.

Table 14: Analysis, work plans, and outcomes of indicator 1A1 - LCSC Headcount.

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Indicator 1A2: Full-Time Equivalent (FTE) Enrollment

CORE THEME	1. Opportunity										
OBJECTIVE	A					B		C		D	
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	Fall term total credits divided by 15.
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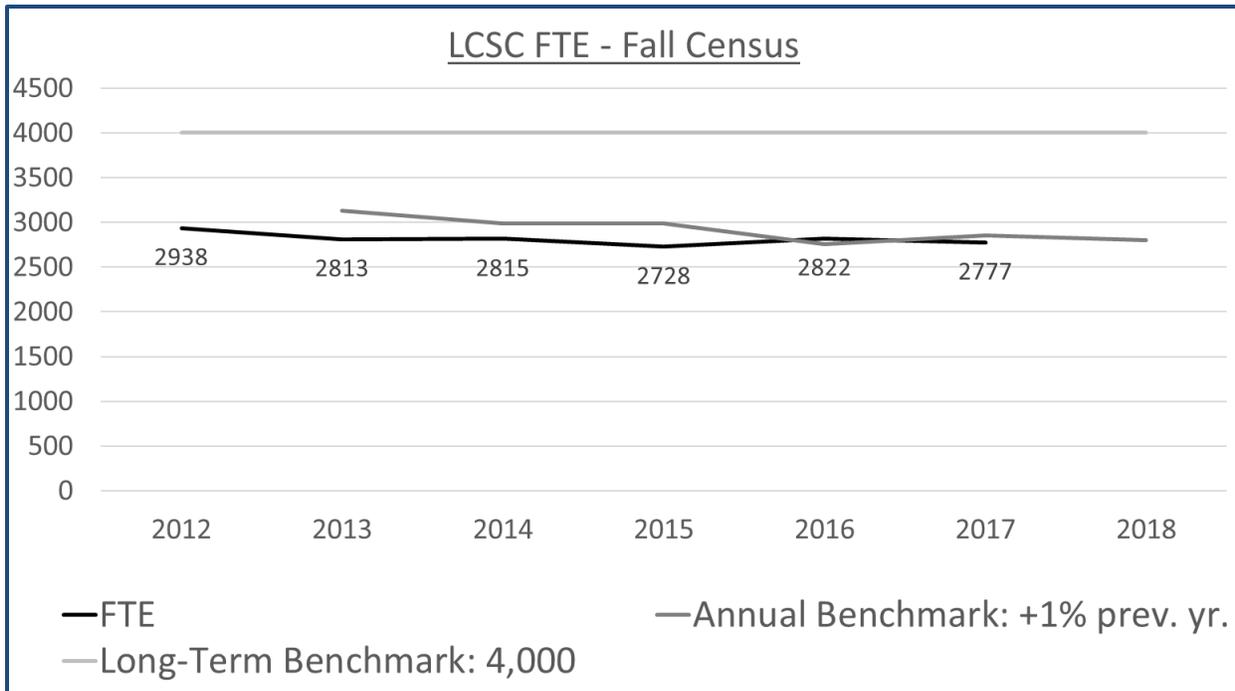


Figure 4: Performance of Indicator 1A2 - LCSC FTE.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met ¹	-2%

¹ Although this indicator technically missed the annual benchmark of '1% increase or maintain', the size of its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

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<u>Analysis from Institutional Research & Effectiveness</u>	The FTE of LCSC has dipped below our annual enrollment benchmark (+1% of previous year's FTE) for this past year (2017). In only one year (2016) did LCSC meet its annual benchmark of one percent increase from the previous year's headcount, but it has generally maintained its current level. And therefore, LCSC's FTE is not approaching its long-term benchmark (4,000).
<u>Analysis from the Vice President of Student Affairs</u>	A strong job market, increasing numbers of degree completers, increased competition for students, and the college's location in a geographic region where the traditional college-going population is decreasing all contribute to relatively flat enrollment at LCSC.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	4000
<u>Past Work Plans</u>	Past work plans have included increased, enhanced correspondence, more general scholarship offers, and employing recruiters in Boise and Coeur d'Alene represent past strategies and these have resulted in steady enrollment increases from students directly out of high school.
<u>Outcomes of Past Work</u>	Steady enrollment increases from students directly out of high school.
<u>Proposed/Future Plans</u>	The college will implement a program intended to cater to regional adult students and will implement or modify instructional programs suited to community college graduates throughout the State of Idaho.
<u>Date of Follow-up</u>	Fall Census 2018
<u>Data Source</u>	Fall Census Roster File (PSR1)
<u>Notes</u>	Fall term total credits divided by 15. Tech Prep not included.

Table 15: Analysis, work plans, and outcomes of indicator 1A2 - LCSC FTE.

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Indicator 1A3: First Generation College Enrollment

CORE THEME	1. Opportunity										
OBJECTIVE	A					B		C		D	
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	Students whose parent(s) have not completed a Baccalaureate.
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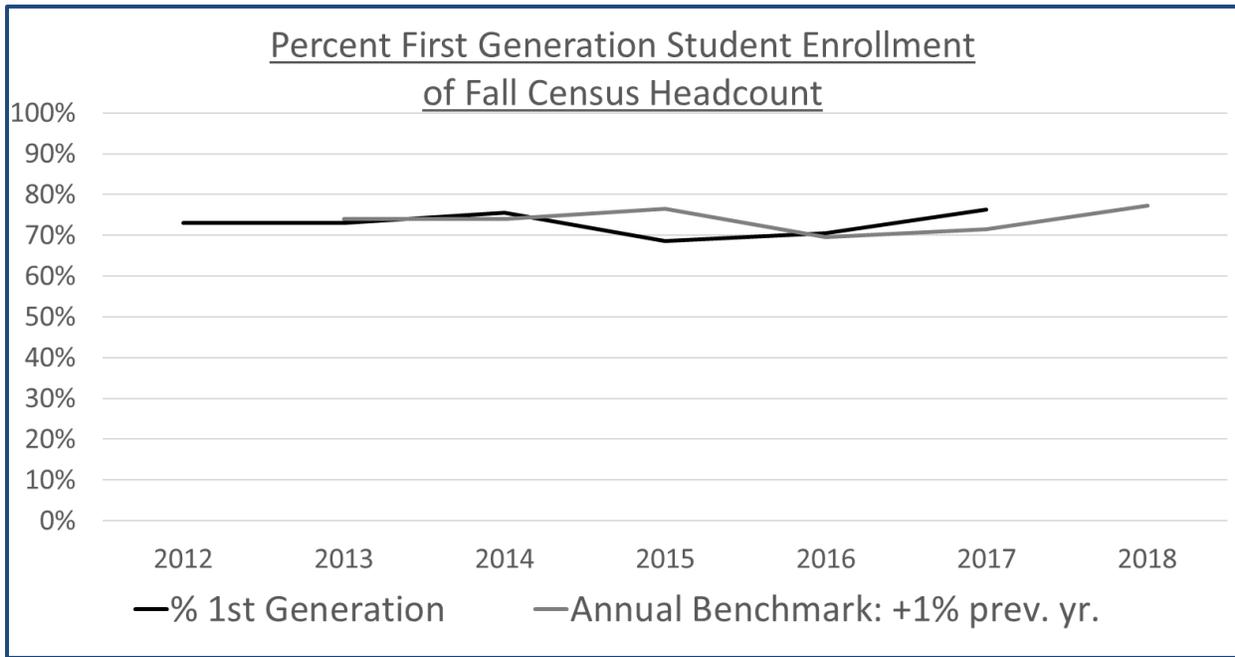


Figure 5: Performance of Indicator 1A3 - First Generation College-Going Enrollment.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+5%

<u>Analysis from Institutional Research & Effectiveness</u>	For three of the past five years (2014, 2016 & 2017), the proportion of first-generation students enrolled at LCSC has met or exceeded its annual benchmark (+1% of previous year).
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<u>Analysis from the Vice President of Student Affairs</u>	The college has hosted two grant-funded programs -- Educational Talent Search and Student Support Services -- that are specifically focused on recruiting and retaining first-generation college students. Two years ago, the college was successful in winning and implementing a CAMP grant, which also promotes the recruitment and retention of first-generation students who come from migrant farm working families.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	Past work plans have included meeting objectives in our grant programs and to replicate as best as possible those best practices used in the programs -- prescriptive advising, freshmen seminars, and interventions when students show signs of attrition.
<u>Outcomes of Past Work</u>	The grants have been renewed and programs such as centralized advising/MyTrek, First-Year Experience, and required orientation have been established.
<u>Proposed/Future Plans</u>	Continued focus on keeping our grant programs in place and refining our other student success strategies.
<u>Other Responsible Party(ies)</u>	Dir. of TRIO Programs & Dir. of First Year Experience Program
<u>Date of Follow-up</u>	Fall Census 2018
<u>Data Source</u>	Recruit database (application for admission)
<u>Notes</u>	First Generation College Students: Students whose parent(s) have not completed a Baccalaureate.

Table 16: Analysis, work plans, and outcomes of indicator 1A3 - First Generation College-Going Enrollment.

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Indicator 1A4: Tuition

CORE THEME	1. Opportunity										
OBJECTIVE	A				B	C		D			
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	Tuition reflects the costs of two full-time semesters. Does not include: room, board, health insurance, books & other supplies.
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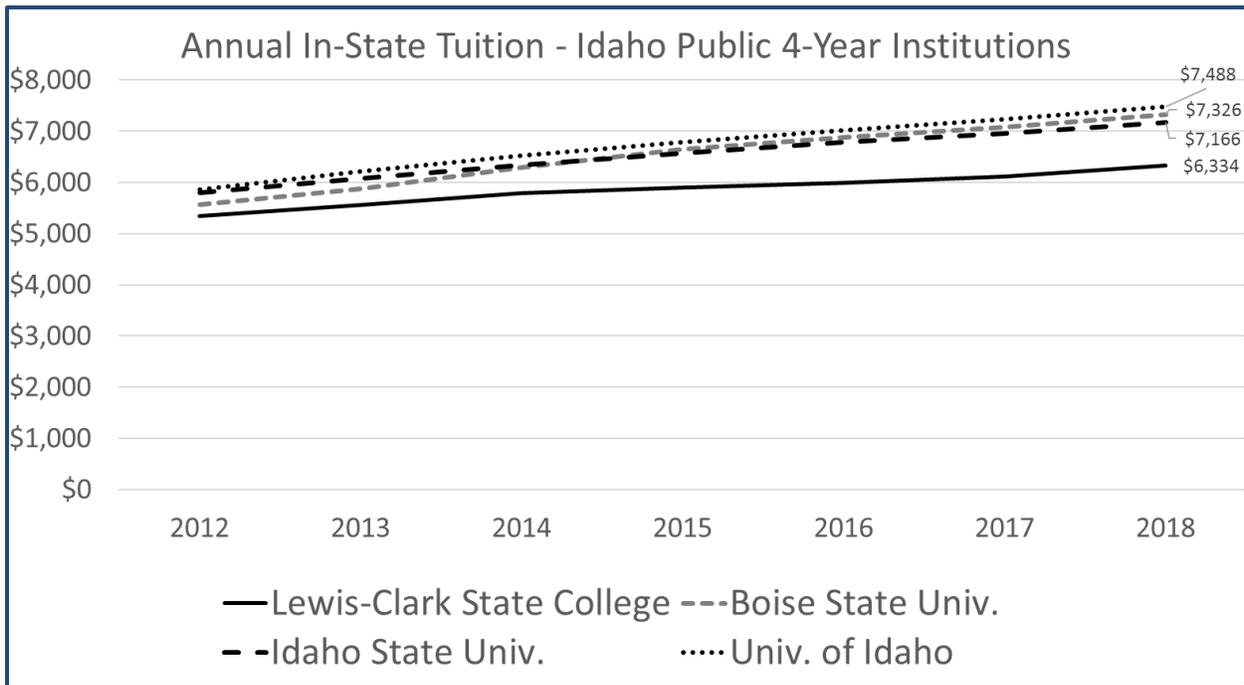


Figure 6: Performance of Indicator 1A4 - Annual In-State Tuition.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	-14% ¹

¹ Performing below the annual benchmark contributes to mission fulfillment in the case of the tuition, whereby lower tuition at LCSC compared to its Idaho peers is a positive outcome. Percentage measures the relative distance between LCSC tuition and the average tuition of the three other Idaho public 4-year institutions.

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<u>Analysis from Institutional Research & Effectiveness</u>	Although LCSC tuition has slowly increased, its rate of increase is comparatively sluggish to the other 4-year public institutions in Idaho. LCSC's tuition started approximately \$400 below the average of other 4-year public institutions in the state, and now is approximately \$1,000 less than the average of the other 4-year institutions in Idaho. LCSC's goal was to be the most affordable tuition among 4-year public institutions of higher education in the state. For all years measured, that goal has been achieved.
<u>Analysis from the Vice President of Finance</u>	LCSC desires to stay competitive by making the cost of a four-year degree affordable and accessible. This goal has, overall, proven to provide part of the value proposition for the institution by balancing quality with affordability.
<u>Annual Benchmark</u>	Most affordable Idaho 4-year Tuition
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	Work with the Idaho State Board of Education to keep tuition low.
<u>Outcomes of Past Work</u>	
<u>Proposed/Future Plans</u>	LCSC will continue to propose lower, incremental adjustments. Attention will be paid to the effects of tuition increases on enrollment.
<u>Date of Follow-up</u>	Fall Census 2018
<u>Data Source</u>	IPEDS or Idaho State Board of Education
<u>Notes</u>	Tuition reflects the costs of two full-time semesters. Does not include: room, board, health insurance, books & other supplies.

Table 17: Analysis, work plans, and outcomes of indicator 1A4 - Annual In-State Tuition.

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Indicator 1A5: Scholarships

CORE THEME	1. Opportunity										
	A					B		C		D	
OBJECTIVE											
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	Scholarships & waivers included, but not grants (e.g., Pell, SEOG, TEACH, etc.). Full-time equivalent (FTE) enrollment is calculated by dividing total enrolled credits by 15
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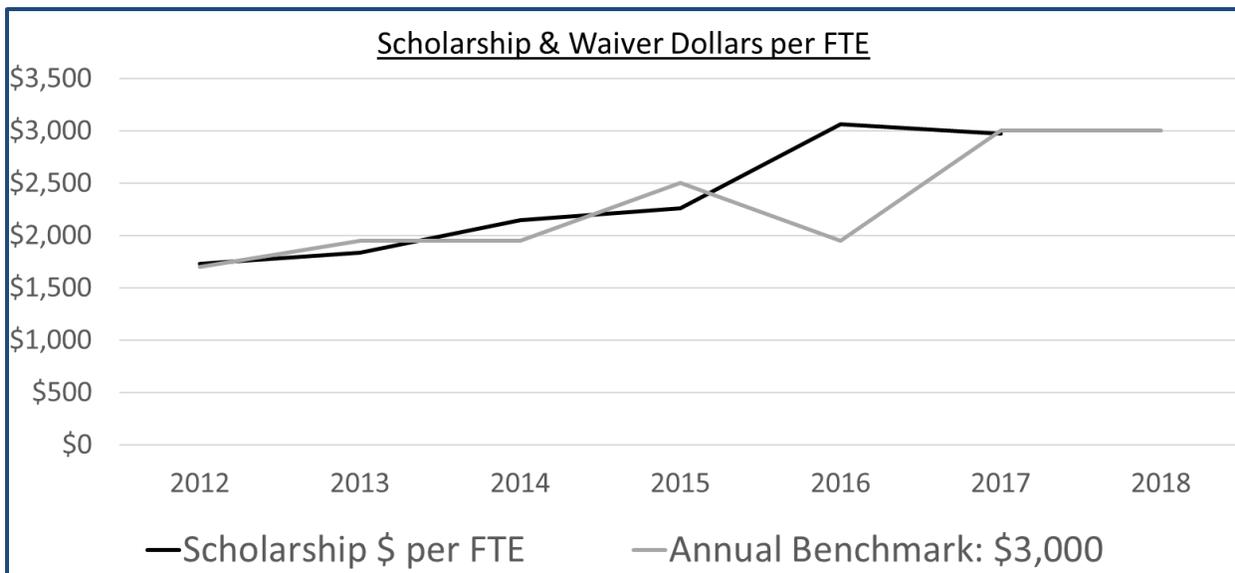


Figure 7: Performance of Indicator 1A5 - Scholarships and Waivers per FTE.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met ¹	-1%

¹ Although this indicator technically missed the annual benchmark of '1% increase or maintain', the size of its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

Analysis from Institutional Research & Effectiveness	In general, funding awarded to LCSC students through scholarships and waivers has been increasing relative to LCSC's full-time equivalent (FTE) enrollment (i.e., more dollars awarded per FTE). However, there was a three percent decline observed from FY2016 to FY2017, meaning that less scholarship dollars and waiver amounts were awarded to each FTE, on average, during FY2017 than FY2016. This is only one percent shy of the FY2017 annual benchmark, and within
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	one standard deviation of its mean (across time), and therefore is considered to have maintained according to the annual benchmark.
<u>Analysis from the Vice President of Student Affairs</u>	Many LCSC students are still dependent upon federal financial aid to be able to go to college but many students will not claim their loan awards. Furthermore, the college has recruited more traditional students and increasing numbers of those students have college savings plans or otherwise have high enough estimated family contributions that they are not eligible for federal grants but still require some financial assistance in order to attend college.
<u>Annual Benchmark</u>	\$3,000
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	Past work plans have consisted primarily of assessing competing institutions' merit-based scholarship programs and working to keep LCSC competitive with those programs.
<u>Outcomes of Past Work</u>	The college's scholarship dollars have increased.
<u>Proposed/Future Plans</u>	The college will seek to diversify its scholarship funding to include non-restricted endowed or other privately-funded scholarship dollars.
<u>Other Responsible Party(ies)</u>	Dir. of Financial Aid
<u>Date of Follow-up</u>	April 2019
<u>Data Source</u>	Idaho State Board of Education Strategic Plan
<u>Notes</u>	Scholarships & waivers included, but not grants (e.g., Pell, SEOG, TEACH, etc.). Full-time equivalent (FTE) enrollment is calculated by dividing total enrolled credits by 15 (considered the full-time credit load per term).

Table 18: Analysis, work plans, and outcomes of indicator 1A5 - Scholarships and Waivers per FTE.

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Assessment of Objective 1A: Access to Higher Education

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark
Core Theme 1 Opportunity	1-A. Access to higher education	1. Headcount	X	-5%
		2. FTE	✓ ¹	-2%
		3. First Generation	✓	+5%
		4. Tuition	✓	-14% ²
		5. Scholarships	✓ ¹	-1%

Table 19: Overall assessment of Objective 1A by summation of its indicator assessments.

¹Although this indicator technically missed the annual benchmark of '1% increase or maintain', the size of its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

²Performing below the annual benchmark contributes to mission fulfillment in the case of the tuition indicator, whereby lower tuition at LCSC compared to its Idaho peers is a positive outcome. Percentage measures relative distance between LCSC tuition and the average tuition of the three other Idaho public 4-year institutions.

Evidence-Based Improvements for Objective 1A: Access to Higher Education

Importantly, faculty played a key role in the alignment and integration of program services with respect to the accomplishment of Core Theme 1 & Objective 1A (consistent with standard 4.A.2). Three of the five indicators of Objective 1A measure enrollment (headcount, FTE, & first generation college headcount). All instructional divisions are charged to attend to their programs' enrollment to assure program viability and contribution to the institutional enrollment targets. As one example, in 2016, the Administrative Assistant program met its benchmark of 25% of enrolled students graduating in a given year. Concern was expressed by faculty over low enrollment numbers, and it was hypothesized that the college's central recruitment model may not serve career & technical students well. It has been a recurring theme among career & technical programs that a CTE-specific recruiter was essential to the programs' success. In recognition of this consistent request, in FY17, a vacant faculty position was converted to a .75 FTE program assistant position. The program assistant works closely with central advising and recruitment to ensure consistent messaging. She also has assisted the career & technical programs in various 'showcase' events. Next year's program assessment process will reveal the successes of this new position.

Another example of faculty's role in the alignment of program services to accomplish core theme objective 1A occurred within the Secondary Teacher Education program. In Secondary Education, enrollment numbers have been flat over the past three years, though Idaho is in the midst of a teacher shortage (as evidenced in [Idaho State Board of Education's 2017 Teacher Pipeline Report](#)). To support increased enrollments, the programs have plans to work with District II superintendents to revitalize and market the alternative certification ([PACE: Pathways](#)

to [Alternative Certification in Education](#)) program, incorporating the new state-approved mastery based pathway to certification and find ways for program faculty to make regular presentations at local high schools.

And a third example of program service alignment to accomplish Core Theme 1A occurred in the recruitment for the institution's Nursing program. Admission to the Bachelor of Science in Nursing program is highly competitive. Though many students declare pre-nursing upon college admission, it is challenging to ensure an adequate pool of qualified candidates as student progress through the prerequisite coursework. In an innovative effort to develop an adequate admission pool, LCSC collaborates with Boise State University (BSU) by inviting high performing BSU applicants who were not admitted to the BSU program to apply to the LC's program. This effort, coupled with modest over-admission into the first semester has resulted in fuller nursing cohorts.

Having discussed planning (standard 3B), assessment (standard 4A), and improvements (standard 4B) for Objective 1A, Access to Higher Education, attention will now turn to the second Objective 1B under Core Theme 1. Each of two indicators' performance under Objective 1B will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance.

Exhibits:

- [Idaho State Board of Education 2017 Teacher Pipeline Report](#)
- [PACE: Pathways to Alternative Certification in Education](#)

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Objective 1B: Extended Opportunities of Citizens in Regions I & II of Idaho

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicator 1B6: Coeur d'Alene Center Enrollment

CORE THEME	1. Opportunity										
OBJECTIVE	A					B		C		D	
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	Unduplicated headcount taking at least one course face-to-face at the Coeur d'Alene Center
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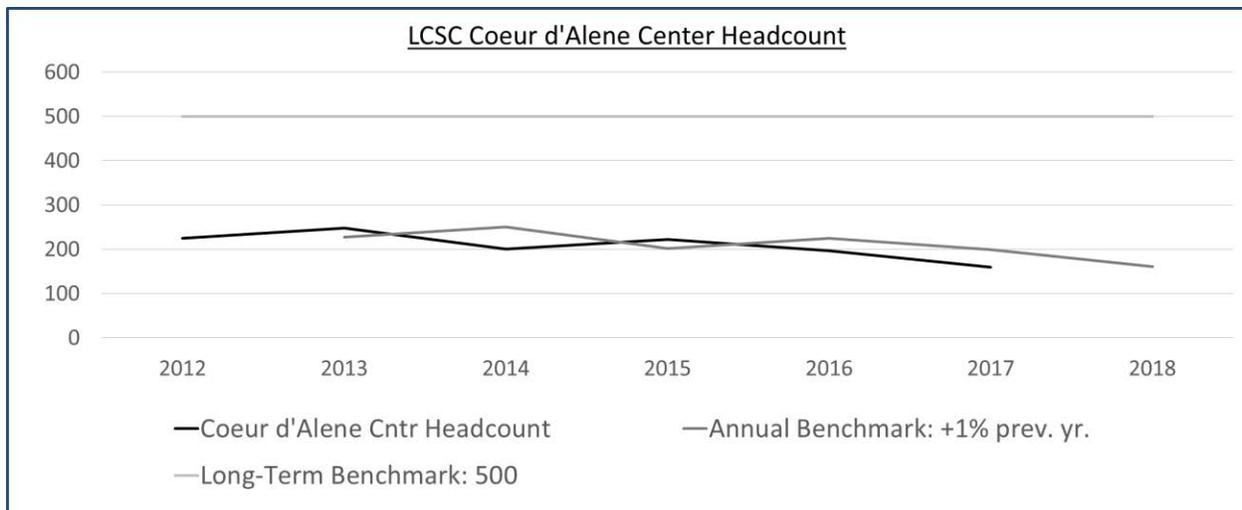


Figure 8: Performance of Indicator 1B6 - Coeur d'Alene Center Enrollment.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✗ Not Met	-19%

Analysis from Institutional Research & Effectiveness	The headcount of LCSC's Coeur d'Alene Center has been drifting away from its long-term benchmark (500). In two out of the seven years measured (2013 & 2015), LCSC's Coeur d'Alene Center headcount achieved its annual benchmark of one percent increase from the previous year's headcount.
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<u>Analysis from the Vice President of Student Affairs</u>	LCSC's enrollment correlates with enrollment decreases at North Idaho College -- LCSC's primary source of students in Coeur d'Alene. Furthermore, changes in policy at North Idaho College reduced access LCSC staff had historically enjoyed with North Idaho College and its students.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	500
<u>Past Work Plans</u>	Work plans in the past consisted mostly of trying to access North Idaho College students early and often, building relationships among LCSC faculty and administrators with their North Idaho College counterparts, and general community awareness/marketing campaigns.
<u>Outcomes of Past Work</u>	Some specific articulation agreements were developed -- most notably an aggressive agreement for nursing graduates of North Idaho College to matriculate at LCSC and complete the bachelor's degree quickly.
<u>Proposed/Future Plans</u>	LCSC will expand its reach to include the community colleges in Spokane and will even enter into articulation agreements with those community colleges for specific programs. New instructional programs will also be explored for possible placement in Coeur d'Alene and renewed emphasis on the Bachelor of Applied Science, Applied Technology (BASAT) degree will be exerted.
<u>Other Responsible Party(ies)</u>	Coordinator of Student Services at Coeur d'Alene Center & Dir. of Coeur d'Alene Center
<u>Date of Follow-up</u>	Fall Census 2018
<u>Data Source</u>	Fall Census Enrollment File
<u>Notes</u>	Unduplicated headcount taking at least one course face-to-face at the Coeur d'Alene Center

Table 20: Analysis, work plans, and outcomes of indicator 1B6 - Coeur d'Alene Center Enrollment.

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Indicator 1B7: Online Enrollment

CORE THEME	1. Opportunity										
OBJECTIVE	A					B	C		D		
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	Duplicated headcount (i.e., course enrollments) of online, hybrid, & web enhanced courses
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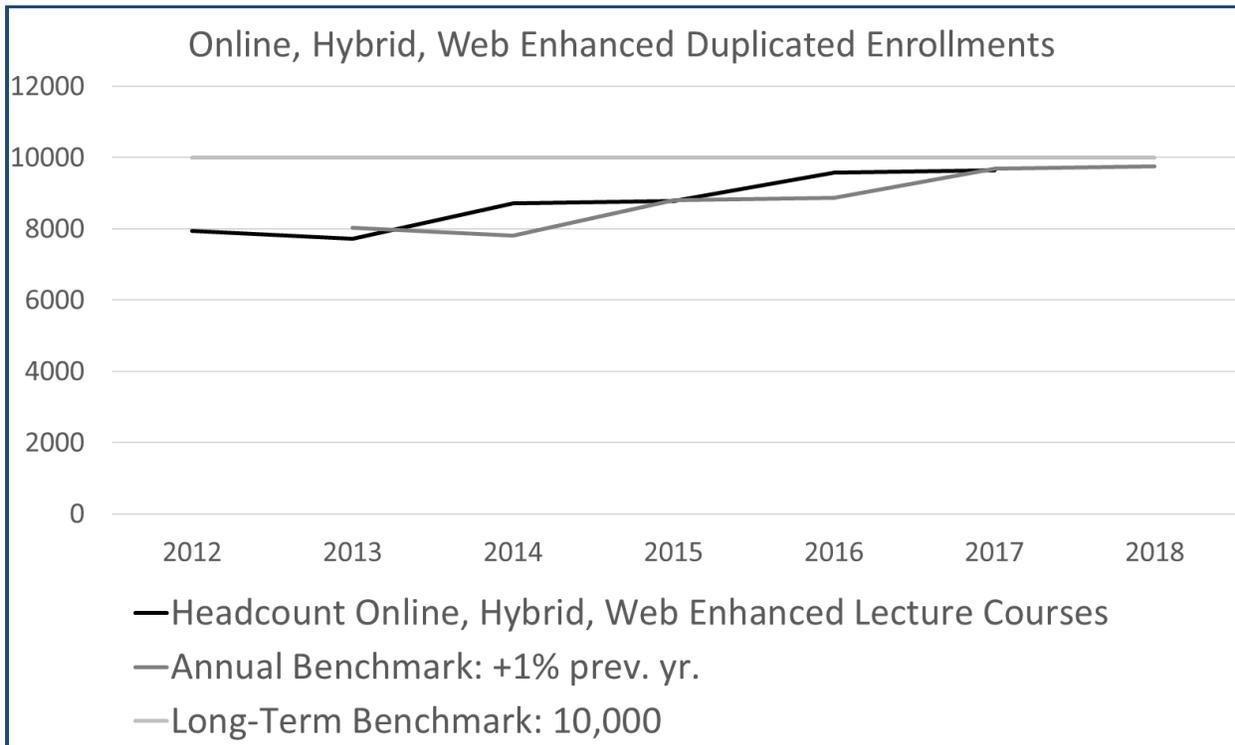


Figure 9: Performance of Indicator 1B7 - Online, Hybrid, & Web Enhanced Enrollments.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	0%

<u>Analysis from Institutional Research & Effectiveness</u>	The duplicated headcount of online, hybrid, and web enhanced courses has been approaching the long-term benchmark (10,000). In two out of the seven years measured (2014 & 2016), LCSC met its annual benchmark of one percent increase from the previous year's headcount.
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<u>Analysis from the Vice President of Academic Affairs</u>	Concur with above analysis.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	10000
<u>Past Work Plans</u>	1. Possible new LMS 2) Testing Center options for online students 3) 1 credit "How to take an Online Course"
<u>Outcomes of Past Work</u>	1. Possible new LMS: RFP in progress - likely delayed to fall 2018 based on state timelines and availability of faculty; 2) Testing Center options for online students: LCSC Testing Center created link on its webpage for NIC Testing Center in support of online students based in Region I 3) 1 credit "How to take an Online Course": continues to be offered with modest enrollments.
<u>Proposed/Future Plans</u>	1. Resolve LMS decision; 2. Identify two (2) additional degrees or certificates to be offered fully online; 3. Implement faculty quality in online instruction training schedule (Instructional Plan component); 4. Work on marketing of online courses, especially related to summer session and adult learners initiative (slated for Jan 19).
<u>Date of Follow-up</u>	Spring 2019
<u>Data Source</u>	Idaho State Board of Education Strategic Plan
<u>Notes</u>	Duplicated headcount (i.e., course enrollments)

Table 21: Analysis, work plans, and outcomes of indicator 1B7 - Online, Hybrid, & Web Enhanced Enrollments.

