

Instructional Plan



Academic Affairs

Office of the Provost and Vice President

Original Review

VP Student Affairs & Staff, Spring 2017

Deans & Division Chairs, August 2017

Faculty Senate, September 2017

Original Approval

Provost, September 18, 2017

Update Review

President, August 9, 2019

Deans, August 2019

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Instructional Plan

Purpose of Plan

The purpose of the updated Instructional Plan is to integrate key instruction-focused elements of the college's and State Board of Education's (SBOE) strategic plans, LC's Strategic Enrollment Plan, Complete College American *Momentum Pathways* and SBOE Higher Education Task Force Recommendations to guide institutional growth and attainment of desired outcomes. An integrated plan, detailing specific actions, benchmarks, and timelines, allows us to track progress in achieving institutional and state-level strategic goals and initiatives.

Institutional Overview

Lewis-Clark State College is a regional institution operating under the governance of the Idaho State Board of Education. Academic Affairs consists of three (3) schools focused on liberal arts and sciences programs, professional programs, and career & technical education programs. Courses and programs are offered in Lewiston, Coeur d'Alene, and through online delivery.

Lewis-Clark State College holds regional accreditation through the Northwest Commission on Colleges and Universities, successfully completing a Mission Fulfillment and Sustainability visit in October 2018. Regional accreditation is a voluntary, self-regulatory process of quality assurance and institutional improvement (NWCCU, 2017).

Vision and Mission Statements, and Core Themes

Vision Statement

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

Mission Statement

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

Core Themes

- Opportunity: Expand access to higher education and lifelong learning.
- Success: Ensure attainment of educational goals through excellent instruction in a supportive learning environment.
- Partnerships: Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

Background

At the local, state and national levels, higher education has been challenged to transform itself. Industry/ business leaders, legislators, and the public-at-large demand the education system reduce barriers, increase access, remain low cost, and produce graduates well prepared to meet industry needs, while also possessing the skills of communication, creative problem-solving, and team work. The Idaho State Board of Education has adopted the Complete College America/ Idaho (CCA/I) agenda to meet the state's needs for skilled workers and to enhance the economy. Among others, one goal of CCI is to ensure 60% of Idahoans ages 25-34 have a degree or certificate by the year 2025.

In fall 2015, the former President challenged the college community to determine ways to grow enrollment by more than 1000 full-time students. Doing so would provide fiscal resources to better align faculty-staff salaries with those of peer institutions and ensure the efficient and effective use of physical infrastructure. An outside consulting group visited campus to assess and make recommendations to augment our enrollment processes. The college identified recruitment goals in advance of the visit, among them were increasing numbers of non-traditional and transfer students, and increasing diversity. The consultant's recommendations centered on ways to reach new and existing markets, noted that current program offerings at LC are traditional and limited, recognized faculty's key role in recruitment and retention of students, identified the importance of early connection to a major, and verified the importance of creating an information-driven (data) culture.

In response, divisions critically evaluated the menu of program and course offerings to determine ways to do more with existing programming, generated ideas for new programs/ majors, and identified other strategies to increase enrollment. Many of these ideas and proposals were embedded in the first Instructional plan and in the Strategic Enrollment Plan.

Findings from 2016 internal student surveys also inform enrollment efforts and provide another lens through which to examine courses, programs and the like. For example, direct from high school students had higher satisfaction-with-academic-experience scores than transfer students, students highly valued internship opportunities (In a survey of entering Fall 2018 students, nearly 72% intend to pursue internship opportunities while at LC), 76% of participants were satisfied or very satisfied with the variety of majors offered, 74% with the variety of courses offered, 58% with the variety of online courses, and 66% with the scheduling of classes. Additionally, students who took at least one online course in their first year were more likely to be retained from the first year to the next, and those who participated in Dual Credit were retained at a higher rate than those who did not.

