

LEWIS-CLARK STATE COLLEGE

**Evaluation of Institutional
Effectiveness [EIE]
Seven Year**

September 2025



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INSTITUTIONAL OVERVIEW

Lewis-Clark State College (LC State) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. LC State's Carnegie classification is *Professions-focused* referring to the College's awards focused on fields that are classified as pre-professional or career-aligned. The Carnegie classification of LC State's access is *Higher Access* by "providing access to a student population that reflects the location they serve." The College emphasizes teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LC State does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LC State's traditional and non-traditional students.

LC State's credit and non-credit programs fall within three primary mission areas: academic programs, career and technical education programs, and professional programs. In addition to its traditional four-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education ([SBOE](#)); and in 2020 Gov. Brad Little signed a bill [395] that officially amended Idaho Code to allow LC State to offer graduate-level course work.

LC State's campus is located in Lewiston, Idaho. The College also delivers instructional programs at the LC State Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [[NIHE](#)] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and has operated outreach centers in Grangeville, Moscow and Orofino. Lewis-Clark State College has long served adult learners across north central Idaho through its Adult Learning Centers (ALCs), offering free instruction in basic literacy, GED preparation, English language learning, and college and career readiness. These programs have been a critical resource for individuals seeking to improve their education and employment opportunities.

Most recently, however, with the recent elimination of federal grant funding (most notably Title II funds under the Adult Education and Family Literacy Act), LC State can no longer sustain ALC the remote branch operations. Despite pursuing alternative funding, continued delivery is no longer financially viable. This decision was made thoughtfully and with full recognition of the impact. The ALC outreach centers have supported hundreds of adult learners annually, many of whom sought a second chance at education. While their closure marks a loss for the region, LC State remains committed to exploring new pathways to support adult learners in the future.

LC State is a regional state college, operating under the governance of the Idaho State Board of Education. The statutory basis for LC State is located in the [Idaho Code, Title 33 \(Education\), Chapter 31](#), as amended in 2020, which directs the College to offer instruction in “college courses in the sciences, arts and literature, professional, technical, and courses or programs of higher education as are usually included in colleges and universities leading to the granting of appropriate collegiate degrees as approved by the state board of education.”

Preface

Brief update on institutional changes since LC State’s last report:

Since our last NWCCU evaluation, Lewis-Clark State College (LC State) has undergone several significant institutional changes aligned with its mission to serve the educational needs of Idaho and the region. These changes reflect strategic planning, stakeholder engagement, and a commitment to innovation and student success.

Name Change Initiative:

LC State initiated a formal process to change its name from Lewis-Clark State College to Lewis-Clark State University. This initiative was informed by extensive stakeholder input, internal analyses, and strategic positioning within Idaho’s higher education landscape. The Idaho State Board of Education approved the name change during its April 2025 meeting, with implementation anticipated upon legislative ratification.

Academic Expansion:

In alignment with its mission and evolving role within Idaho’s higher education landscape, Lewis-Clark State College has taken decisive steps to expand into graduate education. This marks a transformational milestone in the institution’s academic development and signals a commitment to addressing advanced workforce needs in key sectors.

Following legislative approval in 2020, which amended Idaho Code to authorize LC State to offer graduate-level coursework, the College has strategically developed and launched its first graduate credentials. Currently, LC State offers two graduate certificates—[Sport Coaching](#) and [Nursing Management & Leadership](#)—as well as two master's degrees: the [Master of Science in Nursing Leadership in Healthcare](#) and the [Master of Science in CyberAccounting](#). These programs are intentionally designed to serve working professionals and are aligned with regional industry demands, employer input, and state priorities.

The graduate certificates are stackable and provide a flexible on-ramp for students seeking career advancement without immediately committing to a full degree. Notably, the Sport Coaching certificate includes an articulation agreement with Idaho State University, enabling seamless credit transfer into [ISU's Master of Athletic Administration program](#)—an example of LC State's collaborative approach to graduate education.

The Nursing Leadership and CyberAccounting master's degrees reflect LC State's strengths in applied, career-focused instruction. Both programs emphasize leadership, ethics, and field-specific expertise, with curriculum designed and delivered by highly credentialed faculty with terminal degrees and relevant professional experience.

LC State is also in the final stages of approval for a Direct-Entry MSN program, which would provide a new pathway into nursing for individuals holding a non-nursing baccalaureate degree. If approved, this would be the first such program offered by a public four-year institution in Idaho, further reinforcing LC State's leadership in nursing education. The new program request has been approved by the SBOE and is currently under review by the NWCCU.

To support this expansion, the College has formalized graduate policies, governance structures, and support systems, including the creation of a [Graduate Studies Council](#) and a [Graduate Handbook](#). Oversight of graduate programs resides within the School of Professional and Graduate Studies, ensuring consistent academic quality, student support, and strategic alignment.

The expansion into graduate education represents a deliberate and mission-consistent evolution for LC State. These offerings enhance the institution's ability to serve its students, communities, and the state of Idaho—positioning the College as a comprehensive, forward-thinking public institution responsive to the needs of today's learners and tomorrow's workforce.

Strategic Enrollment and Program Development:

To address shifting enrollment patterns and workforce demand, LC State launched several strategic initiatives, including zero-based course scheduling, expanded online offerings, and dual-credit enhancements. In collaboration with sister institutions and community partners, LC State continues to explore program realignment and growth opportunities, particularly in STEM, healthcare, and career-technical fields.

Zero-based course offerings refer to a scheduling strategy in which each academic term's course schedule is built from scratch without automatically carrying over or “rolling

forward” courses from previous semesters. Instead of assuming that past offerings will be repeated, every course must be justified based on current student demand, program requirements and course rotation timelines, resource availability, and institutional priorities. This approach has increased scheduling flexibility, improved enrollment efficiency, and ensured that academic planning remains responsive to both student pathways and workforce needs.

Facility and Operational Adjustments:

Over the past accreditation cycle, (LC State) has implemented a series of strategic facility and operational adjustments to enhance efficiency, address evolving instructional needs, and better serve its students and regional partners. These adjustments reflect LC State’s commitment to resource stewardship, institutional adaptability, and mission alignment.

LC State has invested significant resources in modernizing instructional spaces, student support infrastructure, and technology-enhanced learning environments. Classrooms have been upgraded to accommodate hybrid and synchronous delivery modalities, and campus-wide improvements have been made to ensure ADA compliance, improve energy efficiency, and enhance the student experience. The College also implemented a centralized space management system to maximize usage and improve long-term capital planning.

Additionally, departments and auxiliary services have been encouraged to adopt revenue-conscious strategies, particularly in areas such as housing, dining, and event services. Annual budget planning processes now require units to identify resource reallocation strategies and demonstrate alignment with institutional priorities before submitting new funding requests.

Together, these facility and operational adjustments represent a forward-thinking approach to campus management—one that emphasizes fiscal responsibility, programmatic relevance, and responsiveness to changing educational delivery models.

Leadership and Governance:

Under the continued leadership of President Cynthia Pemberton, LC State has strengthened its shared governance model, expanded the [President’s Cabinet](#) and [Council](#), and emphasized inclusive planning and communication. These efforts have enhanced campus collaboration and positioned the institution for its next strategic phase.

Response to outstanding Recommendations that were requested to be addressed in the EIE (if applicable): **No outstanding recommendations.** ([PRFR review letter](#))

Student Success and Institutional Mission and Effectiveness

1.A: MISSION FULFILLMENT

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The mission of LC State, 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 mission statement which resulted from broad campus conversation, is understood by the campus community, and aligns with LC State's tagline, *Connecting Learning to Life*.

LC State 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 Vice President of Institutional Research, Planning and Effectiveness. Standards are regularly reviewed, shared with the campus community, and used to drive college processes such as strategic planning and curriculum decisions. The institution annually assesses both instructional and non-instructional units through a comprehensive assessment process that both evaluates established outcomes *as well as* resource needs. Below is an explanation of the institutional process.

We reviewed our assessment processes overall during FY 2021. Unit Assessment Reports are to be submitted at least every three years, or on a rotation determined by the unit. This will allow us to realign our assessment towards the new standards of the Northwest Commission on Colleges and Universities (NWCCU - our campus-wide accreditor).

LC State's college-wide strategic planning, programming, budgeting, and assessment process (initiated fall 2001) integrates financial planning with the college's strategic planning process. All 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 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 LC State’s annual compensation plan for raises). The President’s [Compensation Review Committee \(CRC\)](#) is the primary vehicle for analyzing and exploring compensation issues. The college [budget development timeline](#) synchronizes financial planning and decisions with legislative, Idaho state Division of Financial Management, and Idaho State Board of Education processes and timelines.

LC State’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.

1.B: Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

There are many ways LC State systematically and routinely assesses institutional effectiveness to positively impact and refine student learning, achievement and support services.

All instructional programs, for example, participate in an annual assessment process known as Unit Assessment Reporting (UAR). Faculty from each academic unit collect and analyze student learning artifacts, compare results against stated learning outcomes, and set stretch goals for enrollment and completions. Action plans for growth and improvement are then put into place for the following year. This effort is overseen by the instructional Deans and the Provost. More details will be shared in section 1.C this report.