Assessment of Objective 1B: Extend Opportunities for Regions I & II

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark
Core Theme 1 Opportunity	1-B. Extend opportunities for Regions I and II	6. CdA Center headcount	X	-19%
		7. Online headcount	✓	0%

Table 22: Overall assessment of Objective 1B by summation of its indicator assessments.

Evidence-Based Improvements for Objective 1B: Extend Opportunities for Regions I & II

The first of the two indicators of Objective 1B measures enrollment at the institution’s outreach center located in Coeur d’Alene, Idaho. LCSC’s primary educational partner and source of transfer students in Region I of Idaho is North Idaho College (NIC). During the recession years, NIC enrollments skyrocketed, with subsequent enrollment increases at the LCSC Coeur d’Alene Center. With historic low unemployment rates in the state of Idaho, NIC’s student numbers have significantly decreased and the impact of fewer transfer students and fewer direct enrollees is being felt at the LCSC Coeur d’Alene Center. Coeur d’Alene Center operations report to the office of the Provost on the one hand, with several personnel reporting to the Vice President of Student Affairs on the other hand. In light of decreased enrollments, Chairs of academic programs offered through the Center have increased their communication and recruitment efforts with NIC, and developed innovative transfer programs that shorten time to bachelor’s degree completion. One example is in nursing whereby NIC associate degree students in nursing are concurrently enrolled in and earning credit toward the LCSC Bachelor of Science in nursing. To extend LC’s reach further to the north, one academic division piloted an interactive video course for students in Sandpoint, Idaho. Enrollment numbers were low and sufficient student interest was not there to warrant continuation, however. And finally, the Instructional Plan calls for hybrid delivery of the Sport Administration and the Sport Media Studies degrees at the Coeur d’Alene Center, with the possibility of offering the history major hybrid or face-to-face in the future.

Student Affairs, sensitive to declining Center enrollments has engaged in a number of efforts such as the development of a transfer articulation agreement with a regional Washington school system, The Community Colleges of Spokane. The agreement is general such that students may transfer into a host of LCSC programs as efficiently as possible. Student Affairs and Spokane Community College (SCC) have also been working on a specific agreement focusing on Fire Science which SCC has temporarily put on hold due to department turnover. Two additional programs that are strengthening their relationship with SCC include Nursing (RN-BSN) and Social Work with the hybrid program. In addition to this partnership, Student Affairs has worked with North Idaho College to identify additional Bachelor degree needs in the Coeur d’Alene area. These needs have been shared with colleagues within LCSC’s Academic

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Affairs. There are also continued efforts to partner with NIC faculty in order to promote LC's programs with a captive student audience during classes. Finally, Student Affairs continues to work with NIC's Student Services to ensure a smooth transition for students in sensitive areas such as Disability Services, Counseling, Veteran's Services, and Financial Aid.

The second of the two indicators of Objective 1B measures online, hybrid, and web enhanced enrollment. LCSC has been delivering online courses for nearly two decades and the numbers of students taking one or more online courses has increased steadily over the past five years. The initial online course menu was based on faculty interest and willingness to engage in web-based instruction. Over time, it was evident that offering entire programs in online format was beneficial to the place-bound and rural students served by the college. Several high demand programs were the first to convert to fully online delivery – the Business Administration and the RN to BSN majors are examples.

At present, 17 associate or baccalaureate degree programs are available in a fully online format and students also may complete a path in the General Education Core through online delivery. In order to roll out online course and program development in a coordinated way and in sync with enrollment growth initiatives, the [Instructional Plan](#) sets the expectation that several new fully online programs will be developed over the next 5-year timeframe (consistent with standard 3.B.1). Examples include online psychology, general studies-social sciences, and a generalist health degree. The Dean of Academic Programs office has been instrumental in the development of an interdisciplinary degree which is designed for students transferring from Idaho and regional community colleges. The Dean has provided faculty stipends for the development of online courses to provide greater variety in the college's interdisciplinary bachelor's degree menu. Funding was recently received from the Idaho Legislature to develop an online option in the Sport Administration major and to create a hybrid model of the bachelor of Social Work. Further, faculty across campus are engaged in activities to promote the quality, integrity and rigor of online courses. These efforts are essential to address increasing demand for online education among the college's constituents, and to meet enrollment targets.

Faculty and the Dean of Academic Programs played a primary role in the evaluation of online programming (consistent with standard 4.A.2). For future planning, faculty will heavily assist in exploring the possibility of a new LMS with an initially planned soft launch date of summer 2018. This work plan will carry into the next year due to state of Idaho timelines and faculty availability to review systems. The request for proposal process was delayed to summer 2018, with a planned vendor showcase in September.

Two other past work plans have contributed to the quality of online programming. First, the Lewiston-based Testing Center tightened its relationship with the center at a partner institution, North Idaho College, to ensure testing opportunities for and increased communication with Region I online students ([LCSC Coeur d'Alene Students NIC Campus Testing Center Website](#)).

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Second, the “How to take an Online Course” course continues to be offered with modest enrollments. Future work plans include weaving the “[Introduction to Online Coursework](#)” class into an impending adult learner initiative, as part of a revision of the [Instructional Plan](#) to include additional degree and certificate programs for online delivery, ensuring all LCSC faculty complete instruction in creating quality online courses (according to the [Instructional Plan](#)), and enhanced marketing of online course, particularly during [summer session](#) and adult learners.

Having discussed Objective 1B, Extend Opportunities for Regions I & II, attention will now turn to the third objective, 1C, under Core Theme 1. Each of two indicator’s performance of Objective 1C will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance.

Exhibits:

- [LCSC Instructional Plan](#)
- [LCSC Coeur d’Alene Students NIC Campus Testing Center Website](#)
- [SD 133 Syllabus: Introduction to Online Coursework](#)
- [LCSC Summer Session Webpage](#)

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Objective 1C: Access to Life-Long Learning & Career Development Opportunities

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicator 1C8: Workforce Training Enrollments

CORE THEME	1. Opportunity										
OBJECTIVE	A					B		C		D	
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	Duplicated headcount during fiscal year (July-June)
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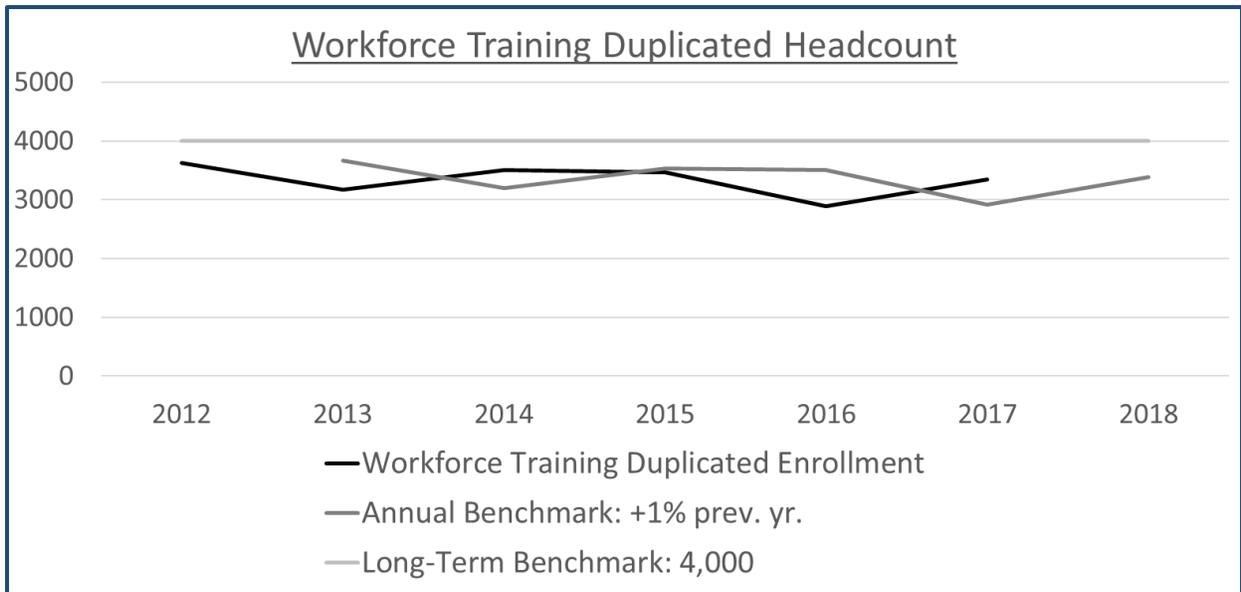


Figure 10: Performance of Indicator 1C8 - Workforce Training Enrollments.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+15%

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<p><u>Analysis from Institutional Research & Effectiveness</u></p>	<p>The duplicated headcount of Workforce Training has ranged from 3,627 in 2012 to 2,887 in 2016, with no clear trend towards the long-term benchmark of 4,000 (to be achieved in year 2020). In two out of the seven years measured (2014 & 2017), LCSC met its annual benchmark of one percent increase from the previous year's enrollments.</p>
<p><u>Analysis from the Vice President of Academic Affairs</u></p>	<p>Concur with above analysis *Reporting requirements for Workforce Training were unstructured and unregulated until 2016 when the Idaho State Division of Career and Technical Education provided guidelines. The method of reporting changed exponentially throughout the years as programs such as fire service training were added and subtracted. Past data was inconsistent and unreliable. With the addition of guidelines, in the future it will make sense to depict a comparative analysis from year to year (added by L. Stricklin per Director of Institutional Research recommendation).</p>
<p><u>Annual Benchmark</u></p>	<p>Maintain or inc. 1%</p>
<p><u>Long-Term Benchmark</u></p>	<p>4000 by 2020</p>
<p><u>Past Work Plans</u></p>	<p>In Fiscal Year 2016 our overall work plan for our unique, diverse department was to meet the need for short term, entry level, not for credit training for Idaho Educational Region II.</p> <ul style="list-style-type: none"> • Attract and retain student and employer customers • Monitoring completion and pass rates • Network and collaborate with partners • Needs assessments • Development and delivery of solution based coursework • Hire and support expert instructional subject matter faculty • Customer service focus • Maintain affordability and involvement in innovative methodologies for marketing • Continue to seek appropriate instructional spaces.

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<p><u>Outcomes of Past Work</u></p>	<p>In fiscal year 2016 we met our benchmarks for students, networking, needs assessment, and for content in courses and instructor qualifications. Our customer service focus was instituted.</p> <ul style="list-style-type: none"> • We remained competitive for fees while maintaining required revenue to support the Department. • We met Regional need for workers with special projects included receiving specialized accreditation for our Pharmacy Technician and Paramedic programs and partnering with North Idaho College to increase availability of classes through development of hybrid delivery methodologies for health and the lumber industry. We continue to need instructional space. • Our student numbers are extremely dependent upon the economy. In a good economy student numbers reduce due to available labor force is already employed and employers are hesitant to remove workers from the workplace. These factors in combination with the limited aggregate in this sparsely populated, rural region a benchmark based on head count alone is not feasible. Our Benchmark traditionally has been to meet or exceed serving 6.5% of the seasonally adjusted civilian labor force for the area.
<p><u>Proposed/Future Plans</u></p>	<p>Based on our analysis Regional employers require trainings with longer delivery times, and associated specialty accreditations, industry recognized credentials or apprenticeships. To accommodate this shift we are:</p> <ul style="list-style-type: none"> • Revitalizing our department following guidelines from the nationally accepted experts in short-term training operations at LERN. • Over a two year period, moving into a data driven decision making process. • Focus on training that serves the broadest customer base. • Concurrent to that effort we are engaging in development and delivery of industry recognized badges through the Idaho Career and Technical Education Division. • Continue with the work plans as developed. • An Idaho Governor’s task force recommended an increase in funding for Workforce Training Centers. This funding was approved through the legislature. We intend to hire employees to increase our visibility and support sustained growth for the department.
<p><u>Other Responsible Party(ies)</u></p>	<p>Director of Workforce Training</p>
<p><u>Date of Follow-up</u></p>	<p>July 1st (beginning of fiscal year)</p>
<p><u>Data Source</u></p>	<p>Separate registration system: Student Manager</p>
<p><u>Notes</u></p>	<p>Duplicated headcount during fiscal year (July-June)</p>

Table 23: Analysis, work plans, and outcomes of indicator 1C8 - Workforce Training Enrollments.

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Indicator 1C9: Continuing Edu., Small Business Development Center, & Adult Learning Center Enrollments

CORE THEME	1. Opportunity										
OBJECTIVE	A					B		C		D	
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definitions	<p>Continuing Education: Duplicated headcount</p> <p>Small Business Development Center: Unduplicated headcount of consulting clients. Separate database shared w/ SBDC's in ID</p> <p>Adult Learning Center (ALC): Unduplicated headcount of students spending 12 or more instructional hours in ALC programming.</p>
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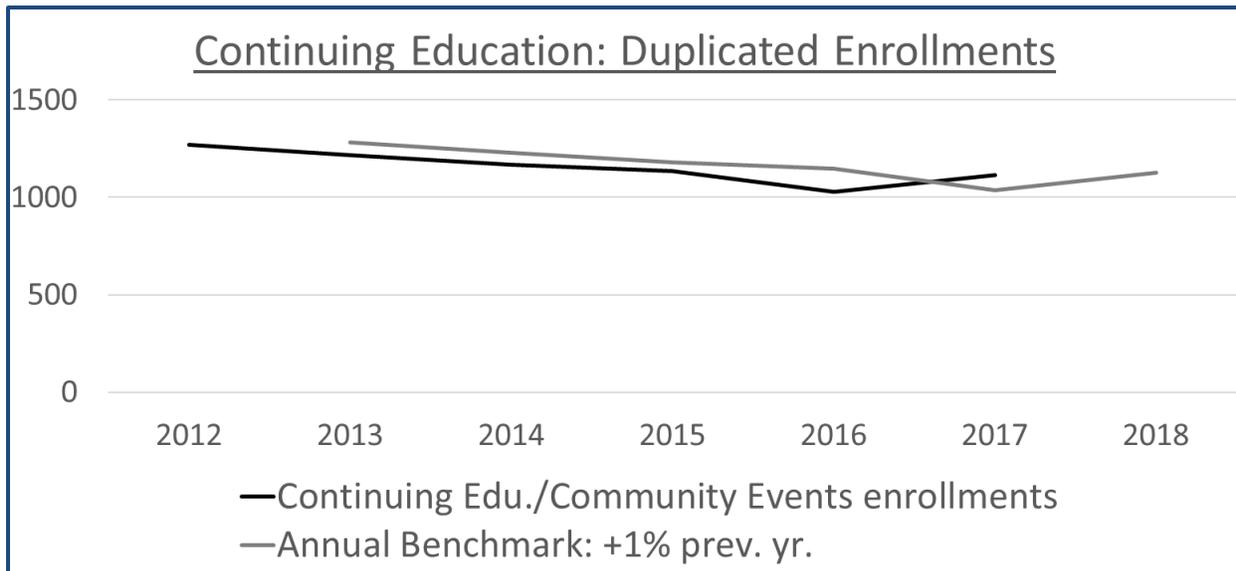


Figure 11: Performance of Indicator 1C9 - Continuing Education Enrollment.

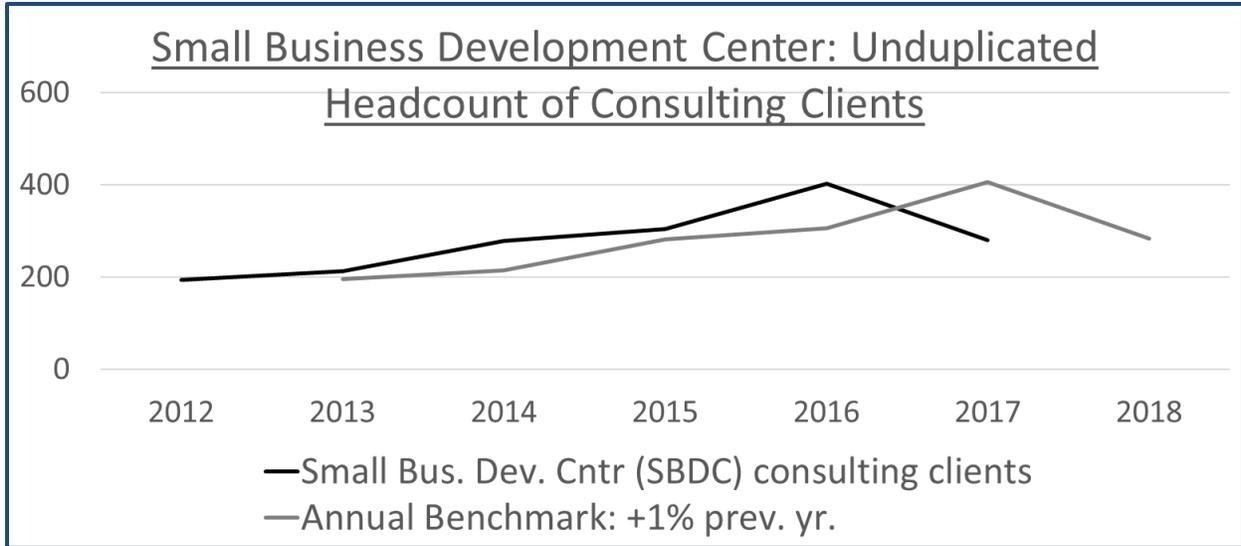


Figure 12: Performance of Indicator 1C9 - Small Business Development Center Enrollment.

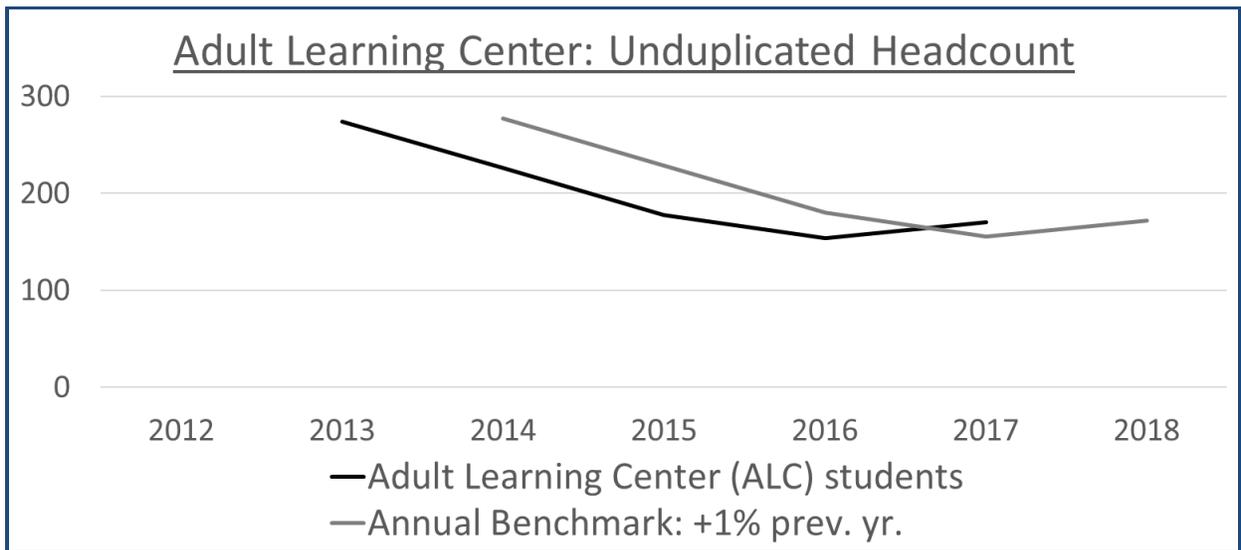


Figure 13: Performance of Indicator 1C9 - Adult Learning Center Enrollment.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met ¹	-1%

¹ Although this indicator technically missed the annual benchmark of '1% increase or maintain', the size of its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

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<p><u>Analysis from Institutional Research & Effectiveness</u></p>	<p>Enrollments in both the Adult Learning Center and Continuing Education seem to have rebounded from an enrollment slide during the past few years. The Small Business Development Center, on the other hand, has experienced a recent decline in the number of clients, after a few years of growth in clientele.</p>
<p><u>Analysis from the Vice President of Academic Affairs</u></p>	<p>Concur with the above analysis and supportive of work plans identified below.</p>
<p><u>Annual Benchmark</u></p>	<p>Maintain or inc. 1%</p>
<p><u>Long-Term Benchmark</u></p>	<p>none</p>
<p><u>Past Work Plans</u></p>	<p><u>Adult Learning Center:</u> 1) Due to a new GED test and reconfiguration of general education (specifically ENGL 101) across the state, the ALC assessed the impact of these anticipated enrollment reductions and sought to identify new opportunities to serve the college and community. <u>Continuing Education:</u> 1) In previous work plans, lifelong learning was defined solely on attendance of students participating in non-credit, personal enrichment classes through Continuing Education. <u>SBDC:</u> 1) 1. Provide SBDC clients with information, connections, tools, and training to grow and succeed. 2. Help aspiring small business owners understand the resources, risks, and obligations of ownership. 3. Work with owners to improve their businesses by analyzing, training, and coaching around areas of need such as marketing, finances, succession planning, human resources, regulations, technology, operations, and government contracting. 4. Participate with community organizations around business and higher education related economic development efforts.</p>
<p><u>Outcomes of Past Work</u></p>	<p><u>Adult Learning Center:</u> 1) Due to a new GED test and reconfiguration of general education (specifically ENGL 101) across the state, the ALC assessed the impact of these anticipated enrollment reductions and sought to identify new opportunities to serve the college and community. <u>Continuing Education:</u> 1) In previous work plans, lifelong learning was defined solely on attendance of students participating in non-credit, personal enrichment classes through Continuing Education. <u>SBDC:</u> Measured by Client Consulting Hours (CY17 - 2146) and Training Hours Attended (CY17 - 904).</p>
<p><u>Proposed/Future Plans</u></p>	<p><u>Adult Learning Center:</u> 1) Explore offering MATH 192; 2) continue to work with HUM Division for ways to support remediation in the area of English. <u>Continuing Education:</u> 1) Broaden scope of measurement/ assessment to include activities and events in addition to non-credit class participation to more accurately reflect</p>

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	the work of The Center. <u>SBDC</u> : 1) Increase our rural focus and collaboration with economic development organizations by providing training, referrals, and co-consulting with our Rural Business Consultants in Moscow, Orofino, and Grangeville. 2) Attempt additional work with faculty to increase student consulting hours for clients, for example with marketing plans. 3) Meet Key Performance Measures set by Idaho SBDC state office.
Other Responsible Party(ies)	Dir. of Adult Learning Cntr: Donna Callahan; Dir. of Continuing Edu: Debi Fitzgerald; Dir. of Small Bus. Dev. Cntr: Barbara Leachman
Date of Follow-up	Spring 2019
Data Source	Dir. of Adult Learning Cntr: Donna Callahan; Dir. of Continuing Edu: Debi Fitzgerald; Dir. of Small Bus. Dev. Cntr: Barbara Leachman
Notes	Adult Learning Cntr & Cont. Edu. Cntr on a calendar year similar to the academic year, whereas the Small Bus. Dev. Cntr on an annual calendar (Jan.-Dec.).

Table 24: Analysis, work plans, and outcomes of indicator 1C9 - Continuing Education, Small Business Development Center, and Adult Learning Center Enrollments.

Assessment of Objective 1C: Access to Life-Long Learning/Career Development Opportunities

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark
Core Theme 1 Opportunity	1-C. Access to life-long learning/ career development opportunities	8. WFT enrollments	✓	+15%
		9. Cont. Edu., Small Bus. Dev. Cntr., Adult Learning Cntr. enrollments	✓ 1	-1%

Table 25: Overall assessment of Objective 1C by summation of its indicator assessments.

¹Although this indicator technically missed the annual benchmark of '1% increase or maintain', the size of its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

Evidence-Based Improvements for Objective 1C: Access to Life-Long Learning/Career Development Opportunities

The number and variety of courses and trainings provided through the Workforce Training Center, the first of two indicators under Objective 1C, are carefully monitored to ensure regional workforce needs are met. This headcount is monitored so courses and trainings can be adjusted as demand for specific content changes. Student or client satisfaction data, gathered from [student course evaluations](#), are used to improve services and are an important tool for decision-making regarding future offerings.

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The second indicator under Objective 1C measures enrollments from the Idaho Small Business Development Center, Continuing Education, & the Adult Learning Center. The Idaho Small Business Development Center (SBDC), in 2014, identified some areas of 'slippage' related to program metrics. SBDC staff met with local business partners on ways to expand services and enhance program branding. SBDC also explored opportunities to partner more fully with the college to provide learning opportunities for students and assist SBDC in meeting its objectives. As a result of these efforts, the 2015 program assessment revealed growth in several important metrics including jobs created, sales growth, and business starts. SBDC also hired two LCSC student interns.

The Center for Arts and History (CAH) and Continuing Education and Community Events (CECE) function as one unit and report through community programs. The number of events held annually by CAH and CECE is one indicator of success, and public participation numbers are used as a basic indicator of achievement, primarily because attendance at such events easily can be tracked. Attendance alone, however, is not an adequate measure of success, as some events are designed to be successful with small participation numbers. While numbers begin to tell the story, anecdotal feedback is also valuable and the units developed satisfaction surveys ([CAH patron/visitor survey](#), [CECE student survey](#), & [CECE instructor survey](#)) which yielded modest but meaningful results. In 2015, CAH/CECE recognized that participation benchmarks were too high given reliance on temporary employees, and goals were adjusted accordingly.

Having discussed Objective 1C, Access to Life-Long Learning/Career Development Opportunities, attention will now turn to the final objective, 1D, under Core Theme 1. Each of two indicator's performance of Objective 1D will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance.

