

LEWIS-CLARK STATE COLLEGE
MID CYCLE EVALUATION
RESPONSE
September 2015



Response

FALL 2014 MID-CYCLE REVIEW

On February 5, 2015, the Board of Commissioners of the Northwest Commission on Colleges and Universities accepted Lewis-Clark State College's Mid-Cycle Report. The Commission's expectations regarding the 2011 Year One Peer-Evaluation Report Recommendations 2 and 3 were met, however, expectations regarding Recommendation 1 were not met.

This Ad Hoc Report provides a more detailed response to the Fall 2011 Year One Recommendation 1.

RESPONSE TO YEAR ONE RECOMMENDATION 1

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)" (Northwest Commission on College & Universities, February 21, 2012).*

Mission and Core Themes

LCSC's mission statement is derived from the legislature's statutory mandate in Idaho code and in the "Institutional Role and Mission" policy established by the State Board of Education. The State Board assigned role and mission statement for LCSC is the foundation for all institutional operations, planning, assessment, and budgeting.

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

LCSC's three core themes—*Connecting Learning to Life* through delivery of academic, professional-technical, and community programs—are directly aligned with the institution's state-assigned mission areas. These themes represent the core components of the college's overall operations.

Previously, the required statewide reporting on mission fulfillment was described. In addition, LCSC defines mission fulfillment in terms of progress toward the objectives encompassed in the three core themes. Each core theme covers an important facet of the mission and, taken together, describe the overall institutional mission.

In the Mid-Cycle Response 2014, LCSC's new *College Assessment Rubric* (CAR) was described and reviewed by the NWCCU site visitors. The CAR lists the three core themes along with objectives and indicators of success for each. We stated that attainment of or movement toward the various capstone measures listed in the CAR signified mission fulfillment.

Subsequent to the Mid-Cycle site visit, the *College Assessment Rubric* (CAR) was streamlined and its components clarified. Indicators within the CAR were revised to include those useful in determining when core themes have been met. To conform to the Idaho State Board of Education's Program Prioritization initiative, a selection of "Institutional Viability" indicators was added.

The CAR accommodates 5 years of data, on a rolling basis. Data from 2010, when available, serve as baseline for each indicator. The CAR provides a mechanism to readily determine when a particular indicator or objective has been met. Additionally, a specific threshold has been established to determine when each core theme is met. A newly created instrument, the *Mission Fulfillment Rubric*, summarizes the core themes, objectives, and indicators contained in the CAR. It serves as a tool to track when each unique indicator is achieved and each core theme is met.

For example, Core Theme I: Connecting Learning to Life through Academic Programs, encompasses nine (9) indicators that measure the number of degrees granted, employment status of graduates, licensing/certification pass rates, scores on major field exams, and other measures. The established benchmark for fulfillment of Core Theme I is achievement of seven (7) of nine (9), or 78%, of the indicators. Similar sets of indicators and benchmarks have been established for Core Theme II: Professional Technical Programs, Core Theme III: Community Programs, and for the Institutional Viability category (See *Mission Fulfillment Rubric* in Appendix).

During the annual assessment cycle, the CAR will be populated with current year data. Upon analysis and comparison to the established benchmark, a determination will be made whether or not an individual indicator was met. Once all indicators are analyzed and recorded on the MFR, results will be tallied for each core theme, and the MFR Summary Table will be completed. To achieve mission fulfillment, each core theme and the institutional viability goal must be met. If established benchmarks are not achieved, contributory factors will be determined and addressed through an improvement plan.

The *College Assessment Rubric* (see Appendix) continues to serve as the roadmap for overall mission fulfillment, and provides a mechanism for longitudinal tracking of outcomes, development of improvement plans, and measurement of success. The *Mission Fulfillment Rubric* summarizes the information in the CAR, and demonstrates the extent of mission fulfillment.

As noted in the NWCCU's Standard Three, 3.A.1-3.A.4, the *College Assessment Rubric* and the objectives/ indicators / benchmarks contained therein have been approved by the President's Cabinet following discussion and input from Faculty Senate and the President's Council, which includes deans, direct reporting units, and representatives from faculty, classified staff, professional staff, and student organizations. Annual review of the CAR components and data

with President's Council, and posting to the college Intranet for review by the broader campus community, provides the framework for regular, ongoing, reflective assessment of the institution's accomplishments (Standard Five: Mission Fulfillment, 5.A.1).

Appendix

MISSION FULFILLMENT RUBRIC

MISSION FULFILLMENT RUBRIC

Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme I: Connecting Learning to Life through Academic Programs	1-A Literate, well- informed graduates	1. Degrees	
		2. Employment	
		3. Outcomes: General Educ.	
		4. Satisfaction/support	
	1-B Programs of study that prepare students for a profession/ advanced degree	5. Advanced degrees	
		6. Research symposium participation	
		7. Outcomes: Licensing/ Certification	
	1-C Prepare students for post-secondary success	8. Dual-credit participation	
		9. Satisfaction with advising	
			Benchmark 7 out of 9 78%
			Results ____ out of 9 ____ % achieved
Core Theme One: Academic Programs			MET Not-MET
Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme II: Connecting Learning to Life through Professional- Technical Programs	2-A Well prepared for employment	1. Degrees	
		2. Employment	
		3. Outcomes: Licensing/ Certification	
		4. Programs meet Technical Skills Assessment outcomes	
		5. Workforce training participation	
	2-B Life-long learning in the profession	6. Continuing education	
	2-C Support high school to college transition	7. Tech Prep/ Tech Competency Credit students in post-secondary	
		8. Satisfaction with advising	
			Benchmark 6 out of 8 75%
			Results ____ out of 8 ____ % achieved
Core Theme Two: Professional-Technical Programs			MET Not-MET

MISSION FULFILLMENT RUBRIC

Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme III: Connecting Learning to Life through Community Programs	3-A Extend educational opportunities	1. Coeur d'Alene Center headcount	
		2. Online/hybrid courses	
	3-B Facilitate non- credit and cultural events	3. Continuing education	
		4. Public participation	
	3-C Facilitate service to the college/ community	5. Community service projects	
		6. Student participation in service	
			Benchmark 4 out of 6 67%
			Results ____ out of 6 ____ % achieved
Core Theme Three: Community Programs			MET Not-MET
Core Theme	Objective	Indicators	✓ Met X Not Met
Institutional Viability	Strategic Enrollment Targets	1. Students (HC, FTE)	
		2. Yield	
		3. Degrees/ Certificates	
		4. Retention rate	
		5. Financial Aid # / %	
			Results ____ out of 5 ____ % achieved
Institutional Viability			MET Not-MET

MFR SUMMARY TABLE (Benchmark 4 of 4; 100%)	MET	UNMET
Core Theme One: Academic Programs		
Core Theme Two: Professional-Technical Programs		
Core Theme Three: Community Programs		
Institutional Viability		
		Benchmark 4 out of 4 100%
		Results ____ out of 4 ____ % achieved
Mission Fulfillment		MET Not-MET