It is well understood that to remain viable, the College must offer technical, academic, and professional majors to meet regional industry needs and prepare graduates for jobs in a dynamic employment environment. In July 2018, the college welcomed its 16th president, Dr. Cynthia Pemberton. President Pemberton has identified a *sweet spot* enrollment target which will provide sufficient revenues to support and expand campus operations.

Sweet-spot Target

An FTE of 2,900/ headcount of 3,900, allows the college to maintain status quo operations. Achieving an enrollment *sweet spot* of 4,000 FTE/5,200 headcount allows opportunity to meet institutional goals, including optimization of employee salaries. With a fall 2018 census day FTE of 2,711 (down from 2,777 in 2017), approximately 7% increase in FTE is needed to maintain operations with a 33% increase required to achieve the sweet-spot.

Strategic Plans and Initiatives which guide the Plan

LCSC's 2013-2018 Strategic Plan, the Strategic Enrollment Plan, the Summer School Enrollment Plan, and the State Board of Education's Strategic Plan informed development of the 2017 Instructional Plan. LCSC and the State Board of Education strategic plans have been updated, the Governor-appointed Higher Education Task Force has developed its recommendations, and Complete College America (CCA) has revised its "game-changers" to six *Strategies* with Idaho signing on to the CCA *Momentum Pathways*

Project, and LCSC has an approved Recruitment Plan. The section below includes key guiding pieces of the various plans.

LCSC 2016 Strategic Enrollment Plan (SEP):

- Goal 1: Increase overall number of applicants and applicant yield, including increases in targeted demographic areas
 - Strategy: The college will expand its menu of and capacity in instructional programs to include new certificates, associate degrees, and bachelor degrees based on industry and market (college-bound students) demand.
 - Strategy: The College will renew its commitment to promoting and supporting select/undersubscribed instructional programs.
 - Strategy: The College will enhance its transfer programs using online and hybrid delivery methods in select instructional areas.
 - Strategy: The college will establish a formal adult learner program (instructional and support components) using online, hybrid, evening, weekend, winter-session.
- Goal 3: Increase overall placement rate of College graduates into employment related to their field of study and increase the proportion of College graduates who continue on to graduate education
 - Strategy: The College will seek partner institutions to offer master's degree completion programs for LCSC graduates. The college will seek to offer its own graduate programs in areas for which partner institutions are unable or unwilling to partner with the college.
- Goal 4: Increase student satisfaction and enthusiasm
 - Strategy: The college will expand use of high impact practices (including applied, integrated, and concentrated educational experiences comparable to the Hells Canyon Institute), showcasing regional and geographic strengths.

LCSC Summer School Implementation Plan (PG-68)

- Purposes of Summer School at LCSC
 - Assist admitted students toward timely program completion & graduation (includes program courses and general education)
 - Assist incoming transfer students toward timely program completion (assume general education completed)

Complete College America Strategies

- Providing a Strong Start
 - 15-to-Finish
 - Math Pathways
 - Corequisite Remediation
 - The Momentum Year
- Maintaining Momentum
 - Academic Maps with Proactive Advising
- Redesigning Systems

- A Better Deal for Returning Adults

LCSC 2018/19-2022/23 Strategic Plan

- Goal 1: Strengthen and optimize instructional and co-curricular programming
 - Optimize course and program delivery options
 - Number of online and evening/weekend degree and certificate programs
 - Proportion of courses in which course content is delivered online [100% of courses will have syllabi & student grades in LMS]
 - Ensure high quality program outcomes
 - Licensing/ certification pass rates
 - Optimize curricular and co-curricular programming through the *Connecting Learning to Life (CL2L)* initiative.
 - All programs offer opportunity for applied &/or experiential learning [signature certificates]
- Goal 2: Optimize student enrollment, retention, and completion
 - Increase the college's degree-seeking student enrollment
 - Adult learners
 - Online headcount (includes hybrid)
 - Direct transfer enrollment
 - Increase credential output
 - Increased certificates and degrees
 - On-time completion
 - Retention
 - 30 to Thrive
 - Remediation
 - Math Pathways
 - Workforce Training enrollments/ completion
- Goal 3: Foster inclusion throughout campus and community culture
 - Expand inclusive practices programming for faculty, staff and students