Exhibits:

- [LCSC Workforce Training Student Course Evaluation](#)
- [LCSC Center for Arts and History \(CAH\) Patron/Visitor Survey](#)
- [LCSC Continuing Education and Community Events \(CECE\) Student Survey](#)
- [LCSC Continuing Education and Community Events \(CECE\) Non-Credit Instructor Survey](#)

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Objective 1D: Prepare students for post-secondary success

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicator 1D10: Dual Credit

CORE THEME	1. Opportunity										
OBJECTIVE	A					B		C		D	
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	The annual unduplicated headcount of pre-college students
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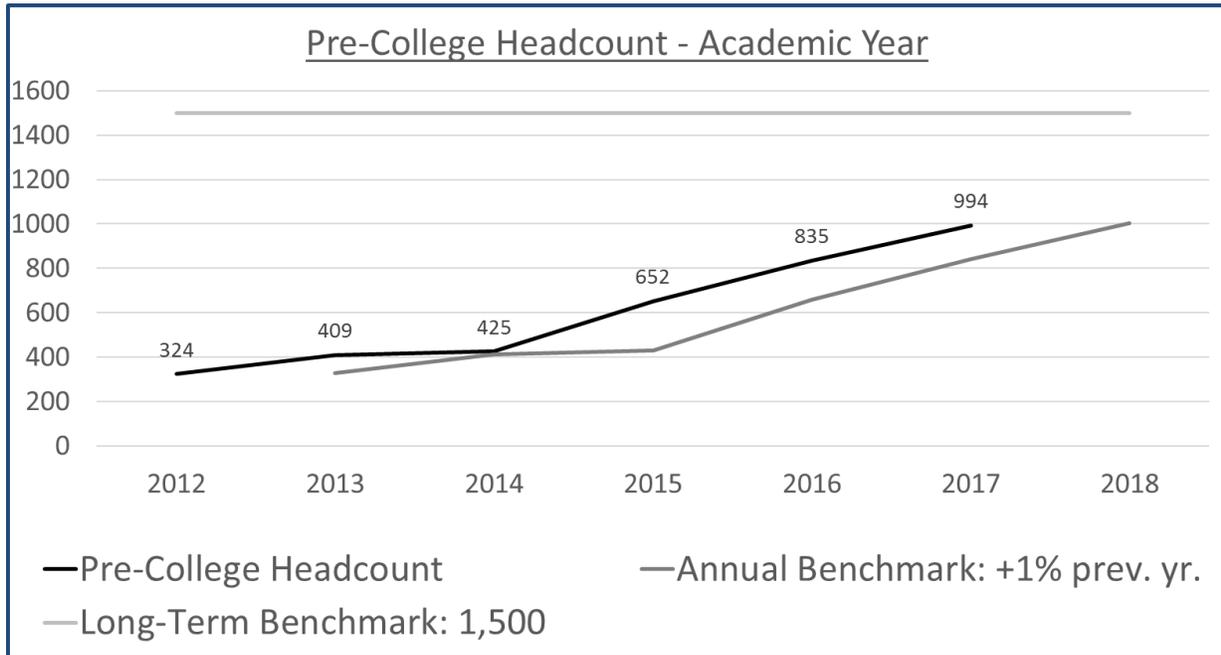


Figure 14: Performance of Indicator 1D10 - Dual Credit Enrollment.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+18%

Analysis from Institutional	The annual unduplicated headcount of pre-college students is swiftly approaching the long-term benchmark of 1,500 to be achieved by
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<u>Research & Effectiveness</u>	year 2020. Each year, this metric has exceeded its annual benchmark of 1% growth.
<u>Analysis from the Vice President of Academic Affairs</u>	College reorganization, which located Dual Credit in Academic Programs - from which most dual credit courses originate - has facilitated improved communication and processes for approving, offering, and assessing dual credit courses, which has further improved our partnerships with schools. That, coupled with the implementation of Fast Forward funds to high school students to pay for Dual Credit, has resulted in significant growth.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	1500 by 2022
<u>Past Work Plans</u>	1. Improve communication and dual credit approval and oversight processes with partner schools. 2. Respond to increased demand for dual credit offerings due to SDE implementation of Fast Forward Funds. 3. Ensure transferability of dual credit courses across the state.
<u>Outcomes of Past Work</u>	1 By moving Dual Credit responsibility to the Dean of Academic Programs office, Dual Credit personnel have been able to work directly with Division Chairs and faculty liaisons to better facilitate dual credit partnerships. Consistency of communication has been key to schools' desire to work with LCSC to offer more dual credit. 2. Dual Credit staff and LCSC Chairs and faculty increased course offerings in schools from 73 classes in 2014-15 to 112 classes in 2016-17. 3. We have primarily offered General Education Core courses to ensure that students can apply these credits to their General Education Core at any public Idaho college/university. Knowing their dual credits will "count" has motivated students to enroll.
<u>Proposed/Future Plans</u>	1. Dual Credit Staff and Division Chairs have clarified required credentials for dual credit instructors, and revised the oversight structure to recognize consistently effective dual credit instructors and courses. The clarification of credentials may encourage more dual credit teachers to apply to offer courses for dual credit (we will offer 131 classes in AY 2018-19). 2. We are introducing course offerings that help students explore a major in high school (such as Intro to Teaching, or Intro to Business). 3. We are offering annual professional development for dual credit instructors on campus to strengthen our partnerships and student outcomes. 4. We will apply for NACEP accreditation, which, if awarded, will increase transferability of credits, as well as strengthen student outcomes.
<u>Other Responsible Party(ies)</u>	Director of Dual Credit & Director of Admissions
<u>Date of Follow-up</u>	June 2018

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Data Source	Annual PSR1
Notes	Annual unduplicated headcount. Tech Prep students excluded (earlier reports for years 2012-2014 include them)

Table 26: Analysis, work plans, and outcomes of indicator 1D10 - Dual Credit Enrollment.

Indicator 1D11: Dual Credit Matriculation

CORE THEME	1. Opportunity										
OBJECTIVE	A					B		C		D	
INDICATOR	1	2	3	4	5	6	7	8	9	10	11

Indicator Definition	The proportion of students who have completed dual credit the previous academic year and then matriculated to LCSC the following academic year.
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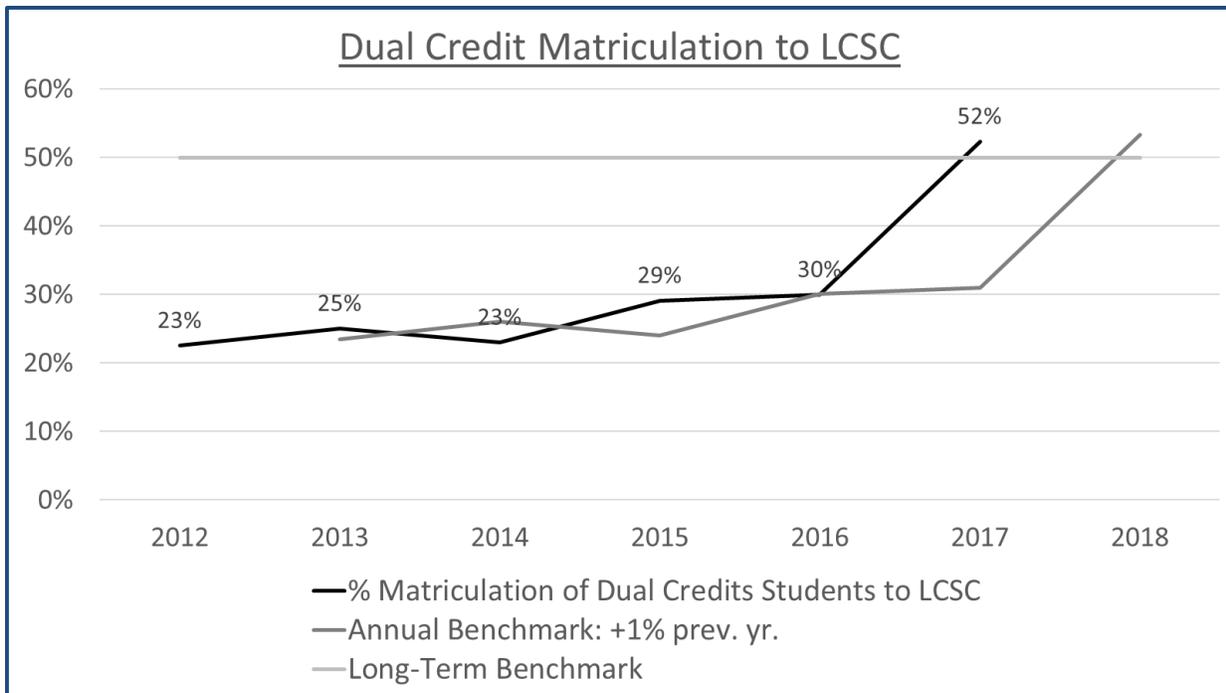


Figure 15: Performance of Indicator 1D11 - Dual Credit Student Matriculation to LCSC.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+31%

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<u>Analysis from Institutional Research & Effectiveness</u>	The proportion of students who have completed dual credit and then matriculated to LCSC increased dramatically from 2016 to 2017. Indeed, this metric has exceeded the long-term benchmark of 50% in 2017. In all but one year (2014), this indicator met its annual benchmark.
<u>Analysis from the Vice President of Academic Affairs</u>	Concur with above analysis. The new Dual Credit scholarship may have impacted matriculation numbers (implemented for fall 2017 freshmen who have completed ten or more DC credits with LC). On the Student Affairs side, current practice is for the Admissions team to import names and contact information for Dual Credit students correspondence tracks designed for prospective students.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	50%
<u>Past Work Plans</u>	1. Early College Coordinator will consistently provide in-person orientations to Dual Credit in the schools. 2. Early College Coordinator provides initial advising re General Education Core requirements and dual credit. 3. On-campus professional development for dual credit teachers helps them understand how dual credits apply to programs.
<u>Outcomes of Past Work</u>	Efforts described above have increased student awareness of LCSC as a good choice for matriculation.
<u>Proposed/Future Plans</u>	1. Continue to offer annual Professional Development for Dual Credit high school teachers on campus, to strengthen their understanding of this college and its rightness of fit for many of their students. 2. Increase number of on-campus classroom visits from dual credit classes. 3. Encourage faculty liaisons to make information about LCSC opportunities available, when appropriate. 4. (Student Affairs) Admissions will work with Dual Credit staff to incorporate a core/program plan mailing into existing correspondence tracks. 5. (Student Affairs) Will generate a unique mailing ahead of the priority deadline for those prospective students eligible for the Dual Credit scholarship.
<u>Other Responsible Party(ies)</u>	VP's of Academic Affairs and Student Affairs
<u>Date of Follow-up</u>	Fall Census 2018
<u>Data Source</u>	IR&E
<u>Notes</u>	Annual unduplicated headcount. Tech Prep students excluded (earlier reports for years 2012-2014 include them)

Table 27: Analysis, work plans, and outcomes of indicator 1D11 - Dual Credit Student Matriculation to LCSC.

Assessment of Objective 1D: Prepare Students for Post-Secondary Success

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark
Core Theme 1 Opportunity	1-D. Prepare students for post-secondary success	10. Dual credit	✓	+18%
		11. Dual credit who matriculate	✓	+31%

Table 28: Overall assessment of Objective 1D by summation of its indicator assessments.

Evidence-Based Improvements for Objective 1D: Prepare Students for Post-Secondary Success

Both indicators for Objective 1D, pertain to dual enrollment or early college attendance by students who have not yet graduated from high school. In 2014, the Idaho State Board of Education changed how pre-college students are counted, and LCSC saw a significant reduction in numbers in this category. With an increased focus by the Idaho Legislature and the Idaho State Board of Education on pre-college dual credit (DC) and early degree completion, and because most DC offered by the college is within the general education areas, a decision was made to move the dual credit reporting lines to the Academic Programs (now known as the School of Liberal Arts and Sciences). This has led to fuller integration of the academic instructional units with DC processes, and the resultant decision to seek NACEP accreditation. Increases in enrollment paralleled the introduction of legislative financial support described called the [Fast Forward program](#), and a change in administrative processing whereby census day was pushed back to October 15th, to accommodate the increased processing of dual credit student enrollment. Examples from previous work plans are included in the narrative above. Dual Credit, as a stand-alone program, has only recently engaged in the program assessment process. Through the program assessment process, the reliance on faculty overload as a means of supporting dual credit instruction has become evident. To reduce this reliance, new faculty payment models are under review, including ‘in-load’ and course release options.

In these ways, LCSC uses data to guide in the planning, assessment, and improvement Core Theme 1: Opportunity. In summary, background and past planning was described (standard 3B) broadly for Core Theme 1, followed by the assessment of Core Theme 1 by nature of the summative performance of its individual indicators (standard 4A). Subsequent sections drilled down to investigate the planning, assessment, and improvement plans for each individual indicator of Core Theme 1. Improvement plans (standard 4B) are best realized when in relation to specific indicators and objectives, so evidence-based improvement plans for core themes were articulated at the indicator and objective level. In this way, fulfillment of Core Theme 1 is driven by an epicyclic process whereby a common assessment method (planning, assessment, & improvement) concurrently operates among many indicators, collectively contributing to core theme planning and its summative assessment.

Exhibits:

- [Idaho State Board of Education Fast Forward Webpage](#)

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

I don't want to leave this area. So, LCSC –CDA being available to us is definitely what makes it stand out for me. And I didn't feel like I was at a separate LCSC community. I felt like I was at my campus – that was something I really enjoyed being a part of. The flexibility of the schedules for school really helped me with the responsibilities I had at home. From walking in the door and making the decision that this was the school I needed to go to, to the point that I graduated, I developed friendships, I developed a lot of confidence in myself and the things I could do. And I think a lot of that came from the advising crew that worked with me. For me, LCSC was just the perfect program.

Kim Edmonson, Interdisciplinary Studies graduate, 2013

Background & Planning for Core Theme 2

Lewis-Clark State College delivers career & technical degrees and certificates, academic degrees and certificates, workforce training courses, certifications, and apprenticeships, and continuing education courses (indicator 2A1). This mix of offerings allows students from all walks of life and from all points in a career trajectory to participate in continued learning. Degrees and programs are developed through consultation with industry partners and based on prospective student interest.

Foundational to any degree offered at the college is the General Education Core. Over the past five years, LCSC has participated in a statewide initiative to reform general education. The general education framework moves from Integrated Skills (Oral and Written Communication) to Ways of Knowing and a Diversity Course, and culminates with an Integrative Seminar that explores a topic through the integrated skills and disciplinary lenses of the General Education Core and serves as a general education capstone. A nationally normed test has served as a measure of the general education program's success. Unique assessments for each area of LCSC's General Education Core are in the pilot phase (indicator 2A2), and will supplement or replace the nationally normed test as measures of continuous improvement.

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The college offers a number of degree and certificate programs leading to licensure or certification such as social work, nursing, radiographic science, teacher education, pharmacy technician, paramedic, and electrical apprenticeship journeyman (indicator 2B3). In most cases, the annual national average is used as LCSC's benchmark, as it is believed to indicate a graduate well prepared to enter one's profession. Some programs have chosen major field tests and end-of-program assessments, which are likewise benchmarked against national norms. Additional measures which validate that graduates are prepared for their chosen professions include placement into graduate and professional schools (indicator 2B5), continuation to the next degree level for career & technical students (indicator 2B6), and importantly, employment within the profession or field (indicator 2B4).

With significant first generation and non-traditional populations, student retention is a primary focus at LCSC (indicators 2B7 & 2B8). A number of programs have been implemented to support student retention from a first-year experience course, to an extended orientation, to alert programs that identify at risk students during the semester. Through a combination of intrusive advising and a student planning software program, emphasis is placed on on-time completion (indicator 2B9). Forty-one percent of LCSC's student body is enrolled part-time and 54% report holding a job when they enroll at LCSC, which presents unique challenges in degree progress and retention. At LCSC, we pride ourselves on not only helping students *connect learning to life*, but caring for and supporting our students from their first campus visit through program completion (indicators 2D10, 2D11, & 2D12).

The objectives and indicators for Core Theme 2 are framed within this context and capture the college's key initiatives in relation to helping students reach their educational goals through high quality instruction and support. Core Theme 2 is represented by four objectives and twelve (12) indicators. Having discussed the background and past planning for Core Theme 2 (standard 3B), discussion will now turn to the assessment of Core Theme 2 by nature of its indicators' performance (standard 4A). The assessment of Core Theme 2 is based upon meaningfully institutionally identified indicators of achievement and is used to inform planning and the allocation of campus resources. The overall assessment of Core Theme 2 will be described first (depicted below), followed by the planning, assessment, and improvement plans for each indicator that forms the basis for evaluating its core theme objective.

Assessment of Core Theme 2

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	OBJECTIVE	A	B	C	D	A	B	C	D	A	B

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark ¹
Core Theme 2 Success	2-A. Well informed graduates	1. Degrees/ Certificates	✓	+4%
		2. General Education Student Learning Outcomes	✓	+3%
	2-B. Graduates well prepared for profession or continued learning	3. Pass Rates: Licensing, Certification, Major Field Exams, & Tech. Skills Assessment	X	-12%
		4. Employment rates	✓ ²	-6%
		5. Professional/ Grad school placement	✓	+7%
		6. Students who continue to next degree level	✓	+4%
	2-C. Persistence	7. Retention rate -freshmen ³	✓	+2%
		8. Retention rate – all students	✓ ²	-2%
		9. Timely Completion of Degrees	✓	+1%
	2-D. Satisfied graduates/ supportive environment	10. Students are satisfied	✓	+4%
		11. Supportive campus environment	X	-2% ⁴
		12. Satisfaction with advising	X	-7% ⁴
		Benchmark 9 of 12 met 75%	Results 9 of 12 met, 75% achieved	
Core Theme 2. Success			MET	Not-MET

Table 29: Overall assessment of Core Theme 2 by summation of its indicator assessments.

¹In cases where more than one measurement is used to satisfy the indicator, percentage measures the average relative distance between multiple measures and their respective annual benchmarks.

²Although this indicator technically missed the annual benchmark of ‘1% increase or maintain’, its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

³First-time, full-time retention reported to State Board of Education on the LCSC’s Strategic Plan that considers whether students graduate as well as re-enroll.

⁴Percentage represents the distance between the outcome(s) to the long-term benchmark(s) (there was not an annual benchmark).

The overall benchmark for Core Theme 2 was met for AY 2017-18. The benchmark for Core Theme 2 was that nine out of a total of 12 indicator benchmarks would be met. During AY 2017-18, nine out of 12 indicators under Core Theme 2 met their own respective benchmarks, meaning that the overall benchmark for Core Theme 2 was met for AY 2017-18 (consistent with 4.A.1). The benchmark for Core Theme 2 was also met for AY 2016-17 and AY 2015-16, historically (consistent with standard 4.A.6). Those indicators under Core Theme 2 that were not met during AY 2017-18 were pass rates of licensing, certification, major field tests, and skills assessment tests (indicator 2.B.3), supportive campus environment (indicator 2.D.11), and satisfaction with advising (indicator 2.D.12). The failure of these three indicators to meet their benchmarks can be attributed to holding the performance of LCSC on these indicators to a high standard. For example, 83% of students reported receiving quality advising (an average

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composed of students' responses to questionnaire items like, "*My advisor helped me set academic goals and create a plan for achieving them*" & "*My advisor was able to meet with me at a time convenient for me.*"). The benchmark for quality advising is 90% of students report receiving quality advising. Failure of this indicator to meet its benchmark is a reflection of the high standards of advising that we set for ourselves at LCSC. We are encouraged that LCSC advising services are approaching this long-term benchmark. The same is true of the other two indicators under Core Theme 2 that failed to achieve their benchmarks during AY 2017-18.

Having discussed the overall performance and context surrounding Core Theme 2, discussion will now turn to articulate how results of core theme planning and assessment are based upon meaningful institutionally identified indicators of achievement. Each indicator's performance will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance. These indicators, their performance, and respective work plans are published in the College Assessment Report, annually, and made accessible to appropriate constituencies for their reference throughout the year.

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Objective 2A: Well Informed Graduates

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicator 2A1: Degrees & Certificates

CORE THEME	2. Success											
OBJECTIVE	A		B				C			D		
INDICATOR	1	2	3	4	5	6	7	8	9	10	11	12

Indicator Definition	Duplicated headcount of graduates, including Workforce Training (WFT).
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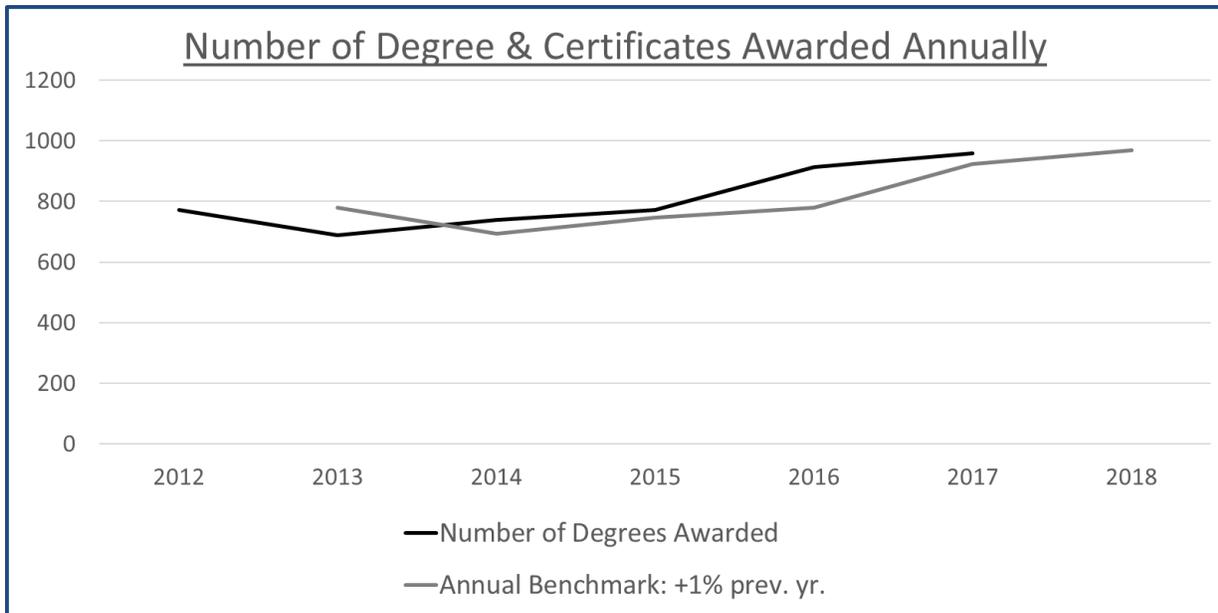


Figure 16: Performance of Indicator 2A1 - Degrees & Certificates.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+4% ¹

¹ In cases where more than one measurement is used to satisfy the indicator, percentage measures the *average* relative distance between multiple measures and their respective annual benchmarks.

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<u>Analysis from Institutional Research & Effectiveness</u>	The number of degrees and certificates awarded each year continues to grow greater than one percent. In all but one year (2013), this metric met its annual benchmark of 1% growth.
<u>Analysis from the Vice President of Student Affairs</u>	Much of the growth is due to the fact that the college has aggressively promoted associate degree completion for those students who appear to have satisfied the requirements. Current students who have either earned all of their credits through LCSC or have a combination of transfer and LCSC credits are encouraged to conduct a degree audit to ensure that all associate degree (academic associate degree) requirements have been met.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	Past work plans consisted of promoting associate degree completion directly with students via myriad outreach strategies including direct phone calls.
<u>Outcomes of Past Work</u>	250 associate degrees were awarded in spring 2018 -- many of these were a result of the outreach.
<u>Proposed/Future Plans</u>	Future plans may include reaching out to students who left the college without completing a degree to encourage them to return and do what is needed to earn their degrees. A similar plan is being worked in Career-Technical Education wherein students who did not complete their associate degrees are being reviewed to see if they would qualify for a certificate.
<u>Other Responsible Party(ies)</u>	
<u>Date of Follow-up</u>	Summer 2018
<u>Data Source</u>	IPEDS Completions Survey
<u>Notes</u>	Duplicated headcount of graduates. Includes Workforce Training (WFT).

Table 30: Analysis, work plans, and outcomes of indicator 2A1 - Degrees & Certificates.

Indicator 2A2: General Education Student Learning Outcomes

CORE THEME	2. Success											
	A		B				C			D		
OBJECTIVE	1	2	3	4	5	6	7	8	9	10	11	12

Indicator Definition	The proportion of LCSC students who tested as 'proficient' in reading, writing, mathematics, humanities, social science, and natural science, according to the Education Testing Service (ETS).
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Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+3% ¹

¹ In cases where more than one measurement is used to satisfy the indicator, percentage measures the *average* relative distance between multiple measures and their respective annual benchmarks.

General Learning Outcomes in Reading, Critical Thinking, & Writing

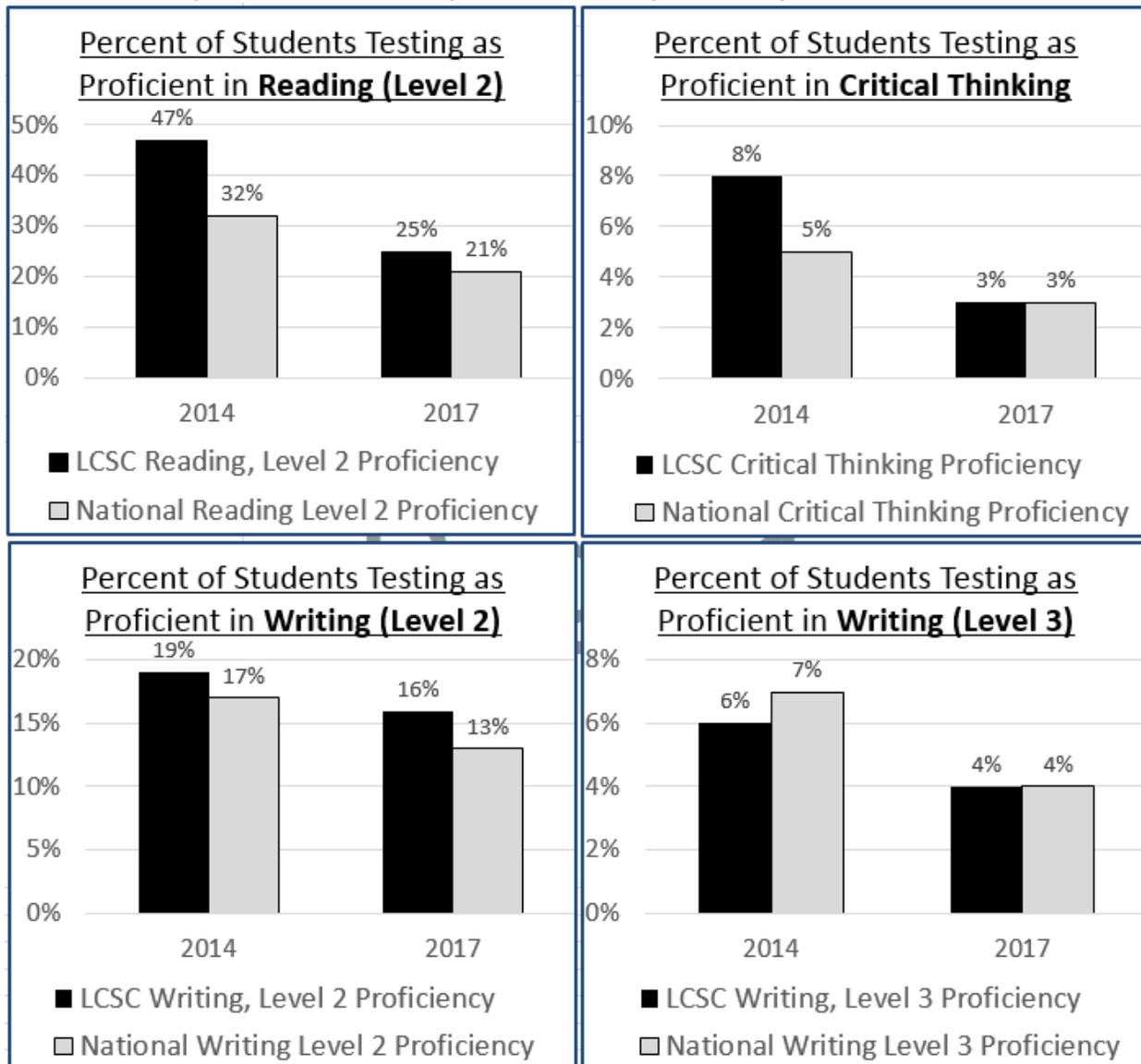


Figure 17: Performance of Indicator 2A2 - General Edu. Student Outcomes in Reading, Writing, & Critical Thinking.

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<p><u>Analysis from Institutional Research & Effectiveness</u></p>	<p>A larger proportion of LCSC students are proficient in reading and writing at Level 2, than the national average. The same proportion of LCSC students are proficient in critical thinking and writing at Level 3 as are at other institutions nationally. In all cases, the annual benchmark of "meet or exceed national proficiency rates" was achieved in 2017.</p>
<p><u>Analysis from the Vice President of Academic Affairs & Dean of Academic Programs, Written Communication Assessment Committee</u></p>	<p>In 2017, we administered the Proficiency Profile to a more diverse cohort of students than in 2014. In 2014, only students enrolled in face-to-face Senior capstone courses (generally in their last semester before graduation) completed the exam. In 2017, we tested all students enrolled in the general education capstone seminar (generally taken at end of sophomore or beginning of Junior year), both face-to-face and online, using a different version (online, un-proctored, abbreviated). We expected to see a wider range of abilities represented in the results of the 2017 cohort, but it is difficult to make comparisons between the 2014 cohort and the 2017 cohort for these reasons. While we do meet our benchmark, we recognize that there is room for improvement of student learning outcomes.</p>
<p><u>Annual Benchmark</u></p>	<p>Meet or Exceed Nat'l Proficiency Rates (of baccalaureate institutions)</p>
<p><u>Long-Term Benchmark</u></p>	<p>none</p>
<p><u>Past Work Plans</u></p>	<p>1. Support student achievement in reading and writing through regular assessment and response to assessment data from General Education Core, esp. Written Communication courses. 2. Implement Co-requisite model for students with developmental English placement scores. 3. Implement new local placement exam for first-year composition.</p>
<p><u>Outcomes of Past Work</u></p>	<p>1. Creation of Written Communication Assessment group has regularized and strengthened assessment for first-year composition. Committee meets every semester and makes recommendations for program improvement. 2. Co-requisite model is fully implemented and appears to support student success in the Core course. 3. Locally-designed and administered English placement exam supports student success through placement into the co-requisite course when needed, or acceleration when warranted.</p>
<p><u>Proposed/Future Plans</u></p>	<p>Develop specific strategies to improve student reading/writing outcomes in response to assessment data. Strategies may include greater inclusion of writing in all General Education Core courses (such as through integration of High Impact Practices into general education), faculty professional development related to strengthening student learning outcomes in reading and writing. Explore relationship of Proficiency Profile data to local general education assessment data.</p>

Other Responsible Party(ies)	Dean of Academic Programs, Written Communication Assessment Committee
Date of Follow-up	Summer 2020 (ETS administered every third spring semester)
Data Source	Educational Testing Service (ETS)
Notes	Measured every three years. Values represent the percent of test-takers who are proficient in the skill. Categories are "proficient", "marginal", "not proficient". More about the content of subject area test questions provided upon request.