During every enrollment period for the next term, the [office of Institutional Research & Effectiveness \(IRE\)](#) produces and maintains [an enrollment dashboard](#) (example) presenting

weekly year to date comparisons that can be disaggregated by student demographics and academic program areas. Academic leadership can use this tool to observe where enrollment is or is not meeting prior year expectations by school, department, or program areas. Our student affairs colleagues can observe which students (both continuing and new students) are or are not (re)enrolling at rates observed previously by student demographics like gender, age, residency, and full/part-time status. With weekly updates and year to date comparisons, this dashboard provides the information needed for LC State faculty and staff to be nimble in their planning of student achievement and support services. Based upon what they observe, LC State faculty and staff adjust their recruitment and/or retention tactics to encourage student success.

More broadly, student achievement and institutional effectiveness is assessed by way of [LC State's Public Data Lookbook](#) depicting student achievement metrics like retention and graduation rates relative to regional and national peer institutions. Using publicly available data and updated annually as those data become available, the [Public Data Lookbook](#) has evolved from a static document to a series of interactive dashboards published on LC State's website. Initially, its use was for the President to have as evidence when testifying to the legislative session, a key moment of advocacy for LC State's primary funding mechanism of appropriated state funding. With its evolution to interactive dashboards publicly available on the LC State website, all campus users and external stakeholders can come to understand how LC State compares to its peers on student achievement metrics. More information on how the student achievement metrics in this [Public Data Lookbook](#) inform planning, resource allocation and improvement appears in sub-standard 1.D.4.

And a third example of LC State aligning resources to improve student learning and refining effectiveness occurs in the arena of student course evaluations. Recently, LC State invested and implemented a new dashboarding system for student course evaluations. Faculty expressed wanting to monitor students' response rates during the administration period so they may know when to encourage their students to respond. And faculty expressed wanting to receive the aggregate findings of their course evaluations more swiftly so they may have more time to adjust their teaching plans between terms. IRE heard and responded to our faculty by successfully proposing the purchase and implementing a new course evaluation platform offering faculty live feedback on student response rates during the administration period and producing automated reporting of aggregate student feedback. This is another example in which [IRE](#) responded to feedback of an important campus client base (faculty) to realign resources to help refine effectiveness.

LC State has a student-centered mission and therefore LC State's planning processes ensure each expenditure improves the student experience. Through these mechanisms, LC

State engages a broad range of campus stakeholders ensuring evidenced-based, ongoing evaluation and planning.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

LC State utilizes meaningful mission fulfillment goals, objectives and indicators. Strategic priorities of mission fulfillment are honed using the following reporting mechanisms that are widely distributed, discussed and analyzed:

1. [LC State Strategic Plan](#)
2. [Public Data Lookbook](#) (IPEDS & College Scorecard data)
3. State reporting and the [Idaho State Board of Education Data Dashboard](#)
4. Internal reporting methods: (access available to site team upon arrival)
 - a. [Weekly enrollment dashboard](#), disaggregated and distributed to the President's Cabinet.
 - b. [Power BI Dashboards, internal limited distribution for specific business functions.](#)
 - c. Student course evaluation dashboards

The LC State Strategic Plan is composed of four goals, each operationalized with objectives and performance measures:

1. Strengthen and optimize instructional and co-curricular programming.
2. Optimize student enrollment, retention and completion.
3. Foster and support campus community culture.
4. Increase and leverage institutional resources to support college's mission.

The most widely publicized mission fulfillment objective is to increase student enrollment (goal 2). LC State engaged in financial modeling to determine the enrollment needed to maintain financial viability. This pre-pandemic model used existing student demographics to determine the enrollment 'sweet spot' to be 3000-3300 non-dual credit FTE [Fall 2024 = 2679], 4000-4400 overall headcount [Fall 2024 = 3881]. All disaggregated enrollment indicators in the LC State strategic plan (e.g., adult learner enrollment, online headcount, direct transfer student enrollment) utilize these financially modeled enrollment targets to drive the institution towards institutional viability.

EXAMPLE DISAGGREGATED ENROLLMENT INDICATOR FROM LC STATE STRATEGIC PLAN UTILIZING FINANCIAL MODELING TO ESTABLISH MEANINGFUL GOALS AND OBJECTIVES.

Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).¹

The benchmarks are derived from financial modeling of institutional viability and expansion². Based on this, LC State’s “sweet spot” non-annualized enrollment goal is 3,000-3,300 FTE and 4,000-4,400 HC, when excluding dual credit students. How that campus-wide goal extrapolates to online headcount is articulated in the table below³.

Online Headcount	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 26 (Fall '25)	FY 30 (Fall '29)
HC	1,368	1650	1596	1471	1,464	1,556 ⁴	Available Fall '25 Census	Available Fall '29 Census
Benchmark	1,507	1,531	1,555	1,578	1,602	1,625	1649	1,697
Achievement	NOT MET	MET	MET	NOT MET	NOT MET	NOT MET		

Evidence of mission fulfillment is embedded often within routine campus procedures and processes. For example, when units or departments request resources beyond a ‘flat’, 0% increase, in budget, they must demonstrate alignment with the Presidential Priority of “Recruit and Retain”, an enrollment focused priority. Another example occurs when a LC State staff or faculty member requests authorization to apply for grant funding for a special project, that campus stakeholder is required to clearly identify how that funding opportunity fits/aligns with the [College’s Mission](#) and [Strategic Plan](#). For example, a sponsored project director in a recent grant proposal for funding wrote the following in her request for institutional authorization:

¹ Same definition as that used on the IPEDS Fall Enrollment Survey.

² More information on LC State’s financial modeling of institutional viability and expansion can be found here: <https://www.lcsc.edu/budget/budget-office-resources>

³ This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

⁴ Figure is preliminary.

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners. The grant directly supports this mission by celebrating first-generation students who are already demonstrating leadership by being the first in their families to attend college. It aligns with LC's strategic plan by strengthening and optimizing instructional and co-curricular programming.

And thirdly, during the institution's annual resource request procedure, all budget requests are reviewed through the lens that those resources are allocated in alignment with the college's Mission and Strategic Plan. For example, a resource request for a campuswide AI tool was recently approved because it aligns with the President's Priority to "work better, not harder" (automation).

Improvement in comparison to peers is assessed by way of [LC State's Public Data Lookbook](#). Prepared annually when public data are released, LC State's Public Data Lookbook is a set of interactive dashboards comparing LC State to its national [State Board Approved peers](#) and the other four year institutions in Idaho. These dashboards provide insight into topics such as students cost (net price & debt), institutional expenditures, and student achievement (retention & graduation rates). The data shown in these dashboards come from [Integrated Postsecondary Education Data System \(IPEDS\)](#) and [College Scorecard](#). It is from these dashboards that LC State can conclude it is a leader among its peers in minimizing [debt for its students and graduates](#), for example. A greater overview and more examples of successes and areas for improvement in comparison to peers are discussed under sub-standard 1.B.4.

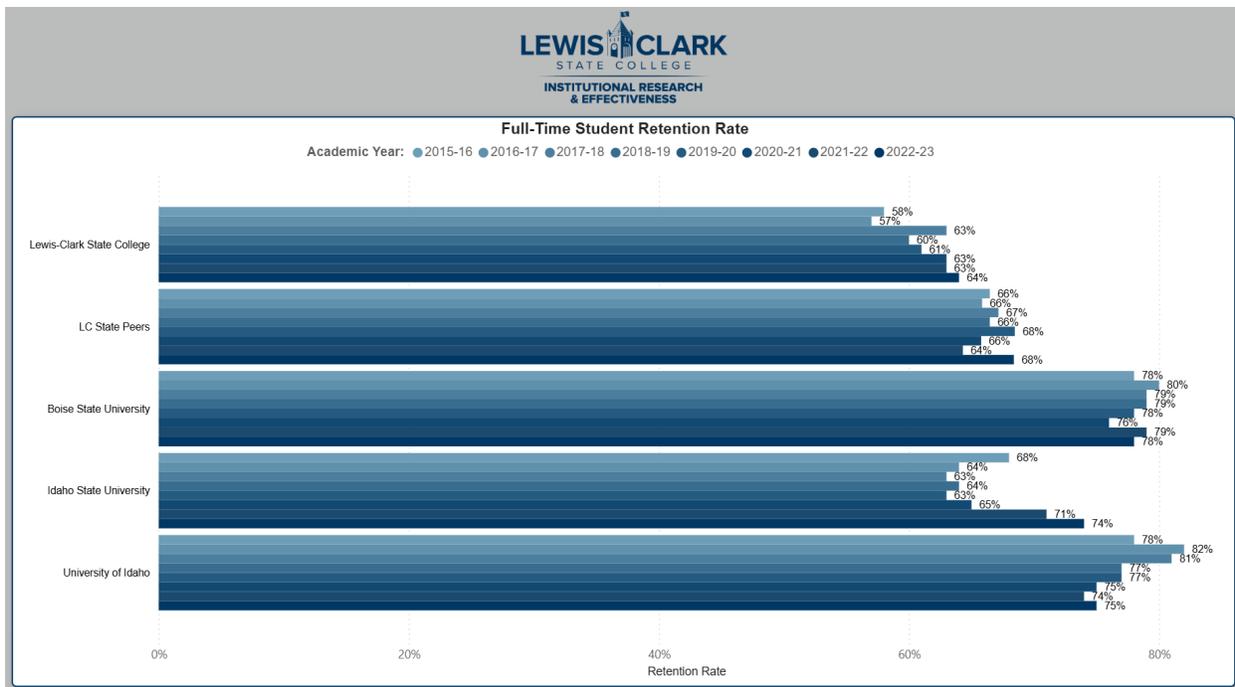


Figure 1: Example dashboard from LC State's Public Data Lookbook comparing LC State longitudinal data to regional and national peers.