SBOE 2020-2025 Strategic Plan

- Goal 1: Educational System Alignment
 - Objective B: Alignment and Coordination
- Goal 2: Educational Readiness
 - Objective A: Rigorous Education
- Goal 3: Educational Attainment
 - Objective A: Higher Level of Educational Attainment
 - Objective B: Timely Degree Completion
 - Objective C: Access
- Goal 4: Workforce Readiness
 - Workforce Alignment

Idaho State Board of Education Higher Education Task Force Recommendations

1. Efficiencies, Cost Savings and Service
2. Restate the 60% Goal [by 2025, Idaho's college and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy (by June 30, 2015, 60% between ages 25-34 will have a post-secondary education)].
3. Structural Change and System Improvements [remove barriers, high school graduates prepared for post-secondary, digital campus, more dual credit impacting degree progress, full implementation of the CCA (strategies)].
4. Guided Pathways (K-12)
5. Improved Certificate and Degree Completion [on-time completion, reduce barriers through digital delivery, retention, completion]
6. Statewide Digital Delivery System
7. Increase Funding for Scholarships
8. Outcomes-Based Funding Model
9. Adoption of Governor's Workforce Development Task Force Recommendations [CTE/ WFT – focused].
10. Competency-Based System [CTE].
11. Partner with Industry
12. Workforce Training towards Degree or Certificate Completion [WFT counts toward degree or certificate)

Instructional Faculty

Lewis-Clark State is a regional college that places emphasis on teaching / instruction. As of fall 2018, LCSC employed 183 full-time faculty, with an overall student-to-faculty ratio of 13:1. This low student-to-faculty ratio attracts students and their parents to LC, assures quality instruction, and contributes to the success / employability of graduates and satisfaction of faculty. We also rely on part time faculty (73 highly qualified adjuncts or full-time faculty on overload in fall 2018) to ensure sufficient course offerings and availability each year.

Faculty Impact

A consistent finding on internal and external student surveys is the positive influence faculty members have on students – inside and outside the classroom, as teachers and as mentors/ academic advisors. Faculty are highly valued and effective recruiters, and prospective students report that interaction with instructional faculty at a college fair or campus visit is one of the most impactful components in choosing to attend LC. Greater involvement in recruitment on the part of faculty and staff from all instructional units is essential to institutional growth.

Further, college administration recognizes fair compensation is a key factor in recruiting and retaining quality employees [LCSC 2018 Compensation Plan; 2019 Strategic Plan Goal 4], and strives to provide competitive and fair salary and benefit packages. Accomplishments to date include 1) competitive compensation for adjunct instruction/ faculty overload; 2) changes to summer school pay (previously faculty were paid on a per head basis; now faculty are paid per the adjunct pay schedule assuming class enrollment minimums are met), 3) additional funds added to Faculty Development Grant budget for

FY19, and 4) promotion increases are at \$6,000 for Assistant to Associate, and at \$9,500 for Associate to Professor. For FY20, significant equity/ compression adjustments were made for senior faculty.

Program Performance

To meet enrollment targets and ensure quality, instructional programs must be relevant, responsive and effective. Specialized accreditation and regular review and input from Advisory Committees help ensure quality and relevance. Effectiveness and responsiveness, however, require objective measures centered on program enrollment, program graduate numbers, and placement of program graduates. In Fall 2016, the PG 17-03 Program Performance work groups established criteria and indicators for instructional and non-instructional programs. New Program Performance review processes began in AY2017-2018, with the first full analysis of data beginning AY 2019-2020.

Resources

It is understood that implementation of some elements within this plan require new or reallocation of existing institutional resources. New funds will be sought or reallocated through program performance and other internal (Resource Request process; collaboration with the Student Employment and Career Center and other campus offices) and external (Line Item requests, outcomes-based funding, grants, etc.) initiatives.