Table 31: Analysis, work plans, and outcomes of indicator 2A2 - General Edu. Student Outcomes in Reading, Writing, & Critical Thinking.

Mathematics

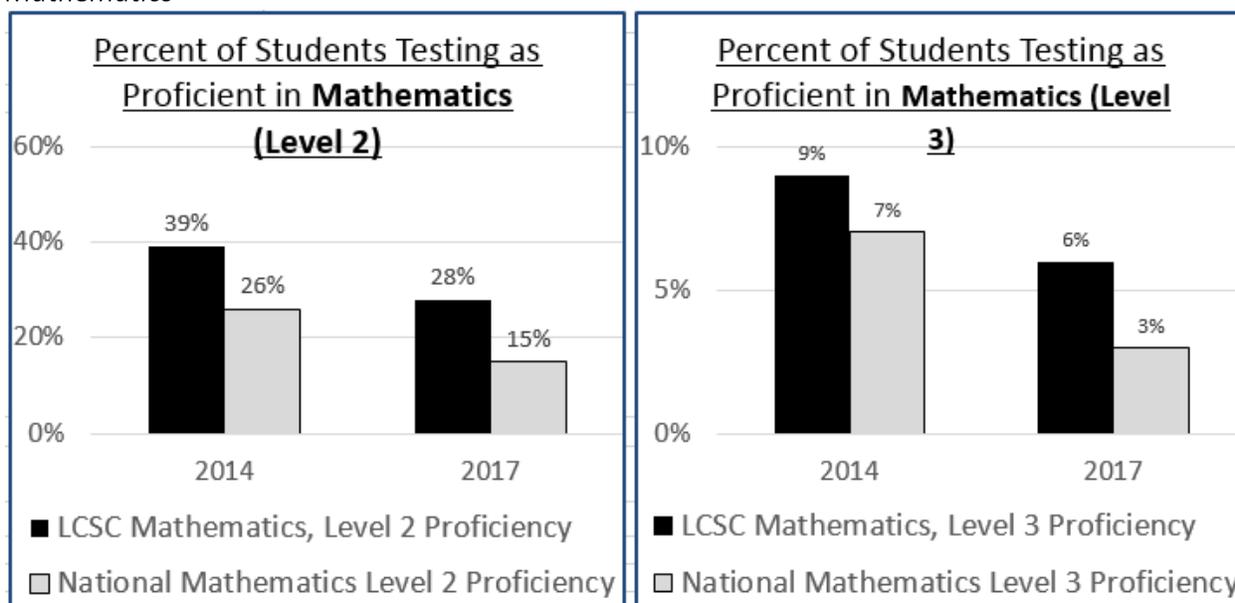


Figure 18: Performance of Indicator 2A2 - General Edu. Student Outcomes in Mathematics

Analysis from Institutional Research & Effectiveness	A greater proportion of LCSC students test as proficient in math, at both Levels 2 and 3, than students at other institutions, nationally. In this way, the annual benchmark of "meet or exceed national proficiency rates" was achieved.
Analysis from the Vice President of Academic Affairs & Dean of Academic Programs, Written Communication Assessment Committee	In 2017, we administered the Proficiency Profile to a more diverse cohort of students than in 2014. In 2014, only students enrolled in face-to-face Senior capstone courses (generally in their last semester before graduation) completed the exam. In 2017, we tested all students enrolled in the general education capstone seminar (generally taken at end of sophomore or beginning of Junior year), both face-to-face and online, using a different version (online, un-proctored, abbreviated). We expected to see a wider range of abilities represented in the results of the 2017 cohort, but it is difficult to make comparisons between the 2014 cohort and the 2017 cohort

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	for these reasons. While we do meet our benchmark, we recognize that there is room for improvement of student learning outcomes.
<u>Annual Benchmark</u>	Meet or Exceed Nat'l Proficiency Rates (of baccalaureate institutions)
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	1. Continue work in conjunction with statewide Math Pathways and Remediation Reform initiatives to support student success. 2. Implement use of ALEKS software for placement and for individualized work to remediate deficiencies.
<u>Outcomes of Past Work</u>	1. Math Pathways work has resulted in better alignment of Math course selections with majors. It has also resulted in development of MATH 153, an introductory level Core Statistics course. 2. ALEKS has supported accurate placement and has enabled certain students to progress more quickly to Core Math.
<u>Proposed/Future Plans</u>	Explore additional uses of ALEKS to offer summer math courses. Continue development of math co-requisites to support student retention and success. Review relationship of Proficiency Profile results to campus-generated core math assessment data. Explore suitability of the Proficiency Profile exam to student learning outcomes now required in statewide general education policy: most core math does not address Level 3 questions; MATH 153 (Statistics - response to Math Pathways) does not address Level 2 questions.
<u>Other Responsible Party(ies)</u>	Dean of Academic Programs, Gen. Edu. Math Assessment Committee
<u>Date of Follow-up</u>	Summer 2020 (ETS administered every third spring semester)
<u>Data Source</u>	Educational Testing Service (ETS)
<u>Notes</u>	Measured every three years. Values represent the percent of test-takers who are proficient in the skill. Categories are "proficient", "marginal", "not proficient". More about the content of subject area test questions provided upon request.

Table 32: Analysis, work plans, and outcomes of indicator 2A2 - General Edu. Student Outcomes in Mathematics.

Humanities, Social Science, & Natural Science

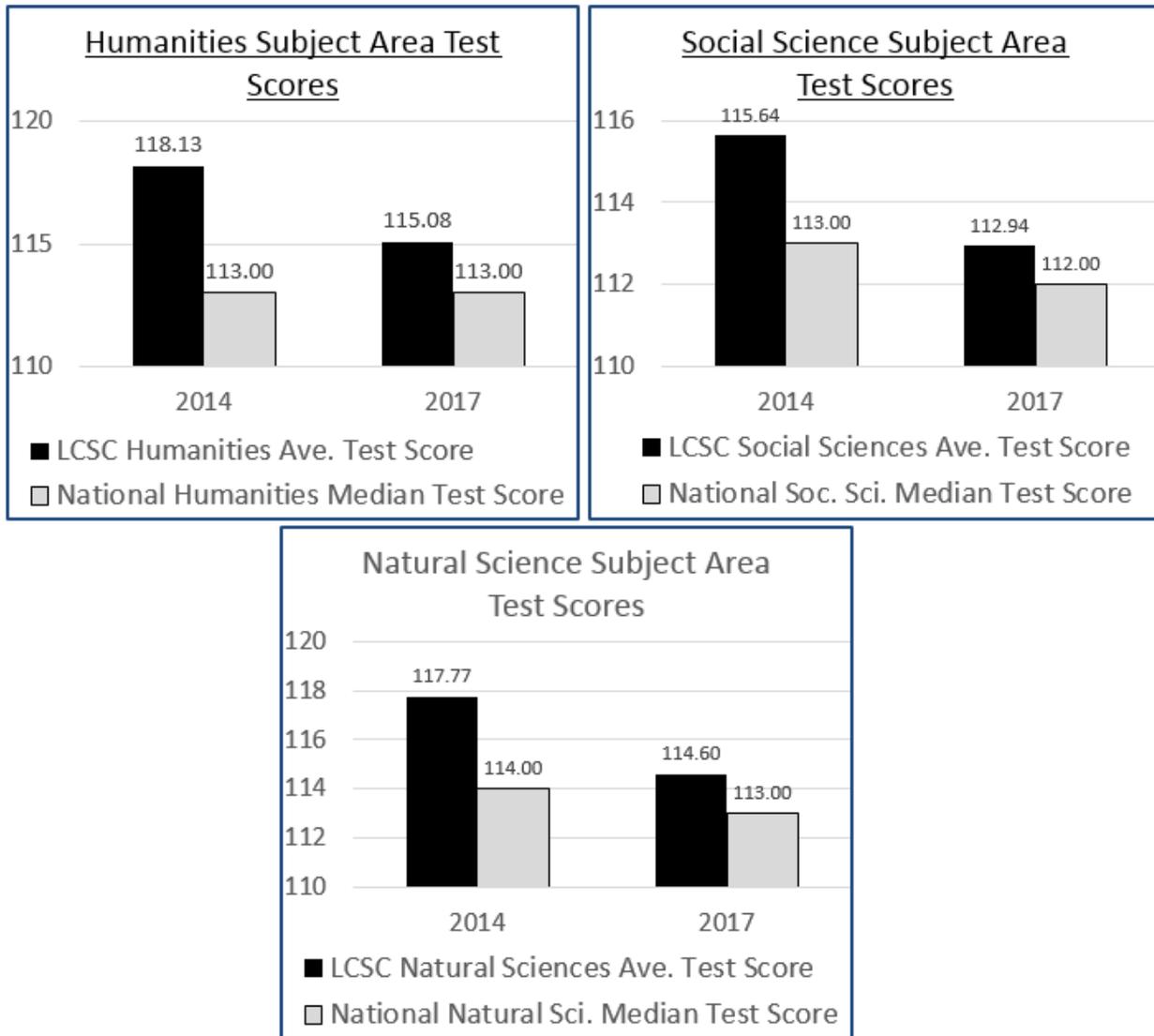


Figure 19: Performance of Indicator 2A2 - General Edu. Student Outcomes in Humanities, Social Science, & Natural Science.

<p><u>Analysis from Institutional Research & Effectiveness</u></p>	<p>LCSC students scored higher than the national median of students at other baccalaureate granting institutions in all three subject areas measured: humanities, social science, and natural science. In this way, the annual benchmark of "meet or exceed national test scores" was achieved.</p>
<p><u>Analysis from the Vice President of Academic Affairs & Dean of Academic Programs, Written</u></p>	<p>In 2017, we administered the Proficiency Profile to a more diverse cohort of students than in 2014. In 2014, only students enrolled in face-to-face Senior capstone courses (generally in their last semester before graduation) completed the exam. In 2017, we tested all students enrolled in the general education capstone</p>

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<u>Communication Assessment Committee</u>	seminar (generally taken at end of sophomore or beginning of Junior year), both face-to-face and online, using a different version (online, un-proctored, abbreviated). We expected to see a wider range of abilities represented in the results of the 2017 cohort, but it is difficult to make comparisons between the 2014 cohort and the 2017 cohort for these reasons.
<u>Annual Benchmark</u>	Meet or Exceed Nat'l Test Scores (of baccalaureate institutions)
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	1. Complete first full three year general education assessment cycle for the Humanistic & Artistic Ways of Knowing, Scientific Ways of Knowing, and Social & Behavioral Ways of Knowing components of the Core. Review local assessment data in conjunction with Proficiency Profile data and develop strategies for program improvement.
<u>Outcomes of Past Work</u>	1. Assessment data (gathered through Sp2018) suggests areas where we need to clarify expectations for student learning and course rigor. Assessment data also suggests areas where we need to identify best artifacts/student work to enable effective assessment of student achievement.
<u>Proposed/Future Plans</u>	1. Design program faculty professional development activities, if needed, to ensure consistency of expectations for student learning outcomes in all Gen Ed courses, including Dual Credit in the competency area. 2. Clarify expectations for artifacts to be submitted for the assessment process. 3. Explore how local assessments can strengthen or be informed by Proficiency Profile data.
<u>Other Responsible Party(ies)</u>	Dean of Academic Programs
<u>Date of Follow-up</u>	Summer 2020 (ETS administered every third spring semester)
<u>Data Source</u>	Educational Testing Service (ETS)
<u>Notes</u>	Measured every three years. Questions that measure reading and critical thinking are also based on information (e.g., reading excerpts) associated with an academic contexts or subject areas: humanities, social science, or natural science. Sub-scores are computed from these reading and critical thinking questions that pertain to each of these contexts or subject areas.

Table 33: Analysis, work plans, and outcomes of indicator 2A2 - General Edu. Student Outcomes in Humanities, Social Science, & Natural Science.

Assessment of Objective 2A: Well-Informed Graduates

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark ¹
Core Theme 2 Success	2-A. Well informed graduates	1. Degrees/ Certificates	✓	+4%
		2. General Education Student Learning Outcomes	✓	+3%

Table 34: Overall assessment of Objective 2A by summation of its indicator assessments.

¹In cases where more than one measurement is used to satisfy the indicator, percentage measures the average relative distance between multiple measures and their respective annual benchmarks.

Evidence-Based Improvements for Objective 2A: Well-Informed Graduates

The first of the two indicators of Objective 2A measures the number of degrees awarded college-wide. Program level planning is an important component of this indicator’s performance. All instructional divisions attend to completion numbers as a measure of program success (consistent with standard 4.A.4). When graduation numbers do not meet expectations, work plan actions identify specific activities to achieve the benchmark. As one example, the Earth Science program has a target benchmark of four (4) graduates per year. In 2016 there were no Earth Science graduates, and one graduate each in Interdisciplinary Studies and one with a GeoChemistry emphasis. To help reach the benchmark, Earth Sciences faculty continue to partner with new student recruitment, including a focus on communities with strong ties to earth science related career opportunities, such as Kellogg, Idaho (superfund site). Efforts are being made to retain majors and provide strong internship and undergraduate research opportunities. Finally, the program has arranged for a variation to the traditional centralized advising model in that from initial application to the college, students interested in the science areas are assigned both a central advisor and a faculty advisor (the usual practice is for students to receive central advising until 14 or more credits are completed).

In the case of the Justice Studies program, the student completion rate for 2016 was 17%. As program faculty analyzed these and other findings, it was recognized that a disproportionate number of Justice Studies majors are enrolled on a part-time basis, as they are already employed in criminal justice-related positions. Consequently, it appears that few students graduate in four-to-five years. The faculty have paid more careful attention to course scheduling to accommodate the needs of full-time and part-time students. Also, an associate of arts degree in Justice Studies is in development. This will allow students to attain a credential at the midway point in the program, which is hoped to be a motivator to continue toward baccalaureate degree completion, ensure completion of general education requirements, and provide a meaningful degree for those who must stop out.

Enrollment numbers in the Secondary Education major are on the decline resulting in low completion numbers. There were 16 graduates in 2015, four (4) in 2016 and eight (8) in 2017.

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Faculty have identified that poor retention is, at least in part, the result of very low teacher pay in Idaho. The Teacher Education Division hopes to survey students who leave the program to better understand barriers to completion, and now provides more regular advisor-advisee interaction to support retention.

These three examples demonstrate the ways faculty of academic programs have a primary role in the improvement planning for educational programs (standard 4B) as well as the evaluation of educational programs and services (consistent with standard 4.A.2). Planning for core themes at LCSC guides the selection of contributing components to programs, ensuring the alignment of program goals and college-wide core themes (consistent with standard 3.B.2).

The second of the two indicators of Objective 2A measures student learning as a consequence of LCSC's General Educational Core. The General Education Core has been assessed through use of a standardized exam (ETS Proficiency Profile), administered every three years. In 2017, the college changed from the proctored paper version administered to those students enrolled in senior research course to an online, un-proctored version given to all students enrolled in the general education capstone courses (ID 300/301). While useful information was obtained, there is no opportunity to draw comparisons between the 2014 and 2017 exam results. The General Education Committee has been tasked with development of at least two specific strategies to improve these scores by the next test cycle (spring 2020). Work is also underway to understand and integrate the Proficiency Profile scores with the results obtained on the LCSC general education assessments. The Dean of Academic Programs (now the Dean of Liberal Arts & Sciences) has sponsored a group of faculty to develop and integrate High Impact Practices (HIP) into General Education Core courses, and accompanied a group of general education assessment coordinators to a Design Thinking and a High Impact Practices Institute to advance work in these areas. In these ways, faculty with teaching responsibilities help to systematically evaluate student achievement of clearly identified learning outcomes (consistent with standard 4.A.3). Furthermore, an overview of general education is included in the New Faculty and New Adjunct orientation sessions, and at times has been a component of the New Student Orientation as well. The college uses the results of students learning to inform learning-support planning and practices to enhance student learning achievement and informs appropriate constituents with the results of student learning in a timely manner (consistent with standard 4.B.2).

Having discussed planning (standard 3B), assessment (standard 4A), and improvements (standard 4B) for Objective 2A, Well-Informed Graduates, attention will now turn to the second objective, 2B, under Core Theme 2. Each of four indicators' performance under Objective 2B will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance.

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Objective 2B: Graduates well prepared for profession or continued learning

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicator 2B3: Pass Rates - Licensing, Certification, Major Field Exams, & Technical Skills Assessment

CORE THEME	2. Success											
OBJECTIVE	A		B				C			D		
INDICATOR	1	2	3	4	5	6	7	8	9	10	11	12

Indicator Definitions	<p>Graduate test-taker, 1st time pass rates of the following exams:</p> <ul style="list-style-type: none"> • NCLEX-RN & NCLEX-PN (National Council Licensure Examination) among nursing graduate cohort annually. • American Registry of Radiologic Technologists (ARRT) among Radiologic Tech. graduate cohort annually. • PRAXIS: American Teacher Certification Exam among Teacher Edu. graduate cohort annually. • Association of Social Work Boards. • Peregrine Exit Exam administered Dec. & May. to graduates of Bus. Admin. & Bus. Admin. w/ Accounting Management emphasis programs. • Educational Testing Service (ETS) Major Field Tests administered to Biology, Computer Science, Chemistry, & Mathematics program graduates. • Academic Content Assessment Tests (ACAT) administered to Criminal Justice & Psychology program graduates. • Workforce Training Certification Exams administered to Certified Nursing Assistant, Pharmacy Technician, Paramedic, Electrical Apprenticeship (non-degree) program completers. • Technical Skills Assessment results of Career & Technical Education program graduates.
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	2012	2013	2014	2015	2016	2017	Program's Annual Benchmark
NCLEX-RN Licensing/Cert.	↓	↑	↑	↑	↑	↑	Exceed Nat'l Ave.
NCLEX-PN Licensing/Cert.	↑	↑	↓	↑	↑	↑	Exceed Nat'l Ave.
ARRT Licensing/Cert.	↑	↓	↑	↑	↑	↑	Exceed Nat'l Ave.
PRAXIS Licensing/Cert.			↓	↓	↓	↓	Institutional Goal: 90%
Social Work ASWB Licensing/Cert	↑	↑	↑	↑	↓		Exceed Nat'l Ave.
Business Peregrine Exam						↑	Meet or Exceed Nat'l Median
Biology Mjr Field Test	↑	↑	↑	↑	↑	↑	Meet or Exceed Nat'l Median
Computer Science Mjr Field Test			↓	↑	↑	↓	Meet or Exceed Nat'l Ave.
Chemistry Mjr Field Test			↓	↓	↓	↑	Meet or Exceed Nat'l Median
Math Mjr Field Test		↓		↑	↑	↑	Meet or Exceed Nat'l Ave.
Psychology Achievement Test	↓	↑	↑	↑	↓	↑	Meet or Exceed Nat'l Median
Justice Studies Achievement Test	↑	↑	↑	↑	↓	↑	Meet or Exceed Nat'l Median
Cert. Nursing Asstnt Certification	↑	↑	↑	↑	↑	↑	Meet or Exceed Statewide Ave.
Pharmacy Technician Certification					↑	↑	Exceed Nat'l Ave.
Paramedic Certification	↑		↑	↑	↑	↑	Meet or Exceed Nat'l Ave.
Electrical Apptships ID Journeyman's Lic.		↑	↑	↑	↑	↑	Meet or Exceed Statewide Ave.
Tech. Skills Assessment	↑	↑	↑	↑	↑	↑	Meet or Exceed Statewide Goal: 67%

Figure 20: Performance of Indicator 2B3 - Pass Rates of Licensing, Certification, Major Field Tests, & Technical Skills Exams.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✗ Not Met	-12%

<u>Analysis from Institutional Research & Effectiveness</u>	Eighty eight percent (88%) of programs met their annual benchmark for licensure/certification/subject area exam pass rates. The goal for this category of metrics is 100% of programs achieving their benchmark. Annual goal was not achieved. Specific outcomes and analysis of each individual program pass rates available upon request.
<u>Analysis from the Vice President of Academic Affairs</u>	Agree with above analysis.
<u>Annual Benchmark</u>	Meet all program-specific, annual benchmarks (described above).
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	Noted in specific program Unit Assessment Reports (UARs); With PRAXIS pass rates consistently below the benchmark, a workgroup was engaged to determine a plan focused on improved pass rates. Information found in the Teacher Education Unit Assessment Reports.
<u>Outcomes of Past Work</u>	Noted in specific program Unit Assessment Reports (UARs)

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Proposed/Future Plans	Chair of Teacher Education, Dean of Professional Studies and Provost will continue to monitor PRAXIS pass rates through the UAR process, with particular attention to the PRAXIS scores.
Other Responsible Party(ies)	Dean of Academic Programs, Chairs of Nursing & Health Sci., Edu., Social Work, Bus., DONSAM, Social Science, & Dean of Career and Technical Education.
Date of Follow-up	Various times during the spring of the following academic year.
Data Source	From the responsible parties listed above.
Notes	Available upon request.

Table 35: Analysis, work plans, and outcomes of indicator 2B3 - Pass Rates of Licensing, Certification, Major Field Tests, & Technical Skills Exams.

Indicator 2B4: Employment Rates

CORE THEME	2. Success											
	A		B				C			D		
OBJECTIVE	1	2	3	4	5	6	7	8	9	10	11	12
INDICATOR												

Indicator Definition	The proportion of graduates employed in-field within six months after graduation.
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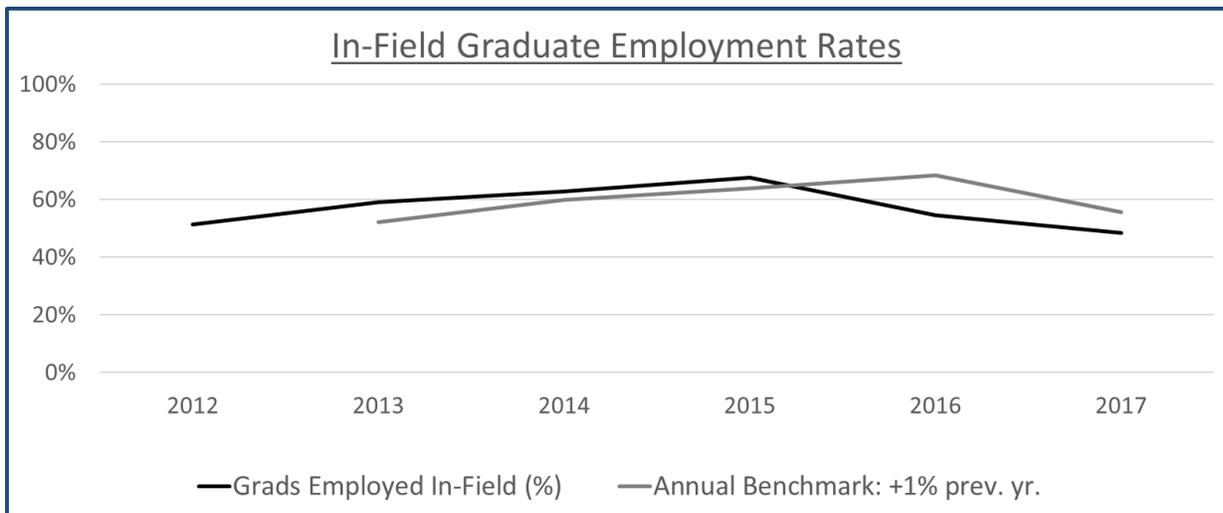


Figure 21: Performance of Indicator 2B4 - Graduate Employment Rates.

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Indicator	% Above or Below Annual Benchmark%
✓ Met ✗ Not Met	
✓ Met¹	-6%

¹ Although this indicator technically missed the annual benchmark of '1% increase or maintain', its annual decline was less than one standard deviation of the mean of the measurement (sd = +/-7%), and thereby considered to have maintained.

<u>Analysis from Institutional Research & Effectiveness</u>	The proportion of graduates employed in-field within six months after graduation has been in decline for the past two years, and dipped just below 50% most recently among 2016-17 graduates. This could perhaps be explained by an increase, for the past two years, in the number of graduates pursuing higher degrees of education (e.g., graduate or professional school). However, this current year's decline in employment rates is still within one standard deviation of its mean (across time), and therefore is considered to have maintained.
<u>Analysis from the Vice President of Academic Affairs & Student Affairs</u>	Provost Analysis: The dip in placement numbers may be an artifact of a more focused indicator - now "employed in one's field" vs. previously "employed." There also may be a lack of understanding among respondents as to what constitutes 'in the field', especially if a student is not working in her or his preferred job/position. Idaho State Board of Education and legislators have sharpened their focus on employability of college graduates at all degree levels. VPSA: This may also be a product of the college's increased output of Liberal Arts associate degrees, which are by nature generalist degrees that do not lend themselves to placement in specific fields. In fact, a number of the college's degree programs are intentionally broad so that multiple employment opportunities are available to graduates.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	Past data depicted the rate of unemployment among LCSC grads and compared those data to Idaho state unemployment rates. Past actions included: (a) Establish mechanisms whereby students can readily attend career / employment fairs at the larger academic institutions in the region. (b) Utilize Program Prioritization findings to assure most relevant programming is offered.
<u>Outcomes of Past Work</u>	Upon analysis, this data point does not appear to be helpful in decision-making. Now use employment rates of LCSC graduates (instead of <i>unemployment rates</i>).
<u>Proposed/Future Plans</u>	1) Carefully review GFS to ensure questions regarding employment are clear; 2) determine 'ownership' of this indicator so fuller work plans may be established; 3) add questions to the GFS intended to

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	identify and understand some of the perceived and/or actual barriers to "in the field" employment.
Other Responsible Party(ies)	Director of Institutional Research & Effectiveness
Date of Follow-up	Spring 2019
Data Source	Graduate Survey
Notes	Measured within six mo.'s of graduation

Table 36: Analysis, work plans, and outcomes of indicator 2B4 - Graduate Employment Rates.

Indicator 2B5: Professional/Graduate School Placement

CORE THEME	2. Success											
	A		B				C			D		
INDICATOR	1	2	3	4	5	6	7	8	9	10	11	12

Indicator Definition	The proportion of LCSC graduates who continue their education in professional school or graduate school.
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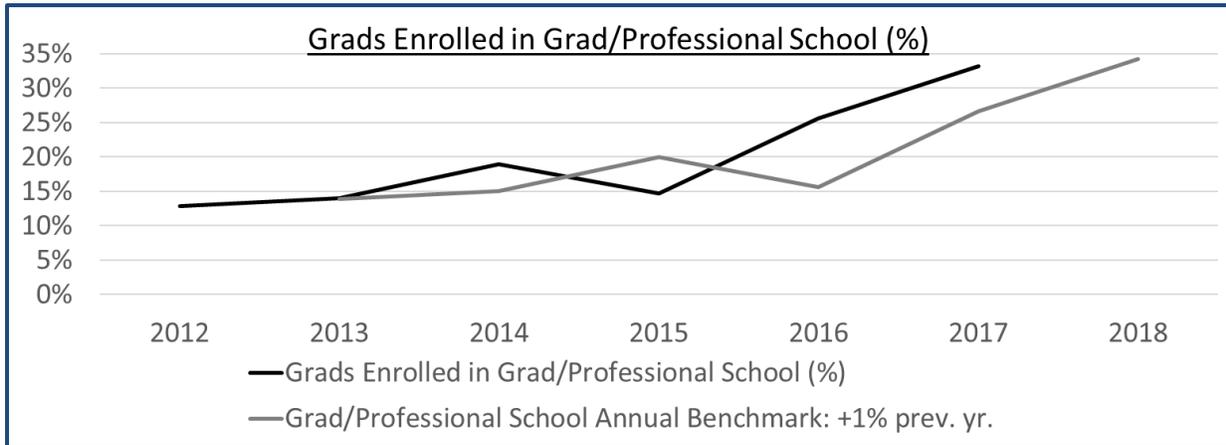


Figure 22: Performance of Indicator 2B5 - Professional Graduate School Placement.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+7%

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<u>Analysis from Institutional Research & Effectiveness</u>	The proportion of students continuing their higher education within six months after graduation has been increasing for the past two years. Those pursuing graduate or professional school increased to over 30% among 2016-17 graduates.
<u>Analysis from the Vice President of Academic Affairs</u>	Academic Dean: Academic Divisions have individually developed activities to encourage and support students' post-baccalaureate education, and these efforts may have contributed to increases in student acceptance into graduate schools.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	1. Encourage attendance at Graduate School sessions presented on campus by recruiters from UI, Northwest Nazarene, etc. 2. Offer division-specific graduate school forums. 3. Support student undergraduate research. 4. Support student travel to conferences where graduate schools are represented/participants.
<u>Outcomes of Past Work</u>	1 & 2. Student attendance at graduate-school sponsored presentations is inconsistent, but division-sponsored events (often with former students presenting) have been more effective. 3. Student undergraduate research is well-supported through the Senior Research Symposium, and by grants such as INBRE, EPSCOR and HERC funding. Students from multiple programs have participated in conference presentations of their research. Alumni assert that their research experiences at LCSC have prepared them for graduate work.
<u>Proposed/Future Plans</u>	Develop & publish clear pathways for graduate school. Identify pre-graduate school advisors for certain programs. Explore school or college-wide graduate school workshops/forums for prospective grad students (in addition to continuing division-specific activities). Assess data from Program Performance Indicators on annual assessments to develop strategies for further activities to support student success in graduate school admissions.
<u>Other Responsible Party(ies)</u>	Academic Dean
<u>Date of Follow-up</u>	Spring 2019
<u>Data Source</u>	Graduate Survey
<u>Notes</u>	Measured within six months of graduation

Table 37: Analysis, work plans, and outcomes of indicator 2B5 - Professional Graduate School Placement.