Exhibits

[LC State Strategic Plan](#)

[Public Data Lookbook \(IPEDS & College Scorecard data\)](#)

[Idaho State Board of Education Data Dashboard](#)

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

There are number of venues in which integrated planning takes place based upon what is learned through campus assessment, a few of which we will mention here. Serving as the central coordinating committee for all college operations, the [President's Cabinet](#) helps guide the college towards achieving its mission. When President Pemberton arrived, she expanded Cabinet to include not just the vice presidents, but all direct reporting units to the President (Athletics, College Advancement, Communications & Marketing) as well as the deans in Academic Affairs and the Chair of Faculty Senate. Decisions of college policies, budgets and plans about the day-to-day operation of the college occur in President's Cabinet and now these decisions have become more democratized with its expanded membership. The success of this expanded Cabinet is noticeable in that the rationale behind decisions are understood more broadly across the campus community. It is often the case in leadership that we are to choose the most palatable course of action

among unideal alternatives. It is now better understood more broadly that leadership and their decisions are bound by constraints of resource limitations, budgetary uncertainty and political diplomacy.

Composed of an even broader group of administrative individuals, the [President's Council](#) serves as an advisory group to the president on both internal and external issues. Consisting of mid-level managers as well as Cabinet members, this is the venue in which the assessment of student learning, achievement and support services have been analyzed and disseminated. It is this body of campus stakeholders that serve in the important positions of mid-level management who are best aligned to make positive impacts on student learning, achievement and support services. In sum, the President's Cabinet works to align resources behind student learning and achievement whereas the President's Council works to analyze and disseminate campuswide and integrate the conclusions from institutional assessment of student learning, achievement and support services into everyday practice. Currently, LC State has placed the President's Council on pause as part of a broader effort to streamline leadership structures and improve institutional effectiveness. This pause allows for a thoughtful review of the Council's role in relation to other governance and advisory groups on campus.

At the same time, LC State has expanded the President's Cabinet to include broader representation across divisions. This expansion is intended to strengthen cross-campus communication, ensure more direct input into executive decision-making, and reduce duplication of efforts among leadership groups.

The President and senior leadership remain committed to transparency, shared governance, and regular engagement through existing bodies such as Cabinet, Deans Council, and Faculty Senate. We are grateful for the service of past Council members and will continue to evaluate the most effective ways to support inclusive leadership moving forward.

And the most inclusive form of integrated planning takes place at LC State's bi-annual All Campus Meetings. All faculty and staff gather twice a year to hear updates on institutional assessment. It is through this venue that the President introduces and reinforces the President's Priorities for that year. The President Priorities for the 2024-25 academic year were:

1. Our Value Proposition: Who we are...Who we serve...Who we will be.
2. Enrollment – Recruit & Retain
3. Work better...not Harder

It is through these all-campus meetings that all members of campus are invited to contribute to institutional effectiveness as defined by student learning and achievement outcomes within the confines of LC State's funding/resource realities.

And finally, no department or campus unit may request additional resources without aligning those resource requests with mission fulfillment, LC State's strategic plan goals and/or the President's Priorities. Every year, all programs, departments and campus organizational units undergo a self-review that is tied to its budgeting for the next year. Programs/units explain their performance achievements as well as areas for improvement in alignment with LC State's strategic plan goals and President's Priorities. Any resource requests should be tied to programs' objectives, outcome indicators, Presidential Priorities, or be justified such as for repairs, replacement or upgrades.

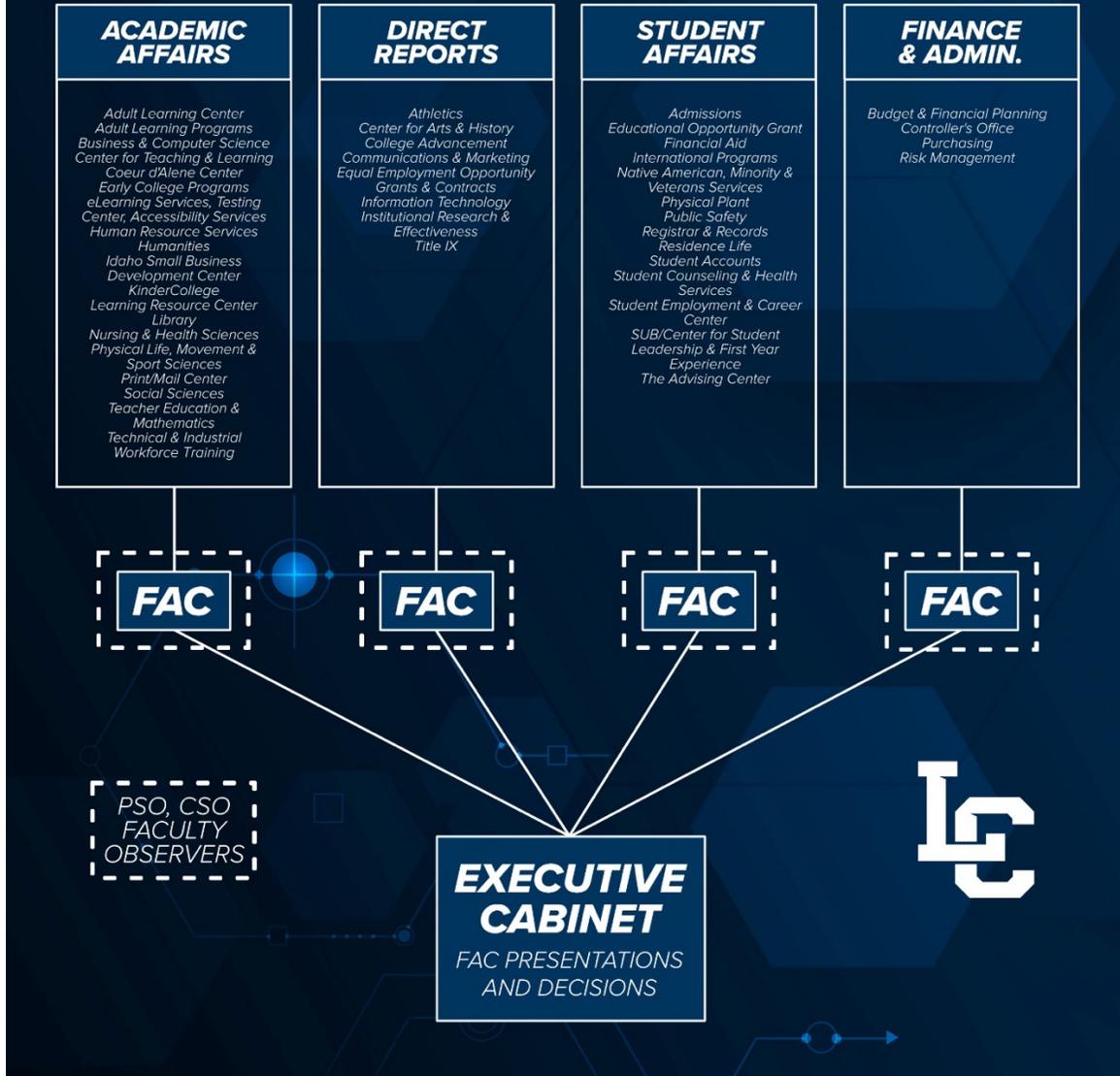
For the last few years, departments and campus units were asked to plan for a 0% or flat future budget, essentially describing plans to reprioritize current department resources to address possible adverse effects of flat budget scenarios. When requests for additional resources were made, units were required to demonstrate how those resource requests aligned with Presidential Priorities.

For campus units that are auxiliary services and generate revenue, their annual adjusted gross revenue is evaluated, and goals are set for those units to contribute some their revenues back to the institution centrally. For those campus units reliant on student fees to operate, this is the process by which proposed fee adjustments are made.

Each budget request is closely reviewed to ensure that resources are allocated in alignment with the college's mission and strategic plan goals. The budget requests of each unit are then prioritized within its broader organizational structure called a Functional Area Committee (FAC). For example, the Senior Vice President / Vice President of Student Affairs prioritizes all budget requests within his area before elevating for broader campus review. Similarly, all budget requests from Academic Affairs are prioritized by the Provost / Vice President of Academic Affairs before campuswide consideration. Finally, those resource requests that have been prioritized and elevated by each FAC or broad organizational unit (i.e., Academic Affairs, Student Affairs, Finance & Administration, Direct Reporting Units to the President) are evaluated by the Executive Cabinet. Simultaneous to this, the Classified (hourly) Staff Organization (CSO), Professional (salaried) Staff Organization (PSO) and Faculty Senate each send representatives to observe the proposed resource requests in the FAC meetings, and these observational units also prioritize and present their prioritized resource requests in alignment with their unique vantagepoints to the Executive Cabinet. In this manner all campus departments/units can make resource requests, all are evaluated and prioritized, and those that have been awarded high priority are considered for funding presuming funding is available.

CLOSING THE LOOP

STRATEGIC PLANNING PROCESS AT LEWIS-CLARK STATE COLLEGE



“Closing the Loop” Strategic Planning Process: Lewis-Clark State College employs a collaborative and comprehensive process for budget requests, reviews and approvals. The process starts at the unit level, from which leading proposals are advanced to a Functional Area Committee (FAC). The FAC; which is observed by members of the Professional Staff Organization (PSO), Classified Staff Organized (CSO), and Faculty Association; decides which proposals advance to Executive Cabinet for presentations, executive-level consideration and final decisions.