Instructional Program Inventory/ Capacity

Lewis-Clark State College's instructional programs include academic, professional, and career & technical offerings. The college prides itself on maintaining small class sizes, and on the strong connection among faculty and between faculty and students.

A list of majors and FA18 enrollment information is found in the tables at the end of the document. Achieving the identified capacities in current and select new programs allows for many additional students. Note that enrollments and capacities are influenced by many factors, and are 'best estimates'. The identified targets will feed into the program performance initiative which is part of the annual Unit Assessment Report.

Specific Actions from 2017 Plan

The 2017 Plan focused on new programming and expansion of existing programs to increase enrollment. Included in consideration of new or expanded program was regional and state-wide industry/ business needs and the interests of prospective students, balanced with available resources. Accomplishment in this area are found on the Provost's Office web page, [Instructional Plan](#) tab. Continuing actions include:

1. Implementation of Quality Matters professional development schedule for faculty.
2. Address 'choke points' and interventions in key courses.
3. Develop sequential plans that show ways a student may earn credit for a course [CLEP, AP, Challenge, DSST/DANTES, etc.].
4. Explore which academic and CTE programs can be offered over 12 months to support on-time completion; develop proposal for funding to support one CTE and one academic.
5. Identify six (6) academic courses and three (3) CTE courses that can successfully be offered in a 2 week block and implement.
6. Examine ISI menu and determine if strategic expansion benefits students.
7. Assess CTE course delivery schedules to enhance enrollment.

8. Develop one (1) new Articulation Agreement that supports CTE student transition to other regional institutions for majors not offered here, or for graduate programs
9. Develop one (1) CTE program to be delivered via hybrid format with in-class meeting sessions delivered in the evenings/ on the weekends.

New Actions

Actions over the next several years will be prioritized around the broad goals of

- Increased enrollment [e.g., expansion of online-hybrid courses/ programs, programming to meet needs of Adult Learners, Dual Credit, *Signature Certificates*, and summer offerings, along with contributing to the Recruitment Plan goals and expansion/ alignment of CTE programs].
- Increased retention and completion [e.g., implementation/ attainment of *CCA Momentum Pathways Project* actions and expected outcomes].
- Program performance data used to allocate resources.

Specific actions

1. Implement programming per the SBOE 3-year Plan [which assumes the programs have received institutional approval through the internal 3-year plan process].
 - Liberal Arts & Sciences
 - Interpretive Outdoor Recreation B.S. [Fall 2021]
 - Professional Programs
 - TESOL Certificate [Fall 2020]
 - Medical Diagnostic Imaging: Ultrasound B.A./ B.S. [Fall 2021]
 - CTE Programs
 - Graphic Communications A.A.S. [Fall 2020]
 - Fire Service Technology A.A.S. [local effort Fall 2019; statewide initiative Fall 2021]
 - Robotics or Mechatronics A.A.S. or A.T.C. [Fall 2021]
 - Information Technology I.T.C. [fall 2019]; B.T.C. [Fall 2020]
 - Culinary Arts A.A.S. [Fall 2021]
 - Electronics Engineering Technology B.T.C. [Fall 2020]
 - Early Childhood B.T.C. [Fall 2020]
 - Shared: B.A.S. degree consolidation
2. Expand select programs to online / hybrid delivery
 - Liberal Arts & Sciences
 - Psychology [Condition of permission to fill PCN 7304]
3. Continue work to Re-label/ Clarify Programs in support of Career Finder [e.g. focus less on ‘credential’ and more on describing the program and associated careers; e.g., focus areas/ meta-majors]
 - “Environmental or Natural Resources” degree – existing degree relabeled or new degree or AS transfer degree
 - Software development – fit within existing CS degree
 - Clarify differences: Engineering AS vs. T&I’s Engineering programs