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Indicator 2B6: LCSC Career & Technical Students who Continue onto Next Degree

CORE THEME	2. Success											
	A		B				C			D		
OBJECTIVE	1	2	3	4	5	6	7	8	9	10	11	12
INDICATOR												

Indicator Definition	The proportion of LCSC Career & Technical Education (CTE) students who continue onto another degree.
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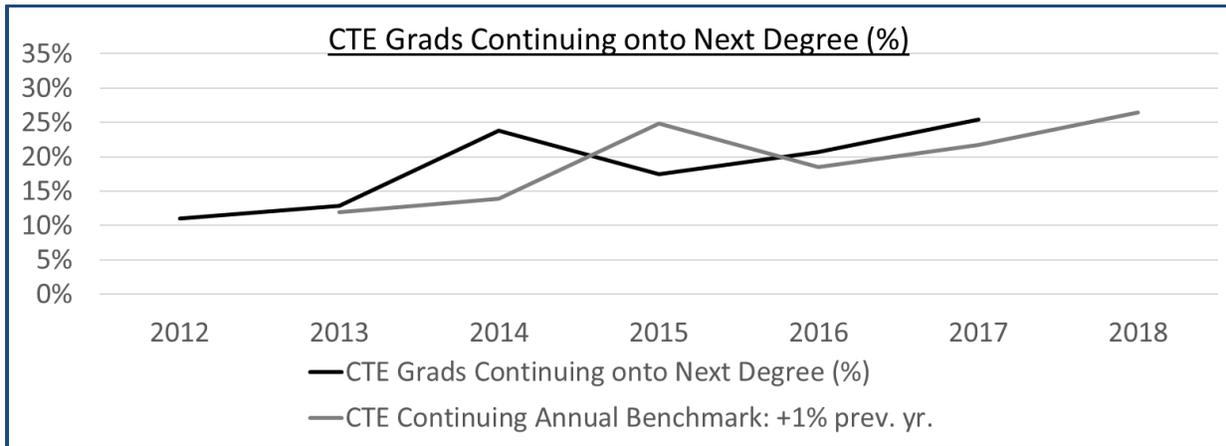


Figure 23: Performance of Indicator 2D6 - Students who Continue to Next Degree.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+4%

Analysis from Institutional Research & Effectiveness	The proportion of students continuing to pursue subsequent CTE degrees grew to over 25% among the 2016-17 graduates.
Analysis from the Vice President of Academic Affairs	CTE Dean: The CTE graduates' continuation rate has seen a steady increase three out of the last four years and is currently at its highest rate in six years.
Annual Benchmark	Maintain or inc. 1%
Long-Term Benchmark	none
Past Work Plans	A focus in CTE has been on increasing enrollment, but also in increasing the results from that enrollment. While students are working towards their initial degree, advisors are showing and

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	explaining the potential options for each student, including pursuing additional degrees.
Outcomes of Past Work	
Proposed/Future Plans	The primary focus for CTE education is to prepare students for work. CTE will continue to prepare students, but also expose them to different options, including additional degrees to prepare them for different types of work.
Other Responsible Party(ies)	Career & Technical Education Dean
Date of Follow-up	Spring 2019
Data Source	LCSC graduation & enrollment records
Notes	Measured within six months of graduation

Table 38: Analysis, work plans, and outcomes of indicator 2D - Students who Continue to Next Degree 6.

Assessment of Objective 2B: Graduates Well-Prepared for Profession or Continued Learning

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark ¹
Core Theme 2 Success	2-B. Graduates well prepared for profession or continued learning	3. Pass Rates: Licensing, Certification, Major Field Exams, & Tech. Skills Assessment	X	-12%
		4. Employment rates	✓ ²	-6%
		5. Professional/ Grad school placement	✓	+7%
		6. Students who continue to next degree level	✓	+4%

Table 39: Overall assessment of Objective 2B by summation of its indicator assessments.

¹In cases where more than one measurement is used to satisfy the indicator, percentage measures the average relative distance between multiple measures and their respective annual benchmarks.

²Although this indicator technically missed the annual benchmark of '1% increase or maintain', its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

Evidence-Based Improvements for Objective 2B: Graduates Well-Prepared for Profession or Continued Learning

The first indicator of Objective 1B measures students' performance on professional, certification, and major field exams. Steady positive trends are noted in the Certified Nursing Assistant and Paramedic programs. In 2014 it was noted that Emergency Medical Technician (EMT) results for the past two testing cycles were slightly under the national rate. Over the past three years, the EMT program has alternated between an in-house and a publisher created course of study. It was determined that the in-house course did not provide testing which aligned with the national exam. Workforce Training purchased and made available to students

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two mock national exams to help them become accustomed to the test format and question type, with pass rate improvements noted. As student demand for courses grows, Workforce Training is developing and refining online pieces of the C.N.A. and paramedic programs.

The nursing programs monitor National Council Licensure Exam (NCLEX) pass rates for both registered and practical nurse licensure, with the benchmark set as 'meet or exceed the national average'. For the BSN program, NCLEX pass rates are one measure for a programmatic assessment objective of "Upon graduation students are well prepared to function as a Baccalaureate nurse in various healthcare settings." Results show the benchmark has consistently been met, and there is no needed work plan element. For the practical nursing program in AY 2014-15, a work plan element based on the previous year's assessment focused on low PN-NCLEX scores. Two actions were identified (incorporate an NCLEX study book and course in the curriculum), and the subsequent analysis indicates implementation of one of the actions (NCLEX strategies course) with resultant scores meeting benchmarks.

In the Elementary and Secondary Teacher Education programs, there was a significant drop in PRAXIS II scores between AY 2012-13 (86%) and AY 2013-14 (63%), attributed to a change in how the test was scored. It was also assumed that most of the PRAXIS failures were among community college transfer students. Through detailed analysis it was determined that community college transfer students contributed to only a portion of the unsuccessful PRAXIS II performance, resulting in a careful review of the PRAXIS standards in relation to coursework offered by LCSC. Deficiencies were identified in several areas. For example, students are required to take composite science courses, however on occasion students complete single subject courses which may contribute to poor PRAXIS performance in the science area. Adjustments were made to curricula, study guides and support from faculty were provided, and students were encouraged to take the PRAXIS test closer to completion of their general education coursework. The impact of these actions will be assessed in the 2018 program assessment process.

The remaining three indicators of Objective 1B measure students' placement into employment, in in their field, or continuing their education. LCSC asserts high placement rates into medical, dental, and other graduate health related programs. However, in 2014 the overall placement rate was on the decline. It was determined that informal reporting had been the primary tool to capture this data. To improve data collection, students are queried on the graduate follow-up survey about this metric. Additionally, introducing students to graduate education and programs was viewed as an important action. To this end, the office of Academic Programs reinstated a graduate school visitation program and establish mechanisms whereby students can readily attend career / employment fairs at the larger academic institutions in the region. A new web page has been created to focus on [pre-professional programs](#) and how to successfully prepare for admission to law, medical, dental, and physical therapy school, among others. The college has also secured funding for a career counselor who will work to expand the number of internship opportunities for LCSC students. This will contribute to improved student placement.

Career & Technical students are required to take a Technical Skills Assessment (TSA) upon completion of their program of study. As noted in the 2014-2016 College Assessment Report

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(CAR), results have been a mixed bag for LCSC completers. It has been challenging to identify specifically which students must take the test, whether or not a TSA measures current information, and to find ways so that institutions receive TSA scores – at present, the scores are retained at the state level and reported directly to the student. Improvement strategies have focused on communication and on accuracy of the TSA exams. For example, LCSC is working in partnership with other technical schools around the state on a horizontal alignment initiative that has as one outcome the construction of a TSA that is current and reflective of the industry standards. Another action is requiring completion of the TSA as part of student’s final year, allowing faculty easier access to test scores. In the newest version of the CAR, an additional indicator is the number of CTE graduates who continue to the next degree level. Some graduates are finding they need a more advanced credential to progress on the career ladder, and efforts are underway to promote completion of additional coursework leading to the next certificate or degree level. At the same time, several CTE programs have created introductory credentials such as the Intermediate Technical Certificate within existing programs to provide a meaningful opt-out point for students who must step out of higher education for a period of time.

Having discussed Objective 2B, Graduates Well-Prepared for Profession or Continued Learning, attention will now turn to the third objective, 2C, under Core Theme 2. Each of three indicator’s performance of Objective 2C will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance.

Exhibits:

- [Pre-Professional Programs Webpage](#)

Objective 2C: Persistence

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicators 2C7 & 2C8: Retention of Freshmen and All Students

CORE THEME	2. Success											
OBJECTIVE	A		B				C		D			
INDICATOR	1	2	3	4	5	6	7	8	9	10	11	12

Indicator 2C7 Definition	First-time, full-time student retention: The proportion of students who started in fall term and re-enrolled or graduated by the fall of their second year.
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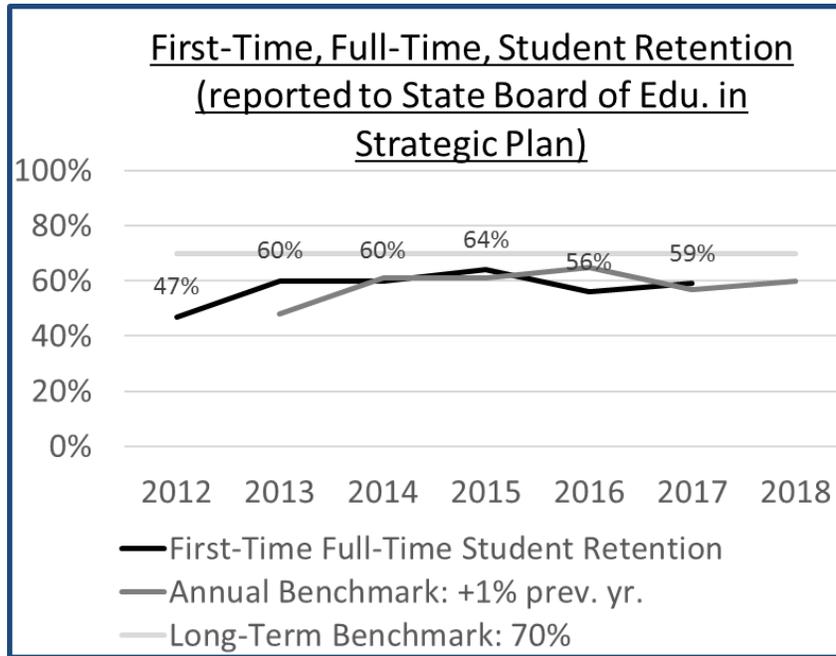


Figure 24: Performance of Indicator 2C7 - Retention Rate of Freshmen.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+2%

Indicator 2C8 Definition	All Student Retention: Both degree and non-degree-seeking students (total headcount) who have re-enrolled or graduated the following year.
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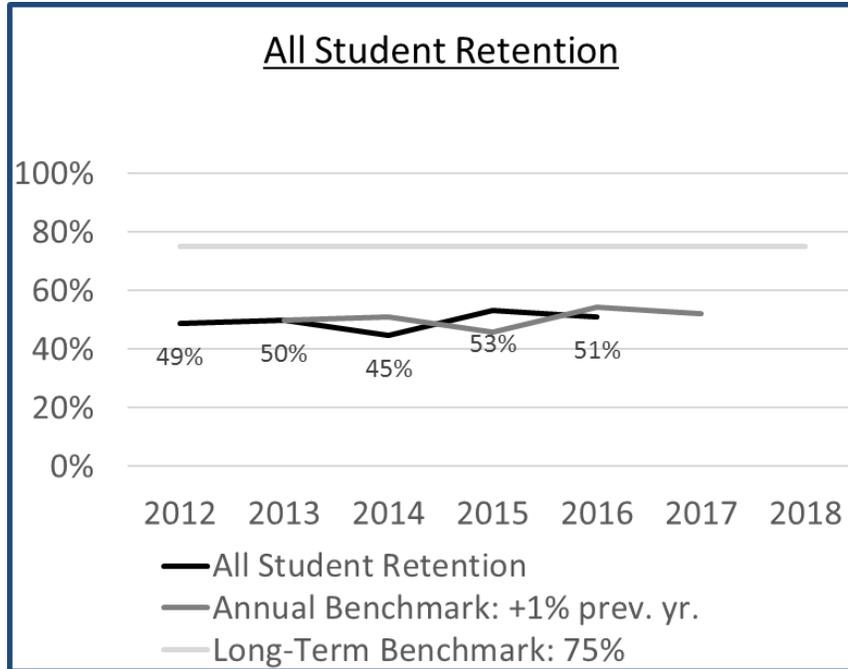


Figure 25: Performance of Indicator 2C8 - Retention Rates of All Students.

Indicator	% Above or Below Annual Benchmark%
✓ Met ✗ Not Met	
✓ Met ¹	-2%

¹ Although this indicator technically missed the annual benchmark of '1% increase or maintain', its annual decline was less than one standard deviation of the mean of the measurement (sd = +/-3%), and thereby considered to have maintained.

<p><u>Analysis from Institutional Research & Effectiveness</u></p>	<p>Retention among first-time (new), full-time students has declined from being in the low 60%'s, to the high 50%'s. Retention among full-time transfer students is higher than among new students but is also sliding downwards from the low 70%'s to the high 60%'s. For both new and transfer students, retention is slowly declining across time. All student retention (including continuing students' retention) has improved over time from the high 40%'s to the low 50%'s. But percentiles close to 50% indicate that the chances of a student re-enrolling or graduating from one year to the next is approximately the same as a coin toss (50/50). All in all, retention at LCSC is not approaching its benchmarks.</p>
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<p><u>Analysis from the Vice President of Student Affairs</u></p>	<p>Student retention is impacted by a number of factors -- many of which are largely beyond the institution's control. The significant gains in retention between 2012 and 2013 can largely be explained by the fact that the Idaho State Board of Education changed the college and university census day from the 10th day of the semester to mid-term. Thus, students who left the college after the first two weeks of school and, thus, contributed to a lower retention rate, had left the college before they were even counted. The fact that LCSC serves a significant number of first-generation college students with substantial financial need also contributes significantly to the loss of students. The most frequently cited reasons students offer for leaving LCSC revolve around finances. Many leave to earn more money so that they can return one day. Others leave so they can work more simply to cover their living expenses. And, of course, there are a number of students who leave LCSC to attend other institutions (many choose community colleges that are closer to their hometowns).</p>
<p><u>Annual Benchmark</u></p>	<p>Annual Benchmark: +1% prev. yr.</p>
<p><u>Long-Term Benchmark</u></p>	<p>Between 70% to 75%</p>
<p><u>Past Work Plans</u></p>	<p>Past work plans have focused on prescriptive, intrusive programming. Examples include the required first-year seminar and centralized advising. There has also been an increased effort to contact students when they withdraw from the college or otherwise not return for a subsequent semester. This is done to try to understand why students are leaving/not returning and to see if steps can be taken to encourage their return.</p>
<p><u>Outcomes of Past Work</u></p>	<p>The outcomes of these work plans has provided a better data set, which is used to inform advising and enrollment practices as well as to offer explanations for student behavior. These efforts have also resulted in some preliminary complex statistical analyses in an attempt to profile students who are at higher risk of attrition.</p>
<p><u>Proposed/Future Plans</u></p>	<p>Future plans include refining internal retention studies to include an analysis of those students who leave the college between the first day of classes and the college's census day. In turn, interventions will be developed. Furthermore, the college will consider implementing a formal early warning program intended to assist in identifying students who disqualify themselves from further enrollment at LC.</p>
<p><u>Other Responsible Party(ies)</u></p>	<p>Director of Institutional Research & Effectiveness; Provost</p>
<p><u>Date of Follow-up</u></p>	<p>Spring 2019</p>
<p><u>Data Source</u></p>	<p>IR&E Office, & LCSC Strategic Plan submitted to the Idaho State Board of Education</p>

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Notes	First-Time, Full-Time, Degree-Seeking, Student Retention: Students with no previous college (dual credits not counted as previous college), starting in fall terms at full-time. Percent demarks whether students have re-enrolled or graduated by the following fall term.
	All Student Retention: Both degree and non-degree-seeking students (total headcount) who have re-enrolled or graduated the following year. The enrollment policy change of Tech Prep affected the percent retained in 2014. By 2015, and in subsequent years, Tech. Prep. is no longer included.

Table 40: Analysis, work plans, and outcomes of indicators 2C7 & 2C8 - Retention Rates.

Indicator 2C9: Timely Completion of Degrees

CORE THEME	2. Success											
OBJECTIVE	A		B				C			D		
INDICATOR	1	2	3	4	5	6	7	8	9	10	11	12

Indicator Definition	Percent of students who complete their degree within the number of credits required for degree (70 credits for associates degree & 130 credits for baccalaureate degree).
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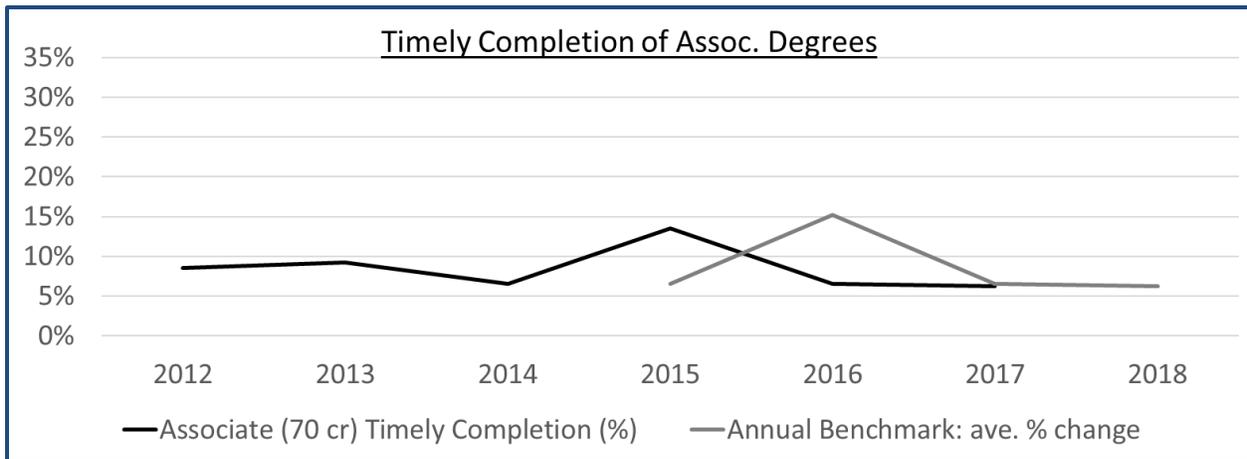


Figure 26: Performance of Indicator 2C9 - Timely Degree Completion of Associates Students.

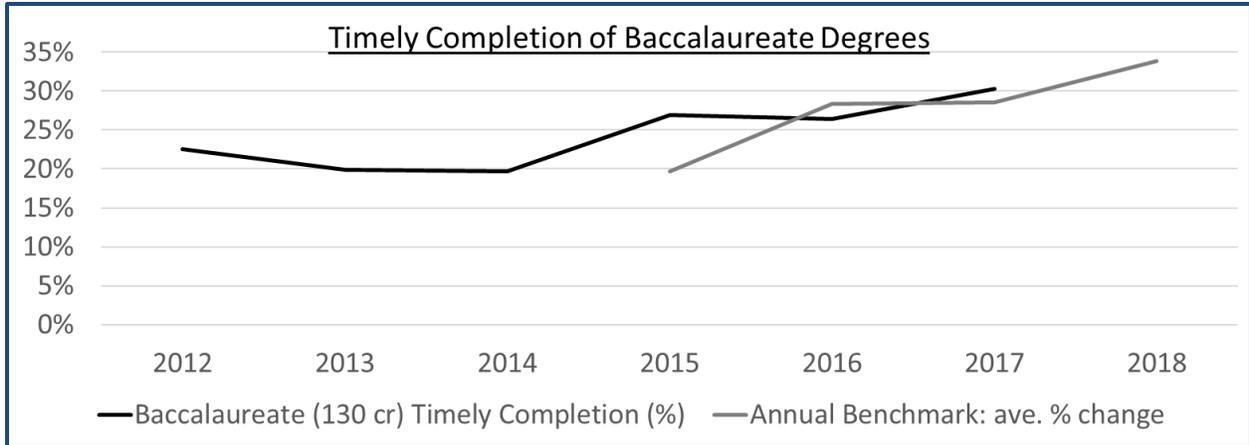


Figure 27: Performance of Indicator 2C9 - Timely Degree Completion of Baccalaureate Students.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+1%

³ In cases where more than one measurement is used to satisfy the indicator, percentage measures the *average* relative distance between multiple measures and their respective annual benchmarks.

<p><u>Analysis from Institutional Research & Effectiveness</u></p>	<p>Currently, six percent of associate graduates and 30% of baccalaureate graduates earn their degree with just the right amount of credits required for the degree. On the other hand, 94% of associate degree graduates and 70% of baccalaureate degree graduates earn their degree with more credits than required for the degree. While this metric is improving for baccalaureate graduates, associate graduates are increasing in the amount of credits earned above the degree requirement. There are two reasons why students will accrue more credits than needed for graduation: 1) remedial credits taken in addition to required degree courses, 2) students pursuing more than one degree at the same time (not in succession) with course requirements that do not overlap.</p>
<p><u>Analysis from the Vice President of Student Affairs</u></p>	<p>Lewis-Clark State College attracts a significant number of students each year who transfer credits from one or more post-secondary institutions. This likely accounts for a significant number of LCSC graduates who complete a bachelor's degree with more credits than are needed (in addition to students changing their majors, etc.). For the last two years, the college has heavily promoted the associate of arts degree to those students who have earned enough or more credits for same. This easily accounts for excess credits among many LCSC associate degree graduates.</p>

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<u>Annual Benchmark</u>	Average % change from previous three years. If there is a negative avg. % change, then 0% change is inserted as annual goal (i.e., maintain).
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	None. They are directed to "on time" completion.
<u>Outcomes of Past Work</u>	
<u>Proposed/Future Plans</u>	Examine the credit histories of associate and bachelor degree recipients to determine how many students among associate and bachelor graduates have credits earned only from LCSC vs all others. Continue to incentivize students to take 15 or more credits per semester via the college's merit scholarship programs.
<u>Other Responsible Party(ies)</u>	
<u>Date of Follow-up</u>	Spring 2019
<u>Data Source</u>	Related to a measurement on the ID Board Strategic Plan: Median number of credits earned at completion of degree.
<u>Notes</u>	Percent of students who complete their degree within the number of credits required for degree (70 credits for assoc. and 130 credits for bacc.). Students counted for their first/primary degree only; no post-baccalaureate students included.

Table 41: Analysis, work plans, and outcomes of indicator 2C9 - Timely Degree Completion of Baccalaureate Students.

Assessment of Objective 2C: Persistence

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark ¹
Core Theme 2 Success	2-C. Persistence	7. Retention rate -freshmen ²	✓	+2%
		8. Retention rate – all students	✓ ³	-2%
		9. Timely Completion of Degrees	✓	+1%

Table 42: Overall assessment of Objective 2C by summation of its indicator assessments.

¹In cases where more than one measurement is used to satisfy the indicator, percentage measures the average relative distance between multiple measures and their respective annual benchmarks.

²First-time, full-time retention reported to State Board of Education on the LCSC’s Strategic Plan that considers whether students graduate as well as re-enroll.

³Although this indicator technically missed the annual benchmark of ‘1% increase or maintain’, its annual decline was less than one standard deviation of the mean of the measurement, and thereby considered to have maintained.

Evidence-Based Improvements for Objective 2C: Persistence

The indicators of Objective 2C measure student retention and timely completion. Beginning with the fall 2014 cohort, several initiatives have been introduced to improve student retention rates. First, the college now requires completion of an orientation program for all new degree seeking students. The program is offered in Lewiston and in Coeur d’Alene, and is available in an online format for those unable to attend the face-to-face sessions. The orientation addresses college policies and services, student rights and responsibilities, an introduction to the General Education Core and to the student’s major. Second, any student placing into developmental math or English was required to enroll in a freshman success course which, among other things, is intended to help monitor students’ progress and keep students engaged. All first time students were provided the opportunity to enroll in first year experience to assist with the transition to college and learn about college resources. And starting in fall 2016, all new students were required to take the student success seminar unless specifically exempted by the college. In 2014, the initial office of first year experience was created through grant funding, later transitioning to institutional funding.

The college also evaluates whether these student services are effective in achieving their program goals, as they align with core theme objectives (consistent with standard 4.A.5). In analyzing the 2014 cohort (137 students) 52% of First Year participants were retained to the next semester, with 59% of all first time full time freshmen retained for fall 2015.

Approximately 80% of first year participants were identified as at-risk based on placement into remedial coursework or conditional admission to the institution. In fall 2015, 25 sections of the first year experience course were delivered and beginning fall 2016, all students are required to enroll in a one-credit orientation and success course. Based on pre- and post-assessments, students indicated an increase of understanding of the resources available to them through the

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first year experience class. The first year course instructors serve as an instrumental retention tool, as a good portion of course assignments confront issues that impact student success. To capture students who fail or withdraw during their first semester, a retention call center was established to supplement the Early Alert System. Students receive check-in phone calls and in fall 2016, a peer mentor program was added, which is designed to help freshmen acclimate to campus culture. Peer mentors are assigned to each student success course section. They are compassionate and approachable student leaders who provide personal follow-up with the students in each class and general direction to students when particular needs arise.

More holistic evaluation of this core theme objective also occurred in fall 2016 when a [retention study](#) was conducted and revealed statistically significant predictors for student retention and attrition. One gap in the analysis was understanding what was happening with students between the first day of classes and the college's official census day – a period of time in which a significant number of students withdraw from the college. The Director of Institutional Research and Effectiveness resigned, so it was decided that the study would be continued once a new director was hired. The new Director of Institutional Research and Effectiveness and the Vice President for Student Affairs have outlined some basic parameters for the continued study of student retention at LCSC. These parameters include an examination of the new students who register for classes but either do not follow through with their enrollment or who leave the college prior to census day. This particular group of students will be studied during fall 2018.

Many instructional and non-instructional programs have retention objectives as annual assessment metrics. As an example, in 2017, LC Work Scholars introduced a retention metric of 90%. Looking retroactively, fall 2016 to spring 2017 retention was at 95% and spring to fall 2017 was 100%. The CNC Machining Technology program has a low retention rate for fall 2016 to spring 2017 of 54%. The program's work plan includes keeping students informed of their progress and program expectations, providing closer faculty monitoring of student progress, and apprising students of employment opportunities upon degree completion. The retention rate for the web design and development program during the last academic year was 72%, exceeding the benchmark of 70%. Nonetheless, student retention is a topic that weighs heavily on the minds of the program faculty. Faculty are identifying choke points in the program (CITPT 106 and CITPT 111) and addressing why students are not successful in these two prerequisite courses. Plans are underway to revamp the courses so assignments are more closely related to real-world work.

The mathematics program also is concerned with choke points in the curriculum. With a small number of declared majors, retention is critical, as one student's retention shifts the program's overall retention rate dramatically. In addition to finding the areas in the curriculum where students struggle the most and providing additional support, faculty are concerned that students may declare a mathematics major before demonstrating the ability to perform math at college level. One solution may be to create a pre-mathematics designation, with the math major accessible only to those who have achieved an identified level of success.

Having discussed Objective 2C, Persistence, attention will now turn to the final objective, 2D, under Core Theme 2. Each of three indicator's performance of Objective 2D will be displayed,

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analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance.