Figure 2: LC State’s Resource Request Process.

Because these resource requests are the central place where annually changing technology and physical plant needs are expressed, this allows for the departments of Information Technology Services (ITS) and Physical Plant to anticipate, plan, prioritize labor and resource needs for campuswide priorities for the future year.

In this way, institutional resources are allocated by an inclusive, grassroots budgeting process that is then distilled and aggregated into campus budget priorities.

Exhibits

- [Summary of FY25 Resource Allocation Decisions](#)
- [Summary of FY24 Resource Allocation Decisions](#)
- [Summary of FY23 Resource Allocation Decisions](#)

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

LC State monitors its internal environment to identify current and emerging trends by routinely surveying its population. Every fall, LC State conducts an All-Student Survey measuring students' satisfaction with campus climate, academics, financial aid, advising, student engagement. We want to know concerns students have with their housing, remote learning, employment and career services, for example. to know how to best help them with our student services. During our most recent survey administration (during fall term 2024; response rate 19%), respondents reported they were satisfied with their overall experience, academic experience, social experience, and the information available on their learning management system (Canvas) and the college website. In addition, respondents were satisfied with the availability of faculty outside of class, quality of faculty as teachers, availability of their advisor, and quality of advising offered by their advisor.

LC State also monitors its internal environment by conducting an employee survey every few years (most recent administration spring 2023; approximate response rate 42%). Through this survey, we learned that employees (respondents) believe there is a clear connection between their work and the LC State mission, and they perceive LC State as consistently operating within its mission. They feel valued, have access to necessary technology, and believe their job is meaningful. We also learned that it is generally believed that co-workers treat each other respectfully, share helpful information, get along well, and are hardworking and adaptable. College employees are satisfied with their professional

relationships with their direct supervisors, who are seen as respectful, supportive, good communicators, and effective leaders.

LC State monitors its external environment to identify current and emerging trends. In 2019, LC State commissioned an economic impact study investigating the increased productivity of the workforce and additional monies brought to the LC Valley through student recruitment, athletic events, and the attraction of state and federal funds. It was found that LC State is responsible for generating over \$118.4 million in added gross regional product to the LC Valley, as well as directly and indirectly supporting over 1,800 jobs annually with average annual salaries and benefits of \$49,000. Over 23,000 individuals in the current workforce have received some form of educational training at LC State. The average LC State student receives \$7.10 for every dollar they invest in their education. This amounts to a 17.5% average annual return over their working lives. Taxpayers also benefit from the college. Each dollar of public investments in LC returns \$1.90 over the students' working lives and amounts to an average annual return to the public of 6.3%.

Additionally, LC State participates in monitoring external environments through an OSBE systemwide economic impact study. In January 2022, [the Idaho Board of Education commissioned an economic impact study](#) that assessed the impact of Idaho public universities on the state economy and the benefits generated by these institutions for students, taxpayers, and society.

While the study does not directly assess LC State's unique contribution, the College is an important contributor to these outcomes. The analysis showed that in fiscal year (FY) 2019–20, operations, research, construction, entrepreneurial activities, visitor and student spending by the universities—along with the enhanced productivity of their alumni—generated \$3.6 billion in gross state product (GSP) for Idaho's economy. This additional income represents approximately 4.2% of Idaho's total GSP and is equivalent to supporting 58,006 jobs. Put into perspective, one out of every 19 jobs in Idaho are supported by the activities of the state's public universities and their students.

LC State monitors the industries in which we expect our graduates to be employed. All our career and technical education programs have [Technical Advisory Committees \(TAC\)](#) composed of local industry employers who incorporate active input from qualified business/industry advisors. TACs connect students and staff with the larger community and professional networks that provide opportunities like internships, work experiences and career exploration.

LC State's strategic plan and future direction is defined by what is gleaned from monitoring internal and external environments. [LC State's current strategic plan](#) was formed from a representative committee that developed new strategies and objectives to guide the work

of the college. Considering the college's updated mission, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation (in 2018), institutional goals and objectives were rewritten. The new goals and objectives were proposed and submitted for the [Idaho State Board of Education \(SBOE\)](#) review during the March 2018 meeting and adopted during the June 2018 meeting. The Strategic Plan document is modified and streamlined annually, and as per SBOE policy submitted for Board review and approval. System-wide performance measures (as determined by the SBOE) are co-mingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance undergoes annual Cabinet review. Changes are made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders. LC State will engage a campuswide strategic plan update initiative beginning spring 2026, pending legislative statute change in LC State's name from "Lewis-Clark State **College**" to "[Lewis-Clark State University](#)".

Exhibits

[Fall 2024 Student Survey](#)

[Spring 2023 Employee Survey](#)

[LC State Economic Impact Report](#)

[LC State Strategic Plan](#)

1.C: Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

LC State offers degrees and credentials that are consistent with our mission, provide the appropriate content and rigor for the associated degree level and discipline, and are assessed annually to ensure that they meet published programmatic and student learning outcomes.

Certificates and degrees are defined in policy by the Idaho State Board of Education ([SBOE](#)), LC State's governing body. The Registrar ensures that requirements are met before the awarding of any degree.

Curriculum is created by faculty according to disciplinary and/or industry standards. Program and student learning outcomes are published in our [General Catalog](#) and on our website. These outcomes are regularly assessed by faculty through our annual [Unit](#)

[Assessment Reporting \(UAR\) process](#). Faculty create action plans based on assessment data for program planning and improvement and to maintain appropriate rigor.

Students are provided with academic expectations in various formats. They receive a student handbook outlining the various policies and procedures regarding academics at LC State. Program outcomes are published on websites and catalog pages. Course-level outcomes are published in every syllabus. Program plans and course sequencing guides are also provided by advisors and published on websites and built into our Student Planning program.

EXHIBITS

[LC State Strategic Plan](#)

[III.E. - Certificates and Degrees | Idaho State Board of Education](#)

[Find your Program | Lewis-Clark State College General Catalog](#)

- [Example: History program w/ outcomes and sequential plan](#)

[UAR Docs - Instructional Units](#) example Business

[LC State Student Handbook 24/25](#)

1.C.2 *The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

LC State's [General Education program](#) provides the required broad-based foundation of learning for all students earning degrees. It offers flexibility (with many choices to students) but is structured to provide inculcation of durable and transferable skills that help prepare students both for upper-division coursework and future careers. The General Education program is overseen and curated by the Dean of Liberal Arts & Sciences and the faculty-led/faculty senate-appointed General Education Committee to ensure consistency, relevance and quality.

All programs are required to provide and publish program outcomes and sequential plans. These are published in our catalog each year.

The institution's policy on curriculum ensures that proper review processes are in place for any additions, changes, or deletions to the College's instructional programs.

Faculty also conduct annual assessments, program planning, and improvement processes (explained in more detail in 1.C.6 and 1.C.7) to ensure their programs meet industry, disciplinary, and student needs.

EXHIBITS

[Find your Program | Lewis-Clark State College General Catalog](#)

[General Education | Lewis-Clark State College General Catalog](#)

[General Education - School of Liberal Arts & Sciences | Lewis-Clark State](#)

[Policy 2.103 Curriculum](#)

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Learning outcomes and sequential plans for every program are published in LC State's catalog and made available to students through regular advising processes. Program plans are integrated into our Warrior Hub / Warrior Web software that student's interface with to plan their courses, check academic progress, and use for advising purposes.

LC State's annual program assessment process ([UAR](#)) is conducted by faculty from each academic unit. Published program learning outcomes are assessed and based upon results, action plans are put into place for the following year. This effort is overseen by the instructional Deans and the Provost. Program assessment reports are published in a Teams folder and used for continual program performance improvement, and as evidence for the annual budget review and request processes ([RRF](#)).

Expected learning outcomes for all courses are printed prominently in the first section of each course syllabus. LC State's eLearning has developed a syllabus template that will be used by all faculty for all courses providing a common format for students. All syllabi are required to be posted in the College's learning management system (LMS) – Canvas –and are accessible to students.

EXHIBITS

[Find your Program | Lewis-Clark State College General Catalog](#)

[UAR Docs - Instructional Units](#) example: paralegal

[WarriorHub | Lewis-Clark State](#)

[2025fa-syllabus-template-ammended.docx](#)

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

LC State publishes its [admission](#) and [graduation standards](#) and requirements on its [website](#) and in the [General Catalog](#).

The college's undergraduate admission standards are based on the Idaho State Board of Education's [general admission requirements](#). The college's admission standards for [undergraduate](#) and [graduate students](#), along with [associated admission processes](#), are presented on the Admissions Office's webpage and are presented by student category (i.e., first-year students, Apply Idaho students, transfer students, returning students, international students, non-degree seeking students, and graduate students).

Graduation requirements for [specific programs](#) are presented in the college's General Catalog, wherein students may find sequential degree completion plans along with [general graduation requirements](#). Instructions for [applying to graduate](#) are posted on the college's website.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Every instructional program at LC State participates in an annual assessment process. Student learning outcomes are established by faculty and are published in the college's General Catalog for each program. Course-level objectives, established by instructors, are published in each syllabus.

Program faculty collect artifacts, assess learning outcomes, analyze data, and provide an annual Unit Assessment Report (UAR) with findings and action items aimed at improving programs.