- Clarify differences: Academic and BTS business programs
 - Computer Science vs. T&I's Information Technology program/ options
4. Connecting Learning to Life (CL2L)
- Develop a menu of *Signature Certificates* that combine academic and career & technical coursework. Begin implementation January 2020 or fall 2020 [Appendix].
 - Expand internship and other experiential/ applied learning opportunities for students through collaboration with the Student Employment-Career Center.
5. Complete College America *Momentum Pathways Project* [detailed in CCA MPP Plan]
- Providing a Strong Start
 - Think 30
 - Math Pathways and co-requisite support
 - Academic maps with proactive advising
 - Momentum Year including meta-majors, 6-9 credit in the major, completion of gateway math and English in first year.
 - Redesigning Systems
 - A Better Deal for Returning Adults including alternative course scheduling, delivery at employers, shortened terms, PLA.
6. Recruitment Plan- Academic Affairs components
- Goal 1. Increase the number of degree-seeking students enrolling directly out of high school.
 - i. Strategy 1. Expand the number of 4-color marketing pieces to be included in prospective student mailings and camps visitation programs.
 - 1. Tactic 1. Develop and disseminate paper and electronic promotional materials for the college's instructional programs, majors, and minors.
 - 2. Tactic 3. Develop correspondence tracks specifically for dual credit student participants.
 - ii. Strategy 2. Expand name purchases from testing companies for students from Western Undergraduates Exchange (WUE) states.
 - 1. Tactic 2. Expand high school visits to WUE states.
 - iii. Strategy 3. Implement specialized major/ career visitation programs to highlight majors and fields of study with declining or otherwise low enrollments.
 - iv. Strategy 4. Diversify the social media used to reach and correspond with prospective students.
 - v. Strategy 5. Increase direct contact between prospective students/ applicants and instructional divisions/ faculty [including faculty post cards and division emails].
 - Goal 2. Increase the number of degree-seeking students enrolling directly from community college or other 4-year schools.
 - i. Strategy 1. Develop a detailed web page and related promotional material for the BAS degree options.

- 1. Tactic 1. Correspondence plan for AAS grads.
 - 2. Tactic 2. Correspondence plan for AAS grads of other institutions.
 - ii. Strategy 2. Expand the number of articulation agreements between LCSC and other post-secondary institutions.
 - 1. Tactic 1. Develop agreements between LCSC on-line degrees and community colleges.
- Goal 3. Increase the number of adult students (25 and older) enrolled at LCSC.
 - i. Strategy 2. Conduct annual adult learner fairs on-site at selected businesses and on campus.
 - ii. Strategy 3. Promote part-time enrollment opportunities for working adults.
- Additional Strategies/ Actions.
 - i. Expand the number of 3+3, 4+2, and similar agreements that permit LCSC students to enroll in graduates, professional or other degree programs with advanced standing.
 - ii. Reinstate a portfolio program to assist adults in documenting life experiences and work-based training such that they can be considered for credit equivalencies.
 - iii. Explore the possibility of adopting some self-paced, outcomes-based degree programs.
 - iv. Schedule courses/ programs conveniently including evenings, weekends, accelerated terms, on-line and on-site instruction at selected businesses, summer, and winter.
 - v. Develop more internship and institutional student employment opportunities.
 - vi. Develop the number of program-specific articulation agreements between community colleges and LCSC.

7. Other actions

- Intermediate Technical Certificates in the high school [e.g., auto tech, electronics tech).
- Expand Dual Credit with a focus in on campus, online-hybrid, and full saturation of high schools in Region II; build summer bridge program such that AA Liberal Arts is earned after first year of full-time attendance at LC.
- Full implementation of instructional programs' program performance model.
- Full engagement in implementation and assessment of 'academic coaching' model.

Table 1. Table contains a list of select academic majors/ degrees/ certificates with fall 2018 census day data. Growth expectation by Division Chairs with approval from the Dean. Growth expectations assume no new faculty positions but may require modest increase in adjunct instruction.