Exhibits:

- [Key Findings - Retention & Graduation Studies](#)

Objective 2D: Satisfied Graduates who Experienced a Supportive Environment

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicators 2D10: Satisfied Students

CORE THEME	2. Success											
OBJECTIVE	A		B				C			D		
INDICATOR	1	2	3	4	5	6	7	8	9	10	11	12

Indicator Definition	Percent students (among seniors & freshmen) rating their overall experience at LCSC as "excellent" or "good".
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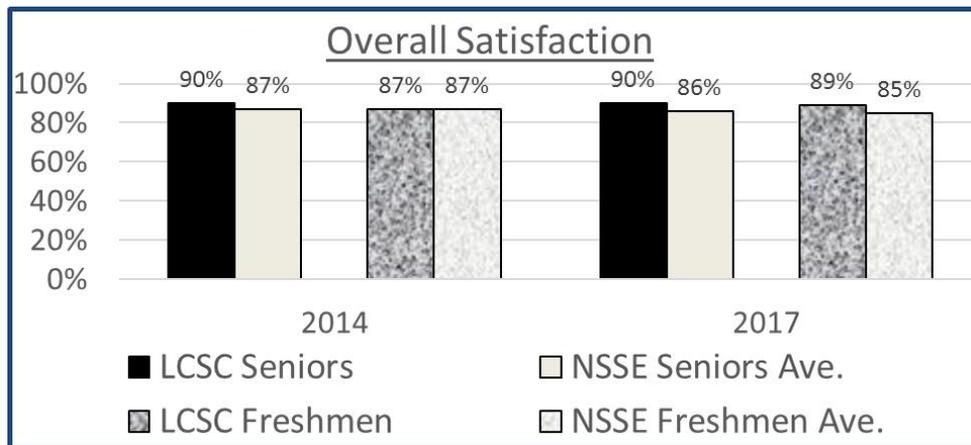


Figure 28: Performance of Indicator 2D10 - Student Satisfaction.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+4%

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<u>Analysis from Institutional Research & Effectiveness</u>	Both LCSC freshmen and seniors report greater overall satisfaction with their institution than students measured at peer institutions.
<u>Analysis from the Vice President of Student Affairs & Academic Affairs</u>	There has been slight improvement with LCSC's freshmen with overall satisfaction and in perceptions of having a supportive environment. This stands to reason given the increased high-impact practices (requirement freshmen seminar and mentors) have ramped up in between assessments. These numbers also show there continues to be an opportunity for improving this.
<u>Annual Benchmark</u>	Meet or Exceed Carnegie Class avg.
<u>Long-Term Benchmark</u>	60%
<u>Past Work Plans</u>	Past work plans have culminated in a more formal and structured approach to engaging freshmen. Building upon the required new student orientation, student mentors and a freshman seminar have been implemented in reinforce information offered to students during orientation and to monitor their academic progress during their first semester.
<u>Outcomes of Past Work</u>	A freshman seminar and a peer mentoring program have been established.
<u>Proposed/Future Plans</u>	VP of Student Affairs: The approach the college takes to engage freshmen will continue to be examined. The current freshman seminar model, for example, may be re-engineered such that the freshman experience is tailored more closely to individual student needs and desires. Decisions about this will be based in part on continued analysis of student satisfaction, student retention, and student success. Provost: Faculty, Chairs and Deans have not received a presentation on NSSE results. For this year, IR&E will provide a presentation on the data from the most recent NSSE through the CTL and strategies directly addressing the NSSE components will be addressed.
<u>Other Responsible Party(ies)</u>	
<u>Date of Follow-up</u>	Spring 2020 (NSSE administered once every three years)
<u>Data Source</u>	National Survey of Student Engagement (NSSE)
<u>Notes</u>	Values graphed above represent composite measures of students' responses to batches of questions measuring whether these ways of learning were present at LCSC. Percentages are the proportion of student responses that agree or affirm these environments of learning took place. Individual questionnaire items associated with each type of learning available upon request.

Table 43: Analysis, work plans, and outcomes of indicator 2D10 - Student Satisfaction.

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Indicators 2D11: Supportive Campus Environment

CORE THEME	2. Success											
	A		B				C			D		
OBJECTIVE	1	2	3	4	5	6	7	8	9	10	11	12
INDICATOR												

Indicator Definition	<p>Graduates' affirmative response to the following items on the graduate survey: "During the course of your program, rate how your courses and experience have contributed to..."</p> <ul style="list-style-type: none"> • "Courses challenged you to perform at your highest level." • "Learned something that changed the way you view or understand a topic or issue." • "Critical or analytical thinking." • "Job-related knowledge and skills." • "Solving complex real-world problems." <p>Answer choices include: <i>Very much, quite a bit, some, very little.</i> Percentages reported represent the proportion of graduates who responded "very much" & "quite a bit".</p>
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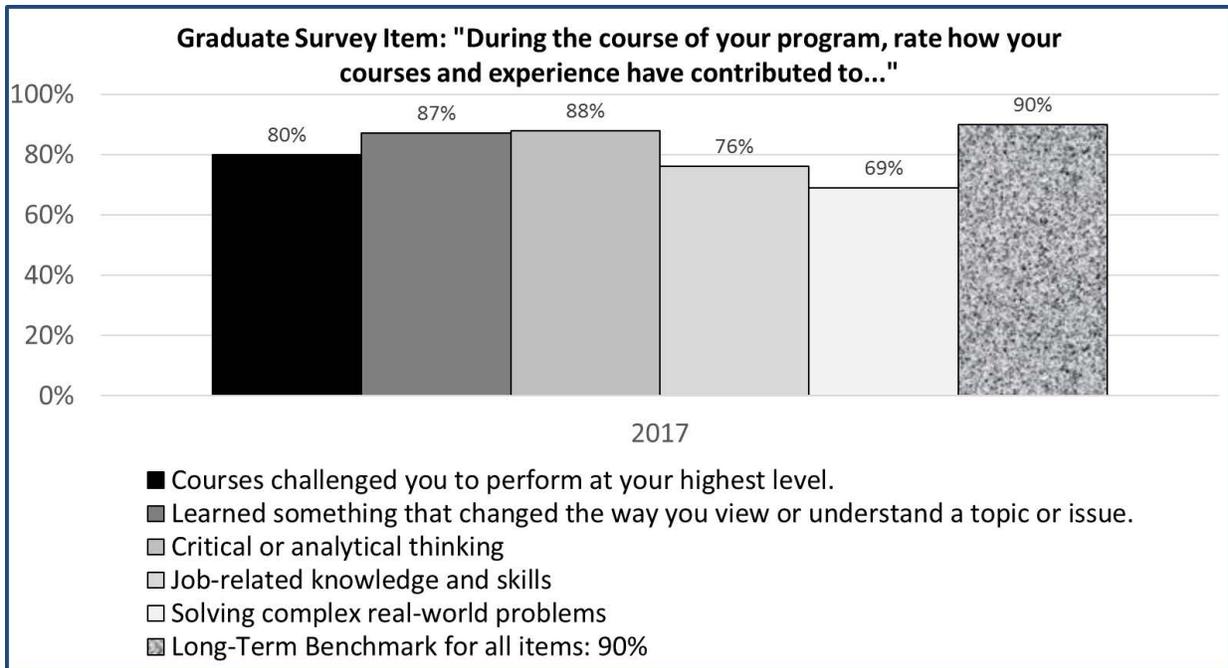


Figure 29: Performance of Indicator 2D11 - Supportive Campus Environment.

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Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✗ Not Met	-2% ¹

¹ In cases where more than one measurement is used to satisfy the indicator, percentage measures the *average* relative distance between multiple measures and their respective benchmarks. A long-term benchmark was used for this measure as there was not an annual benchmark.

<u>Analysis from Institutional Research & Effectiveness</u>	This is the first year of this graduate survey measurement, and the rate at which graduates respond to these survey items in the affirmative are already close to the long-term benchmark of 90%. Program courses and experiences at LCSC significantly contributed to graduates' critical & analytical thinking (for 88% of respondents) and changed the way they view or understand a topic or issue (87% of respondents). More distant from the 90% benchmark are the proportion of graduates who feel as though their courses and experiences at LCSC impacted their ability to solve complex real-world problems (69% of respondents) and contributed to job-related skills (76% of respondents).
<u>Analysis from the Vice President of Academic Affairs</u>	Concur with above.
<u>Annual Benchmark</u>	none
<u>Long-Term Benchmark</u>	90%
<u>Past Work Plans</u>	N/A
<u>Outcomes of Past Work</u>	N/A
<u>Proposed/Future Plans</u>	1) Continue to monitor student responses; 2) continue to refine the Graduate Follow-up Survey (GFS) to gather information at the program level to best assist Chairs, Coordinators and Directors
<u>Other Responsible Party(ies)</u>	Instructional Deans
<u>Date of Follow-up</u>	Spring 2019
<u>Data Source</u>	Graduate Survey
<u>Notes</u>	Graduates responded to the following item on the graduate survey: "During the course of your program, rate how your courses and experience have contributed to..." Answer choices include: Very much, quite a bit, some, and very little. Percentages reported represent the proportion of graduates who responded "very much" & "quite a bit".

Table 44: Analysis, work plans, and outcomes of indicator 2D11 - Supportive Campus Environment.

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Indicators 2D12: Satisfaction with Advising

CORE THEME	2. Success											
OBJECTIVE	A		B				C			D		
INDICATOR	1	2	3	4	5	6	7	8	9	10	11	12

Indicator Definition	Consistent measurement of this indicator is still being refined, but is measured by student responses to items on an annual survey administered to all students except high school & post-baccalaureate students.
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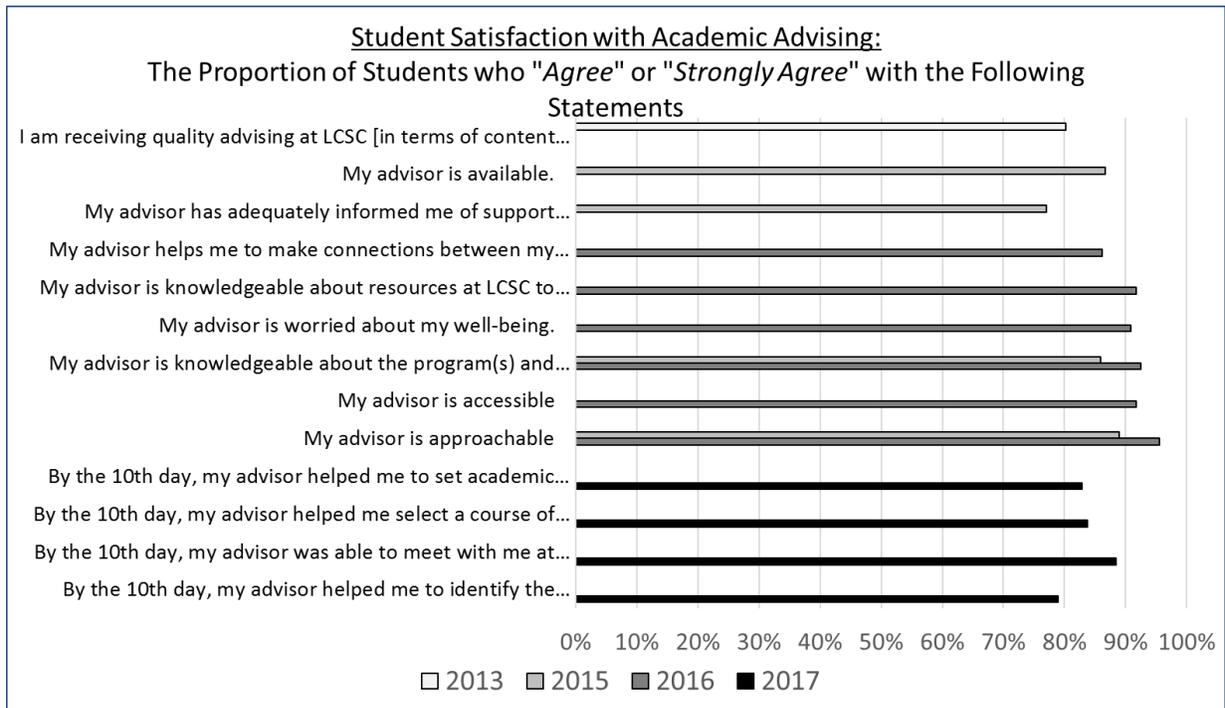


Figure 30: Performance of Indicator 2D12 - Student Satisfaction with Advising.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✗ Not Met	-7% ¹

¹ In cases where more than one measurement is used to satisfy the indicator, percentage measures the *average* relative distance between multiple measures and their respective annual benchmarks.

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<u>Analysis from Institutional Research & Effectiveness</u>	Measurement of student satisfaction with their academic advising has not been uniform across time. However, these various measurements all show that students are generally satisfied with their academic advising. Yet, the long-term benchmark of 90% satisfaction rate was not achieved.
<u>Analysis from the Vice President of Student Affairs</u>	The inconsistent measures associated with academic advising indicate an evolution of the campus discussions surrounding advising. In 2013, an academic advising question was included among myriad other questions asked of students in an attempt measure their satisfaction with the college. In subsequent years, advising questions were added to campus surveys and the questions themselves were designed to assess satisfaction with specific elements of the advisor/advisee relationship. In 2017, the questions focused more on the functionality of advising processes and less on overall satisfaction. Moving forward, a more comprehensive assessment of all aspects of advising (functionality, satisfaction, etc.) will be developed.
<u>Annual Benchmark</u>	none
<u>Long-Term Benchmark</u>	90%
<u>Past Work Plans</u>	Work on improving advising has included centralizing the advising of new-entering degree-seeking students, combining academic advising with career planning, and reviewing the college's attrition data such that specific interventions for at-risk students could be developed in an attempt to improve retention.
<u>Outcomes of Past Work</u>	The outcomes of the past work included establishing the office called "Career & Advising Services" as well as the creating of "campaigns" for students who exhibit certain risk factors for attrition. In addition, the college has relied upon its First-Year Experience program to integrate advising and academic planning into the college's freshman and transfer student seminars.
<u>Proposed/Future Plans</u>	Future work plans include developing a more robust advising assessment and refining the predictive analytics used to inform advising practices. Furthermore, outreach to faculty in an effort to identify students who are showing early signs of struggle or failure will result in more frequent interventions by staff advisors as needed.
<u>Other Responsible Party(ies)</u>	
<u>Date of Follow-up</u>	Fall 2018
<u>Data Source</u>	Institutional survey of all students, excluding high school & post-baccalaureate students.

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Notes	Consistent measurement of this indicator is still being refined. The ratings of advising during FY15 & FY13 may differ from those in FY16 & FY17 because earlier versions of questionnaire answer choices included a neutral option ("mixed" & "no opinion"), whereas those in FY16 & FY17 did not (i.e., forcing a choice between "agree"/"strongly agree" and "disagree"/"strongly disagree").
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Table 45: Analysis, work plans, and outcomes of indicator 2D12 - Student Satisfaction with Advising.

Assessment of Objective 2D: Satisfied Graduates/Supportive Environment

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark ¹
Core Theme 2 Success	2-D. Satisfied graduates/ supportive environment	10. Students are satisfied	✓	+4%
		11. Supportive campus environment	X	-2% ²
		12. Satisfaction with advising	X	-7% ²

Table 46: Overall assessment of Objective 2D by summation of its indicator assessments.

¹In cases where more than one measurement is used to satisfy the indicator, percentage measures the average relative distance between multiple measures and their respective annual benchmarks.

²Percentage represents the distance between the outcome(s) to the long-term benchmark(s) (there was not an annual benchmark).

Evidence-Based Improvements for Objective 2D: Satisfied Graduates/Supportive Environment

The first of the three indicators of Objective 2D measures student satisfaction using the National Survey of Student Engagement. The National Survey of Student Engagement (NSSE) provides extensive information on student engagement in learning and campus life. LCSC identified select NSSE constructs, in addition to overall satisfaction, as measures of student satisfaction and engagement, as they were aligned with the 2014-2018 Strategic Plan. In analyzing NSSE results for freshmen and seniors, LCSC students reported less learning with peers than the mean, with freshman responses slightly higher than those of seniors. It is possible the new highly interactive first year experience course impacted the view of freshman respondents. Student-faculty interaction and supportive campus environment scores are slightly below the NSSE mean, as well. Student-faculty interaction is promoted during the New Student Orientation program where students are introduced to the many support services on campus and to the faculty and advisors in the instructional division that is home to their intended major. Faculty and students also are invited to participate together in intramural sports and other programs throughout the year.

To supplement our understanding of students' perceptions of their experience at the college, in [spring 2015 a survey of all students](#) was administered and completed by 920 respondents.

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Results of that survey inform us of how satisfied students are with advising at LCSC (Indicator 2D12). Survey results revealed that 90.4% of students agreed or strongly agreed that they were satisfied with the quality of services they had used since enrolling at the college and 89.1% agreed or strongly agreed that the college provided an adequate menu of services. Just over 88% of respondents reporting having positive and supportive interactions with LCSC faculty and staff members. The survey also suggested that most of the respondents were either disinterested or unable to participate in many of the college's extracurricular activities, which to some extent helped explain a perceived lack of peer interaction. As a result of the survey, a decision was made to continue with the first year experience course, and to add a peer mentor program described earlier.

Fall 2016 semester was the first semester that all new-to-LCSC students were required to enroll in a success seminar. Peer mentors provided personal follow-up with the students in each class and provided general direction to students when particular needs arose. During this semester, an internally generated [entering student survey](#) was administered. Results showed students were stressed about their potential for academic success and about finances for college, which triangulated results from less formal assessments and with the National College Health Assessment.

Individual instructional divisions are concerned that students are satisfied with their academic advising experience. Nursing & Health Sciences (NHS) distributes an electronic survey to all pre-nursing, pre-radiographic science, and all students admitted to the various programs. The survey lists 17 advising questions focused on three categories: quality of information received from advisor, timeliness of advising, and overall performance of the advisor. Responses are anonymous and are shared with faculty to foster ongoing student advising improvement and to identify specific student advising needs. The former Education and Kinesiology Division trialed the NHS survey, converting it to an electronic format and linking it to the division's faculty-staff web page. To assure students were evaluating the correct individual, they were asked to click on the photo of their advisor and the survey popped up. This endeavor yielded very low response rates with the expected 'bipolar' results. Nonetheless, results were shared with individual faculty members and referenced as evidence in the category of teaching/advising in the annual faculty performance review process. Due to low response rates, the division discontinued use of this assessment. However, with the recent changes to the faculty evaluation processes where advising/ mentoring of students is a stand-alone category, there is interest in administering a *Qualtrics* based survey in the near future. As all instructional faculty are evaluated on the advising/ mentoring category, a common survey generated by IR&E is a logical next step, to ensure student confidentiality and consistency among programs.

And finally, a supportive campus environment is measured after students have graduated on the Graduate Follow-Up Survey (indicator 2D11). Still a relatively new item added to the survey (only run once for the AY 2016-17 graduating class), it asks respondents to what degree they feel as though their courses challenged them to think critically and gave them job-related skills, for example. Program-specific results will be added to their annual program review process whereby Program Chairs and faculty will be involved in making improvements to the supportive environments cultivated by their programs and coursework.

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In these ways, LCSC uses data to guide in the planning, assessment, and improvement Core Theme 2: Success. In summary, background and past planning was described (standard 3B) broadly for Core Theme 2, followed by the assessment of Core Theme 2 by nature of the summative performance of its individual indicators (standard 4A). Subsequent sections drilled down to investigate the planning, assessment, and improvement plans for each individual indicator of Core Theme 2. Improvement plans (standard 4B) are best realized when in relation to specific indicators and objectives, so evidence-based improvement plans for core themes were articulated at the indicator and objective level. In this way, fulfillment of Core Theme 2 is driven by an epicyclic process whereby a common assessment method (planning, assessment, & improvement) concurrently operates among many indicators, collectively contributing to core theme planning and its summative assessment.

Exhibits:

- [Results from Spring 2015 Survey Administered to All LCSC Students](#)
- [Results from Fall 2016 Survey Administered to Entering LCSC Students](#)

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

We have been looking for a partnerships to build pipelines for a long, long time. And, we were thinking, well, if only we had a pipeline right here in the LC valley that could service all the different manufacturers here. So, we gave Lewis-Clark State College a call. We provided some of the guidelines that we require and LC came through and said, ‘absolutely, we will build the programs to meet this need’. The way these programs are designed, they give folks a journeyman’s level of knowledge. These programs won’t just benefit us – they’ll benefit the entire valley.

Scott Corbitt, former HR Manager, Clearwater Paper. [Referring to the Maintenance/ Millwright Technology / Instrument Mechanics programs].

Background & Planning for Core Theme 3

LCSC prides itself on its place within the state and in the local and regional communities. As evidence, during recent campus conversations in developing the new strategic plan, one of the primary recommendations from campus constituents was ensuring the updated plan boldly called out the importance of ‘community’.

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One of eight public post-secondary institutions in the state, LCSC maintains strong relationships with its sister institutions and with members of the Idaho State Board of Education for the purpose of advancing opportunities for students. LCSC has entered into several memoranda of understanding to support transfer of LCSC students to Idaho schools for continued learning in programs not offered by the college, such as engineering and the master's in athletic training (indicator 3B3). Similarly, LCSC has established agreements with Idaho and regional community colleges in support of seamless transfer of community college graduates into an LCSC program of study (indicator 3B4). Most recent efforts have focused on development of an interdisciplinary studies degree which allows community college graduates to tailor their degree by combining two focus areas with the General Education Core.

In 2015, the state legislature funded a unique LCSC program called LC Work Scholars (indicator 3A2). High achieving students with financial need are able to attend LCSC tuition free. They are required to work (for pay) on or off campus for 10-15 hours a week. This allows students to graduate debt free or with significantly reduced debt, while the college and local companies benefit from their work. LC Work Scholars are employed in areas that match their educational interests such that work serves as an internship of sorts. Many of LCSC's instructional programs provide clinical, field experience, student teaching or paid and unpaid internship opportunities for students (indicator 3A1). Through both long standing and new partnerships, students and faculty at LCSC are supported in conducting research and afforded the opportunity to present their findings at the college's annual Research Symposium, the Idaho Conference on Undergraduate Research, and various other venues (indicator 3B5).

All career & technical programs are required to have industry-based advisory committees. Academic programs are strongly encouraged to do the same. The purposes of the advisory committee are to integrate internal and external community members into the work of the college and its programs, ensure both instructional and non-instructional programming is aligned with the needs of the community, business and industry, and to assure graduates possess the necessary knowledge and skills for success in their chosen fields. Advice from the advisory committee is used for ongoing program improvement and development. And, advisory committee member often serve as a source of internships for students.

For many years, LCSC has supported an AmeriCorps program under the Serve Idaho initiative. The primary focus of the current AmeriCorps grant is to provide tutoring in northern Idaho public and alternative K-12 schools, helping children successfully deal with school and to plan for their futures. LCSC students serve as tutors under the AmeriCorps grant. Many other students volunteer through service learning initiatives such as the Warrior Food Pantry and LC Cares (indicator 3C6). The Center for Teaching and Learning provides further connection with the regional K-12 school system by engaging LCSC faculty with local schools for the purposes of professional development and mutual collaboration (indicator 3C7).

The objectives and indicators for Core Theme 3 take into consideration this context and capture the college's priorities in relation to partnerships within the local community, state and region for the benefit of students. Core Theme 3 is represented by three (3) objectives and seven (7) indicators. Having discussed the background and past planning for Core Theme 3 (standard 3B),

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discussion will now turn to the assessment of Core Theme 3 by nature of its indicators' performance (standard 4A).

The assessment of Core Theme 3 is based upon meaningfully institutionally identified indicators of achievement and is used to inform planning and the allocation of campus resources. The overall assessment of Core Theme 3 will be described first (depicted below), followed by the planning, assessment, and improvement plans for each indicator that forms the basis for evaluating its core theme objective.

Assessment of Core Theme 3

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark
Core Theme 3 Partnerships	3-A. Enhance student learning through community & industry partnerships	1. Internships	X	-7%
		2. Work Scholars	✓	+94%
	3-B. Enhance student success through academic partnerships	3. Articulation agreements - out	✓	0%
		4. Articulation agreements - in	✓	+38%
		5. Undergraduate research participation	✓	+23%
	3-C. Service to the college and community	6. Student participation in service	X	-46%
		7. Center for Teaching & Learning K-12 activities	✓	Non-Numeric Achievement
		Benchmark 5 of 7 met 71%	Results 5 of 7 met 71% achieved	
Core Theme 3. Partnerships			MET Not-MET	

Table 47: Overall assessment of Core Theme 3 by summation of its indicator assessments.

The overall benchmark for Core Theme 3 was met for AY 2017-18. The benchmark for Core Theme 3 was that five out of a total of seven indicator benchmarks would be met. During AY 2017-18, five out of seven indicators under Core Theme 3 met their own respective benchmarks, meaning that the overall benchmark for Core Theme 3 was met for AY 2017-18 (consistent with 4.A.1). The benchmark for Core Theme 3 was also met for AY 2016-17 and AY 2015-16, historically (consistent with standard 4.A.6). Those indicators under Core Theme 3 that were not met during AY 2017-18 were student internships (indicator 3.A.1), and student participation in community service (indicator 3.C.6). The failure of these two indicators to meet their benchmarks informs us that our progress on student participation in internships and service has plateaued after a number of years of progress on these goals.

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Having discussed the overall performance and context surrounding Core Theme 3, discussion will now turn to articulate how results of core theme assessment are based upon meaningful institutionally identified indicators of achievement. Each indicator's performance will be displayed and followed by analysis, corresponding work plans, as well as the individuals and program planning likely to impact indicator performance. These indicators, their performance, and respective work plans are published in the College Assessment Report, annually, and made accessible to appropriate constituencies for their reference throughout the year.

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Objective 3A: Enhance Student Learning Thru Community & Industry Partnerships

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	A	B	C	D	A	B	C	D	A	B	C

Indicator 3A1: Internships

CORE THEME	3. Partnerships						
OBJECTIVE	A	B			C		
INDICATOR	1	2	3	4	5	6	7

Indicator Definition	Annual duplicated headcount students who participate in internships & apprenticeships.
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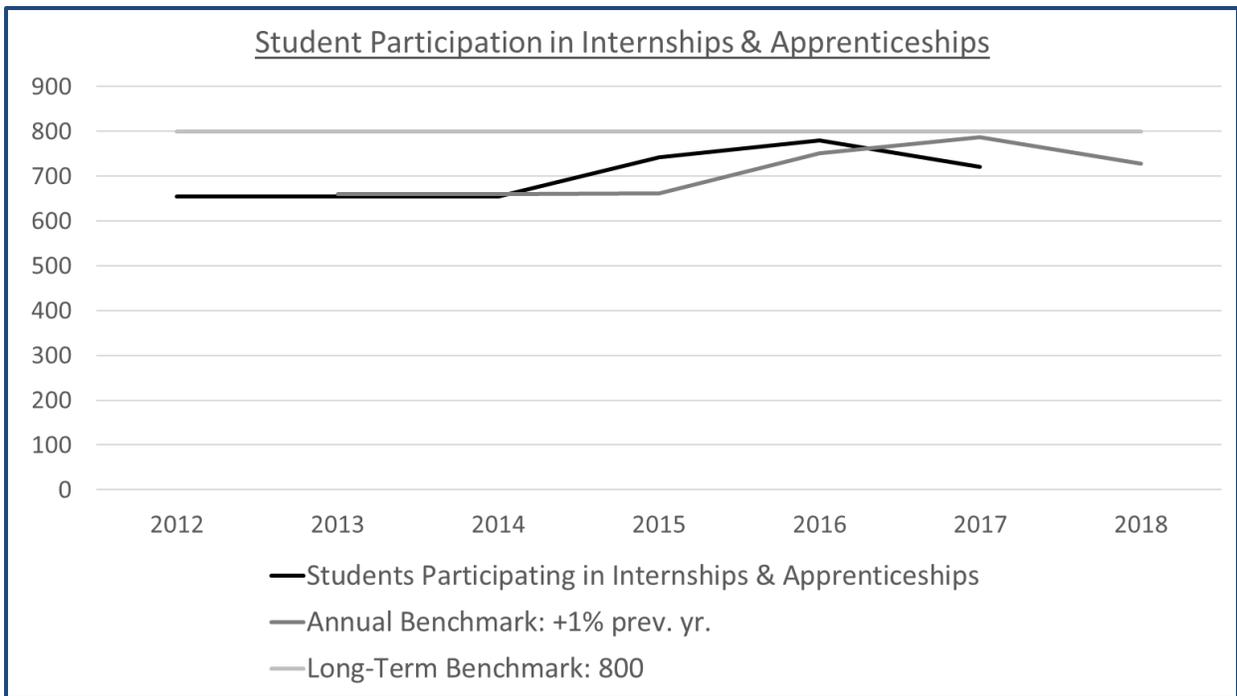


Figure 31: Performance of Indicator 3A1 - Student Internships.