The College regularly engages in efforts (based on assessment findings) to improve pedagogical efforts and student learning. Our [Center for Teaching and Learning](#) (CTL) takes the lead on these efforts. Recent examples include teaching with [High Impact Practices](#) (HIPs), infusing [durable skills](#) in General Education Courses, teaching with OER, and most recently – AI in Higher Education. Trainings are recorded and archived (for access) and teaching resource banks are housed on the CTL Canvas site. The CTL offers a venue for our faculty to share what is working with one another, while also bringing in experts to provide training.

UARs are reviewed by program faculty, Division Chairs, Deans, and the Vice President of Academic Affairs. Summaries of finalized reports are then shared out in cross-collaborative groups across campus known as Functional Area Committees (FACs). These groups are made up of staff, faculty, and administrators and are designed to share information and solicit feedback.

Ultimately, the UAR and FAC processes help programs align with the institutional strategic plan and inform budget requests for the upcoming fiscal year. These processes also inform administrators when they make decisions about allocating resources to help improve and/or grow instructional programming.

EXHIBITS

[Find your Program | Lewis-Clark State College General Catalog](#)

[UAR Docs - Instructional Units](#) example: Communication Arts

[FAC Reports](#)

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

LC State's General Education program actively nurtures life-long learners through the development of literate, creative, and critical thinkers who connect learning to life. Abilities in the skills, distributive, and integrative areas defined by the General Education goals are measured by the expected learning outcomes in 8 areas (or ways of knowing), comprising a minimum of 36 credit hours.

The General Education program is governed by Idaho State Board of Education (SBOE) policy. This policy designates 6 areas or "ways of knowing" that are commonly taught at all of Idaho's public higher education institutions. These 6 areas are Written Communication, Oral Communication, Humanistic & Artistic Ways of Knowing, Mathematical Ways of Knowing, Scientific Ways of Knowing, and Social/Behavioral Ways of Knowing. In addition, there are 2 general education topic areas designated and are unique to each institution. At LC State our 2 additional areas are Global Perspectives and an Integrative Seminar on Ethics & Values. The core learning outcomes for the 6 common areas were established by statewide faculty working groups and have been adopted by all the institutions. These core competencies must be met by students earning associate and bachelor's degrees. Career

Technical Education (CTE) students earning applied associate's degrees are required to complete 15 credit hours of General Education instruction.

Examples of General Education assessment efforts can be found on our dedicated Canvas site (see below for link).

A recent example of General Education assessment and student experiential improvement came from the Scientific Ways of Knowing group. Faculty realized that there was a deficiency in our online, general education lab science courses. By focusing on the learning objectives, faculty were able to create an interdisciplinary and fully OER lab science course (for non-STEM majors) that can be delivered through the online modality. Initial results have been positive, and we are continuing to track assessment data (student outcomes) to see if further modifications are needed to help improve student learning.

Another example is the continuing work of the Written Communication group. They meet each spring and hold an "assessment retreat." They collect artifacts (comprised of student essays along with draft copies) throughout the year and then get together to assess the student outcomes using rubrics. The data they collect helps them make changes to address deficiencies or celebrate successes with all instructors to maintain continuity and improve pedagogy.

The General Education program at LC State is overseen by the Dean of Liberal Arts & Sciences, assisted by Division Chairs and 4 faculty that are "general education assessment coordinators." They conduct an annual assessment which includes artifact collection, data analysis, program meetings to determine action items for improvement, and sharing of results. Reports are made available on Canvas to all faculty and administrators. The Canvas page also serves as a resource page for faculty offering sample assignments, assessment reports, and summaries of statewide general education initiatives.

In addition, the Dean, assessment coordinators, and key general education instructors participate in yearly statewide meetings sponsored by the SBOE. Learning outcomes, assessment practices, pedagogical approaches and improvements are all discussed with colleagues from across the state. The aim is to ensure ease of transfer between institutions and improve student learning.

Information about the General Education program is published in LC State's General Catalog and on our website.

EXHIBITS

[III.N. - Statewide General Education | Idaho State Board of Education](#)

[General Education | Lewis-Clark State College General Catalog](#)

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

As described above, all instructional programs at LC State engage in an annual assessment process known internally as Unit Assessment Reporting (UAR). This process is faculty-driven with the goal of improving student learning and meeting institutional strategic goals and benchmarks. Artifacts are collected relating to learning outcomes as well as institutional priorities. After analyzing the data collected, improvement plans and action items are put into place.

Below are two examples of the use of assessment efforts to inform planning and practices, and to continuously improve student learning outcomes.

Example one: Justice Studies program assessment to improve student learning outcomes

From 2017 to 2019, Justice Studies faculty identified a concern regarding students' inability to meet one of the program's established benchmarks. They were using a national standardized exam (the ACAT) to measure students' "understanding of criminal and juvenile justice, criminology, law enforcement, adjudication, and corrections." Through review and analysis of data, faculty concluded there needed to be more content built throughout the curriculum that would help prepare students for this national standardized exam.

The Program Director examined the ACAT results and identified the courses in the Justice Studies program plan that address the core areas that are tested. He met with faculty to work collaboratively to strengthen how each core area would be covered in these key required courses. Faculty collectively agreed to ensure that each of the core areas of the ACAT assessment exam would be given adequate attention and that the substantive content would be aligned with what the ACAT covers. They also concluded that the exam should be administered during one of the senior-level courses. This would allow faculty to emphasize to students that ACAT scores are important measures of both student and program outcomes, and a way in which LC State Justice Studies can measure itself against disciplinary standards.

The impact of these changes came two years later. In 2020, no exam was administered due to the pandemic restrictions. In 2021, however, and in every subsequent year since then, Justice Studies students are meeting the benchmark score. They are now consistently measuring in the top half of the nation in terms of test score for this learning outcome.

Example two: Chemistry program assessment to inform planning and practices

Chemistry majors at LC State have slowly declined over the past 10 years. In 2014 there were 31 declared majors and just 11 in 2024. The faculty wanted to know why and, through the assessment process, decided to track (beginning in 2024) how many majors came to the college as chemistry majors versus how many changed into the major. What they found was that 10 of the 11 had changed after entering college. They also asked each student to share why they chose chemistry. The short analysis – students are not coming to LC State with the idea of being a chemistry major.

This data has allowed the faculty to come up with a plan to attract more majors. Here are the next proposed steps:

- Promote as a double major to other STEM fields due to curricular crossover (Biology, Math, Computer Science, etc.)
- Promote the major in general education, entry-level chemistry courses
- Increase undergraduate research opportunities – noted as a reason for choosing chemistry by many of the surveyed students
- Promote at the high school level in our dual credit partner courses (including class visits to our labs and faculty visits to area high schools)

The impact of these plans has yet to be felt. However, it is an example of how the annual assessment process informs program planning and improvement. Increasing enrollment is one of the institutionally emphasized strategic goals, and chemistry faculty are attempting to reverse a 10-year trend by looking at data and making an action plan to address a deficiency.

EXHIBITS

[Justice Studies UAR FA24 final](#)

[Chemistry UAR F24 final](#)

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Lewis-Clark State College publishes detailed information about its transfer credit policies in the [General Catalog](#) each year. In addition to the transfer credit policies in the *General Catalog*, the Admissions Office provides detailed information regarding the College's transfer credit policies and practices on its Overview webpage. The Idaho State Board of Education promotes statewide articulation that facilitates the transfer of students among

institutions within the state of Idaho and assures academic quality. Lewis-Clark State College is a key participant in these agreements. Transfer students are guided in transfer credit process on Lewis-Clark State College's Transfer Student web page.

Upon admission to Lewis-Clark State College and receipt of the applicant's official transcripts, admissions personnel evaluate the transcripts for courses that will be issued transfer credit. Transfer credit is not limited to those courses that are parallel to courses offered at LC State. Credit is usually granted for all courses which reasonably correspond to one of the various programs offered by the college. Staff in the Registrar & Records Office and Admissions Office evaluate applicant transcripts to determine which courses transfer as General Education Core only. Transfer credits which may apply toward an intended major, are evaluated by the Division housing the program.

Transfer credits from Idaho State funded institutions, especially within the General Education area are guided by the State Board of Education, which has developed a set of competencies and rubrics in Written Communication, Oral Communication, Math, Science, Social Science and Humanities. These competencies provide the framing for all the state-funded college and university General Education curricula in these six areas, ensuring transferability and academic quality.

When applying for admission, students submit transcripts from all colleges they have attended. Following the guidelines established by the U.S. Department of Education and CHEA, only colleges that are regionally or nationally accredited and listed by these agencies are eligible for transfer credit, again assuring academic quality. Once transcripts have been evaluated, students are encouraged to view their transfer equivalency report on webpages and by admissions staff and program advisors. To ensure consistency in evaluating transfer credits, Lewis-Clark State College utilized the Transfer Equivalency System from College Source. Students who have further questions about transfer credits are encouraged to contact Lewis-Clark State College personnel and to view the transfer policies and process on the Transfer Student Information document.

EXHIBITS

[LC State Admissions Overview Catalog Page – transfer student](#)

[Transfer Equivalency System](#)

[LC State Transfer Student Admission Guide](#)

[LC State Transfer Student Information Document](#)

[State of Idaho Transfer Guide](#)

[LC State Articulation and Transfer Policies](#)

[NWCCU Transfer and Award of Academic Credit Policy](#)

CREDIT-FOR-PRIOR LEARNING

At Lewis-Clark State College, credit for prior learning, is: a) guided by [published policies](#) and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 35% of the credits needed for a degree; d) awarded by the passing standardized national exams, challenge exams developed by LC State faculty or through submission of a portfolio that documents student achievement of learning outcomes for specific courses after being evaluated by qualified teaching faculty.