Liberal Arts & Sciences and Professional Studies degrees/ certificates	FA18 Census Day Enrollment	Growth Expectation FA2020 Census Day	Growth Expectation FA2021 Census Day	Growth Expectation FA2022 Census Day
Interdisciplinary				
Interdisciplinary Studies BA/BS	11	5/16	5/21	5/26
Business				
General Business BA/BS	35	10/45	10/55	10/65
Business Administration BA/BS	189	10/199	10/209	10/219
Bachelor of Science: Accounting BA/BS	New	20/20	20/40	15/55
Business and Communication BA/ BS	52	5/57	3/60	5/65
Human Resource Management AS	New	10/10	5/15	5/20
Marketing A.S.	1	5/6	5/11	5/16
Humanities				
English BA (all areas)	65	5/70	5/75	5/80
Communication Arts BA/BS [all areas]	39	6/45	7/52	8/60
Movement & Sport Sciences				
Exercise Science	25	3/28	4/42	5/47
Kinesiology [all areas]	113	5/118	5/123	7/130
Sport Administration (including online)	34	3/37	4/41	4/45
Sport Media Studies	4	3/7	3/10	5/15
Natural Sciences & Mathematics				
Bioinformatics BA/BS	5	2/7	2/9	3/12
Biology & Chemistry BA/ BS	163	4/167	4/171	4/175
Computer Science BA/BS	67	2/69	2/71	2/73
Earth Science BA/BS	18	1/19	1/20	1/21
Engineering AS	36	0/36	0/36	0/36
Mathematics BA/BS	20	2/22	3/25	3/28
Nursing & Health Sciences				
Nursing: Admitted Basic Track + LPN-BSN	171	Max 180	Max 180	Max 180
Nursing: RN to BSN	128	15/143	10/153	7/160

Liberal Arts & Sciences and Professional Studies degrees/ certificates	FA18 Census Day Enrollment	Growth Expectation FA2020 Census Day	Growth Expectation FA2021 Census Day	Growth Expectation FA2022 Census Day
Nursing: CC to BSN	25	33/58	15/73	15/88
Radiographic Science AS	35	Max 44	Max 44	Max 44
Radiographic Science BS	23	10/33	10/43	10/53
Social Sciences				
Social Sciences all areas + Behavioral Science + History + Sec Ed	43	2/45	2/47	3/50
Social Work BSW + hybrid	126	5/131	9/140	10/150
Justice Studies BA/BS	52	3/55	5/60	5/65
Psychology BA/BS (include online)	100	5/105	10/115	10/125
Teacher Education				
Elementary Education	187	10/197	10/207	10/217
PACE (Post Falls)	40	4/44	Max 44	Max 44
Alternative Certification (Mastery based)	New	15/15	15/30	15/45
Paraprofessional Education AA	1	4/5	3/8	3/11
Secondary Education BA/BS				
English/ Social Science	39	5/44	5/49	5/54
Kinesiology	27	5/32	5/37	5/42
Math	10	5/15	5/20	5/25
Science	10	5/15	5/20	5/25
Communication Arts	0	3/3	3/6	3/9
Psychology	4	3/7	3/10	3/13

Notes:

English BA includes English, Creative Writing, BFA, Secondary Education, and Publishing Arts

Communication Arts includes Comm. Arts and Business and Comm.

Kinesiology includes Kin, Sec Ed; all emphasis areas in Kin

Biology & Chemistry includes Biology, Chemistry, Sec Ed in both areas, Environ. Geochemistry

Social Sciences includes Behavioral Science, History, Sec Ed, and all emphasis areas in SS

Table 2. Table contains a list of select CTE majors/ degrees/ certificates with fall 2018 census day data. Growth expectation by Division Chairs with approval from the Dean. Growth expectations assume no new faculty positions but may require modest increase in adjunct instruction.