Indicator	% Above or Below Annual Benchmark%
✓ Met ✗ Not Met	
✗ Not Met	-7%

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<u>Analysis from Institutional Research & Effectiveness</u>	In general, the number of student internships and apprenticeships has increased across time. The peak number of internships and apprenticeships occurred during AY 2015-16 (779 internships & apprenticeships). Most recently, during AY 2016-17, the number of internships and apprenticeships declined by -7% to be 721 internships and apprenticeships. That means that the annual benchmark of 1% annual increase was not met, but the current number of internships and apprenticeships are still approximately 90% of the long-term benchmark of 800.
<u>Analysis from the Vice President of Academic Affairs</u>	Internships and Apprenticeships represent a new indicator in the 2017 CAR. In the past, internships have been tracked in the 2014-2018 Strategic Plan mainly as a function of program growth; apprenticeships are reported in annual WFT reports and a short term grant was received in 2016 to expand apprenticeship programming.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	800 by 2019
<u>Past Work Plans</u>	N/A
<u>Outcomes of Past Work</u>	N/A
<u>Proposed/Future Plans</u>	1) Under the Student Affairs Vice President, Career & Advising Services department, an FY19 line-item funded position will be charged to increase the number of internship sites by five over the next year; 2) Internships will be established in the Coeur d'Alene Center in AY 2018-19; 3) the Provost will strategize with the Deans and Division Chairs on how to increase student interest in internships and acquire/ realign resources to support internship supervision.
<u>Other Responsible Party(ies)</u>	Career & Advising Services; Academic Affairs
<u>Date of Follow-up</u>	Spring 2019
<u>Data Source</u>	ID Board Strategic Plan
<u>Notes</u>	Duplicated headcount of participation

Table 48: Analysis, work plans, and outcomes of indicator 3A1 - Student Internships.

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Indicator 3A2: Work Scholars

CORE THEME	3. Partnerships						
OBJECTIVE	A		B			C	
INDICATOR	1	2	3	4	5	6	7

Indicator Definition	Unduplicated headcount of fall term LC Work Scholars. LC Work Scholars is a program intended to give compensated work experience to high-performing students in effort to reduce debt they would have otherwise incurred.
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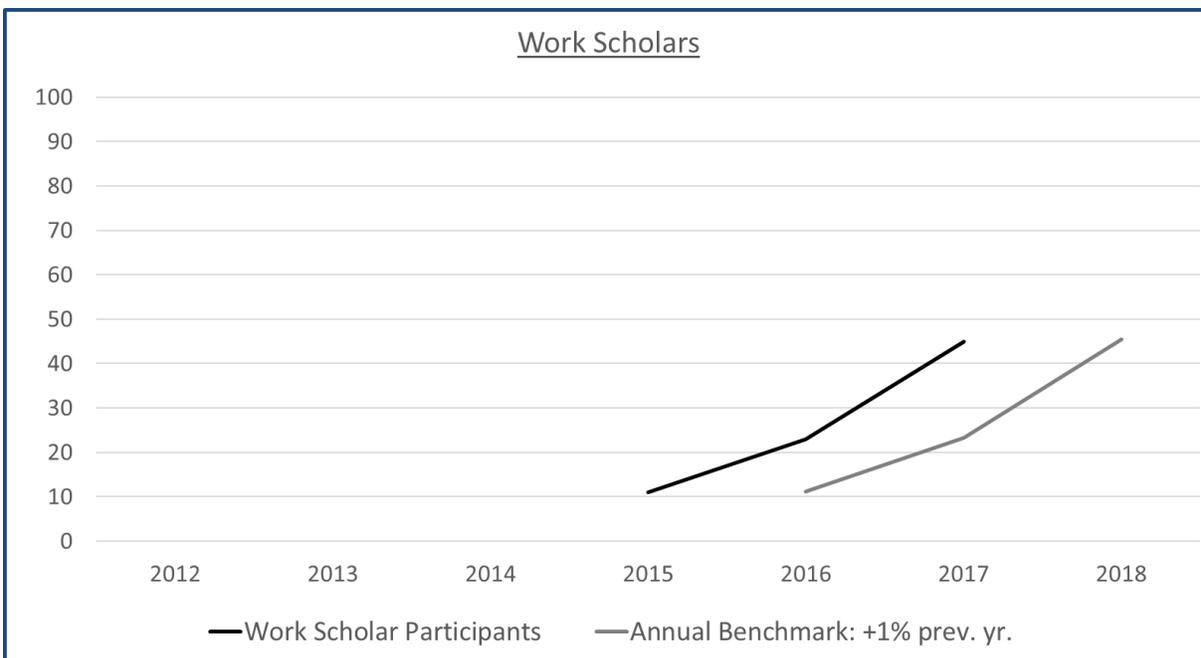


Figure 32: Performance of Indicator 3A2 - LC Work Scholars.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+94%

Analysis from Institutional Research & Effectiveness	Having recently started as a program at LCSC, this program is growing rapidly. The program began with eleven LC Work Scholars in fall 2015, grew to 23 for fall 2016, and reached 45 participants for fall 2017.
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<u>Analysis from the Vice President of Student Affairs</u>	The ability to expand the numbers of students participating in this program is directly connected to the amount of money there is to support the students by paying their tuition. This becomes more challenging as tuition costs rise and, thus, the numbers may fluctuate.
<u>Annual Benchmark</u>	Maintain or inc. 1%
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	Establish the program and generate interest from students and work sites.
<u>Outcomes of Past Work</u>	The program is at capacity with respect to the number of students its serves. The number of interested students and available work sites continues to increase.
<u>Proposed/Future Plans</u>	Future work plans include seeking additional state funding as well as grant funding to increase the number of LC Work Scholars. The program will also expand and become a more comprehensive student employment/career center that, among other things, will be tasked with developing internship opportunities for LCSC students.
<u>Other Responsible Party(ies)</u>	Director of LC Work Scholars
<u>Date of Follow-up</u>	Spring 2019
<u>Data Source</u>	Fall Census Enrollment File
<u>Notes</u>	Unduplicated headcount of fall term Work Scholar students

Table 49: Analysis, work plans, and outcomes of indicator 3A2 - - LC Work Scholars.

Assessment of Objective 3A: Enhance Student Learning Through Community & Industry Partnerships

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark
Core Theme 3 Partnerships	3-A. Enhance student learning through community & industry partnerships	1. Internships	X	-7%
		2. Work Scholars	✓	+94%

Table 50: Overall assessment of Objective 3A by summation of its indicator assessments.

Evidence-Based Improvements for Objective 3A: Enhance Student Learning Through Community & Industry Partnerships

The two indicators of Objective 3A measure student participation in internships and the LC Work Scholars program. Internship opportunities serve as a recruitment tool and help prepare students for future employment. At LCSC, internship is defined broadly and includes paid and unpaid internships, clinical, practical, field work, etc. Many students participate in internships as a required component of their educational programs. While internship numbers are on the increase and policies surrounding internships have been clarified and strengthened (i.e., [internship policy](#) & [internship MOUs](#)), gaps in this area are evident. For example, in informal fall 2017 meetings with student, staff, and faculty at the Coeur d’Alene Center, the three Vice Presidents learned there are many untapped internship opportunities in Region I in a variety of academic areas. However, there is insufficient staff to identify and coordinate internships, and too few faculty to teach internship courses, particularly during summer months. One immediate change was to assign a Business Division faculty member to supervise internships in summer 2018, with the expectation this will continue into future semesters.

Specific programs have focused on student internships in programmatic assessments. Exercise Science had as an objective in its AY 2015-16 [Unit Assessment Report \(UAR\)](#) to “increase internship placement sites and internship placements.” Specific benchmarks of seven local and two distant sites were set, along with the goal of increasing other sites (physical and occupational therapy) to ten placements a year. In analysis, it was determined that while benchmarks were exceeded, there was increased student interest in internships. As a result a new benchmark was set at ‘increase physical and occupational therapy sites by 1-2/year’. In 2017, as follow-up on this work plan element, it was noted that the current number of sites compared to the number of declared majors was sufficient and this indicator should be removed as an action item until it surfaces as a future need.

The Sports Media Studies program is new as of fall 2017. In the program’s initial assessment document where objectives and benchmarks were established, the program faculty identified the need to develop experiential learning partnerships within the region to meet the needs of

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interested students, and to increase program visibility among businesses and organizations, serving as a secondary form of recruitment for the program. Data will be gathered annually with fuller analysis in future years.

The college and the Special Education Program sponsor the SPARC program (Students and Professionals Accessing Resources in the Community), a transition program for students aged 18-21 with disabilities. For full implementation of the program, classroom and computer lab space is essential, as is a space where life skills may be learned or reinforced. The SPARC program has been moved around campus to several different locations based on institutional needs. The Teacher Education Division has advocated a space for SPARC as one of its highest budget request priorities. In the 2018 FAC presentation, the Dean of Academic Programs did as well. One particular benefit of a permanent landing place for the program is the ability to more consistently offer internships for elementary and secondary education majors seeking additional certification in special education.

The second of the two indicators of Objective 3B measures the enrollment of LC Work Scholars, a program only recently introduced in fall 2015. This program pairs eligible students with an on or off campus work experience, which includes mentoring and active advisement by the supervisor, program director, and academic advisor. A total of 20 spaces initially were funded. In FY18, the Idaho Legislature provided additional funding which doubled the number of Work Scholar slots and provided dollars to hire a second full-time employee. Program employees have developed off site placements where the employer bears a portion of program costs, and have partnered with academic division to seek grant funding for program support and expansion. The program has set a benchmark of four qualified applicants for each available Work Scholar slot. Tracking this indicator will provide a reference point for seeking additional state funding. In addition to reducing student debt and contributing to retention and on time completion, the LC Work Scholars program provides an opportunity to have students in the community performing real work, which serves as a means of recruitment and leverages the institution's brand.

Having discussed Objective 3A, Enhance Student Learning through Community & Industry Partnerships, attention will now turn to the third objective, 3B, under Core Theme 3. Each of three indicator's performance of Objective 3B will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance.

Exhibits:

- [LCSC Policy 2.122 Practica and Internships](#)
- [LCSC Internship MOU Professional Liability Webpage](#)
- [Exercise Science Program AY 2015-16 Unit Assessment Document \(now referred as Unit Assessment Report\)](#)

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Objective 3B: Enhance Student Learning Through Academic Partnerships

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicators 3B3 & 3B4: Articulation Agreements for Transfer From & To LCSC

CORE THEME	3. Partnerships						
OBJECTIVE	A		B			C	
INDICATOR	1	2	3	4	5	6	7

Indicator Definitions	The number of articulation agreements to transfer <i>from</i> LCSC to other institutions (indicator 3B3) and the number of articulation agreements for transfer <i>to</i> LCSC from other institutions (indicator 3B4).
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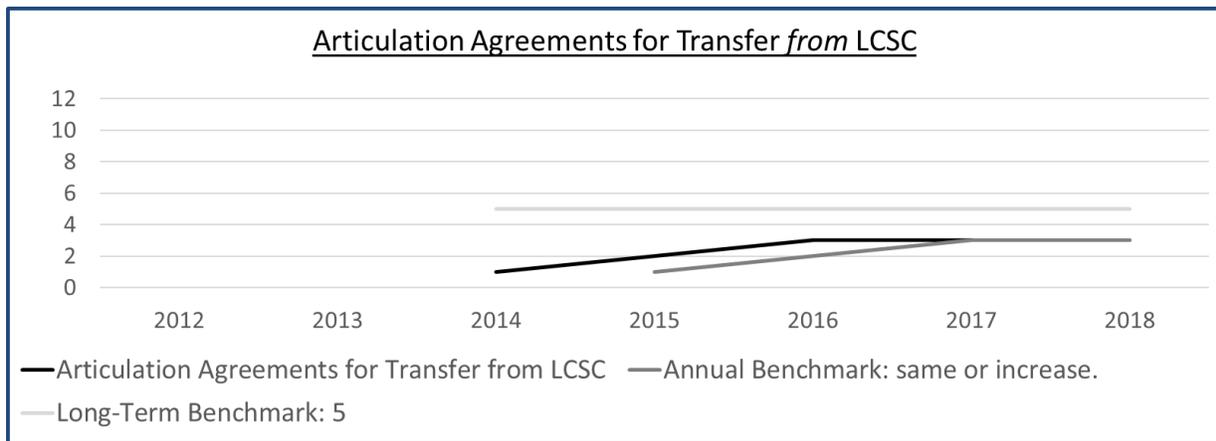


Figure 33: Performance of Indicator 3B3 – Articulation Agreements for Transfer from LCSC.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	0%

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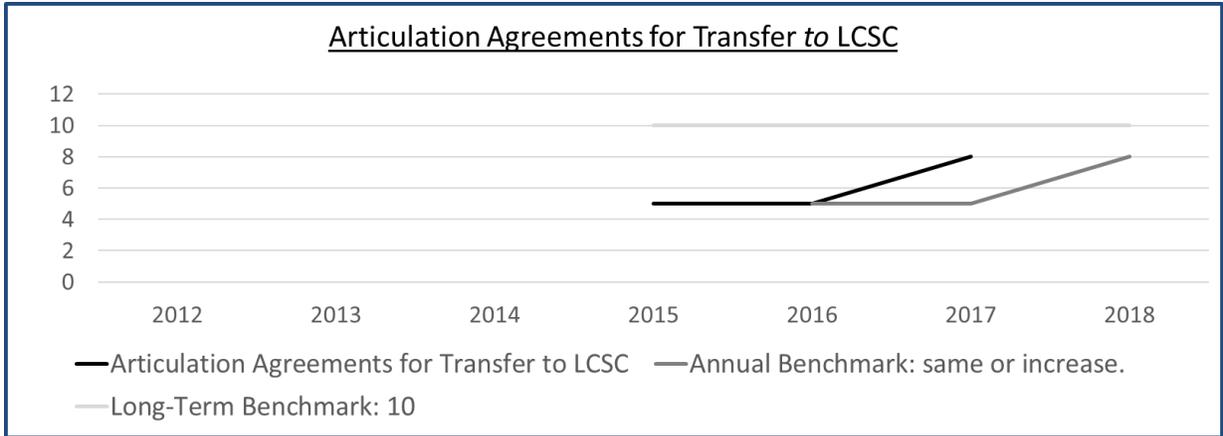


Figure 34: Performance of Indicator 3B4 - Articulation Agreements for Transfer to LCSC.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+38%

<u>Analysis from Institutional Research & Effectiveness</u>	The number of articulation agreements to transfer <i>from</i> LCSC to other institutions is not increasing and has plateaued, whereas the number of articulation agreements for transfer <i>to</i> LCSC from other institutions is growing and approaching the long-term benchmark.
<u>Analysis from the Vice President of Student Affairs</u>	The college continues to explore opportunities for students to enjoy seamless transfer to and from the college. Because the college is home to bachelor's degrees, it's slightly more challenging to develop transfer programs <i>from</i> LCSC. Recent attention to growing the number of transfer students has contributed to the development of transfer programs to LCSC.
<u>Annual Benchmark</u>	same or increase
<u>Long-Term Benchmark</u>	Articulation Agreements for Transfer from LCSC = 5; Articulation Agreements for Transfer to LCSC = 10
<u>Past Work Plans</u>	None
<u>Outcomes of Past Work</u>	
<u>Proposed/Future Plans</u>	LCSC is currently reviewing an opportunity to develop an agreement with the University of Idaho wherein LCSC students will be able to gain admission to the UI law school after three years of successful work at LCSC and acceptable LSAT scores. Under this agreement, the first year of law school would be used to satisfy the student's final credit requirements and, thus, they would earn a bachelor's degree after transferring those credits to LCSC. The Movement and Sport Sciences Division entered into MOU with the UI for the Master's in Athletic Training, where three years are completed at LCSC and two at

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	UI, resulting in both a bachelor’s at LCSC and a master’s at UI. The college is also working with the Community Colleges of Spokane to develop an articulation agreement for students to transfer to LCSC and earn a Bachelor of Applied Science in Applied Technology (BASAT). These agreements will be brokered by Student Affairs but will require cooperation from Academic Affairs.
Other Responsible Party(ies)	Dir. of Admissions
Date of Follow-up	AY 2018-19
Data Source	Dir. Of Admissions
Notes	

Table 51: Analysis, work plans, and outcomes of indicators 3B3 & 3B4 - Articulation Agreements for Transfer from/to LCSC.

Indicator 3B5: Students Participating in Research

CORE THEME	3. Partnerships						
OBJECTIVE	A		B			C	
INDICATOR	1	2	3	4	5	6	7

Indicator Definition	Duplicated headcount of students who participated in the annual LCSC Research Symposium during the spring semester &/or enrolled in a course requiring a research project.
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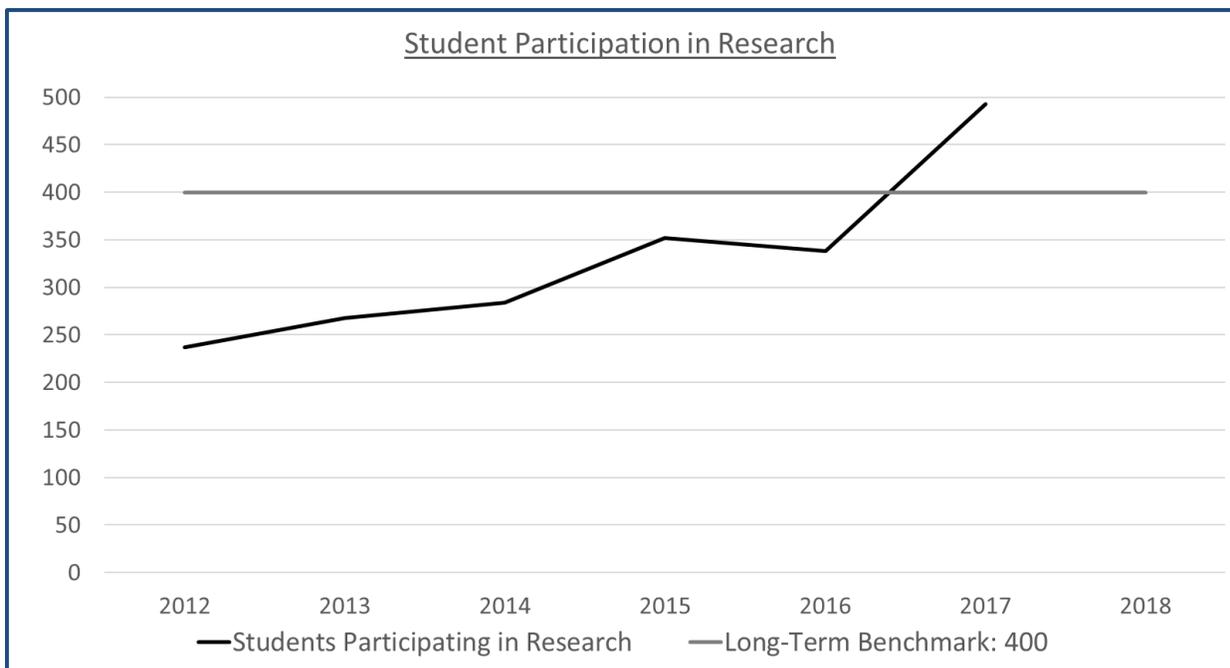


Figure 35: Performance of Indicator 3B5 - Undergraduate Research.

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Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	+23%

<u>Analysis from Institutional Research & Effectiveness</u>	Participation in research at LCSC is growing rapidly. This past year, LCSC exceeded its long-term benchmark of 400 participants. From AY 2015-16 to AY 2016-17, the number of student researchers grew by 46% from 338 researcher students in AY 2015-16 to 493 researcher students in AY 2016-17.
<u>Analysis from the Vice President of Academic Affairs</u>	I concur with the analysis above. Over this academic year (18-19), it is my hope to further refine our definition of undergraduate research, perhaps to align with the Idaho State Board of Education's or Higher Education Consortium's definition. As we seek or receive additional funding (grant and state appropriation) for undergraduate research, better tracking will be essential. An additional necessary piece of this conversation includes incorporating baccalaureate degree recipients from programs that to date have not participated in the Research Symposium or a research-based capstone course.
<u>Annual Benchmark</u>	none
<u>Long-Term Benchmark</u>	400 by 2020
<u>Past Work Plans</u>	N/A - in the past, there has been little focused effort on increasing undergraduate research numbers.
<u>Outcomes of Past Work</u>	Reported here are some AY 2017-18 numbers that may guide future decisions about ways to define this indicator: Participants INBRE 11; HERC 8; SHD 4; EPSCOR 2; Division supported 1; Work Scholar 3; Lewiston Symposium 262; Coeur d'Alene Symposium 43; Duplicated total 334
<u>Proposed/Future Plans</u>	1. Define undergraduate research for the purposes of this indicator; 2. Collaborate with non-participating Divisions / Programs to involve additional baccalaureate students in annual Research Symposium; 3. Continue to seek external funding (INBRE, HERC, EPSCOR, etc.) to support and grow undergraduate research participant numbers.
<u>Other Responsible Party(ies)</u>	Provost and Vice President for Academic Affairs; Instructional Deans and Division Chairs
<u>Date of Follow-up</u>	Spring 2019
<u>Data Source</u>	ID Board Strategic Plan
<u>Notes</u>	

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	The duplicated number of students who participated in the annual LCSC Research Symposium during the spring semester, &/or enrolled in a course requiring a research project.
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Table 52: Analysis, work plans, and outcomes of indicator 3B5 - Undergraduate Research.

Assessment of Objective 3B: Enhance Student Success through Academic Partnerships

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark
Core Theme 3 Partnerships	3-B. Enhance student success through academic partnerships	3. Articulation agreements - out	✓	0%
		4. Articulation agreements - in	✓	+38%
		5. Undergraduate research participation	✓	+23%

Table 53: Overall assessment of Objective 3B by summation of its indicator assessments.

Evidence-Based Improvements for Objective 3B: Enhance Student Success through Academic Partnerships

The first two of three indicators of Objective 3B measure transfer articulation agreements for both transfer *to* LCSC as well as transfer *out* of LCSC. As a Carnegie classified Baccalaureate College: Diverse Fields, Lewis-Clark State College delivers career & technical, professional, and academic degrees and certificates. This mix of offerings meets the needs of many students. However, the college recognizes it is impractical and inefficient to offer all desired majors. Additionally, LCSC is physically located among three other public post-secondary institutions including one community college and two universities (Doctoral University: Highest/ Higher Research Activity), providing rich educational opportunity for collaboration on degree offerings. LC Express, a 2+2 initiative, was developed for those wishing to transfer from a community college to LCSC. This program requires close collaboration with community college partners to accurately list their general education and associate degree requirements, while LCSC advisors provide information on LCSC's baccalaureate completion requirements. Development of new LC Express agreements arises from meetings between community college and LCSC personnel, and when new LCSC programs are initiated. Agreements exist with the four community colleges in Idaho and LCSC's immediate neighbor, Walla Walla Community College, Clarkston branch.

LCSC also provides opportunities for students to transfer into the state's universities. As an example, LCSC offers an A.S. in Engineering. The purpose of this degree is to prepare students for transfer to the University of Idaho for baccalaureate level coursework. The Division of Movement and Sport Sciences created a 3 + 2 option where students studying pre-athletic

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training at LCSC transfer three years of coursework to the University of Idaho (UI). The fourth and fifth years are completed at UI resulting in a B.S. from LCSC and an M.S. A.T. from UI. Such agreements allow students to begin study in the supportive environment of LCSC, and later transfer for degree completion.

The third and final indicator of Objective 3B measures undergraduate participation in research. The annual Research Symposium is a signature event at the college, providing a forum for the dissemination of student and faculty research in both Lewiston and Coeur d'Alene. Students present research completed in capstone courses, required of most majors, as well as on undergraduate research projects funded through the Idaho Higher Education Research Council (HERC) and the Idea Network of Biomedical Research Excellence (INBRE). Research Symposium numbers are strong, however, not all programs require participation in the symposium or in undergraduate research. An effort is underway to encourage broader participation. In 2018, great effort was made to inform the local community about the symposium and encourage attendance so community members learn more about the college and its programs.

Having discussed Objective 3B, Enhance Student Success through Academic Partnerships, attention will now turn to the third and final objective, 3C, under Core Theme 3. Each of two indicator's performance of Objective 3C will be displayed, analyzed, and work plans impacting indicators performance will be articulated, as well as the individuals and program planning likely to impact indicator performance.

Exhibits:

- [LC Express Webpage](#)
- [LCSC Articulation Agreements](#)

Objective 3C: Enhance Student Learning Thru Service to College & Community

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Indicators 3C6: Students Participating in Community Service Projects

CORE THEME	3. Partnerships						
OBJECTIVE	A		B			C	
INDICATOR	1	2	3	4	5	6	7

Indicator Definition	Number of students involved in community service projects in classes, in clubs, & outside of classes.
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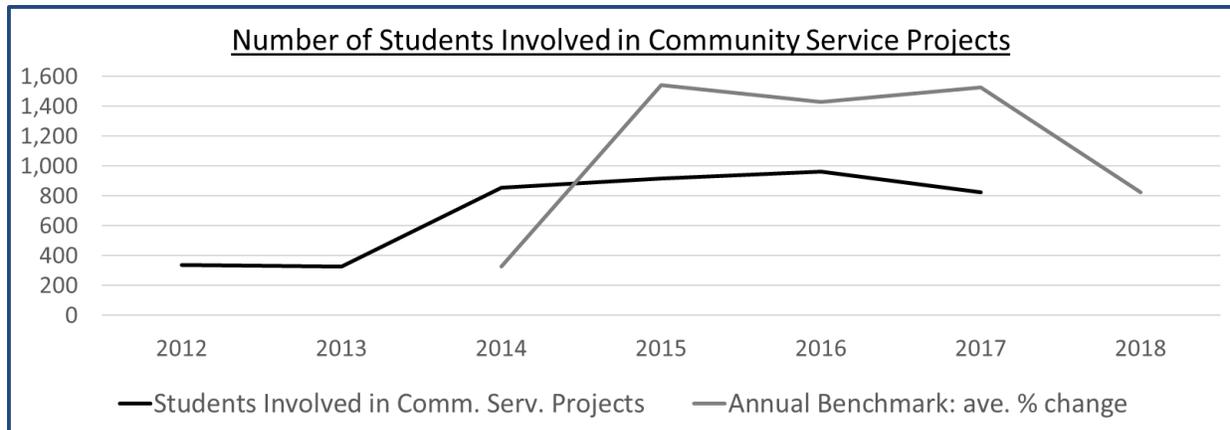


Figure 36: Performance of Indicator 3C6 - Student Service.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✗ Not Met	-46%

Analysis from Institutional Research & Effectiveness	Across time, the number of community service projects as well as the number of students participating in those projects has increased. However, this most recent year (2017), there was a decline in the number of community service projects (-8%) and students involved in those projects (-14%).
Analysis from the	Concur with the analysis above. For AY 2018-19, we need to focus on setting meaningful benchmarks and identifying mechanisms to accurately capture

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<u>Vice President of Academic Affairs</u>	service projects, hours, number of participants, and the like. LC Service Corp has identified a good starting point below.
<u>Annual Benchmark</u>	Average % change from previous three years. If there is a negative avg. % change, then 0% change is inserted as annual goal.
<u>Long-Term Benchmark</u>	none
<u>Past Work Plans</u>	In 2015, LCSC submitted a grant to reopen Lewis-Clark Service Corps and recruit volunteers to assist with service projects on campus-did. At the time, no benchmark for number of volunteers and volunteer hours was set. Lewis-Clark Service Corps opened in fall 2016. New benchmarks were set for 2017 with updated service project reporting. We estimated recruiting 264 volunteers each serving a minimum of one hour for service projects through the year at LCSC. Cash and in-kind coming in for service projects was estimated at \$1200.
<u>Outcomes of Past Work</u>	Lewis-Clark Service Corps has collated the results from 12 major service projects for 2017-2018. The period covered is July 1, 2017 to June 29, 2018. There were 804 student volunteers recruited, serving 567 hours for service projects through the year at LCSC (worth \$39,884.70). Cash and in-kind coming in for service projects was \$3104.13.
<u>Proposed/Future Plans</u>	Lewis-Clark Service Corps has reviewed the great progress made in 2017-2018, and will use those amounts as benchmarks for 2018-2019.
<u>Other Responsible Party(ies)</u>	Director, AmeriCorps
<u>Date of Follow-up</u>	Fall 2018
<u>Data Source</u>	Self-report: Dept. Chairs
<u>Notes</u>	In classes, in clubs, & outside of classes

Table 54: Analysis, work plans, and outcomes of indicator 3C6 - Student Service.

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Indicators 3C7: Center for Teaching & Learning K-12 Activities

CORE THEME	3. Partnerships						
OBJECTIVE	A		B			C	
INDICATOR	1	2	3	4	5	6	7

Indicator Definition	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.
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Workshop Dates	March 2016	June 2016	August 2016	October 2016	March 2017	May 2017
Objectives	Design a complete secondary science lesson plan that is compliant with new standards	Peer review of compliant lesson plans & teacher self-assessment	Discussion identifying strength & weaknesses of curriculum alignment	Assessment of learning activities	Assessment and active learning strategies	Active learning strategies
Outcomes	Teacher self-assessment & administrator observation	Working model of transition to new science standards	Comprehensive list of needs for curriculum alignment	Design of student assessment for one unit	Design of assessment of the unit	Design of learning activity for one unit

Figure 37: Performance of Indicator 3C7 - Center for Teaching and Learning K-12 Activities.