LC State's Office of the Registrar evaluates and awards credits for recognized national and faculty developed challenge exams. To achieve credit through work experience or professional certifications, students must compile a comprehensive and thorough portfolio that clearly demonstrates and documents they have achieved the learning outcomes of the course for which they are trying to receive credit. Students are guided in this process by staff in LC State's Adult Learning Program office and faculty.

Students wishing to receive credit from prior learning and experience are encouraged to enroll in a one-credit prior learning/portfolio development course offered at a greatly reduced tuition rate. This course explains all testing and portfolio options available and has them work closely with faculty while they are developing a portfolio. Once completed, portfolios are evaluated by knowledgeable faculty and credit is only awarded if the learning outcomes of the course are satisfactorily demonstrated. Credit for prior learning is recorded as "Pass/Fail" or "CR".

EXHIBITS

[LC State Credit by Prior Learning Assessment Policy and Procedures](#)

[LC State Registrar's Student Resources page](#)

[LC State Registrar's Catalog page](#)

[LC State Adult Learning Program Portfolio Assessment Webpage](#)

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; 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 relevant professional practice.

Lewis-Clark State College currently offers two graduate certificates and two master's degrees. The two graduate certificates ladder into master's degrees if the student desires. LC State offers graduate certificates in Sport Coaching and Nursing Management & Leadership. An articulation agreement with Idaho State University allows LC State students who complete the Sport Coaching certificate to transfer credits into ISU's MA in Athletic Administration. Master's degrees are offered in Cyber Accounting and Nursing Leadership in Healthcare.

All of LC State's graduate certificates and degrees are professional and designed to further knowledge, career progression, performance, and professionalism in specific career fields. LC State's graduate certificates and degrees are overseen by the School of Professional and Graduate Studies which establishes and maintains admission and progression standards. A Graduate Studies Council provides program review and guidance and serves and evaluates student petitions.

To be fully admitted into any of LC State's graduate programs, students must have completed a bachelor's degree and have a GPA of at least 3.0 in their last 60 credits of undergraduate work. They must maintain a 3.0 GPA to complete their graduate programs.

LC State carefully selects graduate faculty. Graduate faculty are expected to have a terminal degree and considerable experience in their professional field. Graduate level courses are differentiated from undergraduate courses by requiring higher level research and writing assignments and, when appropriate, professional internships or clinical practices appropriate for the advanced degree level. 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 LC State structures the graduate learning experience, monitors and assesses learning achievements.

EXHIBITS

[LC State Graduate Studies web page](#)

[Graduate Studies Handbook](#)

[LC State Graduate Studies Catalog Page](#)

[LC State MSN:Nursing Leadership in Healthcare web page](#)

[LC State Sport Coaching Certificate web page](#)

[LC State MS: CyberAccounting web page](#)

[Idaho State University MA: Athletic Administration](#)

1.D: Student Achievement

1.D.1 *Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*

The recruitment of students is a shared responsibility among the members of the campus community but the primary responsibility for direct student outreach is assigned to the college's Admissions Office. Three regional recruiters (called "enrollment specialists") are located in Southeast Idaho, Southwest Idaho, and North Idaho. In addition, three staff based in Lewiston, including the Assistant Dean of Enrollment Services, engage in direct outreach to high school and community college students. A typical recruitment visit includes a presentation of the college's instructional programs, an overview of services, and a review of the college's admission requirements. In this way, students who do not meet institutional admission requirements may opt to investigate different post-secondary options. Additional staff who engage in recruitment include staff in the Office of Native American & Veteran Student Services and Outreach, College Assistant Migrant Program, Adult & Corrections Education, and instructional divisions such as Nursing & Health Sciences. In addition to presenting information about the college's instructional programs and admission requirements, these areas present information about eligibility for specific financial resources (e.g., tribal and veterans' educational funding) or program-specific admission requirements. Recruitment of students occurs throughout Idaho and in selected regions of Washington, Oregon, Alaska, Montana, Hawaii, Wyoming, and Nevada.

The college's [undergraduate admission standards](#) are based on the Idaho State Board of Education's [general admission requirements](#). The college's [graduate admission requirements](#) are based on program requirements and were developed internally.

New entering students are required to work with an academic advisor (professional staff advisor) to build an initial schedule of courses and prepare a degree completion plan. During the meeting with their advisor, a student is apprised of specific academic requirements, myriad institutional policies, support services, financial aid/payment

considerations, and additional steps in the enrollment process. Advising appointments are offered on an individual basis or via a program called [Student Advising and Registration \(STAR\)](#). These students are assigned a faculty mentor and are assigned a faculty advisor after one or two semesters. Transfer students with 14 or more transferrable credits and former students who return to complete their degrees are referred directly to their instructional divisions for advising. These students are also provided information about degree completion requirements, transfer credits, and other information needed to complete their programs of study.

All new entering students are invited to participate in a [new student orientation program](#), which is offered online and in person at the beginning of each semester. During the orientation programs, students are reminded of academic requirements for their programs of study, college policies and procedures, along with other information intended to help them be successful.

1.D.2 Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

LC State has a long history of comparing itself to national and regional peers on several indicators of mission fulfillment. Every year, LC State's performance (as compared to peers) on these indicators are published and shared widely as interactive dashboards on its website as its Public Data Lookbook:

- Graduation Rates
 - Within 150% of normative time to degree. Two types of student cohorts:
 - First-time, full-time bachelor's seeking students
 - First-time, full-time students (inclusive of associates and certificate seeking students).
 - Within 4, 6 & 8 years. Four types of student cohorts
 - First-time, full-time students
 - First-time, part-time students
 - Non-first-time (transfer-in), full-time students
 - Non-first-time (transfer-in), part-time students
- Retention Rates of first-time, full-time bachelor's seeking students
- The amount of student debt among two groups of students:

- All students
- Graduates
- 3-year student debt default rates
- Proportion of LC State students receiving
 - Pell awards
 - First-time, full-time students
 - All undergraduate student
 - Federal loans
 - First-time, full-time students
 - All undergraduate student
- Instructional expenditure per full-time equivalent enrollment
- Net price to attend
- Student to faculty ratio

The student achievement measures of retention and graduation rates are further disaggregated by institutionally meaningful categories of first-generation (to college), age (adult learner status) and socioeconomic status (i.e., Pell awardees), in order to assess any equity gaps and close student achievement barriers. The other indicators of cost and student debt are key to mission fulfillment and inform whether LC State accomplishes its hallmark status of offering a ‘private school experience at a public-school price’.

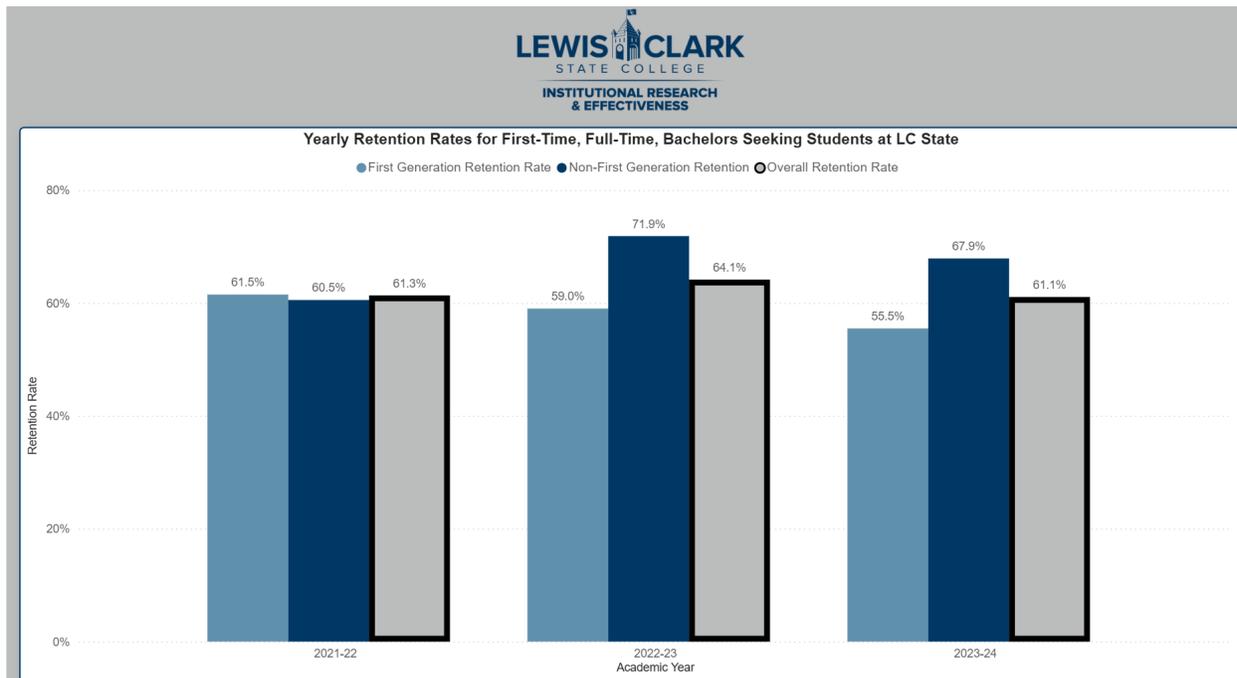


Figure 3: Example dashboard from LC State's Public Data Lookbook comparing retention among first generation to college status categories.