Career & Technical Program/ Degree or Certificate	FA18 Census Day Enrollment	Growth Expectation FA2020 Census Day	Growth Expectation FA2021 Census Day	Growth Expectation FA2022 Census Day
Business Technology & Service (AAS degrees)				
Applied Accounting	20	+1/21	+2/23	+2/25
Administrative Assistant	6	+1/7	+1/8	+1/9
Administrative Medical Assistant	7	+1/8	+2/10	+2/12
Business Management	32	-2/30	+2/32	+2/34
Early Childhood Development	26	+1/27	+2/29	+3/32
Fire Service Technology	0	+5/5	+2/7	+2/9
Game Development	0	+9/9	+1/10	+1/11
Graphic Communications	39	+0/39	+1/40	+1/41
Packaging Technology	0	+4/4	+2/6	+2/8
Hospitality Management	14	+2/16	+2/18	+2/20
Medical Assistant	14	+1/15	+1/16	+1/17
Legal Support Services & Paralegal	9	-2/7	+2/9	+1/10
Web Design and Development	23	-2/21	+1/22	+1/23
Technical & Industrial (AAS degrees)				
Auto Mechanics Technology	18	+4/22	+2/24	+2/26
CNC Machining	10	+0/10	+2/12	+2/14
Collision Repair	3	+5/8	+2/10	+0/10
Diesel Technology	34	-4/30	+2/32	+2/34
Engineering Technology, all areas	16	-1/15	+3/18	+2/20
Heating, Venting, A/C & Refrigeration Technology	5	+4/9	+1/10	+2/12
Industrial Electronics all areas	13	+0/13	+3/16	+2/18
Information Technology	24	-6/16	+4/20	+4/24
Interdisciplinary	8	-5/3	+3/6	+2/8
Welding Technology	22	-4/18	+2/20	+2/22

Appendix. Signature Certificate working list July 2019

- Humanities
 - Language & Literature/ Communications/ Web Development: Blogging and social media
 - Courses: Comm 440, Comm/ Engl 405; ENGL 304.
 - Video/ Photography/ Graphic Communication/ Web Development: certificate for those interested in a photography or videography business
 - Courses:
 - Graphic Communication/ Art: Untitled; for graphic designers, tattoo artists, artists
 - Courses:
- Natural Sciences & Mathematics
 - Web design: combined with computer science
 - Courses:
 - Viticulture: Natural Sciences/ Diesel
 - Courses: Diesel for non-majors plus?
 - Engineering / Engineering Tech: Something related to 3-D printing
 - Courses:
- Social Sciences
 - Cybersecurity: Justice Studies plus information technology
 - Courses:
 - Guiding/ Guiding Business (related to proposed Recreation program)
 - Courses:
- Business
 - Entrepreneurship [15 credits]
 - Courses BSU 261, 311,321, 360, and ID 300-R
- CTE - T&I
 - Drone operations (Civil Engineering, IT, industrial electronics)
 - Winery operations (welding, diesel, viticulture and hospitality)
- CTE – BTS
 - LC-Valley Hospitality (hospitality management)

President Pemberton's Ideas

- *Signature Certificate* programs which may knit together academic and CTE courses and course work. Certifications would have a multi-disciplinary/ interdisciplinary focus, blending together 4 year academic courses and faculty expertise with CTE courses and faculty expertise. The certificates would, by definition, require students to take courses in both academic and career & technical spheres. Strong ties to business and industry would be paramount in these signature certificates. Areas to suggested by President Pemberton for exploration include:
 - Leadership & Entrepreneurship
 - Hospitality specializations
 - Food service K-12
 - Food service post-secondary (e.g., Sodexo)
 - Events and Catering
 - Viticulture & Enology
 - Science of viniculture/ viticulture (Oenology)
 - Winery (Business of)
 - Engineering/Computer Science

- Drone piloting and services as a business partner
- Language & Literature/Communications
 - Blogging and Social media
- Computer Science/ Information Technology and Justice Studies
 - Cybersecurity
- Adventure Studies
 - Guiding
 - Guiding business.
- New Interdisciplinary degree options (CTE + academic)
 - Reconfiguring BAS degrees and moving them to academic divisions
- More internship opportunities across programs
 - In process with Academic Affairs and Student Employment Center