Indicator	% Above or Below Annual Benchmark
✓ Met ✗ Not Met	
✓ Met	Non-Numeric Achievement

<u>Analysis from Institutional Research & Effectiveness</u>	Likert type and qualitative responses from workshop participants indicate that they were satisfied with the outcomes of each workshop. Many participants identified workshop objectives as being met in their written evaluations.
<u>Analysis from the Vice President of Academic Affairs</u>	It is recognized that measures for the CTL will be of a different nature than those found otherwise in the CAR. Measures must allow us to count activities and participants to ensure we are successfully reaching our K-12 partners, with a focus on perceived value of the experience to participants. It may take several years of measurement/ data exploration to identify the

Chapter 4: Core Theme Planning, Assessment, & Improvement

	best indicators for CTL. Outreach is also influenced by the K-12 context from year to year.
<u>Annual Benchmark</u>	none
<u>Long-Term Benchmark</u>	Assist Lewiston Independent School District's (LISD) secondary education science teachers modify curriculum to be in compliance with the Next Generation Science Standards (NGSS).
<u>Past Work Plans</u>	In 2014, LISD adopted the Next Generation Science Standards (NGSS). Originally, teachers worked in isolation to transition to the new standards, which proved challenging. Because little progress was being made, the LISD curriculum Director, Lisa Fenter, assembled a team including the CTL, to plan and implement faculty development in order to develop NGSS compliant curriculum. With feedback from the LISD teachers, a plan was developed and implemented. Teachers wrote and taught one unit (March 2016), and then they peer reviewed the unit and student work (June 2016). Using this foundation, areas that were challenging were identified (August 2016), including assessment and active learning techniques, and the remaining workshops focused on those topics (October 2016, March and May 2017).
<u>Outcomes of Past Work</u>	The planning and facilitation of professional development workshops for NGSS alignment of LISD curriculum.
<u>Proposed/Future Plans</u>	This project has been completed and the long-term benchmark was achieved. A new AY 2018-19 initiative, "LC Presents" has been developed by academic programs. Faculty presenters will be selected in fall semester and deliver "LC Presents talks" beginning SP19.
<u>Other Responsible Party(ies)</u>	Dir. of Cntr. for Teaching & Learning; For LC Presents, Dean of Liberal Arts & Sciences, and others
<u>Date of Follow-up</u>	Spring 2019
<u>Data Source</u>	Unit Assessment Reports and Presidential Guidance documents (PG 15 66 & PG 14 66) for Cntr. for Teaching & Learning
<u>Notes</u>	For more description of about these workshops, please go to: https://drive.google.com/file/d/1Dc8zowepop4_UinMYIUJVhpUXwWPefXy/view

Table 55: Analysis, work plans, and outcomes of indicator 3C7 - Center for Teaching and Learning K-12 Activities.

Chapter 4: Core Theme Planning, Assessment, & Improvement

Assessment of Objective 3C: Service to the College and Community

CORE THEME	1. Opportunity				2. Success				3. Partnerships		
OBJECTIVE	A	B	C	D	A	B	C	D	A	B	C

Core Theme	Objective	Indicators	✓ Met X Not Met	% Above or Below Annual Benchmark
Core Theme 3 Partnerships	3-C. Service to the college and community	6. Student participation in service	X	-46%
		7. Center for Teaching & Learning K-12 activities	✓	Non-Numeric Achievement

Table 56: Overall assessment of Objective 3C by summation of its indicator assessments.

Evidence-Based Improvements for Objective 3C: Service to the College and Community

The indicators of Objective 3C measure student participation in service and LCSC’s service to the community through its Center for Teaching and Learning. The essence of “connecting learning to life” is evidenced through service to the institution and our communities. In the 2014-2018 Strategic Plan, student volunteering was called out as an objective. Volunteering takes many forms, all of which benefit the community. Of particular interest is service learning which helps meet community needs while advancing students’ knowledge. Service learning initiatives were measured annually by the number of community service projects undertaken, the number of faculty and students participating, and the impact of such projects as reported to the Corporation for National and Community Service and Serve Idaho and the Governor’s Commission on Service and Volunteerism. Unfortunately, the college experienced a steady decline in student participation in service learning, due in large part to the loss of a full-time Service Learning Coordinator to track hours and projects, and expiration of the AmeriCorps grant which financially supported service learning initiatives. In fall 2016, under a new AmeriCorps grant, Service Corps re-opened with a focus on food insecurity, creating the Warrior Food Pantry. The food pantry officially opened fall of 2017, and has recruited 206 volunteers, 122 of whom were one-time volunteers, and 84 of whom were ongoing volunteers. Participants in the LC Work Scholars program are required to participate in service activities and often support the food pantry, or local Martin Luther King Jr. holiday events, Idaho Human Rights day or LC Cares projects. The college continues to explore options for coordination and tracking of student volunteer hours and of service-learning projects.

The LCSC Center for Teaching and Learning (CTL) has as one of its assessment objectives, ‘to provide high quality and necessary curriculum support to local schools’. A primary area of outreach has been in relation to the Next Generation Science Standards. Several workshops were held where Lewiston School District and LCSC faculty collaborate around the teaching of science. Participants on both sides remarked on the utility of active learning in engaging all students, its role in teaching critical thinking skills, connection to other parts of course design

and common types of active learning. Two also expressed an interest in learning about more activities, which is an area for future consideration. Teacher Education faculty provide service in a number of ways to the local school district, most notably through support with technology enhancements in the classroom. For this next academic year, a new program has been developed by the Dean of Academic Programs (now the Dean of Liberal Arts and Sciences). Operated through the CTL, LC Presents connects college faculty who wish to provide guest lectures with regional elementary and secondary schools. The intention of the program is two-fold – providing support and expert information to schools in areas where that expertise may not otherwise be readily available, and introducing prospective students to the breadth of information available to them at the post-secondary level, particularly at Lewis-Clark State College.

In these ways, LCSC uses data to guide in the planning, assessment, and improvement Core Theme 3: Partnerships. In summary, background and past planning was described (standard 3B) broadly for Core Theme 3, followed by the assessment of Core Theme 3 by nature of the summative performance of its individual indicators (standard 4A). Subsequent sections drilled down to investigate the planning, assessment, and improvement plans for each individual indicator of Core Theme 3. Improvement plans (standard 4B) are best realized when in relation to specific indicators and objectives, so evidence-based improvement plans for core themes were articulated at the indicator and objective level. In this way, fulfillment of Core Theme 3 is driven by an epicyclic process whereby a common assessment method (planning, assessment, & improvement) concurrently operates among many indicators, collectively contributing to core theme planning and its summative assessment.

MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY



Chapter 5: MISSION FULFILLMENT, ADAPATION, AND SUSTAINABILITY

Eligibility Requirement 24

Eligibility Requirement 24: Scale & Sustainability - *The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.*

In evaluating achievement of its core themes and mission fulfillment, LCSC has reviewed enrollment trends, personnel fiscal resources, and campus infrastructure. Resources are sufficient in the present to meet institutional objectives and are projected to be so in the foreseeable future. While resources from the state have declined in recent years, internal assessment of program performance and resource reallocation are efforts that support achievement of the mission, core themes, and strategic goals. LCSC has taken a conservative fiscal approach which is evident in all campus planning and budgeting activities.

Standard 5.A: Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

As demonstrated in Standards 3.A., 3.B., 4.A., and 4.B., Lewis-Clark State College regularly engages in multiple levels of assessment. The work of the college is guided by a number of individual plans, including the strategic, enrollment, assessment, instructional, and campus master plans (recruitment and retention plans are forthcoming). Superordinate to all plans are the college's mission and core themes, which serve to guide development of all other campus plans. Most significant operations at the college are organized as programs, with metrics garnered from these programs aggregated to form college-wide performance measures, and reported in the College Assessment Report (CAR). Institutional Research & Effectiveness provides college level data. This multi-level process is designed to engage LCSC administration, faculty, students, staff, and key stakeholders in ensuring the college is engaging in informed decision-making and best practices.

In addition to reporting results, each program is expected to write an analysis of their program level data and list work plans and actions for the current year ('what will we do as a result of our evidence-based analysis to improve the program over the next year'). In subsequent years, programs report on the previous year's work plan, actions taken, and their outcomes. When

necessary, a work plan element is carried forward into the next year. In this way, program faculty and staff reflect on data relevant to their program outcomes, make actionable plans, and then 'close the loop' by evaluating the impact and results of work plans in the subsequent year. Programs report on these assessment findings annually in written form through the Unit Assessment Report (UAR), and during Functional Area Committee (FAC) meetings, which are open meetings. Program assessment documents (UARs) are posted on the Institutional Research & Effectiveness intranet page, with full access to internal campus constituents.

For college level analysis, the office of Institutional Research & Effectiveness reviews and updates the College Assessment Report (CAR) annually. This document lists the core themes, objectives and individual indicators in alignment with the core themes. Similar to the program level assessment and planning process outlined above, the CAR contains data associated with each indicator, analyses by IR&E and the responsible vice president, results from previous years' work plans, as well as work plans for the coming year. Indeed, some of the college level indicators included in the CAR are derived from the same data used for program level planning and analysis on the UARs.

The *Mission Fulfillment Rubric* (MFR) summarizes indicator performance from the CAR and depicts whether core themes and the college mission has been fulfilled. Mission fulfillment occurs when all three core themes have met their respective benchmarks. Core theme benchmark achievement, in turn, is dependent on whether a sufficient number of core theme indicators have met their respective benchmarks. Indicators each have their own unique annual benchmarks and when a predetermined number of indicator benchmarks have been met, that core theme is also considered to have met its benchmark. To avoid being punitive, if indicator performance was very close to its benchmark, within one standard deviation, then that indicator was considered to have achieved its benchmark. According to the Mission Fulfillment Rubric depicting 2017-18 performance, LCSC is meeting its threshold for mission fulfillment because all three core themes have had a sufficient number of indicators meet or exceed their own unique benchmarks. The following three paragraphs will describe each core theme's fulfillment by way of its indicator achievement.

Core Theme 1 assesses whether LCSC is providing access to higher education and lifelong learning. There are 11 indicators that comprise Core Theme 1. The overall benchmark for Core Theme 1 was that eight out of a total of 11 indicator benchmarks would be met. During AY 2017-18, nine out of 11 indicators under Core Theme 1 met their respective benchmarks, meaning that the overall benchmark for Core Theme 1 was met for AY 2017-18. The benchmark for Core Theme 1 was also met for AY 2016-17 and AY 2015-16, historically. Those indicators under Core Theme 1 that were not met during AY 2017-18 were overall headcount of LCSC ([indicator 1.A.1](#)), and headcount for the Coeur d'Alene Center ([indicator 1.B.6](#)). Consequently, it appears as though access to higher education may be reduced as measured by overall college headcount, and more specifically among students in Idaho's Region I (which includes Coeur d'Alene). However LCSC's role in providing opportunity to higher education appears to remain strong for first generation ([indicator 1A3](#)), online ([indicator 1B7](#)), workforce training ([indicator 1C8](#)), and dual credit students at a relatively low cost tuition ([indicator 1A4](#)). It is for these reasons that the benchmark for Core Theme 1 was considered to have been achieved. LCSC

continues to provide access to higher education for many, but the opportunities to higher education provided by LCSC seems to be wavering among students in Idaho's Region I.

Core Theme 2 assesses whether LCSC students attain their educational goals through excellent instruction and supportive learning environments. There are 12 indicators that comprise Core Theme 2. The overall benchmark for Core Theme 2 was that nine out of a total of 12 indicator benchmarks would be met. During AY 2017-18, nine out of 12 indicators under Core Theme 2 met their own respective benchmarks, meaning that the overall benchmark for Core Theme 2 was met for AY 2017-18. The benchmark for Core Theme 2 was also met for AY 2016-17 and AY 2015-16, historically. Those indicators under Core Theme 2 that were not met during AY 2017-18 were pass rates of licensing, certification, major field tests, and skills assessment tests ([indicator 2.B.3](#)), supportive campus environment ([indicator 2.D.11](#)), and satisfaction with advising ([indicator 2.D.12](#)). Closer examination of these indicators informs us that indicator performance was strong, yet the benchmarks that were set, demand nearly perfect performance. In the case of licensing/certification, major field exams, only one of the 17 programmatic areas warrants further scrutiny. Teacher Education program graduates' PRAXIS Exam pass rates are consistently low, year over year. Students in all other programmatic areas perform above benchmark on these exams, on average.¹ Therefore, the challenges that LCSC faces in helping students attain their educational goals appears to be primarily isolated to one programmatic area. Consequently, strategic response to improve this indicator will be narrowly tailored to suit the instructional needs of Teacher Education. In the case of a supportive campus environment, survey items confirm that anywhere between 69% to 88% of students consider their courses to have challenged them, changed their understanding, contributed to their critical thinking and job-related skills, and helped them to solve complex real-world problems. However, the benchmark for supportive campus environment is 90% of students answering these survey items in the affirmative. Failure of this indicator to meet its benchmark is a reflection of the high standards of practice that we set for ourselves at LCSC. And finally in terms of student satisfaction with advising, 83% of students reported receiving quality advising. However, the benchmark for quality advising is 90% of students report receiving quality advising. Failure of this indicator to meet its benchmark is another reflection of the high standards of practice that we set for ourselves at LCSC. All in all, LCSC's role in helping students attain their educational goals through excellent instruction and supportive learning environments is evidenced by strong performance in degree generation ([indicator 2A1](#)), general education learning outcomes ([indicator 2A2](#)), timely degree completion ([indicator 2C9](#)), graduates continuing their education ([indicators 2B5 & 2B6](#)) and their overall satisfaction in their education at LCSC ([indicator 2D12](#)). It is for these reasons that the benchmark for Core Theme 2 was considered to have been achieved. LCSC helps students attain their educational goals by applying rigorous standards of excellent instruction and supportive learning environments.

Core Theme 3 assesses whether LCSC effectively engages in partnership with business, the community, and other education institutions. There are seven indicators that comprise Core

¹ Computer science graduates also performed below benchmark on their major field exam, but this is largely due to only a few students graduating from this program and therefore highly fluctuating exam results from year to year.

Theme 3. The benchmark for Core Theme 3 was that five out of a total of seven indicator benchmarks would be met. During AY 2017-18, five out of seven indicators under Core Theme 3 met their own respective benchmarks, meaning that the overall benchmark for Core Theme 3 was met for AY 2017-18. The benchmark for Core Theme 3 was also met for AY 2016-17 and AY 2015-16, historically. Those indicators under Core Theme 3 that were not met during AY 2017-18 were student participation in internships ([indicator 3.A.1](#)) and community service ([indicator 3.C.6](#)). The failure of these two indicators to meet their benchmarks informs us that our progress on student participation in internships and service has plateaued after progress was made on these goals. In the case of student participation in internships, performance on this indicator nearly achieved its long-term goal in AY 2015-16, when we had hoped to achieved this long-term benchmark by AY 2018-19. However its performance slipped away from the goal in AY 2016-17. This informs leadership at LCSC that these items need to remain as a metric on our strategic plan as it is revised after the expiration of the previous strategic plan (renewal of strategic plan occurs every five years).

All in all, the unmet indicators are spread across the three core themes such that no one core theme failed to meet is benchmark. These findings of indicator and core theme achievement all coalesce to justify mission fulfillment as depicted in the Mission Fulfillment Rubric. The annual Mission Fulfillment Rubric is shared with President's Council, the Deans, Division Chairs, and Faculty Senate. It is also posted to the Provost Office web page alongside of other [accreditation milestones](#).

Though information about mission fulfillment program level assessment is shared with many campus stakeholders, consistent communication that reaches all interested stakeholders continue to be a work in progress. One communication challenge occurs during the resource request process. It is expected that the majority of items on a unit's Resource Request Form (RRF) derive from programmatic assessment data and analyses. Each year, the RRF (formerly UAP) gives programs guidance with regard to administrative priorities for funding, however the guidance determining those priorities has changed across the years. In the early years (2007), units were directed to create various budget scenarios including strategies for 0% budget growth, and in others years, a 1% or 3% reduction in budget (as outlined in the [Unit Action Plan Template for fall 2007](#)). In 2012 the priorities were promulgated in support of the Idaho State Board of Education strategic plan, including improving student access and success, increasing quality and quantity of program output, and improving process and infrastructure to support students (as outlined in the [Unit Action Plan Template for fall 2012](#)). In 2015-2016, the President directed that UAP requests focus on the four goals of the strategic plan and on enrollment goals (as outlined in the [Unit Assessment Planning Document AY 2015-16](#): "LCSC will increase its FTE student enrollment and its headcount to targeted levels. Consider how your unit will contribute to meeting these goals and any assigned targets"). Cabinet strives to make resource allocation decisions based on these identified priorities, and each year a list of funded items is posted to the IR&E web page and communicated to through the vice presidents to the various units. Nonetheless, each year individuals request more information on Cabinet's decision rationale and why one item was funded over another. Though the president and vice presidents go to great lengths to be transparent in how and why financial decisions are made, we are reminded annually there is more work to be done in this area.

All in all, LCSC engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. Feedback from campus constituents informs us that transparency in final funding decisions could still be improved, after program level funding proposals have been amalgamated into a campus-wide funding priorities for the particular year. In these ways, LCSC uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Exhibits:

- [Mission Fulfillment Rubric and Other Accreditation Milestones Posted on the Provost's Webpage](#)
- [Unit Action Plan \(UAP\) Template - Fall 2007](#)
- [Unit Action Plan \(UAP\) Template - Fall 2012](#)
- [Unit Assessment and Planning Document \(UAD/UAP\) AY 2015-16](#)

Standard 5.B: Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

The process by which LCSC evaluates the adequacy of this resources, capacity, and effectiveness of it operations occurs when requests made at the program level that are then distilled upwards to the Cabinet-level. The Unit Assessment Reports (UAR) serve to assess the resources, capacity and effectiveness of operations at the programmatic level. Programs then document their related budgetary needs on the Resource Request Form as they are derived primarily from the assessment process on the UARs. Through the Functional Area Committees, needs for programmatic resources are prioritized among their similar peers and then communicated to President's Cabinet. Budgeting decisions are based on estimated student enrollment and projected state-level funding. Appropriations, student tuition, and fees are set annually by the Idaho State Board of Education.

The program performance initiative provides an opportunity for a deeper look at capacity and effectiveness of instructional programs. In addition to quality indicators, each instructional program evaluates student success measures (employment in the area of study, acceptance to graduate school and program impact indicators, including graduate, retention, and enrollment numbers). When fully implemented, in concert with the instructional plan, program performance data will directly measure capacities and effectiveness of program operations.

The year-end financial results reflect a slight increase in the college's net position despite modest enrollment declines. The college is debt free as of November 2016 and has remained debt free. Key financial ratios measuring the institution's overall financial health continue to reflect sound performance with a Composite Financial Index for FY17 of 5.61, demonstrating the college's ability to operate within available resources, and manage and allocate monies to

best meet the needs of students and programs. Through the [Compensation Plan](#) developed in conjunction with the Division of Financial Management, employee's salaries were increased based on performance, and where employee compensation was below 80% of the State of Idaho's compa-ratio (for classified staff), equivalent College and University Professional Association (CUPA) comparators (for professional staff) or American Association of University professors (AAUP) comparators (for faculty,) that compensation was further increased based on performance evaluations. Further, the legislature funded equity adjustments for four counselors through line items requests.

For example, a gap in compensation was realized when investigating operating expense amounts for instructional academic units. It was noted that several instructional divisions have requested increases to operating expense budgets through the RRF process to cover increased costs of irregular help and technology needs, and to provide funds for professional development of faculty and staff. An analysis of the per capita (full time faculty) operating expense amounts revealed several divisions were well below others. This is due in part to a difference in division missions - instructional vs. research-related needs. Also, this summer, the Dean of Liberal Arts and Sciences (formerly the Dean of Academic Programs) queried each of the Division Chairs regarding their methodologies for distributing division professional development funding. The provost's office intends to bring this forward through the RRF process to raise awareness and establish a plan for incrementally aligning the budget needs of the academic instructional units.

The mitigation of challenges like these demonstrates the regular evaluation of the adequacy of LCSC's resources, capacity, and effectiveness of operations. Investigating equitable compensation, avoiding debt, and maintaining a healthy Composite Financial Index, all contribute to LCSC's ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services.

Exhibits:

- [LCSC Compensation Plan FY19](#)

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The [Institutional Assessment Plan](#) outlines the planning cycle and processes. Each year when the unit assessment report (UAR) and resource request forms are developed, a timeline is also modified and posted in on the IR&E intranet site alongside of that year's template UARs and RRFs. Assessment is an ongoing process of improvement throughout the year (as depicted on pages 13-14 of the [Institutional Assessment Plan](#)). Specific dates and instructions are provided in the detailed guidance documents and templates which are provided to all units each year, through the supervisory chain, with current formats and latest versions of submitted reports posted on the assessment and planning intranet (maintained by the office of Institutional Research & Effectiveness).

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Campus stakeholders are engaged in program level assessment within their units, on both an annual and ongoing basis. Annually, the UAR submission provides an opportunity for the program to capture and report on its unit's status and progress toward its goals in written form. However, throughout the year, programs are using assessment data and practices to drive decisions. Examples of this were described in response to Standard 4.

Mission fulfillment is seen as long term planning necessary for ongoing vitality and viability of the institution, and is evaluated annually through the College Assessment Report (CAR) and Missions Fulfillment Mission Fulfillment Rubric (MFR). Annually, indicators may be re-defined, clarified, or changed, ensuring assessment of those elements of greatest importance to the institution. A parallel but shorter-term planning process is strategic planning. The state of Idaho requires institutions to annually submit a 5-year rolling Strategic Plan. The strategic plan is viewed as short term, containing broad institutional-level goals supporting attainment of core theme indicators and mission fulfillment, while also addressing other strategic initiatives delegated by the Idaho State Board of Education. The strategic plan is reported on annually, and refined and updated in alignment with changes to Board initiatives and to remain consistent with the measures and definitions used in the CAR and MFR.

Exhibits:

- [LCSC Institutional Assessment Plan](#)

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement

Lewis-Clark State College is continually monitoring its internal and external environments. As described in Standard 3A, during the 2016-2017 academic year, a decision was made to update the college's mission statement and core themes. There was a sense that the core themes, while aligned with the mission and program delivery areas, created silos and were not inclusive. There was interest in new core themes to unite all areas of campus in our shared commitment to serving students. After a thorough review, it was confirmed that the existing 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 under meaningful core themes, and were at times, duplicative. Further, there was interest among stakeholders in redefining the some indicators used to measure the core themes. To that end, after eight months of robust dialogue at all levels across campus and with other stakeholders, an updated mission statement, core themes, and updated set of indicators were developed.

Given the success with the mission statement and core themes campus conversation approach, this same strategy was employed when developing the updated strategic plan. Again, robust conversation at the President's Council and the campus community levels yielded good input which helped in development of the plan. As a specific example, both groups noted the absence

of a focus on *community* in the initial strategic plan drafts. Through campus conversations, individuals were able to articulate that the connection with the local and regional communities is part of what makes Lewis-Clark State College unique. As a result, strategic plan goal 3 was revised multiple times to include a particular focus on *community* by including an objective focused on development of community partnerships to enhance student learning and enrich the region.

The college uses advisory committees as another mechanism to stay in touch with both internal and external constituencies. All career & technical programs are required to have industry-based advisory committees. Academic programs are strongly encouraged to do the same. The purposes of the advisory committees are threefold:

1. To integrate internal and external community members into the work of the college and its programs.
2. Ensure both instructional and non-instructional programming are aligned with the needs of the community, business and industry.
3. Assure graduates possess the necessary knowledge and skills for success in their chosen fields.

Advice from the advisory committee is used for ongoing program improvement and development. And, advisory committee membership often serves as a source of internships for students.

Though not a formal advisory committee, the Lewis-Clark State College Foundation, comprised of more than 30 community members and other college officials, promotes access, excellence and relevance in higher education through support of Lewis-Clark State College. Primary functions are to build an endowment which supports increasing enrollment through scholarships and to work to enhance student development by supporting faculty and program excellence through donor stewardship. Given the Foundation's strong focus on students and faculty, Board members frequently serve as a sounding board for emerging institutional initiatives and often choose to become part of the solution. As one example, the Vice President for Student Affairs noted that students were stopping or dropping out of college in their semester. Through interactions with these students, it became apparent that in most cases, students were leaving because of their inability to pay their tuition. In many cases, the outstanding balance was a few hundred dollars. The Foundation stepped in and developed the Completion Scholarship where the vice president is authorized to financially assist students within their final year of schooling up to a predetermined dollar amount. This is a tremendously successful program, and one in which the Foundation takes great pride, as the results are immediate and tangible.

Lewis-Clark State College has four key constituent groups: students, faculty, professional staff, and classified staff. Each constituency has a formal organization which serves, in part, as a conduit for information to flow from administration to the group, and back again. This flow of information occurs regularly through visits by the president or vice presidents and formally through the Functional Area Committee (FAC) structure described earlier. In the budget and planning process, the four constituent groups are represented on each FAC, and each

constituent group has an opportunity to present its thoughts and funding priorities directly to the Cabinet.

As part of a larger system of higher education, Lewis-Clark State College operates under the direction of the Idaho State Board of Education. As such, the institution as a whole and many individuals from across all areas of campus are involved in state-level initiatives. For example, it is expected that the college’s strategic plan aligns with and advances the Board’s strategic plan (as depicted in Table 57 below). In 2016, Idaho’s Governor convened a Higher Education Task Force comprised of all members of the Idaho State Board of Education, all post-secondary institution presidents, legislators, and others. [Twelve recommendations](#) were generated by the task force and various committees of the State Board were tasked to address them. Many of the recommendations align with [Complete College America/Idaho](#) strategies/game changers. As a consequence, the Instructional Plan is being updated with the task force recommendations as a backdrop. Already in progress is work on guided pathways, remediation reform, and meta-majors. On-time completion, addressing the needs of adult learners, and refinement of a first year experience will be addressed this academic year.

Idaho State Board of Education Goals				
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC</i>	<i>Goal 3: DATA-INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
Institution/Agency Goals and Objectives				
<i>GOAL 1: SUSTAIN AND ENHANCE EXCELLENCE IN TEACHING AND LEARNING</i>				
Objective A: Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.	✓	✓	✓	✓
Objective B: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.	✓	✓		✓
Objective C: Optimize technology-based course delivery, resources, and support services for student, faculty, and staff	✓	✓		✓
Objective D: Maximize direct faculty and student interactions inside and outside the classroom.	✓			✓

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Idaho State Board of Education Goals				
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC</i>	<i>Goal 3: DATA-INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
Institution/Agency Goals and Objectives				
<i>Objective E:</i> Recruit and retain a highly qualified and diverse faculty and staff.	✓	✓		✓
<i>Objective F:</i> Provide a safe, healthy, and positive environment for teaching and learning.	✓	✓		✓
GOAL 2: OPTIMIZE STUDENT ENROLLMENT AND PROMOTE STUDENT SUCCESS				
<i>Objective A:</i> Marketing efforts will focus on clearly identified populations of prospective students	✓	✓	✓	✓
<i>Objective B:</i> Retain and graduate a diverse student body.	✓	✓	✓	✓
<i>Objective C:</i> Maximize student satisfaction and engagement.	✓	✓	✓	✓
GOAL 3: STRENGTHEN AND EXPAND COLLABORATIVE RELATIONSHIPS AND PARTNERSHIPS				
<i>Objective A:</i> Increase volunteer, internship, and career placement opportunities	✓		✓	✓
<i>Objective B:</i> Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.	✓	✓		✓
<i>Objective C:</i> Increase cooperation and engagement of alumni for the advancement of the college.		✓	✓	✓

Idaho State Board of Education Goals				
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Institution/Agency Goals and Objectives				
Objective D: Advance the college with community members, business leaders, political leaders, and current and future donors.		✓		✓
GOAL 4: LEVERAGE RESOURCES TO MAXIMIZE INSTITUTIONAL STRENGTH AND EFFICIENCY				
Objective A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.	✓	✓	✓	✓
Objective B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.		✓	✓	✓
Objective C: Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.	✓	✓	✓	✓
Objective D: Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.	✓	✓	✓	✓
Objective E: Identify and secure public and private funding to support strategic plan priorities.		✓	✓	✓

Table 57: Crosswalk of LCSC strategic plan goals and Idaho State Board of Education’s strategic plan goals.

Exhibits:

- [Mission Statement & Core Themes Draft History through Campus Conversations](#)

Chapter 5: Mission Fulfillment, Adaptation, & Sustainability

- [LCSC Old to New Core Theme Crosswalk](#)
- [Strategic Plan Development Document Drafted for President's Council Feedback](#)
- [Idaho Governor's Higher Education Task Force's 12 Recommendations](#)
- [Complete College Idaho Plan](#)

CONCLUSION



CONCLUSION

Unique among Idaho's institutions of higher education, Lewis-Clark State College fulfills the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, career & technical training programs, and pre-college programming to meet the needs of the region. LCSC strives to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing costs to ensure affordability. Student-centered instruction is complemented by personal application of knowledge and skills in the real world, as embodied in the college's motto: "Connecting Learning to Life." LCSC nurtures the development of strong personal values and emphasizes teamwork to equip its students to become successful leaders, engaged citizens, and life-long learners.

As our President Pemberton says, "LCSC has a strong foundation; a foundation to build upon, not to rest upon." Through the confluence of our past, present and future, Lewis-Clark State will continue to be synonymous with high quality education and will flourish.