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators

benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

The student achievement measures of retention and graduation rates that are disaggregated by institutionally meaningful categories (first-generation, adult learner and socioeconomic status) are widely published on the institution's website. An institution's performance on indicators, like retention and graduation rates, are evaluated relative to similar peer institutions. [LC State's national peer institutions](#) were identified through statistical regression and cluster analyses and were approved by the Idaho State Board of Education in February, 2020. LC State also compares itself to the other four-year institutions in the state of Idaho.

An important document in planning, decision making and during the allocation of resources, the [Public Data Lookbook](#) was originally drafted for the President's use testifying on behalf of LC State during the Idaho legislative session, which is a key moment for allocation of resource and planning. Since then, the Public Data Lookbook has been reformatted into a series of widely published dashboards available on LC State's website, making these peer benchmarked indicators available to a greater audience of decision makers at LC State.

In comparing LC State's performance on retention and graduation rates to its national Board approved peer institutions, we have concluded that there is room for LC State to improve. Across 8 years of national peer averages, LC State performs on average five percentage points below the retention of the average of its national peers. However, in recent years LC State has improved this gap to perform only 1-4% behind its national peers.

When considering LC State's graduation rates as compared to its national peers, conclusions are mixed in part because there are many ways in which to measure graduation rates. In considering the most widely publicized version graduation rates among first-time, full-time, bachelor's seeking students, LC State performs on average seven percentage points below the graduation rates of the average of its national peers across the last eight years of peer comparison. When considering all degree/certificate seeking students (not just bachelor's seeking students), LC State at times exceeds the graduate rates of the average of its national peers. And by examining graduation rates after 4 years, LC State exceeds its national peers but loses ground when considering the rates after 6 years. This means that LC State is efficient in helping students graduate sooner relative to its peers, but LC State has room to improve in helping those students who have yet to graduate after four years.

Through discussion of these findings of retention and graduation rates relative to peer institutions in President's Cabinet and President's Council meetings, LC State launched and administered a 'recruit back' campaign. The offices of Enrollment Services and Institutional Research and Effectiveness collaborated to identify those students who left LC State without a degree in 'good standing' (i.e., not on academic probation and without debt preventing their return). Faculty and staff of all offices were assigned students to contact and encourage to re-enroll. At LC State, all staff are expected to support enrollment and recruitment activities. Even those with back-office functions are often LC State alumni or have close ties to LC State's mission of lifelong learning and proved to be an invaluable resource in recruiting students back. One staff member contacted all the graduating seniors in her local high school to share the LC State story, encouraging them to enroll. All LC State faculty staff have a role to plan in the mission fulfillment objective to increase student enrollment by way of the President's Priority to recruit and retain.

In considering the student achievement measures of retention and graduation rates disaggregated by institutionally meaningful categories, it is the case that first generation college students lag behind the performance of their non-first-generation peers by greater than ten (10) percentage points. The performance gap for low-income students (Pell eligible/recipients) is less pronounced when analyzing recent graduation and retention rates (<10% difference). And when analyzing retention and graduation rates of adult learners, results are mixed because adult learners represent a small minority of these student cohorts. Because the widely publicized versions of retention and graduation rates are derived from student cohorts who are first-time to college (no prior college attendance) and full-time enrollment status, only a few adult learners are included in these cohorts (as they often have prior college experience and attend part-time). Therefore, during some years adult learners perform similarly to traditional age students (<25 years of age) and other years, adult learners appear to have a large gap in achievement as compared to traditional age students. To learn more about the achievement of adult learners, we may need to examine other cohorts of students who have prior college experience (transfer students) and attending part-time. But in doing so, we would not have peer comparisons by which to judge LC State performance as these cohorts of students are not widely publicized.

As a consequence of these disaggregated findings by institutionally meaningful categories, LC State has evolved to serve the unique needs of first-generation, low income and/or adult students in a number of ways:

- LC State is one of Idaho's online education leaders in terms of range, scope and number of online programs and degrees. LC State offers more than 20 programs

fully online in both traditional and emerging fields. Additionally, LC State is fully integrated into Online Idaho, providing courses and supporting student advising to take advantage of courses offered at sister institutions to help students maintain program of study progress, and ultimately facilitate timely graduation.

- Instead of basing current course schedules on what was offered in the past, LC State is engaging in zero-based course scheduling. This is a method used for planning and offering courses each semester, but unlike traditional course scheduling, where courses are often ‘rolled over’ from one term to the next based on historical offerings, zero-based course scheduling starts from a "zero base." This means that each course offering is evaluated from scratch each time the schedule is created. Key features of zero-based course scheduling:
 1. Evaluation from Scratch: Every course, regardless of its history or previous demand, is evaluated for necessity and relevance before being scheduled. This ensures that only courses that meet current student needs and institutional priorities are offered.
 2. Focus on Demand: Course offerings are primarily driven by current student demand, program requirements, and institutional goals rather than historical precedent. This approach helps to avoid over-scheduling courses with low enrollment and under-scheduling those with high demand.
 3. Resource Allocation: By starting from zero, LC State can more effectively allocate resources such as faculty, classrooms, and funding to the courses that are most needed. This can help in optimizing the use of our resources.
 4. Flexibility: Zero-based course scheduling allows LC State to be more responsive to changes in student interests, labor market demands, or curriculum adjustments. Courses that are no longer relevant can be removed, and new courses can be added more easily.
 5. Increased Efficiency: This new method will lead to a more efficient course schedule that better aligns with both student needs and institutional capacities, potentially leading to higher student satisfaction and retention rates.
- In order to be a better deal for adult learners, LC State:
 - Created individualized success plans, which can include Prior Learning Assessment (PLA; portfolio, challenge and CLEP exams).
 - Expanded eight-week course offerings.
 - Expanded online, evening and weekend courses and student support services.
- Revised Advising services: College leadership, faculty advisors and professional academic advising personnel established new approaches for faculty- and division-based advising services. Procedures surrounding the handling of transfer credits during the admissions process are now coordinated more tightly. More routine communication and training for faculty and staff will occur to provide updates on policies and procedures impacting advising and campus resources (e.g., the college’s texting platform) available to engage advisees during key times of the

academic year when many students require additional assistance. Faculty-advisor input on additional improvements to the transfer credit process are encouraged.

- Leverage co-admit/co-enrollment MOUs/MOAs ratified with Idaho's two-year schools. These partnerships will help promote students' success for those attending more than one institution by making their transition smoother, increasing curricular choices and allowing them to tailor their education experiences to fit personal goals, preferences, and needs resulting in greater student success and retention.

In these ways, disaggregated indicators were benchmarked against indicators for peer institutions at the regional and national levels and used for continuous improvement to inform planning, decision making, and allocation of resources.

Exhibits

- [LC State's peer institutions](#)
- [Public Data Lookbook](#)
- Disaggregated Student Achievement indicators:
 - [Retention rate as compared to national and regional institutional peers](#)
 - [Retention Rate of First Generation and Non First Generation LC State Students](#)
 - [Retention Rate of Pell Eligible and Non Eligible LC State Students](#)
 - [Retention Rate of Adult and Non-Adult Learners at LC State](#)
 - [Graduation rates as compared to national and regional institutional peers](#)
 - [Graduation Rate of First Generation and Non First Generation LC State Students](#)
 - [Graduation Rate of Pell Recipients and Non Pell LC State Students](#)
 - [Graduation Rate of Adult and Non-Adult Learners at LC State](#)

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The process and methodologies for collecting and analyzing indicators of student achievement at LC State are transparent. For those indicators presented in the Public Data Lookbook, LC State uses federally defined methodologies outlined by the Integrated Postsecondary Education Data System (IPEDS). These definitions are well documented and publicly available. The Public Data Lookbook along with many other indicators of student and institutional achievement are published and widely accessible on LC State's Institutional Research website under the sub-heading "[Need LC State Data?](#)". On this site, one can also find LC State's:

- Common Data Sets: A collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson’s, and U.S. News & World Report
- Fall Fact Sheets: A brief publication of census figures and infographics every fall, meant for use and dissemination at external-facing events like when LC State hosts the Idaho Board of Education meetings.
- Places where LC State federally reported data may be retrieved alongside the data of any institution nationwide:
 - [IPEDS Data Center](#)
 - [College Navigator](#)
- More information about our internal surveys:
 - [Annual All Student Survey](#)
 - Annual First Destination Survey (administered to graduates to determine their employment placements-Not published)
 - [Periodic All Employee Survey](#)

Conclusion

Lewis-Clark State College (LC State) approaches the NWCCU Evaluation of Institutional Effectiveness (EIE) process with a deep sense of responsibility and an unwavering commitment to mission fulfillment, student success, and continuous institutional improvement. As Idaho’s regional public institution with a unique blend of academic, career-technical, and community college functions, LC State embraces its role as a student-centered college dedicated to access, opportunity, and workforce relevance. This report reflects both our journey and our aspirations as we continue to evolve in response to changing student needs, state priorities, and regional dynamics.

Institutional Strengths

The foundation of LC State’s effectiveness lies in its clarity of mission and values. Grounded in a commitment to teaching excellence, affordability, and personalized education, the College consistently demonstrates strong alignment between its mission and operations. The institution’s strategic plan, “Connecting Learning to Life,” has been instrumental in guiding decisions across academic programming, student support services, financial stewardship, and community engagement.

LC State’s effectiveness is particularly evident in several key areas:

- **Student Success and Achievement:** The College maintains strong retention and graduation rates for a regional open-access institution. Significant investments in advising, academic support, and holistic student services have fostered a positive environment for student achievement, particularly for first-generation, rural, and nontraditional students. The First-Year Experience program, proactive advising, and co-curricular programming have helped improve student outcomes in measurable ways.
- **Faculty Engagement and Instructional Excellence:** LC State's faculty, across both academic and career-technical programs, demonstrate a deep commitment to student learning and program quality. The institution's small class sizes, absence of teaching assistants, and personalized learning environment foster high-impact educational experiences. Faculty regularly engage in assessment, program review, and professional development, underscoring a culture of academic quality and continuous improvement.
- **Accreditation and Assessment:** LC State has made substantive progress in institutional assessment practices, aligning learning outcomes with strategic priorities and improving mechanisms for data-informed decision-making. Academic and co-curricular units systematically use assessment results to inform program changes, improve services, and support student learning. The institution's recent investments in analytics capacity have further advanced the quality of institutional research and planning.
- **Financial Sustainability and Stewardship:** The College operates with strong fiscal responsibility, maintaining balanced budgets and stable reserves while investing in mission-critical initiatives. Transparent financial practices, collaborative budgeting, and strategic enrollment planning allow LC State to adapt to state funding shifts and enrollment fluctuations while minimizing student cost increases.
- **Community and Workforce Engagement:** LC State's role as a regional hub for workforce development and community engagement is evident in its strong industry partnerships, responsive program design, and commitment to applied learning. Programs in nursing, teacher education, technical trades, and business demonstrate responsiveness to local and statewide workforce needs. Partnerships with local employers, community colleges, and state agencies have enhanced LC State's relevance and impact.

Challenges and Areas for Improvement

Despite its many strengths, LC State acknowledges areas where improvement is both necessary and ongoing:

- **Enrollment and Demographic Shifts:** Like many regional institutions, LC State faces the dual challenge of declining traditional-age student populations and increasing competition for students. Efforts to grow enrollment through expanded online offerings, dual credit, graduate programs, and strategic partnerships are

underway, but continued innovation will be critical to stabilizing enrollment and maintaining access.

- **Data Integration and Decision Support:** While significant progress has been made in institutional research, the College continues to build capacity in integrating data systems and providing actionable insights to support planning and effectiveness. Ongoing improvements in dashboard development, disaggregated data analysis, and predictive modeling are priorities for enhancing data-informed decision-making at all levels.
- **Infrastructure and Facility Renewal:** As a campus with many aging facilities, LC State is challenged by deferred maintenance and the need for modernization of instructional spaces. Strategic investments have been made in career-technical spaces, residence halls, and student support areas, but additional resources are needed to fully align physical infrastructure with institutional goals and student needs.

Looking Ahead

LC State's future is rooted in a clear vision of student-centered excellence and mission-driven innovation. The institution continues to build on a foundation of personalized learning, strong community ties, and adaptability to emerging challenges. In the years ahead, the College is focused on:

- Expanding niche specific graduate-level programming to meet workforce needs and provide upward mobility for regional learners.
- Strengthening institutional research and planning functions to better support data-informed strategy and resource allocation.
- Advancing student access while complying with evolving state and federal policies.
- Modernizing campus facilities and technologies to improve learning environments and operational efficiency.
- Deepening partnerships with Idaho's other public institutions, particularly in areas where collaboration can extend educational access and avoid duplication.

This Evaluation of Institutional Effectiveness affirms LC State's ability to fulfill its mission, support student achievement, and foster a culture of continuous improvement. The College remains confident in its direction and optimistic about its capacity to thrive in a changing higher education landscape. As a small but vital institution within Idaho's public system, LC State will continue to champion accessible, high-quality education that connects learning to life—for every student, every time.

Addenda

- a. Response to any concerns (findings) raised in the peer-evaluation report of the Year Six, Policies, Regulations, and Financial Review (PRFR). ([PRFR Report NWCCU](#)) - **No Findings**
- b. Institutions authorized to offer Distance Education must include an addendum to their EIE Self-Evaluation Report. In this addendum, institutions should address and provide evidence of the following:

Addendum on Online Learning Procedures Online Education Program is Consistent with LC State’s Mission

Lewis-Clark State College’s mission is to prepare students to become successful leaders, engaged citizens, and lifelong learners. As one of Idaho’s four public four-year institutions, LC State serves a diverse population, with a particular emphasis on underserved and rural communities. Many of these students face significant geographic, economic, or scheduling barriers that make traditional in-person attendance difficult. Online education helps bridge that gap by providing high-quality, flexible pathways to academic and professional advancement.

LC State is committed to providing accessible and innovative distance education offerings across academic and career-technical programs. These courses support the College’s three-part mission—academic, professional, and career and technical education programming—while aligning with statewide initiatives to expand educational access.

Quality and Standards Across Modalities

LC State ensures that online, hybrid, and other distance-delivered courses meet the same academic and institutional standards as those taught on campus. Faculty must adhere to established course design protocols, accessibility requirements, and assessment standards that are outlined in the College’s online education practices outlined in the [eLearning Services Instructor Handbook](#), [Growing with Canvas](#) (inside of the LC State LMS), and LC State Academic Policies, specifically [Policy 2.130, Instruction](#).

The [Center for Teaching and Learning](#) (CTL) works closely with faculty to ensure that courses meet **NWCCU** and **federal distance education guidelines**. LC State’s Learning Management System (Canvas) is used for all modalities regardless of delivery, and the CTL provides robust training, templates, and course quality review checklists to support faculty in upholding academic rigor in every modality.

Verification of Student Identity

LC State complies with [34 CFR 602.17\(g\)](#) by ensuring that each student enrolled in an online education course is the same student who participates and receives credit. This is

achieved through secure campus wide, single sign-on login credentials with multi-factor authentication and proctored assessments as needed. The College's student authentication practices are outlined in the Distance Learning Procedures Manual and referenced in the LC State Student Code of Conduct.

Faculty may utilize [Respondus Lockdown Browser \(RLDB\)](#) and/or [Respondus Monitor](#) for remote or asynchronous testing to ensure academic integrity. RLDB or in-person proctoring can be used for online courses at the LC State's [Testing Center](#) for no fee. All exams taken at the LC State Testing Center require a photo ID for a student to test. Information on RLDB can be found on pages 15-16 or the [eLearning Services Instructor Handbook](#) or in the [Respondus Training](#) (access provided upon site team arrival) course located in Canvas.

Fees Related to Identity Verification

LC State currently **does not charge students** any additional fees for identity verification services. Costs associated with tools like [RLDB](#) are covered institutionally. Should that policy change, LC State will ensure that any associated fees are disclosed transparently to students during course registration, in full compliance with [34 CFR 602.17\(h\)](#).

Student Privacy

LC State strictly adheres to [FERPA](#) and institutional privacy policies across all course delivery methods. All faculty and staff complete mandatory [LC State FERPA training](#) during onboarding and receive regular updates at in-service sessions and department meetings. Online courses are also designed to protect student data and confidentiality within the LMS and other instructional technologies. The State of Idaho mandates yearly FERPA training for all employees.

Regular and Substantive Interaction (RSI)

LC State upholds the federal requirement for regular and substantive interaction in all distance education courses. Online faculty are required to initiate consistent engagement through meaningful academic contact, including instructor-led discussions, timely feedback, video conferencing, and active presence in Canvas. [See Policy 2.130, Instruction.](#)

Faculty are supported with resources including:

- The [Canvas Coaching and Tutorials page](#) on the eLearning Services Website
- Asynchronous accessibility (Access for All) and course development (Growing with Canvas) courses in Canvas for faculty (access provided upon site team arrival).
- Regular campus trainings offered for instructors on course design and LMS features

- [CTL's Faculty development workshops](#) addressing best pedagogical practices for student engagement.

These tools align with [34 CFR 600.2](#) definitions and [NWCCU's Distance Education Policy](#) to ensure educational quality and federal compliance.

Continuous Improvement and Future Direction

LC State's distance education practices evolve through regular engagement with regional and national professional organizations, including [WCET/WICHE](#). Faculty and staff participate in training, policy development, and peer collaborations to remain current with best practices in online learning.

As LC State expands graduate and professional offerings, including new online master's programs, it remains committed to equity, access, and instructional excellence across all modalities. The institution recognizes that distance education is not merely a convenience—it is an essential component of its mission to serve Idaho's students, regardless of location or circumstance.

Exhibits and Supporting Documentation:

- **eLearning Procedures Manual (built into LMS, Canvas) *Site team provided access upon arrival***
 - [eLearning Student Handbook](#)
 - Identity Verification and Integrity Protocols
 - Regular and Substantive Interaction Policy
 - Academic Standards in Distance Delivery
- **[Student Code of Conduct](#)**
 - [Academic Integrity Guidelines](#)
 - [Appropriate Use Policy 1.202](#)
- **Faculty Online Teaching Resources (built into LMS, Canvas) *Site team provided access upon arrival***
- **[eLearning Website](#)**
 - Online Course Design Checklist
 - CTL RSI Implementation Guide
 - Canvas Course Shell Standards
- **Canvas [LMS Privacy and Security Documentation](#)**
- **[Testing Center Website](#) and Online Proctoring Procedures (built in Canvas- *Site team provided access upon arrival*)**
- **[FERPA Training Materials and Annual FERPA Certification](#)**
- **[WCET Records](#)**

[PRFR final document:](#)

Specialized accreditations: list all external

Center for teaching and Learning